

Information from the State 4-H-Youth Office

Volume XXIII - Numbers 1 & 2

January & February, 1984

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Donald L. Stormer
 Donald L. Stormer
 Assistant Director
 Extension State 4-H Leader



Cooperative Extension Work in Agriculture and Home Economics,
 A&T and N.C. State Universities,
 100 Counties, and U.S. Department of Agriculture, Cooperating.

\$50 MILLION CAMPAIGN LAUNCHED FOR 4-H

A five-year \$50 million campaign to double private support for 4-H, was announced in November by James L. Dutt, chairman, chief executive officer, Beatrice Foods Co., and chairman, National 4-H Council Board of Trustees. The campaign seeks support for 4-H in four major areas: enriching educational experiences for youth by expanding recognition programs; updating curriculum and educational materials and developing pilot programs using new technologies; enhancing leadership development of adult and teen leaders and professional staff; increasing public awareness; and improving conference and training facilities at the National 4-H Center in Chevy Chase. Robert B. Gill, vice chairman, J.C. Penney Company, will serve as chairman of the campaign committee that includes corporate and civic leaders nationwide. The first meeting of the committee was held December 1, during the 62nd National 4-H Congress. The campaign is a cooperative effort between state 4-H programs and National 4-H Council. It not only will build upon traditional support from the corporate community but also will seek expanded support from foundations and individuals.

4-H: Building



on Experience

ANN FRAZIER JOINS STATE 4-H STAFF

Mrs. Ann Frazier joins State 4-H Staff as Extension Specialist, 4-H EFNEP. Ann has extensive Extension experience at the county and state levels and we welcome her to the leadership position at the state level for the 4-H EFNEP program. Ann has served in a temporary position for the past year and we are happy to announce her position as a permanent part of the state level 4-H staff. Ann brings a wealth of experience and a relevant educational background to the position of 4-H Specialist, EFNEP. She will be working with the counties that have the 4-H EFNEP program and coordinating at the state level. We welcome her to the 4-H program!

TOPIC FOR NATIONAL 4-H AGENTS' MEETING

"GROWING UP WHOLE"

Sue Miller, Educational Consultant in Gresham, Oregon speaking to the National 4-H Agents' meeting on the topic "Growing Up Whole" made three points that may be of interest to you. The first brainwave research has documented that the two cerebral hemispheres of the brain function differently. Briefly, the left hemisphere tends to deal with input that is linear, logical, rational, sequential and convergent. It is what we use when we read, write, and compute. The right hemisphere, on the other hand, deals with intuitive, sensory, divergent, and creative input. It is what we use when we understand a picture, draw, hear music and invent. One is ordered predictably and the other is simultaneous insight. Our best and brightest creators are able to utilize both sides of the brain in a pattern appropriate to the task at hand. Yet, in education across the country, rational skills received almost all of our attention.

Second, there is an emerging theory of entrainment based on energy. The idea is capsuled in George Leonard's new book, The Silent Pulse. The new theory makes invalid the old theory as of act-react, message-receiver and so on. The theory holds that communications is like a dance. When two people are in synchrony, their brains are picking up and implementing the same waves. Thus, the brain can recognize and resonate two wave forms.

Third, youth use very different learning styles. For example, 40% of us learn best visually, 30 to 40% learn best tactility and only 20% learn auditorily, yet 90% of our instruction is conducted by lecture-discussion.

The research into the brain, into energy and movement and into learning styles requires flexibility and openness on the part of educators. It will affect our programs only if we demand it.

* * * * *

NEBRASKA 4-H DEMONSTRATION STUDY

A study of youth and their parents conducting demonstrations at the Nebraska State Fair was conducted by John Orr of the Nebraska 4-H Staff. The summary and conclusions are attached to this newsletter for your information. A single copy of the complete study is in the 4-H office and available from Dr. David Weatherford. There are some interesting findings in the study that will be useful to you in interpreting 4-H to volunteers and your other publics. For example, participants and their parents were in a substantial agreement about the life skills developed through demonstrations. There was also a high correlation between the number of hours spent on the demonstration and the level of achievement. You will also find some significant and interesting consequences in terms of knowledge, skills and attitudes.

ELECTRIC AND NEW TECHNOLOGY CAMP

A new special interest camp will be conducted August 5-10 at Betsy-Jeff Penn this summer. This is a cooperative effort between the power companies, biological and agricultural engineering, and 4-H.

Agents with 4-H responsibility will be asked to help publicize the event. Brochures and an informational letter will be coming to each county in the very near future from Robert McLymore.

Agents should consider this as an opportunity to strengthen the 4-H electric project in their counties. Agents will be asked, also, to identify one or more volunteers who would be willing to attend this camp as a counselor and receive some additional training and certification as a 4-H electric project leader. Free scholarships will be provided for these volunteers. A few agents are needed to assist with the camp.

The camp program will focus on computer training and "hands on" experiences in a wide variety of subject areas. The camp will be open to youth (non-4-H'ers are encouraged) 12-19 years of age.

J. Roland Flory

"HOME: A PLACE TO LEARN"

The following is an excerpt from "Home: A Place to Learn" by Ron, Donna, and John Michael Daly. As adults working with youngsters this may provide us with a little "food for thought." We received this article from the Guilford County Newsletter.

I was in my study one morning reviewing some material for a presentation to a group of parents later that day. I had been there for a brief time when I heard the footsteps of my four-year-old son coming down the stairway. Soon he peeked around the door to see what I was doing. He sidled over to me, climbed up on my lap and looked at some words I had written on a poster. I was a little annoyed when he asked about the words. I knew this was his way of getting my attention. I explained briefly that these were the words I called the "Dirty Dozen," because they represented behaviors that we should avoid when interacting with children. He pointed to one word and asked, "Daddy, what is that word?" "Distracting," I said. I proceeded to read my book and he set to work spelling the word. Then he said, "Daddy, what does distracting mean?"

I sensed that this was a teachable moment, so I replied, "When Daddys are studying and little boys come down and crawl up on their lap and ask them questions, it distracts the Daddy from his work and makes his attention go to the little boy. It means that you are interrupting what a person is doing." He looked up at me with huge brown eyes and spoke with the perfect wisdom of a four-year-old. "Daddy, little boys are more important than books." What a lesson for me!

In the home the basic principles of learning to live with people and of building relationships are being taught all the time. The daily incidental acts that children see and experience will have long-term consequences in their lives. If we are "too busy"--we are doing a lot of teaching. When children come to us all excited with something to share, we really cut down their enthusiasm in a hurry if we do not respond with an attentive ear and a caring heart.



