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ABSTRACT

This collection of articles provides an overview of some of the recent social science research projects performed by state agricultural experiment stations. The examples highlight social science's contribution to problem-solving in rural business, industry, farming, communities, government, education, and families. The following programs are discussed: (1) the Transition Programming Model, an agricultural budgeting program serving financially struggling farmers in Illinois; (2) California social scientists' efforts to help create farmers' markets in urban areas; (3) a grape and wine-production farm initiated with support from Washington State University; (4) the Wisconsin Experiment Station's survey that helped guide community development in Belleville; (5) community-development studies in other rural areas; (6) a Virginia research study on the effects of educational spending on student performance and economic development; (7) the Texas Assessment Modeling System that projected the impact of a planned coal-fired electricity generation plant in Fayette County, Texas, and surveyed state crop damage in North Dakota; (8) Nevada research that documented the problem of indigent health-care costs for Humboldt County, and helped pass state legislation; and (9) a research study in Missouri examining how farm families cope with changes relating to the national farm crisis--a study that was used by Congress in drafting parts of the Food Security Act of 1985. The document also contains brief descriptions of social science research projects in other states, and numerous black and white photographs illustrate the text. (TES)

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Social Science Research



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In Cooperation with the Cooperative State Research Service,
USDA, and the Farm Foundation

November 1989

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Hatch Act, 1887

"It shall be the object . . . of the State agricultural experiment stations . . . to conduct . . . experiments . . . contributing to the establishment and maintenance of a permanent and effective agricultural industry . . . including researches basic to the problems of agriculture in its broadest aspects, and such investigations as have for their purpose the development and improvement of the rural home and rural life and the maximum contribution by agriculture to the welfare of the consumer, having due regard to the . . . needs of the respective States" (PL84-352 69 Stat 671 USC 631 et seq.).

When the Hatch act was passed by Congress in 1887, rural America was dominated by agriculture. Nearly all rural jobs were in farming or farm related businesses. Almost everyone living in the countryside had a hand in farming. You might say America started as a nation of farmers and small towns.

Over the years we constructed a romantic image of farming and country living. Rural people were just plain, old-fashioned, honest folk working the land — good people you could count on to solve any problem. The countryside was a green and pleasant land with lots of sunshine, crisp clean air, and bubbling brooks. It was a place nearly every city dweller would have preferred to live, given a choice. Many of us still dream of living in a small town.

But rural America has changed. Small towns are not what they used to be. It doesn't matter whether we use our dreams or historical fact as the benchmark. They are no longer primarily covered by farms, but most rural people earn a living in services or manufacturing. Two-thirds of farm family earnings come from their income off the farm.

Small towns and their industries are not isolated any more. National and world events affect what goes on along Main Street, at the school, down at the Couthouse, and on the farm. The value of the dollar in world currency markets, the national trade deficit, or the prime rate charged by the Federal Reserve are as likely to be the topic of conversation in small town cafes as Friday night's high school football score.

Most small towns and rural areas are not growing and many are declining. There are fewer jobs and many of them are only part-time or temporary. Unemployment is high, higher than in the cities. Incomes are lower in rural America, with poverty more common than in the central core of large urban areas. And the situation appears to be getting worse.

From 1945 to 1970 rural America saw a major decline in jobs and people. Over 5 million people left their farms and moved to the cities in search of work. The 1970s brought a turnaround. Growth and revitalization of rural communities and economies led to a general optimism about the future of rural America. Communities experienced population growth where decline had been the trend. Manufacturing employment and service sector growth more than offset the continued decline in agricultural employment. There was talk of a "rural renaissance."

The experiences of the 1930s have brought a return of more pessimistic views. Downturns in many of the industries important to rural economies have resulted in near double-digit unemployment, a rise in business failures, fiscal crises in local governments, declining public services, and a renewal of the long-term trend of net outmigration and population declines. The turnaround appears to have turned around again.

To meet these needs of rural America, the State Agricultural Experiment Stations are changing as well. Their research programs are being modified to keep pace with the needs of a changing rural America. Our century old mandate from Congress is "the development and improvement of the rural home and rural life and the maximum contribution of agriculture to the welfare of the consumer." That purpose has not changed. But the research requirements for reaching the goal are becoming more diverse. As rural America has opened its country roads and small towns to nonfarm people and industries, experiment stations have undertaken the sociological and economic research needed by the respective states.

Many of the problems facing rural Americans and small towns are "people problems." The farm crisis of recent memory was a fiscal crisis, not an agricultural productivity problem. It was a social stress crisis as families faced the loss of their farms, livelihood, social standing in the community, and sense of personal worth. Social science research provided the basis for programs to ease the pain and lighten the burden of adjustment.

Rural America faces a serious economic problem. As old jobs are lost, new jobs must be created or attracted from elsewhere. Knowing what is required, where to start, and how to proceed are vital pieces of knowledge. Social science research provides the understanding of economics, local leadership, and community organization that is required.

In 1985 the experiment station directors decided it was time to launch a major effort to address the "people problems" of rural America. Through the Experiment Station Committee on Organization and Policy (ESCOP), a Task Force was created to determine what research was needed and how much it would cost. With Agriculture and Rural Viability in hand, the experiment station directors requested \$10 million of additional funds for the FY-1989 federal budget to initiate the needed research program. Their first request was unsuccessful, but has been renewed for the FY-1990 and FY-1991 budgets.

State Agricultural Experiment Stations are funding social science research to serve rural America, even without additional federal funds. The research needs are as diverse as they are serious. Working with limited resources, social scientists are carrying on programs of research which serve a broad spectrum of rural people and rural places.

This publication provides an overview of some of the recent research of social scientists in experiment stations. The examples highlight their contributions to problem solving in business and industry, farming, communities, government, education, and families. The stories told here are only a few among many, but they convey the importance of social science research in our efforts to serve rural America.

Our target is a viable and strong rural America in the 21st Century. Social science research investments today can make a difference tomorrow.



James J. Zuiches, Director
Agricultural Research Center
Washington State University

Farming

Computers help farmers plan their future



"... a farmer can take an existing operation and, given what we think is going to happen, determine what income and net worth is going to be."

For 22 years John and Rachel had worked side by side making a living for themselves and their family by farming the land.

But it was the fall of 1984 and things were different now. John and Rachel understood the ups and downs of farming and they'd been successful. But some wrong decisions a few years ago had slowly eroded their financial stability.

Looking back, they shouldn't have bought that second farm, not with land prices that high. They shouldn't have added on to the herd either, but they needed the cash flow. Now there was too much work and still not enough income. After putting years of their lives into farming, John and Rachel didn't know where to turn.

Should they keep trying to turn their operation around, even though it meant going deeper into debt and possibly losing the farm anyway? Or should they sell out now?

Although John and Rachel are fictional characters, their problems were all too real to many farm families caught in the farm crisis of the 1980s.

Losing their farm, and along with it their home and way of life, seemed devastating enough. But perhaps even worse was not knowing whether to stay in farming or sell out. What would the future hold?

Luckily, for some farmers there were answers. Agricultural economist David Lins and his colleagues at the Illinois Agricultural Experiment Station developed a model for long-range financial planning.

Called the Transition Programming Model, it's basically a budgeting plan. Farmers can identify particular commodities pertinent to their operation and then put in cost of production and price estimates for products sold. Based upon these projections, the model generates a four-year analysis with a balance sheet for each year, including an income statement and cash flow summary.

What did this model mean to the many farmers facing hard choices during the farm crisis? Although no crystal ball, the model did predict a four-year outlook for their farm, helping them to make the decision of whether to stay in farming.

While useful in forecasting, the model could not alter situations; and for some farmers its greatest use was in assisting them and their attorneys in preparing Chapter 12 bankruptcy plans. But even for these farmers, the model served an important purpose in the decision making process necessary for them to put their lives back on course.

During the farm crisis the state of Illinois developed a loan guarantee program to help farmers deal

with their financial stress. Originally, the program was set up to provide aid for all of the state's farmers. But by using the long-range model, the state was able to target farmers who would benefit most from the program, saving perhaps millions of dollars in the process.

"Basically, the state was looking for a way to set upper and lower limits so they could determine which farmers didn't need the help and also which farmers were already so financially stressed they were beyond the kind of help this program would provide," Lins explains. "We were able to use the model in working with the Illinois Farm Development Authority to develop these guidelines."

In addition, the model has played a key role in illustrating how federal public policies could influence the financial status of farming operations.

One federal proposal for reduction of price supports would lower the target price for corn dramatically. "All we had to do was run the model with the current target price and then the lower suggested level to show income and net worth over the next four years," says Lins. "From this information, we were able to prepare reports used by groups such as the National Corn Growers to illustrate affects of such proposed policy."

During the farm crisis, the model helped a number of farmers make very tough decisions. Some of them decided to leave farming. Today the model is used more often to help farmers understand their expansion potential.

"That means a farmer can take an existing operation and, given what we think is going to happen, determine what income and net worth is going to be," says Lins. "The model can compare a proposed expansion to the existing operation."

The model is also useful for farmers considering a cutback in part of their operation. The analysis will give them an idea of how such a change will affect their income.

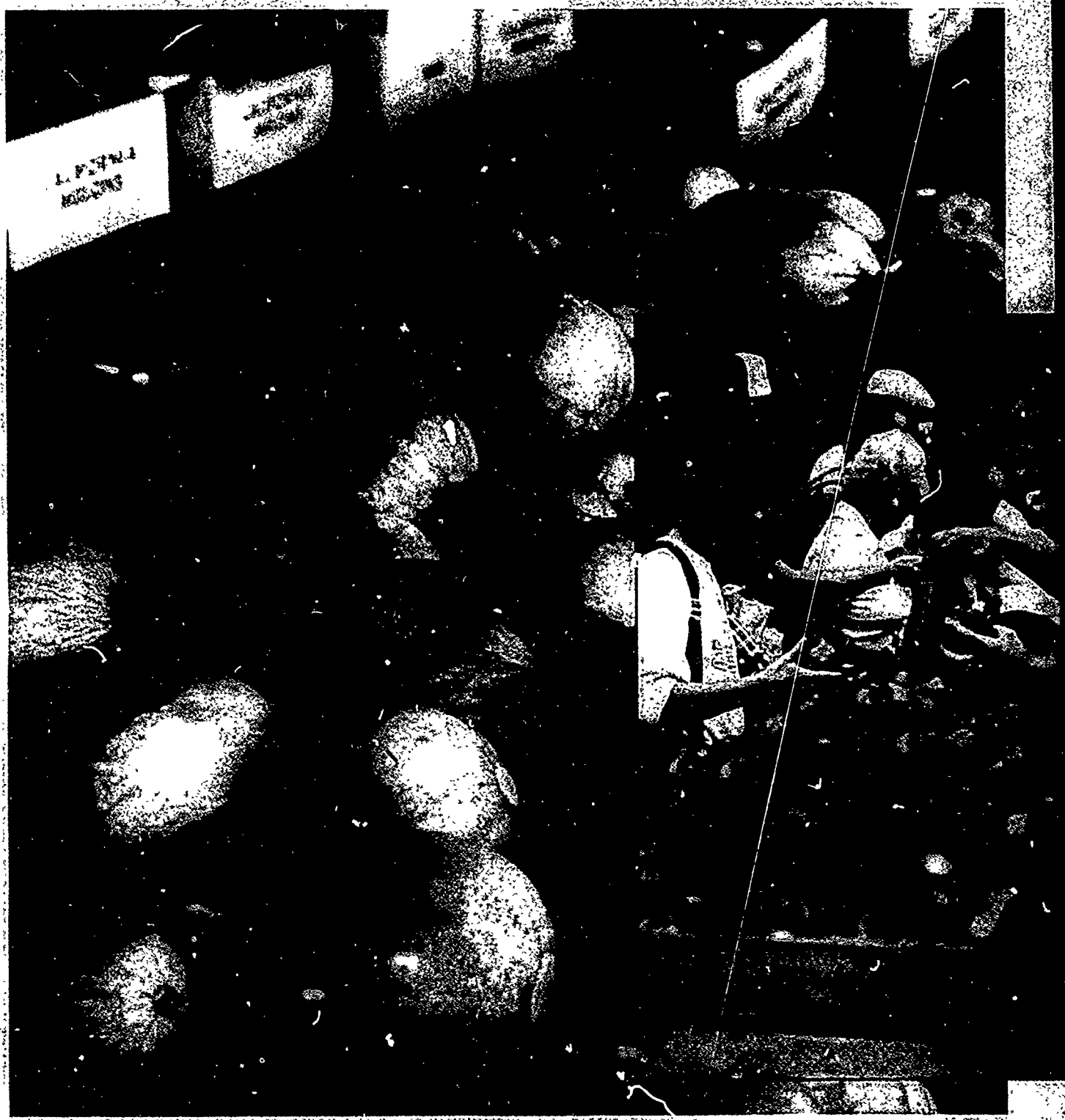
Lins is quick to point out that while this model is widely used in Illinois, other states have developed similar models. "It's not the particular model per se that has made such a difference, it's the information provided. The value in such an analysis is that it takes the farmer beyond the immediate situation."

Regardless of how the questions are asked, the model can provide some important answers to farmers. Although they cannot control their futures, farmers can use the model to gain new insight in making decisions for controlling how the future will affect their farms.

Lori Schieldt



Farmers' markets revitalize city centers



"... everybody comes out ahead. Farmers and merchants make money, consumers get fresh produce, and everyone feels good about going downtown again."

An empty parking lot beneath a highway overpass. An abandoned row of shuttered buildings near the Salvation Army. A lonely park on the city's edge. These uninviting venues share more than proximity to the centers of three California towns. They each possess in common an alterego that appears twice a week, transforming these dreary spots into bustling, cheerful hubs of commerce. The common bond? Farmers' markets.

On Wednesdays and Saturdays in the above locations in Stockton, Tracy, and Davis, respectively, you can find dozens of farmers and hundreds, sometimes thousands, of customers exchanging cash for crops amid a near carnival atmosphere.

"It's an event, no doubt about it. In Davis, it's the place to be Saturday mornings," says Jason Tyburczy, who should know. He spent many a Saturday morning interviewing farmers, customers, and nearby merchants at each of these markets in the summer of 1981, recording the markets' economic and social influence. According to the results, just about everyone came out a winner.

"Farmers' markets helped revitalize these downtowns," says Tyburczy, a former research assistant at the Center for Consumer Research (CCR) at the California Agricultural Experiment Station at Davis. "Some downtown areas were losing customers to shopping malls outside of town. Farmers' markets, placed in vacant areas near the city centers brought life back into economically depressed areas. The markets attract people that wouldn't normally be there; people who spend money not just at the market, but also at nearby restaurants and shops."

That summer, Tyburczy, working with CCR director Robert Sommer, systematically documented effects of farmers' markets on the downtown economy by interviewing city officials, merchants, farmers, and customers.

"We surveyed people to see how much they spent at the markets, how far they traveled, and what else they did while downtown," says Tyburczy. "We found that in Tracy two-thirds of the estimated 800 shoppers said they would not have come downtown if not for the market. And half of them said they expected to spend an average of \$26 at places other than the farmers' market. That's not an earth-shattering amount of money, but it's a lot more than wouldn't've been spent otherwise."

For farmers, these city markets at first offered another place to unload extra peaches, plums, or persimmons. But over the years, the markets became staples rather than stand-bys.

"We started out selling at the Saturday morning market in Stockton in 1979 when it first opened," says Lois Billigmeier, president of the Stockton Certified Farmers' Market Association. "Then we expanded to the Wednesday market, and now we're regulars at five certified farmers' markets each week."

"Pretty soon, we started expanding the types of commodities we grew to suit our customers," adds Billigmeier, who farms the 250-acre "B and B Ranch" in Lindon, along with her husband Larry. "They always want to know how fresh our produce is, what types of chemicals we use, how soon the next crop of cherries will be in; things like that. We like the opportunity to talk and deal directly with our customers. They're what keeps us going."

"Many consumers prefer buying produce from the farmers' markets because it tastes better, even though the prices are nearly the same," adds Greg Lawley, direct marketing specialist with the California Department of Food and Agriculture. "Supermarket produce often is picked early, allowing it to ripen en route to the market, which affects the flavor. But at the farmers' market, you're getting produce harvested a day or day and a half ago by the farmer that grew it."

As the demand for fresh produce increased, so did the farmers' markets. Lawley says there were about 30 a decade ago. Today there are about 200, growing at a rate of about 10 more each year.

Though at first farmers' markets offered lower prices to consumers, they eventually equalled middleman prices. This did little to deter shoppers, who still seemed to prefer buying produce fresh from the producer in the flesh than from the store.

"The social contact aspect was a large factor in people's decision to visit the markets," says Tyburczy. "Nearly everyone commented that it's enjoyable and lively. In one survey, we found for every one interpersonal contact in a supermarket, there were three at the farmers' market."

"These were not nice parts of town, not places you generally would want to go," says Tyburczy. "But the markets changed the public perception of these gloomy areas into festive, pleasant places. And, on top of that, everybody comes out ahead. Farmers and merchants make money, consumers get fresh produce, and everyone feels good about going downtown again."

He adds that the only cost was for insurance, for which each city was more than willing to pick up the tab. Small price for turning urban blight into urban blithe.

Marc Kennedy



Logo promotes sales of farm produce

Over the years, East Tennessee farmers have become successful crop producers. Now their major problem was finding strong local markets. That's where Tennessee Agricultural Experiment Station researchers could offer assistance.

University researchers worked together with Tennessee Department of Agriculture staff to develop a "Buy Tennessee" campaign. They created a logo to identify fresh produce grown in Tennessee and worked with a local supermarket chain which agreed to use the logo in their advertising and on produce in the store.

The result of the marketing effort was a substantial increase in produce sales to large supermarkets.

Cornell project assists farm innovators

Information gathered for the Farming Alternatives Project helps experts give farm innovators sound advice. Researchers at Cornell Agricultural Experiment Station surveyed 167 New York farm-based entrepreneurs.

With the survey data in hand, the researchers could help families identify and evaluate new enterprise options and marketing strategies. Rather than simply dispensing information on specific farming alternatives, the project emphasizes the decision-making process and helps people develop the management and marketing skills necessary for successful farm diversification.

As one of its first activities, the project conducted a series of four workshops for farm and rural families around the state. The workshops featured examples of successful farming entrepreneurs and provided training in basic business planning, management, and marketing to over 300 participants.

Project staff have now developed a handbook for prospective farming innovators. Using the handbook, farmers can evaluate personal and family considerations, available resources, alternative enterprise options, market potential, production feasibility, and cash flow.

Time-of-day electrical pricing cuts Utah irrigation costs

Utah farmers who have adopted a new time-of-day electricity pricing system are slicing their irrigation pumping bills in half.

Jay Andersen, agricultural economist at the Utah Agricultural Experiment Station, proposed the pricing system to help farmers shave their operating costs and turn a profit during a time of depressed farm prices.

A problem began in the 1970s when favorable electrical power rates and strong feed grain and forage prices prompted farmers to increase crop irrigation. By the mid 1980s electrical costs had increased nearly five-fold. Higher production costs, combined with depressed crop prices, had farm operators searching for relief.

That's when Andersen proposed time-of-day pricing, where electricity would be less expensive during off-peak times, such as late at night. Farmers could schedule their irrigation during the off-peak times.

Andersen estimates that farmers have saved several million dollars by using the alternative pricing system and should continue to save in the future.

Portions of Idaho have now adopted a similar time-of-day pricing option. Andersen continues to survey farmers who irrigate to determine their characteristics as well as investigate provisions for tariffs to help farmers achieve peak farm profitability.

Former farmer survey helps ease transition

North Dakotans easing out of farming and into a new career can make a smoother transition, thanks in part to a survey of former farmers conducted recently.

Researchers at the North Dakota Agricultural Experiment Station queried former farmers about a number of topics, including which public or private agencies and programs they used when they quit farming. This information has helped social service agencies, such as the North Dakota Job Service and North Dakota Human Services Departments, target special programs for former farmers. The agencies also used the data to help determine why certain programs were not being used.

Based on their survey, the researchers developed a demographic profile of the former farmer which can be used to better meet his or her needs.

Annual survey charts farm progress

Each year social scientists at the Iowa Agricultural Experiment Station check the pulse of Iowa's

farmers. They accomplish this task via the Iowa Farmer Rural Life Poll, which surveys over 2,000 farmers on everything from stress to low input agriculture.

Paul Lasley, who heads up the survey, summarizes the data and feeds it back to state legislators, county officials, the governor's office, and other policy makers in a position to take action where needed.

The survey was used recently to help the state legislature decide if the time was right to start reversing some of the rulings designed to help farmers through periods of crisis. Data showed this action could be quite damaging to the farmers and legislators decided not to begin dismantling the programs.

Survey results are also used to guide extension program development and are available to other states.

Livestock producers consult computers

Colorado livestock producers got a real boost when the Integrated Resource Management (IRM) program got underway a few years back.

Ranch management faculty at the Colorado Agricultural Experiment Station worked with producer organizations to create the IRM program to steer livestock producers toward the most profitable management options.

The program includes computer analysis, technical advice, and cooperation with the producer.

IRM has a growing file of success stories. Here are just a few examples:

- In 1986 one ranch saved \$30,000 based on IRM's recommendation to purchase bred re-

placement heifers rather than raise them.

- IRM provided a financial restructuring plan for a ranch with a pending foreclosure which helped the ranch once again become a viable business.

