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4-H STEERS THAT WORK

Christine Bozak* and Dorothy Burrows

ABSTRACT:
Working steers are young oxen trained to work together as draft animals. 4-Hers work their teams though obstacle courses simply by using voice commands. This poster presentation will focus on the benefits of a working steer 4-H project. The advantages of having a team of working steers as a project versus a beef or dairy animal: (1) do not need the best pedigreed animal as the results are more dependent on the trained animal than on its type or conformation; (2) only need two animals; (3) can keep on small amount of acreage; (4) basic equipment--yoke and goad stick and five basic voice commands; (5) youth learn to make their own equipment of yokes and whips; (6) youth bond and grow with their animals; youth usually acquire weaned calves when they themselves are young; (7) learning to drive and train a team is relatively simple and primarily by voice commands; (8) youth have a reward of accomplishment; (9) trained steers can be used for logging and pulling competitions as well as 4-H shows. There has to be a strong commitment of time and effort by youth and parents to properly train these animals that need to be worked daily. The working steer project is one of the fastest growing projects in New Hampshire with more than one thousand pairs of working steers in New England. Youth benefit by establishing strong family ties, a strong commitment to peers and their clubs, and strong caring relationships with their animals.

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THE MISSING LINK--RELATIONSHIP SKILLS EDUCATION

Rebecca Brooks*

ABSTRACT:
Statistics show that 90% of today's adolescents will get married at some point in their lives--and half will be divorced in 7 years. Yet they rate a satisfying marriage as their number one goal--ahead of wealth, health, and success. The good news is that a successful marriage is not just a matter of luck--relationship skills can be learned and what better place to start than with teens? Sadly, many young people lack healthy models for relationships. Often, they depend upon popular culture for their view of dating, love, and marriage. Teaching adolescents relationship skills can have positive impacts on teen pregnancy and peer conflict resolution. Current research also informs us that the most beneficial environment for raising children and being a parent is in the context of marriage. Relationship skills programs can help young people become more confident about their ability to create lasting relationships and marriages. Successful relationships and marriages are subjects fascinating to both males and females. Teens want to understand, manage and make wise decisions about relationships, especially romantic ones. This presentation will help teachers learn about the importance of teaching relationships skills and acquaint them with effective relationship skills resources which are interactive, teacher-friendly, widely used and researched based and validated.

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DEFINING COMPETENCY AND REVIEWING FACTORS THAT MAY IMPACT KNOWLEDGE, PERCEIVED IMPORTANCE AND USE OF COMPETENCIES IN THE 4-H PROFESSIONAL'S JOB

Dr. Travis Burke*

ABSTRACT:
Presented is a research study designed to identify and describe competencies and how they impact knowledge, importance and use in the 4-H Professional's job. A competency based study is somewhat of a new idea, yet a means of promoting innovation and continuous learning for the extension educator. A competency can be used to increase effectiveness, productivity and lead to an enhanced level of performance. Relationships of socio-demographic factors (age, education, gender, ethnic background) and organizational factors(program resources, tenure, discipline and staff size were examined. Six concepts were central to this research. Those concepts were competency, knowledge, attitudes, perceptions and professional development and competency based model. Data were obtained by surveying 4-H extension professionals using a structured questionnaire. The 4-H professionals serve as staff working for North Carolina Cooperative Extension. Seventy-nine percent of the instruments were returned.

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4-H AT THE INDIANA SCHOOL FOR THE DEAF

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ABSTRACT:
Need: The Indiana School for the Deaf (IDS) has a large variety of sports and after school activities to assist their clientele in developing socialization and life skills. However, with all of these offerings, there is a "pocket" of youth who live at ISD, but do not participate in after-school activities or opportunities for learning. Extension and ISD staff collaborated to provide additional after school activities geared toward students and their need for life skills. Action: Extension Educators met with ISD staff and volunteers to coordinate and organize educational workshop schedule for 2001-2002. Workshop/activities were scheduled for twice a month (September-May) on a variety of subjects. Extension educators taught 75% of the workshops. Extension educators identified 5 individuals who expressed interest and became trained as registered leaders (2 ISD staff, 2 ISD parents and 1 4-H Alumna from Deaf Community). Recruited ISD volunteers taught the remaining 25%. Educators also provided/conducted award/recognition for students, volunteers and staff at Parent/Teacher fair (one of the largest state-wide Deaf Community events during the year in Indiana.) Outcomes/Impact: 4-H Club was initially stated in 1999-2000 school year with 11 "high school age" students; 17 students in 2000-2001. In the 2001-2002 school year, program was expanded to include elementary and middle school age youth. Workshops were handled with a "can do attitude." Although most ISD students have other physical limitations (besides hearing concerns), all workshops were designed so that the students could succeed.

