



# Around the State in 4-H

College of Agricultural Sciences

April 2004

4-H and Youth Development



## ESSENTIAL ELEMENTS OF 4-H (*Christy Bartley*)

Through review of basic and applied research on the characteristics of an effective youth development program, eight elements have been identified as critical to youth development and central to the 4-H experience.

1. *A positive relationship with a caring adult*-This relationship can be built with the adult as an advisor, a guide, or a mentor. The adult assists in setting expectations and boundaries.
2. *A safe environment—physically and emotionally*-While participating in the 4-H program youth don't fear physical or emotional harm from adults, participants, spectators, or the learning environment itself.
3. *Opportunity for mastery*-Mastery develops over time as knowledge, skills, and attitudes are built through educational programs. It is dependent on the developmental ability of the individual. Youth should be able to demonstrate the competent use of the knowledge and skills learned.
4. *Opportunity to value and practice service for others*-Service provides the opportunity for youth to learn about their community and the world while learning about themselves.
5. *Opportunity for self-determination*-Youth believe that they impact their own life and work to become self-directing, autonomous adults.
6. *An inclusive environment (encouragement, affirming, belonging)*-The group creates a sense of belonging and supports and encourages all members with positive feedback. Pride is developed around the efforts of all involved.
7. *Opportunity to see oneself as an active participant in the future*-Decisions of youth are made to ease their transition into participating as adults in their communities.
8. *Engagement in Learning*-Youth engaged in learning are mindful of the subject or project area in which they are working and build relationships and connections in order to develop understanding. Self-reflection leads to the ability to self-correct and learn from experiences. Self-motivation and creativity are exemplified in the engaged learner. (From "What is 4-H Youth Development," by Cathann A. Dress, Direct, Youth Development, National 4-H Headquarters)

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As you plan and evaluate programming throughout the year, take some time to determine which of the essential elements have a strong presence, which need to be enhanced, and which may be totally missing. Reflect on how you and your youth development programming team of volunteers and advisory board members might be able to build a stronger program.

#### 4-H ANNUAL FUND (*Michael Martin*)

In the past two months the 2004 4-H annual fund letter from Charles Brosius ('52 Ag Sci, Dairy Science, 4-H Alumnus) was mailed to College of Ag and Cooperative Extension faculty and staff, 4-H alumni and supporters asking them to please consider making a gift of \$100 - or an amount appropriate for you to - to benefit 4-H and its young participants across Pennsylvania. So far, 190 donors have contributed \$9,300 to the Pennsylvania 4-H Annual Fund.

Penn State faculty and staff will receive the university faculty/staff campaign solicitation in the next week or two. When you receive your annual Penn State solicitation please consider making a gift, of any amount that is appropriate for you, to benefit 4-H. Faculty and staff can give through payroll deduction, or a one-time gift by check or credit card. I encourage you to help us increase the total for this annual fund drive. Please make a gift to the Pennsylvania 4-H Annual Fund. The code for your gift response card is: *ETXFH PA 4-H Annual Fund*.

Thank you for your continuing support of the 4-H youth development program.

#### ENGAGING WITH FAMILIES IN OUT-OF-SCHOOL TIME LEARNING (*Claudia Mincemoyer*)

The fourth in the "Out-of-School Time Evaluation Snapshots" series is now available on the Harvard Family Research Project's website and in hard copy. This Snapshot, "Engaging with Families in Out-of-School Time Learning," provides an overview of how out-of-school time (OST) programs are evaluating their engagement with families. You can read it online, or download or print it as an Acrobat file at:

<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot4.html>

If you'd like to request one or more hard copies of this publication, send an email to [hfrp\\_pubs@gse.harvard.edu](mailto:hfrp_pubs@gse.harvard.edu) and let them know how many copies you need, where you will be distributing them, and the address to send them to.

#### STATE 4-H POULTRY JUDGING CONTEST (*Philip Clauer*)

You are invited to participate in the State 4-H Poultry Judging Contest on June 23, 2004, at the Penn State Poultry Education and Research Center on the University Park Campus. A poultry judging team is composed of three or four members. The combined scores of the three highest scoring team members will be counted as the team score. There are two age divisions which are mandated by the national rules for this contest:

- Division I: 4-H Intermediate–4-H youth 10-13 years of age as of December 30 of the contest year
- Division II: 4-H Senior–4-H youth 14-18 years of age as of January 1 of the contest year

The highest scoring senior team at the State Contest will represent Pennsylvania at the National Contest in November. This trip is all expenses paid from PSU to Louisville and back for the team and coach. Also, the highest scoring 4-H member at the State Contest (18 years of age or older and not a member of the State Team) will also represent Pennsylvania at the National Contest in November as an independent individual.

