

Living Together Peacefully at Camp:
The Impact of a High-Quality Social-Emotional Learning Program on Georgia 4-H

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Dedication

This capstone is dedicated to the generation of children affected by the pandemic and the social, emotional, and academic challenges that resulted from the lockdowns, especially those from vulnerable populations. To Georgia 4-H, which seeks through the *Living Together Peacefully at Camp* curriculum and other quality programming, to offer opportunities for youth to experience active learning and build positive relationships in safe, inclusive environments, especially Lauren Dye, Elbert County 4-H Agent and Dr. Lori Bledsoe, (retired) Southwest District Extension Director.

To my County Extension Coordinator, Christa Campbell, who lobbied for the salary supplement from the Board of Education that allowed me to pay my Vanderbilt tuition every term, and Jon Jarvis, the School Superintendent who approved it.

To my wonderful LLO cohort 13 (lucky number!), it has been an honor to experience this journey with you. To my advisor, Dr. Jeanie Forray, thank you for being my “bumpers” when I went off the rails!

To my husband, Joe, and my four daughters, Alex, Alyssa, Julianna, and Samantha, thank you for believing in me, encouraging me, feeding me, and occasionally wrapping my head in duct tape so it wouldn’t explode. You are the reason I made it through. For my grandchildren, Allie and Joey: Always remember, you can do anything!

To my father, Yoshimasa Sudo, thank you for your unwavering support. For my mother, Sara Z. Sudo, PhD, DVM, you taught me what unconditional love is. I wish you were here to see this milestone; I believe you would be proud.

*Your children are not your children.
They are the sons and daughters of Life’s longing for itself.
They come through you but not from you,
And though they are with you yet they belong not to you.
You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.
You may strive to be like them, but seek not to make them like you.
For life goes not backward nor tarries with yesterday.
You are the bows from which your children as living arrows are sent forth.
The archer sees the mark upon the path of the infinite, and He bends you with His might that His
arrows may go swift and far.
Let your bending in the archer’s hand be for gladness;
For even as He loves the arrow that flies, so He loves also the bow that is stable.
~Kahlil Gibran, 1883-1931
From *The Prophet* (Knopf, 1923). This poem is in the public domain.*

Most importantly, the bows, the arrows, and the Archer who loves them. THANK YOU, GOD!

Executive Summary

In recent years, Georgia 4-H has observed a troubling rise in behavioral issues among campers during their summer camp programs, necessitating intervention from university police. Instances of misconduct such as sexual harassment, inappropriate touching, and physical altercations have become more frequent across all five 4-H centers in the state. This increase in disruptive behavior has been attributed partly to the impact of the COVID-19 pandemic, which disrupted many students' traditional schooling and social routines. Research indicates that prolonged social isolation and disrupted educational experiences during the pandemic have significantly affected youth behavior and mental health (Cipriano et al., 2020; Grazzani et al., 2022). Campers have displayed inwardly directed behaviors like stress, anxiety, and withdrawal and outwardly directed behaviors like aggression and rule-breaking. These challenges are compounded in the close-knit, high-energy environment of summer camps, which historically offered a respite from structured academic settings.

Georgia 4-H updated its Living Together Peacefully at Camp (LTP@C) curriculum in 2023 to address post-pandemic social challenges. It focuses on social-emotional learning (SEL) to improve conflict resolution, empathy, and communication among campers, counselors, and parents. Initially piloted in select counties, the revised curriculum mitigates COVID-19's impact on social skills. Its goal is to foster a positive and safe environment that encourages personal growth and community at camps.

The project is based on two theoretical frameworks. Emotional Intelligence (EI) asserts that *emotional literacy* (Goleman, 1995) is a combination of empathy and mindfulness for social intelligence. The Collaborative for Academic, Social and Emotional Learning (CASEL, 2023) further defines social-emotional learning as five competencies: self-awareness, self-management,

social awareness, relationship skills, and responsible decision-making. The LTP@C curriculum incorporates these principles alongside the 4-H Thriving Model's focus on youth development and outcomes (4-H PLWG; Arnold, 2020; Fields, 2020; Lerner, 2020). Based on the frameworks, two questions were used to explore the area of inquiry – the impact of the revision of the LTP@C curriculum and recommendations for additional enhancements:

Question 1: What was the impact, if any, of the Living Together Peacefully at Camp (LTP@C) curriculum on the conduct problems of the Georgia 4-H summer campers?

Question 2: What are the strengths and weaknesses of Georgia 4-H's Living Together Peacefully at Camp curriculum in improving social-emotional learning (SEL)?

The capstone study used document analysis and surveys to evaluate the impact of the LTP@C lessons on the behavior problems of Georgia 4-H summer campers. Results reinforced the incidence of increased camper behaviors and the presence of SEL competencies within LTP@C. The 4-H staff identified time constraints and the lack of integration of LTP@C with regular camp activities as challenges. Staff also expressed concerns over cultural awareness and mental health sensitivity within the program.

Informed by the findings, four recommendations were proposed to Georgia 4-H.

- Mandate the LTP@C program for summer camp orientation
- Create comprehensive lesson plans and resources for each 4-H center
- Require SEL and LTP@C training for all staff
- Enhance inclusion through culturally sensitive training and activities

These steps aim to equip campers with emotional management skills, streamline lesson implementation, integrate SEL into camp activities, and foster awareness of diversity and mental health.

Introduction

Georgia 4-H summer camps have provided a week-long residential environmental education experience for students in fifth through twelfth grades since 1937. Five 4-H centers across the state offer experiential learning in Georgia's mountains, piedmont, and coastal regions. In 2022, summer camp staff noticed increased camper misconduct after the pandemic lockdowns. Students who returned to camp after two years of social isolation exhibited both internalizing and externalizing behaviors. Georgia 4-H appointed a committee to revise the Living Together Peacefully at Camp (LTP@C) curriculum (initially published in 2000) and disseminated the pilot lessons to select counties.

The purpose of this capstone project was to determine the impact of the LTP@C curriculum on the behavior issues of the summer campers and to gauge the effectiveness of the lessons in the context of the conceptual framework based on staff perceptions. Utilizing the theoretical framework of Emotional Intelligence (EI), the CASEL model, and the 4-H Thriving Model, the investigator collected quantitative and qualitative data through two surveys: the first administered by Georgia 4-H after the 2023 camping season and the second conducted specifically for this project in 2024. The body of literature provides the groundwork for the capstone of the need for high-quality social-emotional learning (SEL) programs in response to post-pandemic challenges.

Organizational Context

Georgia 4-H is a youth leadership development organization serving more than 240,000 youth statewide. There is a 4-H Youth Development Program in each of Georgia's 159 counties, offering opportunities for students in kindergarten through twelfth grades for agriculture and STEM, healthy living, and civic engagement. 4-H meets with children from public school

systems for in-school and after-school programs, community clubs, project work, and 4-H camps. As such, 4-H has different camps determined by grade levels. For example, Cloverleaf Camp is for fifth and sixth graders, Junior Camp is for seventh and eighth graders, and Senior Camp is for ninth through twelfth graders. Specialty camps include Wilderness Challenge Camp at Wahsega 4-H Center, Marine Resources Camp at Burton 4-H Center on Tybee Island, and Senior Extreme Camp at Fitch Pioneer Camp at Rock Eagle 4-H Center (Georgia 4-H, n.d.).

There are five 4-H centers in the state of Georgia. Wahsega 4-H Center, near Dahlonega, Georgia, and the Chattahoochee National Forest, is the oldest facility with operations beginning in 1937. It is famous for crisp mountain air, clear streams and waterfalls, rugged trails, and rustic cabins. Burton 4-H Center on Tybee Island opened in 1947. Its location on a tidal creek surrounded by marsh is the setting for residential education programs on coastal ecology and the marine environment. Rock Eagle 4-H Center, the largest 4-H facility in the nation, opened in 1955. Located north of Eatonton, Georgia, and next to the Oconee National Forest, it is home to 1,500 acres of forested land, a 110-acre lake, and the historic Rock Eagle Mound stone effigy. Volunteers built Camp Fortson in 1962 on seventy-five acres in Hampton, Georgia. The Fortson Farm has chickens, goats, sheep, and a potbellied pig, and the herpetology lab has over twenty-five species of reptiles and amphibians. Summer camp programming began at Jekyll 4-H Center on Jekyll Island in 1983, and a 17-million-dollar renovation in 2013 resulted in the development and construction of twelve new buildings. Camp Jekyll has classes in beach and salt marsh ecology, maritime forest succession, herpetology, dock study, night walk, seining, and sea turtles (Georgia 4-H, n.d.). Figure 1 displays a map of these centers.

Figure 1*Georgia 4-H Centers*

Georgia 4-H is a partner in public education with research-based lessons from the University of Georgia and Fort Valley State University. Its mission is to “assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive and contributing members of society” through hands-on learning experiences focused on agricultural and environmental issues, agriculture awareness, leadership, communication skills, foods and nutrition, health, energy conservation, and citizenship (Georgia 4-H, n.d.). Based on the essential elements of mastery, generosity, belonging, and independence, 4-H teaches values through programs in agriculture, citizenship, communication, environment, family and consumer sciences, and leadership (Arnold, 2018; Arnold & Gagnon, 2020). The 4-H pledge was officially adopted at the first National 4-H camp in 1927. Students pledge “my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world” (Georgia 4-H, n.d.).

Problem of Practice

In 2022, 4-H summer camp program staff reported an alarming increase in conduct problems among campers to the point of the need for UGA police intervention. In all five 4-H centers, there were instances of physical transgressions such as sexual harassment, inappropriate touching, and hitting. After COVID-19, students seemed ill-prepared for the close quarters and forced social interaction of summer camp. School closures resulting from the pandemic had an adverse effect on student behavior, academic performance, and mental health (Cipriano et al., 2020; Cooper et al., 2023; Grazzani et al., 2022). The quarantines and lockdowns had a catastrophic impact on this school-age generation of “COVID” youth. Recent research has just begun to explore the disruptions to both academic and social-emotional development because of the lack of access to educational resources and social isolation. The effects of remote learning difficulties have had an outsized impact on vulnerable populations, especially those accustomed to schedules and procedures or those without financial resources. Grazzani et al. (2022) noted problems with remote learning because of disruptions to routine and structure result in challenges for students from specific populations: lack of social bonds with peers and teachers and adaptive or problem behaviors due to student mental health issues, such as internalizing behaviors (mental health issues) and externalizing behaviors (violating social norms).

The focus of the LTP@C curriculum – the capstone project area of inquiry – is the mental health issues observed in campers resulting from the social isolation of the COVID-19 lockdowns: inwardly directed internalizing behaviors, such as stress, anxiety, depression, and withdrawal, and outwardly directed externalizing behaviors like aggression, impulsivity, and rule-breaking (Cipriano et al., 2020; Cooper et al., 2023; Grazzani et al., 2022). The active, engaging environment of summer camp used to be a place where typical behavior problems were

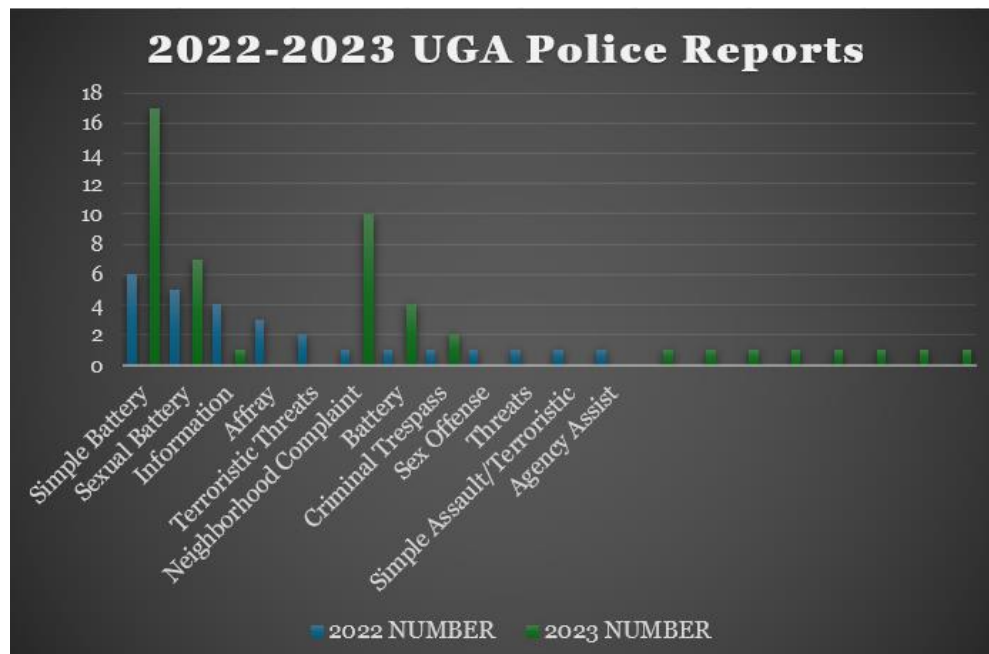
less common than in the school space, which classifies, regulates, controls, and abstracts the students' bodies (Foucault, 1979; Nesor, 1997). Each of the five facilities (i.e., Burton, Fortson, Jekyll, Rock Eagle, and Wahsega) represents "living laboratory" experiences in Georgia's mountain, coastal, and piedmont habitats. The Georgia 4-H Environmental Education (EE) centers are "classrooms without walls" connected to the natural world, encouraging sensory and physical development (Georgia 4-H, n.d.).

Social isolation due to the COVID-19 lockdown was detrimental to student behavior and mental health. In a prolonged stressful situation like the pandemic, mental health behaviors become evident in both internalizing behaviors, such as stress, anxiety, depression, social withdrawal, and self-harm, and in externalizing behaviors, like impulsivity, inappropriate behavior, violence, and substance use (Cipriano et al., 2020; Cooper et al., 2023; Grazzani et al., 2022). Georgia 4-H has noticed both types of behaviors and chose to investigate the impact of measures to counteract problematic behavior resulting from these social-emotional learning (SEL) gaps, such as using the LTP@C curriculum before Georgia 4-H summer camps. Georgia 4-H experienced a significant increase in behavior problems during the 2022 and 2023 summer camp sessions, as reported in the University of Georgia Police Department Daily Logs for all five Georgia 4-H Centers (see Appendices A and B), with the number of incident reports nearly tripled since the COVID-19 pandemic. Most incidents (see Appendix C) are reported from Rock Eagle, predominantly because of its size. It is the largest 4-H Center in the nation, hosting thousands of campers each week. Moreover, the type and severity of incidents have increased dramatically after the pandemic. For example, in 2017-2020, most incidents were "neighborhood complaint," "information," "disorderly conduct," or "simple battery." By 2022-2023, the incident descriptions had escalated to "terroristic threats" and "aggravated sexual battery," which is

classified (and charged) as a felony. Figure 2 compares the number and type of incidents from 2022 (total reports 27) with the number and type of incidents from 2023 (total reports 49). These behaviors are a risk to the safety of other campers and the preservation of the summer camp programming.

Figure 2

Comparison of 2022 and 2023 UGA Police Reports



The LTP@C lesson plan was originally written in 2000 and revised in 2023 for Georgia 4-H after COVID-19. Local program development coordinators and county extension agents designed this program to prepare campers, counselors, and parents for their first independent overnight experience. A limited number of counties piloted the 2023 version before the summer camping season to provide a framework to assist youth in navigating unfamiliar territory while staying with people they may not know for a week-long residential program. To enhance SEL opportunities, Georgia 4-H has strongly encouraged the implementation of LTP@C to prepare youth for the summer camping experience.

4-H Essential Elements

4-H literature defines eight critical aspects of program quality: (a) physical and psychological safety, (b) appropriate structure, (c) supportive relationships, (d) opportunities to belong, (e) positive social norms, (f) support for efficacy and mattering, (g) opportunities for skill building, and (h) integration of family, school, and community (Arnold & Gagnon, 2020; National Research Council and Institute of Medicine, 2002; Fields, 2020; Wahle et al., 2019). Quality 4-H programming should help youth feel safe and able to interact positively with others, have understandable and consistent rules and expectations with clear boundaries and age-appropriate monitoring, and provide caring and clear guidance from volunteers and staff. Youth should feel included regardless of gender, ethnicity, sexual orientation, and ability, respected for their ideas and contributions, and connected to the community. A welcoming environment is critical to identity development and a sense of belonging. “What children also value most in favorite places are opportunities for social affiliation and creative exploration or self-development. [P]lace is a source of meaning, belonging, and identity largely due to the relationships facilitated by bonds to place” (Strong-Wilson & Ellis, 2007, p. 43).

Additionally, inclusive and equitable 4-H programming must consider the diverse identities of its youth participants (Fields, 2020; Sumner et al., 2018). Youth programming that values its young participants' identities, gifts, and talents sets them up for success. “We [in Reggio Emilia] say that all children are rich, there are no poor children. All children whatever their culture, whatever their lives are rich, better equipped, more talented, stronger, and more talented than we can suppose” (Malaguzzi et al., 2016, p. 397). Cultural *funds of knowledge* within households are an untapped source of youth skills, abilities, and practices (González et al., 2005). Youth development professionals should be deliberate in recognizing the richness of

backgrounds and perspectives and cultivating environments where each youth participant is valued and respected (Fields, 2020). Children are “active in constructing the self and knowledge through social interactions and inter-dependencies” (Malaguzzi et al., 2016, p. 377).

The 4-H Essential Elements are the pillars of positive youth development (4-H PLWG, 2023; Lile et al., 2021; Noble et al., 2021; Wahle et al., 2019). “The single most important contribution education can make to a child’s development is to help him toward a field where his talents best suit him, where he will be satisfied and competent” (Goleman, 1995, p. 33).

Goleman’s quote exemplifies the 4-H Essential Element of mastery. *Mastery* is the challenge of pursuing learning on one’s own and achieving a level of expertise on a subject matter.

Generosity is the opportunity to provide service for others and to give back to the community in meaningful ways. *Belonging* is the development of a positive relationship with a caring adult in a safe, nurturing, inclusive environment. *Independence* is the opportunity for self-determination, envisioning the future, and setting goals (4-H PLWG, 2023). The 4-H Essential Elements are evident in the LTP@C curriculum. *Belonging* is present in summer camp friendships, adult connections, support, and teamwork (cabin emblems, mottos, and competitions). *Mastery* is noticeable in life skills, preparation (lists and floor plans), and accountability (“My Personal Contract”). *Independence* exists in self-determination and, in many cases, Cloverleaf campers’ first independent overnight experience. Last, *Generosity* is evident in managing emotions (“Trouble Starter/Stopper Situations”), service projects, and community outreach. The capstone project aims to further examine emotional intelligence in LTP@C utilizing the 4-H Thriving Model.

Project Questions

Question 1: What was the impact, if any, of the Living Together Peacefully at Camp (LTP@C) curriculum on the conduct problems of the Georgia 4-H summer campers?

- What problematic behaviors exhibited by summer camp youth were reported by staff in 2022 and 2023?
- Based on these differences, what was the impact, if any, of the LTP@C curriculum on the reduction of conduct problems?

Question 2: What are the strengths and weaknesses of Georgia 4-H's Living Together Peacefully at Camp curriculum in improving social-emotional learning (SEL)?

- What is the impact on the number of behavior incidents and Code of Conduct violations at summer camp in 2022 and 2023?
- How do summer camp staff rate the effectiveness of LTP@C in the context of the SEL tenants of the 4-H Thriving Model?

Conceptual Framing

Social-emotional theories have evolved over time. The concept of emotional intelligence emerged in the 1920s but has only been recognized as a valid form of aptitude in the last 30 years (Wood, 2020). In 1943, Abraham Maslow identified the need for relationships and social groups for *love and belonging* in his hierarchy of needs (Ormond, 2016). Relatedness and belonging, the need for approval, and an individual sense of identity are common threads in social-emotional learning. SEL may be defined as:

(a) mastery and appropriate use of interpersonal and small-group skills (e.g., recognizing, managing, and appropriately expressing one's emotions), and (b) internalization of prosocial attitudes and values needed to achieve goals, solve problems, become emotionally involved in learning and work, and succeed in school and throughout life.

(Zins et al., 2004, p. 40)

Beginning in the 1920s, Jean Piaget was a pioneer in *individual constructionism*, meaning that children self-construct complex understanding and reasoning with age by interacting with and reflecting on their individual and social worlds, (Ormond, 2016). Piaget's theory postulated that children are active and motivated learners. Order, structure, and process are the basic framework of Piaget's cognitive developmental theory (Fraser, 2011). Piaget believed that

children's self-motivated exploration of the physical world formed the foundations of many developing schemes (Ormond, 2016).

In contrast to Piaget's view that learning follows development in stages, Lev Vygotsky's theory of cognitive development is relevant to experience. The importance of society and culture for children's development is the foundation for Vygotsky's sociocultural theory. According to Ormond (2016), in the *zone of proximal development*, children actively construct knowledge through interactions with others in a social context. Social interaction is especially important in accomplishing difficult or challenging tasks and provides the foundation for thought processes. In collaboration with others first, children gradually internalize the processes they use until they can use them independently (Ormond, 2016). Tasks within the zone of proximal development can only be accomplished when someone supports the child's efforts.

Moreover, the work of Piaget and Vygotsky inspired cognitive-developmental theories, which focus on the ways children's thinking processes change in significant qualitative ways with age and development (Ormond, 2016). To encourage new and interesting experiences, children should take an active role in their own development so they can make sense of what they see and hear. For example, in the 1960s, Albert Bandura of Stanford University developed a theory of imitation and modeling (Ormond, 2016). According to *social cognitive theory* (initially called "social learning theory" to reflect the importance of human interaction to the learning process), people learn by observing the behavior of others and the consequences that result. The movement from cognitive theory to interactionist theory initiated fresh perspectives on the meanings of "intelligence." Gardner (as cited in Goleman, 1995) offered these definitions for interpersonal and intrapersonal intelligences:

Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. *Intrapersonal intelligence* ... is a correlative ability, turned inward. It is a capacity to format an accurate, veridical model of oneself and to be able to use that model to operate effectively in life. (p. 34)

Howard Gardner developed his theory of multiple intelligences in 1983. *Interpersonal intelligence* (also called “people smart”) is the ability to understand and interact with others effectively, including sensitivity to other’s moods, temperaments, motivations, and desires (Gardner, 1983). People with high interpersonal intelligence communicate, build rapport, and work well with others. *Intrapersonal intelligence* (or “self-smart”) is the capacity to understand one’s own moods, desires, fears, capacities, motivations, and intentions and use this understanding to regulate one's life (Gardner, 1983). Someone who has high intrapersonal intelligence has self-awareness and personal cognizance. According to Wood (2020), Gardner’s concepts launched the theory of emotional intelligence into an accepted phenomenon with the foundations of interpersonal and intrapersonal intelligences.

