



THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES

Cooperative Extension



CLOVER COMMUNICATOR YAVAPAI COUNTY 4-H NEWS SEPTEMBER 2019

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You may view a color copy of this
newsletter online at:

[http://extension.arizona.edu/4-H/
yavapai](http://extension.arizona.edu/4-H/yavapai)

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4-H/STEM
Program Coordinator, Sr.

Shirley Vasovski
4-H Club Program Coordinator

Administrative Associate



| | |
|--------------------------|--|
| September 2 | Labor Day Holiday - Cooperative Extension office closed |
| September 3 - 13 | #Hopeful4 contest voting |
| September 5 - 8 | Yavapai County Fair |
| September 26 - 29 | National 4-H Volunteer Conference |
| September 30 | Record Books due to Club Leader |
| October 1 | 4-H year Officially Begins |
| October 4 - 27 | Arizona State Fair, Phoenix |
| October 8 | Small Ruminant Production and Health Care Class Part 1 Prescott Cooperative Extension Office 5:00 - 8:00 PM |
| October 9 - 20 | Tractor Supply Fall Paper Clover Campaign |
| October 16 | Record Book judging Prescott Cooperative Extension Office |
| October 22 | Small Ruminant Production and Health Care Class Part 2 Prescott Cooperative Extension Office 5:00 - 8:00 PM |
| November 29 - December 3 | National 4-H Congress - Atlanta, Georgia |



Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Jeffrey C. Silvertooth, Associate Dean & Director, Extension & Economic Development, Division of Agriculture, Life and Veterinary Sciences, and Cooperative Extension, The University of Arizona. The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information in its programs and activities.

IMPORTANT LINKS

The Yavapai County Fair will be held from September 5 - 8 at the Prescott Rodeo Grounds. Use the card on the following page if you will be displaying Indoor Exhibits. For Fair information, visit <https://yavapaifair.com>



County-wide Youth Safety Officer Position:

Are you a teen who is interested in safety? Would you be willing to serve in a leadership role to promote safety education? Opportunities include assisting with horse member safety skill tests, providing ear and eye protection at county-wide events as appropriate, or any place that safety is a concern! We want to hear from you!

For additional information, please call Shirley Vasovski, Program Coordinator 928-445-6590 x 229



Don't forget that record books are due to your club leader by **September 30th** so that they can be judged in the Extension Office on October 16th, in the Shelby Hansen Room. We look forward to hearing your 4-H story.

Be sure to check out our Member and Project Record Book resources at this link

<https://extension.arizona.edu/yavapai-county-4-h-record-books>

You will also find the Record Book Evaluation Criteria (Scoring Rubric) at this link. We have included a copy for your use on the next page.



If you are looking for additional resources to help 4-H youth with their member and project record books, take a look at the Record Book Workshop that was prepared by Mary Jo Moncheski on the Yavapai County Cooperative Extension website at: <https://extension.arizona.edu/yavapai-county-4-h-record-books>

We would sincerely appreciate your help with **Record Book Judging** to be held on **October 16th from 9-4** in the Shelby Hansen Room. The resource on Page 5 will help you prepare. Please contact Shirley if you have any questions.

4-H Livestock Record App

Are you looking for a better way to keep track of your meeting attendance or finances for your Member and Project Record Books?

There is a new **4-H Livestock Record** App that can be installed to keep track of your records. It will not take the place of your Member or Project Record, but will assist with record keeping. The app records dates, events and any finances associated with those events. Check the App store for your particular device. Available for both iPhone and android users.



The Paper Clover Campaign is Coming October 9 - 20 !!

Each Spring and Fall, Tractor Supply will help raise money for 4-H programs with the Paper Clover Campaign, a national in-store fundraiser that benefits 4-H programming.

Encourage your clubs, county agents and volunteers to participate at their local Tractor Supply Co. store during Paper Clover. Participation can be anything from setting up a display table and project boards inside the store to having clubs encourage customers to donate.



IMPORTANT LINKS

4-H Members: If you plan to participate at the **Yavapai County Fair**, please use the card below to display your indoor exhibits.

