



Planning 4-H Camps for Middle School Age Youth

by Sharla Sackman, Prairie County Extension Agent

Introduction

Middle school age youth have unique characteristics and needs. Early adolescence brings with it challenges and many opportunities for us as educators as youth move from concrete to abstract thinking. In Montana Extension, we have a wealth of knowledge and skill when it comes to planning and implementing grade school age 4-H camps and even camps specifically designed for teens. But what about those youth who fall somewhere in between? It quickly becomes evident that we cannot just add middle school age youth to a grade school or teen camp and expect the program to meet everyone’s needs. So, what about planning a camp specifically for middle school age youth? Retention of middle school age youth in 4-H surfaces as a concern for county 4-H programs across the state. Perhaps, designing camps that are tailored to the needs of early adolescents is one way we can help middle school age youth make the transition from a 4-H member who is gaining information from others to a teen who is leading 4-H programs.

The purpose of this paper is to give you some insight to the developmental needs of early adolescents, provide some examples of successful programs, and give you some tools to use as you plan and implement your own middle school age youth camp.

Table of Contents

Introduction.....	1
What All Youth Need	2
Developmental Stages.....	3
Implications for Planning Middle School Age Camps	4
Planning Camp Activities for Middle School Age Youth	6
Evaluating Middle School Age Camps.....	7
Counselor Roles	8
Sample Teen Counselor Training Agenda.....	9
Conclusion	12
References.....	12
Sample Evaluation Form.....	15

What All Youth Need

All youth, regardless of socioeconomic status and family background, have certain needs. Research has identified four basic needs of youth: 1) belonging, 2) mastery, 3) independence, and 4) generosity (Kress, n.d.). Within these four categories of needs, there are eight critical elements that further define these needs. See Table 1.

Table 1

4 Needs	8 Critical Elements
Belonging	Positive relationship with caring adults
	Inclusive environment
	Safe Environment
Mastery	Engagement in learning
	Opportunity for mastery
Independence	Opportunity to see oneself as an active participant in the future
	Opportunities for self determination
Generosity	Opportunities to value and practice service for others

4-H camps provide a great opportunity to provide young people with programs that meet these four basic needs by providing the eight critical elements.

Belonging

4-H camp can provide an opportunity for positive relationships with caring adults. These can include relationships with paid camp staff, adult volunteers, county extension staff, and even teen counselors. It is the job of all of these “caring adults” to provide campers with a safe and inclusive environment. This involves planning and risk management. Belonging is also created by the interactions between the campers and the activities planned. It is important to plan camp activities that campers can relate to and will enjoy.

Mastery

4-H camp lends itself well for engagement in learning. Traditionally, 4-H camps are centered around providing a variety of hands-on educational experiences. Some examples may be archery, social interaction, dance, team challenge activities, crafts, etc. Each of these experiences, in turn, provides youth an opportunity for mastery of a skill.

Independence

For many youth, camp may be the first time that they find themselves away from their parents and close relatives. It is then the challenge for camp planners to ensure that this new found independence also includes opportunities for self determination, whether it is for “free time” activities or it is a series of choices for the organized portion of the camp program. It is critical for these choices to be meaningful and for the opportunities to increase over time as a child

matures so that he or she has the opportunity to see him or herself as an active participant in the future.

Generosity

4-H camp can also provide opportunities to value and practice service for others. This may come in the form of an organized community service project, but also may be an integral part of camp daily life. Tasks like kitchen patrol, latrine, and camp clean up can be made meaningful and provide youth a chance to serve one another.

Developmental Stages

While all youth have basic needs, research has also discovered that youth have unique characteristics at different ages. These developmental stages should be taken into account when planning any youth activity. While many people may have a pretty good idea what children and teens need, they may be a bit more unclear about those who find themselves somewhere in between. There is a good reason for this, as early adolescence probably has the largest range of characteristics of any other age group. Also note that while developmental stages provide a guideline for what to expect at certain ages, characteristics of individuals may vary greatly. For the purpose of this guide, references to middle school age youth and early adolescents refer to those youth in grades 6 to 8.

