



# Regional Specialized 4-H Agents Newsletter

Volume 1, Issue 3

Summer 2011

## Surviving Summer Programs the Safe Way

By Judy Butterfield, Central District RSA

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Summer is in full swing & if you haven't already, start planning those day camps, field trips, end of the year club outings, the week-long residential camp and everything in between. As much as we hate to admit it, everything we do comes with some amount of risk involved. Most of what is being covered in this article has been covered in the Risk Management workshops offered over the past couple of years in the districts as well as in the Chaperone Certification Training, but still needs to be mentioned as we head into summer

programming.

First and foremost, before embarking on any day camps, field



### Be safe this summer!

trips, etc., please take the time to sit down with all parties involved and go over the **Pre-Event Planning Guide and Matrix** making sure you address any visible risk as well as some that may not be so visible. For example, if you or a volunteer are conducting a "Cooking Day

Camp", walk through each day hour by hour to see what activities will take place. Are youth using knives? Are they using the stove? What about food allergies? Is the first-aid kit accessible? Will you have enough volunteers to help youth who have no experience using knives or using the stove? Don't be surprised if a lot of youth have not had the experience of being in the kitchen before. What about opening cans with a can opener? Any risk here? Of course! Make sure younger youth are



Risk Management is complex!

*“This article is not intended to scare anyone off from having all the fun summer 4-H activities bring...”*



2011 4-H National Science Experiment is entitled “Wired for Wind”

### **Surviving Summer (continued)**

supervised with the sharp lids. Cuts can happen when least expected. Just keep in mind, some things we take for granted such as slicing tomatoes may be a new experience for someone 8 years old.

What about taking field trips? Where are you going? What ages are the youth? How many adults will go to help chaperone and supervise? Have these adults been screened?

Did you take the time to hold a pre-trip meeting to cover the rules and expectations? Will you be around water? Again, before getting

in cars or on the school bus, take the time to sit down and walk through the entire trip to make sure you know what is going to take place. Will everyone be taking their own lunch? Are there provisions to make sure the food stays safe? Again, something to think about.

Risk Management is not something to take lightly – our main goal is to make sure youth learn in a safe and nurturing environment, and this means looking at how events, camps, day trips, and, yes, even how fair activities are conducted when 4-H

youth are involved.

This article is not intended to scare anyone off from having all the fun summer 4-H activities; it is meant to raise the level of awareness of what can happen if close attention is not paid to the event. Risk is everywhere – even walking outside your door in the morning and getting in your car can be a risk – but we know that – hopefully we are all driving safely and aware of our surroundings. Stay safe and most of all have fun. More information on Risk Management can be found on the Florida 4-H Website or by contacting your respective RSA.

### **Use 4-H National Youth Science Day to Market 4-H**

*By Heather Kent, Northwest District RSA*

4-H is uniquely positioned to address our nation’s critical need for a more scientifically literate generation. 4-H Science combines our strong tradition of non-formal, experiential-based delivery modes and

youth-adult partnerships with caring, trained volunteers to teach science content as defined by the National Science Education Standards. With all the news in the media about the need for better science education,

the 4-H National Science Experiment is a great way to get involved in the 4-H Science Initiative while also marketing 4-H to the public as well as key stakeholders.

The science experiment for

## 4-H Science (continued from page 2)

2011 is titled "Wired for Wind." This three-tiered experiment offers an in-depth look at renewable energy technologies in the form of wind-power and will help youth enhance their science, engineering, technology and applied math skills by allowing them to:

- Design, build and test two different wind turbine models
- Experiment with variables by examining three different blade pitch angles to determine the effect of pitch on rotor speed
- Relate their scientific experiences back to their own lives by determining how their communities can harness the power of wind and create a more sustainable and clean energy system.

Youth will determine the best location for a wind

farm in their state or local area by calculating wind power and studying wind data and maps.

By connecting these important scientific lessons to civic engagement, 4-H youth become a living, breathing, culture-changing movement for doing the right thing, breaking through obstacles and pushing the country forward to successfully face the challenges of the future. Participation in *4-H National Youth Science Day* is meant to help spark an early passion for science, engineering and math and to encourage young people to consider these paths of study and future careers. It is also a great way to get publicity for your program. It provides an opportunity to

partner with local organizations and businesses that promote sustainability and energy conservation.

