

SPOTLIGHT ON 4-H

Nebraska Extension 4-H Newsletter

March 2020

Volunteer Risk Management - By Lisa Kaslon & Jill Lingard

The success of Nebraska 4-H relies on the generous contributions of thousands of volunteers each year. We appreciate each individual contribution and value the difference volunteers make in the lives of the youth we serve. That said, we bear a heavy responsibility ensuring that all of the volunteers we engage in 4-H youth development experiences are safe and positive adult role models for young people. Background checks, clear guidelines for youth work, and the 4-H Volunteer Code of Conduct are all important elements in our volunteer screening process and critical in ensuring the safety of our youth, our volunteers, and the Nebraska 4-H Organization.

The University of Nebraska-Lincoln (UNL) has a strong interest in protecting the safety of youth at our University; therefore, in 2012, the University implemented a Youth Activity Safety Policy. This policy provides minimum specific guidelines for activities sponsored by Nebraska and for activities sponsored by other organizations but held at the University. As program providers, we are responsible for ensuring that the YAS policy is followed in full and that our volunteers meet the expectations for service.

As a result all volunteers must complete and meet a series of requirements based on their role to volunteer for Nebraska 4-H. To do so, all 4-H Volunteers must either annually enroll in 4HOnline or complete the 4-H Volunteer Activity Application appropriate for their role. In our system we define volunteers in one of two ways:

- **Activity Worker/Direct Volunteer** - Includes staff, faculty, club leaders, lead teachers/presenters, student workers, summer interns, Teens as Teachers, chaperones, and any other adults and teens acting as direct supervisors or mentors to youth in a paid, unpaid or volunteer status, as part of a Youth Activity.
- **Activity Support Staff/Indirect Volunteer** - Any person who provides support services for Youth Activities such as teaching assistants, superintendents, judges, food service, set-up crews,

maintenance, and any other adults and teens providing indirect service as part of a Youth Activity.

Based on your volunteer role, the following steps will need to be taken and screening must be completed and approved prior to service:

- **Activity Worker/Direct Volunteer**
 - Volunteer Screening (Criminal Background)
 - Sex Offender Registry
 - Activity Worker Guidelines Review
 - 4-H Code of Conduct
- **Activity Support Staff/Indirect Volunteer**
 - Volunteer Screening (Activity Worker Application)
 - Sex Offender Registry
 - Activity Worker Guidelines Review
 - 4-H Code of Conduct

We appreciate the willingness of our volunteers to complete these processes and hope we can all agree they are essential to the interest of protecting our youth and our volunteers. More information about Volunteering with Nebraska 4-H is available here <https://4h.unl.edu/resources/volunteers> and information regarding the University of Nebraska Youth Activity Safety Policy can be found here <https://police.unl.edu/youth-activity-safety-policy>.



In the Spotlight for March

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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.

Adult Roles in 4-H

By Sarah Paisley

Adults in 4-H are important to the success of the program. However, as adults it is sometimes confusing what role we serve as we train youth to become leaders and advocates of so many different topics. Adult volunteers can serve as parent support, club leaders, council members, and committee members, but the role played is very different with each title.

First and foremost, most adults are involved in 4-H because his or her daughter or son is a 4-H member. Parents sometime feel that their role in 4-H may just be chauffeur or cheerleader - making sure youth get to meetings or get their projects done. However, parents can also be skill builders. By volunteering with clubs or the Extension Office, parents can share their talents in leading a workshop or club project. This may sound intimidating if you have never worked with youth in large groups, so request small groups to start with. Figure out how to work with five youth, then you can figure out how to expand to get more youth involved. Whether volunteering to help with a project or just watching over youth at home, parents need to be mindful of their involvement in the project. They should allow youth to make decisions and perform all tasks that are at their age level. If you feel using a jigsaw for their woodworking project is beyond their skill level, as an adult, you should not do the work for them. Instead, hold off on doing the project until the youth is older.

Some parents and other community members take on a larger role as club leaders. Club leaders are instilled with the responsibility to coordinate at least six meetings each year. Prior to the meetings, leaders may need to make copies of minutes and agendas, arrange the location, and line up any activities – presenters or workshops. During the meeting, though, youth should actually run the meeting with as little support from the adults as possible! While this may be chaos at first, if you teach them at a young age, parliamentary procedure will really aid in keeping the meeting productive. If the club consists of younger members, other vital organization tasks for adults to take care of include fundraisers, community service projects, and purchasing supplies for club projects/activities.

