



# VOLUNTEER TRAINING

Your role as a 4-H Volunteer is a very important one. In past editions of the 4-H Spotlight newsletter, you've been given tips on recruiting volunteers, managing your time, and more! As a volunteer, you may or may not know about a wealth of resources available on the Nebraska 4-H Website.

<http://4h.unl.edu/volunteer>

On the website, you will find five areas: Become a Volunteer, Training and Development, 4-H Club Management, Teaching Resources and Recognition.

Besides serving in a local volunteer responsibility, there are opportunities across the state where 4-H Volunteer help is needed. The Become a Volunteer link would be where you find out about those opportunities.

Training and Development is a link which connects you to Judging and Professional Development opportunities for volunteers.

If you are a club leader and are interested in 4-H Club resources, the Management link is your resource. Find a wealth of resources ranging from officer duties to parliamentary procedure hints.

The Teaching Resources link takes you to the Nebraska 4-H Volunteer Information Series site. This site is a series of short lessons that can be a huge help to club volunteers. The lessons are divided into curriculum areas that correspond with 4-H project areas. The lessons are in an easy to understand format and are designed for the busy club leader to pick up and be able to teach a lesson to their club without having to be an "expert" in that area. In fact, leaders are encouraged to showcase a variety of lessons at their club meetings. If you host a "traditional livestock" club, you might try the Edible Color Wheel activity. This activity is based in the Family and Consumer Science area, but teaches youth about primary and secondary colors and in the end, they have a snack to enjoy. If you are a science based club, maybe your youth would enjoy the There's a Cow on My Pizza activity. With over 150 different project areas available through 4-H, the opportunities for learning are truly endless!



Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska-Lincoln cooperating with the Counties and the United States Department of Agriculture.

The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska-Lincoln and the United States Department of Agriculture.

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## Special points of interest:

- The new S.T.E.A.M. Curriculum is here to take all those clothing projects to the next level of style! Check it out!
- Have fun with your 4-H'ers making Fairy Gardens - a project for all ages!
- Want to work with your 4-H'ers for larger service? Learn how you can be a community oriented club.



## USING THE 4-H CLOVER

So you think you want to use the Clover?

As we progress through the year there are times we want to use that best known artwork to promote our 4-H Activity. A picture is worth a thousand words, and the 4-H clover certainly is recognized and speak great things about the 4-H program.

The 4-H name and emblem are clover is a registered trademark which requires certain rules for its use be followed. The official 4-H Emblem is a clover with four leaves and an "H" on each leaf. The clover's stem must point to the right as you look at the image. The 18 USC 707 notice is part of the Emblem. This means when using the 4-H clover you must use the entire emblem and notice. You cannot cover any part or cut off any part when using it on a poster or other publicity. It should be separated from other items and not altered in any way when using it.

There also are paragraphs of color regulations, but most simple uses of a white, black, metallic gold, or 100 percent PMS 347 green (4-H green) are generally acceptable.

If you are thinking of using the 4-H Clover on your poster, parade float or event flyer you can make it pretty easy by contacting your Extension Office. They have the 4-H emblem available in a variety of methods either a hard copy to copy and paste, or in an electronic media.



A copy of the regulations concerning the use of the 4-H clover and 4-H name are available at:

[http://www.csrees.usda.gov/nea/family/res/youthdev\\_res\\_emblem.html](http://www.csrees.usda.gov/nea/family/res/youthdev_res_emblem.html).

And a 4-page fact sheet is available at [http://csrees.usda.gov/nea/family/res/pdfs/using\\_the\\_4h\\_name.pdf](http://csrees.usda.gov/nea/family/res/pdfs/using_the_4h_name.pdf).

Another regulation to be aware of is you don't use the 4-H clover for personal gain. When using the clover for fundraising events, the funds raised should be used for educational supplies or materials for 4-H, not to increase the funds going to specific persons (i.e. animal sales, etc.).

Did you know you agree to follow the rules and regulations of the 4-H Clover and 4-H name when you sign your 4-H Enrollment? Hopefully you will have a better idea how to use the 4-H emblem and name. Your Nebraska Extension staff can also give you guidance when working on your next 4-H promotional project.

So, go ahead and use the 4-H Clover to promote your 4-H activity, and do it right!

Sometimes, the best part of creating something is being able to show it off afterwards. Throughout the STEAM Clothing series, youth will be able to show off what they learned and created in the Design Portfolio class at the fair. A portfolio is a great way for youth to display their creations, review their work, and reflect on their progress. In STEAM Clothing 1, the very first activity discusses the importance of a portfolio and explains how youth can create their own. As youth work through the activities and experiments in the STEAM series, they can put it into their portfolio to display at the fair.