Emotional Intelligence

Daniel Goleman (1995), who co-founded the Collaborative for Academic, Social and Emotional Learning after the publication of his seminal book, calls emotional intelligence the “master aptitude” because of the interplay between the rational and emotional mind. He describes EI,

[to] the degree that our emotions get in the way of or enhance our ability to think and plan, to pursue training for a distant goal, to solve problems and the like, they define the

limits of our capacity to use our innate mental abilities, and so determine how we do in life. And to the degree to which we are motivated by feelings of enthusiasm and pleasure in what we do – or even by an optimal degree of anxiety – they propel us to accomplishment. It is in this sense that emotional intelligence is a *master aptitude* (emphasis added), a capacity that profoundly affects all other abilities, either facilitating or interfering with them. (Goleman, 1995, p. 72)

In fact, the emotional centers of the brain are connected to neocortical areas involved in cognitive learning (Zins et al., 2004). In an academic setting, emotions can interfere with concentration and working memory. *Emotional literacy* – the right combination of empathy and self-awareness, or Gardner’s interpersonal and intrapersonal intelligences – is the basis of social intelligence (Goleman, 1995). Learning to recognize one’s personal emotions and, more importantly, react appropriately to the way others one feel is crucial to social-emotional competency. Appendix D illustrates the evolution of SEL theories.

Wood (2020, p. 153) noted that the key facets of emotional intelligence are:

- Personal traits (i.e., adaptability, self-esteem, and self-motivation)
- Social characteristics (i.e., empathy, assertiveness, and social and relationship skills),
- Emotional attributes (i.e., emotional expression, management, and regulation)

Emotional intelligence has nothing to do with intelligence quotient (IQ); it is how individuals deal with their emotions and relationships with others (Goleman, 1995). Social skills mediate the association between externalizing and internalizing behaviors, social-emotional adjustment problems, peer interactions, and mental and physical health (de Sousa et al., 2021). Goleman (1995) identified four emotional intelligence domains: self awareness, self management, social

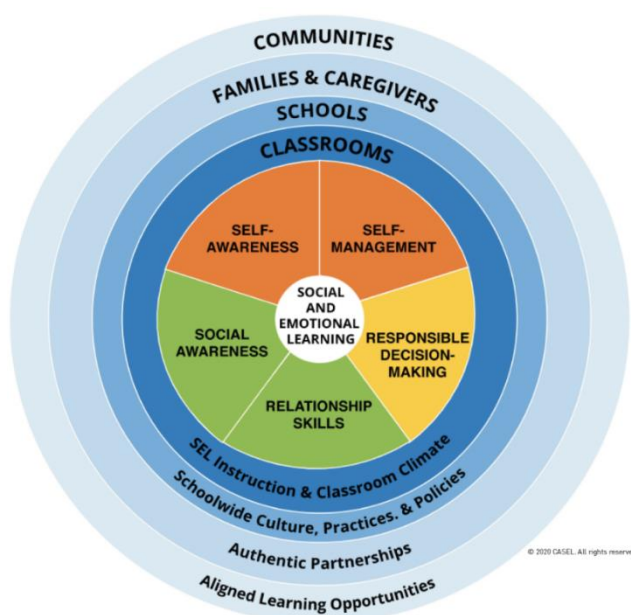
awareness, and relationship management. Appendix D contains a figure depicting the critical facets of EI.

CASEL Model

The Collaborative for Academic, Social and Emotional Learning (CASEL, 2023) defines social-emotional learning as five individual core interrelated competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. *Self-awareness* is the sensitivity of young people in understanding their own emotions and how these influence their behavior. *Self-management* is their ability to regulate emotions and behavior across situations to achieve their goals. *Social awareness* is their capacity to understand and empathize with people of diverse social backgrounds and perspectives. *Relationship skills* are the development and maintenance of healthy and supportive relationships. *Responsible decision-making* is their ability to make caring and constructive social and behavioral choices (CASEL, 2023; see Figure 3).

Figure 3

CASEL Model



The CASEL model competencies are developed within the systemic context of communities (CASEL, 2023). Three competencies of the CASEL model focus on the individual (self-awareness, self-management, and responsible decision-making), and two are related to interaction with others (social awareness and relationship skills). Learners must understand their own emotions and empathize with others to develop their own identities and foster a sense of belonging. “The more the adolescent can recognize and manage one’s own emotions and behaviors, appreciate others’ perspectives, make responsible decisions, and effectively negotiate relationships, the more they will be able to display comforting, sharing, helping, and other positive behavior toward other people” (Grazzani et al., 2022, p.9). Mindfulness and SEL programs that focus on instruction of skills developing these competencies have improved response to challenges and coping with stress (Cipriano et al., 2020; Cipriano et al., 2023; Grazzani et al., 2022; Ross & Tolan, 2018; Scott et al., 2021; Varghese & Natsuaki, 2021). Advocates of the whole-child approach will appreciate the results of implementing CASEL’s five competencies.

Furthermore, SEL implementation in schools utilizing quality programs grounded in the CASEL framework can ameliorate the negative effects of traumatic events and improve SEL skill, engagement, attitude, behavior, performance, and self-image (Cipriano et al., 2020; Cooper et al., 2023). SEL is “positively related to school engagement and grades, and negatively related to risky behaviors, delinquency, and depressive symptoms” (Ross & Tolan, 2018, p. 1192). In addition to its importance for behavioral and academic success (Ross & Tolan, 2018), SEL in schools is vital to mental health, especially in the context of a traumatic, life-changing event like the pandemic (Cooper et al., 2023; Scott et al., 2021; Varghese & Natsuaki, 2021; Yoder et al., 2020; Zieher et al., 2021). The importance of the collective consciousness in implementing

effective SEL programming is evident in the inclusion of environment in the CASEL model. SEL application should extend consistently from classroom and school or summer camp to families, caregivers, and communities (CASEL, 2023). Büyükçolpan & Ozdemir (2022) described the impact of COVID on health and the value of SEL:

Previous studies pointed to the detrimental effects of COVID-19 pandemic on young people's psychological health, causing various problems, such as increased anxiety ... depression, and stress. ...At that point, SEL skills were found to have helped young people to recognize and label their emotions, express and manage those emotions appropriately, build supportive social connectedness with others, and make responsible choices ... which could, in turn, help them to have control during such times of crisis. (p. 6)

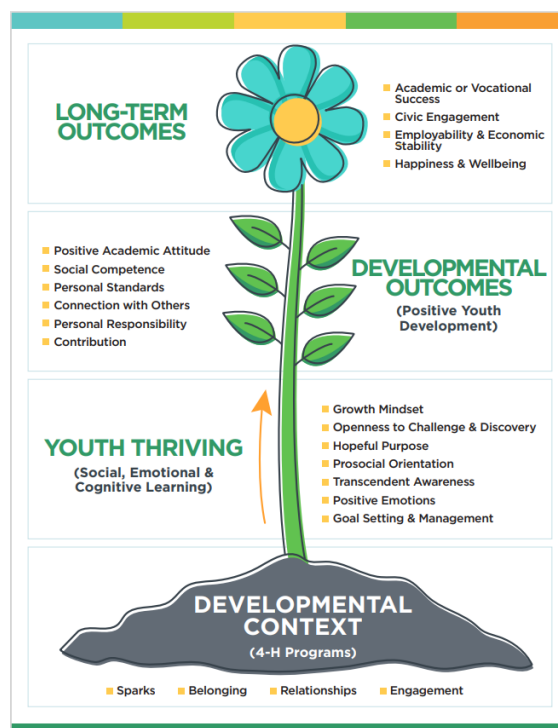
The *social* aspect of SEL is of utmost importance. In the case of students with disabilities (SWD) and students with low socioeconomic status (SES), cultural responsiveness is required in considering additional factors and extenuating circumstances that result from either the disability or the social status conditions. Hence, the five CASEL competencies are integral to the 4-H models of positive youth development (PYD).

4-H Thriving Model of Positive Youth Development

The competencies of the CASEL Model are the foundation for the 4-H Thriving Model, a positive youth development concept that encompasses the 4-H Essential Elements: mastery, belonging, independence, generosity, and the 5 C's: competence, caring/compassion, confidence, character, and connection) (4-H PLWG, 2023). Cipriano et al. (2023) augment the CASEL model in this way:

Social, emotional, behavioral, and academic outcomes include those subsumed in CASEL's five SEL competencies as well as immediate and long-term indicators of student well-being, including prosociality, academic performance, educational attainment, employment status, motivation, engagement, conduct, and emotional distress. (p. 79)

Likewise, 4-H programming is based on four developmental contexts: sparks, belonging, relationships, and engagement (4-H PLWG, 2023). The 4-H framework provides seven indicators of thriving youth: goal setting and management, growth mindset, openness to challenge and discovery, positive emotions, hopeful purpose, transcendent awareness, and prosocial orientation. Ideally, youth who are developing positively will show six outcomes: *contribution* (giving back to others), *positive academic attitudes* (competence and success in school), *personal responsibility* (making their own choices and controlling their own actions), *social competence* (recognizing socially acceptable actions and interactions), *connection with others* (positive relationships with and support from others), and *personal standards* (sense of right and wrong and the ability to make ethical choices). LTP@C is grounded in the developmental context, youth thriving, and developmental outcomes of the 4-H Thriving Model (4-H PLWG; Arnold, 2020; Fields, 2020; Lerner, 2020; see Figure 4).

Figure 4*4-H Thriving Model****Developmental Context***

Arnold (2018) has defined high-quality youth development programs as those that facilitate youth sparks, promote developmental relationships, meet program quality standards, and encourage sufficient youth engagement. *Sparks* are the youth's inspiration and passion for a self-identified skill, interest, or capacity that provides them with purpose and direction. "Youth sparks can ignite a young person's passion, give a young person a sense of direction, and encourage goal setting. Sparks can be both identified and nurtured through high quality PYD experiences" (Fields, 2020, p.185). *Belonging* is inclusion, regardless of race, ethnicity, culture, gender, sexual orientation, or ability, with opportunities to share personal culture and heritage and create a positive identity. *Relationships* are mutual warmth, respect, and trust that produce

secure attachments among adults and peers. Last, *engagement* is meaningful contributions on subjects of importance to youth (Arnold & Gagnon, 2020).

Youth Thriving

A thriving orientation reflects a young person who is on a path toward healthy development into adulthood. ... [E]arly adolescent indicators may be marked with positive social interaction with adults and other youth, reflecting the need to belong, which is a central developmental need of this age group. Later adolescent thriving is ... a personal passion; clear goals; and immediate, practical plans for the transition to early adulthood... (Arnold, 2018, p. 150)

A thriving young person is healthy and flourishing, and a sense of belonging and purpose is crucial for healthy development (Ryan & Deci, 2020). Positive and supportive relationships between youth and 4-H agents, counselors, and volunteers are essential to youth thriving. “Youth development professionals and volunteers must be intentional about building relationships with youth and community as this is a means to developing social capital for youth” (Fields, 2020, p. 186). Good relationships are the foundation for youth to recognize and cultivate their interests and talents.

Additionally, a *growth mindset* is the value of effort in learning over innate ability or the mentality of possibility expressed in the phrase “not yet” (4-H PLWG, 2023). *Openness to challenge and discovery* is the desire and ability to try new things to learn, grow, and improve through effort. *Hopeful purpose* is goal-directed; youth can see a happy and successful future. Young people with *prosocial orientation* view helping others as a personal responsibility; they aspire to values of respect, responsibility, kindness, generosity, and care about and give back to the community. *Transcendent awareness* is recognizing the bigger picture; youth understand that

meaning and purpose come beyond just “self” to develop personal beliefs, morals, and values that guide their everyday thoughts and actions. Likewise, *positive emotions* are the appropriate management and expression of emotions and a constructive outlook for health and well-being, allowing them to make self-regulatory decisions leading to short- and long-term success.

Students or campers with *goal setting and management* set, pursue, and achieve goals; they make regulatory decisions that lead to success (4-H PLWG, 2023). Figure 5 illustrates how the *personal* and *social* natures of emotional intelligence and the *self* and *other* competencies of the CASEL Model form the foundation for the *context* and *factors* of the 4-H Thriving Model.

Figure 5

Conceptual Framework

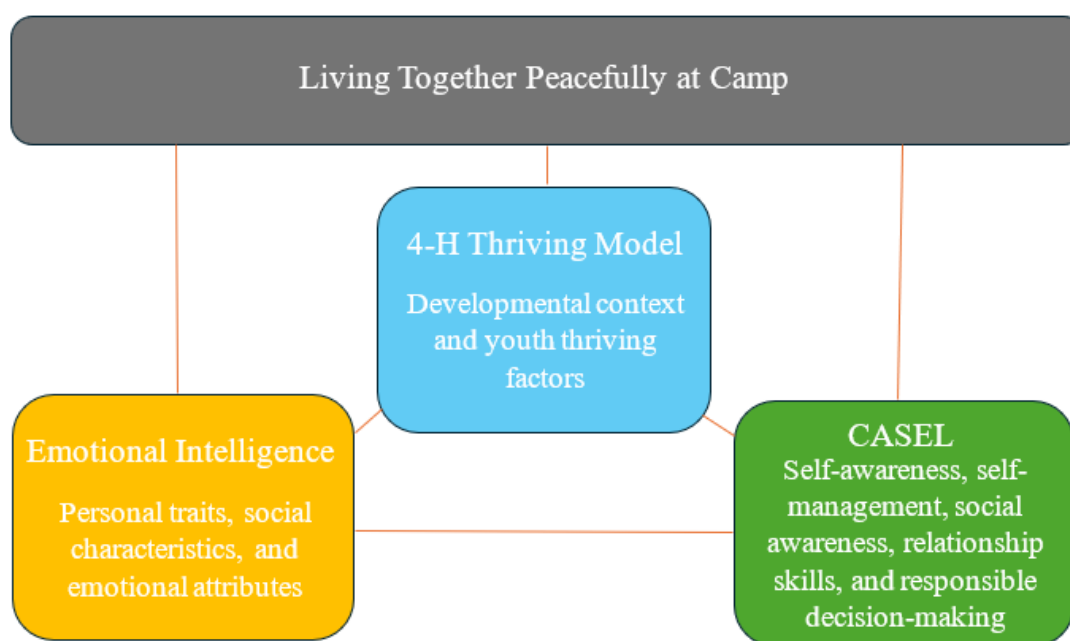


Table 1 exhibits how each of the characteristics of the 4-H Thriving Model originates from the CASEL Model competencies, building on the foundations of the developmental contexts and cultivating the youth thriving factors to produce the desired developmental outcomes. Based on these conceptual frameworks, implementation of the LTP@C curriculum should theoretically

provide summer campers with ways to identify and manage their emotions (personal) and interact appropriately with others (social), resulting in fewer Georgia 4-H Code of Conduct violations. Managing these behaviors before they escalate should, therefore, (in theory) prevent the necessity for UGA Police intervention.

Table 1

Conceptual Framework

CASEL	Developmental Context	Youth Thriving	Developmental Outcomes	Long-term Outcomes
Self-awareness	Sparks	Growth mindset Hopeful purpose	Personal standards	Happiness and wellbeing
Self-management	Engagement	Open to challenge and discovery Positive emotions	Positive academic attitude	Academic or vocational success
Social awareness	Belonging	Transcendent awareness	Connection with others Contribution	Civic engagement
Relationship skills	Relationships	Prosocial orientation	Social competence	
Responsible decision-making		Goal setting and management	Personal responsibility	Employability and economic stability

Literature Review

Cipriano et. al. (2020) indicate that the pandemic has revealed the glaring disparities in our society, particularly in terms of its impact on Black, Indigenous, and people of color (BIPOC), individuals with disabilities, and older adults. Existing income, education, and healthcare inequalities further exacerbate these differences (Cipriano, et al., 2020). Research indicates that social-emotional learning (SEL) is integral to healthy development, especially regarding a traumatic event such as the COVID-19 pandemic (Cipriano, et al., 2020; Cooper et al., 2023; Corcoran et al., 2018; Durlak et al., 2011; Weissberg, 2013; Zieher et al., 2021). Over

80% of public schools in the United States report that the pandemic has negatively impacted student social-emotional development and behavior (The Institute of Education Sciences, 2022). 4-H program staff reported an increase in conduct problems among youth for the 2022 summer camps, which was the first regular camping season after the lockdowns. In response to the observed need, Georgia 4-H developed an SEL program to prepare youth for summer camp. The LTP@C curriculum in the Georgia 4-H summer camp environment has elements of the five components of the CASEL model and is grounded in the 4-H frameworks of positive youth development.

This literature review builds upon the theoretical foundations of EI and SEL. Further, it explores the specific impact of the pandemic lockdown on SEL for youth, student mental health issues (particularly for low-income youth such as those from the community in which the investigator lives), and the LTP@C curriculum. The objectives of LTP@C are examined in relation to the five competencies of the CASEL model and the 4-H Thriving Model of Positive Youth Development.

Student Mental Health

Student mental health issues after the pandemic have manifested in depression, anxiety, and stress (Büyükçolpan & Ozdemir, 2022; Luijten et al., 2021; Panchal et al., 2023; Singh et al., 2020). In a prolonged stressful situation like the pandemic, mental health behaviors become evident in both internalizing behaviors, such as stress, anxiety, depression, social withdrawal, and self-harm, and in externalizing behaviors, like impulsivity, inappropriate behavior, violence, and substance use (Cooper et al., 2023; Grazzani et al., 2022). The conditions of the pandemic lockdowns have exacerbated the mental health issues underlying these types of behaviors. In a study of four geographically dispersed school districts, Danielson et al. (2020) found that

between 17.8 and 34.4 percent of students screened high for externalizing and/or internalizing issues. The uncertain nature of the pandemic and the social and educational challenges require awareness and management of intense emotions (Cipriano et al., 2020; Grazzani et al., 2022). Educators and other youth development professionals need to be sensitive to the causes and consequences of mental health manifestations. Incorporating SEL practices within (rather than separate from) youth programming and academic instruction is necessary for the connection between academic, emotional, and social learning.

COVID-19 Impact on SEL for low-SES Students

Title I schools serve a high percentage of low-income families and receive federal funding from the United States Department of Education; in this nation, 47% (or 54,632 schools) qualify for Title I funding (Georgia Department of Education, 2021; MDR Marketing Team, 2024). Even before the onset of COVID-19 and the resulting school closures, low-income families had distinct status disadvantages. The effects of pandemic-related school closings on student performance are especially evident in learning gaps among children from low-SES backgrounds (Betthäuser et al., 2023; Cooper et al., 2023; Luijten et al., 2021; Scott et al., 2021; Singh et al., 2020; Zierer, 2021). Low-income youth, already at risk for emotional and behavioral problems due to adverse childhood experiences, had disproportionate losses during the pandemic lockdowns that intensified educational inequities (Cipriano et al., 2020; Cooper et al., 2023; Felitti et al., 1998). The apparent lack of financial resources is not the only reason for the inequities. These students lack the material resources to keep up with their peers academically and do not possess the *social capital* to utilize behaviors and practices that would promote success, such as studying independently and feeling entitled to demand assistance from their instructors (Lareau, 2011). Learning deficits for low-SES students are more pronounced because

of limited access to digital learning technology, poor-quality home learning environment, and inability to study autonomously (Betthäuser et al., 2023). Thus, children in low-SES families were also vulnerable to abuse during the pandemic due to high levels of parental isolation and pandemic-related employment concerns (Scott et al., 2021).

Living Together Peacefully at Camp Curriculum

LTP@C is peer-reviewed and includes aspects of the CASEL framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Practical activities promote preparation (lists and floor plans), team building (cabin emblems and mottos), and managing emotions (“Trouble Starter/Stopper Situations”). “My Personal Contract” encourages camper accountability, and a separate parent meeting supports communication. “It’s Not Me, It Is We” emphasizes differences in perceived status and the importance of inclusivity. Another potential influence on Georgia 4-H is the relevance of the 4-H Thriving Model on the SEL impact of LTP@C. The developmental context of social interaction, belonging, and relationships will create a thriving trajectory of transcendent awareness, prosocial orientation, positive emotionality, and intentional self-regulation, resulting in developmental outcomes of social competence, and connection and contribution to others (Arnold & Gagnon, 2020).

Student mental health is a legitimate concern for youth development professionals following the social isolation and stress of the COVID-19 pandemic. Social interaction is a vital component of developmental health, satisfying the human need for belonging and connection. For example, summer camp program staff have mentioned that the LTP@C curriculum promoted “working together,” “team building,” and “structure.” These statements are consistent with the five core interrelated competencies from the CASEL model: self-awareness, self-management,

social awareness, relationship skills, and responsible decision-making (CASEL, 2023). They also align with the thriving indicators found in the 4-H Thriving Model: growth mindset, openness to challenge and discovery, prosocial orientation, positive emotionality, and goal setting/management (Arnold & Gagnon, 2020). Students who attend camp for multiple years should also start to exhibit developmental outcomes such as social competence, personal standards, connection with others, personal responsibility, and contribution (Arnold & Gagnon, 2020). Georgia 4-H leadership hopes implementing the LTP@C curriculum will strengthen these thriving indicators and developmental outcomes.

The LTP@C lessons include SEL objectives. This curriculum (available in Georgia 4-H Staff Only files) should help 4-H'ers:

- Understand that having a peaceful week at camp is their responsibility
- Learn ways to keep anger under control and to work out problems
- Comprehend the 4-H Code of Conduct
- Increase their comfort level and lower their anxiety level about going to camp
- Explain what living together peacefully at camp means
- Discuss the responsibilities that are necessary for maintaining a peaceful cabin atmosphere
- Use the floor plan to develop a strategy for involving each cabin mate in completing a list of jobs or personal activities that must be done in the cabin and on the grounds
- Identify the trouble starters in several camp-type situations
- Apply various trouble stoppers to situations that might occur during camp
- Signify a personal commitment to living together peacefully during the camp week

Project Design and Methodology

Data Collection

After the LTP@C pilot year (2023), Georgia 4-H administered a survey to agents, county staff, and summer camp counselors regarding their opinion of particular activities in the LTP@C lessons: “Clover Shield,” Rolling the Dice (Coping Strategies),” It’s Not Me, It Is We (card activity),” and “Forever Friends.” The survey also measured staff perceptions of camper engagement, the efficacy of the goals of LTP@C (campers working together and decreasing

behavior issues), and staff experiences with teaching these lessons to campers. At the investigator's request, the 2023 survey asked for examples of internalizing and externalizing behaviors observed by staff. In the original 2023 survey from Georgia 4-H, 74% of county staff respondents ($n = 69$) saw an increase in positive behavior, and 79% of these ($n = 53$) attributed the positive change in behavior to LTP@C. Seventy-one percent of total respondents ($n = 107$) indicated no other type of SEL opportunity is offered through their local 4-H club.

