

The West Wire

West Region 4-H Newsletter

Inside this issue:

On The Horizon 1

National 4-H Recognition Model

Shining Stars 1

WAT Kicking Off in Medina County

Fit Kids 4

Under The Blazing Sun 2

Tips To Facilitate Positive Communication in Meetings

National Volunteer Week

Statewide Volunteer Awards Reminders

The Sky's The Limit 3

4HUSA.ORG Announces Featured 4-Her and 4-H Club of the Week

General Mills Grants Available

Putting The Pieces Together Leadership Curriculum

Websites to Watch

Landscapes & Cityscapes 4

Intercultural Competencies

Around The Bend 6

West Region Calendar of Events

Volume 1, Issue 2

January 2005

On The Horizon

National 4-H Recognition Model

4-H is a voluntary, non-formal education program. The purpose of 4-H is to assist youth in realizing their potential and to help them develop a positive image of themselves. In the broadest sense, 4-H is a human development program designed to foster a sense of confidence, a feeling of accomplishment, and a heightened level of competence. The careful, creative, balanced use of recognition is an element of successful programs.

The National 4-H Recognition Model includes five types of recognition. It is important for adults who work with 4-H'ers to provide appropriate recognition to all participants.

- Recognition of 4-H'ers for participation in educational ex-

periences acknowledges involvement as a first step in building a positive self concept.

- Recognition of progress toward personal goals enables youth to gain experience in goal-setting and realistic self-assessment.

- Recognition of the achievement of generally recognized standards of excellence gives youth an external, pre-determined target for their learning experiences.

- Recognition through peer competition is a strong motivation for some but not all young people. It is not appropriate for youth under age eight.

- Recognition for cooperation helps youth learn and work cooperatively, preparing them for living in today's interdependent, global society.

Applying The Model

The purpose of recognition is to

encourage and support the efforts of young people in learning to improve their knowledge and develop their life skills. The Recognition Model is a part of a comprehensive plan which rewards positive learning behaviors in youth. In all aspects of the model, recognition should be based on the youth's involvement, participation and/or efforts. Recognition should be designed to meet the needs, interests and aspirations of young people from different backgrounds and with different experiences. It should be focused on individual learning.

Participation

This type of recognition program emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences.

For some youth, participation in

Continued on Pg 5

Shining Stars

WAT Kicking Off in Medina County

Walk Across Texas Programs Kicked Off this fall in three schools in Medina County under the leadership of CEA-FCS, Sandy Kunkel. The 3rd, 4th and 5th grade students at Devine Intermediate, Natalia Elementary and Lytle Elementary are

participating in the program. Around 900 kids are walking, as well as teachers, aids and other school staff. All three schools sponsored a Kick Off program to get the program "on its feet". The Devine Kick Off started with a parade around the school led by the local police with sirens and lights on. The principal spoke and acknowledged TCE ,

Sandy and the PE teacher who organized the program. The school nurse spoke on the value of walking and fitness. The school counselor talked about fitness and it's value to doing good in school and briefly address career opportunities related to fitness. The local EMT was involved and spoke on walking safety. **Continued on Pg 4**

The results of treating children as objects or recipients are hostility, resistance, unresponsiveness, low self-esteem, insecurity, dependence, and feelings of entitlement. The results of treating children as assets are responsiveness, independence, motivation, and capable people.

Under The Blazing Sun

Tips to Facilitate Positive Communication in Meetings

Meetings bog down, go off track, and volunteers complain. Here are some tips to deal with specific problems.

1. Problem: Difficult person is ruining meetings

- *Set a tone.* Tell the people attending that you don't expect everyone to agree, that all viewpoints being heard make for better decisions. Say what you think, but no criticism of others.
- *Address the behavior.* Ask the difficult person if what they are doing, saying, or suggesting is contributing to the topic of the meeting. "So, Sarah, how is that related to our solving this problem?"
- *Ask the person to leave the meeting.* A tough and last resort choice, but sometimes necessary for the health of the project or plan. End the meeting and talk to the person immediately.
- *Give them feedback based on behavior.* "I noticed in the meeting how you were sitting and how many 'I' statements you made. This behavior is negatively impacting the work the group is able to accomplish. For this reason, I am removing you from this committee."

