

Kids these days

The publication for people who care about Alaska's Kids!

Teach Your Child the Joy of Reading



For adults, reading is a common part of our day, from street signs to instructions, articles, and the mail. The ability to read and comprehend language is a necessity in today's world.

So how do we teach our young children the joy of reading and the important role that language plays in our lives?

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Teach Your Child the Joy of Reading

By Jolene Firmin, RurAL CAP Parents as Teachers Coordinator and Barbara Roddy, Child Development Coordinator

We foster a strong foundation for literacy in the early years of life through play, songs, and shared reading experiences. Literacy development is a dynamic developmental process that begins in the first years of life. Emergent literacy is the term used to refer to these first years when children begin to understand the interwoven concepts of language, reading and writing.

Teaching reading and writing to infants and toddlers is not a formal process. In fact, formal teaching to these young children is not developmentally appropriate and can result in negative stress for the child along with pressures related to failure. Research shows that shared reading activities are the single most important thing adults can do to promote emergent literacy skills in young children (*National Early Literacy Panel, 2008*). So, it is through a series of developmentally appropriate opportunities and positive interactions with literacy materials and people that a love for reading emerges. Before children can read and write the combination of singing nursery rhymes, playing with books, listening to stories, pretending to read, and scribbling are truly the building blocks of literacy.

“Children from homes in which parents engage them in elaborated conversations, model uses of literacy, and engage them in activities that promote basic understandings about literacy will have better developed language and literacy skills than children from homes in which these activities are less frequent” (*National Early Literacy Panel, 2008*). By having books and literature in a home, a child will have more opportunities to be a successful reader.

RurAL CAP participates in a program called Reading is Fundamental (RIF) that allows children to gain access to quality books and shares literacy activities with parents. Children receive three books a year from RurAL CAP’s early childhood development programs. Rozel Auelua, a Child Development Center parent recently shared the following remark: “My daughter Lilyana really enjoys getting books through the RIF program at the RurAL CAP Child Development Center. The program has fostered fun literacy activities at her school and has encouraged them at home as well. My daughter loves the time we spend reading together at home, and as a parent I know her love for reading now is preparing her to be successful in school and in life.”

Research shows that shared reading activities are the single most important thing adults can do to promote emergent literacy skills in young children.

Listed below are strategies parents and adults can implement with young children to foster a strong foundation for literacy and a lifelong joy of reading.



George Johnson and son Jacob

Sounds and Symbols (Birth to 18 Months) Infants can:

- Play with board, cloth and plastic books by physically handling and manipulating them
- Enjoy listening to rhymes, songs and repetitive language
- Engage in sound plays by tapping drums and shaking noisemakers.
- Gaze at faces during story time and brightly colored pictures in books

Parents and family members can:

- Model holding books correctly, turning pages and reading daily in a relaxed and fun manner
- Read with the child one on one, so that child observes and handles books often
- Display interesting books where child can reach them
- Practice and play with words, make up silly songs or chants

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The contents of this newsletter were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.

... the Joy of Reading cont.

Nurturing Literacy (19 to 36 Months)

Toddlers can:

- Draw and scribble
- Point to names and objects
- Pay attention and interact with pictures in books
- Imitate adult behaviors or actions seen in a picture
- Begin speaking and putting words together, eventually talking about events in a story

Parents and family members can:

- Run finger along text while reading to demonstrate text progression
- Draw attention to signs and symbols in the environment
- Provide a variety of writing materials and time for child to experiment with them
- Talk during every day activities about words and sounds (such as, at the grocery store, identify foods with the same beginning sound)
- Take child to the library, bookstore, or places where child will have exposure to a variety of books

Awareness and Exploration (3 to 4 Years)

Preschoolers can:

- Enjoy listening to and discussing storybooks
- Understand that print carries a message
- Engage in reading and writing attempts
- Identify labels and signs in their environment
- Participate in rhyming games

Parents and family members can:

- Engage child in conversation, give names of things, show interest in what a child says
- Read and reread stories with predictable text to children
- Encourage children to recount experiences and describe ideas and events that are important to them
- Provide opportunities for children to draw and print, using markers, crayons, and pencils
- Guide them in writing their own name and call attention to words that begin with the same letter as their name
- Demonstrate that books provide information

Experimental Reading and Writing (5 Years)

Kindergarteners can:

- Use descriptive language to explain and explore
- Recognize letters and letter-sound matches
- Show familiarity with rhyming and beginning sounds
- Understand left-to-right and top-to-bottom orientation and familiar concepts of print
- Develop basic concepts of print and begin to engage in and

experiment with reading and writing.

