

UNIVERSITY OF NEBRASKA-LINCOLN EXTENSION

SPOTLIGHT ON 4-H!





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Issue 5



UNIVERSITY OF
Nebraska
Lincoln

EXTENSION
Know how. Know now.

USING THE 4-H EMBLEM

The 4-H Emblem is intended to represent the ideals of the program with its focus on Head, Heart, Hands, and Health. Today, it is one of the best-known and most valued images emblematic of a century of 4-H achievement. The official 4-H Emblem is a clover with four leaves and an "H" on each leaf. The 4-H Emblem is *not a plain four-leaf clover*.

The 4-H Emblem is protected under federal statute Title 18, U.S. Code 707 and has as much protection as Federal marks such as the Seal of the President of the United States.

The H's in each leaf of the clover stand for Head, Heart, Hands and Health.

When using the 4-H emblem there are several guidelines that must be followed.

- Do not distort or warp the original image to make the clover taller or wider.
- The stem always points to the right when looking at it.
- The 4-H emblem is never used to imply endorsement of any product or material.
- The clover is to be kept upright.
- The 4-H Emblem should always appear in its entirety. This means you cannot remove any of the leaves of the clover nor can you place text or other images over the 4-H clover.
- The 4-H Emblem should never be screened, shaded, gradated, or appear in a multi-colored hue. The official and preferred color of the 4-H Emblem is 100 percent PMS 347 green. The clover can also be white, black, or metallic gold. The H's on the clover can be white, metallic gold (only on a green clover), green (only on a white clover), or black. The clover can be outlined in green (for white clover) or white (for green clover) to add prominence to the image and make the emblem stand out from the background.

The 4-H Emblem belongs to the 4-H Youth Development Program, under the authority of USDA. 4-H members and volunteers are permitted to use the emblem. However if a commercial vendor is wishing to use it on printed materials permission to use must be obtained.

More information on how to obtain permission and download the correct 4-H emblem can be found at <http://www.national4-hheadquarters.gov> under name and emblem.



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:

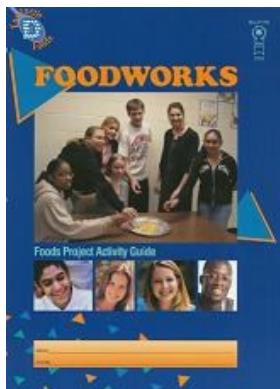
- Explore the culinary heritage of your 4-H club—it's a tasty project!
- Quite squishing bugs—explore them with 4-H Entomology!
- 4-H has Hands for Larger Service...learn what your club or 4-H'ers can do to with service projects in your communities.





FOOD, CULTURE AND HERITAGE

In the *Foodworks 4-H* project, there are two exhibit classes that provide excellent opportunities to learn about the world around us whether it be our own family or families that are continents away. Check your fairbook for specific wording to help your 4-H'ers prepare their exhibits.



CULTURAL FOOD EXHIBIT. Any baked item associated with a culture.



FAMILY FOOD TRADITIONS.

Any baked item associated with a family tradition or heritage can be part of this exhibit.

There are three other parts to the exhibit.

- 1) The recipe.
- 2) The tradition or heritage associated with preparing or serving the food must be identified and described. Give details about the tradition – how and where it started, how old is the tradition, who still celebrates the tradition. This is a chance to share a heritage as well as educate others on family food traditions.
- 3) Identify where or from whom the traditional recipe was received. How do you know the person or source? The more information you can share, the better the learning experience.

4-H is AMAZING!

Once again, there are three other parts to the exhibit.

- 1) The name of the country, culture or region. Some countries have many cultures within its border and some cultures go beyond borders so be aware that country, culture and region may or may not all mean the same thing.
- 2) The recipe should be included. If you have the recipe or the name of the recipe in its original language, that would be helpful to have in addition to its English counterparts.
- 3) Include background information about the country, culture or region. This could be a map, language(s) spoken, population, foods grown and/or eaten. The 4-H'er could also include why they chose this country, culture or region and how they learned about it – interviews, internet, their own heritage.

However, before county fair rolls around, there are lots of opportunities to learn about traditions, heritage and culture. Have 4-H'ers demonstrate how to make one of the foods or give a speech about a culture. Invite someone from another country or culture to your 4-H meeting. Have a panel of grandparents talk about their heritage. Try out a new food from another culture. This could be going to an ethnic restaurant or grocery store, if available in your community. Or, have youth check out the local grocery store to see what kind of ethnic foods are available – there will be some, even in the smallest stores.