Based on the findings, the project team conducted follow-up surveys with select staff members to gain a better understanding of youth behaviors, indicators, and outcomes. The second survey was administered through Qualtrics with a link and a QR code provided in an email and sent to the Georgia 4-H ListServ to all 159 districts by the four program development coordinators. The survey administration window was from April 17 through May 31, 2024. This instrument was designed to gather specific quantitative data regarding 2022 and 2023 Code of Conduct violations and incident reports from staff who implemented the LTP@C curriculum and via open-ended responses to gain their perspective of its effectiveness in the context of the Developmental Context, Youth Thriving factors, and Developmental Outcomes of the 4-H Thriving Model.

Data Analysis

The results from the original survey administered by Georgia 4-H in 2023 supported the current literature. In the quantitative data, county staff mentioned sixteen internalizing behaviors, with the most prevalence of anxiety, homesickness, social withdrawal, stress, bullying, and depression. The actual results were as follows: anxiety ($n = 18$), homesick ($n = 12$), social withdrawal ($n = 9$), stress ($n = 8$), crying ($n = 3$), depression ($n = 3$), feeling left out ($n = 1$), grief ($n = 1$), missing parents ($n = 1$), overstimulation ($n = 1$), panic attack ($n = 1$), self-harm ($n = 1$),

self-isolation ($n = 1$), separation anxiety ($n = 1$), and unhappiness ($n = 1$). When asked to acknowledge the externalizing behaviors witnessed at camp, responding staff listed twenty-four, most commonly foul language, fighting, and lashing out. The actual results were as follows: foul language ($n = 5$), fighting ($n = 4$), lashing out ($n = 4$), bullying ($n = 4$), impulsivity ($n = 2$), inappropriate behavior ($n = 2$), name calling ($n = 2$), not being where they were supposed to be ($n = 2$), punching ($n = 2$), sexual misbehavior ($n = 2$), unacceptable behavior ($n = 2$), vaping ($n = 2$), withdrawal ($n = 2$), yelling ($n = 2$), making bad decisions ($n = 1$), crying ($n = 1$), disobeying rules ($n = 1$), disrespecting authority ($n = 1$), harassment ($n = 1$), horseplay ($n = 1$), slapping ($n = 1$), spraying other in the face with insect repellent ($n = 1$), stealing ($n = 1$), and violence toward camp property ($n = 1$). (Figures 6 and 7).

Figure 6

Internalizing Behaviors

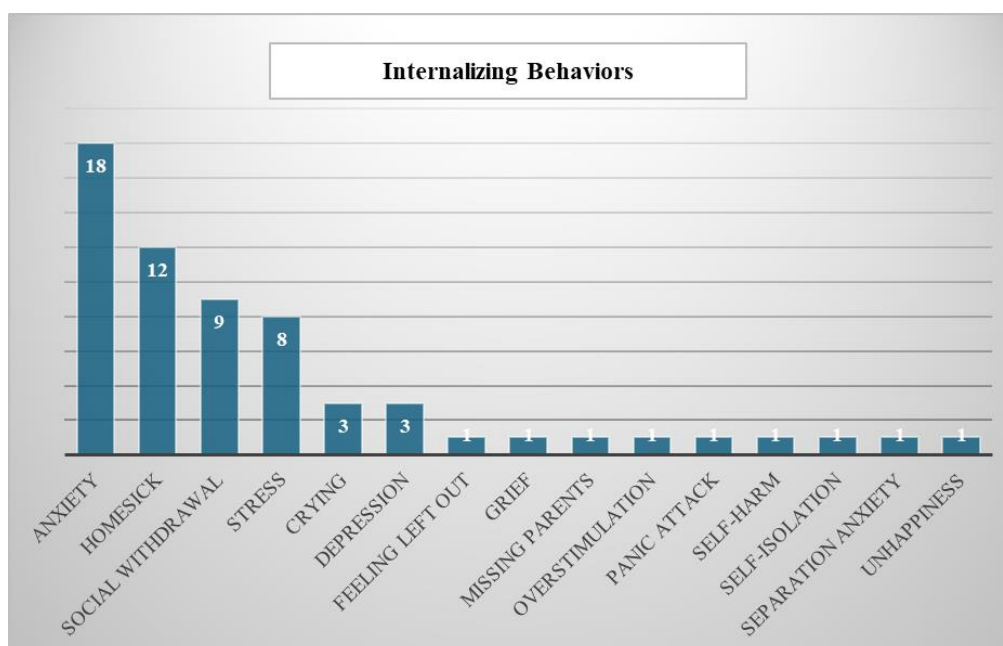
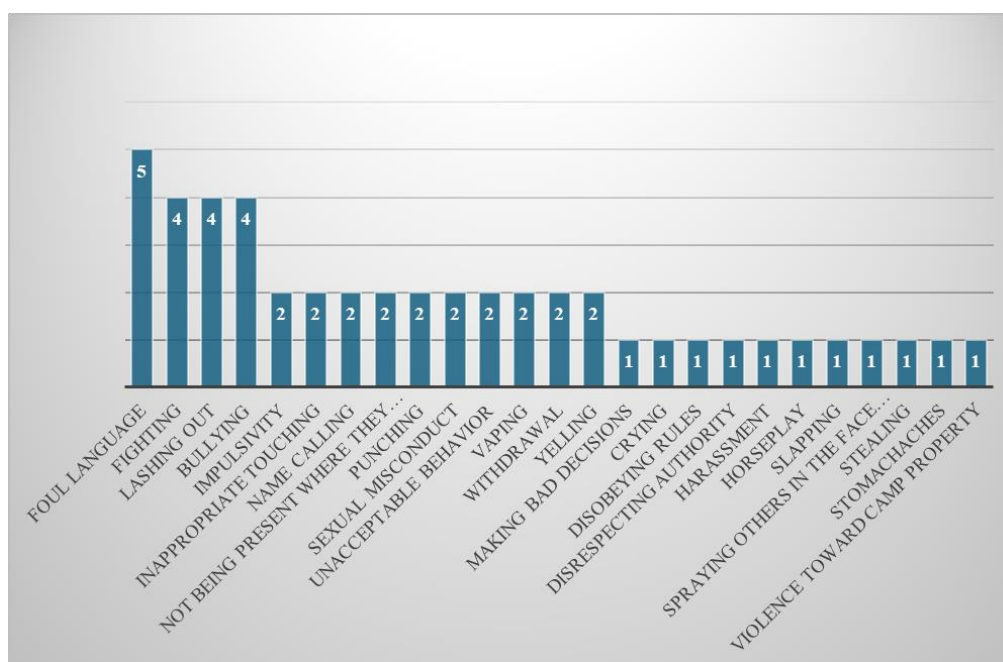
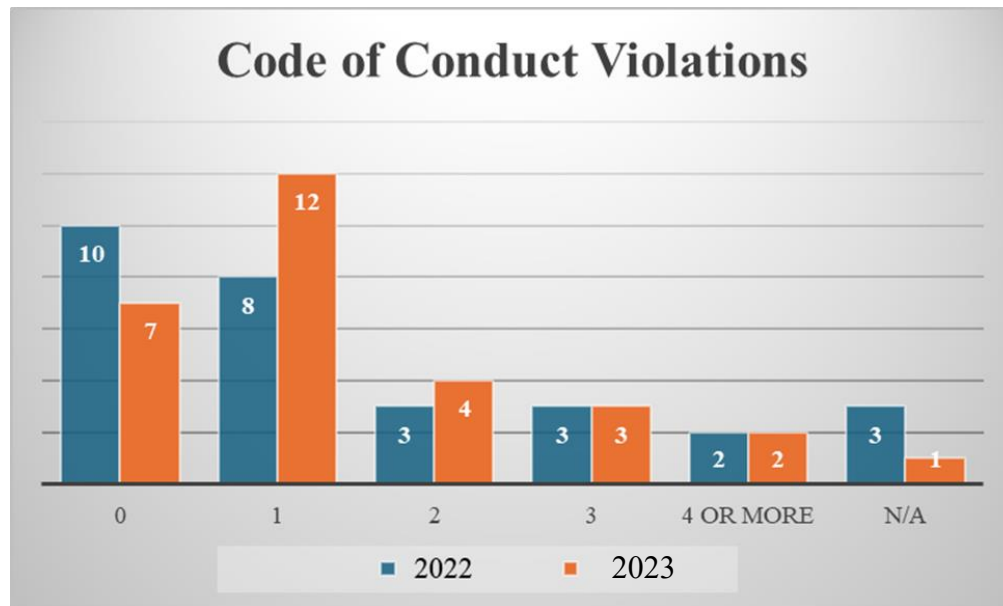
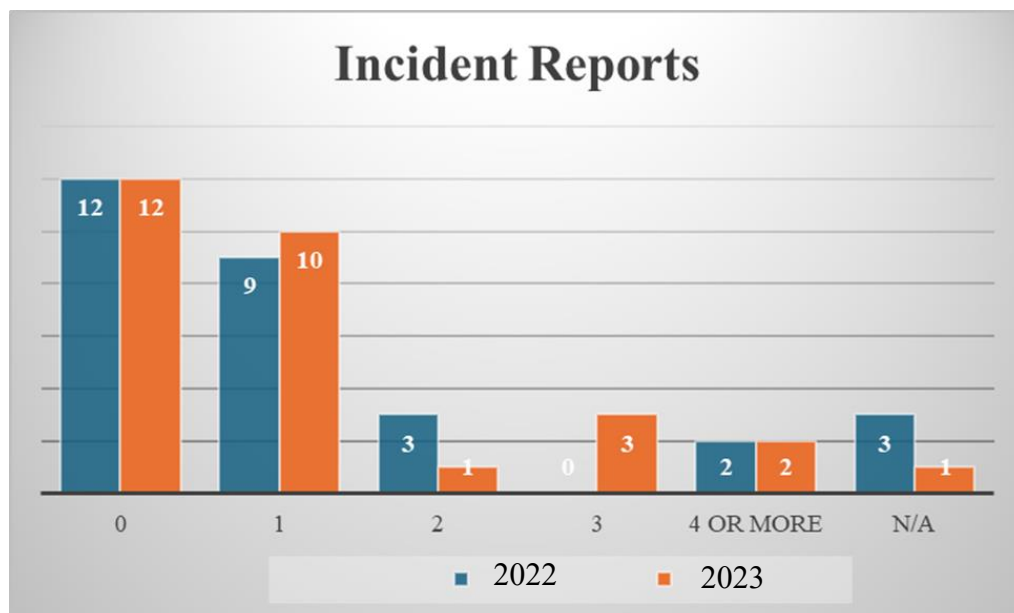


Figure 7*Externalizing Behaviors*

Following analysis of the 2023 survey based on the 4-H Thriving conceptual model, the project team designed another survey for summer camp staff to better understand their perceptions. The second survey offered a Likert-scale option of the participants' opinions regarding the effectiveness of LTP@C based on each of the factors within the Youth Program Quality Principles and the 4-H Thriving Model (see Appendix F). This survey, created in Qualtrics, was distributed during the Georgia 4-H Program Previews of all four districts, through the Georgia 4-H email Listserv, and in person at the Georgia Association of Extension 4-H Youth Development Professionals (GAE4-HYPD) Conference and Curricula Day at Rock Eagle. All participants estimated the number of Code of Conduct violations in 2022 and 2023 and how many UGA Police calls/incident reports related to youth behavior in 2022 and 2023 (see Figures 8 and 9).

Figure 8*2022 and 2023 Code of Conduct Violations***Figure 9***2022 and 2023 Incident Reports*

The second survey represents a more accurate portrayal of the differences among Code of Conduct violations, incident reports, and police reports. The Georgia 4-H Code of Conduct

(COC) is a binding contract signed by both 4-H members and parents/guardians (see Appendix G). It contains a list of behavior standards, including positive character and behavior, responsiveness to reasonable adult requests, respect for safety, and appropriate dress and language. Misbehavior, such as disturbing the peace, unexcused absence, unauthorized use of vehicles, reckless behavior, offensive language, possession of alcohol or tobacco, theft, misuse of public or personal property, or distribution of over-the-counter, homeopathic or prescription medications, results in disciplinary action. Possession or use of illegal drugs, possession or use of a weapon, assault or harassment, and inappropriate sexual behavior will result in the notification of legal authorities, removal from the 4-H event, and suspension or expulsion from future 4-H participation. The behaviors recognized as Code of Conduct violations (i.e., the number of staff reporting one COC violation increased from 8 in 2022 to 12 in 2023) were less likely to escalate into incident reports.

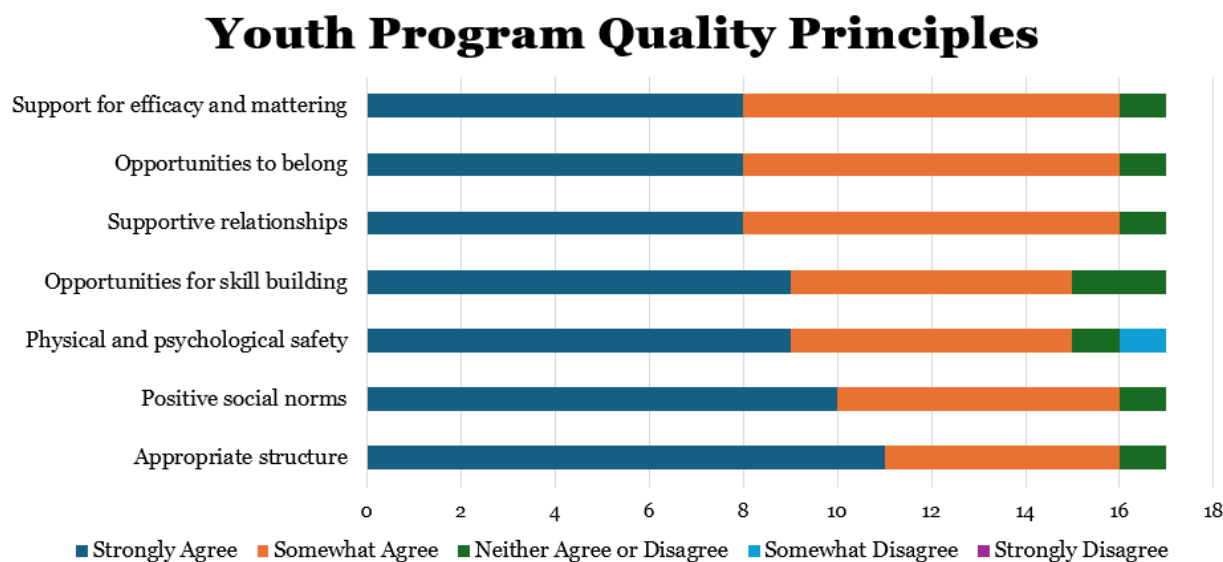
Only those respondents who were familiar with LTP@C gave their opinions on the context, factors, and outcomes of the curriculum in the framework of the 4-H Thriving Model. This survey instrument was designed to measure staff perceptions of the effectiveness of the LTP@C curriculum in relation to Youth Program Quality Principles (physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, and integration of family, school, and community), Youth Thriving Indicators (growth mindset, openness to challenge and discovery, hopeful purpose, prosocial orientation, transcendent awareness, positive emotions, and goal setting and management), Developmental Outcomes (positive academic attitude, social competence, personal standards, connection with others, personal responsibility,

and contribution) (4-H PLWG, 2023), and other suggestions for improvement of the LTP@C curriculum. (4-H PLWG, 2023; see also Appendix F.)

Figure 10 shows responses regarding staff perceptions of Youth Program Quality Principles regarding LTP@C. (See also Appendix I.) For *physical and psychological safety*, LTP@C would help youth feel safe in 4-H programs and be able to interact positively with others. *Appropriate structure* means that LTP@C has clear and consistent rules and expectations, clear boundaries, and age-appropriate monitoring. For *supportive relationships*, LTP@C would help youth to feel warmth from and closeness to others in 4-H, to feel that others care about and support them, and to receive clear guidance and communication from 4-H volunteers and staff. LTP@C would provide *opportunities to belong* by helping youth to feel included in a meaningful way regardless of gender, ethnicity, sexual orientation, or ability and welcome to share their culture and heritage with others and forge a positive identity. To support *positive social norms*, LTP@C would help youth experience clear rules and expectations for participating in 4-H, such as incorporating values, morals, and ethical expectations of being a 4-H member. *Support for efficacy and mattering* is LTP@C ensuring that youth are taken seriously, respected for ideas and contributions, and given opportunities to develop responsibility and be challenged to set and achieve goals. To promote *opportunities for skill building*, LTP@C would help youth develop physical, psychological, intellectual, emotional, and social skills as they grow and develop. For *integration of family, school, and community*, LTP@C would be connected to the youth's family, school, and community (4-H PLWG, 2023).

Figure 10

Staff Perceptions of LTP@C Youth Program Quality Principles

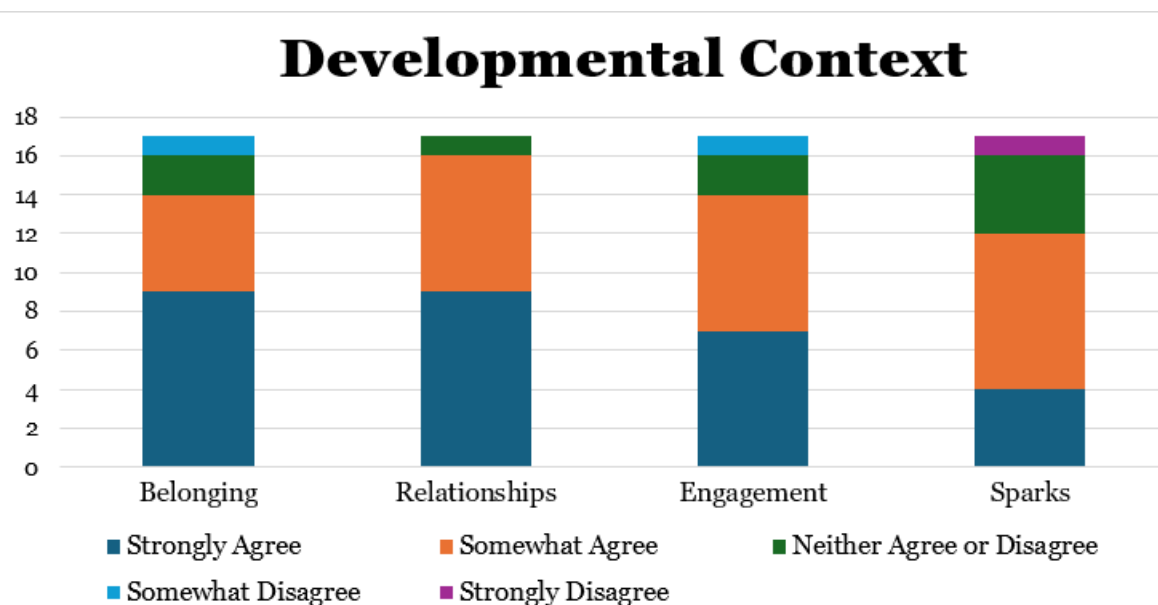


In relation to LTP@C, the vast majority of respondents indicated the Youth Program Quality Principles were present. 94.2% ($n = 16$) identified *support for efficacy and mattering*, indicating that LTP@C ensures youth are respected for ideas and contributions and given opportunities to develop meaningful goals. 94.2% ($n = 16$) saw *opportunities to belong* by helping youth to feel included in a consequential way, welcome to share their heritage with others, and forge a positive identity. 94.2% ($n = 16$) also observed *supportive relationships* that LTP@C would help youth to feel a closeness to others in 4-H and to feel that others care about and support them. 88.2% ($n = 15$) recognized *opportunities for skill building*; LTP@C would help youth develop physical, intellectual, emotional, and social skills. Also, 88.2% ($n = 15$) agreed that LTP@C provided *physical and psychological safety*. Finally, 94.1% ($n = 16$) agreed or strongly agreed that the LTP@C lessons had both *positive social norms*, values, morals, and ethical expectations and *appropriate structure*, with clear and consistent rules, expectations, boundaries, and monitoring.

The responses regarding staff perceptions of the Developmental Context of the LTP@C curriculum are presented in Figure 11. (See also Appendix I.) For *sparks*, LTP@C would help develop youths' passion for a self-identified interest or skill or a capacity that metaphorically lights a fire in a young person's life, providing energy, joy, purpose, and direction. LTP@C would encourage a sense of *belonging*, or a feeling of inclusion regardless of gender, ethnicity, sexual orientation, or ability, and forging a positive identity by sharing their culture and heritage with others. LTP@C would inspire developmental *relationships* by creating a secure attachment between the 4-H member and the adult, reflected in mutual warmth, respect, and trust. LTP@C would promote *engagement*, or the ability to contribute in a meaningful way on subjects of importance to them (4-H PLWG, 2023).

Figure 11

Staff Perceptions of LTP@C Developmental Context



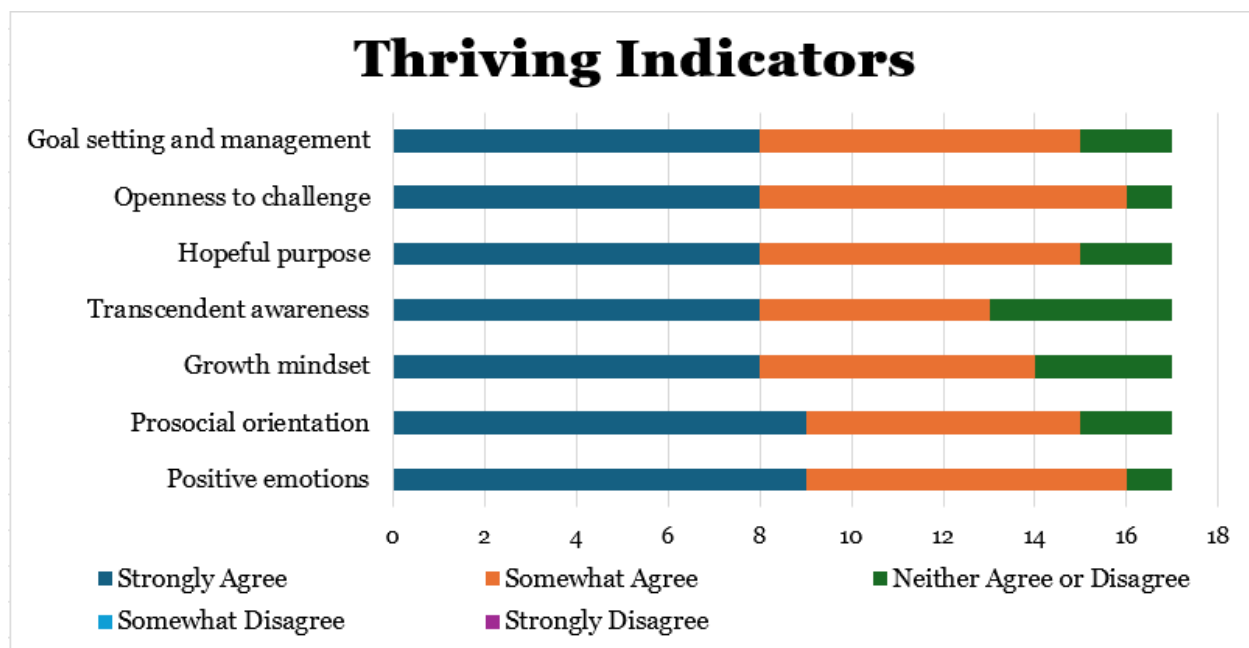
82.3% of survey participants ($n = 14$) agreed that LTP@C encourages feelings of *belonging* or inclusion. 94.1% ($n = 16$) strongly agreed or agreed that the LTP@C lessons promote *relationship* building between 4-H youth and adults. 82.4% ($n = 14$) believed LTP@C promotes *engagement*

or contribution. Conversely, 70.6% ($n = 12$) were neutral or disagreed that LTP@C helps develop youth *sparks* or passion.