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"QUALITY COUNTS" CHARACTER EDUCATION/QUALITY ASSURANCE PROGRAM FOR YOUTH LIVESTOCK EXHIBITORS

Kevin D. Chilek*, Dr. Jodi Sterle and Chris Boleman

ABSTRACT:
Quality Counts was developed maintain/improve the wholesomeness and safety of red meat product entering the food chain from 4-H/FFA livestock projects, and to support the concepts of Quality Assurance with Character Education. County Extension Agents, Ag Science Teachers, Extension Specialists and Administrators from Texas Cooperative Extension and Texas Education Agency identified quality assurance and character education as issues affecting youth exhibiting livestock in Texas. Use of illegal substances and residues in meat threaten the wholesome image of 4-H/FFA livestock projects. Education about proper injection sites, record keeping, extra-label drug use, and withdrawal times decreases residue levels. The National Pork Producers Council implemented the Pork Quality Assurance program in 1989 as an educational program for producers focusing on food safety and avoiding drug residues. Quality Counts takes the principles of PQA and adapts them for use with all livestock species, in combination with the principles of character education defined by CHARACTER COUNTS!(r) Only four major packers accept hogs from PQA producers, while others "strongly recommend" program participation. In 2000, 71,000 project animals equated to over 16 million pounds of carcass entering the market. Potentials for unintended residues entering the food chain are significant to the packer (and eventually the consumer). While livestock exhibited by youth does not account for a significant portion of red meat produced in Texas, youth exhibitors still need packers to accept their product. A unique Quality Assurance / Character Education program was therefore developed for youth, collaboratively between FFA and 4-H--Quality Counts.

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LESSONS IN PARTNERSHIPS, PROGRAMMING AND EVALUATION FROM AN INNOVATIVE URBAN YOUTH EDUCATION CENTER

Graham Cochran*, Nate Arnett and Dr. Theresa Ferrari

ABSTRACT:
Adventure Central is an innovative partnership between Five Rivers MetroParks and OSU Extension, which incorporates the 4-H experience into an urban environment. This education center for youth serves as a hub for 4-H programming during after-school and summer hours. Program participants are youth ages 5-18 (96% African American, 85% low-income). Current programs are focused on a research based, positive youth development approach by providing ongoing, high-quality programming with an emphasis on contact with youth multiple days per week on an ongoing basis. An informal, hands-on approach is utilized that enhances the development of the whole child and views the child in the context of their family and community. Staff time is specifically devoted to closing the gap between school, home and after-school. Family and community involvement is a key and youth spend programming time with volunteers forming positive relationships. Specific program subjects include nature, science, computer technology, food safety, nutrition, and academic advancement. After two full years of operation, this project is successfully reaching urban youth to provide positive youth development. As a result of this presentation, participants will: (1) learn about this unique blend of 4-H programming as a replicable model for reaching urban youth;(2) learn about an innovative collaboration between a metropolitan park district and 4-H; (3) learn about partnership, funding and community resource opportunities; and (4) review results of a recent research study conducted to explore the eight critical elements of 4-H Youth Development in relation to academic, social, family and program factors.

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USE ACTIVITIES, FUN, & HUMOR TO TEACH CHARACTER EDUCATION

Steve Cramer*

ABSTRACT:
Objective: Teaching character education through the Character Counts! pillars by using team building and communications activities. "Learning by Doing" is the time honored 4-H motto and is supported today by such author's as Tom Jackson who wrote several books about "Activities That Teach". Tom Jackson believes in the quote from John I. Goodland, "For most students academic learning is too abstract. They need to see, touch and smell what they read and write about." A combination of team building and communication activities related to the six pillars of Character Counts! provide the opportunity to learn and display positive life skills through learning by doing. Presentation: outline for presentation is as follows: (1) Introduce the six pillars as the six TeRRiFiCC pillars. This method helps participants to retain the pillars for Trust, Respect, Responsibility, Fairness, Caring, and Citizenship; (2) Explain how participants can relate activities for each pillar; (3) Do sample activities and ask participants how group interaction relates to each pillar; (4) Provide a handout of the list of the six pillars of character with examples of activities supporting positive character traits; (5) Conclusion: Summary, Questions, and Answers.

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LIFE ON THE FARM PROJECT

Annette Devitt* and Kevin Mitchell

ABSTRACT:
The "Life on the Farm" project is a unique way to give people a glimpse of what life is like living on a farm. The main component of the project is an interactive display which is used at county fairs and by groups. The other component of the project is an interactive Website: <www.nj4h.rutgers.edu/lifeonthefarm>. The concept for the project started as a display at one county fair. The single display was expanded to four displays and was refined to make the display more interactive and portable. The display was made possible through generous donations from County Boards of Agriculture. The theme for the project will change annually. In 2002, the theme was Tools from When 4-H Started in 1902. Participants learned how tools were used and how math and science concepts are involved in the use of the tools. Themes for future years may include using biotechnology on the farm, breeds of farm animals, or the cost of farming. The feedback from county 4-H staff and County Boards of Agriculture has been very positive, including the following: "'Life on the Farm' was an overwhelming success at our fair. . . . The Board of Agriculture was thrilled with their investment and will certainly be willing to donate to the next proposal they receive from 4-H." See the interactive display and learn how funds were solicited for the project.