You cannot "not teach" in the family. The home is one of the most important centers for learning. Opportunities for teaching come continually every day. The challenge we face is how to use these opportunities to build a strong, supportive family system that will enrich each life independently and all family members collectively. We need to become more aware of the kinds of lessons we are teaching--the basic messages we are sending to our children. Then we need to plan home experiences that will insure the learning we want our children to have. I am not talking just about subject matter; I am talking about learning to relate, to care, to love, to share, to help people feel good about themselves. These are the things we want to teach in our homes.

"LEADERS TO WASHINGTON" MARCH 1-5

Seventeen North Carolina Volunteer 4-H leaders will join three members of the State 4-H Staff for "Leaders to Washington" March 1-5 at the National 4-H Center. Participants are being selected based on existing "trainer" skills for the four day Forum. The content is designed to "train trainers" in "Life Skills for 4-H Leadership Development."

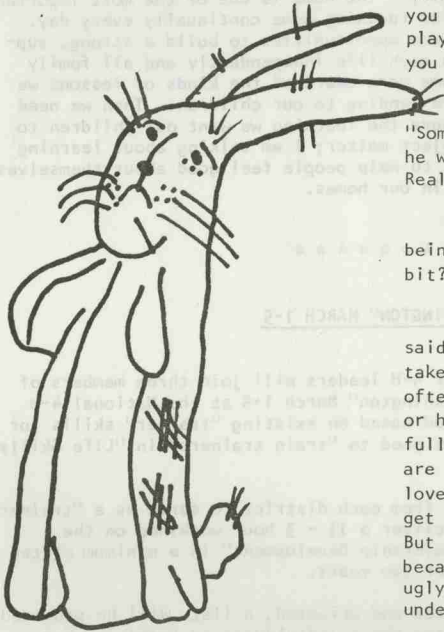
Two volunteers are being selected from each district to serve as a "trainer team." Each team will be trained to deliver a 1½ - 3 hour workshop on the application of "Life Skills for 4-H Leadership Development" in a minimum of ten counties in their district over the next two years.

Once "trainers" have been identified and oriented, a list will be provided for all agents. Begin to plan now to involve these individuals or teams in your county or district volunteer staff development program.



"WHAT IS REAL?"

"What is REAL?" asked the Rabbit one day, when they were lying side by side near the nursery fender, before Nana came to tidy the room. "Does it mean having things that buzz inside you and a stick out handle?"



"Real isn't how you are made," said the Skin Horse. "It's a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become Real."

"Does it hurt?" asked the Rabbit. "Sometimes," said the Skin Horse, for he was always truthful. "When you are Real you don't mind being hurt."

"Does it happen all at once, like being wound up," he asked, "or bit by bit?"

"It doesn't happen all at once," said the Skin Horse. "You become. It takes a long time. That's why it doesn't often happen to people who break easily, or have sharp edges, or have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby. But these things don't matter at all, because once you are Real you can't be ugly, except to people who don't understand."

-- from the Velveteen Rabbit

by Margery Williams

THE ART OF SUCCESS

There are no secrets of success.
Success is doing the things you know you should do.
Success is not doing the things
You know you should no

Success is not confined to any one part of
Your personality but is related to the development
Of all the parts: body, mind, heart and spirit.
It is making the most of your total self.

Success is discovering your best talents,
Skills and abilities and applying them
Where they will make the most effective
Contribution to your fellowmen.

Success is ninety-nine percent attitude.
Success is a continuing upward
Spiral of progress.
It is perpetual growth.

Success is relative, individual and personal.
It is your answer to the problem of making
Your minutes, hours, days, weeks, months and years
Add up to a good life.

-- Wilferd A. Peterson

Thearon T. McKinney

WORTH QUOTING

"There are no new sins; the old ones
get better publicity these days."

-- Copied

"If you think education is
expensive, try ignorance."

-- Robert Orben

"Every human being is
responsible for himself,
and not under obligation
to meet the expectations
of others."

-- Fritz Perls

INTERNATIONAL INTRIGUE

International Intrigue Project has been discontinued. The National 4-H Citizenship Advisory Committee suggests My World as a suitable replacement manual. It is the seventh unit in the 4-H Citizenship Series. Most of the material that was in International Intrigue is in the newer book, and updated.

Locally, however, counties that have the manuals may wish to continue to promote International Intrigue until their supply is exhausted. Plan, Do, Review forms will continue to be available as long as needed throughout this project year. Counties that have excess manuals on inventory should return them to us to be shared with counties that wish to continue the project throughout this project year.



CONGRATULATIONS ALLEGHANY, FORSYTH, AND WILSON COUNTIES

Three North Carolina 4-H Clubs have been selected to receive 1984 Citizenship-in-Action grants, provided by Reader's Digest Foundation.

The Forsyth County Club, Winston-Salem; Alleghany 4-H/Youth Task Force, Sparta; and Wilson County 4-H Council, Lucama, are among 37 4-H groups in 22 states awarded seed money for community projects.

The Forsyth County Club will use their \$500 grant to help underwrite the costs of an eye care and safety program for preschool and elementary school students.

The 4-H teens will present information geared to the teaching of eye care and its relationship to good nutrition plus the importance of eye examinations. They also will distribute educational leaflets of benefit to the entire family. They have already received one pledge of \$100 toward the project.

The Alleghany County group plans to use their \$500 grant to conduct an alcohol awareness/prevention program for seventh and eighth graders.

They plan to reach both youngsters and their families through the program which will combine speakers, films, field trips, as well as provide participation exercises to help youth make wise choices about use of alcohol. The club plans to involve a large portion of the community.

The Wilson County 4-H Council will use their \$400 grant toward the development of a day-long "Citizenship-Wilson County Focus" presentation designed to help high school students become better acquainted with local government. They will provide opportunities for face-to-face dialogues on issues concerning young people when they are meeting with local government officials and learning more about government services. The goal is to have young people become better, more responsible citizens who realize that they have a right and a responsibility in government.

Grants will be matched by additional funds to be raised locally. Selection of 4-H groups to receive the grants was made by the Cooperative Extension Service. Awards are arranged by National 4-H Council.



INTERNATIONAL ADULT SEMINARS SET FOR 1984

Two international Extension 4-H study seminars will be offered from October 1-20, 1984. Volunteers interested in strengthening the international dimensions in 4-H can participate in a three-week study seminar in the Scandinavian countries of Denmark, Norway and Sweden. Dr. Eugene "Pete" Williams consultant with National 4-H Council, will serve as educational coordinator and group leader.

