4-H Summer Camp Program for Youth-At-Risk

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4-H SUMMER CAMP PROGRAM
FOR YOUTH-AT-RISK

by

Carol A. Daniels

A report submitted in partial fulfillment of the requirement for the degree

of

MASTER OF SCIENCE

in

Human Environments
(Plan B)

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1999
ACKNOWLEDGMENTS

I would like to express my appreciation to the following individuals for their confidence and support shown throughout this project:

Dr. Joan McFadden, for her professional insight and assistance given. Dr. Glen Jenson who spent many hours as my mentor and provided the vision necessary for me to carry out this project. Diana Coyl, who gave constant support and encouragement throughout the year. Lauralee Lyons who was my sounding board and critic. Mike McMakin, for his commitment to the youth in the program. Greg Cano and Deb Heator who gave support and help in carrying out the projects. Many thanks to our project leaders and volunteers, especially to Nedda Gaurd, summer senior volunteer who provided leadership and advice to help the program improve; and especially to the youth who participated in the program. I have truly grown to appreciate and love them all! They have made my summer most enjoyable and rewarding.

Finally, to my husband who has been very patient, supportive, and loving throughout this project. I owe a great deal of thanks to him for all the hours he had to be both “mom and dad” at home, and without complaining! And to my children, for understanding and allowing me to be gone when I needed to be. A special thanks to my daughter Audrey and son Steven, who helped me with 4-H summer camp throughout the summer, and for being enthusiastic about it. And last, but not least, my parents who raised me to be a person of character and believe in myself!

Carol A. Daniels
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CHAPTER I
INTRODUCTION

To grow up healthy, young people need support, love, and encouragement from caring, principled adults. They need homes, schools, congregations, and communities that are accepting, affirming, and safe (Roehlkepartain, 1997). Youth and Families with Promise (YFP), a mentoring program for youth-at-risk sponsored by Utah State University Extension, is one such community endeavor. The YFP program is offered as a community service with the goal of increasing social, emotional, family, and educational assets of youth between the ages of 8-14. The program is designed to improve the youth's chances of success and to increase their ability to become and remain positive contributing citizens in their community. To enhance the basic goals of the program, offering 4-H Summer Camp projects to these youth is consistent with the goals of the 4-H program in Extension.

Statement of the Problem

During the school year, college-age mentors are assigned to work with youth-at-risk by providing them with positive role models, encouragement, and opportunities for personal and community service. Because most of the mentors leave for the summer, this presented a problem for the youth enrolled in the program. Offering a 4-H Summer Camp Program would continue to serve the youth by providing experiences that contribute to the YFP program goals. The focus of the program would change from a one-on-one relationship with a mentor to group centered activities. Being in a group setting would encourage responsible social behavior, offer opportunities to take turns, share, and
cooperate with one another.

Purpose of the Project

The purpose of this project was to provide intervention over the summer for youth-at-risk by offering hands-on activities, such as service, science, expressive arts, woodworking, and cooking experiences, in order to develop social skills and life skills, and build confidence and character. Furthermore, the purpose of the project was to build assets in youth which may enhance the probability of their chances of success and increase their abilities to become and remain positive contributing members in their communities.

The 4-H Summer Camp Program was an exploratory program, the first of its kind in working with youth at risk. It started mid-June 1999, and ended mid-August 1999, culminating with the 1999 Cache County Utah Fair. Pending a positive outcome of the program, it will be encouraged throughout the state of Utah as part of the Youth and Families with Promise Program.
 CHAPTER II
REVIEW OF LITERATURE

The philosophy of the Youth and Families with Promise Program is based upon sound educational research by the Search Institute of Minneapolis, MN. The Search Institute has surveyed 273,000 youth and identified 40 assets needed by youth to enhance their chances of success during adolescence and adulthood.

Because the Youth and Families with Promise Program is an early intervention program, it has become clear that a powerful approach to intervention is to invest energy and effort in “building assets” for and with youth. Dr. Peter L. Benson, President of the Search Institute, explains that this approach shifts attention away from a crisis mentality that concentrates on stopping problems, to developing careful strategies that increase young people’s exposure to positive and constructive relationships and activities that promote healthy and responsible choices.

The 40 developmental assets that the Search Institute identified are broken into two categories: external and internal. External assets (20) are interlocking systems of support, empowerment, boundaries and expectations, and constructive use of time. Internal assets (20) focus on commitments, values, skills, and identity that guide young people in their choices (Roehlkepartain, 1997, p. 9, figure 1).

Another area of importance which focuses on the assets is community service and the impact it has on youth development. In recent years there has been a growing interest in not only community service but also volunteerism and extracurricular activities for
Research on youth development has shifted its emphasis from youth problems to building youth assets. As research has moved away from giving primary attention to the problems of adolescents, it has started to recognize that in order to promote positive development, families, youth serving organizations, and communities should also pay attention to the ways that youth become successful in their lives (Russell, 1999).

Youth with high educational goals, who do well in school, and who enjoy school are more likely to become involved in volunteering, according to recent research (Russell, 1999). Helping youth develop positive assets can lead to better attitudes toward school, thus promoting a greater desire to become involved in community service. It is believed that community service and volunteerism promote a sense of community responsibility and a positive work ethic among youth. It is also believed that these activities connect adolescents to their communities through interactions with older generations. Youth who interact with adults of different ages and stages of life through community involvement, gain insight into the lives of others at different life stages. They gain a more realistic understanding of their community and also gain a sense of what may lie ahead in the future. Youth learn that they can make a difference and that they can actively shape the communities of tomorrow.

Benson’s (1994) research underscores the incredible power of these assets in a young person’s life. The more developmental assets youth have, the more likely they are to lead healthy, positive, and productive lives. Youth who develop these assets do not make as many harmful decisions as youth who do not have these assets. They have fewer
problems with alcohol and drugs, violence, sexual involvement, and depression.

Subsequent research by Roehlkepartain (1997) analyzed the influence of increased assets on youth. He found that their unhealthy behaviors almost disappear and positive behaviors increased. Increasing assets decreases the crises young people face. By promoting assets, society as a whole may be able to spend less time fixing problems.

Not only does research show the need to build the assets our youth have, but the need to teach youth the fundamentals of good character, as well. There is a growing concern sweeping the country because of the lack of character in our youth. Many youth-serving organizations, faith communities, and schools are collaborating to find ways to teach the fundamentals of good character to our youth.

To further illustrate the sense of urgency to promote assets and character in youth, the Josephson Institute of Ethics (1996), prompted by the Character Counts Coalition, released these alarming statistics: (1) juvenile arrests for all violent crimes increased from 1983 to 1992 in spite of the decline in the overall number of teenagers in the U.S. population. Several factors contribute to the growing number of youth who commit crimes. Youth without parental supervision, youth with behavioral problems, and youth who engage in other at-risk behaviors, such as drug and alcohol use may be more at risk to commit crimes. The government estimates that the juvenile arrest rate for major violent crime will more than double in the year 2010. Nationwide, the rate of violent offenses by gang members is three times as high as for non-gang delinquents (Maginnis, 1996, pp 5 &6); (2) births to unmarried teens rose 60% in the past 10 years (Josephson, 1994, p 20); (3) in a 1996 study of almost 12,000 Americans over 12 years old, seven out of ten (73%)
high school respondents and half (50%) of college students said they had lied to a parent more than once in the previous 12 months (Josephson Institute of Ethics, 1996); (4) two-thirds of high school students (65%) admitted they had cheated on an exam in the previous year and about half said they had done so more than once. One-third of college students said they had cheated (Josephson Institute of Ethics, 1996); (5) 42% of high school male respondents, and 31% of high school females, said they had stolen something from a store within the previous 12 months and nearly one in three confessed that they had stolen something from a parent or relative (Josephson Institute of Ethics, 1996); (6) children who are bullies have trouble keeping jobs and forming relationships as adults. One study found 65% of boys identified as bullies in the second grade had felony convictions by the time they were 24 (The Herald Journal, 1996). What do these statistics reveal? Neither ethical behavior nor character education are being developed. “Character education is, first and foremost, an obligation of families and faith communities, but schools and youth-service organizations also have responsibility to help develop the character of young people” (The Aspen Declaration, 1996, p 2). The Youth and Families with Promise Program and Utah 4-H Program have come together in order to provide youth with the knowledge and skills necessary to build assets and become persons of character.
CHAPTER III
DESIGN OF THE PROJECT

The overall goal of the 4-H Summer Camp Program was to provide intervention over the summer by offering positive, hands-on learning activities to youth-at-risk. In addition to these activities, the program was designed to help the youth develop social skills and life skills, and build confidence and character.

4-H Summer Camp Program

The 4-H program consisted of six different projects, which may be presented in any order. Character development was included in each of the activities. Refer to Appendix A, 4-H Summer Camp Program for Youth at Risk, for guidelines and definitions that will help enhance the success of the program. The projects designed for the program included: Fun Science Experiments, Ag-citing Food Experiments, Memory Scrapbooks, Dutch Oven Cooking, Expressive Arts - Pottery, and Wood Working. Resources came from a variety of sources (see Appendix A). The projects were completed during an eight week period, starting the middle of June and ending the middle of August, culminating with the Cache County Fair (see Appendix B). At the end of each camp, a certificate and project handout was given to each youth (see Appendix A). The activities were held at city parks and the Extension Center at USU. The environment at each location provided a non-threatening, easy learning, fun, and relaxing atmosphere.

Transportation was provided by the Utah State 4-H office, and when unavailable, by the USU Motor Pool.
Staff and Responsibilities

The projects were designed and carried out under the direction of the 4-H Summer Camp Program Educator. The YFP Site Coordinator and 4-H Summer Camp Intern provided program support by arranging for transportation, making weekly contacts with youth participants and project leaders, making purchases when necessary, and arranging field trips. The YFP Activities Chairman arranged several summer recreation activities to compliment the 4-H Summer Camp Program. Project leaders consisted of college students, high school students, summer senior citizens, parents, and other responsible and caring adults in the community.