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EMOTIONAL INTELLIGENCE: RESEARCH TO PRACTICE

Janet Edwards* and Mary Y. Deen

ABSTRACT:
As youth development professionals, we have opportunity to design and deliver programs that teach critical life skills to youth. Along with the life skills and the content skills that prepare children to succeed in life, they also need to master emotional and social skills. These are tough times to be raising children. Parents need a helping hand to meet the challenges. The work of Daniel Goleman and John Gottman on emotional intellence provides clear connection to life skills development. Emotion coaching is a purposeful and active strategy for parents to help. Children learn to handle feelings, control impulses and learn empathy and understanding. John Gottman offers a scientifically grounded way to give children a tool kit to meet today's challenges. This seminar will provide an overview of emotional intelligence and a framework for utilizing the coaching techniques with 4-H leaders, after-school care providers and parents. Guiding children to understand and regulate their emotional world will help them increase self-confidence, improve physical health, be successful in school and have healthier social relationships. This seminar will share the research of Goleman and Gottman on Emotional Intelligence and will utilize hands-on activities to give participants a basic working knowledge of timely research that can be helpful in their work with youth and families. Seminar participants will (1) learn the five-step process of emotion coaching; (2) explore through discussion the application of the research to life skills development; (3) practice emotion coaching strategies; (4) learn about new resources that can enhance youth development outcomes.

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TEAMWORK PROVIDES THE PATHWAY TO CULINARY SUCCESS FOR TEENS

Mary Forster*, Jamie Ackerman and Cindy Oliver

ABSTRACT:
A team of Ohio 4-H and FCS professionals partnered with the OSU Faculty Club Executive Chef to develop an exciting new program for older teens. "Pathways to Culinary Success" is an advanced level project that provides a variety of opportunities for youth to explore careers in culinary arts and try their hand at making creative foods. A unique feature of the project is a journal that the youth keep with photos and records of their experience which can be shared with potential culinary schools youth are interested in attending or potential employers. To promote this project, the Extension professionals and the executive chef developed a 12 hour training session that has been offered the past three years at the Ohio 4-H Youth Expo. Thirty-eight youth have completed the training learning through Skill-a-thon activities, food labs and chef demonstrations. Tours of produce and meat supply companies and local restaurants were included in the experience. This poster display will share photos from the culinary arts training, the curriculum, and the reactions from the participants.

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WORKING WITH THE PRIVATE SECTOR TO CREATE QUALITY RESEARCH-BASED PROGRAMS

Dave Francis M.S.*

ABSTRACT:
Utah State University Extension (USUE) partnered with Thanksgiving Point Institute to provide quality, research based programming for youth. Thanksgiving Point covers over 800 acres and includes a 55-acre botanical garden, one of the world's largest dinosaur museum and a demonstration farm. These facilities host thousands of children enrolled in the public school and hundreds of kids that participate in after school and summer programs. By developing a partnership with Utah State University Extension, Thanksgiving Point is able to maximize the educational opportunities that their facility provides. In the fall of 2001 USUE began expanding their educational offerings at Thanksgiving Point beyond school field trips. New offerings included: summer day camps, Boy Scouts of America merit badges and after school classes. In the fall of 2002 participants enrolled in the program were surveyed about the quality of the experience and what they gained through participation in the program. Five hundred eighty-six surveys were mailed and 187 were returned. Participants expressed convenience as the #1 (50%) reason for participating in the program, followed by cost (27%) and venues and reputation (23%). Benefits through participation in the program included: earning a merit badge (28%), had fun while learning (26%) and made friends (15%). This partnership and the programs developed can be used as a model for other extension educators and programs seeking to partner with the private sector to increase the resources to both groups.

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4-H QUE ES ESTO?/4-H WHAT IS IT?

Donna R. Gillespie*

ABSTRACT:
Three 4-H awareness days were held the summer of 2002. 4-H organizers reached out to the Hispanic community to raise awareness of the youth opportunities available for families though 4-H. UI Extension faculty involved included Donna R. Gillespie, Matthew Schuster, Joan Parr, and Rhea Lanting. County 4-H program coordinators Jeni Bywater, Marla Lowder and Tina Dickard were also involved. 4-H Que es esto? events were hosted in Cassia, Minidoka and Twin Falls Counties. Minidoka county's population is 24% Hispanic, the largest in the Magic Valley area. 4-H youth enrollment in the three county area is less than 6% and area UI Educators recognized the need to reach the Hispanic communities with 4-H information. Hispanic families were invited to the activities where signs and handouts were all printed in Spanish and English. Spanish-speaking youth and adults were present to help with all the activities and door prizes were awarded. Hands-on activities included shooting sports, dutch oven cooking, ice cream making, fun with frozen bread dough and pi±ata making. There were also displays about survival skills, activities for younger children, teen activities, and summer camp. Destinee Chapin Schuster, an Idaho State University graduate student, has interviewed Hispanic 4-H parents and youth in the Magic Valley in conjunction with the awareness days. Preliminary research shows that 75% of Hispanic 4-H parents had recommended 4-H to friends and rated their satisfaction with 4-H as 4.56 on a scale of 1 to 5, with 5 being the highest.