Michigan State University Extension (2005) categorizes developmental changes for early adolescents into four major categories: physical changes, thinking changes, social changes, and emotional changes.

Physical Changes

Central to physical changes in early adolescence is the onset of puberty. Girls tend to experience hormonal changes and growth spurts about two years sooner than boys (MSU, 2005). This accounts for the wide range in biological maturity present in early adolescents that is not present in other age groups (New York State 4-H Camping Program & Crosiar, 2003).

Thinking Changes

As children transition into early adolescence, they are capable of more abstract thinking whereas younger children tend to think more concretely (Martz, 2007; New York State 4-H Camping Program & Crosiar, 2003). “They may begin to question old beliefs and explore new ones, as well as to criticize the adults in their lives” (MSU, 2005). This age group wants to try new things and have new experiences. They also feel a need to be a part of something important (Martz, 2007).

Social Changes

“Early adolescence can be a trying period for young people, and social contexts contribute to making it so” (Cook, Herman, Phillipps, & Settersten, 2002, p. 1283). In early adolescence, young people begin to seek independence. As they become more independent, their peer group becomes more important in their lives and they become very loyal to their friends. “In adolescence, concerns about peer evaluations soar” (de Bruyn, E.H. & Cillessen, A.H.N., 2006, p. 607). Also at this point in their lives, early adolescents begin to have an interest in others of the opposite sex while younger children tend to prefer same sex groups (Martz, 2007; New York State 4-H Camping Program & Crosiar, 2003). “In early adolescence, dyadic romantic relationships are uncommon, yet exclusive participation in same gender friendships is no longer the norm” (Connolly, Craig, Goldberg, & Pepler, 2004, p. 201).

Emotional Changes

Physical, thinking, and social changes all contribute to the emotional experiences of early adolescents. Up to this point, children are becoming more self-confident as they begin to master skills (Martz, 2007). In contrast, it is common for early adolescents to have lower self-esteem as they sometimes feel unsure of themselves. This wide range of emotions may cause these young people to be moody, sometimes indulging in self-criticism and sometimes indulging in self-admiration. Caldwell, Rudolph, Troop-Gordon, and Kim (2004) found that “...deprecating relational self-views lead adolescents to disengage from peers...” causing stress in their relationships. Moreover, “peer stress reinforces youth’s negative self-views and avoidant tendencies” (p. 1151). This culmination of changes explains why youth in this age group may exhibit more behavior problems (Baker, 1983).

Implications for Planning Middle School Age Camps

According to Perkins (2001), “The major task facing adolescents is to create a stable identity and become complete and productive adults” (p. 1). 4-H camps for middle school age youth can help youth better meet the challenges of early adolescence. Extension and camp staff should consider basic youth needs and developmental stages when designing a camp for middle school age youth.

Huebner (2000) suggests some specific strategies that adults can employ to be supportive of adolescent growth and development. The following strategies can be easily and effectively incorporated into a 4-H camping situation:

- Don’t criticize or compare teens to others;
- Encourage teens to get enough sleep;
- Encourage and model healthy eating habits;
- Encourage and model physical activity;
- Provide honest answers to teens about sex;
- Be understanding of their need for physical space;
- Be patient with excessive grooming habits;
- Don’t take it personally when teens discount your experience;

- Get teens involved in determining their behavioral rules and consequences;
- Provide opportunity for teens to participate in controlled “risky” behavior;
- Provide opportunities for community service;
- Talk to teens about their views and be open to discussing your own;
- Build genuine relationships;
- Encourage involvement in a variety of extracurricular activities;
- Praise teens for their efforts and abilities;
- Explore career goals and options;
- Be aware of teens’ friends and social groups and what they do; and
- Continue to provide a structured environment.