Senior volunteers, from Sun City, Arizona, stay at USU during the summer months. To make sure there were enough project leaders for our activities, flyers were distributed to all senior residents. Many of the senior volunteers are very active in their communities and had previous experiences in working with youth, such as 4-H and other youth-serving organizations. Ten seniors volunteered for the first activity, three for the second activity, two for the third activity, and one that stayed with the program throughout.

Participants

The target population for the 4-H Summer Camp program was youth-at-risk between the ages of 8 and 14. The youth were referred to the program from a variety of sources: Cache County School District in Utah, Division of Family Services, church organizations, concerned parents, and other youth-serving organizations. Many of the
youth had participated in the YFP program throughout the 1998-99 school year.

The youth were eligible to participate in the 4-H Summer Camp program if they had parental consent, the youth agreed to participate, and they met one or more of the following criteria:

1. A behavioral problem identified by school personnel, church, or youth serving agency.

2. A learning disability or academic difficulties or extreme declines.

3. First-time offender referred by Juvenile Court

4. From a single parent home.
CHAPTER IV
PROJECT REPORT

The purpose of this project was to provide intervention and on-going positive, hands-on experiences through 4-H activities. In addition to the 4-H activities, the goal was to help build assets and character in the youth by providing opportunities that encourage those behaviors. Assets such as commitment, constructive use of time, values, and identity will help guide youth in their choices. Character building traits consist of responsibility, respect, caring, citizenship, and fairness and helps promote positive behavior.

Description of Participants

Of the 38 youth invited to participate in the 4-H Summer Camp Program, 26 attended on a regular basis. Of the total number of youth, 19 were girls, and 7 were boys. All the youth were between the ages of 8 and 14, with a median age of 12. All youth were Caucasian Americans, except for one, who was a Hispanic male. Many of the youth who participated in the program came hungry, therefore meals were provided. Some food was donated by the local food pantry. All the youth were enrolled in 4-H.

Even though each eligible youth was contacted and invited to participate in the 4-H Summer Camp Program, they were under no obligation to attend any of the activities. The youth could also choose which activities they were interested in attending. Other ongoing outdoor recreational and cultural activities were alternate choices.

Many of the youth participants came from homes plagued with abuse, neglect,
parent suicides, loss of a loved one through death and divorce, parental substance abuse, abandonment, homelessness, poverty, and violence. Some suffered from emotional disorders such as depression, anxiety, Attention Deficit Hyperactivity Disorder (ADHD), separation anxiety, phobias, and acute panic attacks. Some had learning disabilities and receptive and/or expressive language delays which make it difficult for them to understand instructions. Many were labeled “problem children” in school where they were teased by other children, frequently got into trouble, and were usually behind in their school work. Most of the youth were identified with behavioral problems by school educators and counselors and referred to the program. Youth at risk often live in chaotic environments and may be overwhelmed and very miserable.

With so many negative issues the youth deal with on a regular basis, the 4-H Summer Camp Program provided a positive and fun experience.

Report of Projects

The methods of reports chosen for this project included: observation of youth during activities; asking questions; listening; feedback received from project leaders; and discussions of activities at weekly staff meetings.
Project #1: Fun Science Experiments

Objectives:
Youth will participate in science experiments and will be able to:
• make electricity with lemons
• observe how lemon juice and baking soda react when combined
• test magnetic attraction by experimenting with magnet
• make a candle in a jar

Character Development:
• cooperation and teamwork
• fairness
• respect for self and others
• responsible social behavior in a group setting
• creative/self expression

Background:
Science is learning about things. There are many ways to find out about things.

Science is:
• observing
• exploring
• describing
• testing
• measuring
• recording
• fun!

FYI: You can do fun science experiments using materials found around your home and by collecting ordinary materials and placing them in a shoe box. Find a special place in your room (under your bed, on a shelf, etc.) to put your science box. Use a notebook to write down what you do and what happens. Ask a parent or friend to take you to your local public library and check out some science experiment books.
LEARNING ACTIVITIES:

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<th>Turn that Lemon On!</th>
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<td>(Group Activity/Cooperative learning)</td>
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You can make electricity with your lemon!

**You need:**
- a lemon
- a galvanometer
- scissors
- 2 stiff copper wires
- large paper clip

**What to do:**
If there is any insulation on the ends of the wire, strip it off. Untwist the paper clip and attach it to an end of one of the wires. Squeeze and roll the lemon to loosen the pulp inside. Make two small cuts in the skin of the lemon an inch or so apart (2/5 cm). Insert the bare wire and the paper clip through the skin of the lemon and into the juicy part. The two wires should be close to each other but not touching. Connect the free ends of the two wires to the terminals of the meter.

**What happens:**
The meter moves

**Why:**
Chemical reactions of the two different metals (the copper of the wire and the iron of the clip) in the acid (lemon juice) draw electrons away from one wire towards the other. They flow out of the lemon by the other wire.

**Bright Idea!**
Buy a light bulb of less than 1.5 volts and connect several lemons and see how many lemon wet cells it will take to light the bulb. Line up the lemons so that you can link them to one another, with a bare copper wire and a clip in each (see illustration). You should wind up with two free wire ends, one attached to a clip. Connect these wire ends to the bulb.

**Recommendations:**
A galvanometer is an inexpensive instrument that measures electricity and can be purchased at most department stores. Having the wire cut in the appropriate lengths ahead of time will speed the activity up.
**Lemon Rocket-Launcher**  
*(Partner Activity/Cooperative Learning)*

Combine lemon juice with baking soda, and you can launch a rocket!

**You need:**
- 2 oz. lemon juice or vinegar (60 ml)
- 1 tsp baking soda (5 ml)
- flag strips
- tacks or tape
- water
- square of paper toweling
- empty soda bottle with cork to fit

**What to do:**
Fit a cork to a soda bottle, trimming it or padding it with paper toweling, if necessary. Tack or tape the flag streamers to the cork. Put the cork aside: it will be your rocket. Pour a mixture of water and lemon juice into the soda bottle until it is half filled. Wrap the baking soda in a little square of paper toweling. Go outside where your rocket has plenty of space to travel. Then launch it by dropping the paper towel with the baking soda into the soda bottle and inserting the cork loosely.

**What happens:**
The cork will eventually shoot up.

**Why:**
As the water and lemon juice soak through the paper towel, the baking soda reacts to produce carbon dioxide. As more gas forms, pressure builds up inside the bottle and sends the cork flying.

**Recommendations:**
For safety measures make sure there is a large area, such as a park or open field, to launch bottle rockets.

---

**The Science of Magnets**

Magnets have an invisible force that pulls things toward them or pushes things away. This invisible force is used for a variety of purposes. Magnets are used in electric motors that power everything from trains to hair dryers. Magnets in tape and disc players make it possible for us to listen to music. Computers use magnets to record information. The earth itself is a giant magnet, with its own magnetic force.
### Magnetic Attraction
(Individual/Partner Activity)

Do magnets draw everything toward them? Collect some objects made of different materials. Find out which ones a magnet attracts.

**You need:**
horseshoe magnet  
collection of small objects made of different materials

**What to do:**
Lower the magnet over each object, one at a time.

**What happens:**
Some objects stick to the magnet. Others do not.  
- the ends of the magnet (poles) pull the hardest  
- a magnet will attract only things made of iron or steel

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<th>(Partner Activity/Competition)</th>
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<td>A magnet’s force can pass through water and some solid materials, as well as through air. You can make one boat or a pair of boats that are propelled by magnet power.</td>
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**You need:**
two flat sticks  
scissors  
two boat shapes cut from cork or Styrofoam  
water  
two pins  
shallow glass or plastic dish  
two bar magnets  
tape  
paper  
two steel thumbtacks  
two books or boards

**What to do:**
Push a thumbtack into the bottom of each boat. Make paper sails for your boats and attach them with pins. (The thumbtacks are underneath and the sails on top). Place the dish across the boards or books and fill with water. Tape a magnet to each stick. Float the boats on one side of the dish. As you move the magnets forward, the boats follow.

**Why:**
The magnet’s force passes through the bowl and the water to the thumbtacks. (If you move the magnets too quickly, they may get too far away to attract the boats).

**Recommendations:**
The bar magnets should be big enough to attract the tacks so the boats will move easily.
Candle in a Jar
(Individual Activity with Adult supervision)

Wax Bead Candles

What you need:
• wide mouth pint Mason jar and lid
• wax beads (scented or unscented)
• wick with wick stand

What to do:
Measure the wick and place wick stand on the bottom of the jar. Pour one color of wax beads in at a time to make any design you would like. You can make a pattern of different colors. Screw on lid.

Recommendations: Wax beads can be purchased at a craft store. You may add fragrance to unscented beads, however, we found it better to buy scented beads.

Melted Wax Candles

What you need:
• wide mouth Pint Mason Jar and lid
• clear, colored or scented wax
• wick and wick stand

What to do:
Melt wax in a double boiler for best results. Add color, stir and dissolve completely and pour into jar. Add fragrances as desired. Hold wick in place by tying it onto a pencil or stick and placed across top of jar.

Recommendations:
Having the wax cut in advance will help the candle making activity go faster. Make sure and have an extension cord and access to a power source as well.