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MINIDOKA COUNTY 4-H TEEN ASSOCIATION--EXCHANGING MEMORIES

Donna R. Gillespie*

ABSTRACT:
4-H exchanges are a great opportunity to experience life in a different part of the nation or even the world! If you love to go to new places and see new things, then exchanges are perfect for you. Since 1997 4-H teens, adult volunteers and UI Extension faculty from Minidoka County have traveled and hosted youth and adults from Kansas, Montana and now Indiana. Donna R. Gillespie, Minidoka County Extension Educator and Jeni Bywater, Minidoka County 4-H Program Coordinator joined sixteen teens and one volunteer parent to travel to Clark County Indiana in June of 2002. Minidoka 4-H families are anxiously awaiting a visit from their new Indiana "brothers and sisters" the summer of 2003. While in Indiana teens were able see the variety of agriculture and industry in a rural county located just a few minutes from Louisville, Kentucky. Some activities the teens enjoyed included Churchill Downs, the Louisville Slugger Museum and bat factory, the Spirit of the Jefferson riverboat and just becoming acquainted with 4-H families in another part of the country. The benefits to youth from exchange programs are not limited to new friendships and sightseeing opportunities. Fund-raising, promotion and planning create many opportunities for the teens to sharpen their leadership and organizational skills. Teens who participate in exchanges are also more interested in becoming active in state and national leadership positions and applying for national scholarships and trips. Exchanges are fun and an effective tool to develop strong leadership and communication skills in 4-H youth.

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DROP YOUR JEANS AND GIVE ME H.U.G.S.!

Jolie Ogg Graybill* and Darcy Tessman

ABSTRACT:
Project H.U.G.S. (Helping, Understanding, Giving, Sharing) You can help! Here's what you do. . .Look in your closet, your spouse's closet, your Teen's closet or anywhere to find used jeans that can help someone else. Bring one pair, or bring them all, but bring a pair of used jeans to this session. "My hands to larger service..." is part of the 4-H pledge and an integral part of 4-H work. This hands-on workshop will teach you the steps to implement a quilt making service project using recycled materials. Old blue jeans turn into "snuggle" blankets with your help. This curriculum shows just how easy even the most sewing-challenged group can get together and pass on H.U.G.S.! Join us to learn how to make utterly adorable snuggle blankets from old, out of style blue jeans. Put your "hands to larger service" and pass on H.U.G.S.!

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BUILDING A COMPREHENSIVE SUPPORT SYSTEM FOR COOPERATIVE EXTENSION VOLUNTEER WATER QUALITY MONITORING EFFORTS: EFFECTIVELY WORKING WITH VOLUNTEER MONITORS

Linda Green*, Elizabeth Herron, Kelly Addy and Kristine Stepenuck

ABSTRACT:
The goal of the Volunteer Water Quality Monitoring Facilitation Project is to build a comprehensive support system for Extension-associated volunteer water quality monitoring efforts across the country. We are working to expand and strengthen the capacity of existing programs, and support development of new ones. The primary objectives of the project include identifying, learning about, and featuring current Cooperative Extension volunteer water quality monitoring programs, developing training materials to support and strengthen these efforts, providing training at regional Extension water quality conferences, and developing Internet and Web-based tools for networking and data management, and working to increase collaboration and cooperation between Cooperative Extension programs and other agency programs. Cooperative Extension plays a unique role in extending university research and knowledge to local communities and can play a valuable role in water quality education and environmental stewardship. These monitoring efforts can lead to increased awareness of water quality issues in local communities and to implementation of locally driven water quality improvement projects involving a full spectrum of the community from farmers to inner residents. Coordinated communication and sharing among existing and planned volunteer water quality monitoring efforts can benefit all programs. We have developed and launched a Website <www.usawaterquality.org/volunteer> that lists all programs, highlights individual programs, includes related research and educational efforts, and will have all modules of the Guide for Growing CSREES Volunteer Water Quality Monitoring Programs. A list serve for Extension volunteer monitoring coordinators, CSREESVolMon-list@uwex.edu has been launched to facilitate networking among program coordinators.