In addition, Brown (1999) identifies some signs of good extra curricular programs: 1) youth should feel like they are a part of a group, 2) youth have the opportunity to develop relationships, 3) the program has goals and rules, 4) youth can take on leadership roles, 5) the program is age-appropriate, 6) the program involves parents and peers, and 7) the program should be fun. These suggestions should also be taken into consideration when planning a 4-H camp for middle school age youth. Following are some examples of how Brown’s suggestions could be implemented in a camp setting:

Youth should be made to feel like they are a part of a group. The camp should include activities that ensure that early adolescents have the opportunity for inclusion in groups. This may be a cabin group or an assigned activity group in which a designated group of youth participate in the same rotation of activities. “Plan activities that don’t compare one youth with another, but rather help youth compare skills to their own standards” (University of Minnesota, 2001, p. 20).

Youth should have the opportunity to develop positive relationships with caring adults and their peers. Team building or challenge activities may be one way to help develop those positive relationships. The importance of formalized “get acquainted” activities should not be overlooked as this provides the foundations for those relationships and for a youth’s feelings of inclusion.

The program should have goals that encourage greatness while maintaining a balance of rules to uphold standards. Perkins (2001) points out, “Adolescents are testing independence; yet they are not, and do not want to be, totally independent” (p. 2). Consider having campers brainstorm their own camp rules (University of Minnesota Extension Service, 2001). Try to use rules that are positive. For example, “Please respect other people’s property,” rather than, “Don’t touch other people’s property.”

Youth should take part in leadership roles. This suggestion could apply to older teens serving as teen counselors, but can also apply to campers. Each cabin may have a representative that is responsible for making the camp announcements in the cabin each evening or campers may organize skits for evening entertainment.

The program should be appropriate for the age group. This is the portion of the program where knowledge of the developmental stages of youth becomes critical. While younger children may

be divided by gender for camp activities, it may be appropriate to have more mixed-gender activities for middle-school age youth. Activities that are more challenging, requiring youth to use more abstract thinking are also appropriate at this age. “Make available activities like adventure initiatives, canoeing, hiking, environmental stewardship, etc.” (University of Minnesota Extension Service, 2001, p. 20).

The program should involve parents and peers. Middle school age youth should be given the opportunity to relate to other middle school age youth because this is an important developmental need for this age group. Parents can also be involved as chaperones and activity leaders at camp.

Finally, youth programs need to be fun in order to attract youth to take part. Well designed programs can both meet the needs of youth while also providing opportunities for enjoyment and fun.

Planning Camp Activities for Middle School Age Youth

Martz (2007) provides some suggestions for conducting activities for middle school age youth:

- Establish clear guidelines, involving group members in the development of those guidelines.
- Provide opportunities for social interaction through small and large groups, recreational activities, and service projects.
- Make individuals feel at ease by allowing them to participate in making choices and participate in planning activities.
- Help individuals choose tasks at which they can succeed.
- Be open and prepared to talk about what is important to the youth.
- Recognize individuality.
- Help individuals recognize and improve on limitations.

The University of Minnesota Extension Service (2001) provides some additional considerations:

- Plan activities that are not geared toward exceptional physical ability.
- Provide activities to be with the opposite sex in healthy ways; planning groups, parties, etc.
- Give them a chance to choose when and if they are “on stage.”
- Avoid singling them out in front of others either in praising or criticizing.
- Provide opportunities to learn skills.
- Provide opportunities to ask and question ways of doing things in the program.
- Plan activities that require some length of time to complete – making a model, keeping a journal, etc.
- Ask questions to encourage predicting and problem solving: “What if this doesn’t work?”, “What could happen?”
- Let them serve as assistants.
- Offer more complex games.

Examples of Middle School Age 4-H Camps

The Southern Illinois 4-H Junior High Camp claims it is “*THE* place for summer fun” (University of Illinois Extension, 2007). The camp offers a mix of traditional camping activities and free time for the campers to hang out with friends. Activities include traditional camping activities such as swimming, boating, hiking, fishing, and team games. In addition, this camp features a high ropes challenge course and GPS activities.

Tennessee 4-H offers a variety of specialty camps targeted toward middle school age youth (University of Tennessee Extension, 2007). There is a 4-H Wildlife Conference and Shooting Sports Camp for youth in grades 6 through 8 that focuses on wildlife awareness, education and management. There is an Electric Camp for 6th and 7th graders at the University of Tennessee, Knoxville. The camp features hands-on learning centers staffed by electric utility professionals. Also at the University of Tennessee in Knoxville is Junior High Academic Conference for youth in grades 6 through 8. Participants receive training from university scientists and specialists in their 4-H project areas using classroom, outdoor, and laboratory settings.