Summary: Present Certificates and youth handout (see Appendix A)

Overall Recommendations of the Developer: This project requires a lot of preparation. Doing the activities at a park under a pavilion works well for this project. Discussing safety and responsibility with the youth will help diminish potential problems. The youth will develop character as they coordinate efforts and help each other make their projects. Working together in a group will help promote respect for others, responsibility, and fairness. Learning these important social skills will help the youth prepare for responsible
Project #2: Ag-citing Food Experiments

Objectives:
Youth will participate in food science experiments and be able to...
• explain how bread rises
• make bread in a bag
• observe how cream turns to butter by shaking a jar
• make ice cream in a tin can

Character Development:
• cooperation and teamwork
• fairness
• respect for self and others
• responsibility
• self confidence

Background:
There is nothing more delicious than piping hot home-made bread fresh from the oven! Youth can have a hands-on experience as they prepare and bake their own bread from scratch. Yeast bread can be broken down into kneaded and batter breads. "Bread in a Bag" is kneaded. Dough is worked by hand or machine until it is smooth and elastic, making a dough that can be shaped into loaves or rolls. Kneaded breads have a fine texture. With this recipe, quick rise yeast is used. That means the active dry yeast is added directly to the flour and dry ingredients. Liquid that has been warmed to 120 - 130 degrees is added to the dry ingredients. The science of food is also observed as cream turns to butter as the youth shake a jar filled with cream, and there is a fun and simple method of making home-made ice cream--in a tin can. Youth will learn how to work together in making these Ag-citing food products. These projects are a great self-esteem builder and very rewarding.
**Butter in a Jar**  
(Individual Activity)

**You need:**
- heavy whipping cream
- 2 oz. plastic cup with lid or ½ pint glass jar with lid
- salt

**What to do:**
Pour heavy whipping cream into a jar. Fill the container 2/3 full. You will need some air space. Make sure the lid is secure. Shake briskly, the more cream in a container the longer it will take. Cream in a 2 oz. container should take 5-10 minutes. After butter is separated, salt to taste. For an experiment, try salting before shaking.

**Recommendations:**
The youth really enjoyed this activity. You can purchase 2 oz. plastic cups and lids at a wholesale food distributer (see Appendix A), so the youth can make their own butter.

---

**Tin Can Ice Cream**  
(Group Activity/Cooperative learning)

**You need:**
- 1 cup whole milk
- ½ cup sugar
- egg substitute (equivalent to one egg)*
- crushed ice
- rubber spatula
- ½ teaspoon vanilla
- 1 cup whipping cream
- 3/4 cup rock salt
- 1 one-pound can with lid
- 1 three-pound can with lid

*DO NOT USE RAW EGGS IN THIS RECIPE. RAW EGGS CAN CONTAIN BACTERIA WHICH MAY CAUSE ILLNESS.*

(Continued on next page)
LEARNING ACTIVITIES:

**Bread in a Bag**
(Pair Activity/Cooperative Learning)

**You need:** For 1 loaf of bread
- 4 cups flour (for more nutritious bread, use 2 cups whole wheat flour)
- warm water
- 2 Tablespoons sugar
- 1 package of quick rise yeast
- 2 teaspoons salt
- 1 Tablespoon vegetable oil
- one-gallon (heavy-duty) storage bag

**What to do:**
In a one-gallon (heavy-duty) storage bag, mix:
- ½ cup all-purpose flour
- 1 package yeast
- ½ cup warm water (120-130 degrees)
- 2 Tablespoons sugar

Close bag and knead it with fingers until the ingredients are completely blended. Leave bag closed, with contents in the corner, and let dough rest 10 minutes.

Then add:
- 2 cups whole wheat or white flour
- ¾ cup warm water
- 1 Tablespoon vegetable oil
- 2 teaspoon salt

Mix well.
Add enough all-purpose flour to make a stiff dough, about 1 to 1-1/2 cups. Close the bag and knead it (you may need to remove some air in the bag). Add more flour until dough no longer sticks to the bag. Let the dough rest for 5 minutes. Open the bag and allow the dough to fall out onto clean hands. Spray hands with oil so there will be no sticking. Form the dough into a loaf, place in a loaf pan. Allow to rise 30 minutes or until double in size. Bake 30-35 minutes in a 350 degree oven.

Serve with home-made butter, honey, or jam. Delicious! Makes 1 loaf

**Recommendations:**
Have small groups of 2-4 youth to one adult for this activity. Make sure volunteer leaders read instructions throughly before beginning to prevent confusion and mistakes. Ingredients and supplies for this activity should be placed at each group site to make them easier to get to.
What to do:
In a one-pound can, place:
- 1 cup whole milk
- ½ cup sugar
- egg substitute
- ½ teaspoon vanilla
- 1 cup whipping cream

1. Place a tight-fitting plastic lid on the can.
2. Place the can, with ingredients, inside a three-pound coffee can. Pack crushed ice around the smaller can, inside the larger can.
3. Pour at least 3/4 cup rock salt evenly over the ice.
4. Place a tight-fitting plastic lid on the three-pound can.
5. Take turns, with your friends, rolling the can back and forth for 10 minutes across a sturdy table or cement floor.
6. Open the outer can. Remove the inner can containing the ingredients. Remove the lid on the smaller can.
7. Use a rubber spatula to stir the mixture and scrape the insides of the can. Replace the lid on the one-pound can. Drain the ice water from the larger can. Return the smaller can to its place inside the large can. Pack the large can with More ice and salt.
8. Roll the can back and forth for 5 more minutes. If mixture is still soupy after 15 minutes, the temperature may not be cold enough. Drain the excess water add more salt and ice, and roll the mixture until it becomes firm. The recipe makes about three cups of ice cream.

Recommendations:
Two different sizes of clean, un-used paint cans work well for this activity, and can be purchased at a paint store.

Summary: Present Certificates and youth handout (see Appendix A)

Overall Recommendations of the Developer: If a large group is participating in this project, it works well to divide the youth up into two groups. Group #1 - bread in a bag; group #2 - tin can ice cream. All the youth could make their own butter. For a smoother activity, make sure and have plenty of volunteers; one for every two to four youth is ideal. These activities require cooperation, taking turns, respect for others, and following directions. The youth who are fair with their peers will help build character and assets.
Project #3: Memory Scrapbook

Objectives:
Youth will be able to:
• create a memory page using a variety of scrapbook materials and photographs
• express their feelings about a person, a pet, or something they love, through writing and drawing

Character Development:
• honesty
• respect for self and loved one
• caring
• creative/self expression
• self confidence

Background:
Just like adults, kids need a source of inspiration and ideas to make their memory pages. Explain to the youth the reason for memory albums. Use this project as an opportunity to discuss the value of preserving memories. Project leaders should encourage the youth to be creative by asking the following questions: 1) What happened just before or after this photo was taken? 2) How did you feel on that day? Do you feel differently today? 3) Why is this person, pet, or thing special to you? 4) Ask why questions, such as “Why do you like the photo?” Or “Why are they doing what they are doing in the photo?” 5) What are the words to a song, poem or thought that remind you of that particular time in life? 6) Describe the setting of the photo using all of your senses, and 7) Most importantly, because we are literally “making memories” as we help children create memory pages, we want those memories to be pleasant. Remember to use positive reinforcements and avoid using the word “don’t” and be sure to find at least one positive thing to say about the finished results.
LEARNING ACTIVITY:

<table>
<thead>
<tr>
<th>Memory Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Individual Activity)</td>
</tr>
</tbody>
</table>

**You need:**
two acid-free scrapbook pages per person, one for photo(s) and one for writing
photo tape
stickers, die-cut, and two photo frames per person
scissors
pencils or pens
page protector
extra drawing and writing paper

**What to do:**
Allow each youth to pick out a scrapbook packet. Youth are encouraged to express their feelings through writing about something, a pet, or someone they love. Project leaders should assist as needed in providing supplies, writing tips, and listening. Allow plenty of time for this activity and provide additional drawing and writing paper for those youth who wish to elaborate on their memories.

**Recommendations:**
Prior to this activity, assemble the scrapbook pages and place in page protector for individual packets.

**Summary:** Present Certificates and youth handout (see Appendix A)

**Recommendations of the Developer:** Volunteer leaders should be prepared to help in the event of a youth sharing sensitive and personal information with them as they work on their memory scrapbook pages. Leaders should be a listening ear and help youth create memories that encourage positive outcomes. Youth will be able to develop character as they work on their memory pages by expressing love and respect toward the person or pet they make their page for. They will also show compassion and respect toward their peers.
Activity #4: Expressive Arts - Pottery

Objectives:
Youth will be able to:
• demonstrate the basic hand-building techniques of pottery
• make a pinch pot, slab pot, and coil pot using the basic principles of pottery making
• create unique designs on pots using a variety of tools and materials

Character Development:
• respect for instructor by listening and following instructions
• respect for self and others
• creative expression
• self confidence
• fairness

Background:
Pottery is a pleasure and an art-form. It is an opportunity to create something that is uniquely your own. There are general guidelines to follow. The beauty of working with clay is that it can be formed into shapes in innumerable ways. It depends on a variety of factors. Those most important are the physical characteristics of the particular clay used and the skill and imagination of the artist, whether beginner or professional.
LEARNING ACTIVITIES:

<table>
<thead>
<tr>
<th>Pinch Pots</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Individual Activity with Adult supervision)</td>
</tr>
</tbody>
</table>

**You need:**
- pottery clay
- tools and materials to engrave designs into pots (ie: comb, wire, net, leaves, kitchen utensils, etc.)
- old sheet to cover work area
- old shirt or apron

**What to do:**
1. Begin with a ball of clay about the size of a small peach.
2. Open the pot by pressing the thumb into the middle of the clay ball. Press the thumb into the clay so that the floor of the pot is approximately a half an inch thick.
3. Press and thin the clay pot using the thumb on the inside and the middle finger on the outside of the pot. Continue this movement in a circle from the base of the pot to the rim of the pot.
4. Maintain an even thickness as pressure and clay thinning continues. The clay should be the same thickness throughout the entire pot.

**Form:**
5. Create the form of the pot by the movement of the fingers. The form of the pot is determined in part by the direction of the pressure the finger and thumb exert. For example, the walls of the pot go upward by exerting circular pressure in a vertical direction.
6. Protect the rim from cracking by keeping the rim slightly thicker and by compressing the clay around the top. Otherwise, the rim is likely to crack and become too thin. When the pot is near completion, finish the rim of the pot.