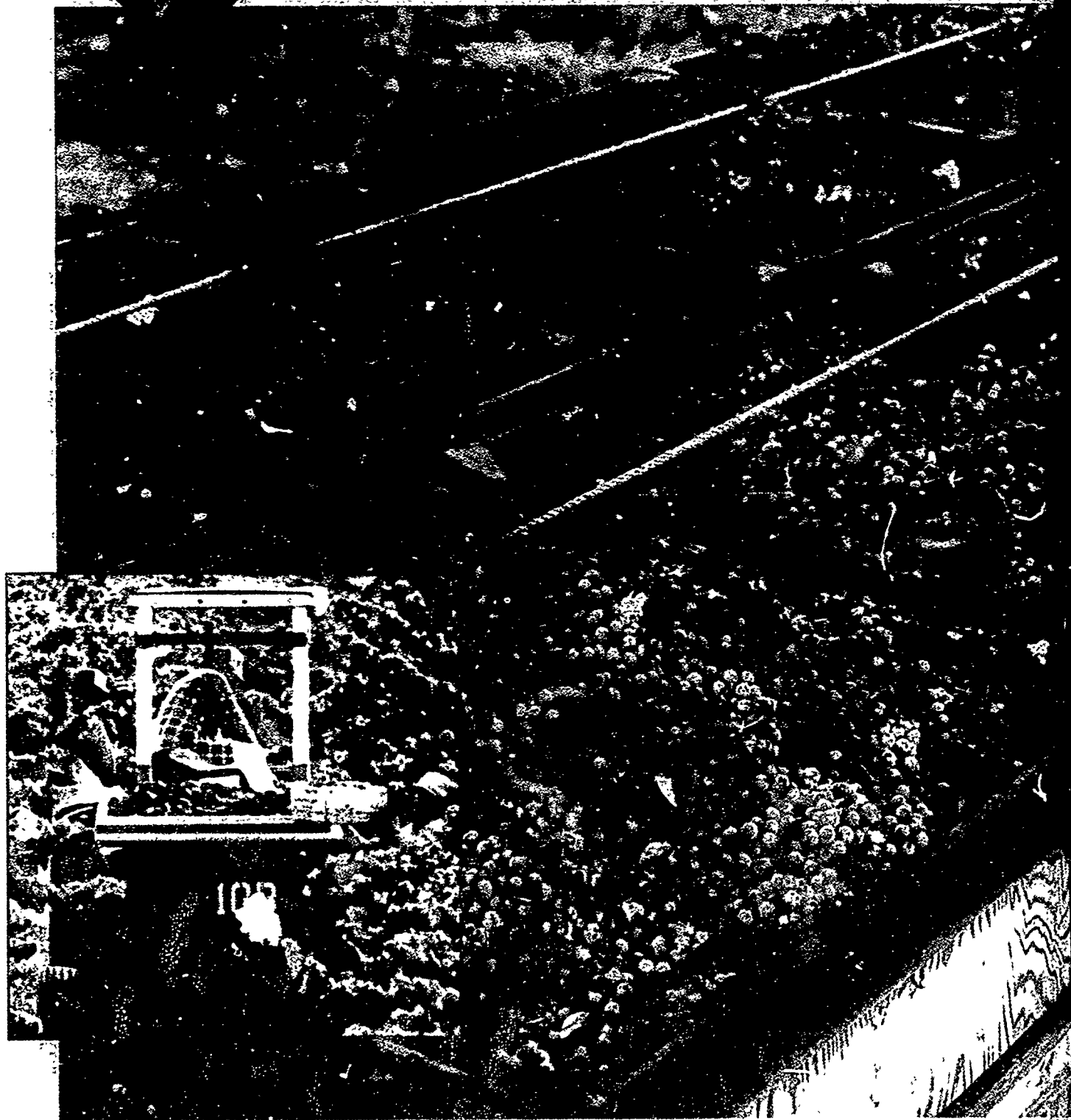
- An economic analysis done by the IRM program helped a ranch turn around a net loss of \$70 per cow to a net profit of \$100 per cow in three years. This was done primarily by changing feeding philosophy and sources of feed.

IRM's computer software and method of analysis have been refined so that the program can assist producers throughout Colorado.



Business & Industry

Researchers sow the seed for a new industry



"It might surprise some folks back east if they knew their favorite local variety was upgraded with Washington wine."

Bill Powers can't afford to spend too much time this autumn morning enjoying the view of his land that lies just outside the town of Kennewick in eastern Washington state. It's harvest time, and he's got truckloads of produce to load.

Powers isn't shipping apples; he's loading wine. Bulk wine, in this case, to be blended with eastern varieties that are more acidic, and therefore less palatable, due to a shorter growing season.

"It might surprise some folks back east if they knew their favorite local variety was upgraded with Washington wine," says Powers.

It may surprise many that Washington wines now rank among the nation's best, in taste if not in volume. They're second only to California in the production of premium table wines — chardonnay, reisling, cabernet sauvignon, among others — and hold their own with the Sunshine State in head-to-head taste test competition.

But Washington wine growers don't seem to mind that their state is not synonymous with table wine yet. After all, there was hardly a wine grape grown in the state 20 years ago.

Much of the industry's success goes to the ingenuity, perseverance and salesmanship of a group of Washington Agricultural Research Center scientists who met in January, 1969, to discuss the future of what then was a nonexistent industry. Today, retail sales of Washington table wines have risen to \$100 million annually.

When the group of agricultural economists, horticulturists, and food scientists met in Prosser to discuss the feasibility of promoting a table wine industry in Washington, they already knew that it was technically possible to grow wine grapes in the state.

"The question was, could we grow varieties that would produce quality wine that could compete in the marketplace," says Ray Folwell, professor of agricultural economics and one of those in attendance that winter day. "We knew we couldn't grow certain California varieties because they couldn't stand our early freezes. But we also knew we had the right guy on hand to answer that question, Walt Clore."

Clore had been experimenting with growing quality wine grapes in Washington ever since he was first hired by Washington State University (WSU) in 1937. "Mr. Grape," as Folwell calls Clore, tested many types of *vitis vinifera* grapes until he identified several that could withstand the weather and make quality table wine.

Once convinced by Clore and others that it was possible to grow the grapes, the other experts

researched and documented the potential for developing a wine grape industry in Washington.

"It was one thing to say, 'yes we can grow the grapes,' but then we had to ask whether this made economic sense," says Folwell. "Should we concentrate on vineyards alone, or should we make our own wine as well? As it turned out, it made sense to gradually do both."

The team also investigated potential markets and the demand for table wine in the U.S. and analyzed the international trade flow of wine. They examined how it would affect the state economy, studied socio-demographic characteristics of those who drank wine and those who did not to effectively develop marketing promotion, product, and pricing decisions.

They found, indeed, there was a market for Washington grapes and wine, and the economic infrastructure existed within the state to support a wine industry. Now all the WSU experts had to do was convince the farmers to grow wine grapes.

"We generated the information but it was up to the farmers to take the risk," says Folwell. "It took a few years for things to get off the ground, but we feel good about how the industry is progressing."

Statistics justify Folwell's feelings. Fewer than 10 farmers were growing wine grapes on less than 100 acres in 1976, producing less than 1,000 gallons. Now, there are 96 vineyards on nearly 11,000 acres, which yield more than 10 million gallons annually.

So far, the wine grape industry has created more than 1,500 full- and part-time jobs, generating an estimated \$13 million in annual wages. Every new job in the wine grape industry creates three nonagriculture jobs.

The feeling among growers and scientists alike is that they have just begun to tap the potential of the wine grape industry in Washington. Though three quarters of the wine produced is white, wineries are beginning to produce more red wines.

"Nationally, premium table wine sales are down 5%, while our sales are up 24%," Folwell points out. "I'd say we're doing pretty well."

Twenty years ago, in the tri-city area of Kennewick, Richland, and Pasco, there was not a single winery. Now there are 12 in a 20-mile radius. "That's indicative of the whole business, says grower Bill Powers. We have only 11,000 out of a potential 80,000 acres in grapes now, according to the WSU horticulturists. So we've only scratched the surface regarding wine production in Washington. All in all, I guess I would say that the whole experiment has been an unqualified success."

Marc Kennedy

Injured worker study benefits workers and their employers

Washington State University (WSU) has a better method of rehabilitating injured employees and at the same time makes the state's worker compensation system more cost effective. These improvements were based on joint research efforts of Washington Agricultural Research Center researchers and state agencies.

A survey of 2,540 previously injured workers revealed the importance of the workers returning to their former employers as quickly as possible after the injury. This factor proved to be far more important to the worker's rehabilitation than the effects of the injury, degree of disability, occupational or educational status, magnitude of the continuing pain, depression or other psychological problems.

Based on results of the survey, WSU implemented a new Risk Management Program. This program helps injured workers return to their previous jobs as soon as possible. Those who cannot return to their former jobs are aided in finding different jobs within the university.

In its first year, this program saved nearly \$53,000 in worker compensation costs. This represents an 11% "refund" on the university's annual industrial insurance premium.

Wyoming takes charge

An innovative program called "Wyoming Take Charge" is helping revitalize the state's local economy. Agricultural economists

at the Wyoming Agricultural Experiment Station did the research needed to implement the program, which draws on the skills and talents of local residents to help plan and carry out community improvement programs.

One project — the Greybull-Basin Take Charge Council — has served as a prototype for the program. Greybull and Basin are two towns in the northern part of Wyoming, an area hard hit by recent declines in the state's economy.

As a first step toward revitalization, the Take Charge Council began a project to reduce leakage from the area's retail and service sectors. To achieve this goal, researchers helped the Council mount a trade area analysis, survey consumers about their shopping preferences, and implement programs to encourage residents to buy locally.

The success of the program is evidenced by an 11% increase in retail sales after one year. Other Take Charge Councils have implemented similar projects and an extension bulletin is being developed for statewide distribution to help other communities help themselves.

Research helps textile and apparel industries compete

The textile and apparel industries are an important part of the economic base of rural upstate areas of New York. In fact, 78% of New York counties have textile and apparel manufacturing employment. Cornell Agricultural Experiment Station researcher Susan Hester helps these industries remain competitive in the U.S. and worldwide markets. This, in turn, helps to keep New York's rural economy healthy.

Hester's research charts

national and international markets in textile and apparel products and closely watches American trade policy. Market shares and cost differentials of the New York State textile and apparel industry are computed and followed through time to spot profitable market niches for both textile and apparel manufacturers in upstate counties.

The Cornell researcher also helps the industries zero in on problems to further development. For example, her research revealed that inadequate labor supply is a major roadblock to textile and apparel industry growth in some upstate rural locations.

Extension education programs help carry the results of Hester's research to local officials and textile and apparel manufacturing businesses in rural communities across the state.

Jetty expansion brings rural county to life

Tillamook is a rural county on Oregon's Pacific coast with a population of about 20,000. In 1977, local officials learned of a plan to increase timber processing in their economically depressed community. Raw lumber would be barged to Tillamook for processing. However, the proposal required a safe harbor year around.

Congress had previously authorized the U.S. Army Corps of Engineers to build a 6,500-ft. south jetty on Tillamook Bay, leaving this jetty 1,500 ft. shorter than the north jetty. The two jetties of unequal length caused siltation and dangerous bar conditions.

Tillamook community leaders asked Oregon Agricultural Experiment Station researchers Russ Youmans and William Rompa to apply an input-output economic analysis model developed at Oregon State University. With help

from local business people and Tillamook County Extension agents, the team gathered the necessary information. The data was then processed through the model, which assesses both direct and indirect impacts of any given action on the local economy.

Results showed that completion of the south jetty would have a \$4 million positive impact on the local economy each year.

These results gave community leaders the encouragement and support they needed to request Congressional funding and helped prompt Congress to authorize the money to construct the extension to the jetty.

Local officials report the commercial vessels can now access Tillamook bay two-thirds of the year — an increase of four months.

Although the lumber company that planned to expand has since left the area, the jetty extension has helped the fishing industry. A county official says it has increased the economic impact of the fishing industry by one-third.

Community leaders report the jetty expansion made Tillamook Bay a "legitimate harbor." Current plans call for nearly doubling the number of slips in the Garibaldi Boat Basin over the next few years to accommodate both commercial fishing and pleasure boats.

There are fewer deaths due to unsafe bar conditions, more commercial boat owners want to use the bay as home port, and there has been an increase in transient fishing vessels using Tillamook as their summer port.

Homeworking under study

At home work may be a profitable business alternative for many Vermonters, say Vermont Agricultural Experiment Station researchers. Jobs include self employment, traditional marketplace work done in the home, artistic and craft work, or nontraditional farming.

As part of a regional study, the researchers are exploring how at-home working families manage their time, space, and other resources to achieve success in their business, as well as the impact of these businesses on Vermont's economy.





Community surveys guide development



In a pastoral little community named Belleville — set in the green rolling hills of southwestern Wisconsin — there was no doctor, no clinic, and no pharmacy. And the downtown area was mighty shabby. That was 10 years ago. Today, Belleville has several doctors, a clinic, a pharmacy, 17 saplings lining Main Street, strong community pride, and a new sign that says “Welcome to Beautiful Belleville!” What happened in Belleville is, indeed, beautiful.

Thanks to early 1970s Wisconsin Agricultural Experiment Station research pioneered by graduate students Larry Meiller and Glen Broom and Rural Sociology Professor Don Johnson, Belleville and more than 50 other small towns in Wisconsin are

becoming aware of what’s wrong and what’s right in their communities.

According to Meiller, traditional approaches to community planning were not meeting community needs. “We didn’t agree that it was useful for planners to ask, ‘How do you get citizens to accept the ideas you’ve planned for them?’,” says Meiller, now a professor of Agricultural Journalism at the University of Wisconsin. “We decided to turn this around to help a community survey its needs so it could make its own plans based on the results. This community consensus approach involves surveying community citizens, key community leaders, and elected officials to determine what each group feels are the problems in the community. Results of the

***"The strength of the research is that it involves the people.
Community involvement means community ownership."***

survey are then presented in the local paper and at a town meeting."

The three groups don't always agree. For example, in Barron County, though all three groups identified economic development as a major concern, citizens said local government was doing nothing to attract industry. But local government said that citizens were apathetic about development of an industrial park because they didn't want to pay for it with their tax dollar. "This kind of information puts tension into a community, and research shows that tension gets communication going. Communication is a precursor to progress," says Meiller.

In Cumberland, surveyed elected officials said the biggest community problem was lake pollution, and the smallest concern was the need for youth recreation facilities. The citizens said just the opposite. As a result, an old gas station downtown was renovated to become a teen center, and the village built a community pool.

In Belleville, there was disagreement between citizens and elected officials when asked to rate how well elected officials handled economic development. Citizens said that the officials were weak and ineffective. Officials rated their own efforts as "great." As a result, citizens and officials formed an economic development committee.

"The strength of the research is that it involves the people. Community involvement means community ownership," says Don Johnson. He adds, "After we do the original test, we have been asked in several communities, years later, to come back and resurvey."

In Belleville's original survey it was determined that people wanted more shopping opportunities, health care facilities, economic development, and improved appearance of the downtown. Since then, the clinic, the pharmacy, and downtown improvement are just several of many changes made based on survey results. For example, the survey revealed an enormous amount of discontent with the local phone service. One disgruntled citizen sent two pages of negative comments culled from the survey about Belleville's phone service to the Public Service Commission, which, in turn, got an injunction against the phone company. Within one month, Belleville had a new computerized phone service.

"The retest 10 years later," says Dennis Domack, Dane County Community Development Agent, "shows that health care availability is no longer a problem, but that economic development remains a concern."

Waunakee, Wisconsin ("The Only Waunakee in the World" reads the welcoming sign at the edge of this community of 5,000 people), has a similar success story.

Twelve years ago, the community consensus survey revealed that health care was the number one problem. Shopping, concern for elderly, and economic development were also problems.

As a result, Waunakee now boasts two clinics and the resurvey of community problems shows that concerns about health care services has dropped from first to 18th place. In addition, an elderly center opened and elderly food programs began. A Chamber of Commerce was formed, and a shopping area called the Village Mall now houses numerous stores.

Even local restaurant owners Pat and Donna O'Malley, who have operated O'Malley's Farm Kitchen since 1976, say, "We're glad to see more restaurants in town. Even though they are competition, people are more likely to stay in town and eat when they have five choices instead of one."

Capitalizing on the German heritage, many downtown businesses have adopted the Bavarian look, and 125 new trees adorn the downtown streets. An industrial park now houses a number of industries that employ hundreds of workers. "Waunakee followed the recommendations of the survey all the way down the line," says Johnson. "The resurvey shows that because of the 35% growth of the community from 1980 to 1986, traffic is now the major concern for this town that doesn't even have one stoplight."

In another community, Fort Atkinson, the survey showed a need for improvements to the primitive airport. The idea of a new airport had been defeated on two previous referendums because citizens believed that airport funding would come from their tax dollar and that the facility would only be a plaything for the rich. Once it was understood that the airport could be built with outside funding and that the airport would enhance local industry, the plan was approved.

What started out as a college term paper became significant social science research that's been helping communities help themselves throughout Wisconsin for a number of years. From Barron County to Belleville, from Cumberland to Waunakee, communities are assessing needs, communicating, growing, and changing. Most importantly, they are working together so they can grow together. Jeanne Dosch



Computers match communities and new industry

Communities trying to attract new industries can't afford to waste time and effort courting the wrong businesses. They need to target industries that are most likely to locate and succeed in their area.

A computerized data base developed at the Pennsylvania Agricultural Experiment Station can give individual guidance to 1,100 communities in 13 northeastern states. The system can pinpoint those manufacturing industries that an individual community has the best chance of attracting. It also can rank the community's chance of attracting a particular industry.

"Targeting economic development efforts is necessary in a competitive world," says Bill Gillis, Assistant Professor of Agricultural Economics. "With this data base, communities can target the manufacturing industries that offer them the most potential — those that best match the labor force, transportation, and markets available." The system takes 119 factors into consideration, such as railroad and airline access, distance to major highways, per capita state and local taxes, per capita income, proportion of the population with college degrees, and number of hospital beds.

The system has two advantages for communities. Economic development leaders won't waste time courting industries that aren't likely to locate plants in their area, and they aren't as likely to end up with new industries that quickly fail because of bad location, says Frank Goode, agricultural economist who conducted the research for the data base.

The system includes communities with populations of up to 100,000 and is available through

county extension offices. Extension agents in 13 states are being trained to work with economic development and community leaders using the system and giving guidance.

Jobs and income for rural Wisconsin communities

Rural community leaders all over Wisconsin have been looking for strategies they might use to improve jobs and income in their communities. Old strategies based on agriculture and natural resource exploitation and on attracting manufacturing plants proved less effective in the 1970s and '80s.

In 1975, Wisconsin Agricultural Experiment Station agricultural economists Glen Pulver and Ron Shaffer stepped in with a research program which has studied community economic development options, nonmanufacturing industrial potential, industrial location, computerized economic analysis, and the financing of new small businesses. With Sydney Staniforth, they examined commercial and industrial loan behavior of rural banks and the effectiveness of rural capital markets.

Today many rural Wisconsin communities are successfully pursuing more comprehensive economic development strategies. Service industries with sales outside the community and the state are bringing jobs and income to many small towns. Business loan behavior of many rural banks is more favorable to small town entrepreneurs. Wisconsin's banking regulations have been modified to create a more beneficial climate for rural businesses. The Pulver and Shaffer research program has been a significant factor in all these changes.

The influence of the Shaffer and Pulver research program

extends beyond Wisconsin to the halls of Congress and to nearly every statehouse in America. Testimony to a variety of Congressional committees, workshops, and lectures across the country, and untold hours of consultation with planners and public officials bring the results of their research to bear on rural development across the country. The rural development policy agendas of both the National Governor's Association and the Council of State Government are shaped by the research of Pulver, Shaffer, and their colleagues.

Population studies inform local leaders

Sociologists at the Population Research Laboratory, Utah Agricultural Experiment Station, manage a wealth of information about the state's population migration trends. This is useful information to state, district, and local planners, as well as interested leaders and planners in the private sector.

An important element of the project has been the development of population, school enrollment, labor force, and household projections for the state, planning districts, and counties.

A portion of the research involved a survey of special service needs of elderly people in two rural Utah counties. With the data gleaned from the survey, district officials and planners have developed programs more responsive to the needs of elderly persons.

The researchers have also tracked migration patterns of Utah's youth in order to better serve this age group. Their findings led to development of curriculum modules and was helpful to high school counselors.

Another portion of the project examined differences in how native

Utah residents and migrants viewed public policy issues. This information helps alert local officials to potential sources of conflict.

Center helps Vermont towns plan for growth

While the rest of the country views Vermont as a rural outpost where time stands still, those familiar with the state have witnessed a steady march of "progress" in recent years. Urban spread, condominiums, ski resorts,

shopping malls, industrial parks, and fast-food establishments have all taken their toll on the state.

Can the quality of rural Vermont life accommodate such rapid growth? Communities and planners need information to answer this question.

For over 15 years two units within the Vermont Agricultural Experiment Station have been gathering sociological, demographic and economic data about the state and region. Dr. Fred Schmidt, at the Center for Rural Studies, University of Vermont, oversees the Vermont Community Data Bank. This repository of statistical information includes national and

state census data, voting records, and a myriad of other information. The Center receives 30-35 calls a week and helps planners with sociological and demographic questions.

Also at Vermont, Prof. Malcolm Bevens, in the Dept. of Agricultural and Resource Economics, specializes in property taxation and tax burden analysis within Vermont communities. He provides planners and others with economic trend data. For example, he can identify changes within a community's tax base and show how the burden of property taxation is shifted.





A sophisticated model peeks into the future



Almost a decade ago, the folks of Fayette County, Texas, needed a crystal ball. In the late 1970s and early 1980s, coal development in this south central Texas county was having an impact on the area's economic development. The Lower Colorado River Authority, a publicly owned utility, was developing a coal-fired electric generating facility in the county.

Local people were stumped. The facility could bring people to their community. Should they gear up for a great swell of population that would soon arrive and build new businesses and schools, hire more teachers and police officers? Or should they take a "wait and see" attitude and do nothing until absolutely necessary? Where was the crystal ball?

They got their crystal ball when rural sociologists from the Texas Agricultural Experiment Station at Texas A&M applied Fayette County's information to their sophisticated Texas Assessment Modeling System (TAMS). Using the model, it was possible to get projections of the socio-economic impacts the facility would have on the area. The information resulting from the analyses by TAMS was used by Fayette County officials to plan ahead.

Says J.D. Legler, city manager of LaGrange, "We're awfully glad we had the advice of the researchers. They suggested that because the boom could be quite temporary, we should not "beef up" our business. At the same time that we had this new factory coming in and we knew it would employ

The beauty of the model is that it allows the user to easily examine the impact of various scenarios.

about 500 people, our oil activity was going down. As a result, the model suggested that we should not overbuild for the impact and we're really glad we didn't."

Erland Schulze, mayor of LaGrange, agrees, "Thanks to the help from the researchers, we went with the flow. Business people ordered more merchandise, but that was all. The TAMS model basically said, 'watch it . . . this could fall apart.'"

Unfortunately, a nearby community, Giddings, geared up for a boom with so much vigor that profits quickly turned to losses. "Giddings had a terrific oil boom," says Legler, "and they viewed it as permanent. They sunk a lot of money into development. Now that the oil activity is over, businesses and taxpayers are paying the price."

Says Texas A&M rural sociologist Steve Murdock, TAMS helps communities in two very special ways. "First, it helps a community avoid failing to build when what's coming requires more buildings, services, and growth. And second, as in the case of Fayette County, it helps a community know when to avoid overbuilding if needs are temporary."

TAMS was developed by Murdock and colleague Professor Larry Leistritz from North Dakota State University. Simply put, it is a computerized socioeconomic impact projection system that provides projections of economic, demographic, public service, and fiscal conditions in a designated impact region for a 25-year planning horizon. "The beauty of the model is that it allows the user to examine the implications of numerous alternative scenarios with relative ease," says Murdock. "For example, if we want to know the impact if twice as many people move into a community as originally predicted, we enter data and learn the impact on everything from population to police officers."

The model was extremely useful to the farmers of North Dakota in the aftermath of the drought of 1988. Agronomists at North Dakota State University surveyed the state for crop damage, and using a form of the TAMS model, they were able to project the financial impact. "By being able to define the monetary impact, economists were able to accurately inform national policy makers of the size of the problem and the need that existed. This information was a key to determining the budget for the Drought Assistance Act," says Larry Leistritz.