PRINT ON CARD STOCK (cut to 4"x6")
Two formats available

CUT-----



4-H Display/Exhibitor Label

Name of Exhibitor: _____

Name of 4-H project: _____

Club: _____

Division (#) _____ Class: _____

CUT-----



4-H Display/Exhibitor Label

Name of Exhibitor: _____

Name of 4-H project: _____

Club: _____

Division (#) _____ Class: _____

RECORD BOOK EVALUATION CRITERIA

Yavapai County 4-H Record Book Evaluation Criteria (Scoring Rubric)

4-H Member's Name _____ Junior (9-10) _____ Intermediate (11-13) _____ Senior (14-19) _____

4-H Club _____ Years in 4-H _____ Placing _____

JUDGING CATEGORIES

JUDGE'S COMMENTS

POINTS

| ARIZONA 4-H MEMBER'S RECORD | | |
|--|---|--|
| 4-H Leadership (Jr. 5 pts; Int. 15 pts; Sr. 25 pts) <ul style="list-style-type: none"> • Officer & committee roles, planning club programs /events • Developing skills toward leadership • Teaching others • Significant effort made • Entries coded (L, C, S, R or N) | | |
| 4-H Community Service/Citizenship <ul style="list-style-type: none"> • Significance of service exp., how helped others (5) • Reached beyond 4-H (5) • Personal Effort/increase responsibility (3) • Hours/Scope (2) | | |
| 4-H Communication Skills <ul style="list-style-type: none"> • Promotion or communications about 4-H (2) • Public Speaking (2) • Demonstrations (2) • Contribute to 4-H website, Facebook, etc. (2) • Entries coded (L, C, S, R or N) (2) | | |
| 4-H Activities & Recognition, Events Outside of 4-H (5) <ul style="list-style-type: none"> • Broad & diverse variety of experiences • Reflective of member's project involvement • Age & experience appropriate | | |
| 4-H STORY & PHOTO PORTFOLIO | | |
| 4-H Story (10) <ul style="list-style-type: none"> • Jr. & Int. – 1 page max; Seniors – 3 pages max. • Minimal spelling and grammatical errors • The story should reflect the member's experience(s) in 4-H, and share something about themselves. • Some key reflections might be: Projects and impacts; challenges and successes; insights learned about self from project(s); leadership, business skills and community contributions; the four essential elements of 4-H; or a specific learning experience and the feelings associated. | | |
| 4-H Photo Portfolio (Bonus 5 pts) <ul style="list-style-type: none"> • Photo placement-may not overlap (2) • Captions-who, what, when & where (1) • Maximum of 3 pages (1) • Action Photos related to 4-H Story (1) | Note: If you are within 5 points of the next level ribbon, the lack of photo points will not be held against you. | |
| ARIZONA 4-H PROJECT RECORD(S) (Points Possible: 25 pts) | | |
| 4-H Project Record(s) <ul style="list-style-type: none"> • Project goals, (min. 3 per project) (5) • Project Activities, show attendance at 6 meetings (5) • Project accomplishments & experiences (5) • Project Inventory (2) • Income/expenses with net profit or loss (3) • Financial Summary (3) • Signatures: Member, Leader, Parent (2) | | |
| PROJECT YEAR SELF EVALUATION | | |
| <ul style="list-style-type: none"> • 4-H Self-Evaluation (5) | | |
| ORGANIZATION (Points Possible: 15 pts) | | |
| <ul style="list-style-type: none"> • Followed assembly instructions (5) • Entries appear to be made by member (5) • Complete, neat, organized, & shows effort (2) • Securely bound in a green 4-H record book cover (2) • Only included items requested in the current year (1) | | |

Juniors: 95-80 Blue; 79-64 Red; 63 or below White
 Intermediates: 105-90 Blue; 89-74 Red; 73 or below White
 Seniors: 115-100 Blue; 99-84 Red; 83 or below White

Adapted from University of Arizona Cooperative Extension Maricopa County 4-H Record Book Scoring Rubric and Cochise County 4-H Record Book Score Sheet