**Decoration or surface design:**
7. Decorate the completed pot in many ways. Some examples are impression or addition of clay, impression of leaves or other tools, drawing or painting on slip (or liquid clay). Make it up and use your imagination!

**Recommendations:**
- Youth could be contacted ahead of time and encouraged to bring item(s) from home to engrave designs on their pots. They will also need to bring an old shirt or an apron to work in.

Note: Pinch pots are often overlooked as beginners’ pots. However, there are some artists who have based their careers solely on pinch pots.
### Slab Pots - Cylinder Form
(Individual Activity with Adult supervision)

*The beauty of this kind of pot is that it has a clean look. This is in part because it is handled minimally.*

**You need:**
- pottery clay
- rolling pin or similar tool
- two pieces of cloth
- tools and materials to make impressions on pots
- knife for cutting clay

**What to do:**
1. Roll clay with rolling pin or similar tool between two pieces of cloth.
2. Roll clay in one direction. Turn clay over and roll again. Continue this process until clay slab is the desired thickness.
3. Apply pressure evenly as the clay is rolled so that the slab is an even thickness throughout (much like rolling pie dough).
4. Establish the base or bottom of the slab pot (a base for a cylinder or cup might be a circular slab that is 4 inches in diameter).
5. Measure and cut a clay slab that will become the walls of the cylinder or cup.
6. Decorate the slab of clay by rolling on leaf or other impressions, slip painting, clay addition or whatever you can imagine!
7. Attach the (wall) slab to the base of the pot. Overlap the (wall) slab approximately one half of an inch. Press firmly to partially seal the slab seam.
8. Make coils and place in the inside of the pot where the wall touches the base.
9. Press the upper part of the coil into the clay wall of the pot.
10. Press the lower part of the same coil into the clay base of the pot.
11. Seal the seam of the (wall) slab of the pot with coils (as explained above).

**Recommendations:**
The youth should be contacted ahead of time to bring an old shirt or apron to work in.
You need:
- pottery clay
- tools and materials to engrave designs into the pot

What to do:
1. Roll the clay like a worm on a flat surface.
2. Work with a small amount of clay.
3. Roll with the palm of the hand.
4. Roll clay from one end of the coil to the other.
5. Keep the coil the same diameter from end to end. Don’t let it become “fat” and “thin” in places.
   - To establish the base or the bottom of the coil pot......
6. Form bottom of pot by placing one coil in a circular pattern on a flat surface.

Important: A pot that has been constructed with two or more parts will not necessarily stay together. When the clay dries, moisture can no longer hold the clay together - the craftsperson or artist must attach the pieces of clay!

Method of attaching or joining coils:
7. Work on the inside of a coil pot.
8. Physically press some of the clay from the lower coil into the clay of the upper coil.
9. Continue this throughout the entire pot so that the clay is essentially “one piece” on the inside of the pot.
10. Coils are built one on top of another creating the desired form. (i.e. to build a cylinder, coils will be stacked on top of each other).
11. Care must be taken to protect the rim from hairline cracks by keeping the rim a little thicker, moist and compressed.
12. The time to finish the rim is when the pot is near completion.
13. Apply surface decorations or designs when the pot is near completion.
14. Use tools or materials to make impressions on the pot.

Important: write your first and last name clearly on the bottom of your pot with a ball point pen. Clay moves slightly in the firing, so your writing must be very clear!

Variations in making pots: after pots are constructed, apply special paint tint to surface of pot for subtle variations in color. For a more professional look you can make pot, fire pot in kiln, glaze pot with desired color, and fire again.

Recommendations:
An old shirt or apron needs to worn with this activity to protect clothing from paint spills. Allow plenty of time for youth to create their own unique pot or figure.

Summary: Present Certificates and youth handout (see Appendix A)
**Overall Recommendations of the Developer:** This activity is best when you have a professional pottery instructor (see Appendix A) help or teach pottery making and you have access to a kiln (pottery should be fired in a Kiln to achieve desired results). Activity should be done where there is plenty of room for tables to be set up and youth to work on their pots. Youth should be notified in advance to wear an old shirt or bring an apron to protect their clothing. Youth will have an opportunity to show respect for self and others. They will develop listening skills and will follow directions in order to complete their pots. The youth will demonstrate social responsibility as they take turns and share engraving instruments.
Project #5: Dutch Oven Cooking

Objectives:
Youth will participate in an outdoor cooking experience and will be able to:
• explain how to properly season a Dutch oven and keep it in good condition
• differentiate between a good quality and poor quality Dutch oven
• demonstrate how to place briquettes on the bottom and top of the Dutch oven for even temperature control
• make a Dutch oven dish to share with the group

Character Development:
• cooperation
• respect for self and others
• fairness
• trustworthiness
• responsibility

Background:
Dutch Oven cooking is traditionally a method of cooking outdoors. It is easy and fun if you follow a few simple guidelines. The following information will help aid in the success of your Dutch Oven cooking experience:

Quantities: 10" oven holds 4 quarts 12" oven holds 6 quarts 14" oven holds 8 quarts 16" oven holds 10 quarts

Seasoning: In order to keep your Dutch Oven in good condition, it must be seasoned periodically. Wash your oven after each use and then “season” it to prevent rusting.
When a new oven is purchased or seasoning is needed for a used one, do the following:
1. Slightly brush the inside of the Dutch Oven with oil and place in a cold oven.
2. Turn the oven temperature to 450 degrees.
3. When the oven reaches that temperature, turn off the oven and let the Dutch Oven cool in the oven.
4. Wipe out the excess oil.
5. Put a paper towel or a piece of newspaper in the Dutch Oven and place the lid on the Dutch Oven. This will help to absorb moisture and
prevent rusting. It is now ready to use for the next meal.

Temperatures:

Briquettes are the easiest way to control the temperature inside the Dutch Oven. Placing the briquette on the bottom of a metal oil pan and setting the Dutch Oven inside the oil pan is a great way to concentrate the heat where it is needed most.

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Oven Size</th>
<th>Coal:</th>
<th>Top</th>
<th>Bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>325 - 350</td>
<td>12&quot;</td>
<td></td>
<td>10-12</td>
<td>8-10</td>
</tr>
<tr>
<td></td>
<td>14&quot;</td>
<td></td>
<td>12-16</td>
<td>10-12</td>
</tr>
<tr>
<td>375 - 400</td>
<td>12&quot;</td>
<td></td>
<td>18-20</td>
<td>12-14</td>
</tr>
<tr>
<td></td>
<td>14&quot;</td>
<td></td>
<td>20-24</td>
<td>14-16</td>
</tr>
<tr>
<td>400 - 450</td>
<td>12&quot;</td>
<td></td>
<td>20-22</td>
<td>36+</td>
</tr>
<tr>
<td></td>
<td>14&quot;</td>
<td></td>
<td>24-26</td>
<td>42+</td>
</tr>
</tbody>
</table>

*Hint: Multiply the diameter of the oven by two, then divide by three. Place 1/3 of the briquettes on the bottom of the oven and 2/3 on the top of the oven. This will provide you with the temperature of 325 - 350 degrees. Triple the diameter of the oven, then divide by three. Place 1/3 of the briquettes on the bottom of the oven and 2/3 on the top of the oven. This will provide you with a temperature of 375 - 400 degrees.

Purchasing A Dutch Oven

Dutch Ovens made in the U.S.A. are the best quality. Heavy cast iron is the most preferred. A Dutch Oven with legs and a rim on the lid are the most convenient when using briquettes.

<table>
<thead>
<tr>
<th>Dutch Oven Cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Group Activity/Cooperative Learning)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Supplies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dutch Oven</td>
</tr>
<tr>
<td>Briquettes</td>
</tr>
<tr>
<td>Lighter fluid</td>
</tr>
<tr>
<td>Dutch Oven lid lifter</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paring knife</td>
</tr>
<tr>
<td>Potato peeler</td>
</tr>
<tr>
<td>Cutting board</td>
</tr>
<tr>
<td>Turner</td>
</tr>
</tbody>
</table>
**Dutch Oven Dinner**

<table>
<thead>
<tr>
<th>Ingredients:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>potatoes</td>
<td>carrots</td>
</tr>
<tr>
<td>onion</td>
<td>zucchini</td>
</tr>
<tr>
<td>green pepper</td>
<td>broccoli</td>
</tr>
<tr>
<td>cauliflower</td>
<td>lemon pepper</td>
</tr>
<tr>
<td>garlic salt</td>
<td>½ -1 cup water</td>
</tr>
</tbody>
</table>

**What to do:**
Wash, peel and cut up vegetables. Layer vegetables in Dutch Oven. Season each layer with lemon pepper and garlic salt. Add ½ -1 cup water. Cover Dutch Oven with lid. Place correct number of briquettes on bottom of oven and top of oven and cook until done.

*Serve with green salad and rolls.*

**Recommendations:**
Preparing the vegetables ahead of time by peeling and cutting them up will make it easier.

---

**Fruit Cobbler**

<table>
<thead>
<tr>
<th>Ingredients:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 cans of fruit pie filling</td>
</tr>
<tr>
<td>1 yellow cake mix</td>
</tr>
<tr>
<td>1/4 cup water</td>
</tr>
</tbody>
</table>

**What to do:**
Mix the dry cake mix and water (don’t put the eggs in the cake mix). It should be thick, yet thin enough to pour. Spread the pie filling evenly in a 14" Dutch Oven and spread the cake mix batter on top. Cover with lid. Place the correct number of briquettes on the bottom of the oven and 8-10 coals on top of oven. Cook 30-40 minutes. Check cobbler every 15 minutes to see how it is doing. Let the cobbler sit for 10 minutes with the lid ajar or removed. Serve with whipping cream.