2. Problem: Getting off the topic

- *Get a clarity check.* Ask how the conversation is related to the purpose of the meeting. Move the discussion back onto the topic, through a review or restating the purpose of the meeting.
- *Create a "parking lot."* At every meeting have a sheet of easel paper on the wall (label it Parking Lot) and a supply of post-it-notes. When ideas off the topic come up, but are worthy of discussion, ask the person to write on the post-it and put it on the easel "parking lot." And be sure to visit the topic later in the meeting or at a subsequent meeting.
- *Summaries.* Periodically in the meeting do a summary of what has been said and what is left to be done. This has the effect of dealing with minor digressions or when a small group is engaged in a side topic, not related to the agenda.

National Volunteer Week — April 17-23

A 32-year tradition, National Volunteer Week, designates a special time to recognize and celebrate the tremendous efforts of volunteers.

The Points of Light Foundation has resources to support efforts for National Volunteer Week. A toolkit with news releases, psa's, artwork, and other materials will be available in January. There are also links to other resources on recognizing volunteers, principles of recognition and much more! Check out the website to get some great ideas for National Volunteer Week at <http://www.pointsoflight.org/programs/seasons/nvw/>



Statewide Volunteer Awards Reminder

Information concerning State Volunteer Awards was sent in early January from the State Office to counties. Please reference that letter for more specific information and nomination forms. All Nomination forms must be received in the appropriate district office by March 11, 2005, or an earlier District deadline (D10 Deadline is February 23, 2005). Below is a brief overview of each award.

Meritorious Service Award

The 4-H Volunteers Leaders' Association of Texas annually recognizes an outstanding county extension agent, County Extension Director, or program assistant and an outstanding Extension Specialist (any program area) or District Extension Administrator by presenting the Meritorious Service Award to them at the "Salute to Excellence Banquet" held in conjunction with Texas 4-H Roundup. The purpose of this award is to recognize Extension faculty members for their role in making 4-H volunteers more effective.

Texas 4-H Salute to Excellence Award

This award recognizes outstanding 4-H volunteers for their service to 4-H Programs and the impact that they have had on the lives of young people. Each district may select two recipients who will be honored as part of the total of 24 at a special dinner during Texas 4-H Roundup. These awards are sponsored by the Texas 4-H and Youth Program.

Continued on Pg. 4

The Sky's The Limit

This section features potential donors for County 4-H Programs, grants, scholarships or other educational resources that are available. If you come across a resource that would be great to feature in this section, please e-mail information to Cheryl Newberry.

4HUSA.ORG

The 4HUSA.ORG Web Crew is excited to announce the **Featured 4-Her** and **Featured 4-H Club of the Week** promotions. If you know a 4-Her or a club who have done extraordinary things that should be featured on the 4HUSA.org website, please e-mail with the subjects "Featured 4-Her" or "Featured 4-H Club" and tell us about what they have done. If possible, we would also like a picture (preferably of the club or member in action). Each week, we will tell you about another amazing 4-H youth and club!

General Mills Grants

Applications are available for General Mills Champions grants for projects that promote enhanced nutrition and physical fitness among American youths. The program, a collaboration of the American Dietetic Association Foundation, the General Mills Foundation, and the President's Challenge, will award 50 grants of \$10,000 each to encourage improved patterns of eating and physical activity among children and young people ages 2 to 20. Additional information is available on the General Mills Web site.