Figure 12 displays responses regarding staff perceptions of Youth Thriving Indicators regarding LTP@C. (See also Appendix I.) If LTP@C supports a *growth mindset*, it emphasizes effort in learning over innate ability or “natural talent.” *Positive emotions* would be encouraged in LTP@C by supporting optimism and teaching campers to manage and express emotions that lead to health and well-being. LTP@C would develop *transcendent awareness* by helping youth to develop perceptions of a reality bigger than themselves, one in which meaning and purpose are derived to develop personal beliefs, morals, and values that guide everyday thought and action. For *prosocial orientation*, LTP@C would show youth that helping others is a personal responsibility, to live up to values of respect, responsibility, honesty, kindness, and generosity, and to give back to their communities. LTP@C would instill *hopeful purpose* in youth by giving them a view of a happy and successful future. *Openness to challenge and discovery* through LTP@C would help campers have the desire and ability to try new things to learn, grow, and improve through effort. LTP@C would promote *goal setting and management* by helping youth set goals, persevere to achieve those goals, and make self-regulatory decisions that lead to short- and long-term success (4-H PLWG, 2023).

Figure 12

Staff Perceptions of LTP@C Youth Thriving Indicators



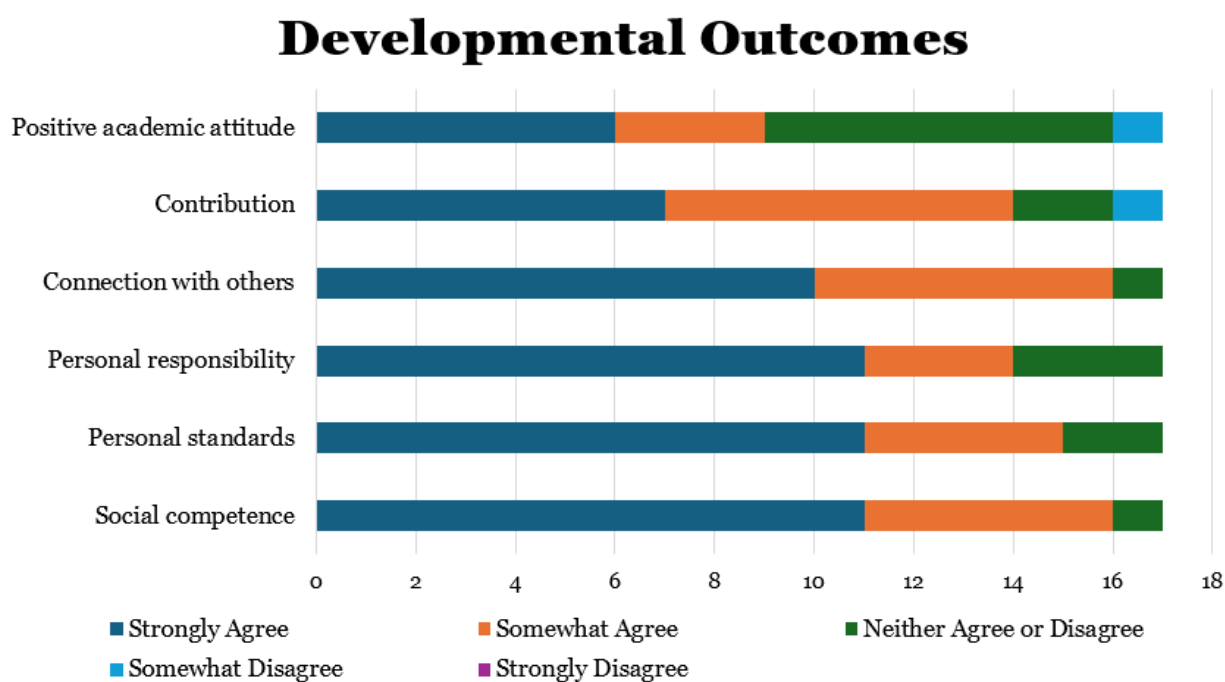
For staff perceptions of Youth Thriving Indicators regarding LTP@C, 89.2% ($n = 15$) thought the lessons would promote *goal setting and management* by helping youth identify and pursue ambitions and make decisions that lead to success. 94.2% ($n = 16$) reported *openness to challenge and discovery* through LTP@C encouraging youth to have the desire and ability to try new things. 88.3% ($n = 15$) agreed that LTP@C would instill *hopeful purpose* in youth by giving them a view of a prosperous future. However, only 76.5% of staff ($n = 13$) believed LTP@C helps to develop *transcendent awareness* or individual actions in a “bigger picture.” 82.4% ($n = 14$) thought LTP@C supported a *growth mindset*, and it emphasizes effort over ability. 88.2% ($n = 15$) recognized a *prosocial orientation* and community responsibility, and 94.1% ($n = 16$) of surveyed staff believed that LTP@C promotes management and expression of *positive emotions*.

The responses regarding staff perceptions of the 4-H Thriving Developmental Outcomes concerning LTP@C are presented in Figure 13. (See also Appendix I.) If LTP@C promoted a

positive academic attitude, it would encourage academic competence and success. *Social competence* developed through LTP@C would nurture youths' ability to recognize socially acceptable actions (and interactions), resulting in a successful transition to adulthood. For *personal standards*, LTP@C would appeal to a young person's sense of right and wrong and their personal commitment to make ethical and just choices. To promote *connection with others*, LTP@C would strengthen well-being through positive relationships and others' support. *Personal responsibility* through LTP@C would be evident in campers' ability to make their own choices and control their own actions. Finally, if LTP@C encouraged *contribution*, young people would show ability and interest in giving back to others (4-H PLWG, 2023).

Figure 13

Staff Perceptions of LTP@C Developmental Outcomes



As far as the 4-H Thriving Developmental Outcomes in relation to LTP@C, only 52.9% ($n = 9$) agreed that the curriculum promoted a *positive academic attitude*. 82.4% ($n = 14$) thought

LTP@C encouraged *contribution*, young people giving back to others. Additionally, 94.1% ($n = 16$) believe that LTP@C promotes *connection with others* or positive affiliations. 82.3% ($n = 14$) viewed LTP@C as beneficial to youth's sense of *personal responsibility* and willingness to be accountable. For *personal standards*, 88.2% ($n = 15$) thought LTP@C would appeal to a young person's sense of ethics and morality. 94.1% of survey participants ($n = 16$) thought LTP@C provided 4-H youth with *social competence* skills to interact using acceptable behavioral norms.

Qualitative Analysis Themes: County Agent and Camp Counselor Open-Ended Responses

Qualitative analysis of open-ended responses from both the 2023 Georgia 4-H survey and the 2024 capstone project survey sought to explore the research questions in greater depth, identify themes that fit within the conceptual frameworks informing the project, and consider the perceptions of 4-H staff regarding the effectiveness of the LTP@C curriculum in the context of the 4-H Thriving Model (see Appendix J). Deductive thematic analysis was used to make evidence-based recommendations to Georgia 4-H regarding the impact of the LTP@C lessons to promote the SEL experiences of both 4-H staff and campers. The process for analyzing the data from the open-ended responses required the creation of Stats iQ in Qualtrics. The results were then downloaded from Qualtrics and uploaded to Excel. The investigator printed the transcribed answers and color-coded them manually using highlighters based on the topic codes of the 4-H Thriving Model. Some themes that emerged, while not directly related to the research questions, provided insight into the practical application of SEL programming for Georgia 4-H.

Appendix J illustrates the thematic analysis of survey open responses. County staff recognized the importance of the 4-H Youth Program Quality Principles within LTP@C. Strengths were present in *physical and psychological safety* ("I explain during parent/camper meeting what someone should do if they see/hear of any things that seem wrong or make them

feel uncomfortable.”), *supportive relationships* (“The campers were more engaged than I expected and believe it did give them a sense of a trusting relationship with the adults that were taking them to camp.”), *opportunities to belong* (“students play teambuilding games with each other so they can get to know each other before camp.”), and *positive social norms* (“I think the LTP@C lessons and activities really help in fostering high quality practices for youth programming and Summer Camp. There should be no surprises of what to expect at camp for students who participate in LTP@C.”). Not surprisingly, staff did not see *opportunities for skill building* in LTP@C and had concerns about the *integration of family, school, and community*. One response read, “As discussed in our GAE4-HYDP Diversity Committee meeting, we believe it would be beneficial to add scenarios that highlight inclusion ... how to live peacefully at camp when a camper ... brings snacks that may have a strong aroma but is a snack from a different culture, or how not to make fun of someone just because they are wearing traditional clothing/headcover from their culture, etc.”

Further thematic analysis revealed that summer camp staff identified many 4-H Thriving Indicators in LTP@C (see Appendix J). For *openness to challenge and discovery*, “Camp should be about learning, trying new things, and making additional friends.” *Hopeful purpose*: “I can still name quite a few campers who stated they wanted to be a Camp Counselor in the future, so even [hopeful purpose] rings true.” *Prosocial orientation*: “I noticed 4-H'ers being kind to one another and good positive interaction between them.” *Positive emotionality*: “Students are not taught in school how to handle emotions. This is the perfect place for 4-H to step in and give students the skills they will need for the rest of their life. Who doesn't want a GREAT week of camp?!?” *Goal setting and management*: “On the first night they create ‘house rules’ together. Each night following, the girls have a space to talk through their day and emotions in a safe

environment. This past year, it increased their unity as a cabin, decreased internal arguments with the girls, and increased awareness as a whole on how to live with others.” *Growth mindset* and *transcendent awareness* were noticeably absent.

In their open responses, 4-H county staff were able to identify all the 4-H Thriving Outcomes in LTP@C (see Appendix J). Regarding *social competence*, one participant responded, “I really appreciate the curriculum and the precedence it sets for young people. I attribute my best year of camp to doing LTP@C with my students in 2023 – and I have been attending Cloverleaf Camp since 2007. I think if EVERY county did LTP@C to the SAME level, we could see significant positive growth statewide and a huge decrease in COC violations and police calls.” *Personal standards* response: “Thank you for providing this lesson for counties to use in a variety of ways! I found ... that covering the basic ideas and suggestions during camp orientation all together with Parents and 4-H’ers helped me to establish a clearer emphasis on behavior expectations not only at a week of camp but for the tone of our organization as a whole and ensuring parents alongside with 4-H’ers that we provide a nurturing environment while away at camp, especially with that being a major first event away from home for many youth. Additionally, we had all our campers sign their contracts as a follow up reminder the week of camp, as a refresher” For *contribution to others*, a respondent stated, “Everyone should contribute to their cabin/dorm and their group/rotation. If you take the time to set students up for success this way, it is most beneficial.” Concerning *connection to others*, a response read, “Yes, many campers were mindful of the actions of others and brought concerns to adults based on what they knew and learned about LTP at camp. Because of the LTP implementation, it seemed like campers were more willing to voice concerns about other’s behavior when it was an issue. They were also able to do it in an appropriate way without putting others down or complaining.”

Another wrote, “A few campers recognized ‘trouble starters’ while at camp and pointed them out to leaders.” *Personal responsibility*: “LTP started in the county that I first worked in Many [sic] years ago. I have always used parts of LTP at my camp orientations since 2000. It is a great way to get 4-H'ers to think before they act.” *Academic motivation and success*: “It is hard to know for some of these students if they are one time campers. However, in our county, many repeat years and you can definitely see growth – particularly if the young person is involved in a lot of other 4-H programming. Positive academic attitude would be the one thing I think 4-H falls short on for some students.”

Finally, to address the second research question regarding the strengths and weaknesses of Georgia 4-H’s LTP@C curriculum, the capstone investigator also compiled specific suggestions from staff regarding lesson structure, presentation, and content. Their recommendations addressed time constraints, responsibility, sensitivity, and other common problems (see Tables 2 and 3).

Table 2

Qualitative Analysis County Staff Open Response Themes

Themes	Quotes
Discipline direction	<ul style="list-style-type: none"> • “I think it would have been helpful to have steps to follow regarding common COC violations.”
Lesson autonomy	<ul style="list-style-type: none"> • “I have only done the LTP@C contract, I have not done any of the lessons.” • “I would cover the basic info outlined in the LTPC contract and remind campers of their signature on it ...” • “The contract was really good. I went over it during our Camp Parent Information meeting and again before we loaded the bus to leave for camp.” • “Living together peacefully at camp would be beneficial as video that our campers watch based on each camp and 4-H'er level. That way it is uniform across the board to all campers and there isn't room for picking and choosing what each county uses.”

Simplicity	<ul style="list-style-type: none"> • “I think it would be good to condense the lessons into 1 page handouts with key talking points and summary of activities.” • “Time - I feel this training takes more time resources than the good it provides. I would offer a simpler version.”
Specificity	<ul style="list-style-type: none"> • “[I]t would be cool to have lessons specifically tied to the camp and the history of the camp.”
Video	<ul style="list-style-type: none"> • “Adding a PowerPoint template would be helpful.” • “Earlier notification of information and maybe a video or powerpoint [sic] that goes along with it.” • “There needs to be a video so all material is presented equally to campers.” • “This is a Youtube [sic]-learning generation, so any kind of videos with important examples would be helpful.”
Augmentation	<ul style="list-style-type: none"> • “Some additional lessons enough for the whole week and for the lessons to be more hands on.” • “More activities.” • “We camped at Burton early on, and the counselors were still somewhat unsure of how/what they were teaching. More training or clarity for them would probably be beneficial!”
Time	<ul style="list-style-type: none"> • “There is no time to implement programming at camp.” • “More time, this year it seemed very quick with parent meetings happening as the curriculum was being previewed.” • “Just more time with it before camp orientation meeting takes place.” • “Time. Both youth and parents actually coming to our camp orientation nights.” • I personally do not think there is enough time in the RE Camp schedule for county leaders or adult volunteers to offer any additional lessons. The overall schedule would need to change if this is what Georgia 4-H Camp is wanting to focus on.” • “There is just not enough time between everything and the expectation that the lights are out by 11pm. We talk about caring and the expectation of keeping the cabin in order. Too much!” • “Hard to add extra things for us to do at camp. Not a lot of time. The little down time, campers want to chill or play games not have a lesson.” • “There is no time to breathe at camp. Zero time to use any cabin time for a class.”
Responsibility	<ul style="list-style-type: none"> • “I would say this is one of those things that looks good on paper, but doesn’t work very well in the real world. Most of the problems that happen at camp are learned behaviors from home. Without the parents

	<p>learning and changing their habits and behaviors, the kids are not likely to accept lessons like this.”</p> <ul style="list-style-type: none"> • “Cabin time is for the counselors to be with the kids and have fun not to be doing social/emotional lessons.”
Structure	<ul style="list-style-type: none"> • “I prefer Milk Cottage (or a similar time at small camp) to be about what the kids want. It is unstructured for a reason and allows them the opportunity to control a part of camp and work together to decide on what they want to do. I feel like using this time to ‘learn how to live together at camp,’ the kids miss out on actual camp. Kids can learn how to get along in a more natural way and not through structured programming.”

Table 3*Qualitative Analysis Summer Camp Counselor 2023 Open Response Themes*

Themes	Quotes
Discipline	<ul style="list-style-type: none"> • “Discipline issues should be handled by the adults and lead agents. If anything escalates, then contact the parents. I think the system now is good.” • “Discipline issues are the problems for county agents, adult leaders, and parents. It is not the job of the counselors to help with discipline issues. our [<i>sic</i>] job is to make sure the campers have the best week ever and to help them feel connected to 4-H.” • “Adult leaders should be largely in charge of discipline, while the counselors lead more by example.” • “The idea about discipline should be handled largely by adults and then highly encouraged/enforced by the counselors.” • “ADULTS - counselors are not here for discipline as much as friends, role models & to connect with them. Being the ‘bad guy’ flies in the face of that mission.” • “Adults are in charge of discipline not counselors and they should deal with it before it gets brought to their attention.” • “probably [<i>sic</i>] the adult leaders because they are seen as the disciplinarian & they are the ones who implement disciplinary measures while at camp.”
Responsibility	<ul style="list-style-type: none"> • “Campers just want to have fun with their milk cottage counselor and not serious stuff. I always had trouble keeping their attention and they were ready to move on to the next activity. Milk cottage counselors are meant to be fun older siblings/role models to the kids and not rule

	<p>setters. Made up by adults and that's why it didn't work coming from the counselor."</p> <ul style="list-style-type: none"> • "I felt as if we as counselors shouldn't be teaching these activities. They want the counselors to be fun." • "I think the adults can teach it while waiting for counselors at the cabin" • "Cabin leaders should teach them during lunch or be taught before camp." • "I think the adult leaders should have a sit down talk before we come to their cabin." • "Adults! Counselors are suppose [<i>sic</i>] to be fun people for the kids and not 'parent' in that situation." • "NOT BY THE COUNSELORS!!!!" • "let the adults handle it" • "I think these activities should be done before they come to camp because we as counselors should worry about having fun with them." • "I think these concepts should be discussed in the 10-15 mins before milk cottage, that way all the kids can be present & ready for counselors." • "LPAC should be taught by county staff in small meetings be[f]ore camp so milk cottage time can be what the counselors planned instead of being used up by activities the campers are not interested in." • "If the activities will still be used in the future the adult leader and/or county agent should handle it before camp." • "The adult leaders should have a sit down with them after registration and settling in rooms, NOT by counselors." • "the adult leaders should have a sit down talk with the kids before the milk cottage counselors arrive. This talk should go over the code of conduct (kid version) as well as the consequences, too."
Qualification	<ul style="list-style-type: none"> • "While teaching some of these lessons, specifically the rolling dice activity, exposed some very deep mental burdens/issues within children that I am in no way qualified to deal with." • "These lessons are solely dependent on the campers. Most of them come into camp already knowing this. Also some activities were too deep and we as counselors shouldn't be the ones to tell them this because we aren't licensed therapists." • "These are subjects for professionals." • "Discipline should be done strictly by the adult leaders. Some of the activities dug too deep and we didn't have the proper training." • "Let the adults handle the discipline. It's not the counselors [<i>sic</i>] job to teach these kids coping skills or how to deal with these feelings. We are there to have fun with kids not to be their therapists."

Connection	<ul style="list-style-type: none"> • “The lessons were not super memorable for the kids & especially when its [<i>sic</i>] the first thing they do with them, it can be difficult to make those connections.” • “a lot went over there [<i>sic</i>] heads & the feeling of it being more of an activity with a lesson forced in kinda [<i>sic</i>] turned some away.” • “Behavior issues were present before arrival.” • “Also know that this is a very different environment than school & it is only 5 days & many factors & home life factors effect these kids.”
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Findings

The data collected from the 2023 Georgia 4-H survey, the 2024 county staff survey, and the document review of the University of Georgia Police Department daily logs serve as an introduction to a deeper understanding of staff perceptions about summer camp behaviors and the effectiveness of the LTP@C curriculum in the context of the 4-H Thriving Model. This capstone project's findings emerged from the themes within the personal and social competencies of the EI framework. The four findings are the foundation for answering the project questions and providing the basis for recommendations.

The findings also support the existing literature regarding the academic, social, and emotional deficits exacerbated by the pandemic and the importance of high-quality social-emotional programming to counteract them. The first project finding addressed the first project question regarding the number of behavior incidents and Code of Conduct violations at summer camp. The remaining findings addressed the second project question regarding the strengths and weaknesses of the LTP@C curriculum; as such, Appendix J offers detailed deductive thematic coding of the survey open responses.

Question 1: What was the impact, if any, of the Living Together Peacefully at Camp (LTP@C) curriculum on the conduct problems of the Georgia 4-H summer campers?

- What problematic behaviors exhibited by summer camp youth were reported by staff in 2022 and 2023?
- Based on these differences, what was the impact, if any, of the LTP@C curriculum on the reduction of conduct problems?

Consistent with the literature, a document review of the University of Georgia Police Department's daily reports revealed almost double the number of reports post-COVID (see Figure 2). The 2023 Georgia 4-H survey revealed sixteen internalizing behaviors and twenty-four externalizing behaviors (see Figures 6 and 7). LTP@C implementation, including both parent and camper versions with contract, would decrease internalizing and externalizing behaviors and help campers manage their emotions, develop respect and empathy for others, and build relationships.

Finding #1: Staff perceptions of LTP@C lessons align with the developmental context, youth thriving factors, and developmental outcomes of the 4-H Thriving model.

In the 2023 survey's open responses, respondents acknowledged the differences in behavior returning to summer camp after the pandemic lockdowns. Staff perspectives also confirmed the literature review's results; the increase in behavior issues was attributed to the lack of social interaction in the COVID years.

“This year was the most behavior issues I’ve had in 4 years.”

- 4-H Agent, 2023 survey

“Last summer, coming out of Covid ... a lot of kids were ... socially behind. ... compared to 2019, it was just wilder. ...it was their first opportunity to get close to each other and touch each other and be around each other and hang out with each other, and they just didn't know how to act. ...coming out of Covid is the protective bubble they had been in ...”

- 4-H PDC, 2023 survey

The close quarters and forced social interaction of summer camp were a difficult adjustment for a generation of campers who had just endured two years of isolation. There was no development of social awareness or relationship skills. Because of mental health issues and a lack of social bonds, behavior problems at Georgia 4-H summer camp would be expected. The results of both surveys indicate that the LTP@C curriculum would prepare camp youth and adults through SEL

competencies. Summer camp staff agreed that the LTP@C lessons had the Youth Program Quality Principles of support for efficacy and mattering, opportunities to belong, supportive relationships, positive social norms, and appropriate structure. They recognized Thriving Indicators of openness to challenge and discovery and positive emotions. Finally, according to staff, Developmental Outcomes of connection with others and social competence can be found in LTP@C.

Question 2: What are the strengths and weaknesses of Georgia 4-H's Living Together Peacefully at Camp curriculum in improving social-emotional learning (SEL)?