The Iowa 4-H Center provides a wide range of camping experiences, including some targeted at middle school age youth (Iowa 4-H Center, 2007). Some examples are:

- A horse camp that includes trail riding and a wagon train
- Shooting sports camps
- Non co-ed camps for girls and for boys
- An “Un-Camp” that boasts extra pool time, a movie and pizza night, twice the store snacks, ice cream with breakfast, mud volleyball, and food fights
- An “Up All Night Camp” that involves night hikes, studying the stars, campfires and cookouts, swimming, and a challenge course
- A “Pack ‘n Paddle” camp where campers spend nights in tents at various wilderness locations learning basic camping and survival skills.

The common themes between these programs appropriate to middle school age youth are increased opportunities for social interaction, more thought-stimulating educational activities than are offered to younger campers, more independent choices in free time activities, and efforts to make the camps more “extreme” and exciting to appeal their need for trying new things.

Evaluating Middle School Age Camps

According to Duncan (2007), “There are two general types of evaluation:

- Process evaluations focus on how well a program is working by looking at the process of delivering a program, such as the setup of the program and the activities used to teach the content.
- Outcome evaluations examine whether or not changes have occurred as a result of the program.”

Both types of evaluation are important to the planning and implementation of middle school age camps. It is important to understand if the program is being delivered as intended and if any

modifications need to be made. From a bigger picture standpoint, the reason we do youth programming is that we hope it will have a positive impact on their development. This is where outcome evaluation becomes valuable. The Montana State University FCS and Youth Evaluation System is an excellent tool to use for evaluating both the process and outcome goals of a middle school age 4-H camp (Duncan, 2007).

The evaluation system has specific life skill indicator statements designed for youth in grades 6 and up. These indicators can be used to measure changes in decision making skills, wide use of resources, accepting differences, communication skills, healthy lifestyle choices, self-responsibility, and leadership skills. The camp planner chooses indicators related to the life skills that the camp program is designed to address. The system then generates a retrospective pre/posttest survey for campers to complete. See example survey Appendix A. Upon completion of the survey, the resulting data is input back into the evaluation system so it can generate a report with the calculated impact of the program.

The end of the survey allows space for camp planners to ask additional questions. This may be a good chance to ask process evaluation questions that address the functioning of camp. The camp planner is responsible for interpreting and evaluating the data from these additional questions.

Informal evaluation may also be a valuable tool. Take time to visit with campers their parents, and camp staff, asking them for their feedback on the camp program. While this information may not be scientific, it can give camp planners some ideas about what is needed to formally evaluate the camp in the future.

Remember that the evaluation report is not the end product of the evaluation process. Evaluation results should be an integral part of future camp planning sessions.

Counselor Roles

Counselors are the key to a successful camp. Adult and teen counselors can provide the caring relationships that make a difference in the life of an early adolescent. Adult counselors should be at least 21 years of age (West Virginia University Extension Service, 2004). Teen counselors should be a minimum of two years older than the oldest campers (K-State Research and Extension, 1998). College-age students may be a potential age-group to tap as youth counselors. Counselor/camper ratios should be around 1 counselor per 8 campers (West Virginia University Extension Service, 2004).

Counselors should be prepared for their roles as counselors (K-State Research and Extension, 1998; University of Minnesota Extension Service, 2001; West Virginia University Extension Service, 2004). Needs of youth, developmental stages, group process, behavior management, first aid response, and activity planning should all be a part of counselor training. If teens are used as counselors, time should also be dedicated to talking about appropriate camper-counselor relationships, especially since it is very likely that early adolescents will develop “crushes” on the counselors (Martz, 2007). Counselor training should contain a mix of delivering information

and modeling activities to use with middle school age youth. Following is a sample teen counselor training agenda to aid in planning a middle-school age 4-H camp.