Club leaders may also be asked to serve on the 4-H Council or other committees throughout the county. Adults that take on this role are asked many times to take on specific roles, such as raising funds for the council, selecting and purchasing fair awards, or organizing fair clean-up. Each county will vary as to how they delegate tasks. However, a council member's priority is to make sure all county-wide 4-H programs are fair for all youth involved and set county-wide goals for the 4-H program. You will also provide support and guidance for the Extension Office when it comes to summer and in-school programming if needed. Adults in these roles also need to be available during the fair to help announce, hand out ribbons, or educate community members by sitting at a booth.

No matter what level you volunteer at, anyone can share their time and talents to “make the best better.” You can decide if you just want to volunteer at fair or help youth build skills year-round. To get started, contact your local 4-H Educator or Assistant to see where your skills are needed. All counties operate differently, but no matter where you are or what role you serve, you are making an impact on youth. Stay positive!



Plant Science—Grab & Go

By Melissa Nordboe

Is there anything more amazing than plants? Plant Science is one of the earliest types of science that youth can understand. They love learning about soil, plant types, growing seeds, germination, and how plants make foods we eat. These activities will spark their imaginations, help them learn about plants, and they will have fun all at the same time!

Here are a couple of fun activities for all ages!

Simple Greenhouse

Materials: 2 clear cups, seeds, soil

Simply take two clear cups, turn one upside down and then add soil and seeds. Secure with tape and punch three small holes in the top.

Once your seeds get tall enough, take them out of the cup and transplant them to give them some more space to grow.



What Soil Type is best for Growing Seeds?

Materials: easy-to-grow seeds, 4 types of soil (potting soil, sand, yard dirt, potting soil/sand mix), small jars (mason jars) or pots, paper towels, plastic bag, pencil

1. Select a handful of seeds to pre-sprout between layers of damp paper towel inside a plastic bag.
2. Fill your containers with the same amount of soils.
3. Plant three or four seeds in each container. Use a pencil to push the seeds into the soil.
4. Water your seeds with the same amount of water per jar. ($\frac{1}{2}$ cup per jar)
5. Place your jars in a sunny location. After two weeks, compare soil types.



Taking it a step further ...

Leave your seeds in the individual jars to see if their growth will change over the lifetime of the plant. Does growth change over time depending on the current needs of the plant? As seeds have nutrients already built in, it is possible that soil that worked to sprout the seeds may not produce healthy plants over a period of months.

Developing Resilient Youth

By Michelle Krehbiel

Growing up in today's culture of social media, high expectations, and various social issues such as economic inequalities and social injustices can be challenging for young people. Child Trends define resilience as "the ability of an individual to function competently in the face of adversity or stress" or more simply, resiliency is the ability to bounce back. Resiliency is a key social emotional skill for youth to develop to handle the ups and downs of life. According to the American Academy of Pediatrics, adults can help youth develop resiliency by developing the following 6 C's:

1. **Competence.** Competence is helping youth believe, "I can do this." Young people develop competence through experience. It is important to give youth ways to trust their judgement, make responsible choices, and face difficult situations.
2. **Confidence.** Confidence is built on competence and is a belief in one's abilities. Adults can build confidence when youth do something well. The best way to do this is by offering feedback about specific achievements. For example, great job on studying for your spelling exam your hard work showed in your grade.
3. **Connection.** Connection is helping youth develop significant relationships with caring adults such as family, friends, community members, and teachers that create a sense of security and belonging. Belonging gives young people a sense of safety which can prevent them from participating in risky behaviors. It is important for adults to create healthy relationships that reinforce positive messages.
4. **Contribution.** Youth instinctively like to be helpful. Providing youth with an opportunity to contribute to their community lets them know they matter and can be part of something benefiting more than just themselves. It is important for youth to see the results of their actions because it encourages them to continue to think of others and make impacts in their community.
5. **Coping.** Young people who learn to cope with stress in a positive way are better prepared to overcome life's challenges. For adults, it is important to model positive coping strategies on a consistent basis to help teach young adults and children to develop positive and effective coping strategies. Simple breathing practices, spending time with a caring adult or friend, or engaging in a hobby provides opportunities for youth to work through difficult situations.
6. **Control.** When youth realize they can control the outcomes of their decisions, they gain confidence in their ability to bounce back. Helping youth understand that life's events are not random and that things happen as a result of one's choices and actions is a role of adults. Giving youth ways to practice decision making can help build confidence which in turn can give them a sense of control.