CHILD DEVELOPMENT & 4-H OUTCOMES

Nebraska 4-H continues on the path to achieving its 5-year Strategic Plan. The plan focuses on 5 outcomes that were identified by stakeholders as important to the youth of Nebraska. These outcomes can be integrated into the program in many different ways; at club meetings, at workshops, at new programs and more.

Another way was the addition of exhibits at fairs in a variety of project areas related to the outcomes. **Child Development** moved in this direction last year and will continue this for 2013. Four of the traditional exhibits made adjustments to fit these outcomes.

First let's review the outcomes again in case you have forgotten or are unsure of them.

- **4-H Science:** Developing science interests, skills and abilities in the areas of agriculture, energy, environmental stewardship and technology. Helping youth think and problem solve within a scientific framework and encouraging an excitement for science.
- **Agricultural Literacy:** Ensuring that Nebraska youth have a knowledge and appreciation of Nebraska's largest industry.
- **Career Development/College Readiness:** Preparing youth to make informed decisions about their college and career path. Developing skills in young people that will lead to greater persistence in college and employability.
- **Citizenship and Leadership:** Fostering youth's commitment to their communities and growing future leaders.
- **Healthy Living:** Educating youth about how to make healthy and safe decisions in their daily lives.



Now let's look at our exhibits in **Child Development**.

1. **THE INFANT:** Toy, game, or activity made for baby (Birth - 18 mos.)
2. **THE TODDLER:** Toy, game or activity made for toddler (18 mos. - 3 yrs.)
3. **THE PRESCHOOLER:** Toy, game or activity made for preschooler (3 - 5 yrs.)
4. **MIDDLE CHILDHOOD:** Toy, game or activity made for grade-schooler (6 - 9 yrs.)

So how do we combine the two? The fairbook states: As you consider and develop your exhibits for these classes, remember that the toy, game or activity must be able to teach the child about something related to one or more of the outcome areas. This could be a game that teaches about healthy eating (healthy lifestyles), or a game that teaches about being a farmer (careers/agricultural literacy). Be creative!

Let's consider some other ideas:

Science – A stuffed bug for an infant.

Ag. Literacy – A barn to play in for toddlers.

Healthy Living – A matching game of fruits and vegetable pictures for preschoolers.

Careers – A picture book of careers in your community for preschoolers

Citizenship/Leadership – A game about being a citizen for grade-schoolers.

When you stop to think about it, it can be very easy to develop something that fits. First pick the age of child you want to target and then pick an outcome you might be interested in learning more about. Decide what you want to teach that child and create a toy, game or activity that would expose the child to the outcome. Think broadly and we only ask that an attempt is made at connecting these exhibits to outcomes. We are pleased to announce in 2012, 4-Hers did an amazing job and we look forward to more great ideas that teach to the outcome areas in 2013.

Just think if we start teaching our youngest youth about these outcomes, how much of a difference it will make. For questions, please call Child Development Superintendents – Lisa Kaslon (402)563-4901 or Angela Abts (402)987-2140.



ENVIRONMENTAL SCIENCE & OUTDOOR SKILLS

Teaching 4-H members outdoor skills and helping develop their science abilities just got easier. The **4-H Science Team** partnered with **Nebraska Game and Parks** to put together ready-to-go lessons with all the equipment and supplies you need to take the **Outdoor Skills Program** to your 4-H club. You can take kids fishing, call some turkeys, go birding using binoculars, and study wildlife through making tracks and scat, just to name a few of the activities in this eight-lesson program.

A 4-H leader can attend one of the trainings held state-wide to receive the lessons and be eligible to check out the kits. These lessons tie real outdoor skills activities with science by meshing how a natural resource scientist uses these skills to conduct their research. Topics included in the kits are *Camouflage, Elements of Habitat, Fishing, Hiking, Insects, Mapping, and Wildlife ID* for the 3rd-4th grade level. *Intro to Outdoors, Biodiversity, Birding/Binoculars, Camping, Fishing, Navigation (GPS), and Turkeys* target youth in grades 5-6. If you are using the kits with a wide variety of ages, the 5-6 grade kit is the ideal one to use.

The kits are designed to be used for 12 youth at a time, although 24 youth can easily be accommodated by pairing the youth up. Recently, while using the program at a K-6 afterschool site, the older youth learned the entire turkey lesson then were partnered with younger elementary age youth to teach how to use a box call, slate call, and make their own turkey call with straws and feathers. This became an exercise in leadership and responsibility as well as outdoor skills. What the older youth didn't know is the science ability/skill they were developing was the ability to Demonstrate/Communicate To Others.

