



Pennsylvania 4-H Leader

Essential Elements of 4-H

As volunteers, you assume a wide range of responsibilities in support of the 4-H youth development program and the youth and families involved in that program, for we know that our programs are often family affairs. You serve as 4-H club leaders, advisory board members, fund raisers, and chaperones along with so many other roles that our extension professionals call on you to fill. In Pennsylvania about 8,500 volunteers assist in reaching over 160,000 youth.

You are the people who help extension educators ensure that the 4-H program includes all essential parts. These essential elements include:

1. A positive relationship with a caring adult as an advisor, guide, or mentor. He or she assists in setting expectations and boundaries.

2. A safe environment, both physically and emotionally—While participating in the 4-H program, youth don't fear physical or emotional harm from adults, participants, or spectators; they also don't experience harm in the learning environment itself.

3. Opportunity for mastery—Youth develop mastery over time as they build knowledge, skills, and attitudes through educational programs. Mastery is dependent on the individual's developmental ability. Youth should be able to demonstrate competent use of the knowledge and skills learned.

4. Opportunity to value and practice service for others—Service gives youth a chance to learn about their community and the world while learning about themselves.

5. Opportunity for self-determination—Youth believe that they affect 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 while it supports and encourages all members with positive feedback. Members develop pride around the efforts of all involved.

7. Opportunity to see oneself as an active participant in the future—Decision-making helps youth become participating 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. (These eight elements are from "What is 4-H Youth Development," by Cathann A. Kress, Director, Youth Development, National 4-H Headquarters)

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 team could build a stronger program.

—Christy Bartley, 4-H Program Leader

4-H Is Like the Hokey Pokey...

Shelby Harrison, 4-H member from Crawford County, participated in the public speaking contest at State Days and had this to say about 4-H:



“You put your head in . . . and take clearer thinking out. You learn to organize your time and think clearly about which steps you will take to accomplish your projects and goals.

You put your heart in . . . and take greater loyalty out. Behind every successful project are the blood, sweat, and tears of a dedicated 4-H'er who never gave up.

You put your hands in . . . and take larger service out. 4-H'ers give back to their community and are not afraid to roll up their sleeves and get busy!

You put your health in . . . and take better living out. As you participate in service projects and other activities, you feel good about helping others and develop stronger, longer-lasting friendships.

And when you shake it all about . . . you meet lots of talented people . . . They'll turn your life around . . . And that's what 4-H IS ALL ABOUT!”

Thank you, Shelby, for allowing us to print a portion of your speech.

Water Quality Matters in 4-H

Over the years, 4-H has responded to the educational needs of youth on many critical issues of the day. Some of the environmental issues that have received added attention are soil erosion, pesticide use, and conservation tillage. A new 4-H project book, *Water Quality Matters!*, addresses current concerns over water quality in our rivers and streams. It examines the physical, chemical, and biological aspects of water quality in simple, non-technical ways, and it looks at water in urban and rural settings. Hands-on activities are simple, low cost, and, of course, highly educational. Some things never change in 4-H.

—Sanford Smith, *Extension Specialist, Forest Resources and Youth Education*



Penn State Collegiate 4-H

Leaders will want to encourage their 4-H members to join the Penn State Collegiate 4-H Club. By joining, youth will have fun and will find many exciting opportunities to look forward to during the year. Community service activities include participation in the United Way Day of Caring; Operation: Military Kids; and Adopt a Family. The club is also very excited about an educational spring trip to Texas. Here youth will visit a real working ranch, meet with other collegiate 4-H clubs, and visit with Texas Representative Rick Hardcastle. For more information on Penn State Collegiate 4-H, contact Dr. Jackie Bruce at jab743@psu.edu or Megan Sinasky at mus119@psu.edu.
—Jackie Bruce, *Assistant Professor, Agricultural and Extension Education*

Leadership Study

A study is being conducted on the leadership practices of Penn State Cooperative Extension educators with an appointment in 4-H and Youth Development. Two survey instruments are being distributed to a random selection of 368 volunteers, 84 4-H educators, and 67 county directors. Results will be available in Spring 2005 and will serve to transform professional development opportunities in leadership for Pennsylvania's 4-H educators.
—Jackie Bruce

New Outdoor Adventures Curriculum

Youth can experience the fun and excitement of the outdoors as they explore activities in the new 4-H Outdoor Adventure series. They will progress from day hikes to overnight camping trips and finally to extended backpacking expeditions as they hike through the three activity guides and the Helper's Guide. Featured are experiences related to food, shelter, Leave No Trace ethics, safety, navigation, equipment, and camp management. The curriculum is available statewide to interested youth.