"Using TAMS, we figured out that our real loss was \$3.68 billion," says economist Tim Mortenson from North Dakota State University. He adds, "You better believe this projection and hard data were

useful when we asked for relief. We could say, 'See . . . this is how big our problem really is.'"

The TAMS was also used in Deaf Smith County, a once booming agricultural center in the Texas panhandle. Largely because of higher costs of irrigation, agricultural activity was waning. As a result, the community was experiencing population loss and declines in manufacturing, employment, mining, retail trade, and income. Low levels of education and increasing crime rates compounded their problems. Citizens of Hereford, largest city in the county, asked for help.

"We found the area had undergone tremendous growth and change in the last 30 years because of the development of underground irrigation, says John Perrin, Hereford Area Economic Development Council. But spiraling costs of natural gas, used to fuel the irrigation pumps, caused problems. We realized we needed to be less dependent on agriculture."

Hereford officials contacted Texas A&M researchers. The TAMS model once again was applied, this time to project future economies and demographic conditions based on continued low growth, compared to medium or high growth. Ultimately, it provided insight into the likely future conditions in the area if nothing happened to change the course of economic development.

The low growth scenario predicted what would happen if current levels of economic activity continued. The TAMS model projected that this would result in continuing slow decline — employment would drop 25% over the next 30 years, and population would decline 6%. If current trends continued, it was clear additional drops in employment and population would lead to related declines in the business and service structure of the area:

"TAMS really helped us understand where we would be if we stayed on the same track, and also where we could be if we experienced high or medium growth. In a quantitative way, it gave us a look at possible futures based on assumptions. It gave the basis for harder data. One of the results is that when we ask for government assistance, we now have some hard evidence of the impact of development and the lack of it," says Perrin.

The folks of Fayette County, the North Dakota farmers, the leaders in Hereford, Texas, are all a little bit wiser and a little bit luckier than many people. They have information that can help them plan, prepare, and prosper. They've gotten a chance to glimpse into possible futures.

Jeanne Dosch

Study helps Nevada counties share health costs

A young couple from the Midwest, driving to California in search of work and a new life, lower their windshield visors and squint into the setting Nevada sun. Their 1977 Toyota leaks oil and shows signs of a dozen Rust Belt winters. Unless there's a tight grip on the steering wheel, the bald tires tend to drift across the road. The days of driving take their toll on the young man, whose momentary inattentiveness allows the vehicle to roam onto the roadside gravel. He overreacts; the car fishtails, hits a reflector pole, flips three times, and settles right side up.

Fortunately, seat belts save the lives of the young man and woman, but their injuries require they spend a week in an intensive care unit in a Reno hospital. Their stay costs nearly \$100,000, but because they had no money and no insurance, the hospital legally bills the county in which the accident occurred. Nearly all costs were eventually covered by the state's Indigent Accident Fund, for which rural counties can apply to cover such instances.

The above scenario is hypothetical, but it's repeated in reality in one form or another hundreds of times each year throughout rural Nevada.

Up until 1982, rural counties were liable for the urban hospital bills and were expected to collect delinquencies from indigents. But Assembly Bill 218 established a levy on the statewide *ad valorem* property tax to cover indigent emergency health care.

"These counties found it difficult to absorb hundreds of thousands of dollars in combined ambulance, local medical, and urban hospital costs annually

accrued by indigents," explains Tom Harris, associate professor of agricultural economics at the Nevada Agricultural Experiment Station in Reno. "The counties have a limited tax base; they're sparsely populated, lack industry, and the federal government owns 90% of the land in rural Nevada."

Research conducted by Harris and three colleagues helped Bill 218 pass the legislature by revealing the extent to which emergency indigent health care was financially draining Nevada's rural and urban counties.

They documented this problem by examining the emergency medical services and indigent health care costs for Humboldt County in fiscal year 1981-82. They found that of the 565 ambulance calls made by EMS personnel that year, 225 involved nonresidents, 28 of which were indigent. The indigent bill for ambulance, local care, and out-of-county hospital costs came to \$82,560,

which the county absorbed — about 20% of its annual health budget. This was a 48% increase over the previous three years.

"Most of these highway accidents involve a high degree of trauma, which the local medical centers can't properly treat," explains Bob Hadfields, executive director of the Nevada Association of Counties.

"So indigents were sent to the intensive care units in Reno and Las Vegas. It wasn't uncommon for counties to receive bills for more than \$100,000, which would just about wipe out a smaller county's entire health care budget for the year."

At that time, the legislature had put a cap on the ability of counties to raise taxes, so the rural governments could do nothing but watch as the increasing indigent emergency costs diminished their health care budgets.

Through their Humboldt County study, Harris and his col-



leagues highlighted the situation and suggested ways of alleviating the indigent health care burden for rural counties and urban hospitals alike. For starters, they suggested a uniform definition of the term "indigent." They also suggested adding a levy to the statewide property tax to pay for indigent ambulance and hospital bills, which was soon thereafter incorporated into Bill 218.

"The work of the research team was invaluable," says Hadfield, who had extensive experience with indigent emergency health care problems as county manager of Douglas County in the early '80s. "If it wasn't for their excellent documentation of the problem in Humboldt County, the legislature would not have enacted Bill 218."

So far, the system has worked "pretty well" according to Harris, but there were some wrinkles left to iron out. "The bill was written only to cover emergency care for indigents injured on the highway, which makes up 30-35% of that total population," he says.

"It doesn't cover people who are injured hitching a ride on trains, for example. And it doesn't cover people at work. It's not like the Midwest; there isn't much manufacturing in Nevada, with unions and health care coverage. Most people here are self-employed and many are under- or uninsured. In rural areas, it's agriculture and mining. We've had a boom out here recently in mining. Many people are coming here looking for work, and many are uninsured. Many elderly people who have gotten by so far without insurance are adding to the overall indigent emergency care costs as well.

Statistics show Harris these problems are going to continue and that one way or another, the people of the state of Nevada are going to end up paying for them. He just wants to make it more equitable, to spread the cost around so that one particular county isn't going to bear

the brunt of indigent emergency care cost.

Hadfield agrees. "The counties want to be responsible," adds Hadfield. "As employers, we want to cover our own costs as much as possible, which we believe will help keep medical costs down everywhere. We just needed the OK from the legislature for us to help ourselves."

Both got their wish when the legislature recently passed Assembly Bill 45, which increased the indigent medical levy 1.5 cents and allowed counties to adjust their taxes to cover resident health care costs. **Marc Kennedy**

Ag economists find better way to distribute state funds

New York State's government officials were faced with a problem. The state's local governments were under considerable fiscal pressure due to lost Federal Revenue Sharing funds, and these governments viewed the state's general purpose aid to municipalities as both insufficient and inequitably distributed.

Enter agricultural economics researchers at Cornell Agricultural Experiment Station. To provide firm data to use in calculating fund distributions, the researchers first tackled the mammoth task of cataloging the variety of services provided by local governments and how these services are financed.

The data were used to develop an innovative approach for estimating service cost functions. This information, in turn, was used to predict the cost of providing standard levels of 16 services for each local government in the state. The state can now "try out" various policy options for allocating general purpose state aid to local governments.

Research in this area continues, with current emphasis on the following: 1) determining whether service cost structures differ by size of jurisdiction; 2) determining which services exhibit economies of size; and 3) identifying contiguous jurisdictions likely to benefit by consolidation of services.

Researchers analyze solid waste collection methods

How do you best handle solid waste in rural areas? Agricultural economists and rural sociologists at the Tennessee Agricultural Experiment Station at Knoxville studied four rural Tennessee counties to answer this question.

Due to its dispersed population, solid waste collection costs can be a major expense for rural counties. At the same time, collection points must be convenient and aesthetically acceptable to entice residents to properly handle solid wastes.

The Tennessee researchers studied two potential methods of handling solid waste: the green box system and the convenience center system. The green box system utilized large green containers located at 50 or more sites throughout the county. No attendant was present at the sites. The convenience center concept reduced the number of disposal sites to between four and ten fenced locations operated by an attendant.

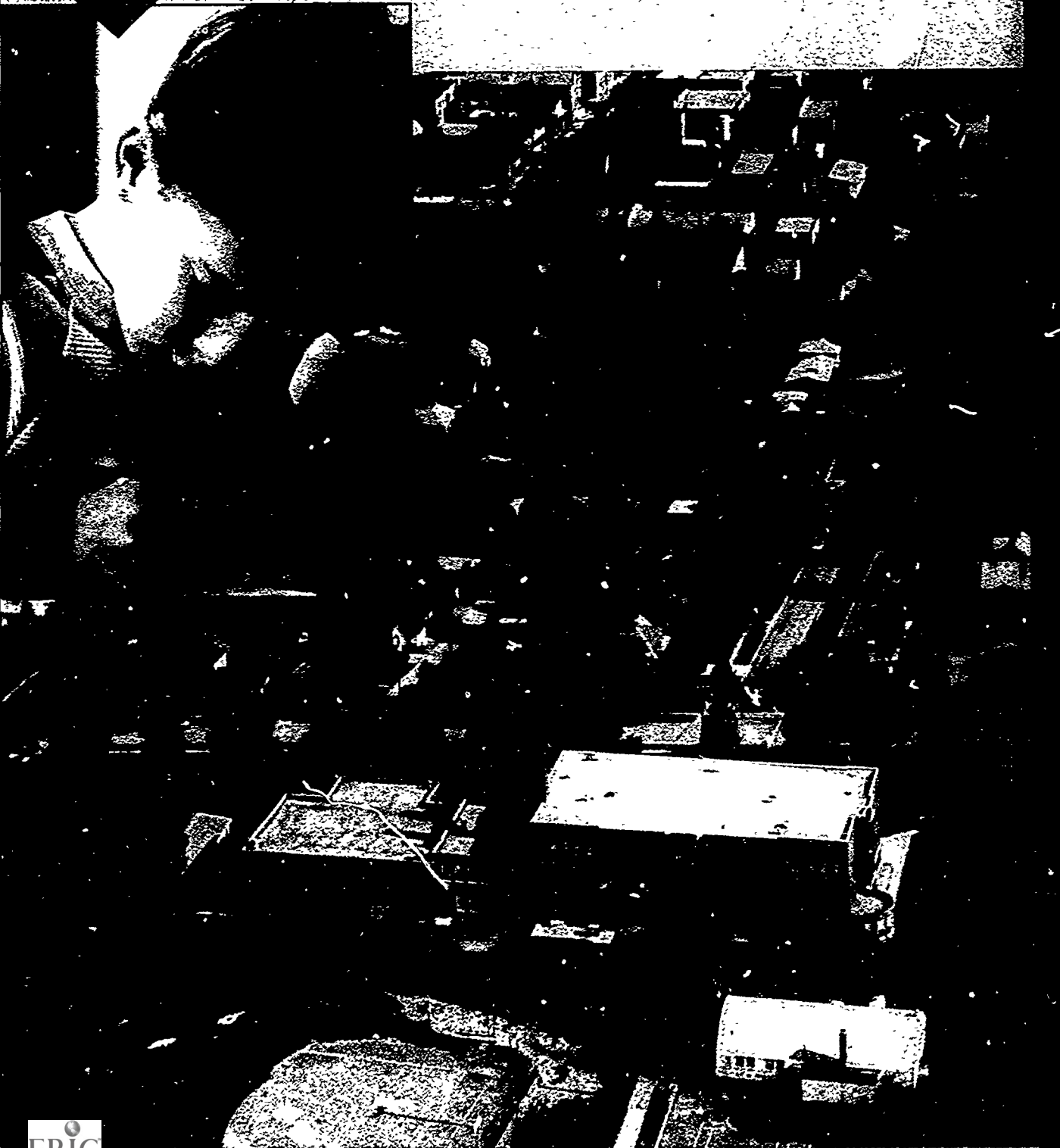
After analyzing data on comparative costs and aesthetic benefits of the two collection systems, the researchers found the convenience center system superior. Annual waste collection costs to the counties using convenience centers decreased between 13% and 51%. County officials concur that the centers also increased the attractiveness of the county to residents and tourists.

Edu



Education

S study links education and economic development



"I think our county has been left out in terms of economic development because of our old school."

When you look at it, you simply see a sagging, archaic structure. It's a school.

This old building, located in rural Charlotte County, Virginia, is worn out by time, weather, and the thousands of students who have passed up and down its halls these past 60 years.

Look around and you'll see a school that has buckets catching the cold rain as it falls indoors as well as out. You'll see poorly lit hallways, an exhausted gymnasium, high ceilings, and creaky floors. You'll see no modern facilities. None. It's not a pretty picture is it?

But here's something you don't see when you look at this school. You don't see the impact that this school has on potential manufacturing companies, factories, and industries who may have an interest in locating in Charlotte County. Is it likely they will find this school attractive? No. Is it possible that they will decide against locating their facility here because the school appears inadequate? Maybe.

These questions are the crux of new research in the field of education and economic development. Researchers theorize that money spent on the structure, which ultimately is money spent on the student, will have a significant impact on future area economic development.

Though this research is in early stages, here's what social scientists are learning. According to Kevin McNamara, Assistant Agricultural Economics Professor and Rural Development Economist at the Georgia Agricultural Experiment Station, "We found that after a 10% increase per pupil expenditure, the student had an 8 to 10 point positive impact on achievement scores. Also, where we looked at Scientific Research Association (SRA) scores (a standardized achievement score), the higher the scores, the higher the likelihood of a company locating in the area."

McNamara adds, "If we look at math, the percentage of teachers with masters degrees in a school was significantly related to student math achievement. And in reading, the lower the pupil-per-teacher ratio, the better the reading scores were."

So, following this theory, it is clear that one way to enhance a community's economic development is to improve the schools by investing money in students, facilities, and teachers. "If you increase funding to a school, it has a positive impact on school quality and student learning, which, in turn, increases the probability of attracting industry," says McNamara.

It's hoped that this theory will be tested in the

case of the antiquated middle school in Charlotte County, Virginia. Says Sue Raftery, rural sociologist with the Southeastern Education Improvement Lab, "At this writing, a feasibility study has suggested that \$6 million is required to build a new middle school for the 600 sixth through eighth graders who would use the facility."

Paul Stapleton is the Superintendent of Schools of Charlotte County, a county so rural that it doesn't have a stoplight and has only one restaurant. Stapleton's observations ally with hypotheses of social scientists. "While lumbering is a big industry, and a few plants dot the county, there is not much promising in the way of economic development. I think our county has been left out in terms of economic development because of our old school. We can see what has happened in other surrounding communities. There has been a surge in growth due to lots of things, but I also believe that the better schools in other counties have attracted factories."

Stapleton says he's felt the sting of rejection by industries who have turned up their noses at the ailing middle school. "It's true that potential industries come here and they take a look at our school. They make value judgments and decide that since this school is so run down, we don't take pride in our school, and that our education is inferior. They also look at the school as the place where their future potential employees will be educated. Because they are not impressed with what they perceive to be the quality of education, they don't want much to do with the community."

"It's really a Catch 22," says Stapleton. "We need to improve our tax base so we can improve our schools. But we can't attract business because of our poor school, so it's hard to improve the tax base." Stapleton offers this added twist for having more local industry. "I think that if a firm located here, some students would be more motivated to learn because they'd have a potential employer waiting."

In Charlotte County, Virginia, the teachers, students, parents and Paul Stapleton wait. The School Board has approved the \$6 million for the new school and now word must come from the State Board of Education. Social scientists are anxious to apply theory to practice in this southern school. If predictions hold true, the school could have a positive impact on the students as well as the economic climate of scenic Charlotte County. A very positive impact.

Jeanne Dosch



Study focuses on rural adolescents

Two Cornell Agricultural Experiment Station researchers are focusing on the state's rural adolescents. D. Hedlund and R. Ripple in the Department of Education have initiated the Program on Rural Adolescent Development (PRAD). The study will follow a sample of rural adolescents through their high school years into adulthood to learn about the influences of family, school, the community, and social group.

Substudies of PRAD will investigate career decision making, school motivation and dropping out of school, attitudes and knowledge about alcohol and drug use, and attitudes and knowledge about reproductive health and sexuality.

Model preschool program underway

The Rural Area Model Preschool Project strives to provide quality social and educational experiences for handicapped children living in rural communities in eastern Washington.

Project director Sherrill Richarz, who is with the Department of Child and Family Studies at Washington Agricultural Research Center, says rural districts need to provide viable, quality, and cost effective programs for handicapped children, a group that has increased by more than 100% from 1982-1985.

To this end, she designs programs to meet the specific needs of each community. These programs help eliminate the need to bus children to other districts, thereby saving transportation costs and travel stress on the children and

their families.

The unique aspect of her approach is that it uses a strong base of local, social, and political involvement and ensures long-term support for this mainstreaming.

During the first year of the three year program, Richarz analyzed the social and ecological factors affecting these preschool programs. She also trained teachers and child care providers to work with all children and develop activities that would demand interaction between handicapped and nonhandicapped children. Additionally, she produced a newsletter to support and promote these preschools.

Balancing work and family

Sweeping changes have transformed the structure and character of the American family in recent years. In more than half of all American marriages today, both husband and wife work outside the home. This increasing number of dual-income families, combined with the rise in the number of single-parent families, has affected the reciprocal relationship between the domains of work and home. Individuals are often torn between work and family commitments.

To keep in step with these transformations, Iowa Agricultural Experiment Station researchers in the Department of Family and Consumer Sciences Education investigated ways in which secondary education home economics curricula could be updated.

Nearly 300 secondary teachers in Iowa completed a questionnaire including 50 work and family concepts. From the survey results, the researchers could focus on the topics teachers consider important. These topics include family and home satisfaction, job demands and expectations, decision-making and

problem solving, time management, financial management, getting along with others, positive self-identity, acceptance of responsibility, choosing an occupation, and developing good work habits and attitudes.

Researchers used the survey data to develop a model work and family curriculum for middle and high school programs in Iowa. Project staff developed lessons in four topic areas—work and family lifestyle choices, balancing work and family roles, work influences on family life, and family influences on work life.

The revised curriculum was disseminated to all secondary vocational home economics teachers in the state at a recent conference. In service workshops are being developed so that teachers can more effectively utilize these materials.

The "Vandalism Game"

Nebraska Agricultural Experiment Station researchers help their state's youth play the "Vandalism Game." The researchers are not promoting crime. The Vandalism Game is an educational tool to help youth respect property and reduce the incidence of vandalism.

Program development was prompted by statistics that about 2,000 Nebraskans are arrested for vandalism each year, most of them youth. Since this is a crime that often goes unreported, the actual number of incidents probably exceeds that number many times. Also, victimization studies have shown that property damage associated with vandalism is the type of incident Nebraska residents most often encounter.

Targeted for 5th to 8th grade students, the Vandalism Game covers five lessons. Each lesson includes basic facts or concepts and experiential exercises and

activities. Special emphasis is placed on activities groups may use to investigate school or neighborhood vandalism.

Each year up to 3,000 youth participate in the program, which is available through youth groups, educational organizations, and law enforcement agencies.

Videos help teach math

Our national crisis in science education is getting worse, feels one official with the National

Science Foundation. A recent comparative study of students from 17 countries showed America's youth ranking last in biology and 15th overall.

Educators at Purdue's Agricultural Experiment Station are aware of the problem and have plans underway to improve the situation.

For the past several years university leaders were aware of a disturbingly high percentage of new students having difficulty with college-level math and science courses. In response, they have established a number of pilot programs designed to improve teaching of these subjects at the

grade school and high school levels.

The newest program is the Purdue Academic Learning Opportunity System (PALOS): Mathematics, being set up at 21 sites throughout the state.

PALOS uses an interactive video disk system to develop an individual remedial mathematics program for each student. The program is available at elementary and high schools, technical school campuses, community centers, colleges, and career development centers.





Researchers help farm families in crisis



"... only 5 of 40 families interviewed recalled any assistance they received from government agencies, churches, or any other organization in the community."

The farm crisis of the 1980s forced many rural families to give up not only their land, but their way of life as well.

How did these families cope with the changes? Missouri Agricultural Experiment Station rural sociologists William and Judith Heffernan went to the heart of the question by conducting a study of families being forced from their farms for financial reasons.

In 1985, they received a call from the Department of Agriculture. The House Agriculture Committee was seeking information on what was happening to farm families being forced from their farms. It was known that losing a farm devastated not only individual family members, but adversely impacted the rural community as well.

Funded through the Economic Research Service of USDA, the study by the Heffernans sought to learn more about the process of losing a farm, as well as determine the special needs of such families and the assistance they received.

The rural sociologists spoke with 40 families from one of the more agriculturally productive counties in Missouri. All had lost their farms between Jan. 1, 1980, and Jan. 1, 1985.

Rural communities are often depicted as pulling together in times of crisis. But the Heffernans found the farm crisis was more likely to tear communities apart. "People around here just stood by waiting to see if we would starve to death, and we almost did," said one individual.

The Heffernans found only five of the forty families interviewed recalled any assistance they received from government agencies, churches, or any other organization in the community.

Although it seemed the families had nowhere to turn, assistance was available. There were county programs for food stamps, commodity foods, and health assistance. Families had access to job retraining programs and similar services. Churches and other groups within the community were concerned about the social well-being of community members. Why then did so few farm families find the assistance they needed?

The Heffernans found that the majority of the family members going through the process of losing their farms experience depression. Withdrawal often accompanies such feelings so that at a time when individuals and families were facing a crisis, they also had a tendency to withdraw from the people and community around them.

"They were accustomed to taking care of their

own needs. Many of them were ideologically opposed to many of the social service programs because they felt they helped those unwilling to work," explains William Heffernan.

The Heffernans concluded that such individuals did not have the psychological or emotional strength to ask for assistance. Yet essentially all social service, educational, and other assistance programs required people to reach out and ask for help.

If farm families were going to be helped through such a crisis, then assistance programs would have to be changed to reach out to those in need.

The Heffernans recommended several areas be pinpointed for assistance to farm families: rural economic development; mental health outreach; information service; job certification, networking and training; changes in requirements of entitlement programs; and the needs of rural youth.

Results from the Missouri research and information gathered from similar studies in other states were used by members of Congress in drafting Section 1440 of the Food Security Act of 1985. This legislation was developed to provide funding for assistance to distressed farm families.

In 1985, when the House Agriculture Committee first sought information on farm families in crisis, very little research was available. But because of the Missouri research and similar studies, that information base has been greatly enhanced, according to William Heffernan.

The Department of Labor's Displaced Farmer Program, religious organizations, schools, health care organizations, and many other groups used the research as the basis for ensuring their programs were effective in meeting the needs of the rural population.

At stake is more than the well-being of farm families having lost their farm, conclude the Heffernans. They say depression experienced by such individuals can spread throughout the entire rural community.

"In many parts of our state, we see small communities which have given up. There is a sense of helplessness, hopelessness, and futurelessness within these communities. This is often the result of what we might call collective depression," they say.

Rural development is the only hope many rural communities have for survival. But more effort is needed to revitalize the rural economy. Research and information can provide the necessary fuel to move the rural economy toward a brighter future.