The lessons and kits have been used in many types of settings: after school programs, 4-H clubs, home-school families, summer day camps, and overnight camps. The versatility of the kits and lessons make the program a hit. There are six kits per grade level across the state which can be reserved throughout the year. Currently, there is a kit/lesson for the 3rd-4th grade age level, and one for the 5th-6th grade level. In addition, lessons for K-2 grades and 7th-8th grade levels will be ready for the Summer 2013.



Youth in an afterschool program are making animal tracks

If you are interested in receiving an email about training opportunities for 4-H leader or Jr. leaders, please email Extension Educator, Tammy Stuhr at tstuhr2@unl.edu.

ENTOMOLOGY



Entomology is a project that seems to either send people running for cover or leaves them being completely fascinated by insects. While many of us have the urge to smash insects and head in the other direction, they are quite fascinating. There are a couple of ways you can add insects into your meeting.

This works well especially when you have a long meeting and members are starting to become disconnected. During the spring and summer months consider taking advantage of the nice weather and have your 4-H'er take a trip outside. Give them 10-15 minutes to go exploring in the area where you hold your meetings. What insects can then find, what color are they and where did they find them?

Once everyone has had the opportunity to find a few insects, have them create a similar insect out of leftover craft supplies. You will be able to use almost anything to create an insect; egg cartons, pipe cleaners, tissue paper, fun foam, clothes pins, packing peanuts, etc. Have members share their insects with each other.

If weather does not permit going outside, you can have everyone create a replica of their favorite insect. After the insects are complete, have everyone share why that is their favorite insect.



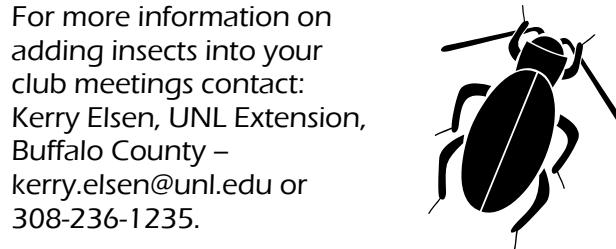
Another way you can add entomology into your meeting can be through your meeting snack.

Depending on the size of your club and how you divide who provides snacks at meetings, you can have each member select an insect before leaving the meeting for them to gather a small amount of information on. At the following meeting each 4-H member can create a snack related to insects. Either have them create an insect or bring a snack that an insect might also eat.

Prior to eating your snack have those who supplied them tell the rest of the membership about what they discovered about their insect. Some examples would be ants on a log (celery with peanut butter and raisins), ladybugs can be made out of cherry tomato or radish halves and black olives, and caterpillars can be made out of blueberries or small grapes.

Encourage 4-H'ers to be creative while keeping their insect replicas similar to what they would find outdoors.

For more information on adding insects into your club meetings contact:
Kerry Elsen, UNL Extension,
Buffalo County –
kerry.elsen@unl.edu or
308-236-1235.





4-H HANDS FOR SERVICE

I pledge...my hands to larger service. Every 4-H member says it at the start of club meetings and other events. But what does it really mean?

A 2009 survey, conducted within the United States by Harris Interactive® showed that 73% of youth ages 12-17 have participated in a volunteer opportunity. That is nearly 19 million youth who are working to improve their community, their country and their world. "As adults, when we see young people listening to iPods, texting friends, or watching TV, they may seem relatively self-absorbed," says Heather Jack, Founder and President of The Volunteer Family, whose website gets over 250,000 unique visitors a year from families and youth interested in finding a volunteer activity. "However, the reality is that young people are finding ways to give back in more ways than we could have imagined. They truly have the potential to become our country's most philanthropic generation."

The study found that the types of activities popular among all youth ages 8-18 include: helping children in need (29%), advocating for the environment (27%), assisting the elderly, sick or disabled (21%), helping animals in need (18%), and supporting the homeless (14%).

"Today's youth are choosing the causes they identify with and supporting them," says Heather Jack. "They are joining causes on Facebook. They are planning their own fundraising events. They are encouraging their friends and families to help-out. They are embracing the traditional ideals of giving back, but they are finding new and unique ways of doing so."