Parents and family members can:

- Read daily and reread narrative and informational stories to children
- Involve children in story telling
- Allow children to participate in activities that involve writing and reading and explain why you are writing things down (for example, cooking, making grocery lists)
- Have conversations with children during mealtimes and throughout the day

Early Reading and Writing (6 Years)

First graders can:

- Use strategies (rereading, predicting, questioning, contextualizing) when comprehension breaks down
- Begin to read simple stories and write about a topic that is meaningful to the child
- Use reading and writing for various purposes on their own initiative
- Use letter-sound associations, word parts, and a context to identify new words
- Identify an increasing number of words by sight

Parents and family members can:

- Talk about favorite books and share why they are favorites
- Read to children and encourage them to read to you
- Suggest that children write to friends and relatives
- Begin a daily story time routine

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Rebecca Walters and son Kevin

Students excited about flexibility of being sustainable

By Naomi Klouda, for the Homer Tribune (orig. published May 17, 2010)

Before the Alaska governor signed a new bill that allows for local produce to be purchased and incorporated into school menus, Homer's Flex High School was already a step ahead.

Teacher Jeff Szarzi and the school's 32 students started their planting in March, using a \$500 specialty foods grant to purchase materials to construct a "hoop" house, soil and seeds. Already, the delicate seedlings of beets, spinach, kale, onions, tomatoes and basil are starting to grow.

*"I am doing this as a way to teach them to garden and show them that they can eat what they produce," Szarzi said. **"We wanted to start a school garden, and take that into the future so that we could grow produce to use in the school lunches."***

Students are so enthused about the project, several volunteered to spend the summer weeding or tending the garden.

It was student Vanessa Lind's task to test the soil; she found it lacking nitrogen. David Koen and Benson Eldon helped build the greenhouse. As a class project, they looked up instructions and a design on the Internet. Students are completing papers on gardening, construction and nutrition. And just the other day, the class "did the math" on plotting the soon-to-be-planted raised garden.

Flex teachers said they are finding the lessons informative across the curricula. Alaska-grown kids tend to not know as much about gardening as their Lower 48 counterparts — generally because of the short growing season here. Szarzi said he brought in a fresh celery plant from the garden to show the students what one looks like.

"They didn't immediately know which parts are edible," he said.

And while the general consensus at school is that summer is when you grow things and winter is when school is in session, Szarzi pointed out that a greenhouse will continue to yield crops into November.

"We will get the rewards in the fall," he explained. "With the number of students we have, it would supply just a few meals unless it gets

bigger. Right now, the most important part is getting the kids to know they can grow a garden and it can be raised to the point they have a food item."

All 32 students in the school participate in some form. Szarzi teaches math, science, technology and woodworking at the school, and finds all those topics apply in one way or another to the gardening project.

Just last week, Alaska Gov. Sean Parnell signed a bill into law ordering state agencies study and recommend ways to get local agriculture into the diets of public school children.

The Farm-to-School Program is estimated to cost \$181,000 annually to cover one full-time and one-part time position, travel and curriculum coordination. The law takes effect in August and expires July 2014.

Kyra Wagner, Director of Sustainable Homer, is enthusiastic about the possibilities this opens for local growers and fishermen. Why not add locally caught halibut to the school menu? Or salmon and cod, she suggested.

And if local produce is frozen for winter use, it could supply year-round vegetables. *"It could be beautiful. We could be growing the potatoes that are cut into french fries," Wagner said. "It would be much better to let them have locally grown broccoli that was frozen, than to have what was grown in Kansas and shipped here."*

Nancy Hillstrand has offered to let local growers use freezer space that goes unused in the winter months at her Coal Point Trading Post. She said she is also interested in working with Flex students.

"I have a steamer, so we can blanch, vacuum-pack and freeze, so they can start supplying year-round vegetables," Hillstrand said. "You won't have the freight costs, and you would have the best quality vegetables."

She added that involving the school in these food-preservation steps would be an important part of their education.

www.HomerTribune.com



Homer Flex High School teacher Jeff Szarzi shows the green "hoop" house he and students built for a school gardening projects. With him are left to right Vanessa Lind, Benson Eldon and David Koen. The students will raise their own food to incorporate into school lunches.