A toolkit for implementing National Youth Science Day, as well as publicity tools are available at: <http://www.4-h.org/4-h-national-youth-science-day/science-experiments-projects/>. In addition, there will be a distance-learning workshop to help you prepare for National Youth Science Day on **August 16<sup>th</sup>, 2011, from 10AM-12PM Eastern** (sign up on the PDEC website). Participants will receive a package of supplies and tools in advance of the workshop.



This experiment offers a look at renewable energy.

*Mark Aug 16th,  
10-12noon on  
your calendar  
for an in-  
service on this  
year's National  
4-H Science  
Experiment!*



## Recognizing & Awarding Your Club Members

By Tracy Tesdall, South District RSA



The Florida 4-H Recognition Model—find more info here:

<http://florida4h.org/awards/>

*Projects +  
Events/  
Activities +  
Awards/  
Recognition =  
4-H Experience*



**Awards & Recognition is more than just competition**

As a new 4-H year approaches, have you thought about the rest of the 4-H cycle? They'll work on their projects. They'll participate in events and activities. Will you incorporate all the components of the Awards and Recognition Model into your county 4-H program?

Recognition and awards programming in 4-H is a strategy for helping people become more capable and competent. Through the acknowledgement, affirmation and positive reinforcement of each person's effort, feelings of competence and capability increase and participation continues.

Recognition is an important part of the 4-H experience – youth need to know how well they contribute to the group and learn new skills. Recognizing their individual and group efforts provides them with feedback requiring youth development professionals to be skilled in providing recognition that

supports growth while training staff to understand and use recognition appropriately.

The 4-H Recognition Model is a comprehensive plan that acknowledges positive learning behaviors in young people. The model is designed to meet the needs, interests, and aspirations of young people from different backgrounds and life experiences.

The 4-H recognition program includes five types of accomplishments or goals. Each goal is unique in the way it motivates young people and recognizes their achievements. The five types of accomplishments 4-H measures for recognition are:

- Participation in educational experiences
- Progress toward self-set goals
- Achieving standards of excellence
- Excelling in peer competition

- Excelling in cooperation within a group

### Ideas for recognizing *Participation*

[http://florida4h.org/staff/Awards\\_Handbook/module\\_1/module1.pdf](http://florida4h.org/staff/Awards_Handbook/module_1/module1.pdf), page 7.

### Ideas for recognizing *Progress Towards Goals*

[http://florida4h.org/staff/Awards\\_Handbook/module\\_2/module2.pdf4-H](http://florida4h.org/staff/Awards_Handbook/module_2/module2.pdf4-H), page 6.

### Ideas for recognizing *Cooperative Learning*

[http://florida4h.org/staff/Awards\\_Handbook/module\\_5/module5.pdf](http://florida4h.org/staff/Awards_Handbook/module_5/module5.pdf), page 7.

Find the Awards and Recognition Handbook either in hard copy form in your office or online, under faculty and staff of the website, here:

[http://florida4h.org/staff/Awards\\_Handbook/index.shtml](http://florida4h.org/staff/Awards_Handbook/index.shtml)

## Helping Our Volunteers Adapt to Change

By Bill Heltemes, Northeast District RSA

Twenty-six dog, poultry and rabbit volunteers gathered recently at Camp Ocala for a weekend focus on gaining new knowledge and improving their skills in developing and educating youth in their respective project areas. Happily, though not surprising, I think I may have learned more than the volunteers. I came away with a freshened awareness of our changing society and how it impacts both our youth and our volunteers.

I led them in an activity that began Friday evening and concluded Sunday morning. This is an activity I think you might find useful with your own volunteers as a way to focus their attention on the various stages youth go through as they mature and grow –which is the focal point of what we do in youth development.

I began the weekend with a Fri-

day evening inspirational program called the “4-H Revolution of Responsibility” using the national video of this same title. I had them discuss how they define revolution and responsibility. The next step got them to conceptualize how, as volunteers, they could use this with the youth they work. They immediately wanted to discuss activities and events and were a bit frustrated when I made them focus on character, relationship building etc. A very in depth discussion followed. This laid the foundation for the rest of the weekend. It helped to have Dr. Fogarty do a session with them earlier in the evening on Ages & Stages of Youth Development .

The inspiration to kick of Saturday morning was “The Child of Yesterday”. This was fairly easy as all of us were the children of yesterday – though we varied based on

where each grew up and the structure of our family life. I asked “what did we do for fun when we were kids”; “What were our hobbies?”; “What were the major problems we faced?”; “What were our biggest worries?”; “What were our schools like?” and “What technology did we use?” The last question was “As volunteers what could we do with youth then that we can’t do now?” Would you have guessed, one of the biggest worries for our middle age and senior volunteers was the threat of nuclear war, school and integration?