MEMBER IN GOOD STANDING

Yavapai County 4-H Requirements to Remain in Good Standing

All 4-H members are required to meet the following minimum standards each year. If the requirements are not met, then the member will be unable to participate in the 4-H show and sale the following year. Each club has the option of adding requirements to this list. If a club does add requirements they must notify their members in writing by the first 4-H meeting of the year. **A copy of the club's bylaws must be on record at the Cooperative Extension Office.**

1. Adhere to the expectations of the Arizona 4-H Code of Conduct.
2. Attend Community Club Meetings, Project Meetings and/or activities in compliance with Community Club's attendance policy. *A minimum of 6 meetings must be held per year, per club, per project. IE: Community Club must meet at least 6 times. Lamb project meeting must meet at least 6 times.
3. Participate in at least ONE 4-H community service event. *Please see definitions of community service.
4. Complete a 4-H project doing one's own work with minimal assistance from parents or others. If a youth requires accommodations - the Received Help Form is recommended.
5. Give a club or county 4-H public presentation for each project enrolled in.
6. Participate in 3 recognized 4-H events throughout the year (local, county, state or national level). **Examples:** livestock judging (local/club level), MoYava 4-H Camp (state level), National 4-H Congress (national level), or 4-H/FFA EXPO or 4-H Horse Show (county level). Club and project meetings are not a part of the 3 recognized events.
7. Complete a 4-H record book and turn it in to your community club leader.

Community Service Defined

It is important to share kindness, but even more important to understand why youth or adults are sharing kindness. To help youth understand the difference between volunteerism, community service, service-learning and advocacy, here is a helpful guide adapted from University of Tennessee Cooperative Extension. It is encouraged that all leaders, parents, and adults also read and go over this with the youth in their clubs.

Service-learning is....

According to the National and Community Service Trust Act of 1993, service-learning is a method whereby participants learn and develop through active participation in thoughtfully organized service that

- Is organized in and meets the needs of a community;
- Helps foster civic responsibility;
- Enhances the educational component of the community service agency; and,
- Provides structured time for participants to reflect on the service experience.

In short, **service-learning** is community service that teaches volunteers about themselves and the world around them.

Service-learning is **NOT** the same as...

- **Volunteerism**- a term used to refer to people who choose on their own to perform some service for others without pay
Example: working concession stand at High School football game for free.
- **Community Service**- volunteering done in the community (sometimes done through a court order or sentencing program)
Example: cleaning the floors at the local YMCA.
- **Youth Service**- an umbrella term for all approaches to involving youth as resources in the community
 - **Experiential Education**- a broader term for various educational approaches that emphasizes learning by doing.

MEMBER IN GOOD STANDING...continued

Types of Service:

- **Direct Service-** Volunteers work directly with community members or those being served
Example: Preparing and serving meals at a soup kitchen.
- **Indirect Service-** Volunteers work on an issue from a more “behind the scenes” approach.
Example: Developing legislation to address and help solve an issue in their community.
- **Advocacy-** Volunteers work to advocate for the alleviation of a community issue.
Example: Passing out flyers about homelessness and why it matters.
- **Service-learning** is a form of experiential learning where students apply knowledge, skills, and decision-making to address community needs. This is the ideal community service we want to see in 4-H. Service-learning creates an atmosphere where youth continue to develop important life skills.

Elements of Service-learning

Youth Voice and Planning

Listening to and engaging youth in the service-learning process provides more ownership and greater learning opportunities for the young people.

Community Need and Voice

Service-learning projects should meet real community needs. To truly solve problems and provide authentic learning opportunities for youth, actively engage the community in identifying needs. For example, host a mini-community forum and invite community stakeholders to attend. Contact local officials and government for issues they feel need to be addressed in the community.

Learning Objectives

Youth should understand what they are expected to learn through their service. Outline objectives of what youth will learn on a personal, social, and intellectual level.

Orientation and Training

Provide effective service and maximize the learning experience, youth must understand all aspects of the project: issues, organization, expectations, atmosphere of service site, date and time, personalities of beneficiaries, legalities, skills for any equipment they may use, what could go wrong, etc.