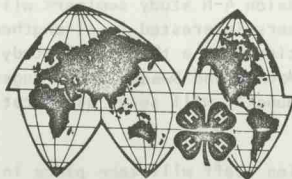
The seminar for Extension staff will take place in the United Kingdom and will include a visit to an international clearing house on volunteerism, key youth and community activity sites and study of working with volunteers to reach youth of different backgrounds. Grant A. Shrum, president, National 4-H Council, will be educational coordinator and group leader. Details of both programs are being sent to state and county offices this month.

EXPLORE CHINA WITH 4-H

An exciting adventure in the Peoples Republic of China is again available for young people 18-25 in 1984. The group will visit both the countryside and major cities of China from July 19 - August 14. They will bicycle through rural communities, spending time with farmers and village leaders, as well as climb the Great Wall and see other monuments of Chinese civilization in Beijing and Shanghai. Program cost is \$2,895. If interested, contact this office for a copy of the promotional brochure.

DONOR SUPPORT FOR 4-H INTERNATIONAL PROGRAMS

4-H International Programs are conducted or coordinated by National 4-H Council in support of the 4-H Program of the Cooperative Extension Service. Financial support comes from various sources. Donors in 1983 included Exxon Cooperation, Ford Motor Company Fund, Gerber Baby Foods, Kellogg Company, Ralston Purina Trust Fund, the Bureau of Educational and Cultural Affairs of the U.S. Information Agency (USIA) and the U.S. Agency for International Development (USAID). All participants in 4-H International programs in 1983 received American flags donated by Amvets.



CITIZENSHIP WORLD FOCUS...

...is ONE MORE STEP for 4-H members or adults who are seriously interested in international relations and global responsibility. This program focuses on such issues of concern as human rights, nuclear arms, global interdependence, religious freedom and others, through discussions with diplomats and international experts as well as visits to embassies, the U.S. Department of State and other agencies and organizations. Program dates for 1984 World Focus, conducted at the National 4-H Center, are March 11-17 and August 12-18. For more information contact National 4-H Council.

CITIZENSHIP-WASHINGTON FOCUS

Richard Peterson, Extension Agent in Randolph County, has confirmed reservations for Citizenship-Washington Focus for the North Carolina delegation for the week of August 5-11, 1984. At present the reservations call for 25 to 40 participants to be housed in the J.C. Penney Dorm.

Just now, he does not have figures available regarding the cost but hopefully we can keep it close to the \$300 per delegate figure we had for 1983. He will try to have transportation and 4-H Center costs by Winter Board.

If we all work together he is sure we will exceed our goal of 40. See you at Winter Board.

YOUTH EXCHANGES WITH CANADIAN PROVINCES

National 4-H Council received a grant from the U.S. Information Agency for use with youth exchanges as part of the President's International Youth Exchange Initiative.

A part of this grant is for 5-8 sub-grants to states for the encouragement and conduct of exchanges with Canadian provinces in 1984.

The following preliminary guidelines are to be considered in planning for an exchange:

- * Groups will consist of 10 or more youth between the ages of 15 and 19.
- * At least one adult group leader will accompany the group.
- * The program will be for approximately four weeks or more.
- * Host family experience must make up the major part of the program.

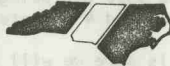
Proposals will include a description of the proposed program, plans for implementation, budget, financing plan, and a brief statement of how the exchange will benefit the 4-H program. A financial report and a narrative report and evaluation will be provided on completion of the program.

Proposals for up to \$2000 can be submitted. Up to half of the approved grant will be advanced on request once a grant has been approved. The remainder of the grant will be provided one month prior to departure. The entire grant must be returned if the exchange is not completed.

National Council is in contact with Canada and will coordinate the initial liaison and matching of states and provinces. States will then assume liaison with the designated provincial contact.

Interested states should indicate their interest by the end of January. Additional guidelines will be provided at that time. Proposals are to be submitted by February 29.

Pauline E. Moore



OPPORTUNITIES FROM THE GOVERNOR'S YOUTH INVOLVEMENT OFFICE

Enclosed are three letters from the Governor's Youth Involvement Office pertaining to Youth Involvement Month, Voter Registration and Youth Legislative Assembly. These are worthwhile programs so be sure to inform your 4-H'ers of these opportunities as soon as possible. If you have questions, call Pam Kohl at (919)733-9296.

Dalton R. Proctor

GOOD NEWS!!!

The North Carolina Board of Education approved the concept of providing credit towards high school graduation for volunteer work.

The Governor's Advisory Committee's study on academic credits for high school volunteerism utilizing teenagers for 4-H expansion (called Service Learning) is available.

Write or call:

Ms. Pam Kohl
Youth Advocacy and Involvement Office
121 West Jones Street
Raleigh, North Carolina 27603-1334
(919) 733-9296

1984 N.C. 4-H TRAFFIC SAFETY POSTER CONTEST

Once again we encourage county 4-H staff to promote and carry out the North Carolina 4-H Traffic Safety Poster Contest. Not only does this program provide promotion and recruitment opportunities, it also provides recognition for 9-12 year old children with new concepts about safety.

The enclosed leaflet, North Carolina 4-H Traffic Safety Poster Contest (4H-F-1-79), provides the guidelines for implementation.

Request these leaflets at the Visual Aid Department, Agricultural Communications, for your county traffic safety poster contest and conduct the elimination contest.

Submit only the top winning county poster on or before March 15, 1984 to:

4-H Traffic Safety Poster Contest
P.O. Box 21928
Greensboro, North Carolina 27420-1928

Henry Revell, Jr.

AUDIO VISUALS

Please order the following program support materials from Visual Aids, Agricultural Communications, on campus:

SL 044 -- "4-H Vision Education"

Slide - Tape Presentation (Time 10:31)

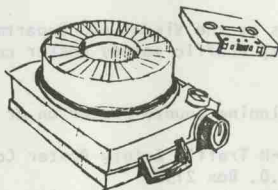
This presentation discusses the world of possibilities for 4-H members interested in eye care. Each of the Vision Education project materials is outlined in the 78 slide series.

The slide tape should prove valuable for 4-H volunteers who need to acquaint themselves with the project materials.

* * * * *

A PICTORIAL STORY OF NATIONAL 4-H CONGRESS 1983

A 47 slide presentation with script recalls the once-in-a-lifetime week at National 4-H Congress in Chicago. Produced by the Eastman Kodak Company, the set is designed for use by members and leaders to stimulate interest in the 4-H trip to Congress.



PUBLICATION'S UPDATE

The following publications have been printed and delivered to the mailroom on campus. Please use the following numbers to order these publications.

| | |
|--------------------------|-----------|
| Cooking Is Fun | (M-13-56) |
| N.C. 4-H Officer's Guide | (0-1-3) |
| Tree Identification | (M-14-3) |
| Bicycle PPG | (PG-3-21) |
| Tractor PPG | (PG-3-23) |
| 4-H Awards Handbook | (0-1-10) |

Please do not order any publications without the appropriate code. Should you not have a code, let me know and I will send it to you.

