



Spotlight on 4-H!

APRIL 2010, ISSUE 4



HELP MEMBERS DEVELOP SKILLS FOR RESOLVING CONFLICT

There's no avoiding it – now and then we all face conflicts. Whether within your 4-H club, among friends or in your own mind, conflict is a natural part of life. And the sooner you learn how to handle it, the better off you'll be. Smart people accept this, learn what they can about themselves, and then control how they act.

Common conflicts with teens include external things such as physical and verbal fights among friends or arguments between teens and their parents. Inner conflicts are also common among teens – maybe they are struggling to fit in, don't feel attractive enough, or are stressed about schoolwork or making college plans.

Maybe a member didn't get the club office they wanted or the trophy or recognition they had worked for. Both scenarios can trigger jealousy or hurt pride. But when we recognize that those feelings exist, the conflict becomes easier to deal with.

Figure out what to do with the feeling. Think it through, and then decide what action is in your best interest. Learn to collaborate, negotiate or compromise. It's good for people to learn to identify their feelings and then decide on behavior. The more one practices they will become better at doing it."

4-H meetings can be a good environment for members to work on developing their conflict resolution skills. Develop three to five scenarios that your members can relate to. Divide them into small groups and have them follow the steps below to work out a solution to each conflict.

Calm down

Ask yourself this: Do you want to be respected by your peers or known as the person with the unpredictable temper? What are some techniques you use to calm down (ex. take a deep breath, count to 10, walk away)

Identify the issue

Determine why it's such a problem. Is it about disliking an individual, or do you feel an injustice has been done? Identifying the issue is an important step.

Talk it out

Express yourself appropriately, and let others do the same. Show that you are listening. Place yourself in the other person's shoes. Can you see their perspective?

Meet in the middle

Sometimes it's best to look for common ground. This is how we learn empathy – the ability to share and understand another's point of view. Find a solution that's accepted by all.

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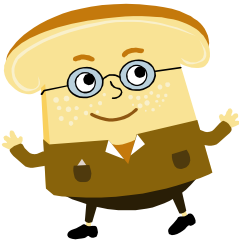
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Special points of interest:

- Make bread in a bag for easy 4-H fun!
- Look up lots of online resources for your 4-H club!
- Get an inside look at the new "The Power of Wind" 4-H Project! It will blow you away!



MAKING NO-MESS YEAST BREADS!



The underlying theme of bread making is keeping the yeast happy by providing a good growth medium. Yeast makes carbon dioxide gas that acts as a leavening agent.

Start by proofing (growing) the yeast. Yeast requires a warm, wet, environment and a food source, which is normally sugar or honey.

Proofing means to dissolve the yeast in warm (110 degrees F or 45 degrees C) water. The water should feel warm, not hot, to the touch. Set the yeast aside until the mixture resembles a creamy foam. If nothing happens in a few minutes discard the yeast and begin again. After all the ingredients have been combined the dough is set aside to rise. Once the dough has raised twice its original size, turn the dough in the bag out on the surface.

Handling bread dough can be very sticky. Lightly sprinkle the area with flour to prevent sticking.

Kneading develops long elastic strands of gluten, which trap the gases produced by the yeast. Kneading by hand is quite simple, but does require some stamina. With the heels of your hands, press the dough down and away from you. Fold the dough over, turn 90 degrees, and repeat many times. Knead until the dough is smooth and elastic.

Doneness: There are two methods for testing the doneness of yeast breads. One is color: the bread should be evenly browned. Another test is knocking on the bottom of the loaf. The loaf should sound hollow when done. If it does not, return the bread to the pan and continue baking. After baked, enjoy!



ONLINE WITH 4-H!

The Internet is a valuable resource for 4-H leaders. Here one can find educational information on 4-H projects to assist 4-H members in having a quality educational experience.

One place to start online is the Nebraska 4-H website (<http://4h.unl.edu/programs/>). Another place to start is the National 4-H Curriculum website which provides a list of online resources for all the 4-H project areas (<http://www.n4hccs.org/projectsonline.aspx>).



Other state's extension services also are an excellent resource for project information. The University of Delaware's Extension Service has a page full of links for a wide variety of project areas (<http://ag.udel.edu/extension/4h/projects/4HProjects.htm>). Also, many other states have project specific sites. Below are some examples:

The Alabama Extension Service's **4-H Aerospace Education** site provides an extensive list of recommended websites for the aerospace project (<http://www.aces.edu/dept/4Haero/>).

