

Arkansas 4-H Afterschool

U of A UNIVERSITY OF ARKANSAS
DIVISION OF AGRICULTURE

"Making the Best Better"



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Gearing Up for *Lights on Afterschool 2010!*

Join more than 1 million Americans in rallying for afterschool programs at 7,500+ events nationwide.

This issue

Gearing Up for <i>Lights on Afterschool</i>	1
Positive Youth Development	1
4-H Afterschool In-Service Training	2
OurSpace: Dimensions of Diversity	2
4-H Afterschool Club News	3
Grant Opportunities	3

EVENT NEWS: The Empire State Building will light up on Oct. 21 in honor of *Lights on Afterschool*.

Build support for your program and call attention to the afterschool programs that keep kids safe, that inspire them to learn and that help working families.

Mark your calendars for the 12th annual *Lights on Afterschool* on October 20, 2011.

Find Arkansas events at
<http://www.afterschoolalliance.org/loaFindEventState.cfm?state=AR>.



**EMPIRE
STATE
BUILDING**
LIGHTING PARTNER

Positive Youth Development

Positive youth development can be described as a philosophy or approach promoting a set of guidelines on how a community can support its young people so they can grow up competent and healthy and develop to their full potential.

The national discussion about PYD focuses on five characteristics referred to as the 5Cs: 1) competence, 2) confidence, 3) connection, 4) character and 5) caring. Once these five characteristics develop, a sixth characteristic emerges: contribution. This sixth characteristic occurs when young people contribute to their communities, their families and themselves.

The 4-H Framework

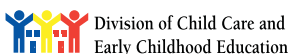
4-H uses a framework based upon the 4-H Pledge to organize the delivery of

experiences that support the growth and development of youth. 4-H refers to this framework as a "Targeting Life Skills Model" (Hendricks, 1998). This model addresses the skills within the five competency areas that youth development traditionally addresses. These are noted in the description of the model on the back page.

In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are interrelated, the categories in which they are placed could vary with organizational structures.

(Cont. page 4)

In partnership with



Arkansas 4-H Afterschool In-Service Training 2010-11

County extension agents from across the state received training in hands-on, research-based curriculum August 17 and 18. A tour of the Little Rock Air Force Base started the two-day training. "Aerospace Day" was in partnership with the LRAFB's Civic Outreach department and Operation Military Kids (OMK, Maureen Rose). Cynthia Maddox and Chris Hunkel, LRAFB personnel, were instrumental in arranging the tour. County extension agents and state specialists received an up close and personal view of aircraft. The day climaxed with John Weis, an Aerospace Education Specialist supported by NASA, teaching hands-on rocketry. The group traveled to the 4-H Center, assembled water bottle rockets and launched the rockets with assistance from J. J. Pitman and Shannon Caldwell.



John Weis, NASA educator, and 4-H agents

Day 2 kicked off with the 40 Developmental Assets (*Search Institute*) for Youth with resources from New Futures with Debra Threet, program coordinator. Jackie King (Monroe County), Torya Fields (Mississippi County) and Ida Collier (LRSO) facilitated activities involving Diversity to help youth navigate a changing society. Stacey McCullough (Community and Economic Development) along with Jeanie Zerr (Johnson County) facilitated entrepreneurship for youth.

Technology has presented youth with many educational opportunities. Cyberspace was presented by Jef Ferguson (STEM Tech) and BeVerly Sims (IT). They helped agents with the very basics of computers from taking them apart to putting them back together. Day 2 culminated with Pia Woods (Jefferson County) presenting Service Learning and the importance of teaching this concept to youth at an early age.

The goal of Arkansas 4-H Afterschool is to provide quality researched-based, train-the-trainer opportunities for school-age providers. County extension agents have many tools in their belts to help strengthen communities and families. 4-H Afterschool training is another tool to help support positive youth development. **For more information, please call your local county extension agent or contact Ida Collier, Program Associate, at 501-671-2270.**

Try this Hands-on Activity: OurSpace – Dimensions of Diversity

Chain of Diversity (Can be adapted for all four age groups)

Goal: Participants will discover and recognize the many ways in which they are similar and are different from others in the group, as well as the ways in which each person is unique.

Time: 15-30 minutes, depending on the number of participants.

Materials: Glue sticks and enough strips of colored construction paper so that each participant will have six strips. Strips should be about 1.25 to 1.5 inches wide.

Procedure: Introduce this activity by inviting participants to look at some of their own similarities and differences. Pass bundles of colored strips around the room. Ask each participant to take six strips. Ask participants to think of ways in which they are similar to and different from the other people in the room.

On each strip, participants should write down one similarity and one difference. When completed, each person should have written six ways in which they are similar and six ways in which they are different from the other people in the room.

Tell participants to be prepared to share with the whole group what they have written on two of their strips. If group members are having difficulty, give some examples of ways people may be different or similar, such as appearance, birth order, the type of community in which they live, hobbies and interests, age, parental status or marital status.

Ask each person to share two ways he or she is the same and two ways he or she is different from the other people in the room.

Start a chain by overlapping and gluing together the ends of one strip. Pass a glue stick to each person and ask the participants to add all six of their strips to the chain. Continue around the room until all participants have added their strips to the chain.

Discussion: Ask participants to reflect on the many things they have in common, as well as the ways that each person in the group is unique. Conclude by pointing out that even though members of the group come from different backgrounds, in many ways they are the same. Display the Chain of Diversity on a bulletin board or around the doorway of your meeting room. The Chain of Diversity will symbolize the common aspects and the uniqueness that each person contributes to the group.