Sharon L. Runion

DATES TO REMEMBER

- March 1 Applications for 4-H Development Fund, L.R. Harrill, Smith Douglas Scholarships due. Send to Dalton Proctor, P.O. Box 7606, NCSU, Raleigh, NC 27695-7606.

 Submit to State 4-H Office:
 - Cumulative 4-H Records
 - Honor Club Membership Applications
 - Leader Recognition Nomination Forms
- March 15 Traffic Safety Poster Contest due, A&T State University
- March 19-23 4-H Cumulative Record Judging, Raleigh
- April 7-13 National 4-H Conference, Chevy Chase, MD

SPECIAL NOTICE!

EMPLOYER IDENTIFICATION NUMBER

Each 4-H entity or organization in the county or state that opens up a bank account, each individual account must apply for an employer identification number. To apply, you use application form number SS-4. These application forms may be received by dialing this toll free number, 1-800-241-3860.

In filling out the application form number SS-4, there will be a place on the application form to identify the 4-H Club or entity as a tax exempt organization. This is done by giving the blanket tax exemption number given to the U.S. Department of Agriculture for 4-H, number 2704, by the Internal Revenue Service and by answering other questions on the form relating to why the 4-H Club or entity is a tax exempt organization.

The employer exemption number does not mean that the 4-H Club is an employer. It is just the language of the regulation.

North Carolina Department of Administration



Elks Building

121 West Jones Street

Raleigh 27603-1334

James B. Hunt, Jr., Governor
Jane Smith Patterson, Secretary

Youth Advocacy and Involvement Office
Pam Kohl, Executive Director
(919) 733-9296

Governor's Advocacy Council on Children and Youth
Youth Advisory Council
State Youth Council
N.C. Internship Council

MEMORANDUM

TO: Persons interested in Youth Programs

FROM: Holly Franklin, Alyson Hyman and Mark Peters, 1984 YLA Tri-Chairs

RE: The 1984 Youth Legislative Assembly

DATE: January 5, 1984

Do you want to meet top NC officials along with other youth from across the state? Would you like to have your views "heard" and made a part of the decision-making process of the law makers of North Carolina? As a youth, do you feel that when you make an effort to voice your opinion that it is often ignored or given little consideration? Well, the 1984 Youth Legislative Assembly is an event that provides all of these things and more. High School students from across North Carolina will come together to participate in a mock general assembly at the Marriott Hotel and Conference Center in Raleigh on March 16-18, 1984. The N.C. State Youth Council and the Raleigh Youth Council are co-sponsoring this event which can accommodate approximately 300-350 students. Come and be a part! You will receive "hands on" experience by helping debate, write, and vote on bills. Not only will you gain worthwhile knowledge about the legislative process, but you will also meet many new friends.

The YLA will have ten standing committees which are as follows: environment, violence, international affairs, criminal justice, education, substance abuse, constitutional amendments, human sexuality, discrimination, and youth rights. Each participant will serve on one committee. The individual committees will prepare two bills which are to be introduced to the assembly during general session. At this point, everyone will debate, amend, and vote on each bill.

The price for the 1984 YLA will be \$59.00 quad occupancy which includes two nights lodging, three meals (Friday lunch, Saturday dinner and Sunday lunch), and materials. Each participant will need money for other meals at area restaurants and any other expenses. Cost for adults is \$78.50, double occupancy or \$114.00, single occupancy, which is also inclusive.

The YLA is an opportunity for you to voice your opinion in an effective and influential way. A final report will be sent to the entire General Assembly, the Governor and other state officials. It is also a learning

North Carolina
Department of Administration

experience in that you will "experience" how the General Assembly operates, both in committee and session. (You will learn alot about parliamentary procedure too!) Please return your application, along with a check or money order made payable to the Department of Administration, by February 15, 1984 to the Youth Advocacy and Involvement Office, 121 West Jones Street, Raleigh, NC 27611. The chance to express your views, gain knowledge, meet and have fun with lots of people is an enriching experience that we invite you to participate in. We hope you will join us in this exciting endeavor! If you have any questions, please contact Sarah Harris at 919/733-9296.

RECEIVED

February 2, 1984

THE 1984 YOUTH LEGISLATIVE ASSEMBLY

Participants interested in Youth Programs

North Carolina Youth Involvement and Advocacy, 121 West Jones Street, Raleigh, NC 27611

If you want to meet top 50 officials along with other youth from across the state, make your list to have your views heard, and make a part of the legislative-making process in the law making of North Carolina. As a youth, you can help make your voice an effort to make your opinion that is as clear as possible. The 1984 Youth Legislative Assembly is an event that provides all of these things and more. High school students from across North Carolina will come together to participate in a week-long assembly at the Marriott Hotel and Conference Center in Raleigh on March 14-18, 1984. The U.S. State Youth Council and the North Youth Council are sponsoring this event. With the assistance of approximately 200-300 students, this will be a great fun and educational experience. This is a great opportunity for you to meet and have fun with other youth from across the state. The program will include a variety of activities, including a legislative session, a mock trial, and a variety of other activities. For more information, contact Sarah Harris at 919/733-9296.

The 1984 Youth Legislative Assembly is a unique opportunity for youth from across the state to meet and have fun with other youth from across the state. The program will include a variety of activities, including a legislative session, a mock trial, and a variety of other activities. For more information, contact Sarah Harris at 919/733-9296.

Tentative Agenda

Friday, March 16

| | |
|-------------------------|---|
| 10:00 a.m. - 11:30 a.m. | Registration |
| 12:00 noon - 1:45 p.m. | Lunch (Keynote Speaker) |
| 2:15 p.m. - 5:30 p.m. | Committee Meetings |
| 5:30 p.m. - 7:30 p.m. | Dinner (on your own) |
| 7:30 p.m. - 10:00 p.m. | Committee meetings |
| 10:00 p.m. - 12:00 a.m. | Entertainment |
| 12:00 a.m. | Hotel Curfew Committee Chair Meeting |
| 1:00 a.m. | Room Curfew |

Saturday, March 17

| | |
|-------------------------|---|
| | Breakfast (on your own) |
| 9:30 a.m. - 10:30 a.m. | Committee Meetings |
| 10:45 a.m. - 12:30 p.m. | General Session |
| 12:30 p.m. - 2:30 p.m. | Lunch (on your own) |
| 2:30 p.m. - 5:00 p.m. | Session |
| 5:00 p.m. - 6:30 p.m. | Recess |
| 6:30 p.m. - 8:00 p.m. | Dinner (Keynote speaker) |
| 8:30 p.m. - 12:00 a.m. | Entertainment |
| 12:00 a.m. | Hotel Curfew Committee Chair Meeting |
| 1:00 a.m. | Room Curfew |