Sample Teen Counselor Training Agenda

Introduction

The introduction should detail the schedule for teen counselor training. An explanation of the expectations for the teen's role as a counselor, an explanation that experiential learning will be defined and modeled during the training, and that planning time will be provided for the teens to plan activities in which they are responsible for at camp

Get Acquainted

Get acquainted ice-breakers serve two purposes: they allow the counselors to get to know one another while also modeling activities that can be used with campers. Some suggestions for activities to use as ice-breakers are "Toss-A-Name Game" (Rohnke, 1984), "Peek-A-Who" (Rohnke, 1994), and "Have You Ever" (Rohnke, 1994). These activities provide an opportunity for youth to learn names, laugh, and find some common ground.

A Great Counselor Is...

To introduce the role of a counselor, the following activity can be used to get the counselors thinking about the role they play at camp. Break the counselors into three groups. One group outlines a person on a large sheet of newsprint and brainstorms positive counselor qualities and draws them on their "great counselor." The second group also outlines a person on a large piece of newsprint and brainstorms characteristics of "happy campers" and draws them on the sheet. The third group draws an "ideal camp" on a large sheet of newsprint. After brainstorming, groups "introduce" their counselor/camper/camp to the rest of the group.

This provides an opportunity to discuss:

- What qualities does a great counselor/camper/camp have?
- How do the qualities of counselors, campers, and camps intersect? How do they differ?
- What happened as your group worked together? What did you learn about each other? What did you learn about working as a team?
- So how do you think this experience will relate to camp?

Being a Role Model

Prior to the training, print a random assortment of numbers from 11 to 14 on small pieces of paper, put the slips of paper in balloons, blow up and tie off the balloons. There should be one balloon for each counselor. Have the group toss the balloons around, when the leader says "stop," each counselor should catch one balloon and pop it to find the number. Ask the counselors to relate a story about someone that positively or negatively impacted them at the age (approximately) listed on the slip of paper.

Discuss:

- How did that experience made you feel?
- What was it about that experience that made it memorable?
- How does that experience apply to your role as a counselor?

Use some of the experiences generated by the previous activity to explain the importance and significance of their role as a teen counselor. This discussion can be related back to the qualities that the counselors identified for their “great counselor.” A list of teen counselor responsibilities specific to your camp should be prepared prior to the training. Responsibilities outlined could include cabin responsibilities, expectations to lead activities such as ceremonies and games, and daily camp responsibilities such as KP and latrine. At this point, the presenter should review the responsibility sheets with the counselors and ask for any returning counselors to elaborate on the responsibilities.

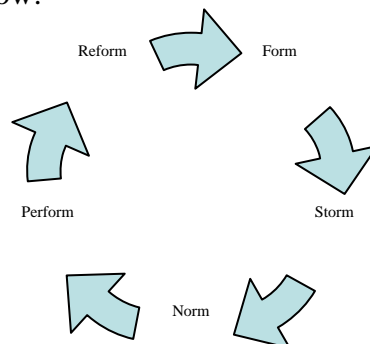
What Kids Need

Now that the counselors have a greater understanding of their role, it is time to learn more about what makes a “happy camper.” The instructor should review the four basic needs of youth (Kress, n.d.) Break the counselors into four groups and have each group brainstorm ways in which camp can meet one of the four basic needs (Martz, 2007). Have the group share their results.

The next step to understanding what kids need, specifically middle school age youth, is to understand developmental stages. Play a “Developmental Jeopardy” game to teach counselors about the differences in the developmental needs of different age groups (Astroth, Andrews, Lindstrom, Hauser-Lindstrom, 2002). At the end of the game, focus the discussion on the unique needs of early adolescents. Discuss the implications for programming as it relates to the developmental stage of early adolescents. Give examples of activities and how they may need to be modified for this age group. For example, “Duck, Duck, Goose” may not be an appropriate game for middle school youth, but a more challenging problem solving game like the “Magic Carpet” (Cain, 2007) may be better suited.

