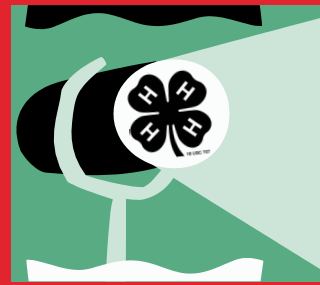




# RECRUITING VOLUNTEERS



Nebraska 4-H celebrates the Year of the Volunteer in 2015, you may wonder where you can find some of those volunteers to help with your club or activity. You put a notice in the club or county newsletter and expect people to get involved. Doesn't work very well, does it? According to author and leadership trainer Thomas W. McKee, there are seven deadly sins that chase away or burn out members and volunteers. Avoiding these traps can help you find volunteers needed for your club activities.

**Sin One: Expect Announcements to Get Volunteers.** An announcement is a great way to get a message out, but poor way to recruit a volunteer. People like to be asked personally to volunteer. If you think someone would be great at a particular task, tell them why you think they are right for the position.

**Sin Two: Go It Alone.** People are social creatures and like to work with others. Form teams to help with club activities or to help with planning. Teams can work together to complete the project and may fill in for one another when something comes up.

**Sin Three: Recruit Life-time individuals, Not Short-term Project Teams.** Asking a volunteer to fulfill a short-term project or task first allows them to "try out" your club. They have an opportunity to volunteer for a longer term project once the short-term project is complete. It's much easier to ask a volunteer to help for a two-hour club meeting than it is to sell them on the idea of leading the club for the next ten years.

**Sin Four: Assume that "No" means "Never".** Timing is everything. Sometimes "no" means "not now." When the answer is "no", ask if there is something that they would like to do instead or if they would consider volunteering at another time.

**Sin Five: Just Fill the Position.** Most times, it is better to have a position empty rather than filled with the wrong person who is high maintenance or who does nothing.

**Sin Six: Be People Driven Rather Than Position Driven.** When you consider what you need to have done, ask yourself who can fulfill that job. Don't just recruit people unless you have a place for them to contribute. Make sure that the volunteer fits the position.

**Sin Seven: Give a Position the Wrong Title.** There is a lot in a name and in a description. Be clear in your expectations for the volunteer and share the desired outcomes. People want to help with activities and for organizations they are passionate about. Make sure their interests align with your volunteer need.

UNIVERSITY OF NEBRASKA-LINCOLN EXTENSION



SPOTLIGHT  
ON 4-H!



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:

- *Online enrollment is coming your way! Learn how you can help your 4-H'ers complete their enrollment process.*
- *Working with Clover Kids? Get some great ideas from the new Making Food for Me project!*
- *How can you teach your 4-H'ers more about the connection between agriculture and food? Get some great club ideas to bring ag literacy to the table at your club meetings.*





## ENROLL NOW IN 4-H!

On-line registration is now open for 4-H'ers to sign up for 2015.

### Steps to complete online enrollment:

1. Access [ne.4honline.com](http://ne.4honline.com).
2. Set up a profile for your 4-H household. Individual youth will not have an individual profile/login.
3. Use your email address as the user/access id. Enter an email address you use and a password you will remember.
  - Enter the household LAST NAME (i.e. Head of Household last name/4-H parent(s)).
  - Select Create Login. Complete the required profile information. \*You do not need to change your password.
4. Add the youth in your household. Select Youth from the drop down option and select Add Member. On the left of the screen you may review your profile information and edit as needed by selecting Edit Family.
5. Youth Personal Information - enter information for one specific youth in the household. You may choose to change the email address to the youth's email if preferred.
  - The \* asterisk and bold areas are required, all other fields are optional.
  - Please enter the number of years you have been a 4-H member. The Extension Office has a list if you cannot remember.
  - If you accept text messages, enter your cell number and cell phone carrier. You can also select a second household to receive correspondence for this particular youth.
  - Complete required fields of race, ethnicity, residence, military service and school information.
  - School information should be completed by adding in what county the school you attend is in, but remember this may not be the same as the county of your 4-H participation.
6. Code of Conduct is required. Read and electronically sign the waivers for youth and parent.
  - Enter the year of graduation for the youth.
7. Health form is optional unless you are attending a statewide event like PASE or 4-H Camp.
8. Select a club from the drop down menu. If you are in more than one club, add them all. Please mark which club is your primary club, you may only select **one as your primary club**.
9. Add all projects you are considering for county fair. Once all your projects are entered, select Submit Enrollment at the bottom of the screen.
10. You may now enroll another youth for the same household/family and follow the same steps when you select Add Youth. Follow the same steps until all youth are registered.
11. The enrollment status will show pending until the information is confirmed by your local Extension Office. You will receive an email when the registration is approved.