Sunday, March 18

| | |
|------------------------|-------------------------|
| | Breakfast (on your own) |
| 9:00 a.m. - 12:00 noon | General Session |
| 12:00 p.m. - 1:00 p.m. | Lunch |
| 1:00 p.m. - 4:00 p.m. | General Session |
| 4:00 p.m. | Adjournment |

1984 Youth Legislative Assembly

Registration Form

(PLEASE PRINT)

1. NAME _____
2. ADDRESS _____ CITY _____ ZIP CODE _____
3. TELEPHONE () _____ COUNTY _____
4. MOTHER'S NAME _____ ADDRESS _____
5. FATHER'S NAME _____ ADDRESS _____
6. SEX _____ 7. GRADE LEVEL _____ 8. HIGH SCHOOL _____
9. SPONSOR (if any) _____
10. ETHNIC BACKGROUND (for statistical purposes only)
WHITE _____ BLACK _____ AMERICAN INDIAN _____ OTHER _____
11. NAME OF ROOMMATE(S) PREFERENCE _____
12. PLEASE INDICATE ANY DISABILITIES THAT WILL NEED SPECIAL ARRANGEMENTS:

13. SMOKING _____ NON-SMOKING _____ NO PREFERENCE _____
14. COMMITTEE PREFERENCE (you will be assigned to one committee) Please number in order of priority the five committees you would be interested in:

| | |
|---------------------------------|-----------------------------|
| Constitutional Amendments _____ | Human Sexuality _____ |
| Criminal Justice _____ | International Affairs _____ |
| Discrimination _____ | Substance Abuse _____ |
| Education _____ | Violence _____ |
| Environment _____ | Youth Rights _____ |
15. HAVE YOU EVER ATTENDED YLA BEFORE? _____ IF SO, WHEN? _____
16. HOW DID YOU HEAR ABOUT YLA?
NEWSPAPER _____ SCHOOL _____ FRIEND _____ OTHER _____
17. WHAT ISSUES WOULD YOU LIKE TO SEE DISCUSSED DURING THE ASSEMBLY?

18. WHAT DO YOU FEEL YOU CAN CONTRIBUTE TO THE YOUTH LEGISLATIVE ASSEMBLY?

All checks or money orders should be made payable to the NC DEPARTMENT OF ADMINISTRATION. Please do not send cash. This form and payment should be mailed to: Sarah Harris, Coordinator, State Youth Council, Elks Building, 121 West Jones Street, Raleigh, NC 27611. Telephone (919) 733-9296.

REGISTRATION DUE NO LATER THAN FEBRUARY 15, 1984.
NO REFUNDS WILL BE GIVEN AFTER FEBRUARY 29, 1984.

Please complete the following form and return with your registration form.

1984 Youth Legislative Assembly

On rare occasions, an emergency requiring hospitalization and/or surgery develops. Since minors may not, as a rule, be administered an anesthetic or be operated upon without the written consent of the parent or guardian, we request that parents or guardians sign the following statement. This is to prevent a dangerous delay in case an emergency does occur and we are unable to contact parents.

In the event of injury or illness to our son/daughter, ward, _____
_____, born _____, we hereby authorize
(date)

a Youth Legislative Assembly staff member to secure whatever treatment is deemed necessary, including the administration of an anesthetic and surgery.

Are you allergic to any medications? _____ If yes, please list them.

Hospitalization Insurance Policy #

Address

Telephone Number

Date

Parent or Guardian's Signature

ADULT REGISTRATION FORM FOR YOUTH LEGISLATIVE ASSEMBLY

All adults traveling with and chaperoning YLA participants need to complete the following registration form and return it along with the fees and youth applications. A check or money order made payable to the DEPARTMENT OF ADMINISTRATION in the amount of \$78.50, double occupancy or \$114.00, single occupancy, needs to be returned with the registration form by February 15, 1984. No refunds will be given for cancellation after February 29, 1984.

ADULT REGISTRATION

Type or Print _____ Single Room _____ Double Room _____

Name _____

Address _____
Street _____ City _____ State _____ Zip Code _____ County _____

School/Youth Organization _____

Name of Preferred Rommate _____

Smoking _____ Non-Smoking _____ No Preference _____

Name of students you are chaperoning _____

Please specify any medical concerns or disabilities requiring special arrangements

A meeting of all adult chaperones will be held Friday evening March 16 at 10:00 p.m. The location of the meeting will be announced.

North Carolina Department of Administration



Elks Building

121 West Jones Street

Raleigh 27603-1334

James B. Hunt, Jr., Governor
Jane Smith Patterson, Secretary

Youth Advocacy and Involvement Office
Pam Kohl, Executive Director
(919) 733-9296

Governor's Advocacy Council on Children and Youth
Youth Advisory Council
State Youth Council
N.C. Internship Council

MEMORANDUM

TO: Youth groups interested in civic involvement

FROM: Sarah Harris SA

RE: Voter Education/Registration month

DATE: December 16, 1983

As many of you know, on November 6, 1984 elections will be held for National, State and Local office holders. Whether or not the candidates verbalize their thoughts concerning young people, they all have opinions on programs and policies that effect young people. Sadly, many candidates for public office do not take young people seriously because of the low percentage in the 18-24 age group registered to vote. Studies show that only 40% of this group is registered with an even smaller percentage actually participating in the voting process.

In order to make the youth population an active force, the Council of Presidents and the N.C. Youth Advisory Council are asking that youth groups sponsor and participate in voter education/registration drives during the month of March, 1984 as part of Youth Involvement Month.

Just to add some excitement to the process, a competition will be held on a county basis. With this in mind, guidelines for participation have been developed and are as follows:

1. At least 250* young people become registered to vote during your drive;
2. Your youth groups must work with a minimum of 4 other youth groups in your county;
3. You must provide an educational experience during your drive along with registering individuals.

Certificates of achievement, signed by the Governor, will be awarded to those groups who follow the stated guidelines and participate in this voter registration/education effort. The attached form must be completed and returned to the Youth Advocacy and Involvement Office by April 11 in order for your effort to be processed and recognized.

If you need assistance in organizing your work, a packet of information is available from the Youth Advocacy and Involvement Office. Call Sarah Harris at 919/733-9296 or write her at 121 West Jones Street, Elks Building, Raleigh, NC 27611.

Thanks for caring and working to make the young population of North Carolina a force to be recognized during the upcoming elections. With your help, youth involvement in the electoral process will become a reality.

*Discretionary, depending upon the youth population of the county.