Prior registration is required. All teams must be registered by June 7, 2004, to be eligible for the contest. No late entries will be accepted. Contact me for a registration packet at [pclauer@psu.edu](mailto:pclauer@psu.edu) or call 814-863-8960. I am also available upon request to help run regional and county training workshops prior to the state event. Information is also located at: <http://ulisse.cas.psu.edu/pa4h/4hjudging.html>

## TWO NEW 4-H CURRICULA AVAILABLE (*Claudia Mincemoyer*)

*Personal Portfolio Power: How-to Showcase your 4-H, Work and Life Experiences and Accomplishments.* This new 4-H project, *Personal Portfolio Power*, allows youth the opportunity to showcase their experiences and accomplishments through the development of a portfolio. Although the portfolio is the end result of the project, the process of portfolio development is equally important. Youth, through experiential activities, reflect on their accomplishments and experiences and identify areas of strength and areas for potential future development. Each item included in the portfolio requires a brief description from the youth on why it was included, allowing for additional reflection. Developing a portfolio is also a workforce and career preparation skill. A well-developed portfolio can provide extra support to a youth's application for a job, college and grants and scholarships from community organizations. In fact, many schools are requiring students to develop portfolios as a part of a graduation requirement. Portfolio development teaches important organizational skills. Youth are required to develop a method for storing and organizing items to be included in their portfolio. Lastly, portfolio development is fun! It allows youth to be creative in organizing and displaying their items. Portfolio development can also capitalize on the current popularity of scrapbooking. Youth may apply scrapbooking techniques to pages in their portfolios. From shoe boxes to electronic portfolios, this project can be adapted for youth of all ages. This project, developed by Claudia Mincemoyer and Lisa Pawlowski (graduate assistant), is available to download or to complete on-line at: <http://pa4h.cas.psu.edu/Portfolio/>

*Youth Leadership Development: What Adults Working with Youth Need to Know.* This curriculum is a resource for adult volunteers and other professionals who work with youth-specifically in the area of leadership development. The curriculum contains four sessions that will help participants understand basic information on leadership characteristics, types and stages of youth leadership development, leadership in a group context, factors necessary for leadership experiences to be meaningful to youth and needs and expectations that you have of adults who work with them. Each of the four sessions contains background information, suggested activities, Powerpoint masters and evaluation strategies. This project, developed by Marianne Lorensen and Claudia Mincemoyer, is available on the 4-H Web site at: <http://pa4h.cas.psu.edu/Curricula/Leadership.html>

## 4-H CAMP ENDOWMENT GRANTS AWARDED (*Christy Bartley*)

The 2004 program year has seen an increase in the number of requests for grant support from the 4-H Camping Endowment Fund. We were able to fund a portion of all requests this year. A generous donation to the fund will provide additional funds for next year. Be sure to watch for the call for camp grant applications in the November issue of ATS. The following camp programs received support for campers and counselors who would otherwise be unable to attend: Erie County, McKean County, Jefferson County, Mifflin County, Northwinds 4-H Camp, Southwest Regional 4-H Camp, Venango County, and Dauphin County.

## USE OF THE 4-H NAME AND EMBLEM (*Christy Bartley*)

“The 4-H name and emblem is a highly valued mark within our country’s history. As such, it was granted a very unique and special status; it is in a category similar to the Presidential Seal and the Olympic Emblem. This federal protection makes it a mark into and of itself with protection that supercedes the limited authorities of both a trademark and a copyright. As a result, responsibility and stewardship for the 4-H name and emblem were not given to the U. S. Patent Office but were given to a higher level of the federal government, a member of the Cabinet, the Secretary of Agriculture. The Secretary has responsibility for the 4-H name and emblem, at the direct request of Congress.” ( From “Using the 4-H Name and Emblem” distributed at national State 4-H Leaders meeting, 3/24/04)

So although it may sometimes seem tedious to learn and understand the policy around the use of the 4-H name and emblem, it is important that we remain diligent in our efforts to recognize its unique and special status. Some guidelines for use of the 4-H name and emblem have been clarified. The 4-H Name and emblem belongs to the 4-H youth development program, under the authority of the USDA and anyone wishing to use it must obtain permission to use it ahead of time. Pennsylvania 4-H educators should be well aware of the use restrictions. Clarification has been offered on who can sanction the use of the name and emblem. In the past, Pennsylvania has based decisions on where the items would be used. Now, decisions must be based on the 4-H information contained on the item. If an item mentions the county name, i.e., Centre County 4-H, then the county Extension office may sanction use of the name and emblem. If the item mentions Pennsylvania 4-H, then Pennsylvania’s Extension Director must sanction its use. If the item simply mentions 4-H Program or 4-H Youth Development Program or a similar statement without a local or state designation, approval for use must be obtained through 4-H Headquarters at USDA.

The placement of the “18 USC 707” statement has also been expanded. Please review the pictures below for approved placement.