—Claudia Mincemoyer, *Assistant Professor, 4-H Youth Curriculum Development*



“4-H is a community of young people across America who are learning leadership, citizenship, and life skills.”

This definition of 4-H was developed by the National 4-H Headquarters, working with the 4-H Leadership Trust.

Help Us Keep in Touch with 4-H Alumni

4-H alumni 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 small ways. They want to hear about new programs and opportunities as well as the ways in which more traditional programs have grown.

Twice a year 4-H faculty and staff send a newsletter to Pennsylvania 4-H alumni. The newsletter gives our alumni a snapshot of what has been happening in 4-H at the state level and highlights 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 pa4h.cas.psu.edu/4halumni.html. The newsletter has been a positive tool for alumni relations, and we hope you will help us keep the mailing list up-to-date.

—Christy Bartley

4-H Alumni Interest Group

Thank you for helping to gather enough signatures to petition the Penn State Alumni Association to create a 4-H Alumni Interest Group. This group gives Penn State alumni a chance to get together with people who have similar interests, improves communication with the Alumni Association, and expands our interest in the Penn State community.





Congratulations to Pennsylvania's volunteer and professional staff for planning and conducting a highly successful 2004 Northeast Regional 4-H Volunteer Forum! The planning group included representatives from all parts of the state working together for a common cause. An excellent educational program was delivered to 300 participants from 12 northeast states and Washington, DC. Many other county and University Park staff contributed by presenting seminars and assisting with various parts of the program. Pennsylvania can be very proud of this outstanding team effort.

—Robert Lewis, Professor of 4-H Youth Development

The 4-H Alumni Interest Group will give us one more opportunity to engage 4-H alumni and maintain an ongoing relationship we hope will generate additional volunteers and donors to 4-H.

—Michael Martin, Associate Director of Development, 4-H, and Phil Hoy, YET State Project Coordinator

Reciting the 4-H Pledge

As you repeat the 4-H pledge with 4-H members and volunteers, co-workers, and advisory board members, do you ever stop to think about what the pledge means? Here are some things to consider:

- I pledge my head to clearer thinking,
 - Be open-minded.
 - Do what is right.
 - Pursue excellence.
 - Take responsibility for your own actions.
- I pledge my heart to greater loyalty,
 - Be a person of high integrity.
 - Tell the truth.
 - Keep your word.
 - Be the friend you would like to have.
- I pledge my hands to larger service,
 - Volunteer in the community.
 - Protect your neighbors, the environment, and our natural resources.
 - Promote good citizenship.
- I pledge my health to better living,
 - Show concern for others.
 - Be kind, considerate, and compassionate.
 - Treat people fairly.
 - Respect yourself and others.

For my club, my community, my country and my world.

Others have thought about the meaning of the 4-H pledge; these ideas are a compilation of 4-H sayings, poems, and essays. Most do not have citations since we all share freely when the information is pertinent. Although these are not original thoughts, I hope you will consider them as you work with the youth, families, and other volunteers in your program.

—Christy Bartley

Why Do We Have 4-H Clubs?

As we review research on transitions of young people to adulthood, the question might change to, "What does it take for young people to become healthy, problem-solving, constructive adults?" Based on that research, the answers might be: a valued place in a constructive group, building close relationships, gaining a sense of worth, expressing constructive curiosity, being useful to others, believing in a future, cultivating skills for lifelong learning, respecting democratic values, being a responsible citizen, and building a healthy lifestyle.

WOW! These are some of the same reasons used to argue that the 4-H club program provides the most positive impact for our youth. Your youth development efforts are more productive at the club level, so be sure to give it your greatest attention. Enjoy the opportunities that youth take to show off their accomplishments in 4-H!

—Cathann A. Kress, Director, Youth Development, National 4-H Headquarters, USDA

4-H Fund Development Impact

Pennsylvania now has a dedicated development officer for the 4-H youth development program. The Office of Outreach Development has generated receipts and commitments of \$247,906 for the fiscal year 2003–04. This is a significant increase over the previous years' \$19,473.

We have created several new endowments to provide supplemental support for several county and statewide programs. The book value of all 4-H endowments has increased from \$422,230 in fiscal year 2002–03 to \$528,619 in 2003–04.

For more information on planned estate gifts and other giving opportunities, please contact Michael Martin at 507 Keller Building, University Park, PA 16802; 814-863-2754; or email mmartin@psu.edu.