1984

VOTER EDUCATION/REGISTRATION PARTICIPATION FORM

Name of Organization _____

Address _____
Street City State Zip Code Telephone #

Advisor's Name _____

Advisor's Business Address _____ Phone # _____

Name of other youth groups working with you in this effort:

1. _____ Address _____

2. _____ Address _____

3. _____ Address _____

4. _____ Address _____

5. _____ Address _____

Number of young people registered _____ Dates of your drive _____

Please give brief description of your work _____

What worked? _____

What problems did you encounter? _____

How could the YAIO have been more helpful? _____

Please attach copies of publicity _____

Comments _____

Examples of youth groups: 4-H, Boy and Girl Scouts, Vocational Industrial Clubs of America (VICA), Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Future Homemakers of America (FHA), Health Occupation Students of America (HOSA), Future Business Leaders of America (FBLA), Student Council, Teen Democrats, Teen Republicans, Youth Council, NAACP Youth Council, Native American Youth Organizations, Peer Helper Programs

Please return this form no later than April 11 to: Youth Advocacy and Involvement Office, 121 West Jones Street, Elks Building, Raleigh, NC 27611

North Carolina Department of Administration

Elks Building

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James B. Hunt, Jr., Governor
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Governor's Advocacy Council on Children and Youth
Youth Advisory Council
State Youth Council
N.C. Internship Council

MEMORANDUM

TO: Persons interested in young people

FROM: Alyson Hyman, Projects Committee Chair, State Youth Council

RE: Youth Involvement Month

DATE: January 9, 1984

As the new year has arrived, many fresh and exciting plans are being made for the young people of North Carolina. Governor Hunt will proclaim March to be Youth Involvement Month and the N.C. State Youth Council will sponsor this effort again this year. This month will be a time for all of our state's youth to open new doors and travel different paths through various activities and programs. Already plans have been made for various statewide projects. On March 16-18 there will be the 14th Annual Youth Legislative Assembly in Raleigh. Students from all across the state will congregate to form a mock general assembly where they will receive "hands on" training about the legislative process. The 4th Annual Delinquency Prevention Conference will be held March 13-14 in Raleigh. This conference will examine law related education and substance abuse among young people. In Greensboro, the N.C. Peer Helpers Conference will be held on March 30-31. This conference, entitled "Invitation to Learning", will give peer helpers the opportunity to exchange ideas and further develop their peer helping skills.

Such activities as these need to happen on the local level. It is so important for youth to become involved with their community. Here are some suggestions for projects for those who need some ideas in getting started.

1. SADD Week (Students Against Driving Drunk). This is an excellent time to start a SADD Chapter in areas that do not have one.
2. Know Your City Government Day - Youth "take over" the jobs of city officials by working as counterparts with them.
3. Hold a forum or a hearing on youth related issues
4. "Something Better to Do" - Alternatives to problems of drugs and alcohol.
5. County Youth Voter Education/Registration Drives

6. Youth Week - Planning an event for each day of the week involving youth and the community.
7. "Look Ma, I'm in the News!" - Replacing one of the media for a day.
8. A Youth Fair - Held in a shopping mall or park.
9. "Pass it on" - A workshop where people of the community teach their special skill or talent to the youth of the town.
10. Power skits formed by the youth - An issue is brought to a climax and stopped; audience participation and solutions are developed.
11. Any type of project done by youth such as athletic competitions, volunteerism, dances, education programs, etc.

Anything involving youth in the month of March is acceptable. Let your creativity run wild (some really sound projects could develop)! Governor Hunt has put a lot of stock in North Carolina's young people - Let's show him what we can do when given the chance. The Youth Advocacy and Involvement Office would like to keep a calendar of events for the month, but we need your help. Please fill out the important form attached and let us know of the project(s) for youth in your area. Also, send in any pictures, articles, or other material that we can present in publicizing the positive aspects of young people. With your action, we can say to the Governor and all of North Carolina, "Hey, see what this natural resource - our youth - can really do"!

SC

As the new year has arrived, many fresh and exciting plans are being made for the young people of North Carolina. Governor Hunt will inaugurate March as Youth Involvement Month and the U.S. Area Youth Council will sponsor this effort again this year. This month will be a time for all of our state's youth to open new doors and travel different paths through various activities and programs. Already plans have been made for various statewide projects. On March 12-15 there will be the 14th Annual Youth Legislative Assembly in Raleigh. Students from all across the state will convene to form a mock general assembly where they will discuss "hands-on" training about the legislative process. The 4th Annual Delinquency Prevention Conference will be held March 13-14 in Raleigh. This conference will examine law related education and substance abuse among young people. In Greensboro, the U.S. Area Youth Council will be held on March 20-21. This conference, entitled "Investation in Learning", will give youth leaders the opportunity to exchange ideas and further develop their leadership skills.

Youth activities as these need to happen on the local level. It is an important for youth to become involved with their communities. Here are some suggestions for projects for those who need ideas in getting started:

1. Youth Week (Student Activity Group). This is an excellent time to start a Youth Council in your area to help plan and...
2. Show Your City Government Day - Youth "take over" the jobs of city officials by working as counterparts with them.
3. Hold a forum or a hearing on youth related issues.
4. "Something Better to Do" - An invitation to members of church and school.
5. County Youth Voice Forum (Investigation in Progress)

YOUTH INVOLVEMENT MONTH

Project Description Form

Submitted by _____

Name of coordinator _____

Address _____ City _____ Zip Code _____

Phone Number () _____

Date and year of project _____

- I. Name of Project _____
- II. Type of Project (government related, community service, etc.) _____
- _____
- III. Summary of project (written in such a way that anyone could understand the project fully, include expenditures, how publicized, facilities, and supplies)

IV. Participation

- a) Number from your organization _____
- b) Number of other participants (youth) _____ (adults) _____

V. Did other youth groups participate in this project? If so, who and what did they do? _____

VI. How did the community benefit from the project? _____

Please return by April 15, 1984 to the Youth Advocacy and Involvement Office, Elks Building, 121 West Jones Street, Raleigh, NC 27603.

"NEBRASKA 4-H DEMONSTRATION STUDY"

Demonstrations have been a traditional 4-H activity in the local club, at county contests, and at State Fair. What are the benefits of the demonstration activities for the individual, parents, and to society?

Participants at the 1982 Nebraska State Fair demonstration activity and their parents were given an opportunity to complete a questionnaire. In addition, interviews were completed with participants, parents, and judges.

There were 319 4-H members participating in the 1982 Nebraska State Fair demonstration activity. Seventy-three percent of those participants completed the questionnaire. An almost equal number of parents, 224, responded to a separate questionnaire.

Eighty-two percent of the participants indicated that one or both of their parents had been or is a 4-H leader.

