

The Volunteer



June 2006

Spring has certainly been busy this year, so what I recommend is that you take a moment to sit back and put your feet up with your favorite cool and refreshing beverage and take a moment to read the newest issue of The Volunteer. Isn't this much easier in electronic format.

Message from the Executive Director

Hello, everyone! I just wanted to update you on the job search for a 4-H/Youth Development Leader for our county. As I have stated before, it is a long process. That being said, we have made a lot of progress.

We had over 21 applicants for the position. We sorted through the applications and came up with five candidates that shined through the rest. We will be interviewing them at the end of June. With luck, we may have someone on board before the summer is out! Our selection committee is derived from our Board of Directors; Thomas Cimochoowski, our Board President, Moira Tidball, our Board Vice President, Sally Swartley, our Board Secretary, Mike Heusler, and Sharon Costantino. As always, if you have any questions or concerns, you are more than welcome to give me a call. – Shawn Bossard

Cloverbud Corner

Are you looking for new project ideas to do with your 1st and 2nd graders? Call or stop by the 4-H office to view the wonderful project ideas suited for cloverbuds. If you would like to check out some Cloverbud resources on-line you would like to explore:

<http://cloverbudconnections.osu.edu>

www.kidsdomain.com/holiday

www.usda.gov/news/usdakids/index.html

www.ars.usda.gov/is/kids/teachers/hot&cool.html

www.fourh.umn.edu/resources/Cloverbuds_Leaders.pdf

www.joc.org/joc/1997august/a2/html - this article provides excellent information to consider if you want to evaluate a particular activity for use with your group.

While you are welcome to incorporate your ideas and use your own creativity as well as use material that has not been previously tested for use with Cloverbuds, you are advised, particularly at the beginning of your work with any age group, to rely heavily on those pre-tested 4-H materials developed for specific youth for the bulk of your

club program. Pre-tested materials take developmental needs of each group into consideration.

Article courtesy of Wyoming County 4-H News Feb/March 2005

**Leaders Association Meeting
June 19, 6:30PM
Seneca County CCE Offices**

Do You Sit On Your Hands Enough?

Some 4-H leaders and parents I know sit on their hands. They are helpful, capable, enthusiastic and love kids, but they sit on their hands. They tell it's a habit that works very well.

One of the most difficult things a 4-H leader or parent must do is to allow other people to use and develop their abilities. Whether it's a nine year-old future chef, a first -year leader, the first meeting for the club President, or a "committee" planning the club booth, the 4-H leader is often tempted to "help". Sometimes a leader should sit on his or her hands.

We all know it's simpler and faster for the person who already knows how to do something to do it again. The muffins will be gently rounded instead of peaked, the meeting will be given by an experienced leader, the club business meeting will go smoother and the booth will get a neatness award. But what happens to the people in the process? Johnny still doesn't remember to stop stirring. Mrs. Brown still hasn't had a meeting alone with the members. The club president decided Mr. Leader can do it better, so why bother to try. The members of the club booth committee still haven't had the experience of carrying out an idea as a group.

It is not easy to decide when help is needed and when help would stifle developing abilities in another person. Think about your last project meeting. Was there a time when you reached in to do something yourself, when a few directions to a member would have allowed him or her to do it alone" Did you hurry to clean up because the members take too long? Should Johnny try to do something her really wants, but you think is too difficult? There are no "right" answers. But consider it. Do you sit on your hands enough?

Source: Colors of Leadership, Communication with Youth - Illinois 4-H Program

Attention:
**Seneca County Fair Newsletter to arrive
in June – Leaders be sure to read your
2006 fairbook, there are changes.**

Becoming a P.O.E. (Person of Experience)

It's a dark and stormy night. The wind howls, the lights flicker, they flicker again, then go out. A tree limb taps out a warning message in morse code on the bedroom window. There is great danger lurking in the darkness. Every part of our being senses it. Our hair stands on end. Our heart races! We wipe sweat from our brow even as goose-bumps travel over our shaking body. Panic grips us and we're frozen, immobile, in time.