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PROJECT RECYCLE

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ABSTRACT:
Objectives: (1) Youth will be trained in bicycle repair and establish a shop to refurbish bicycles. (2) Youth will learn how to manage financial resources, generate funds, and inventory parts. (3) Youth will work in a positive, controlled environment that promotes productivity, strong work ethic, marketable skills, and community service. Narrative: The program is designed to provide refurbished bicycles for families in the community. By providing safe, nice-looking, and free bicycles to children in need, families are relieved of some financial stress. More importantly, the bicycles are refurbished by 4-H teens and youth referred from juvenile court. The teams of reCYCLE youth are trained in bicycle repair and become skilled mechanics. They use their skills to fix the bikes then donate them to others. ReCYCLE is designed like a small business. Participants must manage a budget, generate funds for bike parts, and monitor inventory. The program is designed to provide a positive environment for participants to build their self-esteem, work ethic, and enhance marketable skills. The program has been implemented for two years. Nearly 45 bicycles have been donated to the initiative and 40 of those have been refurbished and donated back to identified families in need. The 35 participants involved have received 10 hours of hands-on training in bicycle repair and small business management. 4-H and Family & Consumer Sciences curriculum were used to support the training. The youth, with help of adult volunteers, managed to secure nearly $4,000 in grants and donations to purchase needed repair parts and tools for the bikes. As the program progressed into the second year, seven of the first year's mandated participants returned voluntarily to finish their projects and help train the new class. Program can be adapted to fit any county program and can be implemented by volunteers and both the 4-H and FCS agent. Program design, implementation, and evaluations will be shared. Also teaching materials and "Tips for Success" will also be discussed.

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EDUVENTURE: EDUCATIONAL ADVENTURES FOR YOUTH EXPLORING AGRICULTURE, INDUSTRY AND HISTORY

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ABSTRACT:
The McIntosh county 4-H Program has offered the Edu-Venture activity to youth for six years. This activity was chosen by the National 4-H Strategic Directions Team to be included in the USDA 4-H Youth Development Programs of Excellence 2001 publication. 80 youth have experienced these educational adventures which average 2 weeks in length and cover as many as 5,800 miles while traveling through multiple states. The focus of the Edu-Venture activity is to expose McIntosh county youth to a variety of industries, agribusinesses, cultures and historic sites. Participants complete journals and make presentations about their Edu-Venture tour experiences to their peers and supporters back in their home county. Tours run a gamut from the high tech Corvette assembly plant to a grist mill, from 4 Acres Farm in North Carolina to the Tabasco pepper farm on Avery Island, Louisiana and from Jamestown Virginia to the Grand Canyon. The challenges for these youth include lack of transportation, lack of finances and single parent homes. McIntosh county youth live in a small, rural, non-agricultural, non industrialized poor community. Youth take an active role in planning, funding and implementing this activity. The youth become the key stakeholders. Satisfaction is high among collaborating organizations which include the local Board of Education, Family Connections Collaborative, McIntosh County Board of Commissioners and McIntosh County Rotary Club.

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DEVELOPING ENTREPRENEURSHIP SKILLS THROUGH 4-H HERITAGE ARTS PROJECTS

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ABSTRACT:
Emery County is a rural county in Southeastern Utah, with 10,500 residents. This county has a high unemployment rate due to the closing of several coal mines. Youth in this county find little hope in the job market, and anticipate leaving the area when High School is completed. Most youth and their families would like to remain in the rural environment but cannot afford to do so because of the lack of opportunity. The county has a strong focus on heritage and by including heritage arts into an entrepreneurship program, youth are encouraged to extend their knowledge and skills to start their own businesses. The program was begun as a countywide club, which met once every week for two hours. Speakers and demonstrators from the area taught a heritage arts skill to the youth. Materials were provided and opportunities given to them to develop their own business. Skills taught included: whittling whistles, rug making, candle making, soap making, rope halters, pine needle baskets, quilting, fly tying and other skills. Youth were also given a weekly lesson on entrepreneurship which helped them to create and maintain their business. At the county fair, a booth was donated to the 4-H for their Heritage Arts, and they were able to sell their products.

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EMPOWERING TEAMS AND DEVELOPING EFFECTIVE TEEN BOARDS

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ABSTRACT:
A new model for team empowerment will be introduced. The model was based on feedback from effective teen boards. Empowering teams of youth and adults to work effectively on boards is a task that Extension Professionals must strive to accomplish. Groups of teens serving on effective boards were asked to share what made them capable and confident of their abilities. How was it that they had developed the necessary skills to conduct the business of the board? How is it that they felt it was important to be responsible to the board and to the teams success? Their responses have been developed into a four part model for board success. The model is based upon key elements of Support, Structure, Skills, and Savvy. Come learn what is included within each element and how each element of the model is vital to helping adult and teen volunteers take charge of their responsibilities. Learn easy ways to train the boards and help them understand the elements of the model and why all are necessary for effective teamwork. The elements will be presented by having participants come up with their perceptions of what components would be included within each element and comparing those to what youth and adults serving on effective teams have reported. The session will be interactive with an introductory exercise to help participants get to know each other and understand the complexities involved in team interactions on boards.