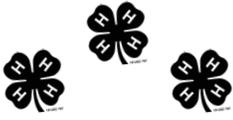
The Design Portfolio class includes different samples/activities completed from certain chapters in the STEAM Clothing project manuals. Appropriate portfolio artifacts can include: sewing samples that are made for practice; science activities that have been completed during the STEAM series; technical flats and fashion illustrations of their 4-H Clothing projects to be exhibited at the fair (these terms are discussed in detail in STEAM Clothing 1); awards and judges' comments received from 4-H Clothing Construction and Fashion Show; photos; and the 4-H'ers reflections upon their own work.

\*Hint: There are four steps to help youth create a really good portfolio:

- 1) Gather all materials needed to complete the portfolio, including an 8 ½" X 11" – 3 ring binder and cover sheet.
- 2) Assist youth in creating dividers that will help keep their work organized.
- 3) Discuss the importance of keeping a portfolio neat, and how spelling and grammar can affect effectiveness.
- 4) Put work in clear plastic sleeves and place in corresponding portfolio sections.

Each year, in all levels of the STEAM Clothing project, a 4-H'er can exhibit their portfolio including items from the current year as well as all items from previous years. After reading judge's comments at the fair, youth are able to revise their portfolio according to the judge's recommendations.





## DEVELOPING SERVICE LEARNING SKILLS

Service Learning and 4-H learning work very seamlessly together. Service-learning is a research-based teaching and learning strategy that engages youth in service to meet learning objectives and address real-world issues, while 4-H is an education for life that uses a “learning by doing” approach and puts a huge focus on community service. Youth who participate in service-learning projects can benefit academically, professionally, and personally as they:

- Develop critical-thinking, problem-solving, leadership, decision-making, collaboration, and communication skills.
- Have real-world experiences connected to project areas of their interest.
- Gain a greater sense of the purpose for learning.
- Gain a deeper understanding of themselves and empathy and respect for others.
- Create networks to prepare for career opportunities.
- Increase personal skills by addressing community needs.



If service-learning is to be effective, 4-H leaders must plan in advance for students to reflect on what they are learning. Reflection can seem to be a difficult process, but by asking simple questions the process provides for significant learning to take place. Make sure that youth understand at the beginning of the activity that you will be asking them some questions at the end of the process so that they will be more attentive to their experiences while they are experiencing them. Keep your reflection time relaxed so the participants will feel comfortable enough to respond and process what they learned during the Service Learning activity. To prepare for the reflection time think about some questions you can ask the youth at the completion of the project.

### What?

- What happened?
- What did you observe?

### So What?

- Did you learn a new skill or clarify an interest?
- What did you like/dislike about the experience?
- What did you learn about the people/community?

### Now What?

- What learning occurred for you in this experience?
- How can you apply this learning?
- What would you like to learn more about, related to this project or issue?
- If you could do the project again, what would you do differently?

Clubs are often completing community service activities but don't spend the reflection time to complete the service learning opportunity. As a club leader if you're running short on service activities ideas there are many resources available to help you generate ideas. The links below are just a few of the online resources available to provide ideas:

[http://4h.unl.edu/c/document\\_library/get\\_file?p\\_l\\_id=2527192&folderId=4238577&name=DLFE-30066.pdf](http://4h.unl.edu/c/document_library/get_file?p_l_id=2527192&folderId=4238577&name=DLFE-30066.pdf)

<http://www.nylc.org/resources/projects>

# S.T.E.A.M. 1-2-3: THE NEW CLOTHING CURRICULUM!!!!



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It has been talked about for years and is FINALLY available!!!!

The New Clothing Curriculum is out and will be used at County and State Fairs this year. We no longer will have Sew For Fun, Clothing 1 or 2, or Sewing for You. The new clothing projects are now called **S.T.E.A.M.**, which is short for Science, Technology, Engineering, Art and Math.