The electricity comes back on. With a sigh of relief we turn back to the television to finish watching the scary movies - or in my case, to finish reading a good mystery. For some reason, we seem to enjoy the experience of being frightened out of our wits. Is it possible that such experiences will serve us well should we face danger in the future? Surely they must be of some value.

I love to play detective and try to figure out "who done it" before I'm half way through my book. If I'm experienced with the author's style of writing I can usually finger the villain with the first few chapters, but I really enjoy a surprise ending. There is nothing like being absolutely certain that it was Professor Plum who used a candlestick holder to kill Miss Scarlet in the library only to discover that it wasn't the professor after all in, it wasn't even Miss Scarlet who was killed - the victim - the victim was found not in the library but in the parlor, and a wrench was used for the dastardly deed. Could it be that these make-believe experiences will sharpen my senses and make me more observant of my surroundings?

I enjoy reading vanity license plates as I drive down the highway. Some are easy to decode, but often it is quite a challenge to discern the message in the letters. Speaking of letters, did you ever wonder about some that are behind a person's name. We easily recognize MD, PHD, or DDS, but others such as POE may not be as easy to decode and we might even have to ask what they mean. Whatever the letters, they signify that certain criteria have been met. These letters are not easily achieved. In fact, much study, time and effort are spent in attaining them.

In case you are wondering what the letters, POE represent, let me assure you that it is not someone who has little money, Perhaps a clue will help. It has been said, "There is no greater wise person than someone with experience."

As I grew up it wasn't uncommon for my elders to give me advice which they said I'd thank them for later. Usually it was unasked for and unappreciated, although they assured me that it was for my own good and said that I could learn from their mistakes. Generally I was not a good student. After all what could they possibly know about my current situation? I had no idea that these advisors were actually POEs! Perhaps I would have paid more attention had I known.

It was different with my father. I knew, even as a child, that he was a very wise man. Although he only had a grade school education he often joked that he graduated with honors from the school of hard knocks. Many of his experiences were not positive but, because he chose to learn from both the positive and negative, the negative became positive. He kept his eyes, ears, and mind open. He learned from what others

said and did (or didn't do), added a lot of what he called 'horse sense', and made it all relevant to his way of life.

Each day presents an opportunity for us to profit from a variety of experiences. If we're wise we realize that every thing and every one is a teacher and everything that happens to us is an experience to be valued. From them, we can learn what to do or what not to do. We may not realize it at the time, but often the latter is more valuable.

If we're honest with ourselves we know that there are times when we think we're ready for graduation but in reality, we are hardly ready for kindergarten. We've experienced a little and think we know a lot. Such was the case with a lady I'll call Toni, a student who signed up for a six week "Beginning Acrylic Painting" class at my shop. The day after the third session she came in to purchase some supplies [and told me that she would not be back for the last three classes because, now that she knew how to paint, she was going to teach. For once in my life I was speechless. After less than eight hours of instruction she actually believed that she had no need of more training. As a POE I knew better!

Many times we do not focus on the experience of the moment. For this reason it is a good idea to record our thoughts and answers to the following questions while an episode is still fresh in our mind. What am I doing? What have I learned? How can I apply it? How can I share it? Keeping such a record makes us more aware of not only the experience but also the wisdom we have gained from it. As we work toward becoming a POE the answers will also help us as we set out goals and strive to fulfill them.

Any challenge affords an opportunity for another experience but it is up to us to take advantage of that opportunity. We may not realize that it is often fear of failure that causes us to say, "I can't!" when something new is presented. If we don't try how do we know whether we can or not? How can we possibly know what we might be able to achieve if we refuse to make an attempt?

Recently I read an insightful statement by William (buzz) Smith, AKA Goodwill Ambassador for Decorative Painting: *"I learned many years ago to replace the word can't with the phrase 'I'm willing to try.'"* Such an attitude will almost guarantee success. It should come as not surprise that Buzz is much loved by his many painting students who are inspired each week to also try, and by doing so, they grow.