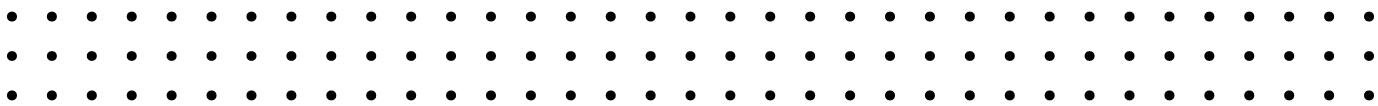
Youth who volunteer are not just helping others; they are also taking an active role in shaping their own futures. The leaders of today are being shaped by these experiences joining and leading these efforts to make a difference today. They are:

- ◆ Learning the value of helping others,
- ◆ Developing leadership, communication, organizational skills and a sense of empowerment,
- ◆ Building self-esteem from the positive results of their service,
- ◆ Developing problem-solving and decision-making skills by applying their knowledge to real-world situations, and
- ◆ Instilling a sense of responsibility for their community and a sense that citizenship requires them to actively participate in their community.

4-H clubs grow through community service projects by building relationships and unity among members as they work together on a common goal, boosting member involvement by providing meaningful activities, and demonstrating to the community that youth are indeed resources who can, and in fact want to be a part of community improvement.



CONNECTING THE DOTS FOR CAREERS



Looking for a way to assist youth to plan for college and careers? **Connecting the Dots** is a program designed to do just that.

The program is brought to a community by a team of **UNL Extension** staff who present the program for high school sophomores and/or freshmen from local schools. Prior to that day youth fill out a **Career Clusters Interest Survey** and check out careers that interest them on www.nebraskacareerconnections.org.



This education website uses career clusters developed by the **Nebraska Department of Education** to help students explore careers that fit into their talents and interests. The six career clusters are:

- Business, Marketing, and Management
- Agriculture, Food and Natural Resources
- Communications and Information Systems
- Skilled and Technical Sciences
- Health Sciences
- Human Services and Education



At the **Connecting the Dots: Career Exploration Day** the students have the opportunity to discuss careers in the career clusters they choose with employees from local communities. This helps youth to gain an understanding of the opportunities within their own communities and make connections with community leaders. The education aspect of the career simulation activity helps the students understand the importance of the choices they make in high school, and in deciding what further education is needed to reach the goals they choose.

Other career related topics covered during the Connecting the Dots program are time management, cover letters, resumes, job applications, and interviews. The students also take a personality quiz and discuss what careers fit with their personality type. Representatives from technical schools, two year and four year colleges, and the University of Nebraska-Lincoln also take part in the Career Simulation Activity and visit with the students.

After attending a Connecting the Dots program 97% of the students agreed they now understand their options for and the value of higher education; 90% of the students found a connection between their interests and a career area, and 86% prioritized or narrowed their career options.

For more information about the program, contact a member of the Connecting the Dots team. Members are located across the state and include: Shane Potter, State 4-H Office; Heather Borck, West Central Research and Extension Center; Kim Bearnes, Stanton County; Amy Topp, Wayne County; Brian Boshammer, Buffalo County; Barb Scharf, Frontier County; Jamie Rutt, Richardson County; Kristie Nutsch-Fulton, Nemaha County; Annette Haas, Scotts Bluff-Morrill Counties; and Sue Pearman, Central Sandhills Area. They will be happy to work with your Extension Staff to bring the program to your community.



CALENDAR OF EVENTS



EXTENSION

TEXTILE, MERCHANTIZING AND FASHION DESIGN

Is *Project Runway* one of your favorite shows? Do you find when you are shopping that you look at the store layout and ways the product is merchandized? Are you one of those people that love to create your own distinctive look and style? With these passions in your personality you are set for a successful career in Textiles, Merchandizing and Fashion Design (TMFD). Recognized for Excellence the TMFD department at UNL received the University's system-wide Award for Excellence in Teaching and Esprit de Corps among faculty. This award recognizes dedication to student education and teacher excellence creating an excellent environment for students with an interest in textiles, merchandizing and/or fashion design.

TMFD prides its use of cutting-edge technology providing students with the opportunity to gain hands-on experience with industry-standard technology including a digital textile printer and LECTRA systems—an industry-based computer-aided design and merchandising work station. Download

a listing of the careers and starting salaries of recent UNL TMFD graduates at:
cehs.unl.edu/tmfd/docs/StartingSalariesMarch2012.

The TMFS website at: cehs.unl.edu/tmfd provided listing a required curriculum, videos of the recent *Student Runway Show* and descriptions of careers of recent graduates of the program.

The curriculum includes study tours and internships. Students enrolled in the program will have the opportunity to travel home and abroad. Recent trips included New York City, London and Paris. Learn more about the opportunities available to students in TMFD at UNL by contacting Michael James, Department Chairman at 402-472-2911 or mjames2@unl.edu .

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