Who May Apply: Organizations classified as tax-exempt under Sections 501(c)(3) or 509(a) of the Internal Revenue Code. Projects should include at least one behavioral objective related to nutrition and at least one behavioral objective related to physical activity. Contact: Elizabeth Puga, GMF,

P.O. Box 580055, Minneapolis, MN. 55458. Phone: (312) 899-4793, email: puga@eatright.org

Putting the Pieces Together- 4-H Leadership Curriculum

The new leadership curriculum has hit the streets. All county offices should have received one complimentary copy of the "Putting the Pieces Together" curriculum. This resource is ideal for developing leadership life skills in youth and adult program participants. This experiential curriculum is divided into four sections: Head, Heart, Hands and Health. Each section contains chapters that address specific leadership life skills. Within the chapters are hands-on lessons written on four levels of leadership experience. These lessons are designed to take the learner from program participant to program leader or coordinator. The Do, Reflect, Apply format is utilized for each activity. The

curriculum can be utilized with curriculum enrichment groups, afterschool groups, 4-H leadership development groups or 4-H clubs. Lessons can also be utilized as stand alone activities to enhance meetings or to focus on individual leadership characteristics.

Websites to Watch:

<http://www.energizeinc.com/> - volunteer development resources
<http://e-volunteerism.com/index.php> - volunteer journal
<http://childstats.gov/> - child and family statistics
<http://www.nydic.org/nydic/> - National Youth Development Information Center

Landscapes & Cityscapes...Focus on Diversity

Intercultural Competencies

Intercultural competencies are cognitive, affective, and behavioral skills necessary for 21st century Extension professionals to:

- ⇒ Create a work environment where all people feel welcomed and supported in contributing their skills and creativity;
- ⇒ Interact effectively and equitably with the many constituencies in communities.
- ⇒ Development of intercultural competency skills is a lifelong process. The skills are:

Cognitive (the inquiring mind set) Recognize and understand:

- ⇒ Your own cultural/social identities and how they shape your worldview. This includes an awareness of one's own cultural communication style, which reflects one's perceptions, assumptions, norms, beliefs, and values.
- ⇒ The validity of multiple perspectives, which leads beyond 'either/or' thinking toward 'both/and' thinking. This includes an awareness of other valid cultural communication styles, which reflect different perceptions, assumptions, norms, beliefs, and values.
- ⇒ Differing cultural modes of communication and how they affect meaning.
- ⇒ Differing concepts of time and space and how they communicate meaning.
- ⇒ Differing cultural values and how they drive behavior.
- ⇒ The effects of differences in historical power and privilege, including institutional privilege and internalized oppression.
- ⇒ Laws and policies in support of diversity and pluralism.
- ⇒ Revisionist history and the effect of historical events on present day behavior.

Continued on Pg 5

"Vision is not enough, it must be combined with venture. It is not enough to stare up the steps, we must step up the stairs. "

Vaclav Havel

"The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them."
Ralph Nichols

Under The Blazing Sun...Continued

Leader's Legacy Award

This is an award to recognize the 4-H leader who has been an integral part of the 4-H and youth program for 20 years or more. The person who is nominated for this award may or may not be the person who is always in the spotlight, but is the one who makes an impact and a difference on the 4-H members with whom they work. Stretch beyond your normal thinking and be inclusive in making your selection for this prestigious nomination. This award will be presented as part of our Salute to Excellence Banquet in June during Roundup and is sponsored by the Texas 4-H and Youth Program.

Citation for Outstanding Service to 4-H

This award recognizes an individual or a business who has made an outstanding contribution to Texas 4-H programs on a regional or state basis. Awards are generally made based on a

long-term commitment rather than a one-time program. Individuals or businesses which are local supporters, and limit their contributions to local programs, should be recognized at the local level. The number of citations awarded will vary from year to year.

Texas 4-H Alumni Award

The Texas 4-H Alumni Award will recognize adults who have made significant achievements in their communities. Consideration is given to individuals who have demonstrated an outstanding record of achievement as a 4-H member and who have shown evidence of 4-H's influence on their adult lives. Continued service to 4-H in adulthood is very important.