Artists are usually their own worst critics but there are times when we allow others and their opinions to dictate what we "like", what we do, and how we feel about what we have done. Our value cannot be taken from us but we can give it away, it is up to us to maintain our self-respect regardless of the importance (or lack thereof) that others might place on us or our art. We should never compare ourselves with others, nor should we judge ourselves by another person's opinion. While it is possible to learn much from a critique, it is important that the analysis come from one who is experienced in that area and has our welfare at heart. If not so called "constructive criticism" may be influenced by ulterior motives.

At the end of the day it is we who much be objective about our strength and weaknesses. As Shakespeare wrote in Hamlet, "This above all, to thine own self be true." We must be willing to look at ourselves honestly, forgoing instant gratification

as we stretch our wings and reach for the stars. About this, Linda Schaeffer of Bethlehem, PA says *"I don't think I would be at this point in my painting if I just did what I though was on my 'level.'* And now I'm learning colored pencils - a newbie all over again. I will learn the basics - then go do what I want. Life's too short not to constantly try new things."

Anytime we try something unfamiliar it is important to realize that, in this area, we are not a Person of Experience (POE). As Linda says, we're "newbie" all over again. Never should we be afraid to try something that might be above our level, nor should we be too proud to do something less involved. There is something to gain from every experience.

It is not easy to become a POE. Along the way there will surely be good and bad times, sadness and tears of job and laughter. But, as the years pass, the meaning of these letters become more and more precious and we value each experience that brings us to this place.

As you work toward becoming a POE it is important to realize that with this lifetime endeavor come certain responsibilities. Whether you know it or not, you are a teacher. Someone is watching you, learning from what you say and do -o r don't do. Don't teach them to shay away from an experience by showing fear, but by example teach them courage. Let them see that you are willing to try, that instead of staying in your comfort zone, you're excited about trying something new. Congratulations on being well on your way to becoming a POE.

Club Reports

Remember to have your club officers send in their monthly club reports by the Secretary and Newsreporter. They can be handed in physically, via mail and electronically.



Potential Group Situations

In a group environment there are a number of common behaviors that may be exhibited by group members that can be disruptive or harmful to the group. Not all of them will present themselves in your group. In fact, maybe none them will occur. Below are some examples of such behaviors and suggested ways of dealing with each.

- Can't Get Group Started

There is a lot of fooling around and people are wandering around. Remind them it's their group and they are wasting time and ask, "Can we get started?"

- Group is Quiet or Unresponsive

A quiet period in the group is not always something negative, however, if it last for an

extensive period of time and becomes uncomfortable, then it may be a good idea to directly address the situation by saying something like, "The group seems quiet now." (Wait for a response; if none, then ask, "Why do you think we're being so quiet?")

- Lack of Seriousness

This can be a problem if it occurs at the wrong time. Try pointing the problem out and getting feedback from the group by saying, "Some of us don't appear to be taking this seriously. What seems to be the problem?" Or, "I feel like some members of this group are not taking this seriously. That makes me feel bad because I believe in the seriousness of what we are discussing. Can you give it a chance?"

- Chaos: Everyone is Talking at Once

It's best to simply remind the group of the ground rules by saying something like, "Let's remember our ground rules and listen while others are talking. We all have something important to say, but if we're all talking at once we may miss something."

- Side Conversations

This can be a real problem as it not only disrupts the group, but can also cause it to lose focus. To handle this situation, you could say, "There are some side conversations going on and we're losing focus. Let's stay on target." If the conversations continue, it may be a good idea to confront the members directly during the group. If at all possible, however, try talking to them outside of the group and sitting between them for the next meeting.

- Group is off the Subject

If the discussion has veered off the subject, but is serving a purpose, you may want to let it go or go with the flow, so to speak. However, if the group is totally off track and discussion is not serving a worthwhile purpose you could try saying, "This is interesting, but we've gotten off the subject. Can we get back on track?"

- Cliques Forming Within the Group

It's best to talk to the members involved individually outside of the group. Let them know that it's great that they are getting to know others. Do more activities in the group that will help them to mingle more and get to know others better.