# SHOPPING IN STYLE FOR 4-H!



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Lincoln



Do your 4-H'ers members like to shop? Do they seem to like the current fashions? Are they making wise decisions about what they buy?

*Shopping in Style* is the 4-H project that helps youth look at the most important factors to consider when shopping for their clothes and accessories. In *Shopping in Style*, youth learn about clothing choices and their personal style and will have the opportunity to consider what styles enhance their body shape. Youth will find the best ways to build their wardrobe to be versatile and stylish while sticking to their budget. To stretch that clothing budget, your teens will practice simple clothing repairs and learn how to best care for their investment. Finally, in the *Shopping in Style* project, youth learn to put it all together to present themselves in their new found fashions.

Creating that fair exhibit to reflect upon and celebrate the learning in *Shopping in Style* is the goal of each fair entry. Exhibits in the *Shopping in Style* may take a number of different formats. The 4-H'er may share what they learned through a poster, binder or video. To support the 4-H'ers learning, the fair exhibits for *Shopping in Style* are tied very closely with the content in the project manual. Background Information for each of the fair entries is found in the curriculum manual.

In the *Best Buy for your Buck* exhibit, 4-H'ers provide the details of the best buy that they think they made during the year. This is an accumulative exhibit and the 4-H'ers are encouraged to add to this entry each year. Youth reflect on how this "buy" fit into their existing wardrobe by highlighting their wardrobe inventory and by discussing specific features of the garment such as its cost, construction quality and design features.



A popular exhibit has been the *Clothing 1<sup>st</sup> Aid Kit* where youth compile a kit that they believe would contain useful items for clothing repairs.

Youth show their creativity by mixing their wardrobe pieces around to create a multitude of outfits and have the chance to use their imagination in displaying the various looks through photos or a video in the *Mix, Match and Multiply* class. Enhancing your 4-H'ers look through the use of color has been an eye opening exhibit as youth show off their best colors in *Show Me Your Colors* exhibit. Other fair exhibits include sharing information on reviving the personal wardrobe, appropriate dress for different occasions and fashion trends.



## MAKING FOOD FOR ME!

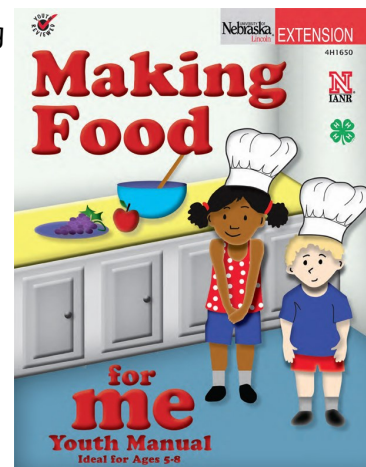
Kids feel good about themselves when they can do things by themselves! “Making Food for Me” helps teach Clover Kids how to prepare food—by themselves! It is a great curriculum for youth ages 5-8. The youth manual and helper’s guide help youth learn how to set a table and what the five food groups are and why we need to incorporate all five to have a healthy diet. They will also learn about food safety, manners, utensils, microwave tips and hand washing. In addition, several simple, tasty recipes are included for youth to practice their cooking skills and create healthy snacks and meals.

Here are some Making Food for Me activities to try:

### LEARN ABOUT MANNERS:

- Pretend everyone is sitting in a fancy restaurant
- Show youth a picture of a place setting and have youth set their own place setting with plates, glasses, forks, spoons and napkins
- Show youth how to place their napkins in their laps and how to wipe their mouths
- Put plastic bowls on table and pretend food is in them
- Practice asking politely for bowls to be passed using “please” and “thank you”
- Talk about other table manners such as not talking with food in your mouth, using forks and spoons, chewing with mouth closed, etc.