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YOUTH LIVESTOCK PROJECTS TEACH LIFE SKILLS

Boyd Kitchen*

ABSTRACT:
Youth and parents credit 4-H livestock projects with teaching life skills like responsibility, service, self confidence, to value hard work and the importance of working with others. Currently, success stories and testimonials are not sufficient evidence to justify the time and effort required to maintain and support livestock projects. Stakeholders, legislators, and administrators want verifiable evidence of impacts. The purpose of this research was to use a survey instrument to measure the value of livestock programs and to verify the results of the survey instrument by comparing the perceptions of youth with the perception of their parents. The survey was given to exhibitors and their parents at a junior livestock show held in June 2002. Respondents came from twelve counties in Utah with 226 youth and 153 adults completing the survey. Statistical analysis of the survey gave the following results: Over 97% of the youth learned to care for and show livestock. Most youth learned other life skills such as responsibility for doing a job (96%), decision making (95%), confidence in themselves (94%), to help others (94%), to follow instructions (94%), and the value and importance of ethics (93%). Both youth and parents valued the livestock program in learning 21 different life skills. Youth participants and their parents perceived the livestock program similarly. There were few significant differences in perception of the value the Livestock program between youth and adults.

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SEWING IN THE 21ST CENTURY

Jennifer Berschet Klee*

ABSTRACT:
4-H sewing projects have long been a traditional youth project. Studies have shown that sewing promotes creativity, builds self-esteem and reduces stress. It also enhances problem solving and teaches skills of working independently as well as with others. With the decrease in life skills education being available to young people, 4-H has the unique ability to provide hands-on programs. In recent years there has been a substantial increase of girls and boys in 4-H sewing in Kentucky. As a result, many counties offer 4-H summer sewing camps. In Woodford County participation in after school sewing has increased 100% and summer sewing camp expanded to two weeks. New adult leaders have volunteered to work with youth in both sewing (after school, evening and summer) and fashion revue. Summer 4-H sewing day camps have a relaxed atmosphere and more time to learn, plus a variety of projects. Choices include projects of particular interest to young sewers, such as backpacks, sport bags, hair and shirt scrunchies, hats and headwear; and increase both the sewing skills and sense of accomplishment for the 4-Hers. 4-Hers' comments have included, "I liked finishing the projects and learning to use the serger" and "I learned to be patient and not speed!" Parents report that their children "learned patience, self-confidence and valuable life skills." This renewed interest in sewing has led to the development of a statewide task force to review projects, survey youth and adults and redesign the 4H sewing projects.

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EDUCATING VOLUNTEERS TO WORK WITH YOUTH WITH SPECIAL NEEDS

David McMurtry* and Beth LaPlante

ABSTRACT:
Working with youth with special needs can be a formidable challenge for many Extension staff and volunteers. In a needs assessment we learned that most of the local Extension staff and volunteers did not feel comfortable or knowledgeable about working with youth with special needs. Volunteers indicated that they were interested in easy-to-read concise information that would offer practical suggestions. A review of the literature found a considerable amount of information on the specific special needs, but no information that was in a usable format for volunteers working with youth with special needs. We developed nine easy to use fact sheets (learning disabilities, visual impairments, cerebral palsy, mental retardation, epilepsy, deaf and hearing impaired, speech and language disorders, spina bifida, and other health impairments) for volunteers. Each fact sheet has a section describing the characteristics of the special need, help for leaders, and a list of additional resources. All of the information is now on any easy to navigate web site. The web site makes it simple for 4-H leaders as well as volunteers from other youth serving agencies to access the information.

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4-H PETPALS: PEOPLE AND ANIMALS LINKING SUCCESSFULLY

Lucinda B. Miller*, Fred Deel and John Ulmer

ABSTRACT:
4-H PetPALS (People and Animals Linking Successfully) is an intergenerational program of Ohio State University Extension, 4-H Youth Development, and supported by the Iams Company, linking youths and their pets with senior adults. 4-H PetPALS utilizes the natural bond between young people and animals to promote positive youth development. Master 4-H volunteer leaders teach youth the skills needed to interact with residents in healthcare facilities, such as assisted living facilities and nursing homes, enhancing intergenerational relationships. Young people learn about the physical changes associated with aging, as well as medical conditions they may encounter while visiting. Applying the power of the human-animal bond, youths learn to select, socialize, and train their pets to participate as youth-pet teams in animal-assisted activities. 4-H PetPALS allows young people to be models for residents in healthcare facilities and the community at-large of the significance of human-companion animal interactions and the importance of intergenerational relationships. Youths and their pets, accompanied by adult volunteers, visit senior healthcare and retirement facilities. Youths experience, reflect, generalize, and apply the lessons and activities taught in this 10-step experientially based leader-directed curriculum to expand their capacities to develop leadership and citizenship skills in an intergenerational environment.

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EXTENSION ROLE IN EXCELLENCE IN HIGHER EDUCATION: A CASE STUDY OF LATINO YOUTH IN WASHINGTON

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ABSTRACT:
The changing demographics occurring in American society clearly represents a challenge for Cooperative Extension to re-examine its educational responsibility to local communities. Cooperative Extension has a unique opportunity personal relationship with communities, recruit and promote higher education for under represented audiences, especially Hispanics. Washington State University Cooperative Extension is committed to staying focused on the educational needs of our communities, especially children and youth. County Extension Educators are actively participating in Washington State University's higher education recruitment initiatives and post secondary education needs of children, youth and adults. This presentation will be based in a research conducted with Hispanic high school students in King County. Research information, objectives, results, and recommendations will be presented. Strategies necessary to implement in order to be success in recruiting any group/individual to any higher education program will be discussed.