- Tension within the Group

If you can't figure out any reason for it and there are no particular members involved, then you may want to address the group directly by saying, "there seems to be some tension in the group. Why do you think that is?" If the tension can be traced to a few particular members, however, it's best to talk to them about it outside the group.

- Hot Debate

In situation like this it's best to remind the group of the ground rules. Try saying, "We aren't communicating right now. This seems to be a very controversial subject and I'm sure everyone has something important to say, so let's give everyone a chance. Remember - listen to others and on killer statements. We should also support each other. That does not mean you have to agree, but you should respect each other's opinions."

- War Between Two or More Members of Group

If there are a couple of members of the group who do not seem to be getting along, it should be handled as soon as possible outside of the group. If this situation is not checked, it will tear the group apart. If it feels right and you choose to approach the

subject in the group, you might say, "I'm sensing some tension between some of us. Can we talk about this?" Or, say, "we're not communicating calmly." Take a firm stance and remain calm.

- Lack of Attention (Bored Participants)

Say to those members who seem bored, "Jim, you seem bored by what the group is discussing/doing. Are you bored? What would be more interesting for you?"

- An Exercise Flops

"That didn't seem to work out too well to me, what do you think?" If members agree, go on to something else.

- Your Material is Too Simple or Too Complex for Group

If you can adapt on the spot, do it! Otherwise, think of a substitute activity.

Article from *Creating Chickadees or Chameleons?* Resource Handbook - Ohio State University - November 1992

Crafty Tips -

To rust a metal object, fill a spray bottle with cider vinegar, and mist the metal. Sprinkle salt on the dampened metal to achieve a pitted effect. Every few days spray the metal again. Over time the, the acidic vinegar combined with open air will rust the metal.

When working with metal boxes or tins, use a sanding sponge to abrade paint. Sanding also gives bare metal a brushed look. Place your tins in the fireplace or on barbecue coals to burn paint and age the metal.

Using a small paintbrush, draw a line with water on paper you wish to tear. Gently but firmly tear along the wet line. This will give your paper a beautiful deckle edge.

Before adding background color to paper - mask elements that you want to stand out. Trim strips of masking tape or low - tack painter's tape to cover words or lines of type. Apply color to the paper. Peel the tape when page is dry.

**Tips from Country Marketplace June 2005*

Greetings from New Jersey!

**We are very excited to welcome you to the
2006 North East Regional Volunteer Forum!**



Objectives for 2006 NERVF participants are to...

- be involved in experiential learning activities
- develop knowledge and skills in communication, personal development, leadership, citizenship and decision making
- learn something *NEW* about New Jersey

- take home information they can use to improve their 4-H programs
- have an opportunity to interact and have fun with other attendees
- experience diverse and innovative programs through educational tours, workshops and other venues

Deadline for Registration:

Full time, early bird registration fee - postmarked on or before August 1, 2006

No registrations will be accepted after Friday, September 8, 2006 Registration information is found at the following site; <http://www.nj4h.rutgers.edu/nervf/index.html>.

Care of Pets



Taking care of pets involves the entire family. When parents or guardians act as responsible pet owners younger family members learn the importance of properly caring for pets. It is important that Cloverbuds feel comfortable and confident around pets before they can learn to help their families care for them. As a volunteer, you can stimulate your 4-H members' appreciation for different kinds of pets and interest in caring for them.

All pets require food and water, shelter, exercise, and love. Ask your members what they think pets need to be healthy and happy. To stimulate their thinking, ask them what they need to be healthy and happy. Children and pets need many of the same things, such as food, water, shelter, play (including toys), and lots of love. Make sure that the following items are mentioned: 1. enough of and the right kind of food, 2. Clean water either for drinking or swimming (fish and turtles), 3. Exercise and /or play. 4. A safe place to live, and 5. A collar and identification tags for dogs and cats. Being a responsible pet owner means properly caring for your pets. It means providing veterinary care, brushing, and bathing pets, socialization, play, companionship, affection, and interaction, and humane treatment and handling.

