



Around the State in 4-H

College of Agricultural Sciences

January 2005

4-H and Youth Development

A YEAR BRINGS MANY CHANGES – *Christy Bartley*



As we work day-to-day, it is often difficult to step back from the program and recognize the many changes that have occurred over the past year. Look at some of the items that were new to the 4-H Youth Development program in 2004:

- Draft budget for 4-H account developed, reviewed by YPCC Advisory Committee, and approved by YPCC.
- Volunteer leader informational video on 8 project areas completed and distributed to counties for use.
- Statement added to code for conduct on which parents sign off.
- Continuous update of the PA 4-H web site.
- Added a continuous calendar to the PA 4-H web site for faculty and staff to add activities as they are planned.
- Established an urban task force that has been reviewing 4-H programming in urban and suburban areas of the state. A list of Spanish language materials was developed by the committee and added to the PA web site.
- A new marketing brochure emphasizing the Head, Heart, Hands and Health aspects of the 4-H Youth Development program was designed, printed, and distributed.
- The state level teen leadership program and conference was reorganized. The 4-H Ambassador training became a part of the conference.
- A standard volunteer enrollment form was developed, printed, and distributed.
- State 4-H Achievement Days made some changes to include additional educational opportunities, formation of a state chorus, an opportunity to share talent, and development of Service with a Purpose Day.
- 4-H Capital Days was restructured to enhance the educational experience.
- Updated document describing the role of the individual in overseeing the county 4-H program.
- Guidelines for implementing use of 4-H Charters were developed.
- Examples and quality standards were added to the 4-H delivery mode definitions developed by USDA.
- The 4-H Youth Development Policy and Resource Manual was updated and placed on the 2005 4-H program CD along with programming information for State Days, Forestry and Wildlife Field Days, 4-H Congress, VIP Fact Sheets, College of Agricultural Sciences 4-H Member Recognition Award, and the Baker Scholarship.
- 4-H Youth Development work begun in Guanajuato, Mexico.
- 4-H Development Council established and its first meeting.
- First 4-H Annual Development Fund report published.
- And much more!

AND...much more is planned. All of these efforts are expended to ensure the continued high quality and excellence in 4-H Youth Development programming. Welcome to a new year of striving to "Make the Best Better."

In this issue:

- A Year Brings Many Changes
- Charitable Giving to 4-H
- Afterschool Programs Survey
- Defusing Bullying
- Four Principles of Highly Effective Volunteer Involvement

CHARITABLE GIVING TO 4-H – *Michael Martin*

By request, I am repeating this information. I encourage you to share this information in your newsletters and fundraising brochures, etc.

One of the most popular vehicles for charitable giving is a Charitable Bequest. In general, a charitable bequest is a written statement in a will that directs that a gift be made to charity upon the death of the person who established the will (the testator). Here is a variety of university-approved sample bequest language you may share with prospective donors who may desire to include a gift to 4-H in their wills.

Caution: Donors should always be directed to: (1) seek professional legal advice in the preparation of a will, and (2) secure counsel on all estate planning issues.

Specific Bequests: A specific bequest bequeaths a certain dollar amount or certain other property (such as a home, art collection, etc.). This is the most popular form of bequest. Indeed, gifts of specific properties may be uniquely appropriate bequests both for tax and other reasons. **Specific Bequest Language:** *I bequeath the sum of ___Dollars to the _____, a charitable organization located in _____. Or: I give, devise and bequeath the following described property to the _____ a charitable institution located in _____: property known as _____ etc.*

Percentage Bequest: A percentage bequest devises a set percentage, i.e., 5% of the value of the estate. A percentage bequest may be the best format for charity to recommend since it lets the charity participate in any estate growth during the donor's lifetime. This technique also protects the donor's heirs should the estate decrease in value. **Percentage Bequest Language:** *I bequeath to the _____, a charitable organization located in _____, an amount equal to ___percent of the net value of my estate as finally determined for federal estate tax purposes.*

If you have specific questions regarding bequests, or other planned giving opportunities, please contact me at 814-863-2754 or mmartin @psu.edu.

AFTERSCHOOL PROGRAMS POPULAR WITH YOUTH, SURVEY FINDS – *Claudia Mincemoyer*

A new study finds that American youth overwhelmingly agree that structured after-school activities play a “crucial and positive role in their lives.” Eighty-five percent of teens say that peers who participate in after-school activities are better off than those who do not. Nine in ten (92%) say they made good friends at their after-school or weekend activity, 86% say they learned a lot, and 85% say they usually have a lot of fun. Yet, despite the popularity of after-school activities, there is a shortage. While 57% of middle and high school students participate in some kind of non-school activity nearly each day, almost three in ten are home alone at least three days a week.