Texas 4-H Volunteer Website:

<http://dallas.tamu.edu/4H/volunteer/index.html>

Shining Stars...Continued

One of the teachers is serving as the WAT "cheerleader" and lead the entire group in a chant. All participants received a waterbottle as an incentive. Sandy reports that the program is going great!!!!

Fit Kids

Patricia Hohensee, Runnels CEA-FCS, joined forces with partners at Ballinger Elementary in developing a health awareness project that focused on the importance of proper diet and adequate physical activity. The Fit Kids program targeted 70 4th grade students over a ten-week series that included six classroom sessions and on a Fit Kids Field Trip. The program focused on teaching youth healthy lifestyle interventions that were intended to become lifetime habits. The following lifestyle principles were addressed:

- ⇒ Improve diet quality by following the Food Guide Pyramid for serving sizes and numbers.
- ⇒ Gradually increase physical activity through active play for children and

adults.

- ⇒ Decrease sedentary activities, including screen time at home.
- ⇒ Increase fruit and vegetable intake to meet dietary recommendations.
- ⇒ Increase family meals eaten together to improve nutrition, communications and family connections.
- ⇒ Encourage "engaged parenting" in which parents provide children with healthy food choices and opportunities for physical activity.

Classroom sessions focused on learning to eat according to the Food Guide Pyramid, how to keep food journals and how to enjoy increased physical activity. Each child was issued a pedometer to use to calculate the number of miles walked each day. The pedometers were a motivational tool that encouraged kids to get active. Toe Tokens were awarded when mileage milestones were reached. Students clocked miles walked at home and during certain PE Classes. Fifty-five of the seventy students used their pedometers to monitor 7,017 miles. Participants also learned that being over-weight was a risk factor for several diseases, including

cancer. Parents received weekly newsletters that reinforced what the students were learning in school. As a follow-up to the Fit Kid learning experiences, teachers paired students in groups of two and gave them the assignment of preparing an illustrated talk about something they learned in Fit Kids. Each team presented their talk to one or more classrooms at Ballinger Elementary. One of the cooperating teachers commented, "Our goal of presenting to every class may just be realized. They are so excited. It is a self-rewarding assignment. Each group wants to do it again and again. Even research on the internet and slide show presentations! I wish you could see their enthusiasm." As a result of the presentations by the 4th grade program participants, Fit Kid information reached an additional 420 students at Ballinger Elementary. At the end of the classroom series, a Fit Kids Field Trip featured a fitness presentation by an Olympic hopeful track athlete, participation in active games and fun Olympic style team events and visits to semi-pro sports facilities in San Angelo.



Devine Intermediate School students participate in the Walk Across Texas Kick-Off Parade around their school and begin a program to encourage walking and fitness.

"They may forget what you said, but they will never forget how you made them feel."

Carl W. Buechner



Ballenger Elementary students run the bases at Foster Stadium

Landscapes & Cityscapes...Continued

Affective (the open heart set)

- ⇒ Seek out and enjoy difference (expand comfort zone).
- ⇒ Be proud of your own cultural identity.
- ⇒ Practice empathy.
- ⇒ Commit to learning about and working with people from varying cultural backgrounds.
- ⇒ Build relationships of trust, safety and mutual respect with the many different cultural groups who live in our communities.
- ⇒ Acknowledge "not knowing" when you don't understand.
- ⇒ Commit to lifelong learning of intercultural competencies.

