

Message from the Arizona 4-H Program Director

Welcome to the Arizona 4-H Volunteer Newsletter! It has been a year since I started as the State 4-H Program Leader. I have had a chance to travel to all 15 counties and hear from many of you about your passion for 4-H, for creating youth opportunities, and the challenges that you face in accomplishing your goals. This newsletter is a result of the expressed desire for further professional development and increased communication between the State 4-H Office, and our 4-H volunteers who are our greatest organizational asset. This is our first effort at ensuring we are investing in you.

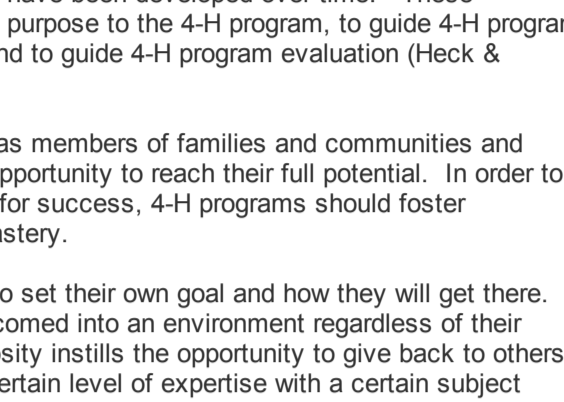
Whether you are heading to County Fair or you are starting to reform your 4-H clubs for the new 4-H year the topics in this newsletter will be relevant. Our feature blog article focuses on creating a safe environment in 4-H and there are tips and tricks of the trade on ensuring relationship building between and amongst youth, and creating opportunities for challenge and discovery within project and club activities. Finally, we want to hear your feedback so please complete the survey about this newsletter [here](#).

I deeply care about 4-H program quality because when we have high-quality programs it means that young people get the most out of the 4-H program -AND- youth and their families stay involved. To this end, I have ensured that over the past year county-based 4-H professionals have received cutting edge training on what 4-H program quality means. Through this newsletter I have asked our 4-H Youth Development Agents/Assistant's in Extension to share with you how to ensure that our 4-H club programs and activities are at the highest quality they can be as we all strive to Make the Best Better.

I look forward to seeing many of you over the next month at your county fairs and new membership events. If you see me, please make sure you introduce yourself.

In 4-H,
Jeremy Elliott-Engel, Ph.D.
Associate Director & State 4-H Program Leader
The University of Arizona Cooperative Extension

Positive Youth Development: Safe Environment



By Mike Hauser, Associate 4-H & Ag Agent, Apache and Amy Parrott, Associate 4-H Agent, Yuma

Concept: A safe environment is fundamental to every 4-H setting, regardless of project or delivery method.

Introduction/Theoretical Framework: Quality youth programs are an important part of a healthy community. A quality youth program is clear about what it is accomplishing and how it is meeting the needs of the youth, and staff will cooperate and communicate with parents, schools, and the general community (Larsen, Eccles and Gootman, 2004). For a program to be effective, it must forge a connection between the parents and the youth that it serves (National Research Council, 2002). 4-H is certainly no different. 4-H empowers youth to reach their full potential working and learning in partnership with caring adults. The mission of 4-H is to provide meaningful opportunities for all youth and adults to work on projects that create sustainable community change. All these projects are based on three primary content mission areas – civic engagement and leadership, healthy living, and science.

Many positive youth development frameworks have been developed over time. These frameworks are designed to give direction and purpose to the 4-H program, to guide 4-H program activities, to identify 4-H program outcomes and to guide 4-H program evaluation (Heck & Subramaniam, 2009).

Purpose: 4-H believes that all young people, as members of families and communities and citizens of a global society, should have the opportunity to reach their full potential. In order to create the best environment for young people for success, 4-H programs should foster Independence, Belonging, Generosity, and Mastery.