- What is the impact on the number of behavior incidents and Code of Conduct violations at summer camp in 2022 and 2023?
- How do summer camp staff rate the effectiveness of LTP@C in the context of the SEL tenants of the 4-H Thriving Model?

The 2024 survey of county staff shows that when supervising adults recognize Code of Conduct violations (and presumably prevent escalation), the number of incident reports remains lower (Figures 14, 15, 16, and 17). In 2022, a total of sixteen survey participants reported one or more COC violations, and in 2023, twenty-one staff members reported one or more COC violations. In 2022, a total of fourteen responding staff reported one or more incident reports, and in 2023, sixteen staff reported one or more incident reports. Twelve 4-H staff members reported filing zero police reports for those years.

Figure 14

Code of Conduct Violations 2022

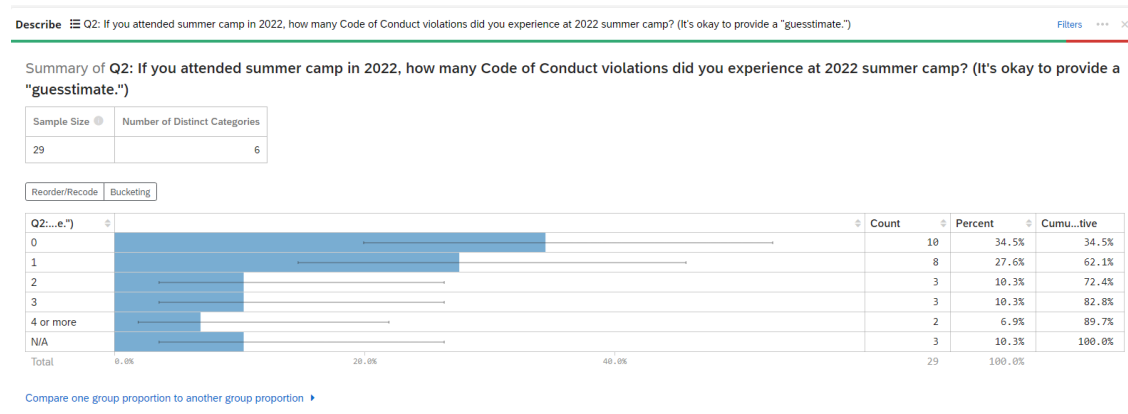


Figure 15

Code of Conduct Violations 2023

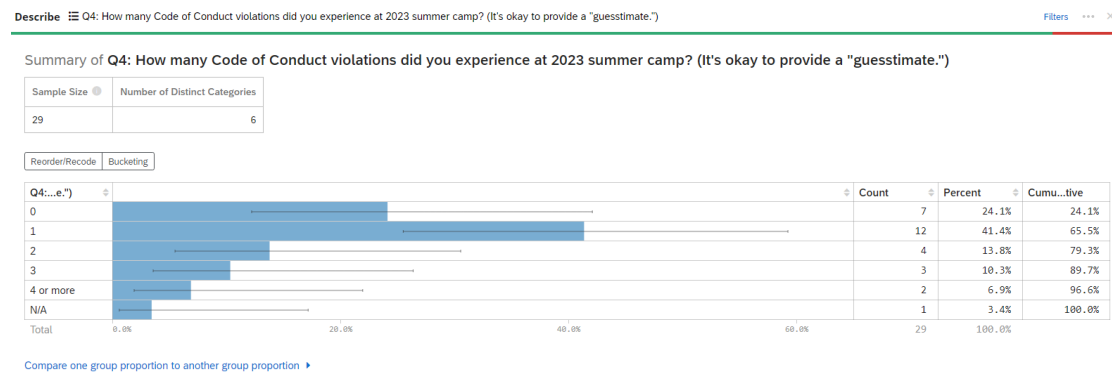


Figure 16

Incident Reports 2022

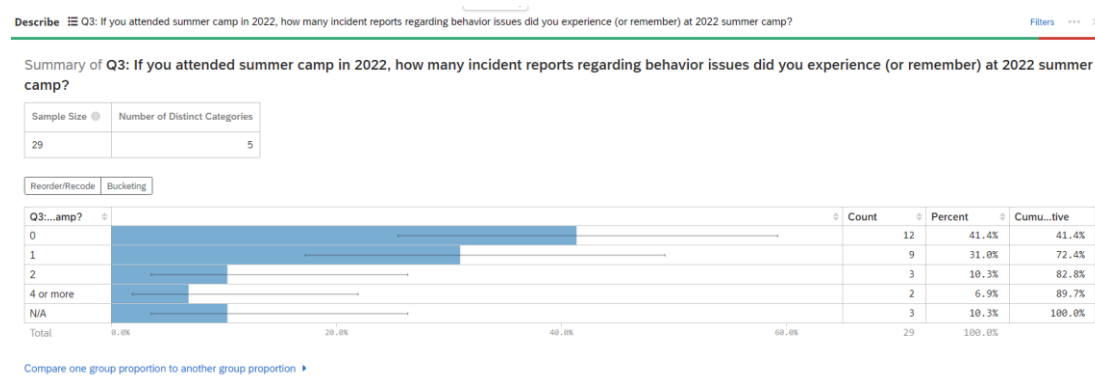
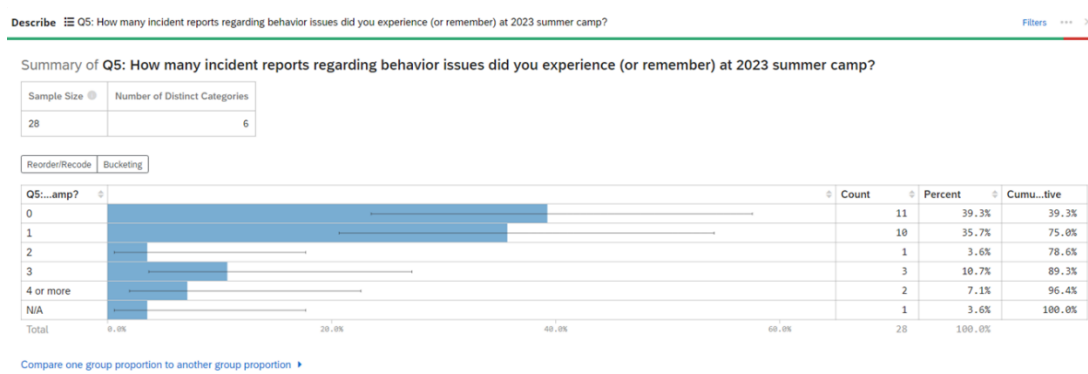


Figure 17

Incident Reports 2023



Finding #2: County staff cite time constraints (both preparation and summer camp schedule) as barriers to LTP@C implementation.

The open-response survey questions included suggestions for improving the LTP@C curriculum, which provided insight into the practical application of SEL programming for Georgia 4-H. The predominant complaints were time and resources. Not only did county staff lack time to prepare and implement the lessons, but they also reported that the summer camp daily schedule was too busy to allow adequate SEL instruction.

“Time - I feel this training takes more time resources than the good it provides. I would offer a simpler version.”

- County 4-H staff member, 2023 survey

“I personally do not think there is enough time in the RE Camp schedule for county leaders or adult volunteers to offer any additional lessons. The overall schedule would need to change if this is what Georgia 4-H Camp is wanting to focus on.”

- County 4-H staff member, 2023 survey

“There is just not enough time between everything and the expectation that the lights are out by 11pm. We talk about caring and the expectation of keeping the cabin in order. Too much!”

- County 4-H staff member, 2023 survey

“There is no time to breathe at camp. Zero time to use any cabin time for a class.”

- County 4-H staff member, 2023 survey

Some staff members requested condensed lesson materials and technological resources to make implementation more convenient and less time-consuming. These materials would make it easier for staff to present LTP@C lessons, and multi-modal presentation (i.e., auditory and visual) would make the curriculum more accessible to diverse learners.

“I think it would be good to condense the lessons into simple 1 page handouts with key talking points and summary of activities.”

- County 4-H staff member, 2023 survey

“Earlier notification of information and maybe a video or powerpoint [sic] that goes along with it.”

- County 4-H staff member, 2023 survey

“This is a Youtube [sic]-learning generation, so any kind of videos with important examples would be helpful.”

- County 4-H staff member, 2023 survey

Survey respondents also expressed concern about the use of fun, unstructured camp time to do formal SEL programming. Participants seemed to view LTP@C lessons as independent from the camp schedule and not as skills and competencies that could be integrated into camp activities. For example, recognizing emotions inspired during high-adrenaline activities like rock wall climbing or zipline, or perspective taking, communication, and cooperation required for team-building activities, such as the Clean Cabin competition.

“There is no time to implement programming at camp.”

- County 4-H staff member, 2023 survey

“Hard to add extra things for us to do at camp. Not a lot of time. The little down time, campers want to chill or play games not have a lesson.”

- County 4-H staff member, 2023 survey

Finding #3: 4-H staff view social-emotional programming and LTP@C in particular as lessons presented separately from camp activities rather than integrated within.

Both 4-H county staff and camp counselors appeared to have some misconceptions regarding the implementation of LTP@C lessons as separate from summer camp. Instead of integrating social-emotional learning, these survey participants seemed to believe that the presentation of the LTP@C curriculum would be in the traditional, structured academic format rather than a natural occurrence during regular camp activities. Although the summer camp environment can offer a fresh, new outdoor setting that can be quite different from campers' home environments, some respondents even questioned the effectiveness of LTP@C on learned behaviors.

“I would say this is one of those things that looks good on paper, but doesn't work very well in the real world. Most of the problems that happen at camp are learned behaviors from home. Without the parents learning and changing their habits and behaviors, the kids are not likely to accept lessons like this. Furthermore, I would say trying to do a lesson of this nature at camp is the wrong place and the wrong time. While all the camp counselors are awesome, it would take an exceptionally awesome counselor to deliver this type of lesson to campers.”

- County 4-H staff member, 2023 survey

“Campers just want to have fun with their milk cottage counselor and not serious stuff. I always had trouble keeping their attention and they were ready to move on to the next activity. Milk cottage counselors are meant to be fun older siblings/role models to the kids and not rule setters. Made up by the adults and that's why it didn't work coming from the counselor.”

- Rock Eagle camp counselor, 2023 survey

“I feel as if we as counselors shouldn't be teaching these activities. They want the counselors to be fun.”

- Rock Eagle camp counselor, 2023 survey

“I prefer Milk Cottage (or a similar time at small camp) to be about what the kids want. It is unstructured for a reason and allows them the opportunity to control a part of camp and work together to decide on what they want to do. I feel like using this time to 'learn how to live together at camp,' the kids miss out on actual camp. Kids can learn how to get along in a more natural way and not through structured programming.”

- County 4-H staff member, 2023 survey

Finding #4: 4-H staff have concerns about both cultural awareness and mental health sensitivity in LTP@C.

Summer camp counselors who participated in the 2023 survey perceived issues of students who could not relate to the LTP@C lessons, especially considering what they viewed as a disruption to regular camp programming.

“The lessons were not super memorable for the kids & especially when its [sic] the first thing they do with them, it can be difficult to make those connections.”

- Rock Eagle camp counselor, 2023 survey

“a lot went over there [sic] heads & the feeling of it being more of an activity with a lesson forced in kinda [sic] turned some away.”

- Rock Eagle summer camp counselor, 2023 survey

One county agent raised the necessity of including scenarios in LTP@C with cultural diversity in food and clothing. While this particular example may be rather superficial and bordering on stereotype, it is important to consider the intersectional identities of each camper, not only for LTP@C but also during the summer camp experience.

“As discussed in our GAE4-HYPD Diversity Committee meeting, we believe it would be beneficial to add scenarios that highlight inclusion ... how to live peacefully at camp when a camper for example brings snacks that may have a strong aroma but is a snack from a different culture, or how not to make fun of someone just because they are wearing traditional clothing/headcover from their culture, etc.”

- County 4-H staff, 2023 survey

Rock Eagle camp counselors acknowledged the influence of the youth’s home environment on their ability to manage their own emotions, develop respect and empathy for others, and build relationships.

“Behavior issues were present before arrival.”

- Rock Eagle camp counselor, 2023 survey

“Also know that this is a very different environment than school & it is only 5 days & many factors & home life factors effect these kids.”

- Rock Eagle camp counselor, 2023 survey

Summer camp counselors voiced concerns about mental health issues exposed in campers while participating in the SEL activities. Although 4-H faculty and staff are mandated reporters if they

suspect the home environment could pose any danger to the child, most of the camp counselors are new college students. It can be difficult for a young adult to know how to respond when faced with a serious mental health issue.

“While teaching some of these lessons, specifically the rolling the dice activity, exposed some very deep mental burdens/issues within children that I am in no way qualified to deal with”

- Rock Eagle camp counselor, 2023 survey

“These lessons are solely dependent on the campers. Most of them come into camp already knowing this. Also some activities were too deep and we as counselors shouldn’t be the ones to tell them this because we aren’t licensed therapists.”

- Rock Eagle camp counselor, 2023 survey

These survey responses illustrate the importance of SEL training for adult leaders at summer camp. SEL awareness is vital to cultivating the personal and social natures of emotional intelligence. The appropriate response to a mental health emergency could be the difference between life and death.

Recommendations

Based on the findings of this project study and the conceptual framework, the following recommendations are proposed for Georgia 4-H. Table 4 shows the alignment of the recommendations to the findings and the conceptual framework.

Table 4

Capstone Project Recommendations

Recommendations	Alignment to Findings	Alignment to Conceptual Frameworks
#1 Make <i>LTP@C</i> implementation a requirement, including both parent and camper version with contract, for summer camp orientation	#1 Equipping every Georgia 4-H summer camper with skills to identify and manage strong emotions should decrease in both internalizing and externalizing behaviors	CASEL Model <ul style="list-style-type: none"> • Self-awareness • Self-management 4-H Thriving Model <ul style="list-style-type: none"> • Physical and psychological safety • Positive social norms

		<ul style="list-style-type: none"> • Integration of family, school, and community • Relationships • Prosocial orientation • Social competence • Personal Standards • Connection with others • Personal responsibility
#2 Create complete, customized lesson plans, PowerPoint presentations, and videos for each 4-H Center and all specialty camps	#2 Time constraints (both preparation and summer camp schedule) as barriers to <i>LTP@C</i> implementation would be eliminated, allowing staff to present lessons for orientation and incorporate the SEL competencies into summer camp activities	<p>CASEL Model</p> <ul style="list-style-type: none"> • Relationship skills • Responsible decision-making <p>4-H Thriving Model</p> <ul style="list-style-type: none"> • Appropriate structure • Support for efficacy and mattering • Opportunities for skill building • Belonging • Engagement • Goal setting and management
#3 Require training sessions in SEL and <i>LTP@C</i> in its entirety for all staff members	#3 Social-emotional programming and <i>LTP@C</i> lessons can be integrated within camp activities	<p>CASEL Model</p> <ul style="list-style-type: none"> • Emotional skills • Cognitive skills • Behavioral skills <p>4-H Thriving Model</p> <ul style="list-style-type: none"> • Supportive relationships • Belonging • Hopeful purpose • Social competence • Contribution
#4 Cultural, contextual, and situational sensitivity in both training and presentation of <i>LTP@C</i>	#4 Incorporating activities in <i>LTP@C</i> that promote inclusion will help to develop awareness of multiple identity groups and mental health challenges for both campers and staff	<p>CASEL Model</p> <ul style="list-style-type: none"> • Social awareness • Relationship skills <p>4-H Thriving Model</p> <ul style="list-style-type: none"> • Physical and psychological safety • Supportive relationships • Opportunities to belong • Positive social norms • Support for efficacy and mattering • Integration of family, school, and community • Belonging

		<ul style="list-style-type: none"> • Relationships • Prosocial orientation • Transcendent awareness • Social competence • Connection with others
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Recommendation #1: Georgia 4-H should require LTP@C implementation, including both parent and camper versions with contract, for summer camp orientation.

Summer camp orientation is currently required programming for all prospective Cloverleaf campers to prepare them for a week away from home. LTP@C would provide a rigorous, research-based curriculum that would prepare both staff and campers to live in close quarters with unfamiliar people. Nurturing SEL skills will help campers manage their own emotions, develop respect and empathy for others, and build relationships. Giving adult leaders and youth insights into EI prepares them to manage their emotions and interact with others in a new environment (Goleman, 1995). Equipping every camper with skills to identify and manage strong emotions should decrease both internalizing and externalizing behaviors.

Each version of LTP@C provides valuable resources that are more effective when used in conjunction. The camper orientation provides residential camping expectations, social interaction with other campers, and proper responses to given situations. The parent orientation gives parents and guardians awareness of expectations, policies, and procedures, and helps them to prepare for emotions that campers typically experience to increase comfort and lower anxiety. The contract signifies the camper's commitment to the agreement and can be used as a reference to reinforce behaviors and have discussions during the week of camp.

Recommendation #2: Georgia 4-H should create complete, customized lesson plans, PowerPoint presentations, and videos for each 4-H Center and all specialty camps.

The LTP@C committee has assigned members to create customized lesson plans and PowerPoint slide decks for Cloverleaf Camp at each 4-H center: Burton, Fortson, Jekyll, Rock Eagle, and Wahsega. These resources will eliminate time constraints, allowing 4-H staff to present lessons for orientation and incorporate SEL competencies into summer camp activities. Youth who attend specialty camps, such as Marine Resource, Senior Extreme, and Wilderness Challenge, although generally experienced campers, would also benefit from a specialized LTP@C presentation to provide social and emotional support as they navigate the camping experience. In addition to being more accessible for diverse learners, videos would be useful for instructional and marketing purposes. The committee's preparation of all necessary materials for presentations of the lessons for each specialized 4-H center leaves the adult staff free to focus on the important issues: preparation for the physical environment of camp, acknowledgment of new emotions that will occur, and responsibility for the actions influenced by these feelings in a social setting.

Recommendation #3: Georgia 4-H should mandate training sessions in SEL and LTP@C for all staff members.

Social-emotional programming and LTP@C lessons can be integrated into camp activities. The project team firmly believes that one of the strengths of the 4-H program is the emphasis on youth individual interest and experiential learning. Self-determination theory (SDT; Ryan & Deci, 2020) presumes that individuals require support for three basic psychological needs to achieve growth and integration: *autonomy* (initiative and ownership), *competence* (efficacy and mastery), and *relatedness* (connection and belonging). "SDT argues that need supports enhance intrinsic motivation and internalization, resulting in higher achievement, whereas, paradoxically, attempting to control achievement outcomes directly through extrinsic

rewards sanctions, and evaluations generally backfires, leading to lower-quality motivation and performance” (Ryan & Deci, 2020, pp. 1-2). As noted earlier, the 4-H Essential Elements of mastery, generosity, belonging, and independence (which encompass the three basic psychological needs of SDT) are present in LTP@C.

4-H staff survey participants indicated that the LTP@C curriculum may not promote the 4-H Thriving Developmental Outcome of *positive academic attitude*. The project team contends that this is not necessarily a negative perspective. Ryan and Deci (2020) offer this insight about life and learning:

Unlike most learning in life, in which experiments, failures, and risks are part of the learning process, in schools there is too often a different emphasis: namely, evaluating most everything a student does using grades as feedback. The priority placed on grades, both by teachers and parents, often catalyzes performance goals, or desire to outperform others, since grades are typically comparative rather than criterion based. (p. 5)

SEL awareness for adult leaders is just as important as high-quality SEL instruction for children. Camp staff and counselors need to be able to recognize and respond to mental health issues in their campers, but they also need to maintain their own social-emotional health. “We also consider how an atmosphere conducive to thriving students requires thriving teachers, and thus the importance of supporting teachers’ basic psychological needs” (Ryan & Deci, 2020, p. 2).

Recommendation #4: Promote opportunities for inclusion by providing cultural, contextual, and situational sensitivity in both training and presentation of LTP@C.

Incorporating activities in LTP@C that promote inclusion will help develop cultural awareness for both campers and staff. Fields (2020) offers equity considerations for 4-H Thriving Program Quality Aspects, Indicators, and Developmental Outcomes (Tables 5, 6, and 7). The

program quality of SEL lessons should be culturally relevant, authentic, and learner-centered. The integration aspect should include social capital development opportunities (see Table 5).

Table 5

Equity Considerations for 4-H Thriving Quality Aspects

Eight critical aspects of quality	Equity considerations
Physical and psychological safety	. . . consider the socioecological factors that affect marginalized communities.
Appropriate structure	. . . that is culturally relevant.
Supportive relationships	. . . with diverse groups of youth & adults that also represent the identities of the youth.
Opportunities to belong	. . . in a genuine and authentic environment.
Positive social norms	. . . that do not reinforce a hegemonic understanding of norms or behaviors but are inclusive of the cultures represented in the community.
Support for efficacy and mattering	. . . and opportunities for critical thinking and action that addresses issues of injustice.
Opportunities for skill building	. . . through culturally relevant learning.
Integration of family, school, and community	. . . to place the youth, family, and community at the center of programs. This also increases opportunities to develop social capital through bonding, bridging, and linking networks (Multi-State Research Project NCERA215, 2015).

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The thriving indicators of SEL lessons should accommodate personal connections, high expectations, and diverse cultural values. In particular, “PYD professionals must examine the complex social, emotional, and political forces that influence youth experiences” (Fields, 2020, p. 189), including trauma (see Table 6).

Table 6*Equity Considerations for 4-H Thriving Indicators*

Thriving indicator	Equity considerations
Openness to challenge and discovery	Exposure to new opportunity and connections can serve as a link to critical perspectives, resources, and connections to institutions that can bring about change.
Growth mindset	This directly connects to the concept of high expectations—a key ingredient within culturally relevant teaching.
Hopeful purpose	This concept directly connects to self-efficacy—an integral component of youth’s success and confidence to address issues related to injustice.
Transcendent awareness	It is critical that the idea of transcendent awareness not imply a religious affiliation as this can be exclusive. A sense of empathy grows when one acknowledges that the world is bigger than just oneself. Social justice requires one to feel a sense of responsibility beyond self.
Pro-social orientation	This must include diverse cultural values and norms related to respect, responsibility, honesty, caring, and helping others so as to not reinforce hegemonic understandings and expectations.
Positive emotionality	It is critical to acknowledge the trauma and societal factors that exist within marginalized communities as this can be a determining factor of optimism and emotional responses. PYD professionals must examine the complex social, economic, and political forces that influence youth experiences.
Goal management	Youth’s cultural values must be at the center of establishing desired goals. Strategies to achieve goals should be informed by the youth’s socioecological factors. Increasing access to social capital can influence self-efficacy—a critical ingredient in setting and achieving personal and community goals.