—Michael Martin

4-H Development Opportunities

Many people have asked how they can make a gift to a specific 4-H project, activity fund, or endowment. To help you make a gift to the 4-H fund of your choice, here is a list of current 4-H spending accounts and endowments. Please send your check, payable to Penn State, to the Office of Outreach Development, Penn State University, 508 Keller Building, University Park, PA 16802.

If you have any questions about these funds, or other gift opportunities to support the Pennsylvania 4-H youth development program, please contact me at 814-863-2754 or mail to: mmartin@psu.edu.

—Michael Martin

ALLOCATION CODE	ALLOCATION DESCRIPTION
Accounts	
ETXPL	Lancaster-Poland 4-H Exchange
ETXAD	4-H Achievement Days—Sponsorship
ETXA4	4-H Achievement Days—Scholarship
ETXW4	4-H Citizenship Washington
ETXNC	National 4-H Conference
ETXLP	4-H Livestock Program
ETXHT	4-H Horticulture Teams
ETXHP	4-H Horse Program
ETX4H	4-H Activities
ETXDP	4-H Dairy Program
ETXAP	4-H Small Animals Program
ETXFH	PA 4-H Annual Fund
ETXPP	4-H Poultry Program
ETXFS	Farm Safety Quiz Bowl

Endowments

ETXCY	Centre County 4-H Endowment
ETXCD	Dauphin County 4-H Endowment
ETXCE	Clarion County 4-H Endowment
ETXAC	Armstrong County 4-H Endowment
ETXBK	Al & Rh Baker Mem 4-H Scholarship
ETXTR	4-H Therapeutic Riding Endowment/Ag Endowment
ETXPE	Potter County 4-H Endowment
ETXL4	Lehigh County 4-H Endowment

ETXLE	4-H Volunteer Leader and Educator Endowment
ETXFJ	4-H Livestock Judging Teams
ETXFE	4-H Enhancement Fund
ETXCH	Carroll Howes 4-H Fund
ETXCP	4-H Camping Fund
ETXMY	4-H/Youth Curriculum Innovation Fund
ETXAF	PA Ext 4-H Agents Fund
ECASE	Snyder County 4-H Endowment

2005 State Achievement Days

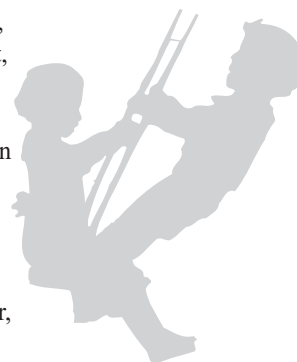
The 2005 4-H State Achievement days will be held July 26–28, 2005, at Penn State’s University Park Campus. Registration will open June 1, 2005, and close July 5, 2005. All contest updates will be posted on the State Days Web site after December 15. Also watch the Web site for additions of an adult and contest chair handbook, teen guide schedule of events, and much more.

—Lydia Everhart, Youth Program Management Coordinator

Visit Penn State

You and your club members are cordially invited to join us at Penn State’s College of Agricultural Sciences for a day of learning and exploration at the University Park Campus. Come explore 19 majors, 21 minors, and 1.6 million dollars in scholarships.

Areas of exploration include: animal, plant, natural resources, environment, food, business, engineering, and education. Tour options include: All Sports Museum, beef sheep education center, dairy education and research center, equine center, Frost Entomological Museum, research greenhouses, Pasto Agricultural Museum, poultry education and research center, swine center, Valentine turfgrass



research center, University Creamery, and a University Park campus tour. For additional information, contact Marianne Fivek, mafivek@psu.edu; 814-865-7521; or www.cas.psu.edu.

—Marianne Fivek, Assistant to the Dean for Student Recruitment

Children, Play, and Private Time

Children need time to play as well as private time. During the school year play and private time serve as a respite from the mental rigors of the classroom.

Child care for school-age children was a relatively new concept 20 years ago, but now school-age care programs have become more common. Well-run programs are designed to be different from the formal classroom experience and include time to play and relax after school. More recent programs have been joined by extended school day programs. While these provide supervision and a safe place to be, they are designed to address academic achievement.

School districts are pressed to improve state test scores. Extended day programs are ideal for this purpose. Indeed, most activities are designed to meet state standards. Parents, too, see after-school hours as time best used for formal academic learning.

With careful planning and attention to the child’s needs, play and private time will fit into the child’s week. Selecting an after-school program that incorporates play and private time is one way to balance time given to sports and academic pursuits.

—Anne Heinsohn, Associate Professor Emeritus

Prepared by Robert B. Lewis, professor of 4-H youth development

Visit Penn State’s College of Agricultural Sciences on the Web: www.cas.psu.edu

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