After lunch, I continued their focus on youth development by moving to “The Child of Today”. At the close of the evening we moved on to “The Child of Tomorrow”. We covered the same questions. The most difficult age proved to be “The Child of Tomorrow”. Even though I asked them



The Child of Yesterday

*Use the idea presented here with your own volunteers to focus their attention on the various stages youth go through as they mature & grow*



The Child of Today

### Volunteers Adapt to Change (continued from page 5)

to look only 10 years into the future, it still proved difficult to project.

Following breakfast on Sunday, the inspirational topic was "New Age Volunteerism". Based on all of the discussion of the changes youth go through, I asked them to consider how they must, if they must, change in order to continue to be an effective developer of youth. As you can guess there was discussion about adapting to a rapidly changing technologically oriented world. What was most comforting to me, was their conclusion that children would need 4-H more than ever and their role as caring and positive adults will be critical. I asked them to consider what they will need from us to be effective volunteers and relevant in their member's lives. What do we need to do as youth development professionals to keep them relevant and confident?

Their re-

sponses? Keeping curriculum updated and presented in the ways in which youth learn today, training in use of technology and social media, relevant and hands-on training programs that cannot be accomplished electronically or through written materials, becoming culturally competent, curriculum and events that are presented within a global context, and training on adult/youth partnerships. Some really challenging needs for us to consider individually and collectively.

The closing inspiration was "Reflections of a Volunteer Leader: What Am I Taking Home from This Experience?" Each volunteer was asked to present one item. (Which is also one component of my evaluation plan!)

Throughout these inspirations I used a variety of stories, poetry, quotations and personal experiences to reinforce each theme. In their evaluations vol-

unteers expressed this helped them to remain focused through the weekend. Many said they had not really viewed their role as youth developers – they had always thought this was a professional role. It helped them to look at what they can do differently and how much influence they really do have.

If you have an interest in using some of this in your own volunteer development programs I will be happy to share and to help you think it through. I found it to be an exciting and very gratifying experience for myself, coming away with a renewed confidence in the competency and commitment of Florida 4-H volunteers.



The Child of Tomorrow



New Age of Volunteerism

## Get-Acquainted Activity for 1st Club Meeting

By Georgene Bender, South Central District RSA

If you have been to my trainings, you know I LOVE to use the *GO ASK ANYONE* cards. Not only do I enjoy them; adults and kids do also. The cards are \$8.95 through Amazon.com, but you can create your own cards as well. This would be a great activity for your teen group to do for you for the summer.

### Make Your Own Go Ask Cards

1. Get card stock; or if you have the funds – you can get blank pre-cut cards at any office supply in the teacher section or go to a specific store for teachers.
2. Go to the library and pick out some books of questions (I've listed some on the next page) or search the web or create your own.
3. You might design the back of the card with a logo or create your own name for the cards – for me, I would call mine “mindbender cards”
4. Using the computer, select an Avery template (Index Card – 3per sheet; www.avery.com) to use for the cards and type in the questions.
5. Print out and laminate, if possible.
6. At the office store, get a small plastic case to store the cards in.

There are many ways to use the cards and it can be separated into small groups (3-10 players) and larger groups (11+).

#### Small Groups

Each person takes two cards from the deck. Using a soft rubber ball or balloon, start by tossing the ball to someone you do not know and say “My name is Jane Smith.” The person who catches the balls replies “My name is Joe Greene” then the person who tossed the ball selects a one question to ask the person who received the ball. After it is answered, Joe repeats his name to the group and tosses the ball to someone else. That person then

says their name and now Joe will ask one of his questions. And this continues till all have had a turn one time.

**VARIATION:** You could also use the card question for everyone to answer each time, including the person who asked the question.

#### Large Groups

- Start with some groups of 5; then combine two groups for their second card; then keep adding groups till all have met
- Stand or used chairs face to face. One row remains in place while the other moves to a new person. They have a couple of minutes at each person to ask their questions. Then the participants move to another person until they have met all the participants in the line.