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SEL program developmental outcomes should acknowledge social inequality, privilege, and systems of oppression (see Table 7). The individual experience of the camper must be

considered, especially in response to mental health issues exposed by SEL activities in LTP@C. If camp counselors and staff are not equipped to deal with difficult situations, they should at least know how to respond and who to contact. While SEL does not replace the need for mental health interventions for students who need it, SEL can cultivate important “protective factors”—caring relationships, safe and supportive environments, and social and emotional skills—that buffer against mental health risks (CASEL, 2024).

Table 7

Equity Considerations for 4-H Developmental Outcomes

Developmental outcome	Equity questions to consider
Academic motivation and success	How do we consider inequitable access to quality education in academic motivating factors? How do we consider inequitable access to quality education in academic success outcomes (i.e., education debt owed to marginalized audiences; [Ladson-Billings, 2006])? How do we define success, and it does align with the community’s cultural values?
Social competence	How do we intentionally acknowledge diversity, privilege, systems of oppression? Do we support inclusive practices among diverse youth and volunteers?
Personal standards	How do we place equal value on various cultural norms and values?
Contribution to others	How do we encourage engagement in service and collective action to address social injustice?
Connection to others	How do we ensure connection among and between diverse groups of people?
Personal responsibility	How do we acknowledge societal inequities that affect one’s sense of self-efficacy? How do we acknowledge the varied levels responsibilities for youth who are a depended source of income in their family?

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Dewey (1922), who established that the most effective way for students to learn subject matter was to connect it to their own experience and interest, also viewed habit as the fusion of feeling, thinking, and doing. Goleman (1995) effectively synthesized these concepts in his list of

the key ingredients of effective SEL programs (see Figure 18). LTP@C will teach campers how to appropriately identify, manage, and express their feelings (emotional skills), understand and interpret social cues, behavioral norms, and diverse perspectives (cognitive skills), and communicate verbally and nonverbally (behavioral skills). It is crucial for summer camp staff and counselors to introduce these key ingredients during summer camp orientation with LTP@C and to integrate the skills within daily summer camp activities. During cooperative projects, campers can learn emotional skills, such as assessing the intensity of feelings, controlling impulses, and knowing the difference between feelings and actions. Summer camp youth can practice cognitive skills like reading and interpreting social cues, understanding behavioral norms, and recognizing the perspective of others during recreational time. Nonverbal and verbal behavioral skills can be practiced at every camp activity, from mealtime to lights out.

Figure 18

Key Ingredients of Effective SEL Programs

Emotional Skills	Cognitive Skills	Behavioral Skills
<ul style="list-style-type: none"> • Identifying and labeling feelings • Expressing feelings • Assessing the intensity of feelings • Managing feelings • Delaying gratification • Controlling impulses • Reducing stress • Knowing the difference between feelings and actions 	<ul style="list-style-type: none"> • Self-talk: Conducting an "inner dialogue" as a way to cope • Reading and interpreting social cues: Recognizing social influences on behavior • Using steps for problem-solving and decision-making: Controlling impulses, setting goals, identifying alternative actions, anticipating consequences • Understanding the perspectives of others • Understanding behavioral norms (what is and is not acceptable behavior) • A positive attitude toward life • Self-awareness: Developing realistic expectations about oneself 	<ul style="list-style-type: none"> • Nonverbal: Communicating through eye contact, facial expressiveness, tone of voice, and gesture • Verbal: Making clear requests, responding effectively to criticism, resisting negative influences, listening to others, helping others, participating in positive peer groups

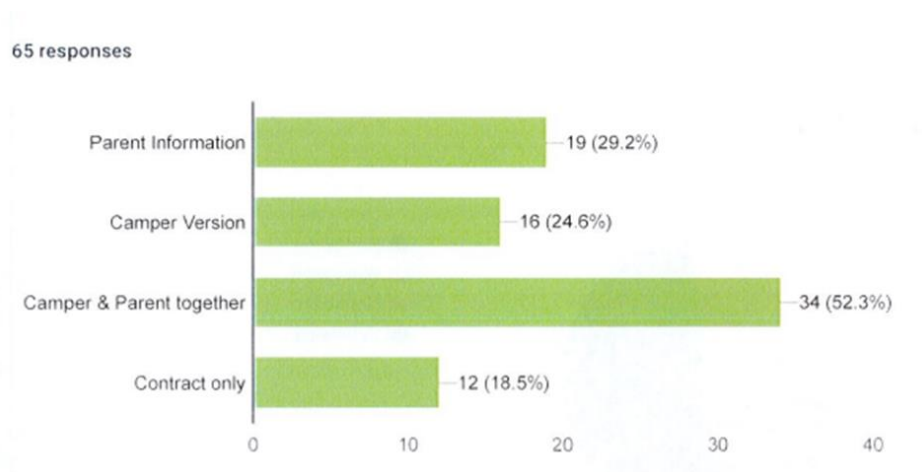
Note. From *Emotional Intelligence: Why it Can Matter More than IQ* (pp. 267-268), by D.

Goleman, 1995, Bantam Books. Copyright 1995 by Daniel Goleman.

Participation in an SEL program, such as LTP@C, reduces emotional distress, externalizing behaviors, and discipline problems. It enhances a positive attitude about self and others, coping skills, resiliency, and emotional identification and reduces symptoms of anxiety and depression in the short term (CASEL, 2024). Campers develop a sense of safety and support, improved relationships with adult leaders and peers, and stronger feelings of belonging and inclusion. SEL programming also contributes to reductions in bullying and aggression (CASEL, 2024).

Limitations

This capstone project has several limitations. The University of Georgia Police Department Daily Logs (see Appendices A and B) are a reflection of the behavior challenges returning from the social isolation of the pandemic and do not reflect the impact of the LTP@C curriculum. Camp staff file UGA Police reports as a last result to a severe circumstance, and only a fraction of Georgia 4-H summer camp staff implemented LTP@C in 2023. Poor behavior usually occurs in stages and can be recognized first as a 4-H Code of Conduct (which every camper signs) violation (see Appendix G). Reporting requirements post-pandemic became more stringent. In addition, a limited number of counties implemented the LTP@C curriculum as pilot lessons, and delivery was inconsistent. The participating staff ($n = 65$) had autonomy in deciding which version they used: Camper only, parent only, camper and parent combined, or contract only (see Figure 19).

Figure 19*Living Together Peacefully at Camp Version*

Theoretically, recognition and management of emotions by both campers and staff should result in the identification of behavior problems in the Code of Conduct violation stage before they escalate into a police report.

Secondly, the original 2023 survey made available through Georgia 4-H had 163 participants, but the sample size for the 2024 survey designed by the project team was only thirty-four. Although a larger sample would provide a more thorough study for the second survey, the project team believes the purposive sample of county staff and camp counselors implementing LTP@C provided valuable information. Because this project is not generalizable, external validity is not a concern.

Regarding internal validity, the findings of the project align with the reviewed literature and conceptual framework, and the project design, conduct, and analysis answer the project questions without bias. Since the LTP@C curriculum is now a Georgia 4-H requirement for 2024, Georgia 4-H expects the true impact of LTP@C to be reflected in the data collected from the 2024 summer camp season.

Conclusion

The results of this capstone inquiry indicate that Georgia 4-H's LTP@C curriculum has a solid foundation in the CASEL competencies and related SEL literature. Staff perceptions of the lessons align with the developmental context, youth thriving factors, and developmental outcomes of the 4-H Thriving Model. It is critical for youth development professionals to be aware of the influence of cultural/social identity (with the attending assumptions, values, norms, biases, and experiences of privilege and oppression) on youth mental health and wellbeing. Professional training will develop skills to recognize indicator behaviors, identify common mental health challenges, and understand trauma-informed strategies and techniques. Programs like LTP@C can create relationships that maximize protective factors by encouraging self-confidence and managing strong emotions to handle adverse situations. The 4-H Program Leaders Working Group (PLWG) Access, Equity, and Belonging Committee (AEBC) has created a Thriving Through an Equity Lens fact sheet (2022) with information on creating an inclusive environment, utilizing a trauma-informed approach, and identifying community resources.

Each Georgia 4-H center serves over 8,000 students and adults annually through environmental education and summer camp programs (Georgia 4-H, n.d.). Many campers attend through scholarship and fund-raising opportunities. All campuses have dining halls, cabins, outdoor pavilions with fire pits, basketball and volleyball courts, auditoriums, classrooms, and swimming areas. Rock Eagle has a natural history museum and a putt-putt golf course. These 4-H facilities offer a unique experience based on the local ecosystem and diverse native wildlife. Summer camp is an incomparable opportunity for youth to meet other students and adults from across the state, cultivate new relationships, develop environmental awareness, and connect to nature. Summer camp participation leads to improved social and emotional competencies, such

as empathy, self-esteem, peer relationships, public speaking, leadership development, self-efficacy, connectedness, sense of community, resiliency, and independence (National Academy of Sciences, 2019; Sibthorp et al., 2010; UCLA School Mental Health Project, n.d.; Wallace & Mischel, 2019).

The summer camp experience provides connections to people and the environment not available in traditional settings. The influence of the physical environment on learners has long been documented (Dewey, 1922; Hanscom, 2016; Louv, 2008; Malaguzzi et al., 2016; Moss, 2016; Neill, 1992; Ormond, 2016; Strong-Wilson & Ellis, 2007). Strong-Wilson and Ellis (2007) describe the Reggio Emilia approach as the environment as a *third teacher* between teacher and child. This approach contains elements of *free school* (Neill, 1992), a remedy to *nature-deficit disorder* (Louv, 2008), and provides a perfectly balanced sensory experience (Hanscom, 2016). The Reggio Emilia approach considers the surroundings (including all indoor and outdoor spaces) as environments for learning (Moss, 2016). “By seeing the environment as an educator, as the Reggio Emilia approach does, we can begin to notice how our surroundings can take on a life of their own that contributes to children’s learning” (Strong-Wilson & Ellis, 2007, p. 43). A supportive and enriching outdoor environment can be a gentle, restorative experience for youth who may be overwhelmed by emotional regulation and sensory processing issues in unnatural settings (Hanscom, 2016). It is important to continue to offer the summer camp experience to Georgia 4-H students, counselors, staff, and volunteers, especially those who may not otherwise get the opportunity. Despite the SEL gaps in vulnerable populations resulting from the COVID-19 pandemic, Georgia 4-H is hopeful that the LTP@C curriculum may offer an opportunity for these youth to experience active learning and build positive relationships in the secure, welcoming, and accepting environment of summer camp.

The team's work on this capstone project has proven valuable to Georgia 4-H. The LTP@C committee has achieved national recognition. Two proposals for “*Living Together Peacefully at Camp,*” a SEL Youth Program were accepted as podium presentations at the 2024 National Association of Extension 4-H Youth Development Professionals (NAE4-HYDP) Annual Conference in Boise, Idaho, October 15-17, 2024. Another proposal, *Living Together Peacefully at Camp: A Curriculum for Camping Success*, was recently received by the National Extension Conference on Volunteerism (NECV) to be held April 22-24, 2025, in Portland, Maine. Georgia 4-H welcomes the opportunity to increase awareness of the LTP@C curriculum to recognize strengths, needs, and values, appreciate diversity, encourage personal, ethical, and moral responsibility, promote self-motivation and discipline, and build relationships (see Appendix K). The more SEL competencies that 4-H staff can develop, the better equipped they will be to nurture the personal and social natures of emotional intelligence, the self and other competencies of the CASEL Model, and the foundation for the context and factors of the 4-H Thriving model.

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Appendix A

Open Records Request

April 17, 2024

To:

UGA Police Department
286 Oconee Street
Suite 100
Athens, GA 30602
records@police.uga.edu

Open Records Request

Pursuant to the Georgia Open Records Act (O.C.G.A. § 50-18-70 et seq.), I am requesting the following records:

Total number of UGA Police reports from Georgia 4-H Centers:

Burton 4-H Center
Fortson 4-H Center
Jekyll 4-H Center
Rock Eagle 4-H Center
Wahsega 4-H Center

During 2019, 2022, and 2023 Summer Camps:

Summer 2019 (May 27-July 26, 2019)
Summer 2022 (May 23-July 29, 2022)
Summer 2023 (May 29-July 28, 2023)

Submitted by:

Sophie Walsky

I can be contacted at:

emiko.walsky@uga.edu

Elbert County 4-H
373 Campbell Street
Elberton, GA 30635
706-283-2037

Appendix B

UGA Police Department Daily Logs

University of Georgia Police Department Daily Logs 2022

DATE	4-H CENTER	TIME	CASE #	INCIDENT	COMMENTS
17-Jun-22	Rock Eagle	5:00 p.m.	2023-03140109	Sex Offense	4-H Official disclosed that the parents of a juvenile camper reported that the camper was the victim of a sexual assault during camp the pervious summer, the specific offense was not reported, incident remains under investigation
7-Jun-22	Rock Eagle	10:37 a.m.	2022-06070079	Simple Battery	4-H Official reported that a male juvenile had made unwanted physical contact with another male juvenile, no injuries reported
8-Jun-22	Rock Eagle	1:45 p.m.	2022-06080087	Simple Battery	4=H staff member reported a physical altercation between two juvenile campers, no injuries reported
8-Jun-22	Burton	6:00 p.m.	2022-06080128	Simple Battery	4-H staff member reported a physical altercation between two juvenile campers, no injuries reported
8-Jun-22	Rock Eagle	8:17 p.m.	2022-06080116	Sexual Battery	4-H staff member reported a physical altercation between juvenile campers, no injuries reported
8-Jun-22	Rock Eagle	9:30 p.m.	2022-06080129	Sexual Battery	4-H staff member reported a physical altercation between juvenile campers, no injuries reported
14-Jun-22	Rock Eagle	3:08 p.m.	2022-06140112	Information	Camp staff reported concern over statements made by a juvenile camper
16-Jun-22	Rock Eagle	12:00 p.m.	2022-06160092	Affray	Camp staff reported a physical altercation between two juvenile male campers, no injuries reported

16-Jun-22	Rock Eagle	10:00 p.m.	2022-06160150	Sexual Battery	Camp staff reported that a juvenile camper reported being touched on an intimate part of her body by a juvenile male camper during a camp activity
22-Jun-22	Wahsega	1:36 p.m.	2022-06220095	Terroristic Threats	Camp staff reported that a male juvenile camper had made a threat of violence towards several other male juvenile campers during camp activities
22-Jun-22	Burton	7:00 p.m.	2022-06220144	Simple Battery	Camp staff reported that a female juvenile camper had struck a male camper during an altercation during camp activities
23-Jun-22	Wahsega	8:23 p.m.	2022-06230113	Information	Camp staff reported that juvenile male camper had struck a juvenile female camper by accident during a bus ride, no injuries reported
23-Jun-22	Rock Eagle	8:00 p.m.	2022-06240006	Sexual Battery	Camp staff reported that a male juvenile camper had touched the buttocks of another male juvenile camper
23-Jun-22	UGA Police Department	10:36 p.m.	2022-06230120	Agency Assist	4-H Camp staff reported the disclosure of child abuse that occurred at the home of a juvenile camper, officers assisted in ensuring that the circumstance was reported to the appropriate law enforcement authorities and DFACS
29-Jun-22	Rock Eagle	3:13 p.m.	2022-06290079	Information	Camp staff reported that two juvenile male campers had become emotional during rough horseplay that became overly physical, campers separated and no injuries reported
29-Jun-22	Rock Eagle	4:00 p.m.	2022-06290093	Terroristic Threats	Camp staff reported that a male juvenile camper had made threats of violence towards another male juvenile camper

29-Jun-22	Rock Eagle	4:00 p.m.	2022-06290107	Affray	Camp staff reported a physical altercation between two juvenile male campers during a camp activity, campers separated and no injuries reported
29-Jun-22	Rock Eagle	10:16 p.m.	2022-06290115	Information	Camp staff reported inappropriate physical contact between an unknown juvenile male and female camper during camp activities
30-Jun-22	Rock Eagle	9:15 a.m.	2022-06300064	Affray	Camp staff reported a physical altercation between two juvenile male campers, no injuries reported
11-Jul-22	Wahsega	9:00 p.m.	2022-07110121	Simple Battery	Camp staff reported that a juvenile camper had pushed and threatened several other juvenile campers during camp activities, no injuries reported
12-Jul-22	Rock Eagle	8:18 a.m.	2022-07120041	Sexual Battery	Camp staff reported that a juvenile camper reported being touched on an intimate part of their body by another juvenile camper, no injuries reported, juvenile victim's guardian declined further investigation
12-Jul-22	UGA Police Department	7:00 a.m.	2022-07120081	Criminal Trespass	Complainant reported that a juvenile camper had caused damage to a wall by punching a hole in the sheetrock
13-Jul-22	Rock Eagle	8:50 a.m.	2022-07130061	Simple Assault/Terroristic Threats	Camp staff reported that a juvenile camper had thrown food and made threats of violence towards another camper
13-Jul-22	Rock Eagle	4:30 p.m.	2022-07130112	Neighborhood Complaint	Camp staff reported that several juvenile campers became upset with each other during a pillow fight, one camper reported to have a small bump after hitting his head on a doorframe

14-Jul-22	Rock Eagle	1:00 p.m.	2022-07140084	Battery	Camp staff reported that a juvenile camper had struck two other juvenile campers, no injuries reported
14-Jul-22	Rock Eagle	6:30 p.m.	2022-07140120	Simple Battery	Camp staff reported that a juvenile camper had struck another juvenile camper, no injuries reported
12-Nov-22	Rock Eagle	12:45 p.m.	2022-11120126	Simple Battery/Terroristic Threats	Camp staff reported an altercation between juvenile campers in which one camper reported that he was struck by another camper who had also made a threatening comment

University of Georgia Police Department Daily Logs 2023

DATE	4-H CENTER	TIME	CASE #	INCIDENT	COMMENTS
6-Jun-23	Rock Eagle	3:34 a.m.	2023-06060057	Neighborhood Complaint	Camp staff reported that several campers were dismissed from camp after having violated rules related to male and female campers being in the same tent, no indication of other rule violations reported
7-Jun-23	Wahsega	12:25 p.m.	2023-06070115	Sexual Battery	Camp staff reported that a juvenile camper reported being struck on the buttocks by a fellow camper, no injuries reported
7-Jun-23	Rock Eagle	1:30 p.m.	2023-06040126	Simple Battery	Camp staff reported a physical altercation between two campers, no injuries reported
7-Jun-23	Rock Eagle	11:48 p.m.	2023-06070193	Simple Battery	Camp staff reported that juvenile camper made harassing comments and unwanted physical contact with another juvenile camper, no injuries reported

8-Jun-23	Rock Eagle	8:30 a.m.	2023-06080121	Simple Battery	Camp staff reported that a camper struck another camper during camp activities, no injuries reported
8-Jun-23	Fortson	2:30 p.m.	2023-06080182	Simple Battery	Camp staff reported that a camper made unwanted physical contact with another camper during camp activities, no injuries reported
8-Jun-23	Rock Eagle	6:39 p.m.	2023-06080182	Simple Battery	Camp staff reported that a camper made unwanted physical contact with another camper during camp activities, no injuries reported
14-Jun-23	Rock Eagle	1:30 p.m.	2023-06140124	Simple Battery	Camp staff reported that a camper made unwanted physical contact with several campers in their cabin; no injuries reported
15-Jun-23	Jekyll	10:30 p.m.	2023-06160064	Simple Battery	Camp staff reported that several juvenile campers pulled the pants of two other juvenile campers down during camp activities, no injuries reported
15-Jun-23	Rock Eagle	9:00 p.m.	2023-06160076	Sexual Battery	Camp staff reported that a juvenile camper touched the buttocks of another juvenile camper during camp activities, no injuries reported
15-Jun-23	Rock Eagle	9:00 p.m.	2023-06160079	Sexual Battery	Camp staff reported that a juvenile camper touched the chest area of another juvenile camper during camp activities, no injuries reported
15-Jun-23	Rock Eagle	5:00 p.m.	2023-06160114	Neighborhood Complaint	4-H Official reported an incident of inappropriate touching between two 17-year-old campers during camp activities at an off-site locations, no indications of criminal activity

19-Jun-23	Rock Eagle	9:45 p.m.	2023-06190203	Battery	Camp staff reported a physical altercation between two juvenile campers, both campers were reported to have small scratches as a result
21-Jun-23	Rock Eagle	7:30 a.m.	2023-06210113	Battery	Camp staff reported a physical altercation between two juvenile campers, victim received minor scratches
21-Jun-23	Rock Eagle	1:30 p.m.	2023-06210182	Simple Battery	Camp staff reported a physical altercation between two juvenile campers, no injuries reported
22-Jun-23	Rock Eagle	9:00 a.m.	2023-06220076	Simple Battery	Camp staff reported that a juvenile camper made unwanted physical contact with another juvenile camper, no injuries reported
23-Jun-23	Rock Eagle	1:30 p.m.	2023-06220117	Simple Battery	Camp staff reported that a juvenile camper made unwanted physical contact with another juvenile camper, no injuries reported
22-Jun-23	Burton	10:14 p.m.	2023-06220151	Information	4-H Official reported the disclosure of possible child abuse by a juvenile attending the Tybee Island 4-H camp that occurred at the child's home, DFCS notified of the disclosure
22-Jun-23	Rock Eagle	10:15 p.m.	2023-06220152	Battery	Camp staff reported a physical altercation between two juvenile campers, resulting in a scraped knee to the victim
23-Jun-23	Rock Eagle	3:00 p.m.	2023-06230117	Simple Battery	Camp staff reported that a juvenile camper had made unwanted physical contact with several other campers, no injuries reported
27-Jun-23	Rock Eagle	4:00 p.m.	2023-06270132	Criminal Trespass	Camp staff reported spray paint in a bathroom stall

27-Jun-23	Rock Eagle	8:45 p.m.	2023-06270170	Sexual Battery	Camp staff reported that an unidentified camper had made inappropriate physical contact with two other juvenile campers, no injuries reported
27-Jun-23	Rock Eagle	11:00 p.m.	2023-06280057	Neighborhood Complaint	Camp staff reported concerns over inappropriate comments by a juvenile camper
28-Jun-23	UGA Police Department	9:29 a.m.	2023-06280065	Neighborhood Complaint	4-H staff reported an incident of inappropriate touching between two juvenile campers that occurred on a bus at an off-property location on 06/20/23
28-Jun-23	Rock Eagle	11:00 a.m.	2023-06280076	Criminal Trespass	Camp staff reported that a juvenile camper caused damage to another juvenile camper's digital camera
28-Jun-23	Bolton Dining Commons	6:15 p.m.	2023-06280125	Unlawful Surveillance	Camp staff reported that a juvenile camper disclosed that another juvenile camper had taken a photo under a bathroom stall while the victim was using the restroom
28-Jun-23	Wahsega	1:30 p.m.	2023-06280146	Sexual Battery	Camp staff reported that a juvenile camper was touched inappropriately by another juvenile camper
28-Jun-23	Rock Eagle	10:11 p.m.	2023-06280149	Information/Welfare Check	Camp staff reported that local law enforcement met with a juvenile camper in reference to an incident that was reported to have occurred previously at an unknow off-property location
28-Jun-23	Jekyll	10:11 p.m.	2023-06280150	Neighborhood Complaint	Camp staff reported that a juvenile camper disclosed concern over the behavior of several other juvenile campers
29-Jun-23	Burton	9:41 a.m.	2023-06290063	Neighborhood Complaint	Camp staff reported that a juvenile camper was touched inappropriately by another juvenile camper while at an off-property location, incident