The University of Illinois' **Livestock E Quiz** provides an interactive way for 4-H'ers involved in livestock projects to test their knowledge with age appropriate questions (<http://web.extension.uiuc.edu/equiz/>). Also, Illinois' **My First Garden** site provides lessons and resources for leaders to use with 4-H members starting out in a horticulture project (<http://urbanext.illinois.edu/firstgarden/index.html>).

Colorado State University's Extension Service's **Sportfishing 4-H Program** site provides 4-H'ers and leaders a number of resources on: angling skills, aquatic ecology, people and fish, and tackle crafting (<http://www.4hfishing.org/index.html>).

The Kansas State Research and Extension Family Nutrition Program has an excellent food and nutrition site for kids and adults. **Kids a Cookin'** provides youth of all abilities recipes sorted by skill level and categories (<http://www.kidsacookin.ksu.edu/>).

New Mexico State University has a great photography project site. The **4-H Digital Photography** site provides leaders with the resources and a meeting by meeting guide to get 4-H'er started in the photography project (<http://aces.nmsu.edu/4h/photography/leaders.html>).

Besides Extension sites there are many other organizations and individuals that provide great educational resource materials. The Sewing and Craft Alliance sponsors **Sewing.org** a site that provides educational how to articles and free project ideas (<http://www.sewing.org>). The **Imagination Factory** is an excellent website developed by Marilyn Brackney an artist and teacher that provides ideas and lessons on how to make art projects using common household trash. Activities include drawing, painting, sculpture, collage, paper-mache, marbling, and crafts (<http://www.kid-at-art.com/>).

This is just a sampling of what's available on the web. Other good places to look for resources are on the sites of nonprofit organizations, governmental agencies, educational institutions, etc.

NEW.....NEW.....NEW..... SCIENCE, ENGINEERING AND TECHNOLOGY

The Power of the Wind Curriculum is part of the National 4-H Curriculum Collection and is designed for middle school aged youth to learn about the wind and its uses. Youth work with members of a team to design, create, build, and test a wind powered devices and are given opportunities to explore wind as a potential energy source in their community.

www.4-H.org/curriculum/wind is the site for online resources to support, extend, and enrich the learning experience for youth and facilitators.



Looking for More? Check this out on the Web site.....*Into the Wind* is a four-part film meant to excite young people about how they can interact with the wind while teaching the basic physics. Each section contains an activity young people can do themselves (fly a kite, sail a model sailboat, make a pinwheel). Animations explain the physics behind these real-world kid's activities. These lessons lead to examples of more involved wind technologies such as hang gliding, sailing, windmills, and wind turbines. The film moves quickly, switching between 3D animations and live action with an original musical score.

State Fair Classes (these are subject to change)

Engineering Notebook – Your engineering notebook may include sketches of designs, notes of engineering questions you have, or answers to questions posed within the project manual, pictures as you complete exercises within this project, or big ideas you have while participating in this project. The notebook submitted in this class should be a working engineering notebook, **not a scrapbook**

Wind Poster – Poster should exemplify one of the lessons learned in the Power of Wind project. Posters can be any size up to 28" by 22".

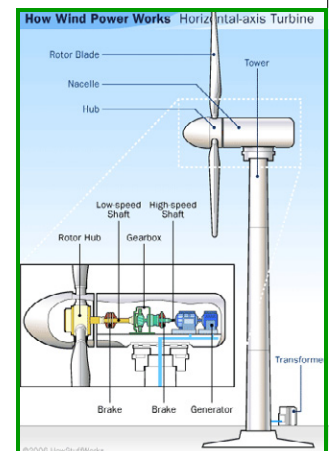
Mini Turbine Blade Energy Display – Develop a pinwheel display that demonstrates the working power of wind. Follow guidelines on page 18 and 19 of your manual. Display should include a notebook description of the effectiveness of at least three different designs or materials. Please do not include pennies with your display.

Wind Art or literature written piece – Item should illustrate or represent wind turbines, wind power, or something from the power of wind curriculum, for example a pinwheel or item may be original story or poem written by the exhibitor about wind

Wind as Energy Display – Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of wind.

How do I get this new and exciting 4-H Project?

Stop by your local UN-L County Extension Office to order your copy soon.



STRETCH YOUR SUMMER INCOME

Tips for saving money well into the school year



Hopefully, you have been able to stash some of your hard-earned summer cash in a checking or savings account. Now the trick is making it last through the school year.

The first step to successfully living off your summer earnings is spending your money on paper before actually spending it. Make a budget by figuring out how much you spend each month on things like gas, eating out, going to the movies and shopping. Consider the real cost of repetitive purchases that don't seem expensive at the time. For example, a latte may only be \$3, but that's \$90 a month if you have one every day. At the end of the year, that's \$1,080 – enough for a laptop computer.