Independence helps young people to be able to set their own goal and how they will get there. Belonging ensures that young people feel welcomed into an environment regardless of their background, belief, ideas and culture. Generosity instills the opportunity to give back to others in meaningful ways. Mastery is achieving a certain level of expertise with a certain subject matter, so you can share it with others. (Kress 2004)

Objective: The most basic and fundamental component of any Positive Youth Development experience is providing a safe environment. Safety is necessary for all the components of PYD. Physical safety is freedom from violence and unsafe health conditions while emotional safety is the absence of the threat of violence and stress (Eccles and Gootman p. 89). A safe organization is one that provides reliable access to adults and a safe space to meet (McLaughlin, 2000). Bullying and reckless behavior are not acceptable at 4-H functions. These events should focus on being inclusive, promoting respect, providing clear boundaries and supporting positive relationships

A safe environment is free from bias. Youth from all backgrounds feel comfortable, adults mediate negative behavior, and young people support each other, treat each other with respect, share with one another, and learn. Without physical and emotional safety, skills such as self-awareness and emotional management cannot take root and eventually thrive (The Pyramid of Youth Program Quality). The 4-H Essential Elements model states that a safe environment is one where young people feel safe to express themselves, and are free from exposure to injury, abuse, and ridicule.

Recommendations/Implications: A safe environment is a space where 4-H members can express themselves, be creative, share their ideas and opinions, and take part in the decision-making process. They can try and learn new skills with their friends and learn about people different from themselves. Members need to be supported by their leaders and challenged to learn something more, to step out of their comfort zone and to push to be better.

Youth leaders ensure a safe physical, social and emotional environment, 4-Hers can experience success and make mistakes and know that they are still a valued member of the group or club. It's important that leaders work to reduce negative outcomes like teasing from their peers or decreased self-esteem when they don't do as well as they wanted to, or don't win (Jennings, L. B., Para-Medina, D. M., Hilfinger-Messias, D. K., & McLoughlin, K.).

Case Study: Interview on the Importance of Being Safe with a current Apache County 4-H Certified Leader who was a 4-H member as a youth and has a child that is currently enrolled in 4-H.

As a 4-H member, there was not a lot of formal discussion about creating or developing a safe environment. Being in our 4-H attire created a safe zone, or safety net, where we looked out for each other, we helped each other, and we behaved professionally. The 4-H dress standard created an expectation of behavior that we all followed. We felt we were treated with respect, had a voice, and were involved in our community, especially when we were in our 4-H professional attire. We also went to the aid and support of any 4-Her from another club or community if we felt they were being picked on, bullied, or needed help. We felt a strong sense of community as 4-H members.

As a 4-H leader, I am always evaluating the physical setting and I am constantly monitoring the behavior of the 4-H members. I believe the location should be safe – it does not have to be in a padded room but it also should not be in a bar. It is wise to know our surroundings and where we hold our 4-H club activities. It is important, as a 4-H leader, to listen to what is being said between youth and about other youth plus pay attention to situations.

References

Heck, K. E., & Subramaniam, A. (2009). Youth development frameworks. [Monograph]. Davis, CA.

Herman, M., & Blyth, D. (2016). The Relationship between Youth Program Quality and Social & Emotional Learning.

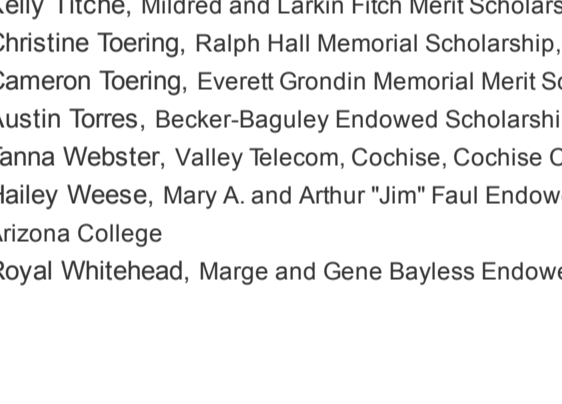
Jennings, L. B., Para-Medina, D. M., Hilfinger-Messias, D. K., & McLoughlin, K. (2006). Toward a critical social theory of youth empowerment. *Journal of Community Practice*, 14(1-2), 31-55.

Kress, C. (2004). Essential elements of 4-H youth development. Morgantown, WV: West Virginia University. Retrieved September 2, 2005.

Larson, R., Eccles, J., & Gootman, J. A. (2004). Features of Positive Developmental Settings. *Prevention Research*, 11(2), 8-13.

McLaughlin, M. W. (2000). Community counts: How youth organizations matter for youth development.

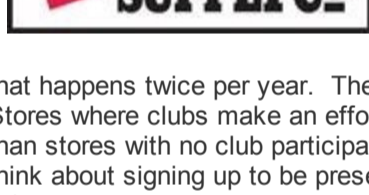
National Research Council. (2002). Community programs to promote youth development. National Academies Press.