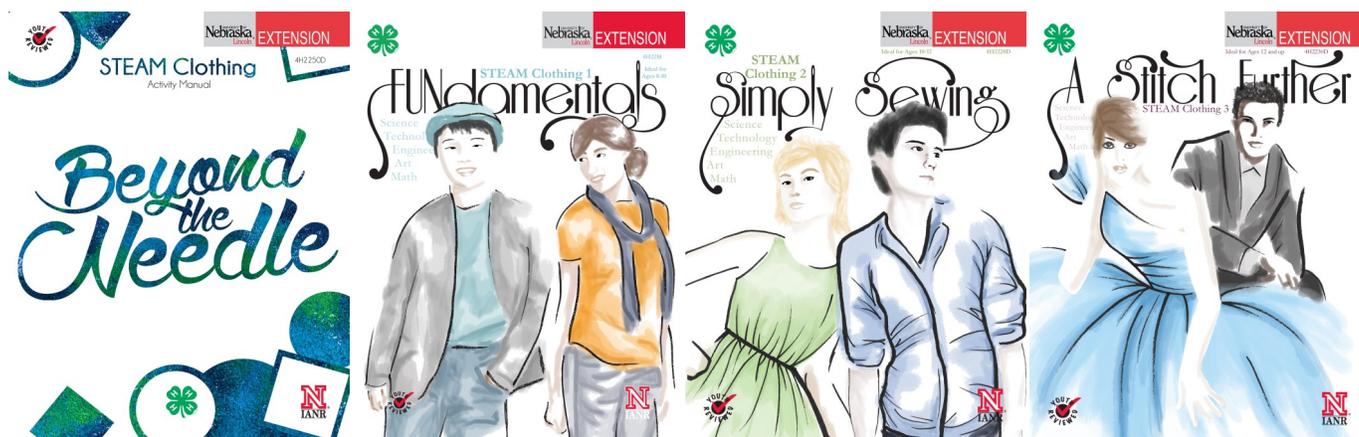
There are 3 levels that are directly related to sewing **S.T.E.A.M. Clothing 1 FUNdamentals**, **S.T.E.A.M. Clothing 2 Simply Sewing**, and **S.T.E.A.M. Clothing 3 A Stitch Further**. There are 2 other projects also available that will be highlighted in other articles in Spotlight are: **S.T.E.A.M. Clothing: Beyond the Needle** that replaces Decorate Your Duds and **S.T.E.A.M. Clothing: Moving Fashion Forward** is a new and different project be sure and check it out!

**S.T.E.A.M. Clothing 1 FUNdamentals** replaces Sew for Fun and Clothing Level 1. The objectives for this level include: Understanding the basics of sewing, understanding textiles through science experiments and learning how textiles are engineered into garments. Exhibits could include: a beginning clothing portfolio, sewing kit, a textile scrapbook or a clothing service project. It also includes sewn exhibits and upcycled garments and accessories. There are no specific patterns but any pattern used must follow the skills learned in S.T.E.A.M. 1. A list of suggested patterns will be available. This is a county only project so exhibits

will vary between counties. Exhibits in this project are NOT eligible for State Fair.

**S.T.E.A.M. Clothing 2 Simply Sewing** is the equivalent of Clothing 2 and the objectives of this level are: to build upon the sewing basics learned in S.T.E.A.M. 1, focus on advanced engineering techniques, learning about finishing touches and style to garments, and learning the basics on how to build a business. Exhibits for this project are eligible for State Fair and must follow the guideline outlined in the State Fair book. Exhibits include: a clothing portfolio, textile and design scrapbooks, pressing ham or sleeve roll, and entrepreneurial sewing. Upcycled garment and accessory and textile clothing accessory are included in this project. These are all in addition to exhibits that include sewn garments. It is no longer a requirement that a 'complete wearable' outfit is exhibited. The exhibit MUST show skills learned in S.T.E.A.M. 2.

**S.T.E.A.M. Clothing 3 A Stitch Further** is replacing Sew for You and Tailoring. The objectives of this level are: learning new technological options available in sewing, discovering the science behind textiles and fabrics, learning about complex patterns and difficult fabrics, practicing couture techniques, and marketing garments as a business. The exhibits are similar to those in S.T.E.A.M. 2 but require the advanced skills learned in S.T.E.A.M. 3 and includes the tailoring class.





## PREPARING 4-H YOUTH FOR NATURAL DISASTERS

Natural disasters, such as severe weather events, are no stranger in Nebraska. There are many opportunities for 4-H members to learn about and prepare for events like tornadoes, floods, blizzards and ice storms, and fires. These opportunities can be incorporated in club meetings or tailored for a community service project.