Lori Schieldt



Book assists those who help farmers

Farm families with financial difficulties often find themselves psychologically isolated in their communities. Minnesota Agricultural Experiment Station researcher Paul Rosenblatt's forthcoming book, "Farming Is In Our Blood," helps individuals who work with these families better understand the roadblocks to rehabilitating them and their communities.

One issue the book addresses is the social psychology of family isolation. "Families in serious trouble often do many things that lead to their isolation from the community", says Rosenblatt. "The community does many things, some of them very well meaning, that isolate these families."

Psychologists who work with farm families have used Rosenblatt's research findings to construct stronger support groups for farm families in serious economic trouble.

Also, an extension program now being used helps mediators better understand the dynamics of farmer/lender mediation sessions. Additional extension programs based on this research are in the works.

Disab'ed children learn to help themselves

The results of a study of developmentally disabled children in Kauai, Hawaii, has helped improve their care and reduce public costs.

Researchers in the Unit on Human Development and Family Studies at the California Agricultural Experiment Station at Davis examined the patterns of successful development of rural, low-income

children from birth to maturity. Through their analysis, the researchers sought to identify when and what kinds of intervention reduce long-term dependence.

As a result of the research, a new program was developed to assist developmentally disabled children. Now fewer children rely on public assistance, and those requiring assistance do so for a shorter period of time.

Researchers promote child passenger safety

The efforts of a Tennessee Agricultural Experiment Station research team to make automobile travel safer for children has saved many lives. In 1978 Tennessee

became the first state to pass legislation requiring children under age four to be properly restrained while riding in a motor vehicle.

Earlier research had estimated that fatalities could be slashed 90% if such devices were used.

The problem facing the state was how to convince the public to use child restraint devices. To fill this information gap, a team of university researchers developed the Tennessee Child Passenger Safety Program with joint funding from the state and federal governments.

The team first set three broad goals: publicize the law; educate people in the state about the importance of child restraint devices; and evaluate the effectiveness of these efforts and the overall impact of the legislation on reducing deaths and injuries to young children.

As a basis for their educational



efforts, the researchers collected information on the public's current knowledge, attitude, and use of child restraint devices. With this data in hand, the team planned their educational strategy, which included general public awareness, preschool curricula, parent education programs, and restraint loaner programs.

The Tennessee program has proved to be effective, with the bottom line showing fewer deaths and injuries to young children.

Various components of the program have been refined and institutionalized on a permanent basis in the State Department of Health and Environment. Data from the research were also used to eliminate a loophole in the law that allowed an older passenger to hold a young child in his or her arms. Researchers found this practice to be unsafe.

Housing options for rural elderly examined

Rural elderly in New York have received a helping hand from Cornell University researchers. With financial assistance from the Cornell Agricultural Experiment Station and other federal agencies, the researchers have helped highlight housing problems the rural elderly face.

Many rural elderly would like to move to different housing more in line with their needs. However, many are "locked in" their present housing mainly because they lack suitable alternative options.

After the Cornell researchers measured the extent of the problem, they worked on some solutions. They have designed educational and training materials to inform the elderly of their housing options. Local community leaders are told of the roadblocks local zoning ordinances and other planning

devices create for elderly housing development. Also, an extensive training network working through the Cooperative Extension system has reached thousands of individuals in positions to improve elderly housing.

The research on housing choices and options for the elderly includes a look at long-term care and housekeeping services for frail elderly who wish to remain living independently. This is particularly important in rural areas where formal services are often less available.

Human service evaluations benefit small town families

Evaluating human service programs offered in small towns can have a positive effect on the entire community. Research conducted by Jennifer Greene at Cornell Agricultural Experiment Station helped one town improve its youth employment program and its child care information and referral service.

Green's evaluation research results helped the community make policy or program decisions to:

- Permanently increase staff resources for the youth employment program.
- Add a job training component to the youth employment program.
- Redirect publicity and outreach campaigns for youth jobs toward the local small business community.
- Add a training requirement for child care providers to the child care program's registration guidelines.
- Strengthen and expand the agency's activities emphasizing the quality of child care and provider training.

In both programs, the evaluation results were further used to develop and justify funding

proposals. Plus, the evaluation process itself served to enhance both programs' visibility and prestige within the community.

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To Decide or Hang Loose

1
To get out of bed

2
To brush his teeth and wash his face

3
What shirt to wear

4
Whether to eat anything for breakfast

5
To go to class, or school, that day

6
To cheat on his math test

7
How to spend his free period

8
To take shop or French next year

9
To back out of giving his speech in English

10
To go to the park or play ball during lunch

11
To play tennis after school, or clean the garage and practice the trumpet

12
To go to the baseball game with Frank or fishing with his father

13
To watch the TV program or study for his science test

14
To watch the TV program and stay up longer studying

15
To go to bed

1. Mark the decisions that are almost automatic "A".
 2. Mark the 5 most important (critical) decisions "C".
- Were there any decisions made in the story that aren't on the score card? What are they? _____

What are the 5 most important decisions?

Decision	Reason
_____	_____
_____	_____
_____	_____
_____	_____

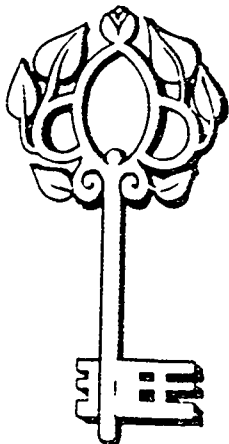
Rank the decision with your club members and come up with a definition of why a decision is important to a person.

I Want To

Mark C for a clear objective or U for an unclear objective.

- I want to make five new friends this semester.
- I want to have a better life than my parents have.
- I want to be accepted for admission at the state university when I graduate.
- I want to get married before I am 25 years old.
- I want to select courses for next year in which I can get grades of B.
- I want to make this a better 4-H club.
- I want to help correct the pollution problem in my area.

On the lines below write three clear objectives for yourself:



KEYS FOR CLEAR OBJECTIVES:

Make clear the what will be done

Set the when it will be done

Values Auction

Worksheet No. 1: A List of Fourteen Values

I would like to "buy":

Item:	What I'd like to pay:	What I paid:
1. Wealth	_____	_____
2. Equality	_____	_____
3. Family	_____	_____
4. Progress	_____	_____
5. Tradition	_____	_____
6. Freedom	_____	_____
7. Love	_____	_____
8. Health	_____	_____
9. Peace	_____	_____
10. Justice	_____	_____
11. Beauty	_____	_____
12. Wisdom	_____	_____
13. Power	_____	_____
14. Happiness	_____	_____

Values Auction

Worksheet No. 2: A List of Twenty Character Traits

I would like to "buy":

Item:	What I'd like to pay:	What I paid:
1. Honest	_____	_____
2. Playful	_____	_____
3. Self-confident	_____	_____
4. Orderly	_____	_____
5. Aggressive	_____	_____
6. Courageous	_____	_____
7. Cooperative	_____	_____
8. Competitive	_____	_____
9. Creative	_____	_____
10. Loyal	_____	_____
11. Responsible	_____	_____
12. Caring	_____	_____
13. Self-directing	_____	_____
14. Independent	_____	_____
15. Rational	_____	_____
16. Curious	_____	_____
17. Spontaneous	_____	_____
18. Friendly	_____	_____
19. Flexible	_____	_____
20. Openminded	_____	_____

Insurance Policy

I _____ hereby purchase

a policy for _____



Dare to be You

Date

D-48

Alternatives

Situation: You are going with a boy or girl that your parents can't stand. They will not like it if you keep him or her as a friend.

Objective: To keep your friend and to get your parents to change their minds about the friend and to have more respect for your judgment.

Alternatives (list all possible alternatives that meet your objectives)

1. Have a family conference with parents.
2. Talk to friend about what to say and how to act during a visit at your house.
3. Look at your friend again to be sure your judgment is good.
4. _____
5. _____

Your values (related to this situation): You want respect for your judgment; independence; friendship. (Add your own values.)

Information (list the information you need to have about these alternatives)

1. The mood your parents are in before asking for a family conference.
2. Whether or not your friend suspects your parents' attitude.
3. What is it that really "bugs" your parents? What evidence do they have?
4. _____
5. _____

Now, imagine yourself in the situation below. Try to think of alternative courses of action you might take and information you would need before you decided which course was best for you.

Situation: Your friends are urging you to join them in smoking pot. They kid you constantly. You don't really want to join them, but you do want their friendship.

Objective: To retain the friendship of the group, but not have to smoke pot.

Alternatives (list all possible alternatives that meet your objectives)

1. _____
2. _____
3. _____

Your values: Independence; health; get along with parents; get along with law; and be part of a group. (Add your own values.)

Information (list the information you need to have about these alternatives)

1. _____
2. _____
3. _____



Getting it Together

Decision: Imagine you are Jane and are trying to decide (early in the spring semester) whether to get a job this summer or go to summer school.

Jane's parents want her to go to summer school to improve her algebra grade. Jane's boss at the store wants her to work there this summer. Jane's counselor wants Jane to make a personally satisfying decision. Jane's friends think the decision is up to her; it depends on what she needs the job for and what difference repeating the course in algebra will make. From the list of resources below Jane chooses those she will use in making her decision.

<u>counselor</u>	first choice
<u>friend</u>	second choice
<u>summer school catalog</u>	third choice

Why does she choose these? She wants to get objective information from sources that will help her but not try to make up her mind for her.

Now you list in order of your preference the resources you would use in making this decision.

_____	first choice
_____	second choice
_____	third choice

RESOURCES

PEOPLE TO TALK TO

Your parents
 Your counselor(s)
 Your friends
 Your teachers
 Your relatives
 Your boss (if any)

THINGS TO READ

The summer school catalog
 College catalogs or general guides to colleges
 Occupational guides or information
 Want ads in the newspaper

THINGS TO DO

Try to get a part-time job
 Go to the youth employment agency
 Practice filling out job application forms and having interviews
 Volunteer for service in an activity that gives you some practice

THINGS TO THINK ABOUT

What you did last summer
 What activities you really enjoy
 How much money you need
 What your short-range goals are
 What your long-range goals are

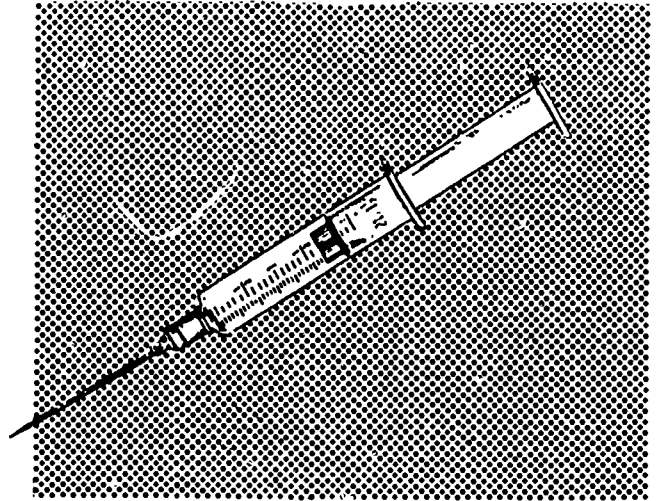
Acceptable or Unacceptable?

When is an alternative unacceptable? What is acceptable or unacceptable to a person is usually determined by his values. In the situation below, see if you can identify acceptable and unacceptable alternatives. Why are they either acceptable or unacceptable? (Some examples of alternatives are given. Can you think of others?)

Situation: You have a friend who confesses to you that he is hooked on drugs.

Your values: Loyalty. (Add your own values.)

Objective: You want to help him get "unhooked" and you know that he has not felt free to talk to anyone else.



Unacceptable alternatives

1. Turn friend in to police.
2. Tell your friend's parents.
3. _____
4. _____

Why are these unacceptable?

1. _____
2. _____
3. _____
4. _____

Acceptable alternatives

1. Get advice from drug counselor on how to help your friend.
2. Get the telephone number of local Drug Help Center.
3. _____
4. _____

Why are these different from the unacceptable?

1. _____
2. _____
3. _____
4. _____

Take a situation that is of real concern to you or your group of friends, and apply a similar analysis to your situation. After you have identified the acceptable alternatives in the situation, list the information that you need to have about these alternatives.

Situation: _____

Your values: _____

Objective: _____

Unacceptable alternatives

1. _____
2. _____
3. _____

Why are these unacceptable?

1. _____
2. _____
3. _____

Acceptable alternatives

1. _____
2. _____
3. _____

Information needed about acceptable alternatives

1. _____
2. _____
3. _____

Riskometer

1. Case 1 - A Gamble

You have been given \$10 to play the game one time.

1	4	7	10
Keep the \$10 & don't play	1 in 2 chance of winning \$20	1 in 5 chance of winning \$50	1 in 100 chance of winning \$1000

How would you change if you were: a rich person? a very poor person?

2. Case 2 - Choosing a Job

If you had a choice of jobs which would you pick: a) now, b) if you were sole support of a large family, c) if you were married to a rich person and were working for "self-fulfillment?"

1	5	10
A job with low income but which you are sure of keeping	A job with good pay but which you have a 50/50 chance of losing	A job with an extremely good income if you do well but in which you could lose almost every- thing if you don't do well

Case 3 - Choosing a College

You are a senior and are choosing a college for the next year. You have good grades and have been accepted by four universities. You want to graduate from a prestige university but dread having to drop out or fail. You have studied tables that tell you what the probabilities of success are at each. Which would you choose?

1	4	7	10
(least risk - least prestige)			(highest risk - most prestige)
Local Community College	State College	State University	Prestige University

4. Case 4 - Driving and Drinking

You have driven to a party. You are 21. During the party alcohol is available.

- You will be driving home. Where would you place yourself on the Riskometer?
- How would this change if you were taking a group of friends home?
- How would this change if you were riding with a driver friend who does not drink?
- How would this change if you were riding with an acquaintance who drinks heavily?

1	2	4	6	8	10
will not take a drink	1 drink	2 drinks	3 drinks	4 drinks	drink as much as I please

WAYS TO AVOID PEER PRESSURE

• Decide how you feel

Ask yourself if you really want to go along with the pressures or if you are being manipulated because they want control.

Do you want to get out from under the pressure?

• Say no

Saying no repeatedly, simply, and firmly is very effective.

• Don't make excuses

Quoting a standard is OK, e.g., "I just don't like to smoke."

But making excuses gives others a chance to "talk around the excuse" and then you find yourself in a corner.

• Use your credit

When you are part of a group of friends you like them and they like you. They value you for who you are and you have a special credit with them. People often try to use that against "friends" if they are trying to manipulate them. You can turn it around and use the friendship to protect yourself.

You can use that credit by saying some of these things: (any unwanted behavior can be used in the blanks)

- * You mean I have to _____ to be your friend?
- * If I have to _____ to be your friend, then I don't want to be your friend.
- * I like you guys and want to be around you, but not if I have to _____.
- * No, you shouldn't force me to _____ and I don't really think you want me to do something I don't want to do.
- * If you are my friends why would you want me to do something I don't want to do?

• Recruit a friend

If you can turn to someone else in your group and see how they feel, it reduces the pressure on you. Even if they aren't agreeing with you, you have shown your strength by asking someone else:

- * Do you agree with them?
- * Do you think I should try it?
- * What do you think I should do?
- * Do you think they are right?
- * Are you going to smoke/drink?

• Delay the decision

These are some things you can say to put off making a decision:

- * Not now, maybe later.
- * I don't feel like it right now.
- * I'll tell you later.
- * Change the subject.

Delaying a decision is very good for some pressures when you want to think about a commitment. For example, you aren't sure you have time for an activity or even want to do it. It gives you some time to think of how to say no.

The disadvantage is that you will have to give the person (or people) an answer eventually.

The issue isn't solved; it is just delayed.

DECISION-MAKING WORKSHEET

I. THE DECISION/WHY IT IS NEEDED!

II. IMPORTANT OUTCOMES (I want to achieve, avoid, preserve)

Outcome

Need

III. CREATIVE ALTERNATIVES

Do any meet your priorities?
How do you feel about your choices?
Do you need more ideas?
If so, how can you get them?

IV. IF SOME OF YOUR ALTERNATIVES SEEM GOOD POSSIBILITIES, TROUBLESHOOT THEM.

What could go wrong?

How could I improve my chances that this would work?

POST-SURVEY FOR DECISION-MAKING

You may select 1-5 correct answers for the following questions.

1. Good decision-making strategy includes:
 - a. limiting your choices to simplify your decision.
 - b. expanding your alternative choices, thinking of many possibilities.
 - c. making a list of what outcomes you want and prioritizing that list.
 - d. using intuition as one tool to help make the decision.
 - e. troubleshooting your decision for possible problems.

2. To make good decisions, kids need to:
 - a. learn to evaluate the reliability of their sources.
 - b. learn they can delay their decisions.
 - c. rely heavily on their own knowledge.
 - d. understand the importance of potential outcomes.
 - e. depend on their peers.

3. The biggest barriers to making good decisions include:
 - a. social or cultural barriers that prevent us from seeing possible good solutions.
 - b. the ability to recognize our own basic needs.
 - c. too many possibilities.
 - d. not recognizing the importance of actively making a decision.
 - e. ignoring our feelings.

4. Which type of process usually yields the best decision?
 - a. rely on intuition.
 - b. strictly rational, ignore intuition.
 - c. letting whatever happens just happen.
 - d. using a balance of intuition and rational thought.
 - e. none of the above.

5. Describe 3 ways to find new alternatives or options when making a decision.

PART II

1. What did you think of the workshop overall? _____

2. Do you feel the "DARE to be You" program, as explained, will benefit your youth organization? _____

3. What aspect of the workshop did you like best? _____

4. What aspect did you like the least? _____

5. Please rate these portions of the program with EXCELLENT, ABOVE AVERAGE, AVERAGE, BELOW AVERAGE, POOR:

Content of Program: _____

Activities: _____

Facilitators ability to communicate: _____

Packet Materials: _____

6. Any additional comments? _____

PRE-SURVEY FOR GROUP LEADER SKILLS WORKSHOP:

Select correct answers for each statement.

1. Group leaders should:
 - a. praise good responses from their group and simply accept poor responses.
 - b. draw out quiet participants by asking direct questions of that person.
 - c. accept all responses non-critically.
 - d. think of something to say if the group becomes quiet (no quiet time allowed).
 - e. participate as equals in activities.
2. Affective education techniques are important because they:
 - a. are fun.
 - b. cause participants to personalize the knowledge.
 - c. are active and keep kids interested.
 - d. take little preparation.
 - e. result in greater retention of knowledge.
3. Circle all true statements.
 - T F a. As group leaders in the DARE Program, we must impose our strong value systems on children.
 - T F b. Be conscious of your audience and try to make the activities comfortable.
 - T F c. We must participate in activities because others learn from our modeling.
 - T F d. We must hide our values to make the activities fair.
4. Ground rules for using affective techniques include:
 - a. accepting of others values.
 - b. allowing participants to pass.
 - c. having everyone respond.
 - d. participating as equals.
 - e. allowing everyone to comment on others responses, positively or negatively.

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QUALITIES AND SKILLS OF GOOD GROUP LEADERS

Lecturer

Educator

Trainer

Facilitators

Hosts/Hostesses

- positive attributes -

- poor behaviors -

400

401

D-58

Ground rules:

ACCEPTING

PASSING

PARTICIPATING

Skills:

ENCOURAGING

ACCEPTING

CLARIFYING

Good Group Leader Skills

USE THESE SKILLS:

- * CONSIDERATION AND SENSITIVITY TO AUDIENCE
- * BE ORGANIZED, PREPARED
- * GIVE CLEAR STATEMENT OF PURPOSE FOR ACTIVITY
- * POSITIVE BODY LANGUAGE --
WARMTH, HUMOR, EYE CONTACT, ENTHUSIASM,
BE WHO YOU ARE
- * HONESTY --
DON'T PRETEND BE SOMETHING YOU AREN'T OR
BELIEVE SOMETHING YOU DON'T
- * PROCESS ACTIVITY

AVOID THESE BEHAVIORS:

- * BEING LATE, HASSLED
- * PUTDOWNS AND JUDGEMENTAL STATEMENTS
- * DISTRACTING BEHAVIORS
- * OVER-ORGANIZING OR FORCING PARTICIPATION

OPEN-ENDED QUESTIONS: Yes or No?

1. Do you agree with that?
2. How did you decide that?
3. Would you like to tell us more about that?
4. What are some other situations?
5. What do you think about that?
6. What sort of values does this indicate?
7. What are some other choices?
8. How might you achieve your goal?
9. Do you think this right?
10. Are you ready to answer?

405

POST-SURVEY FOR GROUP LEADER SKILLS WORKSHOP:

Select correct answers for each statement.