Youth Spotlight

Arizona 4-H Youth Foundation (AZ4-HYF) distributed scholarships to youth across the state at a variety of educational institutions in multiple states. Below are the 2019 AZ4-HYF Scholarship awardees listed with their awarded scholarship, county of participation and the college they are attending.

- Jolene Addington, Cochise County Jr. Livestock Scholarship, Cochise, Oklahoma State University
- Alyssa Baller, Pima County Jr. Livestock Sales Scholarship, Pima, University of Arizona
- Sarah Butler, Pima County 4-H Leaders Memorial Scholarship, Pima, Northern Arizona University
- Bailee Cameron, Becker-Baguley Endowed Scholarship, Coconino, Azusa Pacific University
- Brooklyn Corbin, Colorado River 4-H Small Stock Merit Scholarship, Maricopa, Grand Canyon University
- Autumn Gilbert, Don Landeen Memorial Scholarship, Pima, University of Arizona
- Kailah Goers, Mildred and Larkin Fitch Merit Scholarship, Mohave, Northern Arizona University
- Emily Goncalves, Mary A. and Arthur "Jim" Faul Endowed Scholarship for 4-H Scholars, Pinal, Cottey College
- Ava Hanson, Pima County 4-H Horse Project Scholarship, Pima, Pima Community College
- Lena-May Haight, June Gibbs Memorial Scholarship, Yavapai, Grand Canyon University
- Robin Lee, Eugenia Scott and Ralph Rogers Hawthorne 4-H Scholarship, Maricopa, Benedictine University Mesa
- Elizabeth McN, Judith and Richard Fleming Scholarship, Yuma, Arizona Western
- Elizabeth McGibbon, Pima County Jr. Livestock Sales Scholarship, Pima, University of Nebraska-Lincoln
- Jenna Mennetti, Leonard and Rita Cheatham Endowed Scholarship, Maricopa, Mesa Community College
- Madison Michaels, Valley Telecom, Cochise, New Mexico State University
- Blake Norris, Farm Credit Services SW/Jake Flake Memorial Scholarship, Pinal, Central Arizona College
- Ariel O'Connor, Marge and Gene Bayless Endowed Scholarship, Gila, University of Arizona
- Alex Odell, Mary A. and Arthur "Jim" Faul Endowed Scholarship for 4-H Scholars, Pinal, Central Arizona College
- Madison Officer, Mary A. and Arthur "Jim" Faul Endowed Scholarship for 4-H Scholars, Pinal, University of Arizona
- Talen Osborn, Betty Accomazzo Memorial Scholarship, Yuma, Arizona State University
- Morgan Owen, Cochise County Jr. Livestock Scholarship, Cochise, New Mexico State University
- Katie Pascaviss, Farm Credit Services SW/Carl Weller Memorial Scholarship, Maricopa, Arizona State University
- Katja Pietrassa, Marge and Gene Bayless Endowed Scholarship, Mohave, Auburn University
- Juliana Quiroga, Eugenia Scott and Ralph Rogers Hawthorne 4-H Scholarship, Santa Cruz, Pima Community College
- Nicole Rios, Arizona 4-H Youth Foundation, Santa Cruz, Occidental College
- Bethany Robinson, Arizona 4-H Youth Foundation, Maricopa, Northern Arizona University
- Stephanie Rudolfo, Mildred and Larkin Fitch Merit Scholarship, Maricopa, Grand Canyon University
- Connor Sawyer, Mary A. and Arthur "Jim" Faul Endowed Scholarship for 4-H Scholars, Pinal, University of Arizona
- Kelly Titcher, Mildred and Larkin Fitch Merit Scholarship, Santa Cruz, University of Arizona
- Christine Toering, Ralph Hall Memorial Scholarship, Pima, University of Arizona
- Cameron Toering, Everett Gordin Memorial Scholarship, Pima, Arizona State University
- Austin Torres, Becker-Baguley Endowed Scholarship, Pima, University of Arizona
- Tanna Webster, Valley Telecom, Cochise, Cochise College
- Hailey Weese, Mary A. and Arthur "Jim" Faul Endowed Scholarship for 4-H Scholars, Pinal, Central Arizona College
- Royal Whitehead, Marge and Gene Bayless Endowed Scholarship, Pinal, Central Arizona College