Spending money is easy. Holding onto it is what's hard. Here are some additional tips to help you learn to make your cash last – not just through the school year, but throughout your life.

- **Consider its value to you.** Consider the value of what you buy to you, not what your friends will think. Teens are very susceptible to peer pressure, and they may spend money on clothes or entertainment because their friends are doing that. Teens are also overly optimistic about their future earning ability. They don't consider the possibility their plans may not work out.

- **Pack light.** Leave your debit card at home. Only carry a small amount of cash so you're not tempted to give into buying things on an impulse.

- **Keep records.** Manage your checking account wisely. Write down everything you spend. Track your expenses so you can see where your money is going.

- **Choose carefully.** Be careful whom you date. Dating someone who has expensive tastes can cause you to spend more than you can afford.

- **Ride your bike.** You'll save a lot of money on gas and car maintenance.

- **Say no to credit cards.** Students are often offered credit cards. Many students use credit cards and find they can't pay the balances. Understand that a card should only be used as a convenience and not to spend more money than you have. Using credit wisely means paying off card balances in full each month.

- **Delay gratification.** Instead of spending all the money you have, think of ways you could use it in the future that will please you later, not now. You can even tape pictures that remind you of your long-term goals (a car, computer, college or trip to a foreign country) around your room to help keep your financial goals on track.

Reference: Mozo, Jessica, Stretch Your Summer Income into School Year, *FFA New Horizon*, June, 2009, Page 22.





Reach out. Work hard. Give back.

"I pledge my hands to larger service..." The 4-H pledge focuses on head, heart, hands, and health, the foundation of 4-H for more than 100 years. 4-H is a community of youth across America who are learning leadership, citizenship and life skills - and hands are one of the key factors. Hands are described in a poem by Bruce Alan Humphrey, "Remarkable hands, storied hands. Hands can build. Hands can mold, shape and speak..." The 4-H Club Creed states... "I believe in the training of my hands for the ability it will give me to be helpful, useful, and skillful."



– Youth utilize their hands in learning life skills, working hard to complete projects. Hands help youth enhance their personal development, self-esteem, social skills, communication skills, and problem solving, all the while developing attitudes and qualities of character that contribute to a happy, progressive home and community. Youth utilize their hands at camps, workshops, trips, conferences, and much more.

– We all use our hands for service, citizenship, to help others in the community, and to work together to make a difference. The recent findings of the Tufts University Study of Positive Youth Development states "4-H youth are more likely than other youth to make contributions to their communities."

– Parents and adult volunteers use hands to teach youth. The 4-H Volunteer Information Series, "Ten Tips for Working with Youth" suggests using your hands to provide meaning assignments for youth, to share work activities, to make activities challenging and fun, and to serve as a role model. The Pledge for 4-H Parents states, "I pledge my hands to help my child's club, to help in many important ways."

Sir Winston Churchill said, "We make a living by what we get, but we make a life by what we give." Using our hands in many different ways, 4-H youth, volunteers, and families make a difference. Use your head, heart, hands, and health to help make the best even better. Reach out. Work hard. Give back.



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



CALENDAR OF EVENTS



Kiwanis Karnival, April 10

Lincoln Center Kiwanis sponsors an annual Kiwanis Karnival, a FREE family event. This year, it will be held Saturday, April 10, 6–8 p.m. at Elliott Elementary School, 225 S. 26 Street, Lincoln. 4-H members & their families and Elliott school students & their families are invited to share the fun! The Karnival features carnival type games for the kids, bingo for adults, prizes, snacks, fun and fellowship. Lincoln Center Kiwanis has sponsored this event for over 50 years providing prizes and snacks. 4-H clubs are needed to provide carnival-type booths. For more information, call Lorene at 441-7180.

Speech & Public Service Announcement Contests in April

The 2010 4-H Speech Contest will be held Sunday, April 18 at 1:30 p.m. at the Lancaster Extension Education Center, 444 Cherrycreek Road, Lincoln. The Speech Contest provides 4-H'ers the opportunity to learn to express themselves clearly, organize their ideas and have confidence. Register by April 12 by calling 441-7180 or emailing dkarmazin2@unl.edu with name, speech title and age division. In the Public Service Announcement (PSA) Contest, 4-H'ers submit a "radio commercial" recorded on a cassette tape or CD by Monday, April 12. Results and comment sheets will be handed out at the 4-H Speech Contest on Sunday, April 18. Additional Speech and PSA contest information and examples can be found at <http://lancaster.unl.edu/4h/Contest/speech.shtml>.