Group Process

Now that the idea of proper activity selection has been introduced, it is a good time to introduce the principles of group process (New York State 4-H Camping Program & Crosiar, 2003). Draw a diagram on a sheet of flip chart paper with “Form,” “Storm,” “Norm,” “Perform,” and “Reform.” See the diagram below:



Explain each of these stages and what happens at each stage. Explain that all groups go through this process and that they should anticipate these stages when working with camper. Also point out that this process also influences activity selection.

Discuss how this process relates to the appropriate sequencing of events. “Sequencing means the correct selection of activities at any given time for any given group” (Rohnke, 1989, p. 7). Rohnke (1989) goes on to point out that certain activities are appropriate for certain groups and certain activities are appropriate at certain times. For example, begin with icebreakers proceeding to de-inhibitizers then to problem solving or initiative activities. Explain how this will help uncertain early adolescents feel comfortable and to help them build self confidence.

Leading Fun

Now that the counselors have a basic understanding of group process and sequencing, play a few games and ask the teens to identify how these games might be sequenced. Model games that the counselors can use with campers. Some potential games are:

- Traffic Jam (Rohnke, 1984)
- Magic Carpet (Cain, 2007)
- Mine Field (Rohnke, 1994)
- Group Juggling (Rohnke, 1989)
- Boop... (Rohnke, 1984)

Challenging Behavior

Acknowledge that even with careful planning, counselors will encounter some challenging behavior from campers. Remind them of the tumultuous state of the early adolescence developmental phase. Point out that the typical characteristics of this phase such as mood swings, insecurity, desire for independence, and peer stress all contribute to challenging behavior.

Break the counselors into groups of about four people. Hand out an equal number of small PVC pipe pieces and assorted fittings to each group. Ask the groups to assemble the PVC pipe and fittings to make one continuous structure, leaving no open ends. Watch the group dynamics and see if there are any disagreements or individuals left out. After the groups have worked on the puzzle for about 10 minutes, ask them about what happened as the groups worked (Cain, 2007)? Ask if they ever felt frustrated or left out? Relate these feelings to those that campers may experience and explain that these feelings can lead to misbehavior, just as the camping environment can contribute to misbehavior.

Go over examples of verbal and non-verbal interventions that can be used to help diffuse challenging behavior. Hand out some realistic scenarios where campers are misbehaving. Break the counselors into teams of two and have the teams discuss possible intervention strategies and methods of dealing with challenging behavior. Have the teams report back to the entire group and discuss possible solutions.

First Aid/Emergency

Discuss and distribute copies of the camp's first aid and emergency procedures. Discuss possible scenarios and explain the camp's chain of command so counselors know the appropriate person(s) to contact in the event of an emergency.

Getting to Work

After providing this baseline information, allow the counselors time to plan the activities they are charged with carrying out. Go over the camp schedule and identify the committees needed. After allowing the committees an allotted time to work, ask the committees to report back to the entire group. This allows them to update the rest of the counselors on how activities will happen and recruit additional helpers. This also provides an opportunity for feedback from those in charge of teen counselor training.

Conclusion

Middle school age youth have many unique characteristics and needs. "Traditionally, families and schools (and more recently, communities) have been charged with nurturing socializing, and educating children to be productive, positively contributing members of society" (Theokas, Almerigi, Dowling, Benson, Scales, von Eye, 2005, p. 114). 4-H camps can contribute to the community effort by providing youth between childhood and late adolescence with meaningful opportunities. "At camp, children learn to problem-solve, make social adjustments to new and different people, learn responsibility, and gain new skills to increase their self-esteem" (Marsh, 1999).

4-H camps for middle school age youth should be planned with the developmental characteristics of this age group in mind while also taking care to meet the four basic needs of all youth. Just repeating the schedule from a childhood or teen camp will likely not meet the needs of early adolescents. By providing programming specific to middle school age youth, it will be easier to retain these youth in the 4-H program. Ultimately, this provides these youth with even more future opportunities for positive development.

References:

- Astroth, K.A., Andrews, T., Lindstrom, J., and Hauser-Lindstrom, D. (2002). Fundamentals of youth development: Western 4-H institute new agent training curriculum. Western 4-H Institute.
- Baker, L.J. (1983). Impact of the onset of puberty on self image and behavior. *Biographies of camp-related research*. Retrieved April 26, 2007 from <http://www.acacamps.org/research/bib/bakerlj.php>.

