

Lines from Lynn

Lynn Bush
FCE Council Chair

Mark your calendars for Monday, June 24; that's the next FCE Council Meeting. The clubs responsible for the program are Beltline and Gateway Courmet. Watch for details in the June NEBLINE.

It won't be long before July 15 and the Sizzling Summer Sampler will be here. Plans are already under way. Alice Doane has arranged with the Vickeridge (6140 Havelock Ave.) to do a style show for us. If you would be willing to volunteer to be a



model, please call Alice at 786-3555 or the Extension Office at 441-7180. If you are chosen to model, you will need to go to the Vickeridge and pick out what you will model.

Carlene Sullivan will once again do the catering for the evening. You will need to pre-register. Watch the June NEBLINE for details and prices.

There always seems to be questions concerning Coins for Friendship. Our treasurer, Joy Kruse, has shared with me a letter she received from the Nebraska FCE Treasurer. Seventy percent of Coins for

Friendship stays in Nebraska's account earmarked for the Homemaker Exchange fund; 20 percent goes to the 4-H Foundation in Lincoln for the International Farm Youth Exchange program; and 10 percent goes to National for the Associated Country Women of the World who do great things to help women in countries where women are considered second class citizens.

Also, based on our membership for 2002, we will be allowed three voting delegates at the State Conference in Sidney on August 18-20. Delegates will be chosen at the June Council meeting!

School Age Child Care

It's a working parent's dilemma. Summer is rapidly approaching and it's time to find safe, fun and affordable care for your school age child. Where do you turn? There may be several options in your community. For example, you may want to check with local schools about summer programs, find out about Parks and Recreation Programs, see what churches have to offer and check out local day care centers and family child care providers. Camps may be another alternative. Whatever you decide there are three important areas to evaluate—the environment, the program and

the communication with the family.

Does the environment provide room for quiet activities such as reading; physical activities like sports and for creative activities like art? Are there clear and consistent ground rules for safety? Do they have procedures for emergencies?

The key to programming is flexibility. Are kids able to choose from a variety of activities? Does the staff encourage them to be creative? Does the staff understand the different needs of children based on their age, ability, culture and language? How does the staff

respect individual differences? Are there opportunities for swimming lessons, gymnastics or tennis?

Look at how the program connects with the family. Do parents feel welcome? Does the staff keep parents informed about what is going on? Can the kids connect to the community through field trips, clean-up projects or activities like gardening?

Your school age child needs to be some place that allows them to be safe and to thrive. Searching for the right program will pay off for your child and give you peace of mind while you are at work. (LJ)

Birth Order Characteristics

Birth order is an intriguing way to help us understand those around us better. Did you know of the first 23 astronauts sent into outer space, 21 were firstborn or only-children?

Firstborns

Characteristics of firstborns include: Goal setters, High achievers, Perfectionists, Responsible, Organized, Rule Keepers, Determined, Detail people.

Only children are considered as a specialized type of firstborn. They are generally characterized much the same as firstborns who have siblings.

Middle Children

A good description of middle children is balanced. They don't

have their parents all to themselves or get their own way. Therefore, they learn to negotiate and compromise.

Characteristics of the middle-child: Flexible, Diplomatic, Peacemaker, Generous, Social, Competitive.

Last-Born Children

Youngest children in the family are typically outgoing and great at motivating other people. They are also affectionate, uncomplicated and sometimes a little absent-minded.

Characteristics of the last-born child: Risk takers, Outgoing, Idea people, Creative, Humor, Question authority.

Family Dynamics

Birth order isn't a simplistic

1-2-3 system, however, and it is important to realize these are just tendencies and general characteristics. Particular dynamics within families can change relationships as can the sex of the child, the spacing of children, physical differences, etc.

These are tendencies and general characteristics that often apply. There are dynamics within families that can change relationships.

Whether raising your children or working with adults the key is to remember everyone is an individual. Birth order is another attempt to gain insight into the complex behavior of human beings.

Sources: *The Birth Order Challenge*, by Clifford Isaacson; *The Birth Order Book* by Kevin Lehman (LJ)

Children and Violent Media

LaDeane Jha
Extension Educator

Nearly all American households have televisions and on average, children view between three and five hours per day and 21 to 23 hours of television per week. Violence is often a part of what they view. Very often they copy behaviors they see. As such, it is very important to help children understand the seriousness of violence on television and in real life. The following activities may help.

- Watch a television program with your child and count how

many times violence is shown.

- Ask your child what he or she thought of the show. Was it a good show? Why?
- Discuss each act of violence with your child and come up with ideas to handle the conflict without violence.
- You might also want to talk about how the family members and friends of the victim might react to the violence.
- Watch an evening news program with your child and compare what you see on the news with the violence on your child's favorite programs. Talk about the real-life tragedies that have hurt or sepa-

rated many men and women and children from their families through death. Here are several questions to ask your child during the discussion.

- How would you feel if this happened to someone you know or love?
- Why do you think there is so much violence on television shows and in video games?
- Is violence funny? Why? Or why not?
- How do you view violence you see on the news? How do you view violence you see on television?

Family Living



by Lorene Bartos, Extension Educator

To prevent streak marks when cleaning large vertical areas (walls, etc.), start at the bottom and work up. Overlap areas as you clean and use a circular motion.

Teen Employment Pros and Cons

The work history of most young people begins early in life with more than 50 percent of teens beginning their first jobs around the age of 12. Boys tend to begin jobs at younger ages and work more hours than girls. By the time teens graduate from high school, 80 percent of them will have held a part time job at some point during their high school years.

Research indicates working during high school has both positive and negative effects.

Pros

- Some benefits include:
- valuable work experiences,
 - time management skills,
 - financial management skills,
 - marketable skills,
 - financial independence,
 - good work habits.

Cons

- Negative consequences of work are linked to how often and how long, not whether, a student works. The more hours teens work, the more prone they are to experience negative effects. The negative consequences of teen employment need to be carefully examined. These include:
- less time on homework,
 - more classroom deviant activity and less academic effort,
 - higher rates of absenteeism and less school involvement,
 - lower grades in school (stu-

- dents who work more than 20 hours per week have grade point averages lower than other students who work 10 or less hours a week),
- less time with family,
- more conflict with parents over spending decisions,
- more likely use of drugs and alcohol (substance abuse is higher for workers than for non-workers and for students who work longer hours (20 or more),
- development of negative views of work.

Other factors that affect how students handle employment and school life include the intensity and difficulty of the work done.

Parents Can Help

- As parents we can help working teens by:
- discussing the reasons associated with having a job while in high school,
 - creating weekly schedules that help track hours worked — **remember, work may be beneficial if the number of hours worked per week is 15 or less,**
 - agreeing about expectations on how income will be used,
 - teaching your teen practical ways to manage adverse situations on their jobs,
 - teaching teens effective ways to manage multiple demands on their time. (LJ)

CHARACTER COUNTS! Corner

Citizenship

Traditionally we think of a citizen as a legal inhabitant of a city or country. This is true but the concept of citizenship reaches beyond geographic boundaries, it is an attitude. Citizenship demands participation, involvement and contribution because no one can make a difference without being involved. People have no choice about the family and country they are born into but they do have a choice about whether to be a responsible member of their family, community and country. Citizenship means seeing a need and working together to do something to help, not waiting for a crisis to act and being creative to improve your community and country. (BR)