Perseverance Theatre creates WriteOn program from TOPs

By AASB Staff

Our 7th annual **TOPs for Artists** training took place in Anchorage this past April. Individuals from different youth-serving organizations around the state are invited to take part.

A focus of the two-day TOPs training is to learn about getting youth more involved with adults in community activities, and how art is a perfect vehicle for making that happen. Attendees share ideas, learn from others' experiences, and in some instances, form collaborative relationships and networks for future efforts. Upon completion, participants have the option of applying for a stipend to put toward a community project that combines youth, art and adult support from the greater community.

Ruth Kostik, from Perseverance Theatre in Juneau, took lessons from last year's TOPs and applied them to an education program developed this past winter for teens. **WriteOn** brought longtime company member and playwright Merry Ellefson, Alaskan teaching artist Ryan Conarro, and Perseverance Education Director Shona Strauser into four classrooms (a total of 125 students) at a local high school to teach the art of playwriting.

After several weeks of reading, discussing and analyzing excerpts from classic and contemporary pieces, completing

numerous plot and character development exercises, and attending special performances of Perseverance productions, students began the process of writing their own short plays. Thirty-seven scripts were completed over the course of the nine-week program. Classes then voted for their favorites and seven plays were selected to be performed. Kostik explained: *"The students' plays ranged from serious to comedic, with stories both familiar and fanciful."*

Kostik goes on to say **"WriteOn has been a successful program and made a great impact on not only the students, but the artists who participated as well. We are grateful to the Association of Alaska School Boards and Alaska ICE for support of this project, we couldn't have done it without you."**



K T D · 5

Facebook page highlights teen involvement in Anchorage

By AASB Staff

Increasing opportunities for youth involvement in their local communities is something that **Spirit of Youth** promotes and encourages, and has been doing since forming in 1997. **Recently, Spirit of Youth launched the Que Pasa? Anchorage page on the popular social networking site Facebook to connect teens in the Anchorage community.** Through relevant youth-specific news and information the page has already accumulated over 1,100 followers and is continually growing. A new post regarding community events, job opportunities, youth organization/partner activities, or other happenings are published each day.

According to preliminary results from an ongoing survey **25%** of page followers have participated in an activity that they heard about through the page, almost **80%** indicate that they have an increased knowledge of activities and opportunities

Que Pasa? - Anchorage National Get Outdoors Day is tomorrow (June 12)! And guess what? The artist Wyland (the same artist that painted the Whaling Wall downtown) will be working with kids and families to paint over 20 murals depicting forests, parks and the environment. Also expect to build sand castles, paint lots of things, and listen to lots of music! Davis Park in Mt. View is the spot and 11-4 is the time!

Alaska Geographic
Children's Forest -- National Get Outdoors Day | Alaska Geographic
www.alaskageographic.org
content

A recent post featuring Alaska Geographic for National Get Outdoors Day

for teens in Anchorage and **73%** say that they have learned about groups or organizations that they were not previously aware of.

See the page for yourself at: www.facebook.com/quepasa

Shishmaref Youth Learn Hunting and Survival Skills

By Donna Barr, Shishmaref Village Based Counselor

Editor's Note: This is a story written by Donna Barr, Shishmaref Village Based Counselor, about a hunting and survival skills trip that had youth working alongside adults. The project was supported through an Alaska ICE youth-adult project stipend. To see other examples of how Alaska ICE supports youth-led service projects and youth-adult relationship-building, go to: <http://www.alaskaice.org/material.php?matID=998>

The goal for this trip was to provide an experience for the youth to travel by snow machine to our local hunting grounds to hunt/ butcher and learn basic survival skills from local hunters.

The youth actively participated in tracking and hunting caribou & wolverine while at Hot Springs. The hunters divided into three groups to assure the game will be caught. The result was two caribou, one of which was caught by a youth, a wolverine, two

this time another instructor helped with the process. He showed the boys a different way to take out the organs, the old traditional style. This instructor was taught at an early age on how to butcher caribou from his grandpa, who recently passed on. This was very educational for everyone involved. The youth were shown two different ways to take out the organs, an old traditional way and a newer way that is done commonly these days. Our elders taught us to wait until the next day before we can eat a fresh catch. So the next day, some of the youth helped in cutting the meat into smaller pieces. This is usually done in the homes after hunters come home with fresh meat. The wives of the hunters help with this process to store the meat in freezers and to be ready to cook at a later date.