All Work and No Play: Listening to What Kids and Parents Really Want from Out-of-School Time also finds that low-income and minority families in particular have trouble finding quality after-school programs. The study was commissioned by The Wallace Foundation, a national supporter of expanded learning and enrichment opportunities, to bolster the voices of parents and children in the national debate on after-school and out-of-school time. It was conducted by the nonpartisan opinion research organization, Public Agenda.

“*All Work and No Play* confirms what the Afterschool Alliance found in its household survey, which was funded by the JCPenney Afterschool Fund,” said Alliance Executive Director Judy Y. Samelson. “The majority of students and parents want after-school programs, which give students a healthy mix of learning and fun activities that support their development. There is a tremendous unmet need for these programs.”

In the new Public Agenda study, parents and youth said they want more than academic help from after-school programs. Parents expressed a desire for activities that, rather than simply extending the school day, help youth develop values and cultivate extracurricular interests. “The best after-school programs

incorporate learning and academics into activities that are fun for students, rather than just preparing them to take tests,” Samelson added. “We need to do better in terms of supporting the after-school programs that keep kids safe, inspire them to learn and help working families. We must make after school available to all families by the year 2010.”

The study was based on two national random sample surveys conducted in June – one of middle and high school students, and the other of parents of school-age children. *All Work and No Play is available online at www.publicagenda.org.*

Afterschool Advocate, Volume 5, Issue 13

Note: Copies of the report, *All Work and No Play*, will be distributed at the 4-H Afterschool Conference, Feb 16-17, 2005.

DEFUSING BULLYING – *Anne Heinsohn*

Bullying has long been viewed as a normal part of childhood by both children and adults. More recently teachers and others who work with children see themselves as having key roles in defusing situations that lead to bullying. Bullies tend to torment children who differ from the group. The differences may include physical appearance or development. The targeted children may be heavier, taller or shorter than others. Their physical development may be ahead of or lag behind most of their classmates. Lack of social skills and limited English may also set these children apart.

Children as well as adults have three basic psychological needs: autonomy, competence and to belong. When these needs are met, individuals function in appropriate and positive ways. Teachers in an elementary school identified students who were victims of bullying. After careful observation, they adjusted their classroom practices to address the targeted students' experiences with respect to autonomy, competence and sense of belonging.

The teachers found fewer occasions for students to make choices in the classroom than they had previously thought. However, when they adjusted classroom practices to include more such occasions and encouraged the victimized students to participate - they blossomed. These students usually stayed apart or were disengaged.

The results were similar as the teachers addressed the needs for competence and a sense of belonging. When the students experienced success they enjoyed it. The teachers coaxed the studied students into situations with increased opportunities to interact with other students and these interactions continued as they became comfortable in the group.

It's interesting to note that as the studied students became more engaged in the classroom their differences became less obvious to the rest of the class. Careful attention to the basic psychological needs of students likely to become targets for bullying appears to defuse the situation. Bullying is less likely to occur.

Reference; Siris, Karen, Karen Osterman, "Interruping the Cycle of Bullying and Victimization in the Elementary Classroom". PHI DELTA KAPPAN, December 2004, Volume 86, Number 4.

FOUR PRINCIPLES OF HIGHLY EFFECTIVE VOLUNTEER INVOLVEMENT – Robert Lewis

1. The Mission Connection. Paid staff and volunteers have a shared positive understanding of the mission and priorities of the organization, consistent with the allocation of resources. Volunteers are seen as valuable human resources that can directly contribute to these priorities, and their roles are developed and described based on this belief.
2. The Leadership-Management Connection. Leaders at all levels work together to encourage high impact volunteer involvement and resolve potential barriers. There is a clear focal point of leadership for volunteer involvement but volunteer management tasks are well integrated into the organization's structure and operations.
3. The Volunteer-Staff Connection. Paid staff are respected and empowered to fully participate in planning, decision making and management related to volunteer involvement. There is a conscious, active effort to reduce the boundaries and increase the teamwork between paid and volunteer work.
4. The Learning Connection. The organization recognizes the value of involving people from all segments of the community in its work. Paid staff and volunteers are open to the possibilities for change, eager to improve performance, and intentionally seek to learn from volunteers' experiences with the organization.

Source: Based on research by the Points of Light Foundation. Volunteer Leadership, Spring/Summer 2004, p. 24.

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



Robert B. Lewis, Professor
Agricultural & Extension Education

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

This publication is available in alternative media on request.

Penn State encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact Robert Lewis (814-865-6551) in advance of your participation or visit.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901, Tel 814-865-4700/V, 814-863-1150/TTY.