During a meeting have each member who has a pet, tell the group what kind of pet(s) they have. Have them explain how they help feed, water, groom, and play with their pets. Ask them to share what makes their pets special to them, and what things they do to make sure their pets are healthy and happy. If they have gone with the animal to the veterinarian, what has the vet done to make sure the pet is healthy.

At the end of the meeting reinforce what has to be in place for them to be responsible pet owners.

Article by Lucinda B. Miller Extension Specialist, 4-H Youth Development Companion Animal & Small Animal Programs, Ohio State University Extension Center at Pachtene, Ohio

Notice – All Seneca County Fair entry registration forms are due at the CCE office by July 10 – No exceptions!



Camera Adventure

Taking pictures and learning about camera can be a lot of fun for 4-H members. Over a period of two meetings we explored cameras, how to take pictures, and then viewed our developed pictures. At the first meeting we talked about the basics of what the camera was and its basic parts, You could even use an old camera purchased from a thrift store that could be taken apart to show the parts. Using a working camera, we show them how to load the film. We also used a coloring page we found on the internet to let the kids color the parts of the camera. We showed the kids different types of cameras, such as digital, Polaroid, video, 35MM, 110 etcetera.

For the fun part, we purchased disposable cameras for the kids to share. The members were given a list of basic pictures we wanted them to take. They went around in groups of three and took turns taking pictures. We kept a record of who went when, so everyone could have a turn. The members took a picture of someone moving, and jumping, an indoor picture with and without a flash, picture of a friend, a certain place in the building, etc... The second session we got the pictures back and had the kids learn a little about their pictures. We also enlarged a few of the pictures so we could talk about them. We then let the kids make mini scrapbooks using a three ring notebook, plastic cover sheets, construction paper, glue sticks, scissors, photo cut outs (die cuts). They added phrases or labeled the picture with names. When the kids were done with their albums we sat in a circle and let them show their albums and their favorite pictures. The kids had a great time. This camera activity was held over two sessions with about three hours total. If you plan to replicate this activity you might find that close to four hours will give you plenty of time.

Article by Dawn Rondo and Dana Hoover , 4-H Cloverbud Volunteers, 4-H After-school Program Franklin County, Ohio

Recharging your Creative Batteries

There are several things I do when I feel like I just can't create one more projects. Here's a list of them. Try one or several - they're in no particular order.

1. Take a break from all things creative for at least one whole week. I don't knit, crochet, scrapbook, bead, sew or do anything that involves making soothing new or refurbishing something old. You may find yourself reaching for hook and yarn while you're watching your favorite shows in the evening, but don't let yourself. Taking a complete break is important in recharging your batteries.

2. Page through all the magazines and catalogs that have been piling up on the table

before finally throwing them away. If I don't have a backlog of magazines, this is the time I go buy new ones (and then I actually sit down and read them and study the photos). If you'd rather not purchase magazines stop by you local library - they usually have a great selection of the most recent issues of magazines in all interest areas.

3. Watch TV, but not craft shows or redecorating shows. Watch soaps or nighttime dramas featuring gorgeous women in beautifully accessorized outfits. Pay particular attention to accessories, colors and styles.

4. Pamper yourself. Indulge in nightly bubble baths. If you've never had a facial, consider visiting a day spa for skin treatments or a massage. If you're hesitant about the expense, whip up a face masque from ingredients you can purchase at a grocery or health food store and treat yourself. A recent Internet search turned up thousands of entries when I typed in "natural facial recipe" in the search box.

5. Organize your supplies. Use this time away from crafting to go through your yarn, (paper, embellishment, ribbon, fabric) stash and clean out anything that you haven't used in years. Be brutal - you can always buy more. Pack up everything and donate it to a school. Teachers have very little money to spend on art and craft supplies and appreciate the donation of things they can use in their classrooms

When you've been totally away from crafting for a week or two, you're ready for the next step. Try something new! Give your brain a challenge. If you're an avid knitter but have never tried embroidery, now is the time. If scrapbooking is your thing, pick up a brush and try decorative painting. If you adore cross-stitch, purchase a package of polymer clay and create some buttons or beads. You get the picture. The point here is to think about crafting in a different way. Try something new. At worst, you'll find out you don't like threading needles with embroidery floss. At best, you may find a new crafting passion!