**Summary:** Present Certificates and youth handout (see Appendix A)

**Overall Recommendations of the Developer:** Choosing the proper location for this activity is important. A close campground with picnic tables, barbeque pits, running water and restrooms is ideal and allows the youth to experience outdoor cooking at its best. For this activity, it is important to discuss food safety rules before beginning. Be familiar with the proper care of the Dutch Oven and discuss it with the youth. Youth will develop assets and character by cooperating with each other to cook a meal. They will demonstrate social responsibility by being respectful, taking turns, and being fair.
Project #6: Woodworking

Objectives:
Youth will be able to:
• define basic rules for wood working safety
• demonstrate how to properly use wood working tools
• complete a wood project by using skills learned
• tour a wood working shop

Character Development:
• respect for self and others
• respect for property
• demonstrate responsible behavior when using tools
• fairness
• self confidence
• creative expression

Background:
Helping youth make and do things that are within their abilities and interests is a reward in itself. Making a wood project will help youth gain confidence in themselves, develop their talents, and may uncover an ability which will lead to a hobby. When doing this activity, reinforce these safety rules:

1. Keep work area organized and clear of excess debris and material. This will help eliminate tripping and falling.
2. Loose or ragged clothing invite accidents; make sure clothes fit well and are comfortable.
3. When using sharp-edged tools - cut away from your body.
4. Keep all tools clean and sharp. Because of the extra pressure needed to make a dull tool work, there is more risk that it will slip and cause harm.
5. Wear safety goggles whenever there is a chance of flying particles.
6. Always wear a protective mask when working with finishing materials and sprays; make sure you have adequate ventilation. Seal all containers as soon as you are finished with them.
7. Make sure work area has adequate lighting; flourescent lighting is best.
8. Always be careful and never work when you are tired.
**Whirly Birds**
*(Individual Activity with Adult supervision)*

<table>
<thead>
<tr>
<th>You need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>48&quot; pointed lath sticks (one per youth)</td>
</tr>
<tr>
<td>wood cut-outs: birdhouse, watermelon, angel, butterfly, turtle, dinosaur, frog, sunflower</td>
</tr>
<tr>
<td>variety of acrylic paint colors</td>
</tr>
<tr>
<td>sponge brushes for painting</td>
</tr>
<tr>
<td>paint sticks (two per youth)</td>
</tr>
<tr>
<td>4&quot; dowels (1/8&quot; diameter)</td>
</tr>
<tr>
<td>carpet nails</td>
</tr>
<tr>
<td>8 x 3/4 wood screws</td>
</tr>
<tr>
<td>drill and bit or Phillips screwdriver</td>
</tr>
<tr>
<td>hammer</td>
</tr>
<tr>
<td>wood glue</td>
</tr>
<tr>
<td>sandpaper</td>
</tr>
<tr>
<td>semi-gloss wood sealer</td>
</tr>
<tr>
<td>paper to cover work area</td>
</tr>
<tr>
<td>old shirt to cover clothing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have youth pick out the wood cut-out they want for their whirly bird.</td>
</tr>
<tr>
<td>2. Sand edges of wood shape</td>
</tr>
<tr>
<td>3. Paint wood and let dry (youth may also paint lath stick and paint sticks)</td>
</tr>
<tr>
<td>4. Screw wood cut-out onto lath stick (use two screws)</td>
</tr>
<tr>
<td>5. Drill a hole through wood cut-out and/or lath for dowel to fit through</td>
</tr>
<tr>
<td>6. Hammer a carpet nail into one end of the dowel</td>
</tr>
<tr>
<td>7. Place one paint stick on dowel. Put dowel through drilled hole on front of wood cut-out and glue in place; let dry</td>
</tr>
<tr>
<td>8. Place other paint stick on dowel on back side of wood cut-out and hammer carpet nail into end of dowel</td>
</tr>
<tr>
<td>10. Spray whirly bird with semi-gloss wood sealer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to Appendix A for wood patterns and resources. Check with local cabinet shops that may be willing to donate scraps of wood. The youth should wear old clothing for this activity.</td>
</tr>
</tbody>
</table>

**Summary:** Present Certificates and project handout
Overall Recommendations of the Developer: This activity is an excellent opportunity to take the youth on a tour of a local cabinet shop. Invite a professional cabinet maker to supervise the wood working activity. The cabinet maker could reinforce woodworking safety rules and proper use of tools. This activity encourages social responsibility. Youth will demonstrate respect for self and others while using tools. They will also practice safety in using tools. The youth will develop character and assets by taking turns and sharing.
CHAPTER V
SUMMARY AND RECOMMENDATIONS

The purpose of this project was to develop a 4-H summer camp for youth-at-risk using positive hands-on learning activities to develop social skills and life skills that build confidence and character. The 4-H summer camp program was the first to be implemented in Utah. This was a pilot program; pending positive outcome, a 4-H summer camp program would be encouraged throughout the state.

Outcomes

The youth who participated in the 4-H Summer Camp Program were exposed to a variety of activities that provided opportunities for life skills development, as well as social and emotional growth. The activities designed for the youth-at-risk were age appropriate, challenging, and fun. They included: science experiments, food experiments, memory scrapbook, expressive arts - pottery, Dutch oven cooking, and woodworking.

The Youth and Families with Promise (YFP) staff, as well as project leaders and volunteers, provided support, love, and encouragement to the youth throughout the course of the program. They served as role models and modeled good character. The 4-H Summer Camp Program provided the youth with the knowledge and skills necessary to build assets and become persons of character.

Examples of character growth were evident throughout the summer with each
4-H camp held. Youth participants were “caught” sharing, taking turns, and showing kindness. Trust was built between youth and senior volunteers, as well as between youth and youth leaders. There were many opportunities for the youth to express their feelings and share sensitive information with their leaders when making memory pages. A senior volunteer and a youth became good friends as a direct result of the senior showing kindness, caring, giving a listening ear, and taking time to help. Mutual respect was evident between the youth and their leaders.

Youth demonstrated respect for self, others, and property. One particular instance in learning a lesson on respect came about at an activity where a youth was caught stuffing apples in his pockets. It provided the opportunity for staff to address the problem on an individual basis. The youth learned that it was not acceptable to take more than his share and that if he wanted more, to ask permission. There was no further problem of this type.

On many occasions, the youth had opportunities to help clean up their environment and show pride in their surroundings. Youth demonstrated responsibility as they cleaned up after themselves and others.

The youth had the opportunity to develop character and develop an interest in a hobby or a skill they could use throughout their lifetime.

When the youth were asked how they liked the activities, all said “they liked them all and had lots of fun.” When they were asked what activities they enjoyed the most, their responses indicated that woodworking, pottery, and food experiments were the most popular. All participants indicated they are looking forward to next year’s 4-H Summer Camp Program.
Several parents of the youth voluntarily expressed appreciation for the 4-H program. There was one parent who attended all but one activity with her children, another parent attended twice, and a few others brought their youth and observed the activities. It was a positive experience for the parents, as well. Several parents asked how they could keep their children enrolled in the program and expressed an interest in keeping their children in 4-H.

Fair Participation

Most of the youth who participated in the pottery and wood working activities entered a completed project in the Cache County Fair (see Appendix B). Although most of the youth made two or three pieces of pottery, they could only choose their best one to enter in the Fair. Eight candles were entered in the Fair. The youth who participated in the Fair received the following ribbons: candles - 1 State Fair (invited to enter project in State Fair), 6 blue (1st place), and 1 special recognition (8 years and younger); pottery - 4 State Fair, 17 blue, 1 red (2nd place), and 2 special recognition; whirly birds - 3 State Fair, 3 blue, 3 red, and 4 Clover Buds (8 years and younger).

A poster was made with the club name (YFP Eagles......Stuff, Stuff, & More Stuff) which included pictures of the activities, and was displayed along with their projects.

Staff Critique

Feedback from project volunteers came mainly from the volunteer seniors. They expressed appreciation for the opportunity to be involved in a worthwhile program. One
volunteer said "the experiences were as good for me as they were for the youth." With years of experience in working with youth, one senior stressed the importance of preparation and organization. The key to any program success "is being fully prepared for the unexpected" she said. The college students and high school students said they were happy for the experience of volunteering and "doing projects along with the youth." "It was easy and great fun" said a high school student. The 4-H summer camp program provided opportunities for leadership development for the youth who volunteered to be project leaders.

Recommendations for future success of a 4-H summer camp program for youth-at-risk were made in weekly YFP summer camp staff meetings. They included: (1) communicate effectively with administration and know the budget allowable for each activity, (2) solicit donations from various businesses and organizations to provide food for lunches and materials for projects, (3) organize larger activities, such as food science experiments, into smaller and more manageable group sizes, (4) collect additional demographic data from youth and parents, (5) do an assessment on effectiveness and follow up on the youth who participated in the program, (6) have volunteer leaders call youth in advance of day camp and arrange transportation, and (7) be prepared to receive hungry youth and provide breakfast, snacks, and juice if necessary.
References

1996 Report Card on American Integrity by the Joseph & Edna Josephson Institute of Ethics. Marina del Rey, CA.


Tippets, J. & D. Dutch Oven Cooking, handout at Leadermete, 1999.


Utah State University Extension. *Providing a Total 4-H Experience.: Letters to 4-H Leaders: What is 4-H?: 4-H Encourages CHARACTER EDUCATION*.

Appendix A

4-H summer camp program for youth-at-risk
4-H SUMMER CAMP PROGRAM
For Youth-at-Risk

Overall goal: To provide intervention over the summer by offering youth-at-risk activities that are positive, develop social and life skills, and build confidence and character.

Youth & Families with Promise 4-H Summer Camp Program is:
1. for youth-at-risk between the ages of 8-14
2. held weekly or bi-weekly throughout the summer months
3. designed to go for 2 hours per camp
4. best served with a ratio of 1 project leader to every 3 youth

The following definitions and guidelines are suggestions for a successful 4-H summer camp program:

1. Program Director
   Extension Educator, Youth & Families with Promise County Supervisor - responsible for administration of program.

2. YFP Site Coordinator; 4-H Educator
   Responsible for organizing and conducting 4-H camp activities, arranging for transportation, recruiting and assigning project leaders, providing logistic and administrative support.