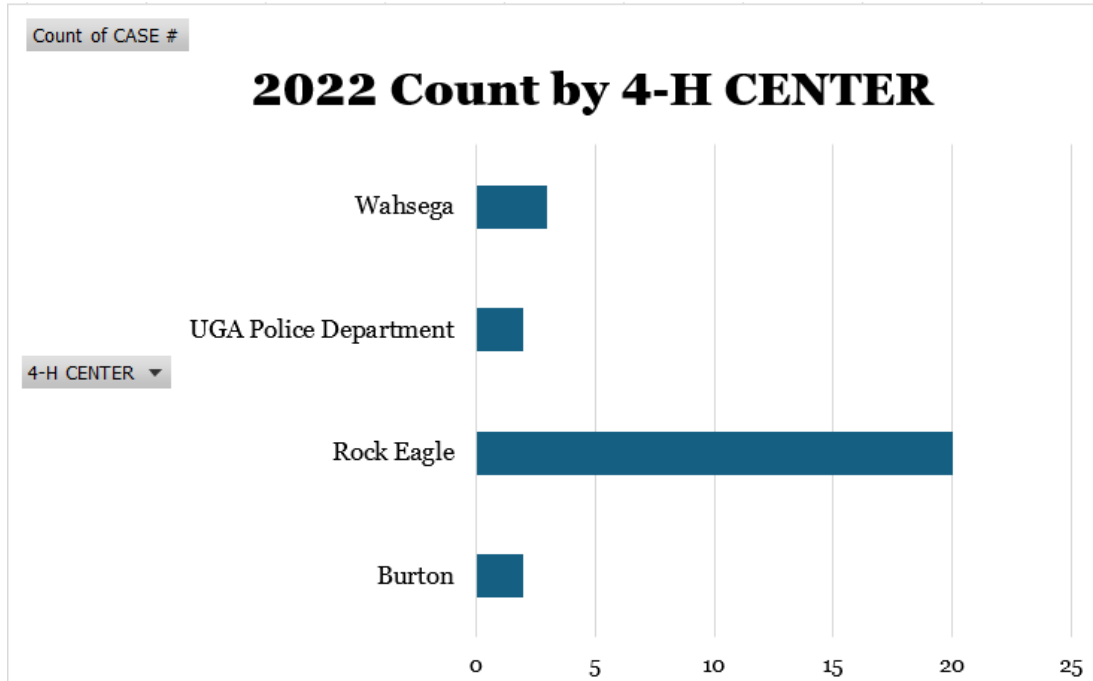
					reported to the appropriate law enforcement authority
29-Jun-23	Rock Eagle	8:00 a.m.	2023-06290102	Neighborhood Complaint	Camp staff reported concern over an interaction between several juvenile campers and a juvenile teen leader
29-Jun-23	Fortson	5:00 p.m.	2023-06290112	Sexual Battery	Camp staff reported that a juvenile camper reported being touched inappropriately by another juvenile camper
29-Jun-23	Rock Eagle	9:00 a.m.	2023-06290128	Public Indecency	Camp staff reported that a juvenile camper had exposed his genitals to other juvenile campers and displayed other inappropriate behavior over the course of the week
4-Jul-23	Fortson	3:58 p.m.	2023-07040093	Welfare Check	Camp staff reported concern over a camper they believed may be in a crisis, staff made contact with the parents of the camper to further ensure the camper's well-being
4-Jul-23	Rock Eagle	4:48 p.m.	2023-07040103	Simple Battery	Camp staff reported that the victim stated she had been pushed by a teenage camp counselor, no injuries reported
28-Jun-23	Rock Eagle	6:30 a.m.	2023-07060101	Neighborhood Complaint	Camp staff reported concerns over the behavior of a juvenile camper the previous week
15-Jun-23		9:00 p.m.	2023-06160079	Aggravated Sexual Battery (<i>1 count, felony</i>)	Juvenile Complaint issued 07/06/23, charges resulted from the investigation into a report of a juvenile camper at Rock Eagle 4-H Center being touched inappropriately by another juvenile camper
28-Jun-23		1:30 p.m.	2023-06280146	Sexual Battery (<i>1 count, felony</i>)/Aggravated Sexual Battery (<i>1 count, felony</i>)	Juvenile Complaint issued 07/06/23, charges resulted from the investigation into a report of a juvenile camper at Wahsega 4-H Center being touched

					inappropriately by another juvenile camper
10-Jul-23	UGA Police Department	10:46 a.m.	2023-07100073	Neighborhood Complaint	4-H staff reported concern over interactions between two juvenile campers that occurred the week prior at Rock Eagle 4-H Center
16-Jun-23	Rock Eagle	5:00 p.m.	2023-07110096	Simple Battery	Camp staff reported that a juvenile camper struck two other juvenile campers at an unknow time during the week of June 12th, no injuries reported
11-Jul-23	Jekyll	3:00 p.m.	2023-07110159	Simple Battery	Camp staff reported that a juvenile camper grabbed the arm of another juvenile camper and made physical threats during an altercation, no injuries reported
11-Jul-23	Rock Eagle	10:00 p.m.	2023-07120050	Simple Battery	Camp staff reported that a juvenile camper sprayed cologne in the face of another juvenile camper, no injuries reported
12-Jul-23	Jekyll	7:40 p.m.	2023-07120141	Battery	Camp staff reported that a juvenile camper knocked another juvenile camper to the ground, resulting in a minor injury to the victim's wrist
13-Jul-23	Rock Eagle	10:40 p.m.	2023-07120144	Simple Battery	Camp staff reported that a juvenile camper struck another juvenile camper on the forehead, no injuries reported
13-Jul-23	Rock Eagle	9:55 a.m.	2023-07130077	Simple Battery (<i>Family Violence</i>)	Camp staff reported that a juvenile camper struck his brother who was also a juvenile camper, no injuries reported
12-Jul-23	Rock Eagle	10:30 p.m.	2023-07131178	Simple Battery	Camp staff reported that a juvenile camper struck another juvenile camper, no injuries reported

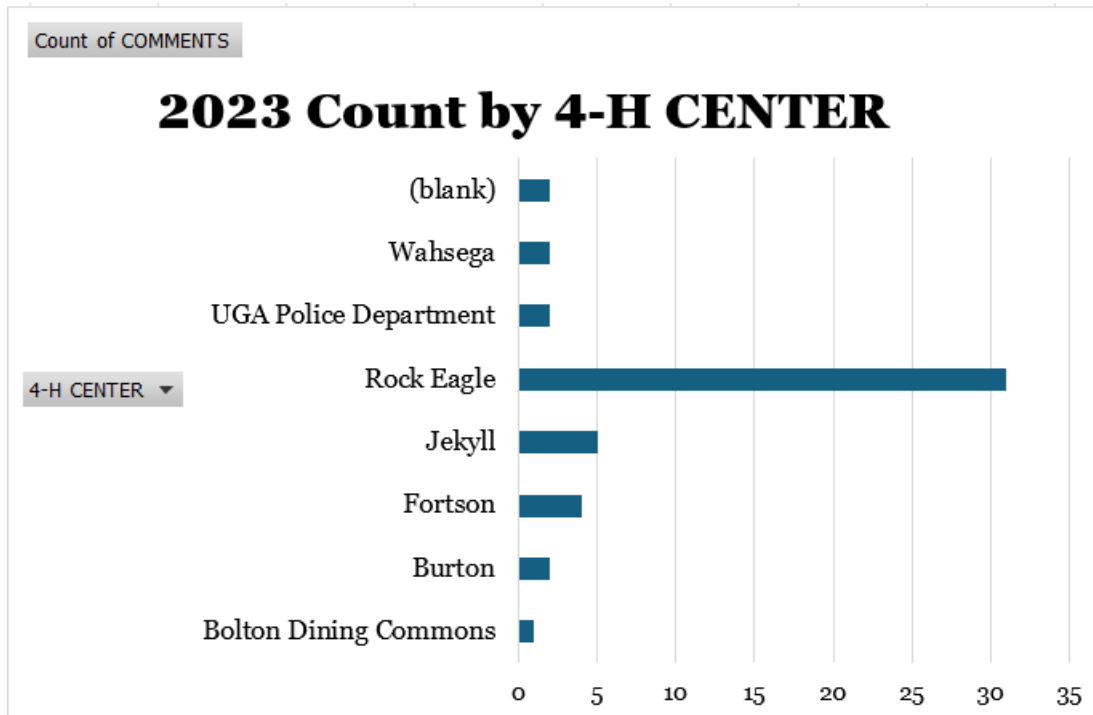
12-Jul-23	Jekyll	8:15 p.m.	2023-07130158	Sexual Battery/Simple Battery	Camp staff reported that three juvenile campers reported that another juvenile camper had touched them inappropriately, no injuries reported
17-Jul-23	Fortson	7:00 a.m.	2023-07170093	Sexual Battery	Camp staff reported that a juvenile camper reported being touched on the buttocks by another juvenile camper
14-Jul-23	Rock Eagle	11:00 a.m.	2023-08080056	Neighborhood Complaint	Camp staff reported concern over the interactions between several juvenile campers during their time at camp

Appendix C

2022 UGA Police Reports by 4-H Center

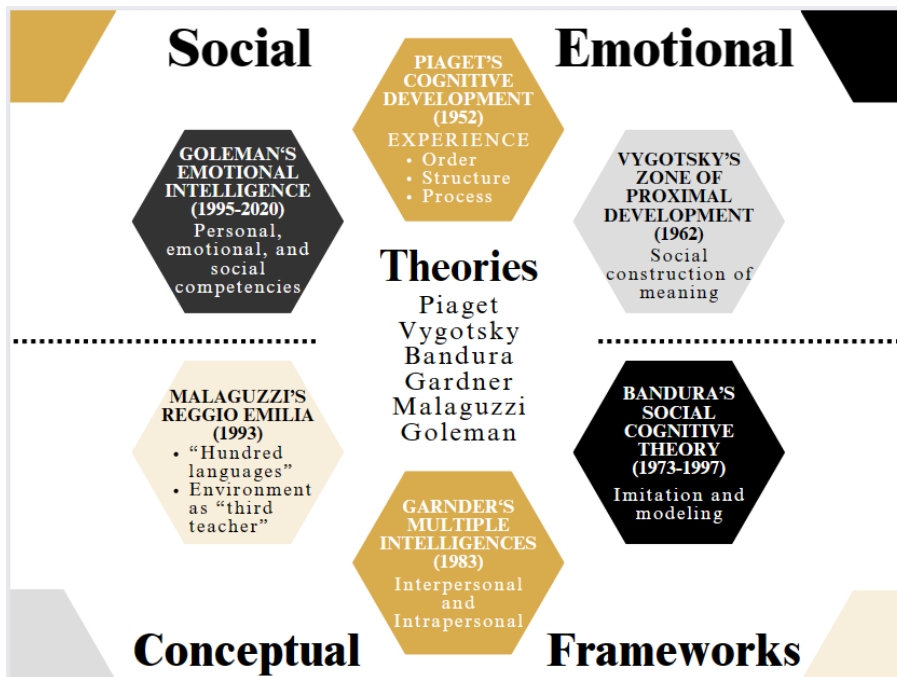


2023 UGA Police Reports by 4-H Center

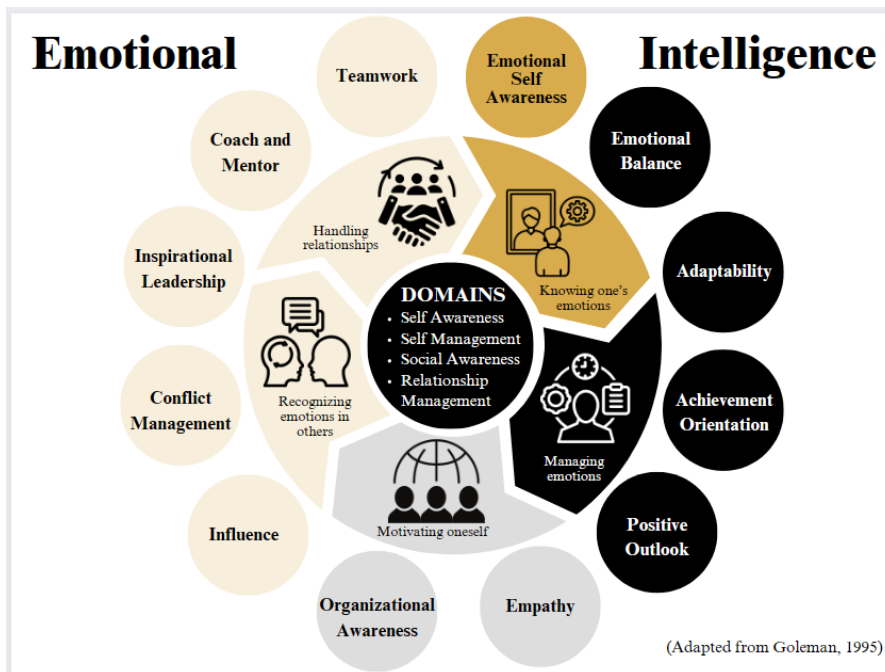


Appendix D

Theoretical Frameworks



Emotional Intelligence (Goleman, 1995)



Note. Adapted from *Emotional Intelligence: Why it Can Matter More than IQ* (p. xiv) by Daniel Goleman, 1995, Bantam Books. Copyright 2020 by Daniel Goleman.

Appendix E

Qualtrics surveys administered by Georgia 4-H in 2023

Georgia 4-H County Staff Survey 2023

Select your District	Northwest	Southwest	Northeast	Southeast
Did you present the Living Together Peacefully at Camp curriculum in any form prior to the start of camp?	Yes	No		
If yes, what version did you do?	Parent Information	Camper Version	Camper & Parent Together	Contract Only
Did you see an increase in positive behavior at camp?	Yes	No		
If yes, do you think it was contributed to teaching all or parts of LTPC?	Yes	No		
If you offered the camper version, did your 4-H'ers notice the behavior of others and comment on it? (They had an awareness to what they were taught and how others are acting).				
If you did not teach it, please visit the staff only/shared files/living together peacefully at camp and let us know other resources you may need. There is an overview that was presented at April 4-H Updates. On the files is camper lessons for each camp, parent meeting for each camp, leader resources, and the LTPC contract for specialty camps.				
What else would you need to offer the training in 2024 to campers and parents?				
Do you offer any other type of social or emotional programming prior to camp or at camp?	Yes	No		
If yes, explain:				
In referring to social emotional health amongst youth, internalizing behaviors include things such as depression, anxiety, stress, social withdrawal, and self-harm, whereas externalizing behaviors could include impulsivity, socially unacceptable behavior, violence, and substance abuse.				

Did you witness any internalizing or externalizing behavior of youth while at a Georgia 4-H Summer Camp this year?	Yes	No		
If yes, can you provide examples witnessed of internalizing behaviors? (No names or specific details needed.)				
If yes, can you provide examples witnessed of externalizing behaviors? (No names or specific details needed.)				
If you participated at any level in the "Living Together Peacefully at Camp" program this past summer and would consider providing additional data to be used in graduate coursework, please provide your email address. <i>Thank you.</i>				
In 2023, counselors at Burton and Rock Eagle taught some or all of the daily lessons. Do you think this was important at camp?	Yes	No	Somewhat	
Would you be willing to train your adult and teen cabin leaders to teach the lessons in their cabin?	Yes	No		
Other comments:				
Georgia 4-H Rock Eagle Camp Counselor Survey 2023				
Were you able to implement any of the LTPC activities?	Yes	No		
If yes: I was able to implement ___ activities (one each day) that were provided for me.	1	2	3	4
If yes: I was able to implement the activities all 5 weeks of camp?	Yes	No		
If no: how many weeks?	1	2	3	4
I found Clover Shield _____	Easy to teach	Hard to teach	It was okay	Didn't teach this one
I found Rolling the Dice/Coping Strategies _____	Easy to teach	Hard to teach	It was okay	Didn't teach this one
I found It's Not Me, it is We (card activity) _____	Easy to teach	Hard to teach	It was okay	Didn't teach this one

I found Forever Friends _____	Easy to teach	Hard to teach	It was okay	Didn't teach this one	
Evaluate how the majority of campers engaged in and liked the lessons.					
Clover Shield	1	2	3	4	5
Rolling the Dice/Coping Strategies	1	2	3	4	5
It's Not Me, it is We	1	2	3	4	5
Forever Friends	1	2	3	4	5
Do you think these activities met the goal of teaching campers to work together and decreasing behavior issues?	Yes	No	Somewhat		
Share any experiences you had with teaching these lessons to campers. Examples: What did they learn or say related to the lessons? Were any of the lessons referred back to during the week? Was there anything that didn't go as expected?					
If you were not able to implement the activities, please check the reason/s below on why.	Not enough time	Not interesting to campers	Had my own milk cottage activities planned	Other (please list in box below)	
If you checked other on why you were not able to implement the activities, please explain.					
In the future:	I think counselors should teach these lessons or similar lessons.	I think cabin leaders should teach these lessons at camp.	I have no opinion.	I do not think they are important to be taught at camp.	
I did implement the activities, but I modified them to make them more interesting or easier to teach/understand. Ways I modified are:					

In order to help with discipline issues at camp, in your opinion, what could/should be done, by whom, and when?	
---	--

Georgia 4-H Other Center Camp Counselor Survey 2023

Please choose your Center:	Burton	Fortson	Jekyll	Wahsega	
Were you able to implement any of the LTPC activities?	Yes	No			
If yes: I was able to implement ___ activities (one each day) that were provided for me.	1	2	3	4	
If yes: I was able to implement the activities all 5 weeks of camp?	Yes	No			
If no: how many weeks?	1	2	3	4	
I found Clover Shield _____	Easy to teach	Hard to teach	It was okay	Didn't teach this one	
I found Rolling the Dice/Coping Strategies _____	Easy to teach	Hard to teach	It was okay	Didn't teach this one	
I found It's Not Me, it is We (card activity) _____	Easy to teach	Hard to teach	It was okay	Didn't teach this one	
I found Forever Friends _____	Easy to teach	Hard to teach	It was okay	Didn't teach this one	
Evaluate how the majority of campers engaged in and liked the lessons.					
Clover Shield	1	2	3	4	5
Rolling the Dice/Coping Strategies	1	2	3	4	5
It's Not Me, it is We	1	2	3	4	5
Forever Friends	1	2	3	4	5
Do you think these activities met the goal of teaching campers to work together and decreasing behavior issues?	Yes	No	Somewhat		
Share any experiences you had with teaching these lessons to campers. Examples: What did they learn or say related to the lessons? Were any of the lessons referred back to during the week? Was there anything that didn't go as expected?					

If you were not able to implement the activities, please check the reason/s below on why.	No one told me	Not enough time	Not interesting to campers	Had my own milk cottage activities planned	Other (please list in box below)
If you checked other on why you were not able to implement the activities, please explain.					
In the future:	I think counselors should teach these lessons or similar lessons.	I think cabin leaders should teach these lessons at camp.	I have no opinion.	I do not think they are important to be taught at camp.	
Optional Questions:					

Appendix F

Likert Scale Qualtrics Survey Effectiveness of 4-H Thriving Model in 2024

We sincerely appreciate your participation in this survey. Not only are you helping "make the best better," your contributions are valuable to graduate studies at the University of Georgia and Vanderbilt University. To continue, please indicate your county of employment (where you provide 4-H programming) in the box below.						
If you attended summer camp in 2022, how many Code of Conduct violations did you experience at 2022 summer camp? (It's okay to provide a "guesstimate.")		0	1	2	3	4 or more
If you attended summer camp in 2022, how many incident reports regarding behavior issues did you experience (or remember) at 2022 summer camp?		0	1	2	3	4 or more
How many Code of Conduct violations did you experience at 2023 summer camp? (It's okay to provide a "guesstimate").		0	1	2	3	4 or more
How many incident reports regarding behavior issues did you experience (or remember) at 2023 summer camp?		0	1	2	3	4 or more
Do you have any thoughts you would like to share about the Living Together Peacefully at Camp (LTP@C) curriculum?						
Motivation	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Avoidance	I would offer LTP@C in my county to avoid a poor performance evaluation.					
	I would teach LTP@C in my county if it were one of the required base programs for Georgia 4-H.					
	I would conduct LTP@C in my county to avoid having to deal with Code of Conduct violations to call UGA Police.					

Intrinsic	I will offer LTP@C in my county because it provides me with time to reflect on my own being and assess where I am as a youth development professional.					
	I will conduct LTP@C in my county because it gives me an opportunity to know my 4-H'ers better and build a stronger relationship.					
	I will teach LTP@C in my county because I understand the value it adds to my students.					
Approach	I would conduct LTP@C in my county for a programmatic stipend of \$50.					
	I would teach LTP@C in my county to be on a winning award application to my professional association.					
	I would participate in LTP@C for my county for an accolade on my performance evaluation.					
Are you familiar with the Living Together Peacefully at Camp (LTP@C) curriculum, or did you implement it in 2023?		Yes	No	If "no" is selected, skip to end of survey.		
Youth Program Quality Principles		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Physical and Psychological Safety	LTP@C helps youth to feel safe in 4-H programs and able to interact positively with others.					
Appropriate structure	LTP@C has understandable and consistent rules and expectations, with clear boundaries and age-appropriate monitoring.					