From Creativity with Vicki Blizzard June 13, 2005 e-zine.

New!!!

Seneca County Cornell Cooperative Extension Website
<http://counties.cce.cornell.edu/seneca/>

Social Bulling: Not Just "Kids Being Kids"

Unfortunately we see it all too often in our programs. One little girl sitting alone and looking wistfully at another group of girls playing. She has just been ostracized cruelly with sly comments about her clothes and her friendship with another unpopular child. She is a victim of the bullying behavior of the "in" group.

While physical bullying can be easier to identify and discipline, social bullying is

sometimes written off as “kids being kids.” However, social bullying can have consequences that are just as devastating.

All bullying is ongoing and involves an abuse of power, but it is important to know the difference between social bullying and physical bullying. Physical bullying can involve hitting, kicking, or pushing someone or even just threatening to do it. Physical bullying can also involve stealing, hiding or ruining someone’s personal property or forcing someone do things he or she doesn’t want to do.

Social bullying is usually done covertly and can be difficult to identify. Dr. Ken Druck, one of the authors of *How to Talk to your Kids About School Violence* notes the following characteristics of social bullying:

- Spreading rumors and gossip.**
- Deliberate exclusion or shunning.**
- Verbal taunting or harassment.**
- Hostile expressions or body language.**
- Abusive emails or phone calls.**

It is important to be able to discern between social bullying and self-selection of friends. Bullying is ongoing and continues day after day with an intention to cause harm. If children elect to play in a self - selected group on a given day because of a mutual interest, this probably not social bullying. If the exclusion of one child from the group continues day after day, with the added insinuation that the child is not good enough or is not wanted, the situation may be a case of social bullying and requires intervention.

In order to effectively address social bullying, consider the following actions:

1. Decide that social skill development is a critical component of the program.
2. Determine that the program will have a zero tolerance for social and physical bullying. The policy needs to be actively enforced.
3. Work to develop open communication with children so that they know it is okay to approach staff with a problem. Read body language, look and listen.
4. Actively supervise to detect and address all bullying activity.
5. Work hard to keep kids busy! Determine what their interests are and in what they can share. Develop strategies and activities that help children to “buy in” to the program. Work on team building so that children support the program as a cohesive group with a philosophy that “we’re all in this together.”
6. Staff members, teens often tease each other and laugh in sarcastic and belittling terms among themselves. This behavior needs to stop. Young children imitate the behavior modeled and can start a wildfire of harmful behavior.
7. If a child in the program is a victim of bullying; support the victim and help him or her to move out of victimhood. The victim and bully should be counseled separately due to the power imbalance between the victim and bully. Teach the victim empowering language and tools. There are many excellent resources for this, such as the bullying

section on the pbskids website: <http://pbskids.org/itsmylife/friends/bullies/article4.html>

8. Staff should make efforts to intentionally provide empathetic friends for a victim of bullying. Rather than pairing one victim up with another victim (can sometimes create a larger target for bullies)

Article condensed from the June 2006 School Age Notes article by Kimberly Friedman, special projects coordinator

Chicken Bar- B- Que

Teens returning to Cornell Career Explorations in late June 2006 are having a Chicken Bar-B-Que Saturday, June 17th at the Waterloo Walmart. The purpose is that they are raising funds so they may attend this statewide event again.

Cost is \$7 per dinner (½ chicken, cole slaw, salt potatoes, roll, and dessert). Catering by B & G Catering. Serving 11AM until gone

Tickets can be purchased ahead of time from the following teens: Melinda Heulser, Calynn Schibley, Ashleigh Leisenring, Stephanie Gordner, and Sarah Dickenson.



4-H Clubs Eligible for Grant

4imprint is at it again, donating \$500 per day, every day, with their new one-by-one corporate giving program. Every local 4-H chapter is eligible to apply for this grant. Any questions, visit onebyone.4imprint.com/default.aspx.