



Around the State in 4-H

College of Agricultural Sciences

January 2004

4-H and Youth Development



HELP US KEEP IN TOUCH WITH 4-H ALUMNI

As I make visits around the state and have the opportunity to talk with 4-H alumni, I find that they have great stories to tell and are still very dedicated to the 4-H program. They may not be active volunteers now, but they want to know how they can help even in a small way. They want to hear about new programs and opportunities as well as the growth of more traditional programs.

Twice a year the 4-H faculty and staff work on a newsletter to send out to Pennsylvania 4-H alumni. The newsletter provides our alumni with a snapshot of what has been happening on the state level in PA 4-H and highlights some local programming. If you haven't had a chance to look at an alumni newsletter you may check out past issues on the web at <http://pa4h.cas.psu.edu/4halumni.html>. The newsletter has been a very positive alumni relations tool and we hope that you will help us keep the mailing list up-to-date.

The mailing list has been developed from the flyer, 4-H Alumni in Pennsylvania (S9007), which may be used at fairs, mall exhibits, and other events involving public interaction. You may copy information from the card for your county records and then send on to the state level. As you are making plans for mall exhibits, PA 4-H Week exhibits, and other opportunities, don't forget to take some cards with you and then forward completed ones to me in 323 Ag Admin. Thanks for helping us to be better communicators about our programs.

- Christy Bartley

4-H ANNUAL FUND

In mid-January the 2004 4-H annual fund letter from Charles Brosius ('52 Ag Sci, Dairy Science, 4-H Alumnus) will reach 4-H alumni and supporters asking them to please consider making a gift of \$100 - or an amount appropriate for you - to benefit 4-H and its young participants across Pennsylvania.

Near the end of February, just before we will receive the Penn State faculty and staff solicitation, College faculty and staff will receive a very similar letter from Mr. Brosius. This letter asks when you receive your annual Penn State solicitation to 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.

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If you want to support a particular 4-H activity or endowment, please contact me for the appropriate allocation code. I wanted to clarify this process to soften any confusion that may occur when some folks receive one letter and/or the other. In either case, I hope you will respond positively and enthusiastically to Charles' letter. Thank you for your support.

- Michael Martin

A NATIONAL 4-H VOLUNTEER STUDY...

will be conducted this spring. Pennsylvania will be one of several states across the nation participating in the study. The study, which will include a sample of volunteers, county 4-H professional staff, and state volunteer specialists, will assist us in the development and delivery of educational programs for 4-H Leaders. More information will be made available in the next month.

- Robert Lewis

4-H AND EXPERIENTIAL LEARNING

As the program year has ended and you have been planning for the 2004 year, many of you have been talking to me about 4-H, 4-H project books, and the 4-H experience. Volunteers may be coming to you stating that 4-H club members don't want to complete project books. Perhaps you are talking to some individuals who experienced 4-H many years ago and are now saying that 4-H is no longer "learn by doing;" there is too much "book work."

Four-H project books have been in existence for a long time, so record keeping and writing about one's project work is not new. When I first started in Extension, I remember that most project books required 4-H members to write their 4-H story every year. Those major essays are often no longer required, but questions are now in project books to help youth process, generalize, and apply their experiences. These questions may be a little more difficult to complete but do enhance the experiential learning experience and are an important part of the experiential learning process. If you have ideas for ensuring that your leaders include experiential learning in their club meetings, please send them to me and I will make sure that they are shared in a future issue of *Around the State in 4-H*. I'd also appreciate your insight on this topic. In the meantime, here are a few suggestions for ensuring that experiential learning is a part of each club meeting:

- Work with volunteers at the beginning of the program year to develop educational plans for club meetings. Teen leaders may provide input. Be sure that each project meeting includes hands-on activities, field trips, guest speakers, presentations, or other experiences to enhance learning.
- Provide an educational workshop for leaders on the experiential learning model and applying that model to the learning experiences they identified in their club's educational plan.
- Work with leaders on the development of life skills, including record keeping, communication, and responsibility which are all important to project book completion.
- Think creatively when working with youth who are truly unable to complete a project book though writing answers to questions—audiotape answers, one-on-one discussion, or other strategies that may work in individual cases. In what other ways can youth show that they are processing, generalizing, and applying the educational experiences that they have through 4-H club work?
- Other ideas???

Discussions on topics like this are important as we continually emphasize quality in our educational program. The discussions may lead to a reawakening to ideas and programming tools that you have used in the past, or they may lead to a new way of programming.

- Christy Bartley

SCHOOL-AGE PROGRAMS AND DEVELOPMENTAL NEEDS

Children and youth can thrive in school-age programs when these are designed to address their developmental needs. They can be categorized in several ways, but two groups are especially important.

Play is an essential component in school-age programs. Active play provides a change of pace and releases energy after the school day. Moreover, children learn through play. Play nurtures and directs curiosity. Play offers opportunities to learn persistence, problem-solving, motivation and risk-taking - in a safe place supervised by knowledgeable, caring adults.

School-age programs provide opportunities for children and youth to learn and practice self-discipline skills such as calming oneself and setting boundaries for themselves. Adults who practice these skills themselves can allow and help children and youth practice the self set boundaries.

Teaching and learning take many forms. School-age programs designed to meet developmental needs are fine settings for non-formal education.

Reference: Five Foundations for Growing Healthy Children, SCHOOL-AGE NOTES, January 2004. Nashville TN 37204-0205.

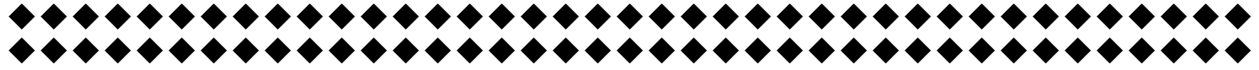
- Anne L. Heinsohn

HAPPY NEW YEARS!! CAN BE SAID IN MANY LANGUAGES

New Years is a holiday celebrated around the world by many customs and traditions, and at many different times of the year. Try to say "Happy New Years" in many languages. Here are just a few.

Afrikaans	Gelukkige nuwe jaar
Chinese	Chu Shen Tan
Croatian	Sretna Nova godina!
Dutch	GELUKKIG NIEUWJAAR!
Eskimo	Kiortame pivdluaritlo
French	Bonne Annee
German	Prosit Neujahr
Hebrew	L'Shannah Tovah Tikatevu
Irish (Gaelic)	Bliain nua fe mhaise dhuit
Italian	Buon Capodanno
Japan	Akimashite Omedetto Gozaimasu
Nepal	Nawa Barsha ko Shuvakamana
Norwegian	Godt Nyttår
Philippines	Manigong Bagong Taon
Polish	Szczesliwego Nowego Roku
Russian	S Novim Godom
Spanish	Feliz Ano ~Nuevo
Swahili	Heri Za Mwaka Mpya°
Swedish	GOTT NYTT ÅR! /Gott nytt år!
Vietnamese	Chuc Mung Tan Nien

- Patreese Ingram



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

Robert B. Lewis

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In Consultation with
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