1. Group leaders should:
 - a. praise good responses from their group and simply accept poor responses.
 - b. draw out quiet participants by asking direct questions of that person.
 - c. accept all responses non-critically.
 - d. think of something to say if the group becomes quiet (no quiet time allowed).
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PART II

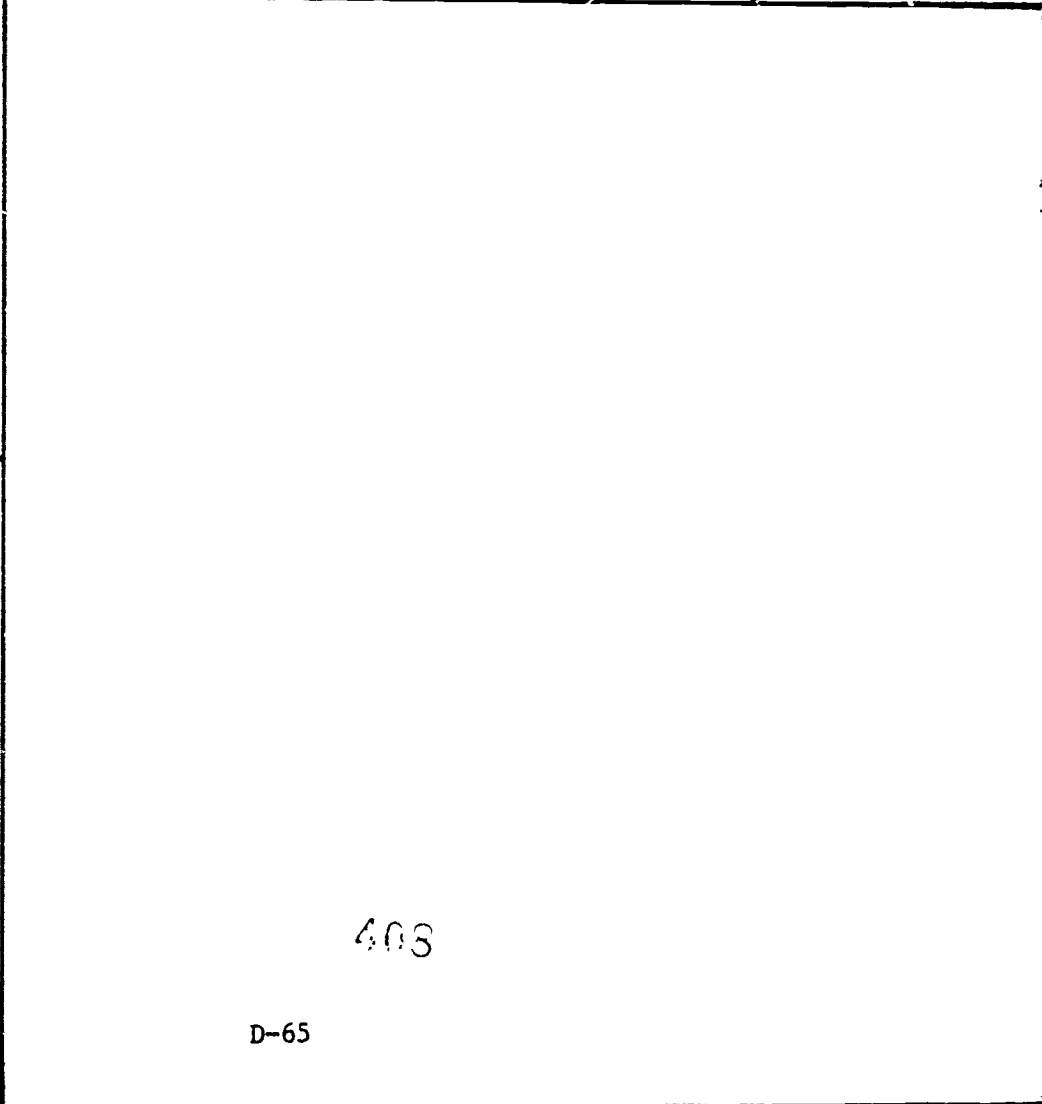
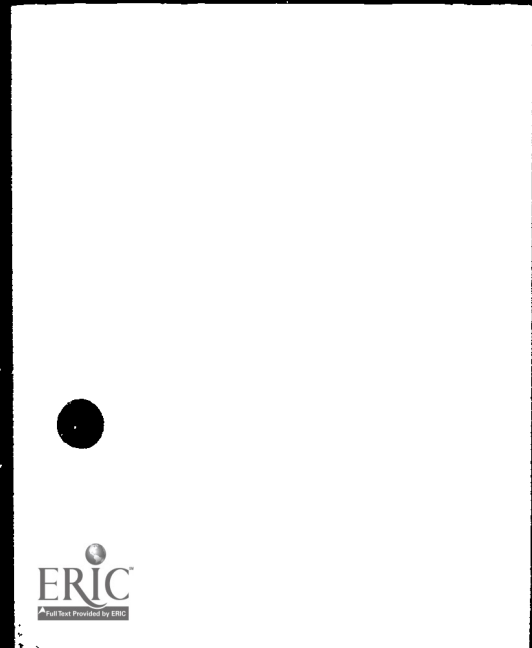
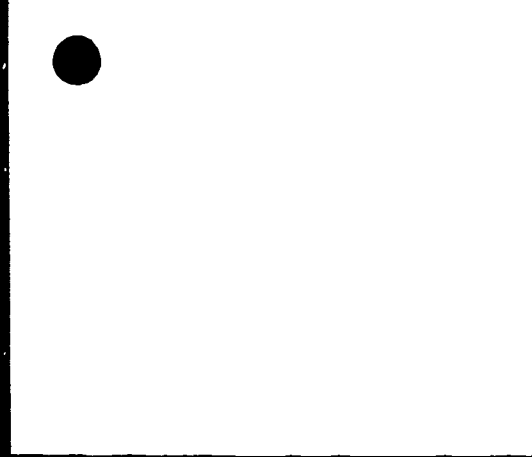
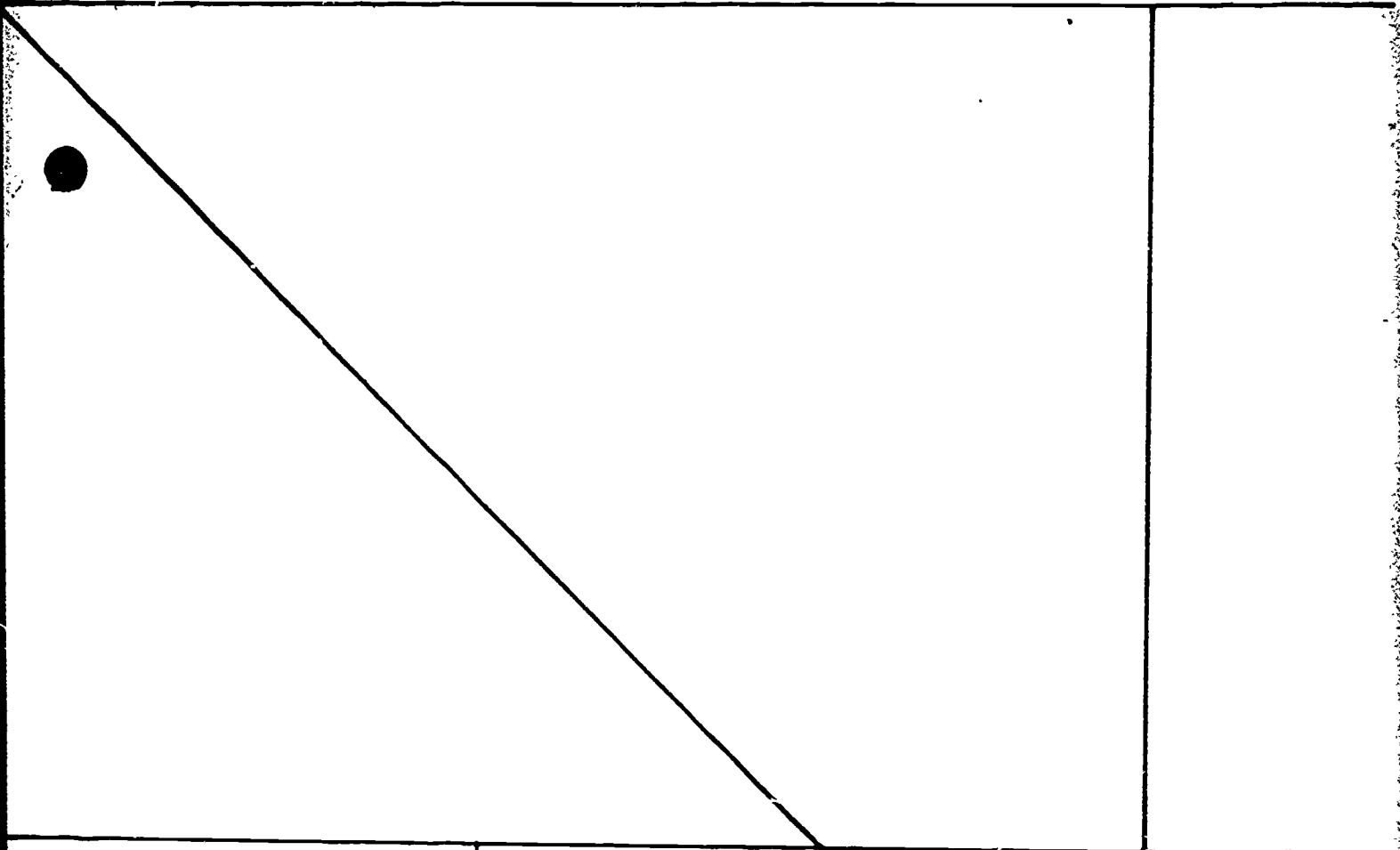
1. What did you think of the workshop overall? _____

2. Do you feel the "DARE to be You" program, as explained, will benefit your youth organization? _____

3. What aspect of the workshop did you like best? _____

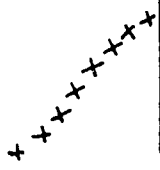
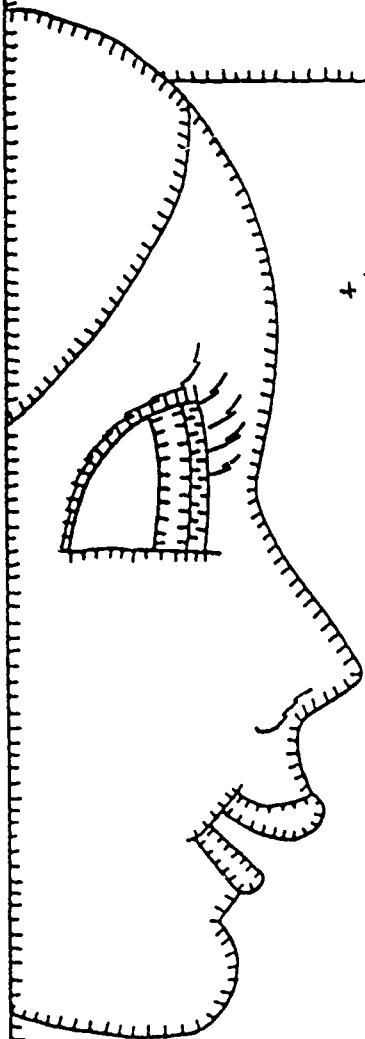
4. What aspect did you like the least? _____

5. Please rate these portions of the program with EXCELLENT, ABOVE AVERAGE, AVERAGE, BELOW AVERAGE, POOR:
Content of Program: _____
Activities: _____
Facilitators ability to communicate: _____
Packet Materials: _____
6. Any additional comments? _____



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When Alice in Wonderland was trying to decide which way to go during her travels, she asked the Cheshire Cat,

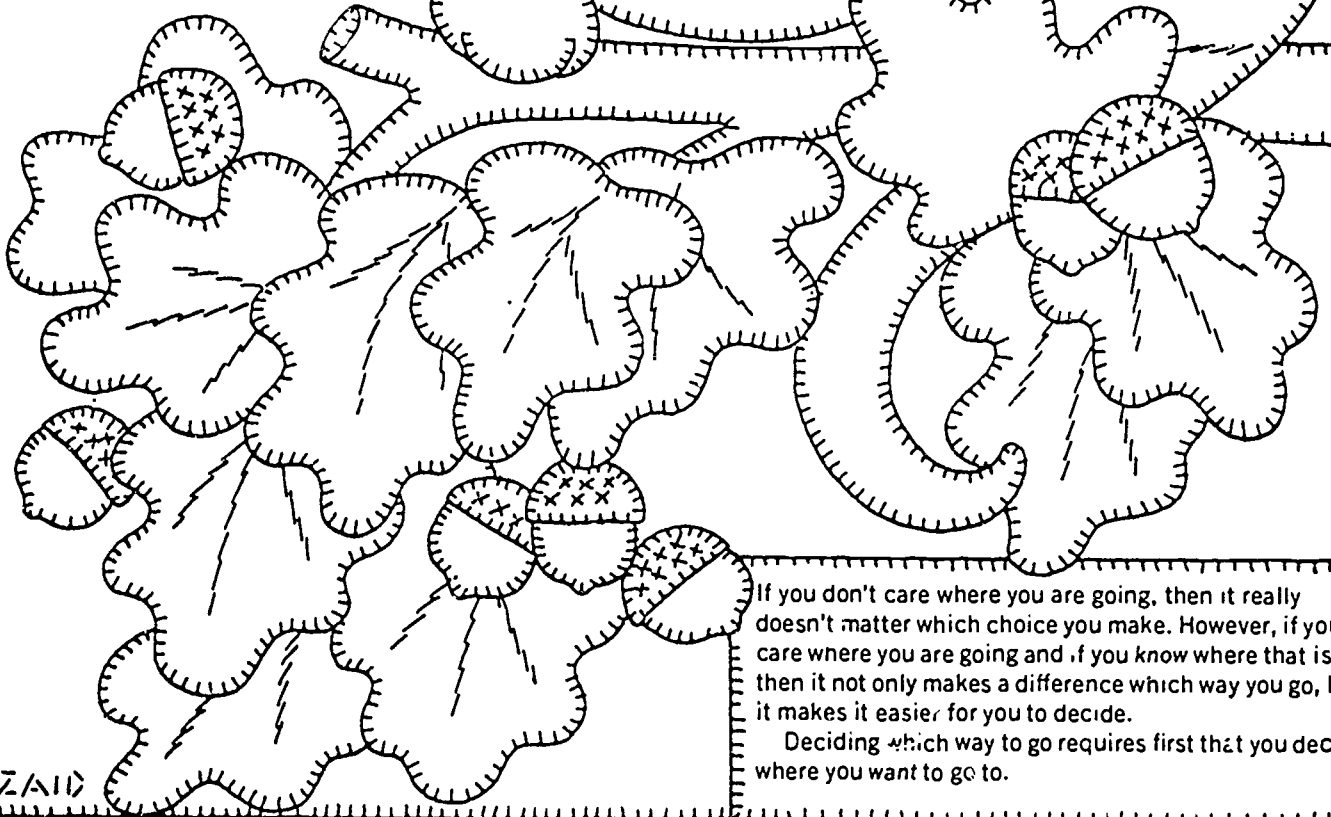
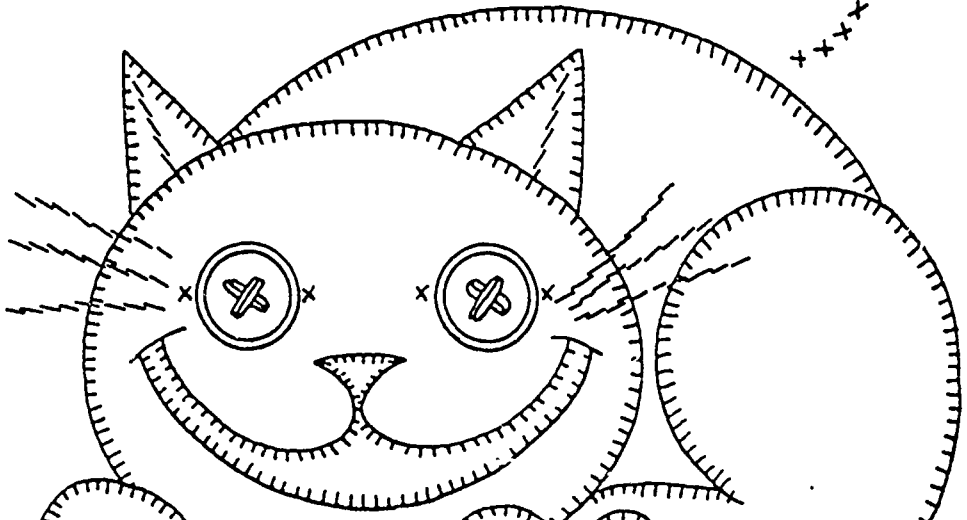


"Would you tell me, please,
which way I ought to go
from here?"

"That depends a good deal
on where you want to get to,"
said the Cat.

"I don't much care where—"
said Alice.

"Then it doesn't matter
which way you go,"
said the Cat.



If you don't care where you are going, then it really doesn't matter which choice you make. However, if you care where you are going and if you know where that is, then it not only makes a difference which way you go, but it makes it easier for you to decide.

Deciding which way to go requires first that you decide where you want to go to.

ZAD

DARE to be You

A Challenge



code number

— — — — —

1. Is it hard to tell other kids when you don't want to do what they want to do?

no

yes

don't know

2. Could other kids ever talk you into doing something you really don't want to do?

no

yes

don't know

Other kids are trying to get you to do something you don't want to do. Which of the following would be good ways to handle the situation?

3. Say no and walk away.

no

yes

don't know

4. Say no and give an excuse.

no

yes

don't know

5. Say no so they know how you feel, but give in if they keep asking you.

no

yes

don't know

6. Say no and keep saying no until they stop asking.

no

yes

don't know

7. Do what they ask so they leave you alone and don't make fun of you.

no

yes

don't know

8. Tell them "I don't want to decide right now!" (put off the decision)

no

yes

don't know

9. Get angry and tell them to get lost.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

10. Tell them that they shouldn't make you do something you don't want to do.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

You want to stay friends with a group of kids. They are trying to get you to do something you feel is wrong for you or something you haven't decided about yet. Which answers can be used to say no and still keep their friendship?

11. "Maybe, just this once."

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

12. "You mean I have to do that to be your friend?"

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

13. Ask another friend in the group, "Do you go along with what they want me to do?"

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

14. "You guys are really stupid. Get lost!"

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

15. "Do I have to decide right now?"

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

16. "You are always pushing people around."

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

17. "Do I have to do that to be your friend?"

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

18. "No, I don't want to do that."

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

19. When I have to decide something,
it is best to have only two choices.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

20. When I have to decide something, the
best decision is the first choice I
think of.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

21. Putting off a decision can help me
make the right choice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

22. Everything will turn out OK even if
I don't make any decisions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

23. Each choice in a decision has its
own risks.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

24. The risk involved in any given
decision is the same for everyone
that makes that decision.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

25. My birthday is / /
Month/Day/Year

26. I am a boy girl

DARE to be You

What Have You Learned?



code number

1. Is it hard to tell other kids when you don't want to do what they want to do?

no

yes

don't
know

2. Could other kids ever talk you into doing something you really don't want to do?

no

yes

don't
know

Other kids are trying to get you to do something you don't want to do. Which of the following would be good ways to handle the situation?

3. Say no and walk away.

no

yes

don't
know

4. Say no and give an excuse.

no

yes

don't
know

5. Say no so they know how you feel, but give in if they keep asking you.

no

yes

don't
know

6. Say no and keep saying no until they stop asking.

no

yes

don't
know

7. Do what they ask so they leave you alone and don't make fun of you.

no

yes

don't
know

8. Tell them "I don't want to decide right now!" (put off the decision)

no

yes

don't
know

9. Get angry and tell them to get lost.

no
yes
don't
know

10. Tell them that they shouldn't make you do something you don't want to do.

no
yes
don't
know

You want to stay friends with a group of kids. They are trying to get you to do something you feel is wrong for you or something you haven't decided about yet. Which answers can be used to say no and still keep their friendship?

11. "Maybe, just this once."

no
yes
don't
know

12. "You mean I have to do that to be your friend?"

no
yes
don't
know

13. Ask another friend in the group, "Do you go along with what they want me to do?"

no
yes
don't
know

14. "You guys are really stupid. Get lost!"

no
yes
don't
know

15. "Do I have to decide right now?"

no
yes
don't
know

16. "You are always pushing people around."

no
yes
don't
know

17. "Do I have to do that to be your friend?"

no
yes
don't
know

18. "No, I don't want to do that."

no
yes
don't
know

19. When I have to decide something, it is best to have only two choices.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

20. When I have to decide something, the best decision is the first choice I think of.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

21. Putting off a decision can help me make the right choice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

22. Everything will turn out OK even if I don't make any decisions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

23. Each choice in a decision has its own risks.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

24. The risk involved in any given decision is the same for everyone that makes that decision.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

--

25. My birthday is / /
Month/Day/Year

26. I am a boy girl

27. Have you had the Health Education Curriculum (Berkley Program)?

- No, I have not.
- Yes, less than one school year.
- Yes, more than one school year but less than two years.
- Yes, more than two years.

28. The activities were fun.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

29. I feel I learned something during this meeting.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no	yes	don't know

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NORTH HIGH PREVIEW

It's Up to You

Color Group _____

Birthday _____
month/day/year

At North High, as compared to Skinner, my responsibility:

	I don't know	less	the same	greater
1. To arrange to make up tests will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To select a career will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To choose classes will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To pick friends will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. To decide to attend class will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To get help with classwork will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I don't know	Yes	No
7. To make a good decision, you need to limit your choices and not try to think of lots of options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. To make a good decision, you need to think of what will happen as a result of your choice (good and bad).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ask your friends because what is good for them is good for you too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NORTH HIGH PREVIEW

It's Up to You

Color Group _____

Birthday _____
month/day/year

At North High, as compared to Skinner's, my responsibility

	I don't know	less	the same	greater
1. To arrange to make up tests will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To select a career will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To choose classes will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To pick friends will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. To decide to attend class will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To get help with classwork will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I don't know	Yes	No
7. To make a good decision, you need to limit your choices and not try to think of lots of options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. To make a good decision, you need to think of what will happen as a result of your choice (good and bad).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ask your friends because what is good for them is good for you too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you enjoy the presentation? _____

Do you feel you learned anything about North High? _____

What was the most important thing you learned? _____

RISKOMETER

A GAMBLE: You have \$10 to play a game one time. Where would you put your bet?

a. As yourself.

Keep the \$10
& don't play

1

1 in 2 chance
of winning \$20

4

1 in 5 chance
of winning \$50

7

1 in 100 chance
of winning \$1000

10

b. How would you play if you were a rich person?

1

4

7

10

c. How would you play if you were a poor person?

1

4

7

10

CUTTING CLASS: You are a sophomore in high school. Your best friends often want you to cut class and go downtown. If you do you miss an important class.

How many classes could you miss:

a. If you're getting an "A" and need that "A" to get into a special school you've chosen?

0 classes

1 class

2 classes

3 classes

As many as
you please

1

3

5

7

10

b. If your grades were borderline between a C and 0?

1

3

5

7

10

c. If you didn't care about your future (if you ended up unemployed)? You just wanted to hang out.

1

3

5

7

10

d. If you hated the class but needed the training to get a job you wanted in the future?