On day 3 during the trip, all the youth were shown the old hot springs site. While at the old site, myself and the hunters gave a



foxes, and three ptarmigan. One of our hunters started the instructions to skin and butcher the caribou at the camp site, then the youth began to take part in the process. All nine boys took interest in helping. This was the first time for all of the boys to assist with butchering a carcass. A couple of the girls also watched how the butchering process was done. A lot of rules were given to assure the meat and organs were cut out properly, some parts of the organs are taken specifically for our elders. The youth were shown where and how to cut the skin and meat, and were given the opportunity to actively carry out the procedures. Our instructor did a really good job teaching the youth the process. The next day a couple of the hunters went out to look for more caribou and one of our youth was successful in shooting and killing a caribou. When news got to the cabin, all the boys were excited to get ready to participate in skinning and butchering once more. **None of us adults gave any order for them to participate, they were interested to take part on their own. This was a very rewarding moment for a few of us adults who noticed their willingness to learn.** As they began to start skinning the caribou, the boys remembered each step of the process from the first experience. But

lecture on what tools and equipment are mandatory when preparing for a hunting trip. Survival skills were also instructed during the session. Experiences were shared and stories of what happened during actual events were told to the youth. All the youth listened with much interest. What we had to share was vital to surviving in harsh weather conditions. We showed the youth how to make shelter and what to do if we are thirsty, how to ration our food supply, and gave them tips on what to do if they got wet from overflowing waters. It is very important to never leave your machine if you are far away from your destination. Also, sometimes we just have to wait out a storm if we are caught in the middle of it, so we can have enough fuel to make it home. These survival tips are important to remember, and even our smallest tools and equipment can very well save the life of our hunters when caught in a dangerous situation. **The overall trip was very rewarding for everyone involved. During the trip the kids went sliding, rock climbed, took numerous baths, played games, shared stories, helped with chores, mingled with the adults, worked cooperatively, and learned hands on experience to hunt far away from home.**

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...Shishmaref Youth skills cont.

I am very happy to share our successful trip with all our sponsors, the youth's family members and the community. **I am also extremely proud that our hunters donated their time and skills to pass down their knowledge to our youth.** We have a choice to prepare a future for a youth, but we have to sustain independence for our youth to know they can be prepared to be on their own for their future. Preparing their independence is a task that may be difficult, but can be done with effort from the teachers who prepare them. **This is how our Native people were taught to live from generation to generation, preparing our children to be independent for their own future.** I hope I can pass on my message to more individuals who are motivated to make a small difference for our youth of today, an understanding of our own local traditions and sharing what we've learned with others who can benefit. Thank you very much for your funding opportunity to make this event possible. **The world is such a beautiful place when we can learn to live on our own land with respect and an understanding of our heritage.**

A special thank you to Alaska Initiative for Community Engagement/AASB, Alaska Network on Domestic Violence & Sexual Assault, Native Village of Shishmaref-Bingo, City of Shishmaref-Bingo and the students who helped with fundraising for this trip. Support from Shishmaref School, Shishmaref Wellness Coalition, National Park Service-Nome, Shishmaref Village Based Counseling Program and the community of Shishmaref.

A tremendous thank you to Sharon & Glen Nayokpuk, who were my lead instructors during this trip, Thomas Eningowuk, Lloyd Kiyutelluk, Norman Kokeok and Vanessa Eningowuk for your volunteered time and knowledge. A warm thank you to the youth who participated: Patrick Iyatunguk, Jay Jacob Weyiouanna, Alexander Weyiouanna, Lawrence Miizuk Nayokpuk, Gideon Sonny Barr, George Pootoogooluk, Ryan Nayokpuk, Ned Ahgupuk, Eric Nayokpuk, Mamie Iyatunguk, Tammy Iyatunguk, Keisha Olanna, Brittany Weyiouanna and Hayley Weyiouanna.

With much gratitude and respect, Donna Barr.

Glacier Valley's Guitar Club Inspires Students

By AASB Staff

Juneau's Glacier Valley Elementary School staff has experienced first-hand the value of art with its students. Glacier Valley's *Art is Elementary* program is as diverse as it is engaging for students, with efforts in digital storytelling, music, visual arts, dance and drama. For its dedication to the arts, Glacier Valley received the *Kennedy Center Creative Ticket National School of Distinction Award* in 2008. **A great strength of Glacier Valley's formula is in the support it receives from outside the school.**

As community partnerships have grown in recent years, so too have the variety of projects that Glacier Valley has put into place. With the help of Glacier Valley Parent Group, AASB, Juneau School District and the Rasmuson Foundation, Glacier Valley was able to extend art opportunities beyond the school day, both before and after-school. The latest addition to the art offerings is guitar club. The guitar club grew out of expressed student interest, and the students took to it immediately.