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LOOKING BACK IN TIME--A 4-H ORAL HISTORY

Curt Peters* and Tina Christianson

ABSTRACT:
The recent centennial year for 4-H caused many to look back at the 4-H program over the last one hundred years. In looking for historical information, 4-H agents often found past agent reports, some news clippings and photos. Rarely did an agent find insights from program participants--volunteer or member. In Pima County Arizona, a Centennial year project was adopted to create an oral history collection in an effort to collect and preserve some of the thoughts of past program participants. A local author was consulted to provide a basic overview on conducting the project. Teens were trained to conduct interviews. A list was developed of potential people to interview. Teens conducted the interviews. Interviews were then transcribed and the teens went about selecting the interviews to publish and editing the materials. The resulting materials have been published in both print form and as a web page. Come see how the process was accomplished and the final products produced by this teen driven project.

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CHANGE--ENJOY IT WITH 4-H TEENS

Joey Peutz* and April Ward

ABSTRACT:
Teens in Idaho are faced with many challenges. Current 4-H/Youth Development programming is in place to meet these challenges and to develop and maintain confident, successful teens that will become contributing adults. However, retaining teens in the Idaho 4-H/Youth Development Program has been difficult. As numbers of teens enrolled in the 4-H/Youth Development program continue to decrease three Idaho 4-H Educators have applied Spencer Johnson's "change principles" presented in the best-selling book, "Who Moved My Cheese?" First principle: "If you do not change you become extinct," led to the development of two new programs: 1.) The Silver Linings program specifically targeting teens of divorced parents 2.) Teaming teens in technology focused programs. A broader teen audience is being reached through these programs. Second principle: "Smell the cheese often so you know when it is getting old," brought about changes in our current state 4-H Ambassador program. More technology, team-building activities and fun have been included. Better connections were built between youth and adults and a larger number of teens were challenged to grow. Third principle: "Old beliefs do not lead you to new cheese", led to the expansion and improvement of current trainings for adult volunteers. Workshops included the impact of generational changes on teen development and programming (Generation "Y"). Appling Johnson's "change principles" to teen 4-H programming, challenges 4-H professionals and volunteers to develop dynamic educational activities that motivate teens. As generations change, technology increases, and family structure varies, it is important to quickly change again and again. "Keep moving the cheese!"

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WASHINGTON AMERICAN HERITAGE CITIZENSHIP TRIP

Robert Duane Plymale*

ABSTRACT:
Success Story, 2000 Washington American Heritage Citizenship Trip: For over thirty years the South District has participated in Washington Focus, a youth citizenship training program sponsored by the National 4-H Center in Washington, DC. Because of scheduling conflicts and rising costs, that reduced delegate sponsorship, the South District was forced to look at other ways to promote citizenship and yet give our youth a low cost opportunity for similar learning experiences. Six years ago we started the Washington American Heritage Citizenship Trip that had similar goals of the old Washington Focus Trip but expanded opportunities about our national heritage. This five-day trip to the Washington DC area increased opportunities for learning by also visiting Gettysburg, Williamsburg, and the Jamestown areas. Each day the American Heritage Program is given a theme, "American Heritage Day;" "Historical Day;" "Legislative and Citizenship Day;" "Colonial Day" and "International Day." Each day activities are scheduled that relate to the theme that builds upon heritage and citizenship for the delegates. Lodging for the delegates is in motels located in the area while most meals are at the finest restaurants. Cost for the trip is down to $450/delegate compared with over $750 cost at the National 4-H Center. Evaluation of youth delegates indicate that the trip is as good an educational and citizenship experience as the Washington Focus trip, while lodging and food is better. Because of reduced cost, more delegates from the South District counties are also attending the heritage experience.

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STRENGTHENING YOUTH AND FAMILIES THROUGH ASSET BUILDING

Debra Proctor* and Ellen Serfustini

ABSTRACT:
Utah's Youth and Families with Promise Program (YFP) is a multi-generational mentoring program designed to reduce and prevent delinquent behavior. It addresses youth problems through early intervention with at-risk youth, and their families. YFP uses Utah's Connect! curriculum to assist mentors in addressing specific asset deficits the youth have in fun and interesting ways. The curriculum model is based on learning activities that volunteer mentors can use to increase 8 specific developmental assets in youth's lives. Each asset is approached in an interactive manner with correlating objectives, procedures, discussion questions, and processing to check the understanding and commitment of the youth. Family Night Out, a monthly session that provides families with structured active learning experiences is correlated to asset-building in a large group setting. Activities are designed to help program youth and their families develop family goals, strengthen family bonds, and foster better communication to improve family relations. Evaluation of the program has documented the effectiveness of YFP in reducing and preventing delinquency and other problem behaviors in a young person's life by addressing three main goals: (1) Strengthening and improving family relationships; (2) Increasing interpersonal competence-"people skills;" and (3) Improving academic performance. The YFP program has been adapted to work with minority populations, high school youth as mentors and the distances involved in rural areas that create challenges for families. In-school, after school and community-based mentoring programs are used throughout the state to address these issues.