**Make or discuss a Bad Day Bag.** A Bad Day Bag is a “to-go” emergency kit, and the bag itself should be small enough to grab and go during an emergency. Items in a Bad Day Bag include a water bottle, granola bar or non-perishable snack, flashlight, small first aid kit, and necessary medications. What else would you add to your bag? Take this activity one step further and consider making or discussing a **Pet Bad Day Bag**. What items would make your pet comfortable if you were facing a disaster?

**Determine a refuge or escape plan.** Being safe during an emergency is important. In some natural disasters, like tornadoes, staying home and taking cover is the safest option. In others, like fires and wildfires, leaving your home is essential. Have youth draw maps of their homes. On their maps, ask them to identify places of refuge and all exits. Where is your family’s meeting place? What other factors should you consider? Encourage them to discuss their maps with their families.

**Invite a guest speaker.** Ask an expert to talk to youth about ways they can help their families and community prepare for a disaster. Fire chiefs, police chiefs, emergency managers, public health officials, and veterinarians are great resources. Consider inviting several speakers and host a Question & Answer panel where youth can ask questions and the conversation is moderated by the 4-H leader or Extension Educator. Take this one step further by inviting other youth organizations, such as Boy Scouts or faith-based groups, to participate, too.

When youth understand disasters and participate in preparedness activities, they are able to cope more effectively if one occurs. But preparing for disasters can cause discomfort for some, and this is normal. Allow youth time to process whichever activity you choose. Asking the following questions may help. Give everyone time to answer; not all questions have to be covered.

- ⇒ What did you learn about disaster preparedness today?
- ⇒ Can you think of a time when you or someone you know was in a disaster?
- ⇒ How do you think experiencing a disaster makes people feel?
- ⇒ How that you know about disaster preparedness, what do you think you can do to make a difference at home? At school? In your community?

Resource: University of Kentucky 4-H Youth Development



The fairy garden is a miniature setting contained in a pot or perhaps planted directly into the ground. Miniature gardening is not new.

The Chinese may have been the first miniature gardeners with the art of penjiing, which means "pot scenery." Penjiing is an ancient Chinese's art practices that involves the creation of artistically trained potted trees, as in bonsai, but can also include other plants, rocks, structures, and figurines.

How do you start a fairy Garden? First you must decide if you want your fairy garden in a pot or tucked away in an out-of-the-way spot in the garden. Outdoor fairy gardens are often established beneath trees or bushes in secluded and partially shaded parts of gardens and finished with miniature houses, accessories and/or plants.

- Select a pot or container, it should have drainage holes in the bottom with receptacle for easy care and appeal to your style, and be 3-4 inches deep.

- Fill the container using a mixture of good quality potting soil. Make sure that the soil you are using matches the types of plants you are planting. If you are planting all succulents then make sure to use a mixture of cacti and succulents soil mixture. This is a very important part of the garden!

- Always choose plants that have similar light and water requirements. Choose a mixture of tall and short, and bright and colorful plants. Always use odd numbers!

- When decorating the garden select one piece that can be your focal piece. Then select the decorations that appeal to you and your theme. The garden theme doesn't just have to be fairies. Expand your imagination to include beach, farm, dinosaurs and so much more.

- Sketch or layout your idea for the garden first, this will help you to get a visual and see your garden begin to take shape. Once you have your layout complete you may begin planting and placing decorations.

- Make sure you understand your plants and their care. Know the plants cultivars, varieties and care for fair. Place your fairy garden in the correct sunlight. Water if needed.

Fairy gardening is a chance to discover the fun and wonder of gardening!!

Photo Source: [www.shamrocknursery.com](http://www.shamrocknursery.com)





# CALENDAR OF EVENTS



As always, feel free to contact your local Extension staff if you are needing inspiration for your next club meeting.



## BE PREPARED TO MEET COLLEGE ADMISSION REQUIREMENTS

**Core Course Requirements** There are 16 units of academic courses required for admission. A unit is one year of high school study or a semester/quarter of college coursework.

Category	Units	Requirements
English	4	All units must include intensive reading and writing experiences.
Mathematics	4	Algebra, Algebra II, Geometry and 1 additional unit that builds on knowledge and
Social Sciences	3	One unit drawn from American and/or world history, one additional unit drawn from history, American government and/or geography and a third unit drawn from any
Natural Sciences	3	At least 2 units selected from: biology, chemistry, physics and earth science and one unit  Both units must be in the same language.
Foreign Language	2	Students who are unable to take 2 years of foreign language in high school may still qualify for admission. <b>NOTE:</b> Some University of Nebraska–Lincoln degree programs require the equivalent of 4 years of high school foreign language in the same language in order to graduate

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