Adults can help youth learn manners by being a good role model, being patient and having meals together as a family.



### HAVE AN “APPLE TASTING PARTY”

- Have youth taste a variety of apples
- Talk about each apple’s taste (bitter, sweet), texture (crunchy, mushy) and smell
- Record their reaction (can use smiley/sad faces)

Make “Apple Peanut Butter Sandwiches” using apples of their choice.

Ingredients:

- 2 slices cinnamon raisin bread
- 1 Tablespoon peanut butter
- ¼ cup apple slices

Directions:

Toast raisin bread

With adults help, slice apple with apple slicer

On one slice of bread, spread thin layer of peanut butter and layer of sliced apples. Top with other slice of bread and cut across diagonal to make four triangle sandwiches.

### MAKE A “PUDDLE OF PUDDING”

Ingredients:

- ½ cup milk
- 2 Tablespoons instant pudding

Directions:

Measure milk and pour into cup at least 8 oz. in size.  
Add instant pudding. Stir for 2 minutes or until thick.  
Let pudding stand for 3-5 minutes after it is mixed.  
Enjoy!



It takes a little planning to put the **Unit III Photography Portfolio Fair Exhibit** together, but the good news is your 4-H members don't need to take any new pictures. A portfolio is a collection of their best photographs just like the 4-H Career Portfolio is a collection of their activities and achievements. That means they can do this exhibit right NOW and not wait to get pictures developed the day before entry day!



A table of contents must be made listing a title for each photo and a narrative describing the intent for the portfolio. For example the portfolio could show their growth from earlier years in 4-H until the present or could have a creative theme or illustrate their diverse photography skills.

4-H members will need to select ten photos from their 4-H career that represent the strongest collection of their work. Photos may have been taken any time during their 4-H career and may have been previously exhibited. They may only use photos in a portfolio once, so if they exhibit in this category more than one year they will need different photos the second year. The photographs may be a variety of sizes with the largest being 8"x 10".

The Photography Portfolio Unit III exhibit is a great way to wrap up a 4-H member's photography experiences. It can also serve as a marketing tool for those interested in starting a photography career.

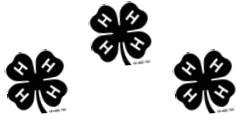
Just remind your 4-H members, if they take photos out of frames on the wall at home to make this exhibit, to please put them back after the fair. Their family will appreciate having the artwork back!

Photos need to be placed in plastic sleeves and then put in an 8 ½ "x 11" black or white 3 ring binder. On the page before each photo an information sheet must be included for EACH photo. This sheet must include:

1. Personal Data Tag A
2. Photograph title
3. Paragraph describing how the photo contributes to the overall intent of the portfolio.

The information sheet and the photo should be arranged to create a 2 page layout so when the portfolio is open the information sheet is the page on the left and the photo is on the right.





## HELPING MEMBERS DEVELOP LEADERSHIP SKILLS

Society has the responsibility for helping its young people to develop an array of skills related to productive citizenship. Leadership skills are an important subset of the youth development skills that are necessary to nurture and...Studies show that young people who engage in youth development and youth leadership experiences demonstrate higher levels of academic achievement, community involvement, self-efficacy, self-advocacy, and self-determination, and are able to transition to adulthood more successfully than their peers who do not have these experiences.

### 6 Skills to Teach Today's Youth to Become Tomorrow's Leaders

**Self-Confidence** – This is one of the most important skills for a future leader, but it can't be taught. Kids learn self-confidence not just through praise, but also by having opportunities to learn things and do a good job.

**Decision Making** – Good leaders have to be able to make good decisions. Giving youth the opportunity to make decisions for themselves is therefore very important. When children are supported to make responsible decisions, it helps them manage their own behavior and relate more effectively to others.

**Problem Solving** – Problem solving is another important skill for good leaders to have. Helping kids learn how to identify their options can help them ensure they are making healthy decisions for themselves.

**Teamwork** – The ability to work together with others as part of a team is not simply a skill needed at school, it is a vital skill used in all areas of life. Although we envision leaders as being above their peers, they also need to be able to work well with others.