For a complete list of 2010-11 4-H Afterschool lessons, please visit 4-H Afterschool (<http://www.kidsarus.org/go4it/Opportunities/afterschool/classes.htm>).

4-H Afterschool Club News!!!!

Craighead County 4-H'ers Attend the 40th Early Childhood Conference

On August 9, 2010, at Arkansas State University in Jonesboro, Ida Collier, 4-H Afterschool Program Associate, John McFarland, 4-H County Extension Agent, and 4-H'ers presented a hands-on learning activity with

school-age providers. The providers had many questions and were eager to listen to the two 4-Hers' developmental journey in 4-H. The youth had just returned from backpacking during the 11-day High Adventure Program in the Pecos Wilderness area of New Mexico. The presentation was yet another vehicle to introduce the benefits of 4-H Afterschool to school-age providers.



Whitney O., Delta District 4-H vice president, and Jaci H., state 4-H ambassador, share experiences with school-age providers.

Online Course Coming Soon

2010-11 Agent In-Service Class will be available in an online course powered by Moodle in mid-October 2010. Staff who had time conflicts with the August in-service will be able to take this course online.

Mobile Computer Lab Available

Arkansas 4-H Afterschool announces the availability of a mobile computer lab with five PC laptops with Windows XP, Microsoft Office and Macromedia Flash to use in teaching computer

technology workshops. Advanced reservation of the lab is required. Transportation from the Little Rock State Office is to be arranged by the county. **To check on availability, contact Ida Collier at icollier@uaex.edu or 501-671-2270.** The laptops are donations from the University of Arkansas Cooperative Extension Service.

Marketing Materials

Five displays with X-stands are available for counties to use in training and county events. Please schedule with Ida Collier in advance to promote 4-H Afterschool at county and district events.

FUNDING OPPORTUNITIES

Verizon Foundation Funding Goals and Partnership Guidelines

The Verizon Foundation is in the business of improving lives through literacy, knowledge and a readiness for the 21st Century.

Specifically, we help people to:

- Increase their literacy and educational achievement
- Avoid being an abuser or a victim of domestic violence
- Achieve and sustain their health and safety

Verizon Grants: <http://foundation.verizon.com/grant/guidelines.shtml>



The Lexus Eco Challenge

Inspire and empower middle and high school students to learn about the environment and take action to improve it.

Sponsors: Lexus and Scholastic
Eligibility: Teams of students in grades 6-12, with one teacher advisor.

Deadline: November 3 (land/water challenge), January 19 (air/climate challenge).

Amount: Sixteen awards of \$10,000 in scholarships and grants among the students, teacher and school.

Contact: www.scholastic.com/lexus/



State Farm Good Neighbor Service-Learning Grants

Engage youth in service-learning.

Sponsors: State Farm and Youth Service America.

Eligibility: Teachers, service-learning coordinators and students in a public school, and staff and youth in a community-based organization working with a public school.

Deadline: October 15

Amount: Multiple grants of up to \$1,000 each.

Contact: www.ysa.org/goodneighbor

Positive Youth Development (Continued from p. 1)

4-H Focus of Youth Competencies

HEAD: Knowledge, Reasoning and Creativity Competencies

Thinking: using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider. *Managing:* using resources to accomplish a purpose.

HEART: Personal/Social Competencies

Relating: establishing a mutual or reciprocal connection between two people that is wholesome and

meaningful to both. *Caring:* showing understanding, kindness, concern and affection for others.

HANDS: Vocational/Citizenship Competencies

Giving: Providing, supplying or causing to happen (social responsibility). *Working:* Accomplishing something or earning pay to support oneself through physical or mental effort.

HEALTH: Health/Physical Competencies

Living: Acting or behaving; the manner or style of daily life. *Being:* living one's life; pursuing one's basic nature; involved in personal development.

Life Skills Developed Through 4-H

The chart below lists the specific skills that lead to mastery in the four categories and eight subcategories of the 4-H Targeting Life Skills Model.

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<p>HEAD</p> <p>Thinking</p> <p>Learning to learn Decision making Problem solving Critical thinking Service learning</p> <p>Managing</p> <p>Goal setting Planning/organizing Wise use of resources Keeping records Resiliency</p>	<p>HEART</p> <p>Relating</p> <p>Communications Cooperation Social skills Conflict resolution Accepting differences</p> <p>Caring</p> <p>Concern for others Empathy Sharing Nurturing relationships</p>	<p>HANDS</p> <p>Giving</p> <p>Community service volunteering Leadership Responsible citizenship Contribution to group effort</p> <p>Working</p> <p>Marketable/useful skills Teamwork Self-motivation</p>	<p>HEALTH</p> <p>Living</p> <p>Healthy life-style choices Stress management Disease prevention Personal safety</p> <p>Being</p> <p>Self-esteem Self-responsibility Character Managing feelings Self discipline</p>
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The graphic to the right represents a system for targeting skills that lead to mastery of targeted competencies. These are life skills, and it is these skills that 4-H addresses. It is important to know this 4-H framework as well as the structure a youth program uses to organize the competencies it targets. By understanding both structures, professionals, volunteers and parents will know the expectations each organization has for staff and participants and will be able to partner more effectively.

Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" (<http://www.extension.iastate.edu/4h/explore/lifeskills.htm>).



For more information, contact Ida Collier, Program Associate - 4-H Afterschool, University of Arkansas Division of Agriculture, Little Rock, 501-671-2270 or icollier@uaex.edu.