New graphics are currently at the web site: [http://www.national4-hheadquarters.gov/4h\\_name.htm](http://www.national4-hheadquarters.gov/4h_name.htm). Vendors who are sanctioned to use the 4-H name and emblem must have an approval letter on file. The letter must specifically state the item on which the vendor has permission to place the name and emblem and for how long the sanction has been approved. Sample letters that vendors will be required to have on file will be placed on the web site shortly. Additional guidelines have been developed for use of the 4-H name and emblem in videos and on computer screens. This information should also be placed on the website, but if you have questions before it is put up, please contact Christy Bartley at [cek4@psu.edu](mailto:cek4@psu.edu).

## APRIL 6 IS NATIONAL TARTAN DAY (*Patreese Ingram*)

April 6 is National Tartan Day, a national holiday for Scottish Americans. Today, over eleven million Americans claim Scottish and Scotch-Irish roots -- making them one of the largest ethnic groups in the United States. Throughout our history, Americans of Scottish decent have played an influential role in the development of the United States in many fields. The following are just some important Americans of Scottish decent.

- John Witherspoon of New Jersey and James Wilson of Pennsylvania – Signers of the Declaration of Independence.
- Alexander Hamilton – The first U. S. Secretary of the Treasury
- Woodrow Wilson – The 28th President of the United States
- Andrew Carnegie – Pittsburgh steel millionaire
- Elizabeth Ann Bayley Seton – Founder of the Sisters of Charity in 1809 in Baltimore. She was canonized by Rome in 1975
- James Blair – First president and founder of the College of William and Mary
- Alexander Graham Bell - Inventor of the telephone in 1876.

The following are selected Scottish Facts:

- Scotland was annexed by England in 1296.
- Edinburgh is the capital of Scotland, while Glasgow is the largest city in Scotland, and along with Clydeside form the largest shipbuilding and marine engineering center in Great Britain.
- The kilt is seen as the national dress of Scotland and that “a man in a kilt is a man and a half.” The tartan kilt has long been the most recognizable cultural tradition of the Highland Scots. However it was developed in the nineteenth century, not by Scottish Highlanders, but by the Nobles of England and Scotland.
- The national dish of Scotland is haggis, neeps (turnips) and tatties (potatoes).
- Some of the more traditional Scottish foods include Bannocks or Oatcakes – a barley oat flour biscuit; Black Bun - a dark rich fruit cake’ Haggis – parsley, savoury, thyme, onions, beef suet and oatmeal, sewn up and boiled.
- Although the English language predominates, Scotland is also home to the traditional language of Scots-Gaelic which is still spoken in the Highlands and Islands and is even taught to children of playgroup age in areas such as rural Perthshire.
- The largest mainstream church in the US is the Presbyterian domination, with over 3 million members. The Scots originally brought this religion to the New World.

Visit the following websites for additional information about Scottish Americans and the history of Tartan Day:

<http://www.tartanday.com>

<http://www.tartanday.org/>

<http://www.tartanday.gov.uk/index.html>

## MIDDLE SCHOOLERS: A SUMMER PROGRAMMING CHALLENGE (*Anne Heinsohn*)

Middle school youth are veteran program participants. They have participated in daycare, preschool, after-school programs, day camp and even residential camp in addition to school. Designing summer programs that interest and engage them can be challenging. Experienced middle schoolers have outgrown activities they enjoyed in groups when they were younger. They prefer to be apart from the little kids and their activities. Dividing the large group in to two groups by age with different activities is helpful. However, even if the groups must share space, some of the activities can be separate such as field trips to parks, museums, swimming day. Summer programs for the 10 and older group will have more appeal and success when the youngsters participate in the planning. Designing programs within programs provides opportunity for such input. It's not uncommon for year round after-school programs to offer special clubs and camps during the summer. This addresses middle schoolers' desire for their own experiences. Clubs or camps as the program or within the total program can be scheduled for the entire summer or in week or two sessions.

A true camp experience can be just the thing for middle schoolers even if it's conducted at the year round facility. A true camp experience takes place outdoors and learning about nature in a variety of ways sets it apart from the year round program. Trips away from the facility to lakes, forests, nature centers and overnight camp outs add variety. Parents look for new learning for their children. Specialty camps featuring music, computers, science, drama or sports have been popular with parents and appeal to older youth. However, since it's summer and the program is described as a camp the schedule should include camp activities, preferably outdoors and time for physical activity. Such combinations of experiences engage the youngsters and that is successful programming.

Reference: "Summer Programs for Middle School Youth," Excerpted from *School-Age Ideas & Activities for After-School Programs*, Revised Edition, by Karen-Haas Foletta, Lori Ottolini & Michele Cogley. SCHOOL-AGE NOTES, Volume XXIV, April 2004.

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The 2004 4-H calendar can be found at <http://pa4h.cas.psu.edu/cal2004.html>.



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In Consultation with  
4-H & Youth Development Faculty & Staff

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