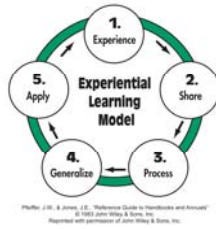
#### Best Practices for this Activity

Plan at least 30-40 minutes



#### Trivia:

*In 1912, chocolate manufacturer Clarence Crane of Cleveland, Ohio invented the Life Saver as a summer candy that could withstand heat better than chocolate. Life Savers originally came in one flavor Pep-O-Mint with the slogan “for that stormy breath”.*



### References for Conversation Questions:

**The Complete  
Books of  
Questions: 1001  
Conversational  
Starters for  
Any Occasions –  
Paperback**

(August 26,  
2003) by Garry  
Poole

**Dinner Talk:  
365 engaging  
conversation  
starters to  
help you and  
your family  
connect –**

**Paperback (June  
18, 2010) by  
Emily Hall,  
Philip S. Hall  
and Nancy D.  
Hall**

- Involve the adult leaders as well
- Use a soft ball
- Great first meeting activity; but suggest you use them throughout the year

Here are some *process questions* to ask after the activity to make the activity more meaningful and use our 'experiential method' of teaching.

1. *Experience (Just do it!)* Experience the activity, perform, *do it*. Individual or group experience that pushes the learner to a new level.

2. *Share (What did you do?)* Talk about the experience. Share results, reactions, and observations publically. Questions to help with this step – What did you see, feel or hear? What part of the experience was most difficult? Easiest?

a. *Was this an easy way to get to know people? Why?*

b. *What part of this activity was difficult?*

c. *Process (How did you do it?)* Discuss how the experience was carried out. Process by discussing, looking at

the experience, analyzing, reflecting. Youth relate the experience to the targeted subject matter and life skills being learned. Questions to help with this step – What problems or issues came up as they did the activity? How did you deal with these problems? Why is the life skill they practiced important?

d. *Who started the conversations? Did you talk beyond the questions?*

e. *How did your comfort level with this activity change as the activity continued?*

f. *Generalize (What did you learn?)* This is the step where youth connect the experience to the larger world. Questions to help with this step – What did you learn from the experience? How does this learning relate to other things they have been learning? What similar experiences have they had (with this life skill or subject matter)?

g. *What did you learn from the activity besides meeting people?*

h. *When you start a project you don't know anything about it; what experiences from this activity relate to starting new projects?*

i. *Apply (How will you use what you learned?)* Apply what was learned to a similar or different situation. Youth use the new subject matter and life skill in other parts of their lives. Questions to help with this step – How can they use what they learned? How could what they learned in this experience relate to other parts of their life? How can they apply (the life skill practiced) in the future?

j. *How can you use this activity outside of 4-H?*

k. *Learning to communicate with people is a positive social skill, how can you continue to learn this skill?*



## Reading Prize

To win the reading prize, be the first person to email your RSA and win! (One winner per administrative district.)

**Question:** What year was the first National 4-H Club Congress?

**Prize:** A grab bag of 4-H paraphernalia from oriental trading (have you seen the 4-H stuff at <http://www.orientaltrading.com>)



Reading can earn you prizes!

## Managing Clubs for the New 4-H Program Year

By Judy Butterfield, Central District RSA

Another 4-H year is beginning and it's time to ask yourself – what training do I need to offer my volunteers, what do I need to do to support the clubs and their development, how many new clubs can I anticipate and are they in areas we need clubs, are all existing clubs returning, if no why not, are there any new county/state policies and/or procedures that the clubs need updating on? If you think ahead in the planning process and ask yourself these questions early enough in

the year – it will help with the overall management of your county clubs.

First and foremost, for the success of any club, you need to meet with the Organizational Leader (s) at the end of the year as an "end of year" review of what really worked and what may not have worked so well with their club. This is also a good time to meet with them on their intention of wanting to continue as a club leader. Even if you have concerns, the meeting needs to be presented in a positive

light. After meeting with all club leaders (yes it does take time – try to set aside a specific day to do this), this will give you an idea as to how many new clubs to recruit in underserved areas or what possible training needs to be provided to your volunteers. You can also use this meeting to officially reappoint them for the new 4-H year OR have another meeting with them at the end of summer before clubs restart to assess their club plans for the new 4-H year.

Primarily,

*Time to make the donuts...I mean, start another 4-H year!*



## ***Managing Clubs (continued from page 9)***



*Take steps to plan the 4-H year*

clubs need to have a plan/focus for the club year. This is a requirement for chartering as well as it helps them “know where they are headed” for the year. In general, when planning the club program year the following steps need to be taken:

- Define the club’s goals – where are we going?
- Plan steps toward these goals – how do we get there?
- Share the responsibilities toward accomplishing the goals – who does what in helping reach these goals?
- Carry out these responsibilities – the actual plan/program.