Fall Paper Clover at TSC Runs October 9th - October 20th

Tractor Supply's Paper Clover is a fundraising event for 4-H that happens twice per year. The fall session runs from October 9th through October 20th. Stores where clubs make an effort to show off 4-H activities, the donations are about 40% more than stores with no club participation. Club schedules get filled up quickly, so now is the time to think about signing up to be present at the store to help grow the Paper Clover results. Here are a few activities your club could do at the store:

- Run an in-store information booth about 4-H \ \ Help pack items at the register and promote Paper Clover \ \ Host a petting zoo \ \ Host a bake sale or car wash

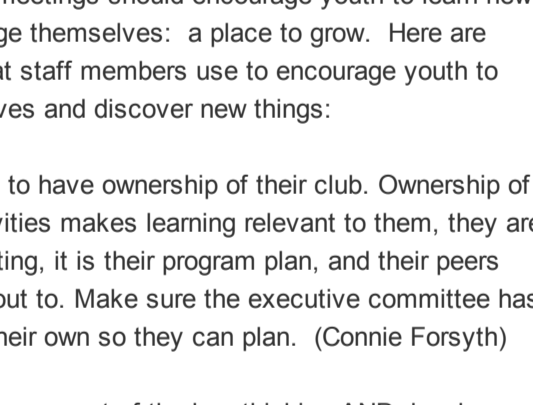
This spring, the Paper Clover generated \$14,567 to support youth to attend personal development educational opportunities. The funds supported youth to attend Summer Camp, J.O.L.T., Arizona 4-H Summit, National 4-H Conference, National 4-H Congress, Western National Round-Up, and many other awesome opportunities. Each state receives 90% of the funds, and 10% supports the National 4-H Council for administration.

- Community members can contribute during fundraisers by:
 - Donating in store at the register. [Click here for the store locator.](#)
 - Donating online at checkout when making a purchase on tractorsupply.com. (Donations will be assigned to states based on the shipping location).
 - Donating by phone when you call TSC Customer Solutions at 877-718-6750

4-H clubs can take advantage of multiple opportunities throughout the year to help raise awareness of TSC's Paper Clover campaign. Talk to your local store management about these additional possibilities:

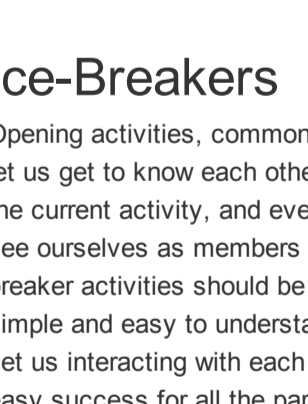
- Have any activity at the TSC store during National 4-H Week, October 6th – 12th
- Use your TSC as a meeting site, exhibition location, or field trips
- Sell handmade Valentine's in February
- Sell hot dogs and hamburgers on July 4th
- Carve pumpkins to sell in October
- Wrap gifts in December
- Host livestock clinics in the parking lot

Cloverbud Corner: Opening Ceremony



Each month, we'll be asking volunteers for their best ideas to share with other leaders. We'll focus on Cloverbud, because we'll need simple ideas for that age-group. Remember than any idea that works for Cloverbuds will work for older youth, and can be made more complicated or fancier or . . . more whatever your youth decide!

Please tell us [your best idea \(click here\)](#) for an opening ceremony for a 4-H Cloverbud meeting. Results will be shared in October's Newsletter.



How to encourage Challenge and Discovery in your 4-H Club

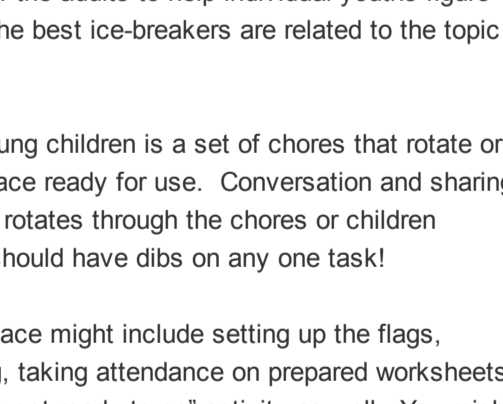
4-H activities and meetings should encourage youth to learn new things and challenge themselves: a place to grow. Here are some activities that staff members use to encourage youth to challenge themselves and discover new things:

Encouraging youth to have ownership of their club. Ownership of their club and activities makes leadership relevant to them, they are planning their meeting, it is their program plan, and their peers they are reaching out to. Make sure the executive committee has meeting times of their own so they can plan. (Connie Forsyth)

Solving problems together is a great way to encourage out-of-the-box-thinking AND develop team work skills. These short, small group activities can include: solving a puzzle, using clues to find a treasure, or eating a donut dangling from a string (harder than it sounds!). These activities help youth discover their own strengths and weaknesses, the value of the other group members, and new ways of thinking about things. (Misti Todd)

Using group activities run by youth leaders is a great way to encourage youth to be in the challenge and discovery. Self-guided activities (such as chores) that get kids used to being in the space and interacting with each other are good. (Liz Sparks)

Ice-Breakers



Opening activities, commonly called ice-breakers, let us get to know each other, get us engaged in the current activity, and even help us to begin to see ourselves as members of a group. Ice-breaker activities should be fun, non-threatening, simple and easy to understand, and they should get us interacting with each other and provide easy success for all the participants. In a group of youth, the ice-breaker also functions as a way for the adults to help individual youths figure out what behavior is appropriate within the group. The best ice-breakers are related to the topic of the meeting that will follow.

For that reason, one of the best ice-breakers for young children is a set of chores that rotate or are randomly assigned and that get the meeting space ready for use. Conversation and sharing of tasks should be encouraged. Whether everyone rotates through the chores or children randomly select a chore from the jar, no one child should have dibs on any one task!

Some common chores for setting up the meeting place might include setting up the flags, getting out the craft supplies, setting up the seating, taking attendance on prepared worksheets. Similarly, putting everything away is a good "time-to-get-ready-to-go" activity as well. You might add things like cleaning the tables, sweeping the floor, and consolidating the trash for someone to take out to the ending list.

Being engaged in these start-up and ending activities provides youth with a sense of responsibility for their space and materials and equipment. Doing these tasks also directs attention to the meeting. Each child can begin their tasks when they arrive and everyone else joins in. The sense that we are a community working together to take care of each other grows each time they do the chores together (Blumanhours).

There are other ice-breakers that help us learn names and learn about each other. Games that ask people to tell the group about themselves are varied. These games work best if everyone sits in a circle. This lets everyone see everyone else's face while they are talking, and it focusses the attention of each person inside the circle, towards the group.

One of the more popular games that requires no supplies and very little preparation is the Name Game. Guidelines should be explained at first, and probably repeated several times throughout the first few games. The guidelines to the game can be to name a specific thing like an animal or food or color, or you can leave it open. Each person says "I am ____ and I like ____." The next person says their name and what they like, and the statement made by the person before them. So, I say, "I am Gloria and I like garages and he is Harold and he likes hangars." For younger kids and in big groups, only require them to remember one person, but you can increase the number of people to three or all the way around the circle for older youth.

There are lots of games involving choice/chance and self-disclosure. Candies with a variety of colors (such as M&Ms or Skittles), a collection of small objects, or dice can be used for these games. To run the game, everyone sits in a circle and takes their turn. For instructions on how to run those games, see [the Scholastic website](#).

September September is . . .

National Chicken Month: [Learn a new, healthy recipe](#) or color a [picture of a chicken](#)

National Honey Month: [Learn about honey bees](#); [astound people with bee trivia](#); or play the online game [the BUZZ](#).

National Sewing Month: Use STEM skills to make a pattern and then sew pajama pants. Email gblumanhourts@email.arizona.edu for a sheet of information and useful questions.

Upcoming events

- October 6th -12th [National 4-H Week](#): How are you celebrating?
- October 9th-20th Tractor Supply Paper Clover campaign
- November 1st-3rd [Arizona State 4-H Horse Show](#), Horseshoe Park and Equestrian Centre, Queen Creek, AZ
- Save the Date: November 9 and 10th, [Shooting Sports Volunteer Training](#), Pima County Regional Shooting Sports Range, Tucson, AZ.

Share this email:



Manage your preferences | [Opt out](#) using TrueRemove®

Got this as a forward? [Sign up](#) to receive our future emails.

View this email [online](#). [UA Information Security & Privacy](#)

1140 E South Campus Dr
Tucson, AZ | 85721 US

This email was sent to .
To continue receiving our emails, add us to your address book.