1

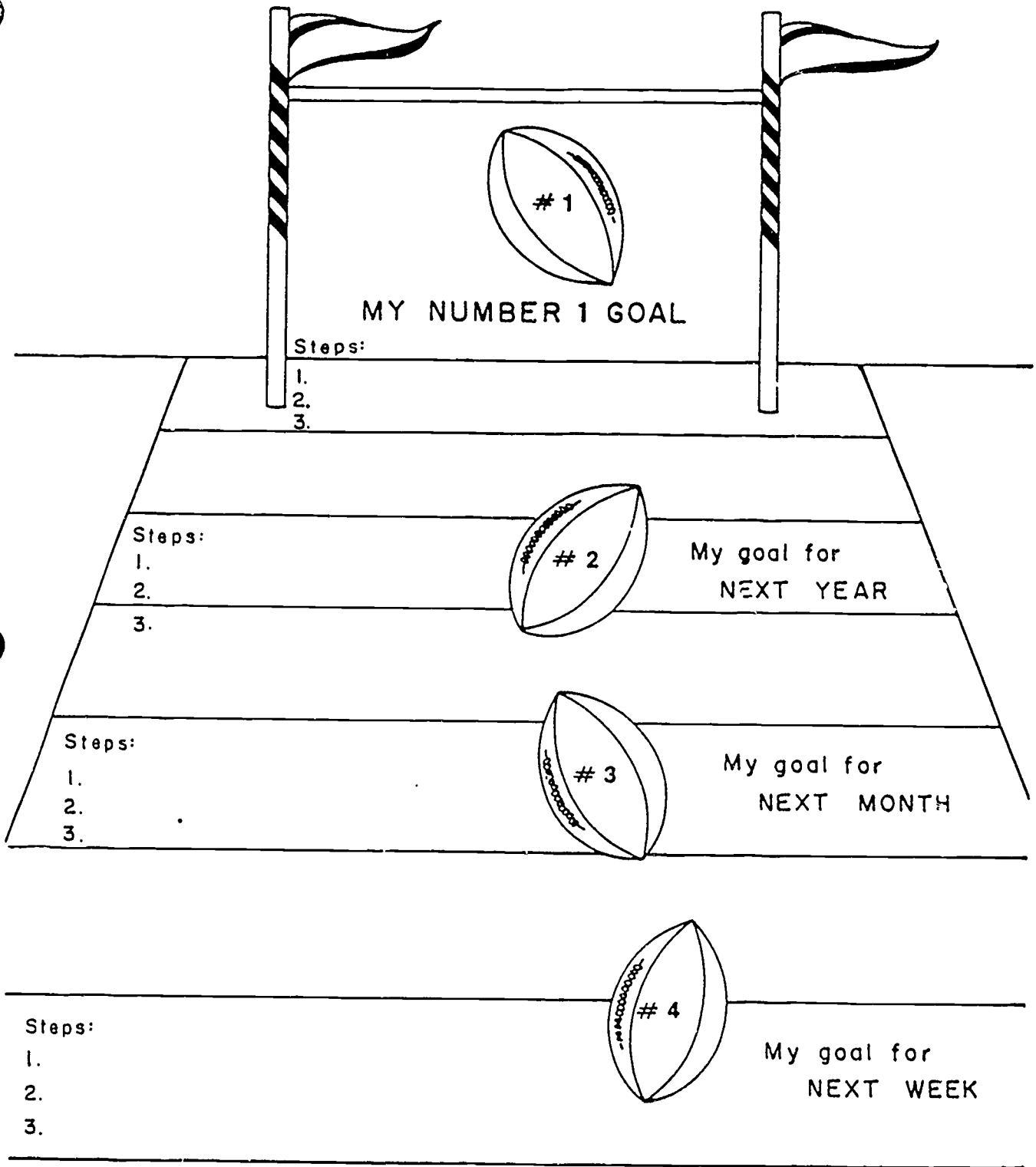
3

5

7

10

GOAL LINE STRATEGY



KICK OFF YOUR FUTURE

WHO OR WHAT?

Who or what influences your decision about what clothes to buy or wear, what food to eat, what movie to see? For each item below, check whether you are influenced by parents, friends, boy/girlfriends, teachers/counselors, clergy, magazines, TV. If more than one of these influences you in your choice, indicate which is most influential with a #1, next most influential with a #2, and so on.

Parents	Friends	Boyfriend/ Girlfriend	Teachers/ Counselors	Clergy	Media	Other
---------	---------	--------------------------	-------------------------	--------	-------	-------

Clothes

Hair
Style

Food

Classes

Curfew

Dates

Movies

Friends

Reading
Material

Sexual
Behavior

CAREERS LIST

Teacher
School Counselor
Athletic Coach
Nurse
Doctor
Pharmacist
Dentist
Medical/Dental Technologist/Technician
Dental Hygienist
Occupational Therapist
Optometrist
Veterinarian
Engineer
Chemist/Physicist
Geologist
Clergy
Draftsman
Surveyor
Economist
Historian
Political Scientist
Sociologist
Accountant
Advertising
Marketing Research Worker
Personnel Worker
Public Relations Worker
Purchasing Agent
Musician
Actor/Actress
Architect
Commercial Artist
Forester
Home Economist
Industrial Designer
Interior Designer
Landscape Architect
Lawyer
Librarian
Newspaper Reporter
Photographer
Psychologist
Social Worker
Secretary
Typist
Bookkeeper
Cashier
Clerk
Salesman/Saleswoman
Insurance Agent
Real Estate Salesman

FBI Agent
Fireman
Policeman
Barber
Beauty Operator
Carpenter
Painter/Paperhanger
Plumber/Pipefitter
Bricklayer
Electrician
Roofer
Cement Mason
Sheet Metal Worker
Printing Pressman
Mechanic
Repairman
Machinist
Truck Driver
Taxi/Bus Driver
Heavy Equipment Operator
Gasoline Station Attendant
Baker
Stewardess/Pilot
Bank Officer
Bank Teller
Farmer
Extension Agent
Soil Conservationist
Post Office Occupation
Armed Forces
Hotel Manager/Assistant
Radio-TV Announcer
Waitress/Waiter
Cook
Telephone Operator
Housekeeper
Mother/Father

Characteristics Worksheet

D-79

	Like Your Child				Not Like Your Child				Do you see this as a good trait?	
	1	2	3	4	Yes	No	Yes	No		
1. Very talkative										
2. Quiet										
3. High energy level										
4. Calm										
5. Helpful										
6. Persistent										
7. Questioning/inquisitive										
8. Demanding										
9. Loud										
10. Soft-spoken										
11. Manipulative										
12. Creative										
13. Artistic										
14. Musical										
15. Dances										
16. Athletic										
17. Scholarly										
18. Reliable										
19. Highly self-motivated										
20. Obedient										
21. Wild/defiant										
22. Assertive										
23. Aggressive										
24. Humorous										
25. Serious										
26. Sharing										
27. Open										
28. Willing to learn (change/grow)										
29. Listens well										
30. Modest										

	Like Your Child				Not Like Your Child				Do you see this as a good trait?	
	1	2	3	4	Yes	No	Yes	No		
31. Confident										
32. Humble										
33. Dexterous										
34. Gentle										
35. Strong										
36. Curious										
37. Attractive										
38. Makes things										
39. Secure										
40. Neat										
41. Accepts responsibility										
42. Works well alone										
43. Works well with others										
44. Likes to be indoors										
45. Likes to be outdoors										
46. Even tempered										
47. Sensitive to others										
48. Stubborn										
49. Lazy										
50. Friendly										
51. Easy to get along with										
52. Kind to others										
53. Good with animals										
54. Good with plants										
55. Good with domestic arts										
56. Good with children										
57. Analytical										
58. Perceptive										
59. Religious										
60. Likes to take risks										

Characteristics Worksheet

D-80

	Like Me				Hot Like Me	Do you see this as a good trait?	
						Yes	No
	1	2	3	4			
1. Very talkative							
2. Quiet							
3. High energy level							
4. Calm							
5. Helpful							
6. Persistent							
7. Questioning/inquisitive							
8. Demanding							
9. Loud							
10. Soft-spoken							
11. Manipulative							
12. Creative							
13. Artistic							
14. Musical							
15. Dances							
16. Athletic							
17. Scholarly							
18. Reliable							
19. Highly self-motivated							
20. Obedient							
21. Wild/defiant							
22. Assertive							
23. Aggressive							
24. Humorous							
25. Serious							
26. Sharing							
27. Open							
28. Willing to learn (change/grow)							
29. Listens well							
30. Modest							

	Like Me				Not Like Me	Do you see this as a good trait?	
						Yes	No
	1	2	3	4			
31. Confident							
32. Humble							
33. Dexterous							
34. Gentle							
35. Strong							
36. Curious							
37. Attractive							
38. Makes things							
39. Secure							
40. Neat							
41. Accepts responsibility							
42. Works well alone							
43. Works well with others							
44. Likes to be indoors							
45. Likes to be outdoors							
46. Even tempered							
47. Sensitive to others							
48. Stubborn							
49. Lazy							
50. Friendly							
51. Easy to get along with							
52. Kind to others							
53. Good with animals							
54. Good with plants							
55. Good with domestic arts							
56. Good with children							
57. Analytical							
58. Perceptive							
59. Religious							
60. Likes to take risks							

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SAMPLE RESOURCE LIST

HUMAN RESOURCES

Admired acquaintances
Athletes
Attorneys
Clergy
Clinic workers
Close friends - peers
Counselors
Dieticians
Doctors
Exercise specialists
Family members
Mechanics
Nurses
Pharmacists
Physical therapists
Physicians
Policemen
Principals
Probation officers
Psychologists
Relatives
School counselors
Social workers
Teachers in childrens schools
Curandero(a)
Partera
Senora

NON-HUMAN RESOURCES

Art galleries
Books
Crisis centers
Doctors offices
Films and filmstrips
Games
Health clinics
Libraries
Magazines
Movies
Museums
Newspapers
Parks
Phonograph records and tapes
Radios
Televisions

Applications and Resources

APPLICATIONS

HISPANIC ADAPTATIONS

SUPPLEMENTARY MATERIALS

ADULT WORKSHOP SERIES

The adult workshop series in Section A is designed to provide basic understanding and skills that are applicable cross-culturally. These supplementary materials cover ethnic related issues as they affect self-concept, self-responsibility, communications, role modeling, and decision-making processes.

The supplement is to be used side by side with the corresponding workshop in Section A. You may actually "pull" out this section and use it with the workshop as outlined on pages A-1 through A-105.

This supplementary packet will follow the outline of the workshops in the manual suggesting how the additional activities and discussion questions may be used. These activities also may be used independently to address the specific issues.*

Five primary issues are addressed:

- Transition between traditional and current values and lifestyles
- Maturity - looking at cultural views and expectations
- Biculturalism**
- Prejudice, Racism, Stereotypes
- Ethnic identity

An acculturation scale is included, page E-23, for optional use at the beginning or during the series of workshops.

* The group leader may choose to use the term chicano instead of hispanic.

** A culture is defined as a set of values and behaviors that is shared by a group of people. Bicultural defines a person that is able to live and function comfortably in two different cultures.

WORKSHOP I DEVELOPMENT OF SELF-CONCEPT

M&M game

See page A-10.

Add #4 - Something I like about myself that is true because I am hispanic (chicano). Examples: knowing my heritage gives me a sense of being "rooted" and centered, I feel I belong and am supported by my family.

This activity is an important introductory activity, as parents must be able to express and feel positively about themselves and their ethnic identity to really enable a positive self-concept in their children. A positive workshop activity can enhance this.

1. behavior knowledge

See page A-13.

Teaching a new skill is a positive way to increase self-concept through behavior.

Parents may wish to discuss how this aspect of development might be different because of ethnicity; how they feel they personally have been affected.

Here are several activities that parents (or other adults) can use with their children to develop self-concept around ethnicity and biculturalism; to keep their ethnic heritage but also be able to incorporate current societal skills:

- * Have parents make a list of traditional skills they can share with their children. (Brainstorm a list.)
- * Encourage parents to help the child (using little achievable challenges) learn a traditional family skill: cooking, music, dance, a craft or an art, folk medicine. Invite one or two of the child's friends over and have them all learn at the same time.

- * As a parent, model that both traditional and new can be OK; learn a non-traditional skill (a new recipe, a new sport or craft). Show how both can work together to enhance each other. Learn another traditional skill. Show pride in a skill you already have.

Learning skills to use in the future is essential to developing self-concept. The current trend of increased dropout rates from high school is a threat to the well-being of a large population of youth. Although it is on the rise cross-culturally, the hispanic population is especially experiencing this problem. The next activities are designed to let parents look at the dynamics of school dropouts and let them identify some positive empowering steps to reverse the process in their children.

Have parents brainstorm a list of reasons kids dropout. They may come up with a list that looks like this:

- See no need for class information
- Friends pressure
- Money important so want a job during school
- Encounter prejudice
- Learning within the existing system is too difficult
- Pregnancy, alcohol, drugs, depression
- Get behind in work and can't catch up
- Have set no attainable goals
- Don't know how to find help, support systems
- Teachers indifferent
- Classrooms unruly
- Difficult to study in home environment

(If these items aren't included on the parent's brainstorm lists, the group leader needs to include these points in processing this part of the program.)

When this list is complete have parents break into groups of 2-3 and think of possible ways to approach several of the problems. Emphasize that any small positive step is important and they should identify several, small steps for each problem. (An alternative is to assign two problems to each group.) Give a couple of examples from the list below:

Problem	Positive Steps for Parents
Child sees no need for an education.	Parent participation in CAREERS activity (page E-8). Parent attitude positive and supporting about finishing school. Parent points out admired person who finished school. Parent learns goal setting activities in Decision-Making Workshop, page A-75, and uses with children. Find influential teen/peer respected by child to talk about importance of education.

Child thinks earning money now is more important than studying for later.

Child encounters prejudice and is turned against school.

Child finds work too difficult, gets behind.

Other possible actions:

- Parents meet teachers, learn what children need to do.
- Parents help children set goals, think about future, values, etc.
- Parents help build self-concept as covered in Workshop I.
- Parents learn decision-making, communication skills, and self-responsibility in following workshops and share any of those skills with children.

Have the whole group brainstorm a master list of possible actions with subgroup work as a starting point.

To end this session have parents write two positive steps they will take to enable their children to stay in school.

Parent finds out some pay scales and benefits for jobs requiring high school education and those that do not. Share these with child.

Help child see money is not the only value from a job.

Help them find a compromise - part time work and school.

Help child see that school now can produce better paying jobs later.

Parent works through STEREOTYPING activity (page C-42), then shares understanding with children.

Parent helps child become more internally controlled.

Parent works toward hiring bicultural teaching staff, campaign for minority school board members.

Encourage and allow homework time at home.

Find a family member or neighbor to help with work.

Parent participates in learning good communication skills and helps children learn to ask for help.

Invite friends to home for homework and snacks.

2. positive reflections

See page A-14.

This component is crucial for people of all backgrounds. However, several activities can be added to give positive reflections for ethnic strengths.

prideline

See page C-8.

Add to the discussion questions "something you are proud of that comes from being hispanic." "Some advantages you have because of your culture."

Have parents participate in this activity first as themselves at 12 and then as themselves now.

Discussion questions (for parents):

1. What are the differences between the way you would have responded as a child and the way you think your children would respond?
2. What differences in values does this reflect?
3. What are some ways to encourage pride in heritage as part of a child's self-concept?
4. How do you personally feel about your ethnicity (children usually share parents feelings).

Reinforce that the parents need to notice and reward children's positive attitudes. Have the group focus on personal feelings about traditional values. Have them discuss what they can do to increase personal pride in heritage. Be aware of traditional vs. new cultural values and how that affects pride.

positive memories from childhood

See page A-16.

Many current households do not work like traditional households. With both parents working or in one parent families, there may be a gap between the traditional mother's role and the father assuming part of that role (he is absent or simply isn't comfortable filling the mother's role because of tradition).

Ask participants to remember their childhood, ages 8 and 9: Who was home when they got home? What happened? How did they receive their good feelings? When they got home, how did they spend their time? What was frightening or painful?

Have the participants make a list of at least five memories.

Now have them answer the same questions pretending they are their children.

Ask: Is it realistic to expect them to have the same experience that you had? What do you have in common? What is different? How can you create a more positive environment? What ways can sensitivity to those feelings help us to enhance their self-concept?

Discussion should be very carefully designed to be nonjudgmental and hopeful. Brainstorm for ideas but give these specific positive steps parents can take to fill in the gap:

- Find something (several things are even better) to give positive comments on everyday! Keep track of your positives for a week! Recruit other family members and friends for this, too.
- Make little blocks of time for kids at the "most important moments" of the day. Willingly giving them undivided attention is a very important positive reflection. Two key times are the first 10 minutes (after school for them or after work for parents) and the last 10 minutes before bedtime. Bedtime prayers can work here. So does sharing the day's experiences, a story, help with homework. Remember to keep these times noncritical and positive.
- Touching is also a wonderful positive reflection -- hugs, touches, pats.

3. recognizing the negative

See page A-17.

Use STEREOTYPES activity, page C-42, with parents. Add discussion questions.

See Teen Workshop, Responsibility Section, E-37 for dealing with negatives from prejudice. What effects do prejudice/stereotypes have on self-concept/behavior? On the judging side? How true are most stereotypes? Why? One culture often views an attribute as good, another views it as bad, how can this be harmful? Helpful? Where do stereotypes originate?

4. validating differences

See page A-18.

These activities may be added to deal with current problems of integrating traditional values with current changes.

Have the parents participate in following two activities:

careers

Purpose: To validate differences in career potentials.

Materials: Job lists (or cards)*, lists of local job possibilities (group leader finds ahead of time), job lists (page D-78), paper, pencil, flipchart and markers or chalkboard and chalk.

Instructions: Have parents choose one of their children as a "model" for this activity. Give the participants 2-3 minutes to list, on a piece of paper, as many careers as possible that they picture for that child.

Develop a master list of career ideas on a flipchart. See if parents can come up with more careers (brainstorm) and list. Use job cards or job lists to expand ideas.

Have the participants spend 2-3 minutes looking over the expanded list and selecting several more types of jobs they feel would fit their child.

Have the participants put away their lists to use later and go on to the STRENGTHS activity. These activities will be linked together later.

* You may make cards that each have several of the careers on the list. Then have participants use those to make up a master list. This increases audience input.

strengths

Purpose: To have parents identify children's strong points, to have them see and value some characteristics they haven't previously identified, to have them relate strengths to future career pursuits.

Materials: Characteristic cards, paper and pencils.

Instructions: Have parents list in three minutes, on a piece of paper, all the strong points that they see in their child (use same child as in the CAREERS activity). Pass out "characteristic" worksheets, page D-79. Have each person go through the list and check the ones they thought of. Then have them think about each characteristic they didn't have. Do they see it as a positive characteristic? Does their child have that attribute?

Discussion: Why did you check the different characteristics as being positive or not? Do you think other parents might find some attributes that you checked NO as being positive? Why? How do your feelings about their strengths affect your children? How does your heritage affect these values?

The important outcome of this discussion is to have parents consciously think and value and perhaps recognize previously unattributed strengths their children have.

The following discussion ties the STRENGTHS activity to the CAREERS activity.

Looking at the positive characteristics you listed for your child and the potential careers, try to find 2 more types of jobs (ones you haven't already listed) in which some of the child's characteristics would be beneficial. Try to find a career that might benefit from a characteristic your child has that you don't necessarily value.

EXAMPLES FOR STRENGTHS AND CAREERS:

<u>Characteristic</u>	<u>Potential Career</u>
Real talkative	Teaching
Quiet	Research, journalism, accounting
High energy level	Reporter, administrator, athlete
Helpful	Medical/social services, ministry

How can you learn to notice the good characteristics in your child that might not fit a traditional value but be very valuable in new ways?

One of the major factors underlying a negative self-concept is the absence of a positive view of oneself and one's role in the future.

You may give an example that will be relevant to your audience. Different examples may be used to fit the specific value systems of your audience. The following examples are given as a model and may not necessarily relate to your particular participants.

Boys may not be encouraged to pursue a higher education or even complete high school by their parents. This may be true because the parents believe that boys should help support the family. Or similarly, girls may not be encouraged to get an

education because their role is seen to be to help raise the rest of the family, or to get married and have their own family.

Even if a young girl is encouraged to get an education and have a profession she may feel a conflict with these traditional values.

A young man interested in working with young children (e.g., in a headstart program) could be discouraged, as raising and teaching young children is perceived as a woman's role.

On the other hand, a child that does not particularly have verbal skills and might do technical or manual work very well might not be encouraged because the parent is determined to reverse a traditional stereotype and wants the child to excel in a professional career.

We as parents can be conscious of several positive actions we can take:

- Try to notice and be open to a young person's positive attributes even if they don't fit into preconceived ideas.
- Picture some careers that are possible for the child. Try to notice good role models and expose your children to them.
- Talk about a variety of careers. Support potentially good ideas that the child likes. Avoid pushing them into patterns that are uncomfortable for them.
- Find out about careers and training for careers available locally.

(Facilitator: Check with high schools, local voc/tech schools, junior colleges, the job service for career suggestions.)

Another good activity for validating differences is STEREOTYPES, page C-42.

5. creating a secure environment

See page A-20.

In many families, social pressures, financial needs, and priorities have changed so that families work differently than in the past. Traditionally a mother was home when the child got home so a sense of security, of being nurtured, was very much in evidence. In many cases mothers now have to work, or the traditional extended family has broken down. Often a gap exists. The father may be uncomfortable about, unable, or just not present to help fill that vacuum. Many feel it just isn't macho.

The most important step here is to somehow still make the home a place where the child feels nurtured and secure even with less contact time. The amount of time isn't as important as the environment created.

Have parents identify one single small way they could increase the sense of security/belonging:

- Let them know you love them for themselves (despite their actions), not for what they do or provide.
- Call home to see if everything is OK.
- Have a special place for the child to go or to check in each day.
- Hold a family council where every family member has a say and no one is discounted (see Communications Section for a description). Listen to children when they want to talk.

6. role modeling self-esteem

See page A-21.

Have parents analyze whether they provide a traditional or current "role model." What characteristics do they want their children to keep? To change? What special characteristics that are hispanic would you like to see them keep? How do they feel about themselves? Children pick up feelings from parents. Increasing the parent's self-concept will improve the child's self-concept.

Note: Perceived "menial job status" contributes to low self-esteem. Emphasize importance of all work, pride in doing a job well no matter what it is. The work isn't important, how well it is done is!

WORKSHOP II COMMUNICATIONS

These are suggested additions to the Adult Communications Workshop.

role model

Our models communicate patterns for children to follow as they mature. Normal children want to mature quickly. They try to assume outward manifestations of what they see as being "grownup." However, as old traditions break down, sex roles and social pressures change, children are often confused about what it means to be an adult. Many times they think being grownup requires being sexually active, having children, using alcohol or drugs, smoking, and being out of school and working. They often do not see some of the most important characteristics of maturity.

Have parents participate in the GROWNUPS activity, page C-37, and pretend they are 11-13 years old. Have them list things they thought were grown up at that age or that they think children view as grown up now.

Most of the characteristics will fall under behavioral, physical, or social classifications:

Examples:

Behavioral - work, have children, tell kids what to do (control), smoke, use alcohol, stay up late, sexual activities.

Physical - grownup body characteristics, strong.

Social - go to parties, be married, have friends.

Have the participants think of things they hear adults say that reinforce a child thinking that some potentially harmful behaviors are "grownup."

Examples: "No, you can't have a cigarette until you are a big girl."

"You aren't old enough to go to the bar with dad."

What other things do they see in the media, hear in modern songs?

How do these messages encourage them to be involved in problem behaviors?

To complete the activity, have participants add five more characteristics of maturity that may not be obvious to children.

Try to draw out some of the following characteristics:

Behavioral: help others

Emotional: stability, ability to care for self and others, understands basic needs, assumes responsibility for self, selflessness.

Social: contributes to community, maintains a home, understands how to fill basic needs in a socially acceptable manner, ability to listen to others.

Intellectual: have knowledge of skills/money management, can think through problems, can understand ethical issues.

Lead a discussion of what adults can share with children on the above list - decision-making processes, pain, joy. The values of privacy and protecting children may be in conflict with sharing some mature issues with children. What compromises could be made to help children learn? Discuss the value of seeing small stages of adult problem solving, etc. Have each participant think of one way they personally could expand their child's perception of maturity.

Emphasize the importance of adults sharing truly mature characteristics, the processes of thinking through a problem, deciding what is appropriate for different circumstances.

Another dimension to this activity is to add male and female characteristics of maturity, both traditional and current views.

Conclude with a discussion that the role parents play at home is an indelible pattern for their child's understanding of his or her future role in society.

sensitivity exercises

The only way to communicate with children is to relate to the way they are thinking and feeling and to communicate on that level. The following exercise gives parents an opportunity to experience a child's viewpoint.

turning the tables

Have the group identify a list of acceptable actions that adults enjoy, things that are a very important part of their social interactions.