An essential component of guitar club is cooperative learning. It develops a sense of pride and belonging while individually and collectively developing skills on the guitar to achieve success. Both counselor Rod Crist and music teacher Lorrie Heagy observed students taking risks and pride in tackling new pieces, filling leadership roles and feeling successful in areas not often celebrated in traditional school settings. The structure of guitar club invites cross age peer education. Individual students

who have mastered techniques on the guitar are required to assist younger and older students in developing similar skills. This allows a sense of accomplishment and pride.

To meet a variety of student learning needs and styles, Glacier Valley adopted an approach that integrates the arts into everyday classroom learning as a way to engage, motivate and extend learning into other subject areas. Through a combination of weekly music, visual arts and/or drama classes, coupled with the additional two hours of after-school guitar club, GV accomplished its goal of providing students with three or more hours per week of art experiences.

Concerning the guitar club, one GV staff member shared, "The guitar students are so serious about their playing that we can never get a photo of them smiling! All of the students are excited about continuing to learn guitar next year and plan to sign-up."



SEL for Parents and Families: 10 Things You Can Do

from CASEL (*The Collaborative for Academic, Social, and Emotional Learning*)



10 Things to do at home to promote Social Emotional Learning

Focus on strengths. When your child brings home a test, talk first about what he or she did well. Then talk about what can be improved. Praise specific strengths. Don't just criticize things that were done wrong.

Follow up with consequences for misbehavior. Sometimes parents say things in anger that don't curb the behavior in the long run. You might say, "Because of what you did, no television for a month." Both you and your child know that after one or two days the TV will go back on. Decide on consequences that are fair, and then carry them out.

Ask children how they feel. When you ask your child about his or her feelings, the message is that feelings matter and you care.

Find ways to stay calm when angry. It's normal to get angry or irritated sometimes. Learn to recognize "trigger situations" and do something about them before you lose control. Try taking deep breaths for a few moments. Consider having a "quiet area" where people can go when they are upset. Or you can just stop talking and leave the room for a while. Sit down as a family and talk about what everyone can do to stay calm.

Avoid humiliating or mocking your child. This can make children feel bad about themselves. It can lead to a lack of self-confidence and, in turn, problems with schoolwork, illness, and trouble getting along with friends. Unfair criticism and sarcasm also hurts the bond of trust between children and parents. Be mindful of how you speak to your children. Give them the room to make mistakes as they learn new skills.

Be willing to apologize. Parents need to be able to apologize to their children if what they said was not what they meant. Calmly explain what you really wanted to say. By doing this you're being a good role model. You're showing how important it is to apologize after hurting someone. You're teaching that it's possible to work through problems with respect for the other person.

Give children choices and respect their wishes. When children have a chance to make choices, they learn how to solve problems. If you make all their choices for them, they'll never learn this key skill. Giving children ways to express preferences and make decisions shows that their ideas and feelings matter.

Ask questions that help children solve problems on their own. When parents hear their child has a problem, it's tempting to step in and take over. But this can harm a child's ability to find



The role of families in teaching SEL values is significant

solutions on his or her own. A helpful approach is to ask good questions. Examples include, "What do you think you can do in this situation?" and "If you choose a particular solution, what will be the consequences of that choice?"

Read books and stories together. Reading stories aloud is a way to share something enjoyable and learn together about other people. For example, stories can be a way to explore how people deal with common issues like making or losing friends or handling conflicts. Ask your child's teacher or a librarian to recommend stories on themes that interest you and your children.

Encourage sharing and helping. There are many ways to do this. Together you and your child can prepare food in a homeless shelter or go on a fund-raising walk-a-thon. You can help out elderly neighbors or needy families. This teaches children that what they do can make a difference in the lives of others.

SEL tied to youth success in Alaska

An increasing number of Alaska schools are recognizing the importance of social, emotional learning and employability skills to youth success, and many are both teaching and measuring them.

Thirty-three districts participated in AASB's **School Climate and Connectedness Survey** in 2010 and will be receiving data on student SEL levels.

Find out more about SCCS at alaskaice.org.

...the Joy of Reading cont.