- Brown, R. (1999). Extracurricular activity: How does participation encourage positive youth development? University of Nevada Cooperative Extension Fact Sheet 99-32.
- Cain, J. (2007). Team work & team play. Retrieved May 4, 2007 from <http://www.teamworkandteamplay.com/resources.html>.
- Caldwell, M.S., Rudolph, K.D., Troop-Gordon, W., and Kim, D. (2004). Reciprocal influences among relational self-views, social disengagement, and peer stress during adolescence. *Child Development*, 75(4), 1140-1154.
- Connolly, J., Craig, W., Goldberg, A., & Pepler, D. (2004). Mixed-gender groups, dating, and romantic relationships in early adolescence. *Journal of Research on Adolescence*, 14(2), 185-207.
- Cook, T.D., Herman, M.R., Phillipps, M., and Settersten, Jr., R.A. (2002). Some ways in which neighborhoods, nuclear families, friendship groups, and schools jointly affect changes in early adolescent development. *Child Development*, 73(4), 1283-1309.
- de Bruyn, E.H. and Cillessen, A.H.N. (2006). Popularity in early adolescence: Prosocial and antisocial subtypes. *Journal of Adolescent Research*, 21(6), 607-627.
- Duncan, K. (2007). *Montana State University FCS and Youth Evaluation System*. Retrieved May 4, 2007 from <http://extn.msu.montana.edu/family%20and%20youth%20evaluation/>.
- Huebner, A. Adolescent growth & development. Family and Child Development Publication 350-850, Virginia Cooperative Extension.
- Iowa 4-H Center. (2007). *2007 Summer Camps at the Iowa 4-H Center*. Retrieved May 4, 2007 from <http://www.extension.iastate.edu/4hcenter/summercamp/CampDescriptions.php>.
- Kress, C.A. (n.d.) Meeting the needs of youth: Youth development principles emphasize the importance of meeting 4 basic human needs...belonging, mastery, independence and generosity. Iowa State University Extension.
- K-State Research and Extension. (1998). *4-H Youth Programs Camp Standards Manual*. Retrieved May 4, 2007 from <http://4-h.k-state.edu/Camping/campstandards.pdf>.
- Marsh, P.E. (1999). What does camp do for kids? A meta-analysis of the influence of the organized camping experience on the self constructs of youth. Retrieved April 26, 2007 from <http://www.acacamps.org/research/marsh/>.
- Martz, J. (2007). Survival guide for 4-H camp leaders: Basic information for Extension staff, adult leaders, teen leaders. Draft Publication, Montana 4-H Center for Youth Development.
- Michigan State University Extension. (2005). *Early adolescents: Youth development programs for young people aged 9 to 15*. Retrieved January 19, 2007 from http://web1.msue.msu.edu/msue/cyf/youth/early_ad.html.

- New York State 4-H Camping Program and Crosiar, S. (2003). Youth development foundations for 4-H camp staff: A training manual. Cornell Cooperative Extension.
- Perkins, D.F. (2001). Adolescence: Developmental tasks. Fact Sheet FCS 2118, Department of Family, Youth and Community Sciences, Florida Cooperative Extension Service.
- Rohnke, K.E. (1994). *The bottomless bag again*. Kendal/Hunt Publishing Company: Dubuque, Iowa.
- Rohnke, K.E. (1989). *Cowstails and cobras II: A guide to games, initiatives, ropes courses, & adventure curriculum*. Kendal/Hunt Publishing Company: Dubuque, Iowa.
- Rohnke, K.E. (1984). *Silver bullets: A guide to initiative problems, adventure games and trust activities*. Kendal/Hunt Publishing Company: Dubuque, Iowa.
- Theokas, C., Almerigi, J.B., Lerner, R.M., Dowling, E.M., Benson, P.L., Scales, P.C., and von Eye, A. (2005). Conceptualizing and modeling individual and ecological asset components in thriving in early adolescence. *Journal of Early Adolescence*, 25(1), 113-143.
- University of Illinois Extension. *Southern Illinois 4-H Camp*. Retrieved May 4, 2007 from <http://web.extension.uiuc.edu/regions/4h/camp/>.
- University of Minnesota Extension Service. (2001). Minnesota 4-H Camp Counselor Handbook. University of Minnesota Extension Service publication.
- University of Tennessee Extension. *Tennessee 4-H Specialty Camps*. Retrieved May 4, 2007 from <http://www.utextension.utk.edu/4H/centersandcamping/specialtycamps.htm>.
- West Virginia University Extension Service. (2004). West Virginia 4-H Camp Operation Manual. Retrieved May 4, 2007 from http://www.wvu.edu/~exten/depts/4H/Camping/wv_4-H_camp_oper_manual.pdf.