- Evaluation – did we get where we wanted to go?

By helping club leaders understand this process, you can rest assured the club will be successful. Also, an important component in all of this is club members – they need to be involved from the very beginning.

It is also important to keep in mind this is an evolving process and club leaders are always at different levels of learning and experience – training opportunities need to reflect the needs of the club leaders. You say you are short staffed? Have you tried to recruit an experienced volun-

teer to act as a Club Manager Liaison to help in the organization of new clubs as well as serve as a mentor to new club leaders in answering questions? They would need to work within your guidance and parameters to ensure the correct information is being given – but in the long run could save you valuable time.

You have at your fingertips valuable club management resources on the Florida 4-H website under the Club Link. Please make these available to your leaders and even include them in future leader training for the upcoming 4-H year.

## ***Year 2–Distance Learning for 4-H Faculty & Volunteers***

*By Bill Heltemes, Northeast District RSA*

We will continue the distance learning volunteer training program into the 2012 4-H year. We are keeping it on the 1<sup>st</sup> Tuesdays of the month, from 6:30-7:30 ET. This will still give you an opportunity to customize the training for your own volunteers. This will

kick off on September 6<sup>th</sup> with “Organizational & Management Skills for Club Organizational Leaders”. How about launching the new 4-H year with a potluck dinner or a dessert buffet and make it an opportunity to socialize as well as learn. If your volunteers meet other volunteers



## **Distance Learning (continued from page 10)**

and enjoy the first session it will make them want to return for more.

The final session will be June 5<sup>th</sup>. Other topics remain the same, although we are willing to consider changes or additions if we get enough requests.

One additional topic being requested is "Planning & Managing Educational Programs in Livestock Clubs". If you would like this topic for your county, let me know – it is something we can schedule in at a time convenient to the counties making the request.

Keep in mind, you can offer this to your volunteers without being present yourselves each month. Last year some agents facilitated this through other volunteers or agents. We do encourage you to give the topics to your volunteers and allow them to sign up for the ones of their choice. If you only have one or two for a topic you may want to check neighboring counties for the ones they are offering.

An additional change we are making is the opportunity to host

one of the sessions in your county. All you need to do this is have a good working Polycom unit. Or several counties may want to merge and host one together. I think it would be fun to be able to say "Live from Madison Florida....." This might also get more of your volunteers to attend and participate.

If you want to help teach one of these let us know – it will be a challenge but could also be a lot of fun to "co-teach" from locations miles apart.

Is this worth the effort? Will your volunteers come? Will this result in my volunteers becoming better and more effective? In our evaluations here is the response from one who attended several programs. "I hope there is a way to expand the Polycom conference so that more volunteers and leaders could benefit. I have gleaned ideas from each and every conference which have made my club a more effective one. Perhaps some of these subjects could be added to the Volunteer Forum next year." Eileen Blanco, Leader – Osceola Eagles 4-H Club.

*"I have gleaned ideas from each and every conference which have made my club a more effective one..." Osceola County 4-H Volunteer*

### **Teambuilding Tidbit**

"Another way to build strong relationships and teams is to communicate face to face whenever possible instead of sending emails and memos. Emails and memos may seem easier or faster than face-to-face conversations, but they are not the most efficient means of communication. Why? They leave your message open to interpretation in ways you cannot anticipate. When you send a memo or email, you send only words, and research show that only 7 percent of someone's understanding of a message can be accounted for by words alone. Thirty-eight percent of any message is communicated by tone of voice, and an alarming 55 percent has to do with our body language. That means that 93 percent of any email or memo is left to the interpretation of the recipient. Better to take a walk down the hall and be sure how your message is received."

Wakeman, C. (2010). *Reality-Based Leadership: Ditch the Drama, Restore Sanity to the Workplace & Turn Excuses into Results*. San Francisco, CA, John Wiley Sons, Inc.

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# JOIN | THE REVOLUTION OF RESPONSIBILITY

*There is a movement of positive change going on around the country:*

<http://www.4-h.org/about/revolution/>

*P.S. The newest future 4-H'er: Baby Wyatt Wilson was born on May 3 at 6:29 pm Congratulations to Julie, her husband, Chuck and big brother Bo!*

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