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NEBRASKA 4-H QUILT PROJECT

Barbara Schmidt*, Phyllis Schoenholz, Jeanette Friesen, Myrna Dubois and Susan

ABSTRACT:
In 1997 the University of Nebraska-Lincoln was the recipient of the Robert and Ardis James quilt collection consisting of over 900 quilts. The International Quilt Study Center was established toencourage the interdisciplinary study of all aspects of quilt making traditions and to foster preservation, conservation, and exhibition of quilts and related materials. To connect these resources to youth and continue the art and tradition of quilting a 4-H project was developed. The project is presented in three levels. Each level builds on the previous learnings. The Nebraska 4-H Quilt Project incorporates science, communications, design, preservation, ethnic and cultural diversity, human relationships, technology, history and entrepreneurship in addition to teaching basic skills in quilt construction. Many avenues of appreciating quilts, their significance and quilt design are open to the participants. A 4-H'er does not have to construct a quilt to participate in this project. Quilt designs in wood, geometric photos, a note book on the history of a family quilt or a series of color experiments using a computer program are a few of the activities. Through hands on activities youth build life skills in thinking creatively, communicating with others, making decisions, learning to learn and applying technology. Quilts are a wonderful medium for leading youth through a variety of experiences from the very tactile to high tech. Explore how this project will fit your youth development program needs.

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EIGHTY YEARS OF 4-H RESEARCH

Jan Scholl* and Katherine Cason

ABSTRACT:
The study attempted to collect and analyze 80 years of graduate research about the 4-H program. Despite several national studies to the contrary, there is a research base for 4-H! Over 1500 studies were located representing 125 different institutions and five countries--many including information on agricultural, home economics and community development programs. The presentation will discuss interrater reliability methods used to study topics, show how to access this database and describe what is being done to make these studies available.

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4-H CHARACTER GOES TO THE DAWGS, COMMUNITY SERVICE PROJECT

Marcie Simpson*

ABSTRACT:
This volunteer-led program is an opportunity for 4-H'ers to gain self confidence, responsibility, self control and other basic good character traits. All while participating in a community service project. 4-H'er spend their Saturday morning working with a volunteer instructor at the local animal shelter. 4-H'ers learn basic obedience commands and how to interact with their animal shelter pup. The goal is three-fold. One to make these stray animals more adoptable. Two, teach 4-H'ers basic dog obedience commands. Three, develop 4-H'ers character. 4-H'ers participate in weekly obedience classes. Earn a certificate and special T-Shirt (with their pupils paw print) and participate in a local fun show. The fun show is an opportunity for the 4-H'ers to show off their hard work to the community.

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THEMEOLOGY

Jill Stechschulte, M. Ed.* and Kathy Booher

ABSTRACT:
Making Better Camps, The Best! In response to recent national publicity surrounding 4-H camps' uses of Native American themes, brainstorming non-traditional and creative camp themes have become an important program component of camp program planning. Get your creative juices flowing to create a welcoming environment for youth. This process can be used whether participating in a 4-H Day Camp, Cloverbud Program or a Family Life Day. 4-H Camp Counselors have learned the use of creative themes for stimulating interest and infusing pizzazz into a program. We call it Themeology. The 4-H agents in the Northwest District of Ohio Extension incorporate the 8 Key Elements Of Positive Youth Development Experiences with a Themeology process that allows for some hilarious fun for the teens who plan events and the kids who participate in the program.

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SHOWING THE WAY: LIFE LESSONS THROUGH RAISING GUIDE DOGS

Linda Tannehill*

ABSTRACT:
We set out thinking we are raising guide dogs for the visually impaired. Soon we realize that is but one part of the story. Puppies, while learning, are simultaneously teaching us significant lessons for a lifetime. They build our character by helping to develop our caring, commitment, and consistency. They deepen our persona with interpersonal skills as well as introspection. Our journey with them takes us from belly laughs to the bowels of despair. Guide dog puppies are adept at nudging their raisers into uncomfortable territory such as public speaking and other high-profile activities such as legislative issues. They win our hearts at first sight, love us unconditionally, and break our hearts when we part ways. Participants will learn how raising a guide dog: (1) cultivates interpersonal skills; (2) contributes to emotional and character development; (3) enhances public speaking skills and community involvement; (4) prepares youth for parenthood in adulthood. Through simulation participants will experience the main types of visual impairment of guide dog users. This presentation will include a combination of lecture and participatory activities.

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