Meaningful Service

A successful service experience requires thorough planning of goals, resources, supervision, transportation, logistics, and risk management.

Reflection

Youth should employ critical thinking skills to examine the service experience. This proves helps youth to grow on a personal, social, and intellectual level.

Evaluation

Throughout the service experience, youth and adults should analyze the process (what was done) and the impact (result) of the service.

Celebration and Recognition

Youth should always be recognized and celebrated for providing valuable service to the community. Celebration can bring closure to the project and reinforces the value of the young people's connection to what they accomplished.

MEMBER IN GOOD STANDING...continued

What doesn't count as any type of service?

The following should not be advertised to 4-H members as community service:

- **Bake Sales-** these are fundraisers for the club unless specified otherwise
- **Parades-** serve as an opportunity to promote and market 4-H and should be listed under Communications in record books
- **EXPO Tent Set-Ups-** whether they are for EXPO or scholarship set-ups, this is part of being a 4-H member and only benefits you as a member. This is not "lending your hands to larger service".
- **Petting Zoos-** Public relations, marketing and promotion of 4-H and should be listed under Communications. These are sometimes fundraisers as well.
- **Caroling-** If it is just listed in record books as 'caroling', it is not service. However, if there is more description: "Christmas caroling at local nursing home for elderly who do not have families to spend the holidays with." Then it is service.

In record books, 4-H members should describe all activities so the judges understand what they did. Simply listing the name of a park or writing 'bake sale' does not tell the reader anything except those activities are not service. However, if the description said, "Park clean-up at Memory Park to give the community a place to enjoy nature and socialize," or "Bake sale to raise money for the Children's Hospital of Phoenix so they can purchase blankets for sick children," then it would be community service.

This guide only briefly describes the differences between different types of service. The key to remember for any service project or activity is to ask these questions:

- Why are we doing this activity?
- How does it impact the community?
- Who will this impact or help?
- What will I learn? or What did I learn by participating in this activity?

If you cannot answer these questions, you should not do the activity as it is more than likely not service-learning or meaningful service. **You must understand the 'WHY' before you can learn from giving to others.**

What is Your Definition of Service?

People define service in many different ways. To help get your team or club "on the same page," here is a list of some examples of service. Study the list carefully. Rank the list from 1-14. Place a "1" next to the action that most closely represents your personal philosophy of what Service-Learning is. Place "2" next to the action that is the second closest to your philosophy of service, etc. Go over everyone's answers and discuss as a group.

- ___ Joining the armed forces.
- ___ Providing a dinner once a week at a homeless shelter
- ___ Talking with a friend.
- ___ Chaining yourself to an old growth tree as long as you can, so loggers will not take it.
- ___ Leaving your car and biking to work or school every day.
- ___ Giving \$50 to the United Way.
- ___ Walking a frail person across a busy street.
- ___ Giving blood.
- ___ Tutoring a person that cannot read.
- ___ Adopting an eight-year old boy.
- ___ Picking up trash in the neighborhood.
- ___ Hawaiian youth teaching tourists to say, "Mahalo."
- ___ Working as a legislative aide.
- ___ Donating canned goods to the local food drive

Happy Birthday to our 4-H Volunteers

Kristen Novak
Rachelle Disert
Stacey Woodsum
Veronica Kennedy
Chad Dickinson
Molly Wisecarver

Verde Valley 4-H
Lonesome Valley Wranglers
Chino Valley Breakaway Latigos
Lonesome Valley Wranglers
Northern Division Livestock Club
Lonesome Valley Wranglers

September 3
September 4
September 9
September 18
September 25
September 27



Yavapai County 4-H County-wide Weaving / Fiber Arts Project

WHERE: Shelby Hansen Room

WHEN: Days and Times to be determined

HOW: Register in 4honline with a primary club then select Shamrock Hustlers as a secondary club and choose the Weaving Project



Looking for activities to help your Cloverbuds learn about nutrition and physical activity? Check out some of these resources that can help you educate Cloverbuds at your next meeting.