Supportive relationships	LTP@C helps youth feel warmth from and closeness to others in 4-H, to feel that others care about and support them, and to receive clear guidance from 4-H volunteers and staff.					
Opportunities to belong	LTP@C helps youth to feel included in a meaningful way regardless of gender, ethnicity, sexual orientation, and ability. They have opportunities to share their culture and heritage with others and forge a positive identity.					
Positive social norms	LTP@C helps youth to experience clear rules and expectations for participating in 4-H, such as incorporating values, morals, and ethical expectations of being a 4-H member.					
Support for efficacy and mattering	LTP@C ensures that youth are taken seriously, respected for ideas and contributions, and given opportunities to develop responsibility and be challenged to set and achieve goals.					
Opportunities for skill building	LTP@C helps youth to develop physical, psychological, intellectual, emotional, and social skills as they grow and develop.					
Integration of family, school, and community	LTP@C is connected to youth's family, school, and community.					
Additional comments regarding Youth Program Quality Principles and the Living Together Peacefully at Camp (LTP@C) curriculum:						
Developmental Context		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Sparks	LTP@C helps develop youths' sparks, or their passion for a self-identified interest or skill, or a capacity that metaphorically lights a fire in a young person's life, providing energy, joy, purpose, and direction.					
Belonging	LTP@C encourages a sense of belonging, or a feeling of inclusion regardless of gender, ethnicity, sexual orientation, or ability. Youth have opportunities to share their culture and heritage with others and to forge a positive identity.					
Relationships	LTP@C inspires developmental relationships by creating a secure attachment between the 4-H member and the adult, reflected in a mutual warmth, respect, and trust.					
Engagement	LTP@C promotes engagement, or the ability to contribute in a meaningful way on subjects of importance to them.					
Additional comments regarding the 4-H Thriving Developmental Context and the Living Together Peacefully at Camp (LTP@C) curriculum:						
Youth Thriving		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Growth mindset	LTP@C supports a growth mindset to emphasize effort in learning over innate ability.					
Positive emotions	LTP@C activities encourage youth to be positive and optimistic and to manage and express emotions in a way that leads to health and well-being.					
Transcendent awareness	LTP@C helps youth develop awareness of a reality bigger than themselves from which meaning and purpose are					

	derived in order to develop personal beliefs, morals, and values that guide everyday thought and action.					
Prosocial orientation	LTP@C helps youth to see helping others as a personal responsibility, and live up to values of respect, responsibility, honesty, kindness, and generosity and to care about and give back to their communities.					
Hopeful purpose	LTP@C helps youth have a sense of hope and purpose and see themselves on the way to a happy and successful future.					
Openness to challenge and discovery	LTP@C helps youth have the desire and ability to try new things and challenges to learn, grow, and improve through effort.					
Goal setting and management	LTP@C helps youth to set goals and persevere in achieving their goals and to make self-regulatory decisions that lead to better short-term and long-term success.					
Additional comments regarding the 4-H Youth Thriving Indicators and the Living Together Peacefully at Camp (LTP@C) curriculum:						
Developmental Outcomes		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive academic attitude	LTP@C promotes academic competence and success, which are key factors in development.					
Social competence	LTP@C develops youths' ability to recognize socially acceptable actions and interactions that result in successful transition to adulthood.					

Personal standards	LTP@C appeals to a young person's sense of right and wrong, and a personal commitment to make ethical and just choices.					
Connection with others	LTP@C promotes positive relationships with and the support of others for wellbeing.					
Personal responsibility	LTP@C strengthens a young person's ability to make their own choices and control their own actions.					
Contribution	LTP@C encourages a young person's ability and interest in giving back to others.					
Additional comments regarding the 4-H Thriving Developmental Outcomes and the Living Together Peacefully at Camp (LTP@C) curriculum:						
Long-Term Outcomes		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Academic or vocational success	In my experience, 4-H programming helps youth succeed in either an academic institution or through a vocational career. Youth can transition into post-secondary endeavors (academic or vocational) and apply life skills and experiences learned through experience in organization.					
Civic engagement	In my experience, 4-H youth are well-informed citizens and are actively engaged in their communities and the world.					
Employability and economic stability	In my experience, 4-H youth's capacity for gaining and maintaining employment helps to establish economic stability.					

Happiness and wellbeing	In my experience, 4-H youth make choices that promote health and wellbeing, especially in areas of nutrition, physical activity, and sleep. Youth also reduce risky behaviors that may negatively impact health, Overall, youth have a sense of mental and physical wellbeing.					
Additional comments regarding the 4-H Thriving Long-Term Outcomes and the Living Together Peacefully at Camp (LTP@C) curriculum:						

Note. Adapted for LTP@C from 4-H Thriving Model of PYD: Informed by Science -

Grounded in Practice (2021). Retrieved: <https://helping-youth-thrive.extension.org/tip-sheets/>

Appendix G

Georgia 4-H Code of Conduct

GEORGIA 4-H CODE OF CONDUCT

4-H'ers Name:	_____	County	_____
Address:	_____	Phone	_____
School:	_____	Grade:	_____
		Year:	_____

BEHAVIOR STANDARDS

The Georgia 4-H Code of Conduct is valid for one year and applies to all activities coordinated through Georgia 4-H.

- 4-H'ers are expected to attend all sessions as part of a planned program exhibiting positive character and behavior including (but not limited to) trustworthiness, responsibility, respectfulness, caring, citizenship and fairness.
- 4-H'ers are expected to be responsive to the reasonable requests of leaders and respectful of the needs for their personal safety and the safety of others.
- 4-H'ers should dress appropriately, use appropriate language and respect the rights of others.
- 4-H'ers may not behave recklessly or in a manner which prohibits others from participating in the program in the manner intended.
- 4-H'ers may have access to technology at UGA/CES offices and facilities. Technology use is for educational purposes. 4-H'ers may not access inappropriate websites or materials.
- Realizing these guidelines are not "all inclusive" the University of Georgia Extension staff and volunteers reserve the right to make adjustments to these policies.

CONSEQUENCES OF MISBEHAVIOR

4-H'ers and adults who observe a breach in the Code of Conduct must report the misbehavior to the appropriate leader. The leader will complete an incident report and determine the next steps regarding the incident.

If 4-H'ers are found participating in actions listed below, during 4-H events, law enforcement or other legal authorities may be notified and may lead the review and consequences related to the incident. In these incidents, 4-H'ers may be removed from the event and suspended or expelled from future 4-H participation. These behaviors may include, but are not restricted to:

- Possession or use of illegal drugs
- Possession or use of a weapon
- Assault or harassment
- Inappropriate sexual behavior

4-H'ers who participate in these actions outside of the program may also be removed, suspended, or expelled from future 4-H participation.

If the 4-H'er is found participating in the actions listed below, 4-H leaders may be notified and may lead the review and consequences related to the behavior. 4-H'ers misbehaving will have the opportunity to explain their actions to leaders in charge of the activity and may request a review board. The person coordinating the event may also convene a review board for the purposes of determining what has occurred and what disciplinary action should be taken. A review board will consist of one Extension faculty or staff member, two volunteers and three 4-H members. The Extension faculty member coordinating the event will serve as chairperson. In some cases, incidents are deemed serious and may be referred to law enforcement or other legal authorities.

If the 4-H'er receives consequences from the leader or through the review process, his/her parents/guardians may be notified; the 4-H'er may be sent home at the parents' expense and may be suspended from participation in 4-H events. Suspensions may be up to one year. If a 4-H'er wishes to appeal the decision of the review board, the 4-H'er must appeal in writing through the County Extension office. Appeals must be filed within 10 days of notification of the disciplinary action. The appeal is sent to the Program Development Coordinator of the 4-H member and the State 4-H Leader for ruling by the State 4-H Leader. Following any disciplinary review, the person coordinating the activity will provide written notification to the appropriate parties including but not limited to the 4-H'er, his/her parent/guardian and his/her county Extension faculty member.

- Breaking curfew or disturbing the peace
- Unexcused absences from the activities or premise of an event
- Unauthorized use of vehicles during the event
- Reckless or inappropriate behavior
- Use of foul or offensive language
- Possession or use of alcohol or tobacco
- Possession or use of e-cigarettes or other vaping devices
- Breach of the 4-H Code of Ethics
- Remaining in the presence of those who are breaking the 4-H Code of Conduct
- Theft, misuse or abuse of public or personal property
- Possession of fireworks
- Distribution, misuse, or abuse of over-the-counter, homeopathic, including supplements and vitamins, or prescription medications

PARENT/GUARDIAN & 4-H'er AGREEMENTS Release Waiver of Liability and Covenant Not to Sue

I have read the Georgia 4-H Code of Conduct and agree to participate fully in all aspects of program activities. I understand the standard of behavior and agree to maintain such during 4-H programming.

4-H'ers Signature _____

_____ Date

I have reviewed the Code of Conduct and agree to all of its provisions. For the sole consideration of the Cooperative Extension Service's arranging for participation in 4-H programming, I hereby release and forever discharge The University of Georgia, the Board of Regents of the University System of Georgia, their members individually, and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I may have, either on my own behalf or in my capacity as a legal representative of my child, arising from or in any way connected with my child's participation in 4-H. I further covenant and agree that for the consideration stated above I will not sue the institution, the Board of Regents of the University System of Georgia, its members individually, its officers, agents or employees for any claim for damages arising or growing out of my child's participating in the program. I understand that the acceptance of this Release, Waiver of Liability, and Covenant not to sue the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or part, of sovereign immunity by said Board, its members, officers, agents, and employees. I certify that my child is participating in 4-H with my knowledge and consent. I have read and understand all of the above policies. I also give permission my child's images, likeness, and voice to be used by the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia in print or electronic form.

Parent/Guardian Signature _____

_____ Date

_____ Phone

VALID FOR ONE 4-H PROGRAM YEAR (AUGUST 1 - JULY 31)

Revised MAY 2021



Appendix I

Staff Perceptions of *LTP@C* Youth Program Quality Principles

	Youth Program Quality Principles	Mean	Standard Deviation	Responses Per Rating n=29
1	Physical and psychological safety: <i>LTP@C</i> helps youth to feel safe in 4-H programs and able to interact positively with others.	4.35	0.84	Strongly Agree (5) - 9 Somewhat Agree (4) - 6 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 1 Strongly Disagree (1) - 0 Blank (0) - 12
2	Appropriate structure: <i>LTP@C</i> has understandable and consistent rules and expectations, with clear boundaries and age-appropriate monitoring.	4.59	0.60	Strongly Agree (5) - 11 Somewhat Agree (4) - 5 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
3	Supportive relationships: <i>LTP@C</i> helps youth feel warmth from and closeness to others in 4-H, to feel that others care about and support them, and to receive clear guidance and communication from 4-H volunteers and staff.	4.41	0.60	Strongly Agree (5) - 8 Somewhat Agree (4) - 8 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
4	Opportunities to belong: <i>LTP@C</i> helps youth to feel included in a meaningful way regardless of gender, ethnicity, sexual orientation, and ability. They have opportunities to share their culture and heritage with others and forge a positive identity.	4.41	0.60	Strongly Agree (5) - 8 Somewhat Agree (4) - 8 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
5	Positive social norms: <i>LTP@C</i> helps youth to experience clear rules and expectations for participating in 4-H, such as incorporating values, morals, and ethical expectations of being a 4-H member.	4.53	0.61	Strongly Agree (5) - 10 Somewhat Agree (4) - 6 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
6	Support for efficacy and mattering: <i>LTP@C</i> ensures that youth are taken seriously, respected for ideas and contributions, and given opportunities to develop responsibility and be challenged to set and achieve goals.	4.41	0.63	Strongly Agree (5) - 8 Somewhat Agree (4) - 8 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12

7	Opportunities for skill building: LTP@C helps youth to develop physical, psychological, intellectual, emotional, and social skills as they grow and develop.	4.22	1.03	Strongly Agree (5) - 9 Somewhat Agree (4) - 6 Neither Agree nor Disagree (3) - 2 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
8	Integration of family, school and community: LTP@C is connected to youth's family, school, and community.	4.29	0.75	Strongly Agree (5) - 8 Somewhat Agree (4) - 6 Neither Agree nor Disagree (3) - 3 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12

Staff Perceptions of *LTP@C* Developmental Context

	Developmental Context	Mean	Standard Deviation	Responses Per Rating n=29
1	Sparks: LTP@C helps develop youths' sparks, or their passion for a self-identified interest or skill, or a capacity that metaphorically "lights a fire" in a young person's life, providing energy, joy, purpose, and direction.	3.82	0.98	Strongly Agree (5) - 4 Somewhat Agree (4) - 8 Neither Agree nor Disagree (3) - 4 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 1 Blank (0) - 12
2	Belonging: LTP@C encourages a sense of belonging, or a feeling of inclusion regardless of gender, ethnicity, sexual orientation, or ability. Youth have opportunities to share their culture and heritage with others and forge a positive identity.	4.29	0.89	Strongly Agree (5) - 9 Somewhat Agree (4) - 5 Neither Agree nor Disagree (3) - 2 Somewhat Disagree (2) - 1 Strongly Disagree (1) - 0 Blank (0) - 12
3	Relationships: LTP@C inspires developmental relationships by creating a secure attachment between the 4-H member and the adult, reflected in mutual warmth, respect, and trust.	4.47	0.61	Strongly Agree (5) - 9 Somewhat Agree (4) - 7 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
4	Engagement: LTP@C promotes engagement, or the ability to contribute in a meaningful way on subjects of importance to them.	4.17	0.86	Strongly Agree (5) - 7 Somewhat Agree (4) - 7 Neither Agree nor Disagree (3) - 2 Somewhat Disagree (2) - 1 Strongly Disagree (1) - 0 Blank (0) - 12

Staff Perceptions of *LTP@C* Youth Thriving Indicators

	Youth Thriving Indicators	Mean	Standard Deviation	Responses Per Rating n=29
1	Growth mindset: <i>LTP@C</i> supports a growth mindset to emphasize effort in learning over innate ability.	4.29	0.75	Strongly Agree (5) - 8 Somewhat Agree (4) - 6 Neither Agree nor Disagree (3) - 3 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
2	Positive emotions: <i>LTP@C</i> activities encourage youth to be positive and optimistic and to manage and express emotions in a way that leads to health and well-being.	4.47	0.61	Strongly Agree (5) - 9 Somewhat Agree (4) - 7 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
3	Transcendent awareness: <i>LTP@C</i> helps youth develop awareness of a reality bigger than themselves from which meaning and purpose are derived in order to develop personal beliefs, morals, and values that guide everyday thought and action.	4.24	0.81	Strongly Agree (5) - 8 Somewhat Agree (4) - 5 Neither Agree nor Disagree (3) - 4 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
4	Prosocial orientation: <i>LTP@C</i> helps youth to see helping others as a personal responsibility, and live up to values of respect, responsibility, honesty, kindness, and generosity and to care about and give back to their communities.	4.41	0.69	Strongly Agree (5) - 9 Somewhat Agree (4) - 6 Neither Agree nor Disagree (3) - 2 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
5	Hopeful purpose: <i>LTP@C</i> helps youth have a sense of hope and purpose and see themselves on the way to a happy and successful future.	4.35	0.68	Strongly Agree (5) - 8 Somewhat Agree (4) - 7 Neither Agree nor Disagree (3) - 2 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
6	Openness to challenge and discovery: <i>LTP@C</i> helps youth have the desire and ability to try new things and challenges to learn, grow, and improve through effort.	4.41	0.63	Strongly Agree (5) - 8 Somewhat Agree (4) - 8 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12

7	Goal setting and management: LTP@C helps youth to set goals and persevere in achieving their goals and to make self-regulatory decisions that lead to better short-term and long-term success.	4.35	0.68	Strongly Agree (5) - 8 Somewhat Agree (4) - 7 Neither Agree nor Disagree (3) - 2 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
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Staff Perceptions of *LTP@C* Developmental Outcomes

	Developmental Outcomes	Mean	Standard Deviation	Responses Per Rating n=29
1	Positive academic attitude: LTP@C promotes academic competence and success, which are key factors in development.	3.82	0.98	Strongly Agree (5) - 6 Somewhat Agree (4) - 3 Neither Agree nor Disagree (3) - 7 Somewhat Disagree (2) - 1 Strongly Disagree (1) - 0 Blank (0) - 12
2	Social competence: LTP@C develops youths' ability to recognize socially acceptable actions and interactions that result in successful transition to adulthood.	4.59	0.60	Strongly Agree (5) - 11 Somewhat Agree (4) - 5 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
3	Personal standards: LTP@C appeals to a young person's sense of right and wrong, and a personal commitment to make ethical and just choices.	4.53	0.70	Strongly Agree (5) - 11 Somewhat Agree (4) - 4 Neither Agree nor Disagree (3) - 2 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
4	Connection with others: LTP@C promotes positive relationships with and the support of others for wellbeing.	4.53	0.61	Strongly Agree (5) - 10 Somewhat Agree (4) - 6 Neither Agree nor Disagree (3) - 1 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12
5	Personal responsibility: LTP@C strengthens a young person's ability to make their own choices and control their own actions.	4.47	0.78	Strongly Agree (5) - 11 Somewhat Agree (4) - 3 Neither Agree nor Disagree (3) - 3 Somewhat Disagree (2) - 0 Strongly Disagree (1) - 0 Blank (0) - 12

6	Contribution: LTP@C encourages a young person's ability and interest in giving back to others.	4.17	0.89	Strongly Agree (5) - 7 Somewhat Agree (4) - 7 Neither Agree nor Disagree (3) - 2 Somewhat Disagree (2) - 1 Strongly Disagree (1) - 0 Blank (0) - 12
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Appendix J

SEL Considerations for 4-H Youth Program Quality Principles

Youth Program Quality Principles **SEL Considerations from LTP@C**

<i>Physical and psychological safety</i>	“I explain during parent/camper meeting what someone should do if they see/hear of any things that seem wrong or make them feel uncomfortable. I advice [<i>sic</i>] youth to always come seek me or another adult from our county if they are having any issues at all, because we want them to have the best week possible.”
<i>Appropriate structure</i>	“Definitely must have talks with the campers prior to camp about expectations.”
<i>Supportive relationships</i>	“I didn’t like the idea of the program when it was [p]resented to us, however, once I went through it with the group [I] actually enjoyed it. The campers were more engaged than I expected and believe it did give them a sense of a trusting relationship with the adults that were taking them to camp.”
<i>Opportunities to belong</i>	“We have a pre-camp event where students play teambuilding games with each other so they can get to know each other before camp. We also discuss expectations and how to deal with situations that may come up at camp.”
<i>Positive social norms</i>	“I think the LTP@C lessons and activities really help in fostering high quality practices for youth programming and Summer Camp. There should be no surprises of what to expect at camp for students who participate in LTP@C.”
<i>Support for efficacy and mattering</i>	“Relationships, belonging and engagement are definitely found in Summer Camp programming. Sparks too, particularly in the Specialty Camps, but may be more of a stretch for some Cloverleaf Campers. However, something during the week should provide energy and joy!”
<i>Opportunities for skill building</i>	
<i>Integration of family, school, and community</i>	“As discussed in our GAE4-HYPD Diversity Committee meeting, we believe it would be beneficial to add scenarios that highlight inclusion ... how to live peacefully at camp when a camper for example brings snacks that may have a strong aroma but is a snack from a different culture, or how not to make fun of someone just because they are wearing traditional clothing/headcover from their culture, etc.”

SEL Considerations for 4-H Thriving Indicators

<i>Thriving Indicator</i>	SEL Considerations from LTP@C
<i>Openness to challenge and discovery</i>	“Camp should be about learning, trying new things and making additional friends.”
<i>Growth mindset</i>	
<i>Hopeful purpose</i>	“IF done correctly, I believe LTP@C incorporates all the thriving indicators – hopeful purpose maybe the least amount. However, I can still name quite a few campers who stated they wanted to be a Camp Counselor in the future, so even that one rings true.”
<i>Transcendent awareness</i>	
<i>Pro-social orientation</i>	<p>“Yes, I was the adult in the boys cabin. I noticed 4-H’ers being kind to one another and good positive interaction between them.”</p> <p>“I think it is a great opportunity to not only get to know your students better that you will be taking to camp and set the guidelines and code of conduct for camp ahead of time but also important information to share with your parents as well so that they can help reinforce it.”</p>
<i>Positive emotionality</i>	“Students are not taught in school how to handle emotions. This is a perfect place for 4-H to step in and give students the skills they will need for the rest of their life. Who doesn’t want a GREAT week of camp?!?”
<i>Goal setting and management</i>	“On the first night they create ‘house rules’ together. Each night following, the girls have a space to talk through their day and emotions in a safe environment. This past year, it increased their unity as a cabin, decreased internal arguments with the girls, and increased awareness as a whole on how to live with others.”

SEL Considerations for 4-H Thriving Developmental Outcomes

<i>Developmental Outcome</i>	SEL Considerations from LTP@C
<i>Social competence</i>	“I really appreciate the curriculum and the precedence it sets for young people. I attribute my best year of camp to doing LTP@C with my students in 2023 – and I have been attending Cloverleaf Camp since 2007. I think if EVERY county did LTP@C to the SAME level, we could see significant positive growth statewide and a huge decrease in COC violations and police calls.”
<i>Personal standards</i>	“Thank you for providing this lesson for counties to use in a variety of ways! I found with all that was demanding of my time

	<p>in preparation of camp that covering the basic ideas and suggestions during camp orientation all together with Parents and 4-H'ers helped me to establish a clearer emphasis on behavior expectations not only at a week of camp but for the tone of our organization as a whole and ensuring parents alongside with 4-H'ers that we provide a nurturing environment while away at camp, especially with that being a major first event away from home for many youth. Additionally, we had all our campers sign their contracts as a follow up reminder the week of camp, as a refresher, since it was about 5 weeks after our orientation meeting.”</p>
<i>Contribution to others</i>	<p>“Everyone should contribute to their cabin/dorm and their group/rotation. If you take the time to set students up for success this way, it is most beneficial.”</p>
<i>Connection to others</i>	<p>“Yes, many campers were mindful of the actions of others and brought concerns to adults based on what they knew and learned about LTP at camp. Because of the LTP implementation, it seemed like campers were more willing to voice concerns about other’s behavior when it was an issue. They were also able to do it in an appropriate way without putting others down or complaining.”</p> <p>“A few campers recognized ‘trouble starters’ while at camp and pointed them out to leaders.”</p>
<i>Personal responsibility</i>	<p>“LTP started in the county that I first worked in Many years ago. I have always used parts of LTP at my camp orientations since 2000. It is a great way to get 4-H'ers to think before they act.”</p>
<i>Academic motivation and success</i>	<p>“It is hard to know for some of these students if they are one time campers. However, in our county, many repeat years and you can definitely see growth – particularly if the young person is involved in a lot of other 4-H programming. Positive academic attitude would be the one thing I think 4-H falls short on for some students.”</p>

Appendix K

Framework of Person-Centered SEL Competencies

Self-Awareness	Social Awareness	Responsible Decision-Making	Self-Management	Relationship Management
Identifying and recognizing emotions	Perspective taking	Problem identification and situation analysis	Impulse control and management	Communication, social engagement, and building relationships
Accurate self-perception	Empathy	Problem solving	Self-motivation and discipline	Working cooperatively
Recognizing strengths, needs, and values	Appreciating diversity	Evaluation and reflection	Goal-setting and organizational skills	Negotiation, refusal, and conflict management
Self-efficacy	Respect for others	Personal, moral, and ethical responsibility		Help seeking and providing
Spirituality				

Note. Reprinted from *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* (p. 7) by J.E. Zins, R.P. Weissberg, M.C. Wang, & H.J. Walberg, 2004, Teachers College Press. Copyright by Teachers College, Columbia University.