The average number of hours spent in preparation of the demonstration was 44 hours.

Members and parents estimated that the demonstration would earn or save an average of \$250.00 in the next ten years. The total savings as reported by the 150 participants responding was \$40,700.00.

Three out of four of the 1982 State Fair 4-H demonstration activity participants were female. More than sixty-nine percent of the participants lived on a farm or ranch. Demonstrators are busy persons, with more than ninety percent active in church, school, and 4-H. Sixty-eight percent of the members also participated in athletics.

Demonstrators at the 1982 State Fair Demonstration contest felt they were good students. Eight out of ten participants felt that they were above average students. Ninety percent of the participants plan to attend college. None of the participants are planning to quit school.

Whose idea was it to give the demonstration? Sixty-five percent of the participants felt it was their own idea. They also credit parents, twelve percent; teachers/minister, ten percent; 4-H Leader, four percent; relative, two percent; and Extension Agent, one percent.

LIFE SKILLS

Life skills help 4-H members and adults fulfill their potential as individuals and group members.

While 4-H members were more positive than their parents, both groups reinforced the concept that the demonstration activity contributed to life skills.

RANK ORDER OF LIFE SKILLS - PARTICIPANTS

| Rank | Life Skill | Percent |
|------|-----------------------------------|---------|
| 1. | The ability to communicate | 96.71% |
| 2. | To develop an inquiring mind | 89.67% |
| 3. | Problem solving | 89.20% |
| 4. | Seeking creative solutions | 88.73% |
| 5. | The ability to respond and relate | 85.92% |

RANK ORDER OF LIFE SKILLS - PARENTS

| Rank | Life Skill | Percent |
|------|-----------------------------------|---------|
| 1. | The ability to communicate | 90.30% |
| 2. | Seeking creative solutions | 81.85% |
| 3. | The ability to respond and relate | 80.61% |
| 4. | To develop an inquiring mind | 79.21% |
| 5. | Problem solving | 71.24% |

Did girls achieve higher ribbon placings than boys at the 1982 Nebraska State Fair 4-H demonstration activity? No. There was no significant difference in ribbon placings between the two groups.

Geographic location appeared to be a factor in achievement. Participants from urban areas received a higher proportion of purple and blue ribbons than those from other areas.

Parents being 4-H leaders did not make a significant difference in the ribbon placing of the participant. It should be noted that eighty-three percent of the participants indicated that their parents were 4-H leaders.

HOURS OF PREPARATION

The purple ribbon recipients expended more time in preparation than blue, red, or white participants. The following table shows the total number of hours and average number of hours per ribbon group. It can be assumed that hours of preparation is a meaningful factor in achievement.

| <u>Ribbon</u> | <u>Total Hours</u> | <u>Number of Participants</u> | <u>Average Hours</u> |
|---------------|------------------------|-----------------------------------|-------------------------------|
| Purple | 3434 | 87 | 40 hours |
| Blue | 3604 | 103 | 35 hours |
| Red | 1076 | 36 | 30 hours |
| White | 20 | 2 | 10 hours |
| TOTAL | 8134 | 228 | 28.75 hour average |

The average number of hours participants estimated that they spent in preparation for the 1982 Nebraska State Fair was 35.6 hours.

CONSEQUENCE CATEGORIES

Dr. Michael Scriven, University of San Francisco Professor and Director of the Evaluation Institute, Rossi Wing, Lone Mountain Campus, California; has developed a series of consequence categories that could be used to evaluate 4-H information delivery modes. A questionnaire was developed, interviews conducted, and observations were made to assist Nebraska investigators in studying consequences of the 1982 Nebraska State Fair Demonstration Contest.

Knowledge Gained.

Nearly all youth reported that knowledge was gained as a result of participation in the demonstration activity.

Youth, 61 percent; and parents, 62 percent; felt that the presenter used research findings. Parents and youth, 60 percent, felt that a great deal of new facts and knowledge were presented in the demonstration.

Youth and parents reported the following sources of information: 4-H project manuals and Neb Guides, parents, 4-H Leader, farm magazines, and the library.

Perceptual Skills.

Perceptual skills refers to the recognition of a process, item, or skill. Parents, 70 percent; and youth, 68 percent; indicated that the demonstration contributed a great deal to the improved skill of recognition of a process or item.

Cognitive Skills and Capabilities.

Cognitive skills involve knowledge and the capability to recognize and re-use that knowledge.

Seventy-two percent of the participants felt that skills learned through demonstrations helped them a great deal to do a similar task as their 4-H demonstration. Parents, 84 percent, were even more enthusiastic.

More than two hundred persons gave examples of cognitive skills learned. The following are only some of the examples:

- Patience/organizing (15 responses)
- Comparison shopping
- Speaking/Demonstrating (25 responses)
- How to eat and exercise properly
- I will benefit in everything I do.
- Fire escape methods can be used anywhere.
- Washing cattle is like washing hogs.
- Baby sitting skills can be used in parenthood.
- Reports for school
- Preparing one food for freezing transfers to other foods that need to be frozen.

Psychomotor Skills and Capabilities.

Psychomotor skills refer to "eye-hand" coordination. No questions were included on the questionnaire; however, interviews were conducted with parents, judges, and members.

Nearly all those interviewed felt that demonstrators learn to manipulate charts, dishes, animals, or tools while the eye must communicate with the audience. One demonstrator indicated that she had baked 95 loaves of bread to practice eye-hand audience demonstration skills.

Prudential Attitudes of the Individual/Small Groups.

Prudential attitudes refer to those attitudes of the individual that relate to their own individual welfare.

Participants, 69 percent; and parents, 71 percent; felt that the demonstrator willingly participated in the demonstration contest.

Both members, 83 percent; and parents, 87 percent; agree that the demonstration activity made them aware of doing their own work.

Social Attitudes and Value of the Individual/Small Group.

Social attitudes include personal values, lifestyle, and a positive attitude toward other people in the sense of truly valuing them, their worth and their welfare.

Parents, 68 percent, were more positive in their belief that the demonstration experience contributes a great deal to learning to work more closely with parents, 4-H Leaders, and others than were participants, 54 percent. An additional 28 percent of the participants and 21 percent of the parents felt there was a moderate contribution.

Parents, 69 percent; and participants, 69 percent; felt that the demonstration experience did very little to contribute to learning to work more closely with a person of another sex.

Parents, 59 percent, were more in agreement than participants that the demonstration experience contributed a great deal to learning to appreciate more fully what is involved with being a parent.

Wealth/Health/Enjoyment of Life/Environmental Quality of the Individual/
Small Group.