3. Project Leaders
   Volunteers to help youth develop skills and character through projects and social interaction with others. These can be college-age mentors, senior citizens, and other responsible and caring adults.

4. Transportation
   Provided by County or project leaders covered under USU Insurance.

5. Costs
   Should be discussed and approved by administration at beginning of the summer. Items such as food for lunches, supplies and materials to complete projects, guest instructor fees, transportation costs, field trips, etc. should be budgeted before program begins.

When you begin:
• Enroll all youth as one 4-H club. Let participating youth decide on club name.
• 4-H Summer Camp Schedule - to be sent home with youth
- Project Boxes - purchase a file-size box for youth to decorate and keep their projects in.

- Project Folders - purchase pocket folders to keep weekly project instructions in, a note pad, 4-H pencil, certificates, and anything else the youth may want to add.

Weekly:
- Project Certificates - to be given out at the end of each day camp. Use page protectors to keep in.

- Project Instructions - youth can take home and do at home.

- Day Camp Orientation - to be held 15 minutes prior to each camp. Leaders should thoroughly read through project instructions prior to camp activity.

- Staff Meetings - for all involved in the program to coordinate purchases, rides and responsibilities.

- Pictures - take pictures at each day camp, develop and display in a photo book for the youth to look at. At the end of the summer, send a picture of each child with a note to their home letting them know how important they are!

Ending:
- Culminating Activity - Day at the County Fair! Take your youth to the county Fair to enter and see their projects. A picnic at the park would be a great ending to a fun-filled 4-H summer program.

Project plans are broken down into the following areas:
- Objectives

- Character Development

- Instructor’s Note

- Background

- FYI (For Youth Information)

- Learning Activities which consist of:
  - Individual
  - Partner
  - Cooperative
  - Competitive

- Summary
4-H and CHARACTER EDUCATION TEAM UP TO PROVIDE A TOTALLY AWESOME 4-H EXPERIENCE!

A message to Project Leaders:

As 4-H leaders and educators we are in a position of great power. That is, the positive power to encourage young people to succeed. As a volunteer leader, you can channel youths curiosity, inspire new interest, and continually offer new opportunities for them to grow and develop into happy and productive adults. As equally important, we all want kids to have good values...and strong character. Good character doesn’t just happen. It’s up to each of us to lay a solid foundation for character development by teaching children right from wrong and by acting as positive role models.

What is 4-H?

4-H is a “Learn by Doing” youth education program for boys and girls ages 9-19. In Utah, 4-H is part of Utah State University Extension Service. Each county has a USU Extension Office which administers the 4-H program. At the national level, 4-H is under the leadership of the U.S. Department of Agriculture.

Young people learn skills as they complete projects of interest. They develop character as they learn social responsibility and civic pride through community involvement. The most important things we can teach youth are the skills that will help them be successful throughout their life. 4-H programs work to help youth develop by:

• Fostering positive self-concept and self-esteem
• Learning decision-making skills and responsibility for choices
• Developing an inquiring mind and appropriate communication skills
• Relating to self and others
• Acquiring a concern for communities - local and global

What is Character?

Character is moral strength - it is what we are inside. As leaders, we can teach youth that their character counts and that their success and happiness will depend on who they are inside, not what they have or how they look, or what their circumstance is. People of character know the difference between right and wrong because they guide their thoughts and actions by six basic rules of living: trustworthiness, respect, responsibility, fairness, caring, citizenship
Helpful Definitions:

Trustworthiness
...is being honest, telling the truth, keeping promises and being loyal so people can trust you. Trustworthy people don’t lie, cheat or steal. They have integrity and the moral courage to do the right thing and stand up for their beliefs even when it is hard to do so.

Respect
...is showing others that they are valued for who they are, for their character, not what they look like or what they have. It means following the “Golden Rule” - treating others they way you want to be treated, never insulting or making fun of others who are different in looks, ability, race or religion. A respectful person is polite, does not use bad language and never uses violence.

Responsibility
...is doing what you are supposed to do. Responsible people think ahead, set reasonable goals, control their tempers and always do their best. They don’t give up easily, especially when others are counting on them. They are accountable for the consequences of their choices; they don’t blame others for their mistakes.

Fairness
...is playing by the rules, taking turns, sharing and listening. Fair people do not take advantage of others, consider all sides before they decide and don’t blame others unjustly.

Caring
...is being kind, helpful and generous to everyone. Caring people are not selfish; they are considerate and always think about how their conduct affects others. They have compassion and empathy; they care how others feel and they are charitable and forgiving. They do good deeds without thought of reward.

Citizenship
...is doing your share to help your family and make your community a better place. Good citizens are good neighbors. They cooperate with others, obey laws and rules, respect the authority of parents, teachers and others, and they protect the environment.
Youth-at-Risk: Their Needs, and Discipline

Youth-at-risk are special children. They typically have experienced abuse, neglect, parent suicides and deaths, divorce, loss, parental substance abuse, abandonment, homelessness, poverty, and violence. Some suffer from emotional disorders such as depression, anxiety, ADHD, separation anxiety, phobias, and acute panic attacks. Some have learning disabilities and receptive and/or expressive language delays which make it difficult for them to understand instructions that seem perfectly clear to us. Many youth-at-risk are labeled “problem children” in school where they are teased by other children, frequently in trouble, and usually behind in their schoolwork. Their lives are often chaotic and overwhelming and can be very miserable.

Children dealing with these issues do not understand what is happening to them or why. They feel powerless because they have no control over what happens. They are confused about why it is happening to them and about their emotions. They are frustrated because they do not know how to express themselves and no one seems to care. They may be insecure because they never know what will happen next. They are typically lonely, depressed, angry, and self-destructive. Their confidence and self-esteem and communication skills are poor, and they may see themselves as losers. They may crave attention but don’t know how to get it appropriately.

Each child is an individual who deals with things in his or her own way, but statistics suggest that boys are more likely to be angry, aggressive, and disruptive, while girls are more often frightened, insecure, anxious, and depressed. Some children develop manipulation to a fine art as a survival strategy to gain some measure of control in their lives.

Should any problems arise, it is best to deal with the situation immediately. However, that may not always be the case. A youth dealing with critical issues may need professional care. As a volunteer, you should be sensitive to each individual child and look for any signs of distress. Be able to teach youth how to cope with problems, and not feel guilty for things they can not change. As a volunteer, you can teach youth to have good character and surround them with positive experiences.

This is an intervention program. The goal of the YFP 4-H summer camp program is to provide intervention by offering youth-at-risk activities that are positive, helps develop social and life skills, and that build confidence and character. It is important that youth-at-risk are surrounded and mentored by good role models and caring adults. As a volunteer, you should be patient, give words of encouragement and praise, show kindness, show compassion, be fair, be trustworthy, show respect, and be responsible for making a child’s life a little better. In other words, a volunteer for youth-at-risk should be a person of character!
Appendix B

Forms and Resources
UTAH 4-H ENROLLMENT SHEET

4-H is open to all youth without regard to race, gender, color, religion, national origin or disability.

DATE __________

LEADERS:

1. Name ____________________________
   Address __________________________________________
   Street or Box No. ___________________ Zip __________ Tel. # ________
   ( ) Male ( ) Female Race _______ Residence _________
   _______ Years of service as a 4-H Leader (Include current year)

2. Name ____________________________
   Address __________________________________________
   Street or Box No. ___________________ Zip __________ Tel. # ________
   ( ) Male ( ) Female Race _______ Residence _________
   _______ Years of service as a 4-H Leader (Include current year)

ETHNIC CODES:
- WH-White
- AI-American Indian/Alaskan
- AA-African American
- HI-Hispanic
- BL-Black
- AP-Asian/Pacific Islander
- R-Rural
- F-Farming
- S-Suburban
- C-City

RESIDENCE CODES:
- F-Farm (income of $1,000 or more/year)
- S-Suburban of city over 50,000
- C-City central city over 50,000
- T-Town 10,000-50,000

YOUTH LEADERS: Assist the club leaders in leading the club or project meetings; (must be grade 7-8 for Jr. Leader; grade 9-12 for Teen Leader).

<table>
<thead>
<tr>
<th>Member's Name</th>
<th>Mailing Address: Street or Box No.</th>
<th>Social Security No.</th>
<th>City, State, Zip Code</th>
<th>Sex</th>
<th>Youth Leader (Y or N)</th>
<th>M or F</th>
<th>Date of Birth M/D/Y</th>
<th>Year in 4-H</th>
<th>Grade in School</th>
<th>Name of Parents or Guardians</th>
<th>Phone Number</th>
<th>In Other 4-H Clubs? (Y or N)</th>
<th>Ethnic Code</th>
<th>Residence Code</th>
<th>Project Codes (See Back)</th>
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4-H leaders: Return enrollment sheet immediately to USU Extension County Office as soon as club is organized.

Cooperative Extension work in Agriculture and Home Economics
Utah State University, USDA, County Commissioners Cooperating.
Summary: Present Certificates

YFP 4-H Summer Camp
Permission Slip

Parent(s) or ____________________________ Date: ______________
Guardian(s)______________________________

Child(ren)______________________________ Address: ______________
______________________________
______________________________ Phone: ______________

My child(ren) has permission to participate in the Youth and Families with Promise 4-H Summer Camp Program. This includes being transported by private automobile if necessary. I understand that my child(ren) may participate in as many or as few activities as they choose, and that they are under no obligation to participate.