Involvement in 4-H Youth Development is one way for youth to develop competence, confidence, connection, contribution, coping, and control. Whether it be by working on a fair project, leading a club meeting, or participating in a 4-H contest, these are all opportunities available in 4-H Youth Development to develop characteristics needed for becoming a caring, capable and resilient adult.



Special Gardening Project

By Elizabeth Killinger

The Nebraska Extension Special Gardening Project lets 4-H members try their hand at growing unusual vegetables and flowers. The project allows experienced 4-H gardeners to grow something fun, new, and different while letting those new to gardening get their feet wet in this project area.

This project is open to all youth of 4-H age and it will give them the opportunity to learn about growing, harvesting, and exhibiting this unique flower; obtain the tools necessary to be successful gardeners, and learn about the wide range of plant-science related careers.

Each year the Special Garden Project focuses on a different flower or vegetable. Classic Magic Bachelor Buttons will be the focus of the 2020 project. Classic Magic Bachelor Buttons are a unique mix of plum, purple, and bicolor flowers. Not only do the flowers attract beneficial insects, they are edible as well.

Interested in participating? Youth enroll in the Special Garden Project through 4-H On-Line, then contact their local Extension office to let them know the number packets they will need. The county offices will order and distribute the seeds to the youth.



The flyer about the project, an educational newsletter, and examples of how to exhibit are all available at the website <https://4h.unl.edu/special-gardening-project> or the Box folder <https://go.unl.edu/classicmagicresources>

4-H members enrolled in the Special Garden Project will:

- Receive a 'packet' of Classic Magic Bachelor Buttons (one packet per youth) in April/May
- Receive a newsletter containing information about:
 - Planting & growing bachelor buttons
 - Bachelor buttons problems & insects
 - Harvesting & using bachelor buttons
 - Exhibiting bachelor buttons
- Be able to enter this unique flower at County and State Fair

State Fair Special Garden Project Educational Exhibit Class G-775-001. The educational exhibit is based on what was learned from the project.

Special Garden Fresh Cut Flowers or Harvested Vegetables G-775-002. The current years' Special Garden Project fresh picked flowers should be entered in this class.

Be on the lookout for other fun county only ways to exhibit this unique vegetable like a story, poem, or poster. Each county is different so be sure to check with your local Extension Office.

In order to improve the program, please remind youth to participate in the evaluation at: <https://go.unl.edu/classicmagic eval>. Youth who complete the evaluation are entered to win a gardening prize.

Questions? Contact Elizabeth Killinger at elizabeth.killinger@unl.edu or 308-385-5088.

Bachelor Button Photo: must say * Classic Magic Bachelor Buttons photo courtesy of Johnny's Select Seeds, Johnnyseeds.com, 1-877-564-6697.

Entrepreneurship Projects

By Tessa Reece

4-H helps connect youth to future careers and strengthens their entrepreneurship skills. Entrepreneurship projects aim to increase the number of youth returning to rural communities and to increase the number of youth who may organize and manage a future business in their home community. Many youth already have an entrepreneurial dimension to their existing projects; baking, sewing, photography, painting, livestock projects, etc. Even though any 4-H project can be connected to entrepreneurship (managing, organizing, and taking risk), the Nebraska State Fair and county fairs have an entrepreneurship project section.

All Nebraska State Fair entrepreneurship exhibits are directly related to activities in the project manual Entrepreneurship Investigation (ESI). Refer to the manual for ideas, suggestions and additional information to enhance project exhibits. The manual can be found on <https://marketplace.unl.edu/ne4h/curriculum>, <https://shop4-h.org/collections/curriculum>, or your local county Extension office might have copies.