In addition to Reading is Fundamental, Alaska's communities are also involved in other reading programs that bring books into homes. They include the following:

Dolly Parton's Imagination Library in Alaska

Imagination Library mails a free, high-quality, brand new book each month to children from birth to age 5 who live in communities that support the program. The first book for every child is "The Little Engine That Could" by Watty Piper. After that, all books are age-appropriate.

Imagination Library gives parents the tools – books – to help their children succeed in school and life. To enroll your child, check if there is an Imagination Library in your community. If there isn't and you'd like to consider organizing one, contact Best Beginnings by calling (907) 297-3300 or emailing bbrown@akhf.org. More information is available online at www.bestbeginningsalaska.org.

Ready to Read Resource Center

The Anchorage Public Library Ready to Read Resource Center supports early literacy development throughout Alaska by providing books and other resources to anyone who works with infants

and toddlers, free of charge.

- Ready to Read Tubs include 30-50 books, a resources guide and DVD.
- Read to me at Home Tubs include 10 canvas bags with three books each. Families can borrow a bag to read to their children at home.
- Lapsit Bags have a theme and include 5-6 books, music CD, and a puppet or prop.

More information about the Ready to Read Resource Center visit: www.anchoragelibrary.org or contact their office by calling (907) 343-2970 or emailing ChangTN@muni.org.

Resources

- National Association for the Education of Young Children www.naeyc.org
- National Institute for Literacy - www.nifl.gov
- Reading is Fundamental - www.rif.org
- Zero to Three - www.zerotothree.org

Making Waves: Summer Reading Suggestions

From AASB Staff



Children's books



Mama, Do You Love Me?

By Barbara M. Joesse; Barbara Lavallee (illustrations)

This book tells a beautiful and timeless story, from an Inuit perspective, about a daughter's attempt to find the limit of her mother's love. The story emphasizes parents' unconditional love for their children.



Benny's Flag

By Phyllis Krasilovsky; Jim Fowler (illustrations)

For Alaskans, this story of "Benny's Flag" is part of our history. For others, it offers a unique view into some of the values that shape life in the 49th state. What other place would have a contest for schoolchildren to design the state flag? The warmth of this beautifully illustrated book will draw in adults as well as children. The warmth of this beautifully illustrated book will draw in adults as well as children.

Books for Teens



The Kids from Nowhere

By George Guthridge

From the world-award-winning writer comes the gripping, true story of a group of Alaskan students who, despite nearly impossible odds, achieve one of the most stunning educational feats in the history of American education.



Children of the Sea, Vol.1

By Daisuke Igarashi

Igarashi's storytelling is quiet, thoughtful, and thought provoking, but it is his drawings that make this graphic novel so amazing. Extremely detailed settings turn panels into mini-masterpieces, and the ocean scenes are so vivid that readers will feel that they are underwater themselves.

***Kids These Days!* making return to radio August 31, 2010**

By Sarah Gonzales, KTD Producer

Editors Note: Mark your calendars! What started as a pilot series of radio call-in shows examining issues related to children and families, parenting, and support for positive youth development in 2005 is making a return to radio August 2010. A fresh format, new host, and a web presence, including a website (www.kidsthese-days.org) and social networking components (Facebook and Twitter) will make KTD accessible and relevant to youth, parents, and families across Alaska.

Kids These Days! is a new radio program airing throughout South-central Alaska on KSKA, KRUA and translator stations starting Tuesday, August 31, 2010.

Hosted by Shana Sheehy, the weekly show will explore topics on raising children in Alaska with expert interviews and news pieces from around the state. The issues explored will run the gamut from fun to hard-hitting, and every show aims to be educational, entertaining and engaging to anyone who cares about children in Alaska whether you are a parent, grandparent, caregiver or a youth-oriented professional.

We invite you tune in on Tuesdays at 2pm on KSKA. And you can always listen to the show 24/7 on the website, or via our podcast.

The KTD team wants to hear from our listeners, so please use



www.kidsthese-days.org to interact with other listeners, exchange ideas, share stories and suggest future show topics by using the DISCUSS section of the site.

You can also email us at mail@kidsthese-days.org with any feedback or questions you may have. And, in the near future, be sure to follow our updates on Twitter (twitter.com/ktdradio) and Facebook!



Listen to host Shana Sheehy and producer Sarah Gonzales provide an overview and introduction for Kids These Days.



KTD newsletter archive

www.alaskaice.org