**Money** – Being able to manage money, on a personal level as well as on a business or corporate level, is important for youth to be a leader someday. High-powered leadership positions almost always have some sort of financial or budgeting aspect to the job.

**Passion and Motivation** – Passion and motivation aren't really skills, but they are important for future leaders nonetheless. Encouraging these traits can be accomplished by helping them to pursue and develop their interests when they are young, so that they learn what it feels like to do something because they want to, not because they have to. A supportive learning environment can go a long ways in shaping the future generation of leaders.



Today's youth are now at least three generations removed from the farm and have become dependent on supermarkets and restaurants to supply almost all of their food needs. In the state of Nebraska 1 in 3 jobs is dependent on agriculture and agribusiness. You may be thinking how am I going to make a difference.

It's actually easier than you may think. One way that you can help to educate today's youth about the importance of agriculture in their daily lives is by playing the "Where Does my Food Come from Game." This is a very simple activity that you can do using the snack at your club meeting or the meal that your family is eating.

Start by simply asking the youth where do you think "x" comes from? For example: "Where do you think pizza comes from?" Answer: the store, restaurant, etc. These are all correct answers, but you can take this question one step farther by saying, "Okay, that's right but what do you think the main ingredient of crust is?" Answer: "Wheat" okay where does wheat come from? Answer: farmer's fields. Another concept you could discuss is in what states/part of the country is wheat grown. This game can continue on for each part of the pizza/meal.

Another fun activity to do with your club would be to ask all the youth's parent to tell you their career/occupation. Then try to find the relationship between their job and agriculture. Examples could include: Farmer/Rancher (that's an easy one), Banker (loan's money to producers and producers keep their money in a bank, Car salesman (farmers/ranchers purchase vehicles), Newspaper Owner (Producers may have a



subscription or take out ads), Restaurant owner (producers raise the products used to create food), the list could go on and on.

You could create a matching game out of everyday objects. This could be accomplished by bring pictures of various plants/animals and/or items made from them. Then you would ask the youth to match the items up with the plant/animal that they came from. For example: 100% cotton t-shirt - cotton, crayons – soybeans, marshmallow's – corn, leather – beef, chewing gum –corn, football – swine, etc.

As you can see there are many ways fun and entertaining ways in which you can teach youth about the importance of Ag Literacy each and every day. If you need additional information/activities on the topic of Agricultural Literacy please contact your local UNL Extension Office.





# CALENDAR OF EVENTS



## AG LEADERSHIP EDUCATION AND COMMUNICATIONS

Imagine waking up every day, ready to learn about things you are truly passionate about. This is what **you can look forward to** as an ALEC student at UNL. Now imagine applying everything you've learned to the **career that excites you**. That's what ALEC is about!

The agricultural education major offers three distinct options. All options emphasize interpersonal communication and leadership theory, a breadth of required agricultural science and natural resource course work, and field experiences to reinforce classroom learning.

**Ag Ed Teaching:** Completion of the teaching option program provides professional endorsement and certification to teach agricultural education 7-12 in secondary educational institutions. It supports excellent mobility for employment with 135 positions statewide as well as over 10,000 nationally. The program provides outstanding preparation to enter extension education or the service sector of the agribusiness industry.

**Leadership:** The agricultural leadership option allows a student to pursue their passion in agriculture or natural resources by requiring a content minor, in addition to

solid leadership instruction for the interpersonal dimension of the agribusiness industry. Comprehension for applying leadership theory to interpersonal situations provides the graduate excellent mobility within the dynamic industry of agribusiness. Graduates find employment in: extension education, human resources and training, non-profit organizations, state and federal government, sales and service positions, and production agriculture.

**Agriculture and Environmental Sciences Communication:** This degree program is designed to prepare students for careers in Journalism and Mass Communications. The degree gives the student a broad education. Graduates are also qualified to pursue careers in journalism and public relations that do not deal with agriculture or natural resources. Students will complete the Advertising, Broadcasting, or News-Editorial sequence in Journalism and the Agricultural Journalism core. Contact Lloyd Bell at 402-472-8739 or lbell1@unl.edu to learn more.

**4-H! YOUR FIRST CLASS AT THE UNIVERSITY OF NEBRASKA!**