Classes

ESI UNIT 1 DISCOVER THE E-SCENE

- F531001 - Interview an Entrepreneur

ESI UNIT 2 THE CASE OF ME

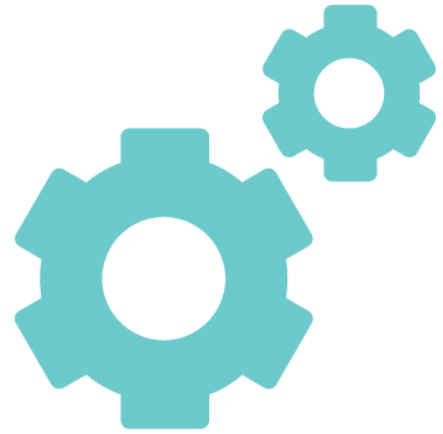
- F531002 - Social Entrepreneurship Presentation

ESI UNIT 3 YOUR BUSINESS INSPECTION

- F531003 - Marketing Package
- F531004 - Sample of an Original Product
- F531005 - Photos of an Original Product

ENTREPRENEURSHIP - ALL UNITS

- F531006 - Entrepreneurship Challenge



Refer to the Nebraska State Fair book for more information on project descriptions. <https://4h.unl.edu/state-fair>

When deciding which route to take for one of the above classes, youth will more than likely need help narrowing down to one business idea. Youth have a lot of creative ideas. It is important to help youth determine the skills they have and what they would love to do. Popular youth businesses include: baking, babysitting, dog walking, lawn care, lemonade stands, crafting, and jewelry maker.

Connect with your local Extension staff to get youth started on entrepreneurship projects and ideas. Extension staff have multiple entrepreneurship resources and curriculum available to them.

How to Plan a 4-H Club Service Project

By Tracy Anderson

“I pledge...my hands to larger service...”

The pledge reminds us that it is important to serve, and research echoes it. For example, research tells us youth who volunteer regularly learn skills such as collaboration and problem solving. These skills are vital to academic, workplace and personal success.

Community Service vs. Service Learning

Many 4-H clubs serve by participating in service learning and community service projects. Though these two service terms sound similar and they are both beneficial for youth and community, there is a difference. Service learning can be a richer experience as it connects the service with learning. An example of community service is making hygiene kits for people in need. When participating in service learning, youth research their community to learn about its unique needs prior to making the hygiene kits.

Let's Start Planning

1. What does the community need? Ask community members, agencies and organizations.
2. What type of service is appropriate? Consider the size, ages, skills and interests of the members as well as the time available for a service project.
3. How to decide? List all suggested ideas and, after discussing them, vote to narrow the list down to two or three ideas. Add a service learning component and have members research topics and learn about their top service ideas. Encourage youth to select their service project based on what they learned.
4. How necessary is a plan? A plan provides an opportunity to figuratively walk through the project and develop the best steps. Review with youth risk management information, project goals, tasks involved, time commitment, budget, and supplies.
5. Ready? Carry out the project. Consider taking photos and/or videos to document your group's efforts.
6. What should the club do after the service project? Provide youth opportunity for reflection to look at what they did, examine how it impacted them, and explore what they can do with the knowledge they gained through the experience.
7. What about evaluation? Collect feedback from your club members and those who directly and indirectly benefited from the service.
8. Should the club celebrate? Celebrating accomplishments brings clubs together and is fun!

Sources: University of Illinois, “Implementing Effective Community Service Project Facts Sheet.”
University of Tennessee, “4-H Service Learning Standard and Best Practice Guide.”



Big Changes for Becoming a Registered Dietitian

By Carly Horstman

The Nutrition Department at the University of Nebraska–Lincoln is working on some big changes for its Nutrition and Dietetics program, following an upcoming nationwide change within the industry. The change involves transitioning from the current bachelor's degree program to a master's degree program within the next couple of years. The development of this new program is in response to recommendations that future registered dietitian nutritionists be trained at the graduate degree level and the decision by the Commission on Dietetic Registration (CDR) to change the degree requirement for eligibility to take the registered dietitian nutritionist exam from a baccalaureate to a master's degree effective January 1, 2024.

Future, prospective UNL students wishing to become registered dietitians are now encouraged to look at one of the alternative undergraduate options in the field of nutrition (likely Nutrition, Exercise, and Health Sciences or Community Health and Wellness) as the path that could eventually lead to acceptance into a graduate program in Nutrition and Dietetics here at UNL. As the program awaits official approval from the Accreditation Council for Education in Nutrition and Dietetics (ACEND), we anticipate the first class of master's degree-seeking students in Nutrition and Dietetics to begin at UNL in August of 2021.

If you are interested in becoming a registered dietitian or any of the majors in the College of Education and Human Sciences, [please contact Ben Bannon at 402-472-0695](mailto:ben.bannon@unl.edu) for more information.

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