Signed: ________________________________
YFP 4-H Summer Camp Schedule:

Wednesdays 10:00-12:00 noon
Lunch Provided

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>June 16</td>
<td>Fun Science Experiments</td>
<td>Elkridge Park, North Logan</td>
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<tr>
<td>June 23</td>
<td>Food Experiments</td>
<td>USU Extension Center</td>
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<td>June 30</td>
<td>Memory Books</td>
<td>Scrapbook Company</td>
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<tr>
<td>July 14</td>
<td>Expressive Arts...Pottery</td>
<td>Alliance for Varied Arts</td>
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<tr>
<td>July 22</td>
<td>Dutch Oven Cooking</td>
<td>Cinnamon Creek Campground</td>
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<tr>
<td>July 28</td>
<td>Wood Working</td>
<td>Fairground Pavilion</td>
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<tr>
<td>August 12-14</td>
<td>Cache County Fair</td>
<td>ENTER 4-H PROJECTS!</td>
</tr>
</tbody>
</table>

Please call the USU Extension Center at 797-3275 on the days you would like your child to participate.

Parents are welcome and encouraged to attend!
Attention Summer Citizens!!!!

Ready to roll up your sleeves and have a great summer experience?

We need Volunteer Leaders for a 4-H Summer Camp Program to work with youth ages 8-14

WHERE: USU EXTENSION FAMILY RESOURCE & EDUCATION CENTER
Aggie Village Laundromat Building, SW door

WHEN: WEDNESDAY, JUNE 23

TIME: 10:00 A.M. - 12:00 NOON

PROJECT: Bread in a Bag
          Butter in a Jar
          Tin Can Ice Cream

To become a volunteer leader, please call Carol Daniels @ 797-3277 or Lauralee Lyons @ 797-3275. Thanks!!!
Dear 4-H Participants and Parents,

It's Fair time! We are so pleased to see all the creative projects entered into the Fair. For a great family activity, set a time to go to the Fair together and look for our club's display of projects in the 4-H building. The schedule will go as follows:

CACHE COUNTY FAIRGROUNDS - 400 SOUTH & 500 WEST
THURSDAY, AUGUST 12 - SATURDAY, AUGUST 14
10:00 A.M. - 10:00 P.M.

Thursday is 4-H Afternoon at the Fair
2:00 p.m. - Crafts

We hope you have had as much fun as we have. We will miss you all! If you are interested continuing in 4-H, please call our office at 797-3275. Thanks!

Carol Daniels
4-H Summer Camp Coordinator

Deb Heater
4-H Camp Staff

Greg Cano
4-H Camp Staff
4-H SUMMER CAMP PROGRAM

This certifies that ______________
participated in
"Fun Science Experiments"

DATE 4-H SUMMER CAMP STAFF

EXTENSION EDUCATOR 4-H SUMMER CAMP STAFF
4-H SUMMER CAMP PROGRAM

This certifies that __________________
participated in
“Ag-citing Food Experiments”

DATE

4-H SUMMER CAMP STAFF

EXTENSION EDUCATOR

4-H SUMMER CAMP STAFF
4-H SUMMER CAMP PROGRAM

This certifies that ________________ participated in Memory Scrapbook

DATE ___________________________ 4-H SUMMER CAMP STAFF ___________________________

EXTENSION EDUCATOR ___________________________ 4-H SUMMER CAMP STAFF ___________________________
4-H SUMMER CAMP
PROGRAM

This certifies that ______________ participated in
Expressive Arts - Pottery

DATE

EXTENSION EDUCATOR

4-H SUMMER CAMP STAFF

4-H SUMMER CAMP STAFF
4-H SUMMER CAMP
PROGRAM

This certifies that __________________________
participated in
Dutch Oven Cooking

DATE ____________________

4-H SUMMER CAMP STAFF

EXTENSION EDUCATOR

4-H SUMMER CAMP STAFF
4-H SUMMER CAMP
PROGRAM

This certifies that _______________
participated in
Wood Working

DATE

4-H SUMMER CAMP STAFF

EXTENSION EDUCATOR

4-H SUMMER CAMP STAFF
Fun Science Experiments

Science is trying to know about things. There are many ways to find out about things.

**Science is:**
1. observing
2. exploring
3. describing
4. testing
5. measuring
6. recording
7. fun!

You can do fun science experiments from materials found around your home and by collecting ordinary materials and placing them in a shoe box. Find a special place in your room (under your bed, on a shelf, etc.) to put your science box. Use a notebook to write down what you do and what happens. Ask a parent or friend to take you to your local public library and check out some science experiment books.

---

**Magnetic Attraction**

Do magnets draw everything toward them? Collect some objects made of different materials. Find out which ones a magnet attracts.

**You need:**
- horseshoe magnet
- collection of small objects made of different materials

**What to do:**
Lower the magnet over each object, one at a time.

**What happens:**
Some objects stick to the magnet. Others do not.

- the ends of the magnet (poles) pull the hardest
- a magnet will attract only things made of iron or steel
- a magnet will not attract anything not made of metal
- the magnet will not attract all metals

---

**Boat Race**

A magnet's force can pass through water and some solid materials, as well as through air. You can make a pair of boats that are propelled by the power of magnetism.

**You need:**
- two flat sticks
- two boat shapes cut from cork or styrofoam
- two pins
- tape
- two steel thumbtacks
- scissors
- water
- two bar magnets
- paper
- shallow glass or plastic dish
- two books or boards

**What to do:**
Push a thumbtack into each boat. Make paper sails for your boats and attach them with pins. (The thumbtacks are underneath and the sails on top). Place the dish across the boards or books and fill with water. Tape a magnet to each stick. Float the boats on one side of the dish. Race the boats by moving the magnets under the dish. As you move the magnets forward, the boats follow.

**Why:**
The magnet's force passes through the bowl and the water to the thumbtacks. (If you move the magnets too quickly, they may get too far away to attract the boats).
Turn That Lemon On!

You can make electricity with your lemon!

You need:
a lemon 2 stiff copper wires
a galvanometer  large paper clip
scissors

What to do:
If there is any insulation on the ends of the wire, strip it off. Untwist the paper clip and attach it to an end of one of the wires. Squeeze and roll the lemon to loosen the pulp inside. Make two small cuts in the skin of the lemon an inch or so apart (2.5 cm). Insert the bare wire and the paper clip through the skin of the lemon and into the juicy part. The two wires should be close to each other but not touching. Connect the free ends of the two wires to the terminals of the meter.

What happens:
The meter moves

Why:
Chemical reactions of the two different metals (the copper of the wire and the iron of the clip) in the acid (lemon juice) draw electrons away from one wire towards the other. They flow out of the lemon by the other wire.

Bright Idea!
Buy a light bulb of less than 1.5 volts and connect several lemons and see how many lemon wet cells it will take to light the bulb. Line up the lemons so that you can link them to one another, with a bare copper wire and a clip in each (see illustration). You should wind up with two free wire ends, one attached to a clip. Connect these wire ends to the bulb.

Lemon Rocket-Launcher

Combine lemon juice with baking soda, and you can launch a rocket!

You need:
2 oz. lemon juice or vinegar (60 mL)  water
1 tsp baking soda (5 mL)  square of paper towel
flag strips  empty soda bottle with cork to fit

What to do:
Fit a cork to a soda bottle, trimming it or padding it with paper toweling, if necessary. Tack the flag tape streamers to the cork. Put the cork aside: it will be your rocket. Pour a mixture of water and lemon juice into the soda bottle until it is half filled. Wrap the baking soda in a little square of paper towel. Go outside where your rocket has plenty of space to travel. Then launch it—by dropping the paper towel with the baking soda into the soda bottle and inserting the cork loosely.

What happens:
The cork will eventually shoot up.

Why:
As the water and lemon juice soak through the paper towel, the baking soda reacts to produce carbon dioxide. As more gas forms, pressure builds up inside the bottle and sends the cork flying.
Candle in a Jar
(Individual Activity with Adult supervision)

**Wax Bead Candles**

**What you need:**
1. wide mouth Pint Mason Jar and lid
2. wax beads (scented or unscented)
3. wick with wick stand

**What to do:**
Measure the wick and place wick stand on the bottom of the jar. Pour one color of wax beads in at a time to make any design you would like. You can make a pattern of different colors.

*Hint: You may add fragrance, however, we found it better to buy scented beads

**Melted Wax Candles**

**What you need:**
4. wide mouth Pint Mason Jar and lid
5. clear, colored or scented wax
6. wick and wick stand

**What to do:**
Melt wax in a double boiler for best results. Add color, stir and dissolve completely and pour into jar. Add fragrances as desired. Hold wick in place by tying it onto a pencil or stick.

Youth Handout
Ag-citing Food Experiments

Bread in a Bag

You need:

4 cups flour (for more nutritious bread, use 2 cups whole wheat flour)
warm water
2 tablespoons sugar
1 package of quick rise yeast
2 teaspoons salt
1 tablespoon vegetable oil

What to do:

In a one-gallon (heavy-duty) Ziplock bag, mix:

½ cup all-purpose flour
1 package yeast
½ cup warm water
2 tablespoons sugar

Close bag and knead it with fingers until the ingredients are completely blended. Leave bag closed, with contents in the corner, and let dough rest 10 minutes. (This is a good time to make butter, see next experiment.) Then add:

2 cups whole wheat or white flour
3/4 cup warm water
1 tablespoon vegetable oil
2 teaspoons salt

Mix well.

Add enough all-purpose flour to make a stiff dough, about 1 or 1-1/2 cups. Close the bag and knead it (you may need to remove some air in the bag). Add more flour until dough no longer sticks to the bag. Let the dough rest for 5 minutes. Open the bag and allow the dough to fall out onto clean hands. Spray hands with oil so there will be no sticking. Form the dough into a loaf, place in a loaf pan. Allow to rise 30 minutes or until double in size. Bake 30-35 minutes in a 350 degree oven.

Serve with home-made butter, honey or jam. Delicious!