- church
- family dinners
- going out with friends

440

- visiting with neighbors
- going to work (a job you really want and like)

Divide into subgroups of five. Four people are to act as children; one the parent. Suddenly the tables are turned. The children have the "power" over the parent. They set the rules.

Have the "parent" choose a very important aspect of their lives. The children call the parent in to discuss the "behavior" and forbid it. Role play. (Use the techniques you would use on your own children.)

Discussion: Ask "parent" how it feels. Why? What would work the best? Feel the best? Be the most likely to draw out rational discussion?

Discuss the traditional issue of parental respect and power versus new issue of children's equality.

Discuss how a traditional view of authority can cause a breakdown in communications and ways to overcome the breakdown (e.g., I messages, listening skills).

Refer to Communications activities, pages A-29 through A-43. Emphasize the importance of empathizing with feelings as a way to reduce barriers of communications.

I messages

See page A-36.

Optional scripts to define "I Messages."

4. Your replacement is late for his (her) shift. You can't leave. You have to work late which means you can't attend an important family gathering. When he (she) finally appears:

You messages:

- a. Worker (angrily): You lazy bum, nobody can depend on you. You should be fired.

Co-worker (also angry): You think you are some hot shot. Why should I be here just because you want to leave!

I messages:

- b. Worker (more calmly): I'm feeling really angry. I needed to be home an hour ago and couldn't leave until you came. My plans are all messed up. If you can't be on time next time, get a replacement.

Co-worker (calmly): I didn't mean to put you out. I'll try to be on time from now on.

5. Your child's teacher is coming down hard and you feel it is unfair. You are called to a meeting:

You messages:

- a. Parent (angrily): You are just prejudiced, you don't give my kid a chance.

Teacher (equally angry): I can see why your kid has problems. If you were a better parent, he (she) would have a chance.

I messages:

- b. Parent (more calmly): I feel my child isn't being judged fairly. I know he (she) has had some trouble but he (she) also has some good qualities. It'd like to see those mentioned, too. Maybe with a positive approach we can solve the problem.

Teacher (also calm): I will try to see both sides. Let's find some way to remedy the problem.

assertive behavior

See page A-41.

Add discussion:

How does hispanic culture affect assertiveness? How would it change between you and a grandparent, a co-worker, a spouse? (Remember: Assertiveness emphasizes being equally sensitive to personal needs as well as the needs of others.)

What specific barriers to being assertive occur in hispanics? (Religion, women with husbands, children with adults, outside the family) What ways can be used to reduce these barriers? (Practice, start small, practice with a friend)

Using assertive communication is a choice. A person may choose not to exert that right and not feel guilty. The important thing is that a person understands the choice and can decide between the options of what will happen if you do and if you don't.

resisting peer pressure

You may also want to discuss the impact a cultural identity has on the ability to resist peer pressures.

- The need to be perceived as being like the dominant culture.
- The need to be strongly accepted by a group because of prejudices encountered in other social interactions.

Factors like this can make children more susceptible to pressures.

Parental feelings and role models are very important to identify. How the parent handles these peer and social pressures will affect the children's patterns.

WORKSHOP III SELF-RESPONSIBILITY

time line of responsibility

See page A-58.

You may want to add:

- Quit school to help support family
- Quit school and go to work
- Attend public instead of religious or private school
- Make a personal choice on church attendance
- Be out of the house without parents knowing where
- Follow direction of friends instead of family

responsibility - internal control

See page A-62.

Optional activity after the discussion:

Have the adults in the workshop identify three actions they have taken that were internally controlled and three that were externally controlled.

Examples: "I decided not to get upset when my sister-in-law gossiped about me." (Internal Control)

"I was upset when I stayed home and made dinner for my husband's family when I wanted to be with my visiting grandmother." (Externally Controlled)

Discuss how background and culture affect this. Have participants find one area where they are externally controlled that they would like to change to be more internally controlled.

taking responsibility

See page A-65.

You may want to add:

"I have to take care of my sister's children."

"I have to let my children go to the concert with their friends."

"I have to tolerate my spouses drinking/temper/nagging."

Role models for external control - Have parent classify several of the child's role models.

the rescuing game

See page A-72.

Discussion should include finding cultural patterns for rescuing, being a victim or a persecutor. Are these beneficial or not? Why?

Example: Over protecting a young girl from social realities is rescuing her. She is forced into a victim or powerless role.

WORKSHOP IV DECISION-MAKING

needs

See page A-78.

To add cultural relevance to this activity have adults brainstorm special forms needs take that they or their children have specifically because of their hispanic background. Select one or two of these needs. Identify, for these needs, some potential harmful behaviors children (or adults if you are working with the adult needs) may engage in to fill the needs. Then come up with a list of more healthy behaviors that can meet the same needs.

Conclude discussion so parents realize children (and their behaviors) are motivated by very real needs. One way to reduce unwanted behaviors is to help them find healthy ways to meet the same needs.

Example: The need to belong or feel loved, get special attention from loved ones.

Potentially harmful behavior - become pregnant to have baby to love.

Healthy behavior - get young person involved in a rewarding activity, e.g., dance group.

the most important thing

See page A-81.

Discuss how tradition and ethnicity affect the priorities.

Point out that making a personal priority list (as done in this activity) can help with difficult decisions later if a person thinks about it.

Example: If teenagers put family as a top priority they may think twice before getting involved with drugs. If they put their future as a priority it might prevent them from dropping out of school.

deciding on important outcomes

See page A-85.

Pages C-57 through C-64 list several activities that help adults and children look at values and important issues.

THE MOST IMPORTANT THING activity can be reinforced by any of these activities to give a background (if needed) for this section.

You may add to the list of need examples a spiritual need to follow God's wishes.

finding creative alternatives

See page A-86.

In finding good solutions and new perspectives (page A-87) have participants work through the alternatives activity on page C-70.

What resources would you or your children find comfortable using?
What resources are available that you aren't comfortable using? Why?
How could modesty/need for privacy interfere with making good decisions?
Try to find one "new" resource you would be willing to use. How can you model for your children using resources to make good decisions?

How can cultural influences inhibit and/or assist good decisions?

putting the pieces together

See page A-89.

Additional discussion questions:

What cultural patterns are helpful in making decisions? Which ones are potentially harmful? How can looking at one's own decision-making processes help children make better decisions?

3. Mexican American
4. Spanish American, Latin American, Hispanic American, American
5. Anglo American or other
4. Which ethnic identification does (did) your mother use?
1. Mexican
2. Chicano
3. Mexican American
4. Spanish, Hispanic, Latin American, American
5. Anglo American or other
5. Which ethnic identification does (did) your father use?
1. Mexican
2. Chicano
3. Mexican American
4. Spanish, Hispanic, Latin American, American
5. Anglo American or other
- 6-7. What was the ethnic origin of the friends and peers you had, as a child up to age 6? ____ (use codes 1-5 below)
from 6 to 18? ____ (use codes 1-5 below)
1. Almost exclusively Mexicans, Chicanos, Mexican Americans (LA RAZA)
2. Mostly Mexicans, Chicanos, Mexican Americans
3. About equally Raza (Mexicans, Chicanos, or Mexican Americans) and Anglos or other ethnic groups
4. Mostly Anglos, Blacks, or other ethnic groups
5. Almost exclusively Anglos, Blacks, or other ethnic groups
8. Whom do you now associate with in the outside community?
1. Almost exclusively Mexicans, Chicanos, Mexican Americans (La Raza)
2. Mostly Mexicans, Chicanos, Mexican Americans
3. About equally Raza (Mexicans, Chicanos, or Mexican Americans) and Anglos or other ethnic groups
4. Mostly Anglos, Blacks, or other ethnic groups
5. Almost exclusively Anglos, Blacks, or other ethnic groups
9. What is your music preference?
1. Only Spanish
2. Mostly Spanish
3. Equally Spanish and English
4. Mostly English
5. English only
10. What is your TV viewing preference?
1. Only programs in Spanish
2. Mostly programs in Spanish
3. Equally Spanish and English programs
3. México Americano
4. Español Americano, Latino Americano, Hispánico Americano, Americano
5. Anglo Americano u otro
4. ¿Cuál identificación étnica tiene (tenía) su madre?
1. Mexicana
2. Chicana
3. México Americana
4. Española, Latina Americana, Hispánica, Americana
5. Anglo Americana u otro
5. ¿Cuál identificación étnica tiene (tenía) su padre?
1. Mexicano
2. Chicano
3. México Americano
4. Español, Hispánico, Latino Americano, Americano
5. Anglo Americano u otro
- 6-7. ¿Cuál era el origen étnico de sus amigos y compañeros hasta la edad de seis (6) años? ____ (use codes 1-5 below)
de 6 a 18? ____ (use codes 1-5 below)
1. Exclusivamente Mexicanos, Chicanos, México Americanos (LA RAZA)
2. En su mayoría Mexicanos, Chicanos, México Americanos (LA RAZA)
3. Casi igual (Mexicanos, Chicanos, México Americanos o RAZA) y otros grupos étnicos
4. En su mayoría Anglo Americanos, Negros u otros grupos étnicos
5. Exclusivamente Anglo Americanos, Negros u otros grupos étnicos
8. ¿Con quién se asocia ahora en la comunidad?
1. Exclusivamente Mexicanos, Chicanos, México Americanos (Raza)
2. En su mayoría Mexicanos, Chicanos, México Americanos (Raza)
3. Casi igual (Mexicanos, Chicanos, México Americanos o Raza) y otros grupos étnicos
4. En su mayoría Anglo Americanos, Negros u otros grupos étnicos
5. Exclusivamente Anglo Americanos, Negros u otros grupos étnicos
9. ¿Cuál música prefiere?
1. Solamente música en Español
2. Por la mayor parte en Español
3. Casi igual en español como inglés
4. Por la mayor parte en inglés
5. Solamente inglés
10. ¿Qué tipo de programas de televisión prefiere?
1. Solamente programas en Español
2. Por la mayor parte programas en Español
4. Mostly programs in English
5. Only programs in English
11. What is your movie preference?
1. Spanish-language movies only
2. Spanish-language movies mostly
3. Equally English/Spanish
4. English-language movies mostly
5. English-language movies only
12. a. Where were you born (subject)
 Mexico U.S. Other (Parents)
b. Where was your father born?
 Mexico U.S. Other
c. Where was your mother born?
 Mexico U.S. Other (Grandparents)
d. Where was your father's mother born?
 Mexico U.S. Other
e. Where was your father's father born?
 Mexico U.S. Other
f. Where was your mother's mother born?
 Mexico U.S. Other
g. Where was your mother's father born?
 Mexico U.S. Other
3. Igual programas en Español como Inglés
4. Por la mayor parte en Inglés
5. Solamente programas en Inglés
11. ¿Qué tipo de películas prefiere?
1. Solamente películas en Español
2. Por la mayor parte películas en Español
3. Igual Inglés y Español
4. Por la mayor parte en Inglés
5. Solamente películas en Inglés
12. a. ¿En dónde nació usted? (sujeto)
 México Estados Unidos Otro País (Padres)
b. ¿En dónde nació su padre?
 México Estados Unidos Otro País
c. ¿En dónde nació su madre?
 México Estados Unidos Otro País (Abuelos)
d. ¿En dónde nació la mamá de su padre?
 México Estados Unidos Otro País
e. ¿En dónde nació el papá de su padre?
 México Estados Unidos Otro País
f. ¿En dónde nació la mamá de su madre?
 México Estados Unidos Otro País
g. ¿En dónde nació el papá de su madre?
 México Estados Unidos Otro País
- On the basis of the above answers, circle the generation that best applies
1. 1st generation = subject born in Mexico or other
2. 2nd generation = subject born in U.S., either parent born in Mexico or other
3. 3rd generation = subject born in U.S., both parents born in U.S., and all grandparents born in Mexico or other
4. 4th generation = subject and parents born in U.S. and at least one grandparent born in Mexico or other with remainder born in the U.S.
5. 5th generation = subject and parents born in U.S. and all grandparents born in U.S.
- Sobre la información anterior indique el número de la generación que mejor la corresponde.
1. 1a generación = sujeto nació en México u otro país
2. 2a generación = sujeto nació en los Estados Unidos, cualquiera de sus padres nacidos en México u otro país
3. 3a generación = sujeto nació en los Estados Unidos, sus dos padres nacidos en los Estados Unidos y todos los abuelos nacidos en México u otro país
4. 4a generación = sujeto nació en los Estados Unidos, los dos padres nacidos en los Estados Unidos y por lo menos un abuelo nacido en México u otro país
5. 5a generación = sujeto y sus dos padres nacidos en los Estados Unidos y todos sus abuelos nacidos en los Estados Unidos

ACCULTURATION SCALE FOR MEXICAN AMERICAN

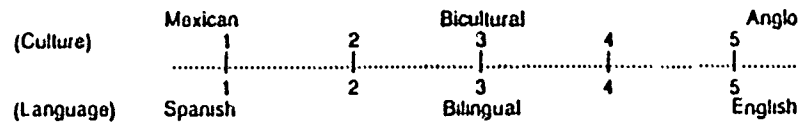
Appendix A
Acculturation Rating Scale for Mexican Americans

Name	Nombre
Sex	Sexo
Age	Edad
Marital Status	Estado Civil
What is your religious preference?	¿Cuál es su religión predilecta?
Last grade completed in school:	¿Hasta que grado asistió usted en la escuela?
<ol style="list-style-type: none"> 1. Elementary 0-5 2. 6-8 3. 9-12 4. 1-2 years of college 5. 2 years of college or more 	<ol style="list-style-type: none"> 1. Primaria-6 2. Secundaria 7-9 3. Preparatoria 10-12 4. Universidad 1-2 años 5. Universidad 2 años y más

ACCULTURATION SCALE FOR MEXICAN AMERICANS

by I. Cuellar, L.C. Harris, and Ricardo Jasso

This questionnaire is designed to yield a measure of acculturation in Mexican Americans. With normal adults, it may be self-administered or given in groups. However, with certain clinical populations, individual administration is required, often incorporating the use of an informant and additional observational data. In such cases, the rater is required to make a judgmental rating for the subject. (For a complete set of instructions, please refer to the instructional material that accompanies this scale.) Items are presented in English, Spanish, or in both languages depending on the subject's preference. All items are scored in relation to one or the other of the following continuums:



Where more than one answer seems appropriate, the subject or rater should base their choice, as best possible, on what would be most correct under normal circumstances or under most conditions.

- | | |
|---|---|
| Circle the number next to the answer that best fits the question. | Indique con un círculo la respuesta que considere mas adecuada. |
| <ol style="list-style-type: none"> 1. What language do you speak? <ol style="list-style-type: none"> 1. Spanish only 2. Mostly Spanish, some English 3. Spanish and English about equally (bilingual) 4. Mostly English, some Spanish 5. English only 2. What language do you prefer? <ol style="list-style-type: none"> 1. Spanish only 2. Mostly Spanish, some English 3. Spanish and English about equally (bilingual) 4. Mostly English, some Spanish 5. English only 3. How do you identify yourself? <ol style="list-style-type: none"> 1. Mexican 2. Chicano | <ol style="list-style-type: none"> 1. ¿Qué idioma habla usted? <ol style="list-style-type: none"> 1. Solamente Español 2. Mas Español, menos Ingles 3. Igual en Español y en Inglés (bilingüe) 4. Mas Inglés, menos Español 5. Solamente Inglés 2. ¿En qué idioma prefiere hablar? <ol style="list-style-type: none"> 1. Solamente Español 2. Mas Español, menos Ingles 3. Igual en Español que en Ingles (bilingüe) 4. Mas Inglés, menos Español 5. Solamente Inglés 3. ¿Cómo se identifica usted? <ol style="list-style-type: none"> 1. Mexicano 2. Chicano |

- 13 Where were you raised?
 1 In Mexico only
 2 Mostly in Mexico, some in U S
 3 Equally in U S and Mexico
 4 Mostly in U S, some in Mexico
 5 In U S only
- 14 What contact have you had with Mexico?
 1 Raised for one year or more in Mexico
 2 Lived for less than 1 year in Mexico
 3 Occasional visits to Mexico
 4 Occasional communications (letters, phone calls, etc.) with people in Mexico
 5 No exposure or communications with people in Mexico
- 15 What is your food preference?
 1 Exclusively Mexican food
 2 Mostly Mexican food, some American
 3 About equally Mexican and American
 4 Mostly American food
 5 Exclusively American food
- 16 In what language do you think?
 1 Only in Spanish
 2 Mostly in Spanish
 3 Equally in English and Spanish
 4 Mostly in English
 5 Only in English
- 17 Can you read Spanish? Yes No
 Can you read English? Yes No
 Which do you read better? Rate the subject on the following continuum:
 1 Reads only Spanish
 2 Reads Spanish better than English
 3 Reads both Spanish and English equally well
 4 Reads English better than Spanish
 5 Reads only English
- 18 Can you write in English?
 Yes No
 Can you write in Spanish?
 Yes No
 Which do you write better? Rate the subject on the following continuum:
 1 Writes only Spanish
 2 Writes Spanish better than English
 3 Writes both Spanish and English equally well
 4 Writes English better than Spanish
 5 Writes only in English
- 19 If you consider yourself a Mexican, Chicano, Mexican American, member of La Raza, or however you identify
- 13 ¿En dónde creció usted?
 1. En México
 2. La mayor parte del tiempo en México y la menor parte en los Estados Unidos
 3. La misma cantidad de tiempo en los Estados Unidos y en México
 4. La mayor parte del tiempo en los Estados Unidos y la menor parte en México
 5. En Los Estados Unidos
- 14 ¿Qué contacto ha tenido usted con México?
 1. Criado un año o más en México
 2. Criado menos de un año en México
 3. Visitas ocasionales a México
 4. Comunicaciones ocasionales (cartas, llamadas telefónicas, etc.) con gente de México
 5. Ningún contacto o comunicación con gente de México
- 15 ¿Qué tipo de comida prefiere?
 1. Solamente comida Mexicana
 2. Por la mayor parte comida Mexicana, parte Americana
 3. Lo mismo Mexicana y Americana
 4. Por la mayor parte comida Americana
 5. Solamente comida Americana
- 16 ¿En qué idioma piensa usted?
 1. Solamente en Español
 2. La mayor parte en Español
 3. Igual en Inglés y Español
 4. La mayor parte en Inglés
 5. Solamente en Inglés
- 17 ¿Puede leer en Español? Sí No
 ¿Puede leer en Inglés? Sí No
 ¿En cuál lenguaje lee mejor? Indique con un círculo el número que mejor corresponde.
 1. Lee solamente Español
 2. Lee mejor Español que Inglés
 3. Lee igual en Inglés que en Español
 4. Lee mejor en Inglés que en Español
 5. Lee solamente en Inglés
- 18 ¿Puede escribir en Inglés?
 Sí No
 ¿Puede escribir en Español?
 Sí No
 ¿En cuál lenguaje escribe mejor? Indique con un círculo el número que mejor corresponde.
 1. Escribe solamente en Español
 2. Escribe mejor en Español
 3. Escribe igual en Inglés y Español
 4. Escribe mejor en Inglés que en Español
 5. Escribe solamente en Inglés
- 19 ¿Si se considera usted como Mexicano, Chicano, Mexicano Americano, Miembro de la Raza, o cualquiera que

this group, how much pride do you have in this group?

- 1 Extremely proud
 2 Moderately proud
 3 Little pride
 4 No pride but does not feel negative toward group
 5 No pride and feels negative toward La Raza

sea su identidad con este grupo, qué tan orgulloso se siente de ser un miembro de este grupo?

1. Extremo orgullo
 2. Orgulloso moderadamente
 3. Poco de orgullo
 4. Nada de orgullo, pero tampoco no se siente negativo respecto a este grupo
 5. Nada de orgullo y tiene sentimientos negativos hacia miembros de La Raza

20 How would you rate yourself?

1. Very Mexican
 2. Mostly Mexican
 3. Bicultural
 4. Mostly Anglicized
 5. Very Anglicized

20 ¿Qué clasificación se daría a usted mismo?

1. Muy Mexicano
 2. En gran parte Mexicano
 3. Bicultural en gran parte
 4. En gran parte Americanizado
 5. Muy Americanizado

Total score _____

Total score is the sum of all 20 multiple-choice items circled.

Average score _____

Average score is the total score divided by 20

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HISPANIC ADAPTATIONS

SUPPLEMENTARY MATERIALS

TEEN WORKSHOP SERIES

The teen workshops in Section B are designed to provide basic understanding and skills that are applicable cross-culturally. This supplement offers activities that deal with ethnic related issues as they affect self-concept, self-responsibility, communications, role modeling, and decision-making processes.

This supplement is to be used side by side with the teen workshops and activities indicated in the text. It follows the outline of the workshops and suggests how additional activities and discussion questions can be used. It may be removed and used alongside the section starting on page B-1. The activities can also be used independently to address specific issues.

Five primary issues are addressed:

- Transition between traditional and current values and lifestyles
- Maturity - looking at cultural views and expectations
- Biculturalism*
- Prejudice, Racism, Stereotypes
- Ethnic identity

Facilitators are encouraged to read some of the bibliographical references on cultural awareness available from the DARE to be You Office, especially if they are not already involved in the ethnic community.

* A culture is defined as a set of values and behaviors that is shared by a group of people. Bicultural defines a person that is able to live and function comfortably in two different cultures.

WORKSHOP I DEVELOPMENT OF SELF-CONCEPT

M&M game

See page B-9.

Add #4 - Something I like about myself that is true because I am hispanic (chicano). Examples: knowing my heritage gives me a sense of being "rooted" and centered, I feel I belong and am supported by my family.

Add discussion questions: What kinds of things do we usually say about ourselves? What kinds of things do others say? What difference does being hispanic (chicano) make in the ability to say good things about ourselves, others?

Point out to teens that their feelings about their ethnic identity affect their self-concept. It is important for them to feel OK about who they are and to help others feel okay. Constant negatives, even done as joking, can erode self-concept.

IALAC

See page B-10.

Use "A Day in the Life of an Hispanic Teen." Start out with _____ (use a familiar name here) going from hassles with siblings and parents in the morning to problems encountered at school. Get participants to add things that normally happen in a day that "tear up" the IALAC sign. At the very end, when the sign is small, add some positives to "build up" the sign.

1. behavior knowledge

See page B-12.

Teens may think of traditional cultural skills they would like to learn to improve their self-concept through behaviors. What can a teen share with younger friends and family to increase their self-concept?

Also a section of activities on dropping out of school can be added. The skills and training available in high school are important ways to increase self-concept by expanding the behavior-knowledge part of the circle. Use the following activity or refer to the dropout program (pages C-301 to C-314), a special workshop to prevent school dropouts developed largely by hispanic youth.

why not drop out?

Have participants brainstorm a list of reasons why hispanic students drop out.

Have participants list ways they could counteract the problems for themselves, for others.