Behavioral (the evolving skill set)

- ⇒ Open and continue dialogue in a non-threatening way.
- ⇒ Communicate one's own perspective with clarity.
- ⇒ Listen in accordance with the cultural context.
- ⇒ Provide feedback in order to check for mutual understanding.
- ⇒ Reserve judgment when observing a cross-cultural interaction.
- ⇒ Interrupt oppressive behavior (preserving the dignity of all people).
- ⇒ Use non-blaming language to talk about issues of difference.
- ⇒ See one's own mistakes as learning opportunities.
- ⇒ Apply "mind set" to address conflict in a cross cultural setting.
- ⇒ Engage with local, culturally diverse, community-based networks in the design, implementation and evaluation of educational programs

With intercultural competencies, the Extension professional is able to contribute to building an effective multicultural organization by:

- ⇒ developing and implementing culturally appropriate teaching methods which vary across cultures and meet the needs of the intended audiences;
 - ⇒ supporting, mentoring, and teaming with culturally diverse staff, volunteers, and community groups;
 - ⇒ working effectively in multicultural groups
- National Extension Diversity Center Website
<http://www.ediversitycenter.net/>

On The Horizon...Continued

a 4-H learning experience is an accomplishment.

Progress Toward Self-Set Goals

Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.

Achievement of Standards of Excellence

Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.

Peer Competition

Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is a strong motivator for some youth but is inappropriate for youth under age eight.

Cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

The Recognition Model can be used to design a recognition system to meet the needs of all youth. Designing a recognition system involves:

- Looking at the young people: their needs, interests, attitudes and aspirations.
- Understanding differences between people based on background and experiences; difference in behavior in some person; differences between similar types of people.
- Using recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs. It has to balance recognition for participation, progress toward self set goals, achievement of standards of excellence, competition and cooperation.

Using a comprehensive, recognition program can lead to more youth being recognized and can provide a way to say to every youth: "You are a valued and important member of the 4-H program."

WEST REGION 4-H

Cody Stone
Regional Program Director-4-H
325.653.4576
c-stone@tamu.edu

Cheryl Newberry
West Region 4-H Specialist
c-newberry@tamu.edu
830.278.9151

Matt Tarpley
West Region 4-H Specialist
432.336.8585
mtarpley@ag.tamu.edu

We're On The Web!
<http://Uvalde.tamu.edu/xtension/4-H/westregionindex.htm>



4-H Is Best...In The West!

Around The Bend...Upcoming Events & Activities

February 2005

- 4-20 San Antonio Livestock Show & Rodeo
- 4 SALE Rural Youth Banquet
- 5 SALE Youth Day
- 4-13 El Paso Stock Show — SWILS
- 12 D-10 & SALE Horse Judging Contest — San Antonio
- 18-27 San Angelo Livestock Show
- 19 D-10 and SALE Consumer Judging Contest — San Antonio

March 2005

- 1-20 Houston Livestock Show and Rodeo
- 2 D-10 4-H Program Development Committee Meeting— Uvalde
- 3 D-10 4-H 101 Training — Uvalde
- 12-27 Star of Texas Livestock Show & Rodeo — Austin
- 29 District 10 Administrative Meeting — Uvalde
- 31 NEATO — Ft. Stockton

April 2005

- 1-6 National 4-H Conference — Washington, DC
- 2 D-7 Rifle Contest , Consumer Judging and VLAT — Brownwood
- 9 D-7 Horse Judging — Stephenville
- 15 D-6 Livestock, and Horse Judging — Lubbock
- 16 D-10 and Invitational Wool & Mohair Judging Contest — Kerrville
D-10 Roundup, Share The Fun, Beef and Horse Quiz Bowls—
- 23 D-10 Fashion Show — San Marcos
D-10 Judging Contests — Fredericksburg, Hondo
- 17-23 National Volunteer Week
- 26-27 TAE4-HA Spring Board Meeting — Brownwood
- 30 D-6 Roundup, Consumer Decision Making, Senior Fashion Show, Senior Fabric & Fashion Design, Range Plant ID Contests
D-7 Wool & Mohair and Range Contests — Eldorado
D-10 Rifle Contest — Kerrville

May 2005

- 3 D-7 Livestock & Meats Judging — Mason
- 6 4-H Goat Give-Away — Prairie View
- 7 D-7 Roundup, Entomology, Plant ID, Share The Fun, Senior Fashion Show, Soil Judging, and Jr. Photography Contest — San Angelo
- 14 D-6 Mohair and Wool Judging — Del Rio