Makes 1 loaf
Butter in a Jar

You need:

heavy whipping cream
2 oz. plastic cup with lid or ½ pint glass jar with lid

What to do:

Pour heavy whipping cream into a jar. Fill the container 2/3 full. You will need some air space. Make sure the lid is secure. Shake briskly, the more cream in a container the longer it will take. Cream in a 2 oz. container should take 5-10 minutes. After butter is separated, salt to taste. For an experiment, try salting before shaking.
Tin Can Ice Cream

**You need:**
- 1 cup whole milk
- ½ cup sugar
- egg substitute (equivalent to one egg)
- ½ teaspoon vanilla
- 1 cup whipping cream
- 3/4 cup rock salt

**What to do:**

*DO NOT USE RAW EGGS IN THIS RECIPE. RAW EGGS CAN CONTAIN BACTERIA WHICH MAY CAUSE ILLNESS.*

In a one-pound can, place:

- 1 cup whole milk
- ½ cup sugar
- egg substitute
- ½ teaspoon vanilla
- 1 cup whipping cream.

1. Place a tight-fitting plastic lid on the can.
2. Place the can, with ingredients, inside a three-pound coffee can. Pack crushed ice around the smaller can, inside the larger can.
3. Pour at least 3/4 cup rock salt evenly over the ice.
4. Place a tight-fitting plastic lid on the three-pound can.
5. Take turns, with your friends, rolling the can back and forth for 10 minutes across a sturdy table or cement floor.
6. Open the outer can. Remove the inner can containing the ingredients. Remove the lid on the smaller can.
7. Use a rubber spatula to stir the mixture and scrape the insides of the can. Replace the lid on the one-pound can. Drain the ice water from the larger can. Return the smaller can to inside the large can. Pack the large can with more ice and salt.
8. Roll the can back and forth for 5 more minutes. If mixture is still soupy after 15 minutes, the temperature may not be cold enough. Drain the excess water, add more salt and ice, and roll the mixture until it becomes firm. The recipe makes about three cups of ice cream.

Top ice cream with fresh fruit or jams for a delicious treat!
**Memory Page**  
*(Individual Activity)*

**You need:**
- two scrapbook papers per person, one for photo(s) and one for writing
- photo tape
- stickers, die-cut, and two photo frames per person
- scissors
- pencils or pens
- page protector
- extra drawing and writing paper

*Hint: assemble scrapbook pages and place in page protector for individual packets prior to activity*

**What to do:**
Allow each youth to pick out a scrapbook packet. Youth are encouraged to express their feelings through writing about something, a pet, or someone they love. Project leaders should assist as needed in providing supplies, writing tips, and listening. Allow plenty of time for this activity and provide additional drawing and writing paper for those youth who wish to elaborate on their memories.
Pottery

Coil Pots - Cylinder form/Bowl form
(Individual Activity with Adult supervision)

You need:
pottery clay
tools and materials to engrave designs into the pot

What to do:
1. Roll the clay like a worm.
2. Work with a small amount of clay.
3. Roll with the palm of the hand.
4. Roll clay from one end of the coil to the other.
5. Keep the coil the same diameter from end to end. Don’t let it become “fat” and “thin” in places.

To establish the base or the bottom of the coil pot......
6. Roll a coil(s) - a circular form where the coil is rolled in circular pattern on a flat surface.

Important: A pot that has been constructed with two or more parts will not necessarily stay together. When the clay dries, moisture can no longer hold the clay together - the craftsperson or artist must attach the pieces of clay!

Method of attaching or joining coils:
7. Work on the inside of a coil pot.
8. Physically press some of the clay from the lower coil into the clay of the upper coil.
9. Continue this throughout the entire pot so that the clay is essentially “one piece” on the inside of the pot.

Form:
10. Coils are built one on top of another creating the desired form. (ie: to build cylinder, coils will be stacked one on top of each other).
11. Care must be taken to protect the rim from hairline cracks which can be avoided by keeping the rim a little thicker, moist and compressed.
12. The time to finish the rim is when the pot is near completion.

13. Apply surface decorations or designs when the pot is near completion.
14. Use tools or materials to make impressions on the pot.

Important: write your first and last name clearly on the bottom of your pot with a ball point pen. Clay moves slightly in the firing, so your writing must be very clear!

Variations in making pots: after pots are constructed, apply special paint tint to surface of pot for subtle variations in color.....or, for a more professional look, you can make pot, fire pot in Kiln, glaze pot with desired color, and fire again.

Youth Handout
**Pinch Pots**  
(Individual Activity with Adult supervision)

**You need:**  
pottery clay  
tools and materials to engrave designs into pots  
(ie: comb, wire, leaves, kitchen utensils, etc.)  
old sheet to cover work area  
old shirt or apron

**What to do:**
1. Begin with a ball of clay about the size of a small peach.
2. Open the pot by pressing the thumb into the middle of the clay ball. Press the thumb into the clay so that the floor of the pot is approximately a half an inch thick.
3. Press and thin the clay pot using the thumb on the inside and the middle finger on the outside of the pot. Continue this movement in a circle from the base of the pot to the rim of the pot.
4. Maintain an even thickness as pressure and clay thinning continues. The clay should be the same thickness throughout the entire pot.
5. Create the form of the pot by the movement of the fingers. The form of the pot is determined in part by the direction of the pressure the finger and thumb exert. For example, the walls of the pot go upward by exerting circular pressure in a vertical direction.
6. Protect the rim from cracking by keeping the rim slightly thicker and by compressing the clay around the top. Otherwise, the rim is likely to crack and become too thin. When the pot is near completion, finish the rim.
7. Decorate the completed pot in many ways. Some examples are impression or addition of clay, impression of leaves or other tools, drawing or painting on slip (or liquid clay). Make it up and use your imagination!

Note: Pinch pots are often overlooked as beginners’ pots. However, there are some artists who have based their careers solely on pinch pots.

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**Slab Pots - Cylinder form**  
(Individual Activity with Adult supervision)

*The beauty of this kind of pot is that it has a clean look. This is in part because it is handled minimally.*

**You need:**  
pottery clay  
rolling pin or similar tool  
two pieces of cloth  
tools and materials to make impressions on pots

**What to do:**
1. Roll clay with rolling pin or similar tool between two pieces of cloth.
2. Roll clay in one direction. Turn clay over and roll again. Continue this process until clay slab in the desired thickness.
3. Apply pressure evenly as the clay is rolled so that the slab is an even thickness throughout (much like rolling pie dough). For base or bottom of pot:
4. Establish the base or bottom of the slab pot (a base for a cylinder or cup might be a circular slab that is 4 inches in diameter.
5. Measure and cut a clay slab that will become the walls of the cylinder or cup.  
Decoration or surface design:
6. Decorate the slab of clay by rolling on leaf or other impressions, slip painting, clay addition or whatever you can imagine!  
Assembling the pot:
7. Attach the (wall) slab to the base of the pot. Overlap the (wall) slab approximately one half of an inch. Press firmly to partially seal the slab seam.
8. Make coils and place in the inside of the pot where the wall touches the base.
9. Press the upper part of the coil into the clay wall of the pot.
10. Press the lower part of the same coil into the clay base of the pot.
11. Seal the seam of the (wall) slab of the pot with coils (as explained above).
Dutch Oven Cooking  
(Group Activity/Cooperative Learning)

Ingredients:
potatoes  
carrots  
onion  
zucchini  
green pepper  
broccoli  
cauliflower  
lemon pepper  
garlic salt  
½ - 1 cup water

What to do:
Wash, peel and cut up vegetables. Layer vegetables in Dutch Oven. Season each layer with lemon pepper and garlic salt. Add ½ - 1 cup water. Cover Dutch Oven with lid. Place correct amount of briquettes on bottom and top of oven and cook until done.

*Serve with green salad and rolls.

Fruit Cobbler

Ingredients:
4 cans of fruit pie filling  
1 yellow cake mix  
1/4 cup water

What to do:
Mix the dry cake mix and water (don’t put the eggs in the cake mix). It should be thick, yet thin enough to pour. Spread the pie filling evenly in a 14" Dutch Oven and spread the cake mix batter on top. The cake will cook in 30-35 minutes. Check periodically each 15 minutes or so. Cover with lid. Place 8-10 coals on the lid. Cook 30-40 minutes. Check cobbler every 15 minutes to see how it is doing. Let the cobbler sit for 10 minutes with the lid ajar or off after cooking before serving. Serve with whipping cream.
Wirrly Birds  
(Individual Activity with Adult supervision)

You need:
48" pointed lath sticks (one per youth)
wood cut-outs: birdhouse, watermelon, angel, butterfly, turtle, dinosaur, frog, sunflower
variety of acrylic paint colors
sponge brushes for painting
paint sticks (two per youth)
4" dowels (1/8" diameter)
furniture nails
8 x 3/4 wood screws
drill and bit or Phillips screwdriver
hammer
wood glue
sandpaper
semi-gloss wood sealer
paper to cover work area
old shirt to cover clothing

What to do:
1. Have youth pick out the wood cut-out they want for their wirrly bird.
2. Sand edges of wood shape
3. Paint wood and let dry (youth may also paint lath stick and paint sticks)
4. Screw wood cut-out onto lath stick (use two screws)
5. Drill a hole through wood cut-out and/or lath for dowel to fit through
6. Hammer a carpet nail into one end of the dowel
7. Place one paint stick on dowel
8. Put dowel through drilled hole on front of wood cut-out and glue in place; let dry
9. Place other paint stick on dowel on back side of wood cut-out and hammer carpet nail into end of dowel
10. Spray whirlly bird with semi-gloss wood sealer
Patterns for wood cut-outs

ANGEL

SUNFLOWER
WATERMELON

WATERMELON (eaten)
Human Resources

Anderson Lumber. Logan, UT.

Calengor, B. Alliance for Varied Arts instructor. Logan, UT.

Food Pantry. Logan, UT.

McMakin, M. Cache County School District counselor and YFP activities chairman. North Logan, UT.

Mitchell, B. USU Assistant 4-H leader & speaker who specializes in “Character Counts”, a character education program. Logan, UT.

Thomas, L. Willow Brook Cabinet Shop, designer and instructor. Smithfield, UT.
Appendix C

Pictorial Record
Cache County Fair Days.....1999