MyPyramid

"MyPyramid" is available at <http://www.mypyramid.gov>. The Food Guide Pyramid is out and MyPyramid is in! MyPyramid replaced the old standard mechanism of telling people how much they should eat from each food group. To learn what to eat, MyPyramid asks for your age, gender, and amount of physical activity and then provides a recommendation for the foods you should consume. The site also provides tips on ways to include foods from these groups in your daily diet.

MyPyramid's link, "For Kids," has many fun activities which teach children about nutrition and physical activity. These are targeted to children age six to eleven. "MyPyramid Blast Off Game," is an interactive computer game which allows kids to fill their rocket with food and physical activity to reach Planet Power. This teaches them how their food choices fit into MyPyramid. Other links under "For Kids" are a poster, worksheet, coloring page, tips for families and classroom materials.

After teaching the lesson, why not treat Cloverbuds to a healthy snack that they help prepare? See the Ohio 4-H Cloverbud Connections newsletter for a recipe idea.

Nutrition & Physical Activity

Following are links to other websites which have information on and activities for youth on nutrition and physical activity.

"Nutritious Food for Cool Kids." **Backpack Buddies**. Rose Fisher Merkowitz, Ohio State University Extension

http://ohioline.osu.edu/bb-fact/pdf/bb_f_7.pdf This fact sheet provides information on the importance of healthy, well-balanced meals for children. The "On this dairy farm, can you find?" activity allows Cloverbuds to search for dairy foods.

"Fun Summer Time Activities and Games." **Backpack Buddies**. Kathy L. Jelley, Ohio State University Extension

http://ohioline.osu.edu/bb-fact/pdf/bb_f_9.pdf This site also provides several ideas of summer activities for youngsters. Some are physical activities.

"Physical Activity for Children: New Recommendations" Jane U. Edwards, North Dakota Extension Service

<http://www.ag.ndsu.edu/food/factsheet/physicalactchildnewrecom.pdf> This site provides guidelines for physical activities for children 5-12 years of age. It also explains why watching too much television is not good for youth, and it lists ideas of things for kids to do after school instead of watching television.

Fitness Scavenger Hunt

Looking for a fun summer game that you can play during your club meetings or with your friends in the neighborhood? Have a fitness scavenger hunt. You don't have to look for specific items, you have to look for specific people- people who can do the things that are on the list. On the following page you will find a fun and educational scavenger hunt you can do at a 4-H Cloverbud meeting. You can print a few copies of the list and pass them to your friends. See who can get all the signatures filled in first.

Jenna Shriner

Intern, December 2005

Ohio State University Extension, Hocking County, Ohio



4-H Cloverbuds
OHIO STATE UNIVERSITY EXTENSION

Fitness Scavenger Hunt

Find someone who fits each of the descriptions in the list below. Ask him/her to sign your sheet on the appropriate line. NO DUPLICATE SIGNATURES, PLEASE!!!

Find someone who...

1. Enjoys pretzels more than candy bars. _____
2. Will demonstrate dancing like the Wiggles. _____
3. Loves playing outside more than watching television. _____
4. Knows about MyPyramid. _____
5. Eats at least four servings of fruits and vegetables each day. _____
6. Can jump rope 10 times without missing. _____
7. Wears a helmet while riding his/her bike. _____
8. Can name three foods from the grain group. _____
9. Can throw a bean bag into a bucket across a designated area. _____
10. Can name at least three food groups from MyPyramid. _____
11. Helps with yard work at home. _____
12. Eats a nutritious breakfast almost every day. _____
13. Does some kind of physical activity every day (bike, play ball, etc.). _____
14. Can name three foods from the meat/bean group. _____
15. Drinks one can of pop or less each day. _____
16. Watches less than two hours of TV per day. _____
17. Owns a pair of tennis shoes. _____
18. Participates in an organized sport or class such as dance, karate, etc. _____
19. Gets at least eight hours of sleep per night. _____
20. Can name three vegetables that are different colors. _____

Developed by: Janine Yeske, Extension Educator, 4-H Youth Development, Jefferson County, Ohio



4-H Cloverbuds
OHIO STATE UNIVERSITY EXTENSION