See page C-301 for additional ideas.

2. positive reflections

See page B-13.

To add depth in the area of ethnic identity have the participants "keep score" of ethnic related input they receive for a period of time (a day or two) - a positive and negative column. Have them bring it to the next section and discuss how that input affects their self-concept.

Also have them keep a score card of the positive and negative input they give some other person. Are they giving more positives or negatives? Why?

This can be a difficult exercise in some environments. If you feel the participants may receive substantial negatives be sure to use the STEREOTYPES activity (page C-42) before they start the activity or as part of the processing when they return.

Discussion: Where did the positives come from? The negatives? Do you think negative comments were based on reality or stereotypes, biases, or a habit of being negative? What are ways of dealing with the negative comments? See pages B-16 and C-42, recognizing the negative. The section on self-responsibility also covers ways to deal with negative input.

prideline

See page C-8.

Add to the discussion questions: What things make you proud that come from being hispanic? What are some advantages you have because of your culture? What traditional or cultural things give you pride?

Brainstorm a list.

awards pads

See page B-14.

Add: Give an award to someone for something ethnically related.

positive memories

See page B-15.

Add cultural depth by thinking of at least one thing that happened because of ethnic identity. (Some memories will be negative. They can be discussed in a later activity.)

3. recognizing the negative

See pag- B-16.

Use STEREOTYPES activity (page C-42) with teens. This activity deals with some of the dynamics of prejudice. Add discussion questions:

What effects do prejudice/stereotypes have on self-concept/behavior? On the judging side? How true are most stereotypes? Why? One culture often views an attribute as good, another views it as bad, how can this be harmful? Helpful? Where do stereotypes originate?

This section can be an appropriate time to deal with the negatives that the participants receive because of their ethnic identity. Discuss: Where do the negative comments/actions come from? From what kind of people do they come? Are the negatives based on reality or do they come from stereotypes? How can we counteract the feelings they cause or their impact on us? What kinds of over- or counter- reactions can be caused? Have each person identify one of their defense mechanisms.

Ask: Do you feel you have to hide your feelings from family? Friends? Why can hiding negative feelings make them more difficult? How can you help others deal with negative feelings?

4. validating differences

See page B-17.

These activities will allow young people to assess personal strengths and tie those strengths to potential careers. They may do this activity with a partner to compare similarities and differences to validate everyone uniqueness. This needs to be done in a positive way.

careers

Have each participant think of 5-10 career possibilities for themselves (this may be difficult). Have them write these out on a piece of paper and set aside for a later activity.

strengths

Have participants go through the "characteristics worksheets," page D-80 individually for themselves. Then (optional) share lists with a partner. Emphasize finding positives in each others lists.

Looking at their strengths, have participants go back to career lists and try to think of several more careers they could have that would use the strengths.

Have the entire group brainstorm a master career list and use the job lists or make job cards (see Adult Supplement, pages E-8/9).

Ask: How many thought of new possibilities for themselves? How can you notice and value differences in others?

5. creating a secure environment

See page B-19.

Have participants identify places they feel they belong. Have them think of ways they can help provide a sense of belonging and security for others.

memories of junior high years

See page B-18.

Find positive and negative memories that relate to ethnic identity. How do they fit into steps 1-5 in the development of self-esteem?

6. role modeling self - esteem

See page B-20.

Add cultural depth by discussing how modeling self-esteem helps others with the same ethnic identity. What is the effect of not being self-esteeming? Have participants identify self-esteeming hispanic role models. Use the HEROES/HEROINES activity (page C-38) to help youth identify their role models.

WORKSHOP II COMMUNICATIONS

non-listening activity

See page B-27.

Use BACK TO BACK activity (page C-43) in addition to or instead of NON-LISTENERS.

Add discussion questions: What kinds of barriers to communication can occur because of cultural differences (ways of describing things, frames of reference, beliefs)? How does that lead to prejudice?

double messages

See page B-33.

Add discussion questions: Is this method common in your culture? Is it traditional or new? How does it affect others perceptions of you? Why? How does it affect your interactions with others?

Identify one or two cases where you would send a double message. Can you think of a situation where you might communicate better without sending a double message?

Lead into "I MESSAGES" as possible solutions.

I messages

See page B-34.

Add example of an "I Message" situation:

5. An acquaintance criticizes/insults your group (or family or culture).

Example of good solutions/responses:

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- I'm really sad that you let something so shallow get in the way of making friends.

Also see Adult Section, pages E-15/16, and Assertive Behavior, page B-40.

Add discussion: How does hispanic culture affect assertiveness? How would it change between yourself and a friend, a parent, a grandparent, teachers, employers? (Remember: Assertiveness emphasizes being equally sensitive to personal needs as well as the needs of others.) What can be done to reduce the barriers to communicating assertively?

resisting peer pressure

See page B-43.

You may want to add a discussion of the impact a cultural identity has on the ability to resist peer pressure for potentially harmful behaviors.

Examples:

Pros: Traditional ideals of male/female roles may prevent some negative behaviors.

Family identity may offer a strong support system.

Positive role models may discourage problem behaviors.

Cons: The need to be perceived like a dominant culture can make children more susceptible.

The need to be strongly accepted by a group because of prejudices encountered in other social interactions can also make children at risk

Negative role models may encourage problem behaviors.

Role models and society's expectations communicate to children how they need to behave. Normal young people want to grow up quickly and so they pattern their behavior after adult or older teens patterns.

Two activities to let teens look at their role models and perceptions are GROWNUPS, page C-37 (also see Adult Section, page E-17) and PICTURE A HERO/HEROINE, page C-38.

WORKSHOP III SELF-RESPONSIBILITY

time line of responsibility

See page B-53.

You may want to add:

- Quit school to help support family
- Quit school and go to work
- Attend public instead of religious or private school
- Make a personal choice on church attendance
- Be out of the house without parents knowing where
- Follow directions of friends instead of family

See where they would place the cards as themselves then pretending that they are parents and are talking about their future (or present!) children.

responsibility - internal control

See page B-57.

Have participants identify 2-3 actions they have taken that were externally controlled and 2-3 actions that were internally controlled.

Discuss adult role models and find examples of internal and external control.

Discuss how culture and ethnic role models all affect development of internal control (tradition, religion, current social pressures).

Group leader should think of personal examples to share ahead of time.

Have them find one area in which they are externally controlled and how they might take control.

recognizing feelings

See page B-59.

Add cultural depth by asking to identify 2-3 feelings they have because of ethnic identify. (Can be a followup on the FLASHBACK portion of the Self-Esteem Workshop.)

Some of the feelings may be negative and processing this should be deferred until after the VILLAINS AND VICTIMS activity.

taking responsibility

See page B-61.

You may want to give some examples:

"I have to take care of my aunt's children."

"I have to quit school and get a job."

"I have to go along with my friends or they won't accept me."

Role models for external control:

Have participants identify several external and internal role models. How do the participants classify themselves most of the time?

In sections 1-5, pages B-62/63 you may want to add ethnic relevance by pointing out cultural patterns that enhance or undercut each of these points.

villains and victims

See page B-64.

(You may add a time when yo experienced prejudice.)

"The waitress really made me mad, you could tell she was prejudiced."

the rescuing game

See page B-67.

Discussion should include finding cultural patterns for rescuing, being a victim or a persecutor. Are these beneficial or not? Why?

Example: Over protecting a young girl from social realities is rescuing. She is forced into a victim or powerless role.

reacting to prejudice

To process responses to perceived stereotyping or prejudices have the participants link these feelings to internal and external control. As an example work through this exercise:

Have the participants individually think of (or brainstorm a list as a group) examples where they felt prejudged or stereotyped. Select the example below or an example from an earlier activity. Have the participants identify how they responded in that situation -- acted and felt. Have them identify whether those responses were reactions (actions they did not consciously take but were patterns they had learned from others). Have them decide what possible other actions they could take. Have them choose which actions they would feel best about.

Discuss how some actions or reactions to stereotypes can reconfirm the stereotype.

Example: A young girl is labelled as being "stuck up," (perhaps she is just shy). Others make fun of her and call her "stuck up." She withdraws even more, externally acting aloof when she is just frightened or shy.

WORKSHOP IV DECISION-MAKING

needs

See page B-72.

To add cultural relevance to this activity have the teens identify several specific needs they have. Select one or two of the needs and identify potentially harmful behaviors that might result. Come up with a list of healthy behaviors that could also fill those needs.

Example: The need to belong or feel loved, get special attention from loved ones.

Potentially harmful behaviors - become pregnant to have baby to love, use drugs to belong to a group.

Healthy behavior - become involved in a rewarding activity, e.g., dance group.

the most important thing

See page B-75.

Discuss how tradition and ethnicity affect these priorities.

Point out how making a personal priority list helps with daily choices and especially helps with difficult decisions.

Example: If teenagers put their family as a top priority they may think twice before getting involved with drugs. If they put their future as a priority it might prevent them from dropping out of school.

alternatives

See page B-76.

Ask: Do you think being hispanic makes some alternatives unacceptable (or acceptable) that might not be true for non-hispanic friends? Why? Do you feel okay about maintaining your identity in choosing alternatives?

deciding on important outcomes

See page B-80.

You may wish to add to the list of needs the spiritual need to follow God's wishes.

Optional discussion questions to add cultural depth: How does your ethnic background affect your priority list? What do you consider or feel you need to consider because you are hispanic? (Examples, families expectations, need to break a stereotype.)

Pages C-57 to C-64 have activities that can be added to help teens look at values in helping to set personal priorities.

finding creative alternatives

See page B-82.

Use ALTERNATIVES activity, page C-70, and Resource List, page D-61.

Have participants make a list of resources they are comfortable using.

Questions:

What resources are available that you aren't comfortable using? Why? How can modesty/need for privacy/fear of being negatively judged interfere with making good decisions? How does your culture affect your use of these resources?

Find one "new" resource you would be willing to use.

How can cultural influences assist or inhibit good decisions? Help good decisions?

putting the pieces together

See page B-84.

Additional discussion questions:

What cultural patterns are helpful in making decisions? Which ones are potentially harmful? How can looking at one's own decision-making processes help others make better decisions?

RESOURCES

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Cooperative Extension
Colorado State University
Fort Collins, Colorado 80523

DARE to be You Request Form

BOOKS/GUIDES:	Quantity	Total Price
DARE to be You Training Manual - \$40.00	_____	_____
DARE to be You Guidance Curricula - \$10.00	_____	_____
Self-Esteem Booklet - \$3.50	_____	_____
Making Decisions - A Guide - \$6.00 (with gameboard and activity masters)	_____	_____
Communication Skills - A Guide - \$5.00	_____	_____
DARE Process for Health Care Providers - \$5.00	_____	_____
SUPPLEMENTARY MATERIALS:		
Making Decisions - Activity Pac - \$10.00 (25 each of 10 activities)	_____	_____
DARE to be You Award Pads - \$.50 each	_____	_____
Warm Fuzzies - \$.40 each	_____	_____
Choices Workboards - \$.50 each	_____	_____
DARE 14" x 18" Posters - \$.75 each	_____	_____
TOTAL ORDER: (10% discount for orders of 15 or more of the same item)	_____	_____

WORKS-OPS/TRAINING: A complete list of training programs is available from the address below.

Introductory Workshop (including introductory materials) - \$250.00 + travel expenses

DARE to be You 15 hour training for up to 35 trainers - \$750.00 training fee, travel expenses, and materials. A minimum of three manuals is required per training site. Academic credit is available from CSU for an additional fee.

Please return this order form to or contact for further information:

Jan Miller-Heyl, Director, DARE to be You Program

236 Aylesworth Hall, NW
Colorado State University
Fort Collins, CO 80523
(303) 491-6692

or

215 North Linden
Aspen Building, Suite A
Cortez, CO 81321
(303) 565-3606

NAME: _____ TELEPHONE: _____

AGENCY: _____

ADDRESS: _____
(street) (city) (state) (zip)

E-201 469

Films/Filmstrips/Slides/Educational Material Available

The following materials are available to borrow through the DARE to be You Office, 116C Vet Science, Colorado State University, Fort Collins, CO 80523, 303-491-6692. Only the cost of shipping will be charged. Please reserve six weeks in advance to insure availability.

- DEALING WITH DECISIONS - 3 parts (sound/slide set)

- Part 1 - Self-Awareness
- Part 2 - Information and Alternatives
- Part 3 - Risks and Pressures

This program is designed to acquaint students with valuable decision-making skills and demonstrate how they can acquire and maintain them. While there is no clear cut access to the "right decision," a foundation of self-awareness, self-integrity, and confidence helps to insure that our decisions are accurately based on our own needs and values.

- THE GENTLE ART OF SAYING NO - 3 parts (sound/slide set)

- Part 1 - A Person Has a Right
- Part 2 - Making It Work
- Part 3 - Handling the Hard Ones

Part 1 establishes the necessity for assertiveness training, the rationale for its practice, and its goal of increased self-respect.

The situations in Part 2 are especially for teenagers: assertiveness with a member of the opposite sex, with a peer group, and with an adult authority. This part spotlights specific techniques for achieving assertiveness.

Part 3 elaborates on techniques for assertiveness: firmness; clear, nonapologetic statements; control of nonverbal behavior; knowing whose problem is whose; rejection of guilt; taking the offensive; accepting compromise.

- THE CLIQUE - by Self-Incorporated (16mm film)

Cliques are an important part of the life of most young teenagers. Sometimes young people are part of a group. Other times, they are excluded. Often they feel that to be "in" is good and to be "out" is bad. It is true that being part of a group provides security. It is also true that being cut of a group may give more opportunities for freedom and individuality. On the other hand, there are drawbacks to being both in a group and being independent.

This program and the learning activities that accompany it help students become aware of the need for group membership as well as the need for individuality.

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- WHAT'S WRONG WITH JONATHAN? - By Self-Incorporated (16mm film)

Jonathan has been specially honored for his achievements in Boy Scouts, and his parents are very proud of him. But the happy family mood is shattered when they arrive home. In response to his mother's mild suggestion that he go to his room, Jonathan yells, "Get off my back, Mom, just get off my back!" and runs upstairs to his room.

What's wrong with Jonathan? Nothing, really, except that Jonathan has had "one of those days"---an overabundance of the daily pressures that confront every teenager. Among other things, Jonathan had gotten up late, faced a grumpy school bus driver, and had been late for class when his locker combination wouldn't work.

After school, Jonathan's day hadn't been much better. His chores prevented him from going fishing with his buddies, and it had been embarrassing to have to stand up in front of all the people at the Scout meeting. Jonathan had just had a difficult day.

- TURNING OFF: DRUGS AND PEER PRESSURE - by Sunburst Communications - 2 parts (filmstrips/cassettes)

Part 1 - Everybody's Doing It

Part 2 - Standing Up for Yourself

There appears to be little doubt that peer pressure is the major factor in teenage drug use. However, research also indicates that this very pressure can push teenagers to positive discoveries: This is not me, I am not like, these are not my values. Some tools for looking closely at group pressure for drug use and turning away from it to honor personal values are suggested in these filmstrips.

- BECOMING AN ADULT: PSYCHOLOGICAL TASKS OF ADOLESCENCE - by Sunburst Communications - 3 parts (filmstrips/cassettes)

Part 1 - Attaining Sexual Maturity

Part 2 - Developing Independence

Part 3 - Establishing a Personal Identity

This filmstrip series examines three objectives which must be met in order for the child to arrive at a fulfilled, independent, and self-confident adult state. The first of these, ATTAINING SEXUAL MATURITY, is the most obvious because it involves observable physical changes. The other two, DEVELOPING INDEPENDENCE and ESTABLISHING A PERSONAL IDENTITY, are more subtle. There are fewer external indications that they are taking place. Nevertheless, they are equally important. Our society has reached a level too complex to have its sole criterion for adulthood be the ability to reproduce.

Identifying and discussing these objectives will not be just an aid, but a reassuring comfort to young people passing through the difficult period of transition that is adolescence.

- DEVELOPING SOCIAL SKILLS: LEARNING CONVERSATIONAL TECHNIQUES - 4 parts (filmstrips/cassettes)

- Part 1 - Testing Your Social Skills
- Part 2 - Basic Social Skills
- Part 3 - Conversational Skills
- Part 4 - Advanced Social Skills

The development of social skills is intimately connected to the growth of self-esteem. Any individuals who are low in self-esteem are also deficient in social skills. Such individuals, if given the proper training, guidance and support, will often find that their self-esteem increases in direct proportion to their skills in social relations.

DEVELOPING SOCIAL SKILLS: LEARNING CONVERSATIONAL TECHNIQUES explores the dynamics of interpersonal communication and provides a step-by-step blueprint for anyone wishing to improve skills in this all-important area. Equally suitable for both group and individualized viewing, this program will prove effective for high school students as well as adults, counselors, teachers, and health professionals.

- THE WHOLEMIND WORKS - by Sue Miller (card file of activities and information) Creative ideas for doing it all.

AV MATERIALS ORDER FORM:

NAME: _____ TELEPHONE: _____

AGENCY: _____

ADDRESS: _____
(street) (city) (state) (zip)

DATES NEEDED: from _____ to _____

- | | |
|---|---|
| <input type="checkbox"/> Dealing with Decisions | <input type="checkbox"/> Becoming an Adult |
| <input type="checkbox"/> The Gentle Art | <input type="checkbox"/> Developing Social Skills |
| <input type="checkbox"/> The Clique | <input type="checkbox"/> The Wholemind Works |
| <input type="checkbox"/> Turning Off | |

Contact: Judy Collins or Jan Miller-Heyl
236 Aylesworth Hall NW
Colorado State University
Fort Collins, Co. 80523
Telephone: (303) 226-4601

072

Press Releases

Please add pertinent information of local interest to this basic format.

PARENT-ADULT WORKSHOP I:

The (sponsor's name) will be sponsoring a series of 5 DARE to be You Workshops for parents and adult youth group leaders. The first workshop will be (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The first workshop will provide an overview of the DARE to be You Program and discuss the development of self-esteem and strategies to enhance this development in young people. (You may also list key leaders.)

PARENT-ADULT WORKSHOP II:

The (sponsor's name) will be sponsoring the second in a series of DARE to be You Workshops for parents and youth group leaders. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The second workshop will deal with communication skills and specific skills to avoid peer pressure. (You may also list key group leaders.)

PARENT-ADULT WORKSHOP III:

The (sponsor's name) will be sponsoring the third in a series of DARE to be You Workshops for parents and youth group leaders. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The third workshop will discuss the development of self-responsibility.

PARENT-ADULT WORKSHOP IV:

The (sponsor's name) will be sponsoring the fourth in a series of DARE to be You Workshops for parents and youth group leaders. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage

pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The fourth workshop will discuss decision-making skills.

PARENT-ADULT WORKSHOP V:

The (sponsor's name) will be sponsoring the fifth in a series of DARE to be You Workshops for parents and youth group leaders. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The fifth workshop will discuss group leader skills.

TEEN-TRAINER WORKSHOP I:

The (sponsor's name) will be sponsoring a series of DARE to be You Workshops for teen trainers, counselors or other teens interested in working with youth. The first workshop will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help teen trainers or counselors reduce this susceptibility in younger children.

The first workshop will provide an overview of the DARE to be You Program and discuss the development of self-esteem and strategies to enhance this development in young people. (You may also list key leaders.)

TEEN-TRAINER WORKSHOP II:

The (sponsor's name) will be sponsoring the second in a series of DARE to be You Workshops for teen trainers, counselors or other teens interested in working with youth. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help teen trainers or counselors reduce this susceptibility in younger children.

The second workshop will deal with communication skills and specific skills to avoid peer pressure. (You may also list key group leaders.)

TEEN-TRAINER WORKSHOP III:

The (sponsor's name) will be sponsoring the third in a series of DARE to be You Workshops for teen trainers, counselors or other teens interested in working with youth. This program will be held (date), (time), (place).

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These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help teen trainers or counselors reduce this susceptibility in younger children.

The third workshop will discuss the development of self-responsibility.

TEEN-TRAINER WORKSHOP IV:

The (sponsor's name) will be sponsoring the fourth in a series of DARE to be You Workshops for teen trainers, counselors or other teens interested in working with youth. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help teen trainers or counselors reduce this susceptibility in younger children.

The fourth workshop will discuss decision-making skills.

Invitation

A PROGRAM FOR YOUNG PEOPLE

DARE to be You provides a tool for communities interested in reducing problem behaviors in their youth (e.g., alcohol and drug misuse, early tobacco use, teenage pregnancy, etc.). Participants are provided with formats, materials, and basic training to then use the DARE Program with youth and parent organizations.

DARE focuses on social factors that have been proven to positively affect problem behaviors:

- skills to resist or avoid peer pressure
- decision-making
- communication skills (e.g., listening and assertiveness)
- increased self-esteem and self-responsibility
- family support systems and role model awareness

To be effective, such skill development must begin before the ages of 13 and 14 when the greatest pressure for problem behavior occurs. Thus, the ideal target group is 8-12 year old youth. However, the activities and strategies can and should be used with all ages.

AND THE PROGRAM WORKS

For the first two years the program was carried out in Weld County, Colorado, the "demonstration site." The success of the program was clearly documented. Evaluation showed increases in self-responsibility, assertiveness, and decision-making skills in youth in the "experimental group" both over time and in comparison to the group which had no program, the "control group."

Baseline and followup surveys showed that the DARE Program also had an impact on alcohol and tobacco use. In comparing the experimental and control groups before and after the 18 month project, 15% fewer young people in the experimental group began to use alcohol.

THE PHASES OF DARE

Series of workshops are designed to reach parents, group leaders, and teens that have a high impact on 8-12 year olds. By attending the workshops, these "significant others" increase their decision-making and communication skills, as well as their understanding of the development of self-esteem and self-responsibility. Activity manuals and experience with a variety of activities are provided through workshops for leaders.

Participants of the workshops can then provide activities to 8-12 year old youth (or older) in their youth group setting. By using activities with the youth groups, decision-making and communication skills and the development of self-esteem and self-responsibility are reinforced.

Community members who have shown an interest in youth and have expertise to carry out some aspect of the program are being invited to participate in the team training. An ideal community team will include representatives from diverse community groups and agencies, health care providers, church and school groups, 4-H and scouting groups.

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Resources for Current Statistics and Research, AV Materials, Posters, Pamphlets

National Clearinghouse for Drug Abuse Information
Room 10-A-56
5600 Fishers Lane
Rockville, MD 20857

Write for listing of pertinent documents. Many are free.

U.S. Department of Health and Human Services, Public Health Services
Office of Smoking and Health
Rockville, MD 20857

Write for listing of publications. Many are free.

Colorado State Health Department
4210 East 11th Avenue
Denver, CO 80220

- Film Library
Small fee.
Order their film catalog through the Health Promotion and Education Section.
- Resources Directory
Free.
Order from the Health Promotion and Education Section.
- Alcohol and Drug Abuse Division
for films, posters, fliers.

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709

Provides free loan films for consumer groups, service clubs, church groups, and professional groups.

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

Order list of pamphlets available.

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