Appendix A

4-H Middle School Age Camp

Evaluation

We want to know how well 4-H Middle School Age Camp works. We are asking you to answer the following questions about what you may have learned from being in 4-H Middle School Age Camp . It should take about 10 minutes of your time to complete the survey. You do not have to fill out this survey. If you decide not to fill out the survey, it will not affect your participation in future MSU Extension programs. Your answers will be anonymous and will not be identified in any way. This means that no one will know how you have answered any of the questions. Answering the questions means you have agreed to participate in this evaluation. If you have any questions about this survey or the evaluation please contact Dr. Sandra J. Bailey at (406) 994-6745 or Millie Veltkamp, Montana State MSU Extension Service ISS, at (406) 994-4291 .

Because of my participation in 4-H Middle School Age Camp I am able to:	Back . . . before I participated in 4-H Middle School Age Camp				Now . . . after I have participated in 4-H Middle School Age Camp			
	Circle one number for each statement				Circle one number for each statement			
	No	Sometimes	Usually	Yes	No	Sometimes	Usually	Yes
1. I think about my choices before making a decision.	1	2	3	4	1	2	3	4
2. I think about what might happen because of my choice.	1	2	3	4	1	2	3	4
3. I am happy with the choices that I make.	1	2	3	4	1	2	3	4
4. When making a project I only take the things I need.	1	2	3	4	1	2	3	4
5. I do not talk when others are talking.	1	2	3	4	1	2	3	4
6. I listen when someone is talking to me.	1	2	3	4	1	2	3	4
7. I get along with people.	1	2	3	4	1	2	3	4
8. I do not pick on kids who are different.	1	2	3	4	1	2	3	4
9. I let others play with me even if they aren't very good at the game.	1	2	3	4	1	2	3	4
10. I say "no" and don't do what others are doing if it looks dangerous to me.	1	2	3	4	1	2	3	4
11. I like to play outside everyday.	1	2	3	4	1	2	3	4
12. I do what I say I am going to do.	1	2	3	4	1	2	3	4
13. I take care of my things.	1	2	3	4	1	2	3	4
14. I ask for permission before I use other people's things.	1	2	3	4	1	2	3	4
15. I wait for turn my when doing an activity.	1	2	3	4	1	2	3	4
16. Work out problems that are presented to me.	1	2	3	4	1	2	3	4
17. Contribute as a member of a team.	1	2	3	4	1	2	3	4
18. Have control over my own personal goals and future.	1	2	3	4	1	2	3	4

Tell us about yourself. (Check one response to each question.)				
My age falls in the following group: <input type="checkbox"/> 12 – 13 <input type="checkbox"/> 14 – 15 <input type="checkbox"/> 16 – 17 <input type="checkbox"/> 18 <input type="checkbox"/> 18+	My grade is: <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	I am: <input type="checkbox"/> female <input type="checkbox"/> male	My current home is located on(in) a: <input type="checkbox"/> farm <input type="checkbox"/> rural non-farm <input type="checkbox"/> town under 50,000 <input type="checkbox"/> city over 50,000	I would describe myself as: <input type="checkbox"/> African American <input type="checkbox"/> American Indian <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Racially mixed

1. The most important thing I have gained from attending 4-H Middle School Age Camp is. . .

2. The one thing, if anything, I would change about 4-H Middle School Age Camp. . .

3. Other comments I would like to make. . .