More than 52 percent of each group (parents/participants) felt that the things learned through the Nebraska State Fair 4-H demonstration activity contributed to the health/safety of persons in the community.

Parents, 79 percent; and participants, 72 percent; felt that the demonstration experience would bring a "tangible" payoff for helping to earn money in the future.

The majority of parents and participants felt that the demonstration experience would save more than \$250.00 for the demonstrator or parents over the next ten years. The total savings as indicated by the 150 participants reporting was \$40,700.00.

Wealth/Health/Environmental Quality of Large Groups/Institutions.

If all the 4-H members in Nebraska, United States, and the world took part in the demonstration activity, would it make a difference in the wealth, health, and environmental quality of large groups and institutions?

More than 97 percent of the parents and 80 percent of the participants felt that the demonstration activity would contribute to the health of the nation.

Seventy-four percent of the participants and 85 percent of the parents felt that the demonstration experience would contribute to the wealth of the nation.

Fewer than 20 percent; however, felt that the demonstration would contribute to the conservation of energy, soil, or water.

Motor-Muscular Skills.

Motor and muscular skills refer to both technique and pure strength. While there is some evidence to support this consequence, additional inquiry may be needed to support any direct conclusion.

One parent interviewed stated, "Pure strength is needed to carry in the demonstration materials from the parking lot." Participants said, "My demonstration is on fitness. I feel I have improved my motor/muscular skills." Another said, "When I work with my steer, I get a real workout ...especially during the training period." Another participant said, "Sewing might seem easy, but my body gets tired."

Social Standards of Large Groups/Institutions.

This dimension refers to the "official value system" of a society, its laws, rhetorical attitudes, and explicit rules, with the attached system of sanctions and rewards.

Participants and parents did not feel the demonstration contributed to explaining a law or rule nor changing a law or rule.

The interviews with parents, participants, and judges did not generate evidence to support the consequences: Social Standards of Large Groups/ Institutions.

Social Behavior/Large Groups/Institutions.

Social behavior refers to the "true values" as opposed to the "official values" of a society.

Members, parents, and those interviewed did not feel the demonstration activity made them aware of race relations, shoplifting in their area, discipline in 4-H club, drinking by teenagers in their area, lying to take an advantage, or contribution to charities.

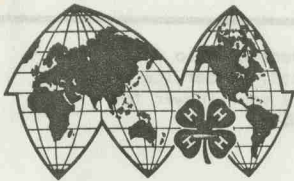
Social Behavior of the Individual/Small Group.

Social behavior refers to manifested behavior, as opposed to valued behavior. As an example, someone may take part in many social activities though privately detest them. Someone may have racist feelings but have no control over their manifestation of them.

No attempt was made to collect evidence involving this area.

As a consequence of the demonstration activity, participants indicated that they gained knowledge and developed perceptual, cognitive, and psychomotor skills. They increased prudential and social attitudes. There was an increase in the wealth, health, and enjoyment of life for small and large groups.

There was little evidence from the study that the demonstration experience improved muscular skills, social behavior of the individual in a small or large group, or social standards of the large group.



IN RESPONSE TO YOUR REQUESTS . . .

Two INTERNATIONAL EXTENSION 4-H STUDY SEMINARS

For Adults

ARE PLANNED FOR 1984!

1. **Volunteers**

interested in strengthening the international dimension in 4-H will join other volunteers for a **3 week** study to **Scandinavia** (Denmark, Norway, Sweden)-Starts **October 1, 1984**

Educational Objectives:

- study excellent youth development program
- learn new approaches to leadership development
- integrate new ideas from other cultures
- become more aware of role of youth-serving organizations
- gain skills knowledge for planning, developing and evaluating program
- prepare plan of action to work with others

Orientation

Washington, D.C., October 1, 1984, and depart for COPENHAGEN October 2. (Return to Washington, D.C., approximately October 20.)

Educational Coordinator

Dr. Eugene "Pete" Williams
(Retired Deputy Administrator
Extension Service/4-H, U.S. Department of Agriculture)

Package Price \$1,995.00

Includes 1½ day orientation, food and lodging at the National 4-H Center, Chevy Chase, Maryland; roundtrip international travel from Washington, D.C.; breakfast and lodging daily, medical and health insurance, and educational servicing. Does not include travel within the United States, baggage insurance, passport or personal expenses.

HOW TO APPLY:

1. Contact your county or state 4-H office for ADULT APPLICATION (TS-80) - International Extension 4-H Study Seminar; complete and return with \$150.00 deposit to County agent.
2. County agent approves, signs and forwards application and deposit to state 4-H office.
3. State 4-H office approves, signs and forwards application and deposit to National 4-H Council prior to June 1.
4. Upon receipt of application and deposit, National 4-H Council will confirm reservation and forward all further information.
5. Total seminar cost (minus \$150.00 deposit) must be paid 75 days prior to departure date. Installment plan available.

OVER

2. Extension Staff

. . . Challenged to put international dimension into your local program? . . . Ready for a sabbatical, in-service training, new horizons? The **United Kingdom** is your answer for **3 WEEKS - Starts OCTOBER 1, 1984**

Educational Objectives:

- learn volunteer role in youth-related activities
- exchange philosophy of 4-H education with British Extension leaders and staff
- experience comparative learning in international setting
- develop cultural understanding and appreciation through host family experiences
- develop international understanding of impact upon local program

Program Includes:

1. Visit to the center for volunteerism (an international clearing house on volunteerism).
2. Visits to community and youth activity sites where volunteers play key roles.
3. Observe methods of working through volunteers to reach youth of different backgrounds.
4. Discuss ways to recruit and train volunteers.
5. Become familiar with current societal needs.

Orientation

Washington, D.C., October 1, 1984, and depart for LONDON October 2. (Return to Washington, D.C. approximately October 20.)

Educational Coordinator

Grant A. Shrum
President
National 4-H Council

Package Price

\$1845.00

Includes 1½ day orientation, food and lodging at the National 4-H Center, Chevy Chase, Maryland; roundtrip International travel from Washington, D.C.; breakfast and lodging daily, medical and health insurance and educational servicing. Does not include travel within the United States, baggage insurance, passport or personal expenses.



4-H is the youth education program of the Cooperative Extension Service of the state land-grant universities and the U.S. Department of Agriculture. The International Extension 4-H Study Seminars are planned and conducted by the Cooperative Extension Service of the state land-grant universities, Extension Service, 4-H, USDA and National 4-H Council. National 4-H Council is a not-for-profit educational organization that uses private resources to help expand and strengthen the 4-H program. Program and educational materials of National 4-H Council are available to all persons regardless of race, color, sex, age, religion, national origin or handicap. Council is an equal opportunity employer.



Careers that work

A Newsletter for 4-H Career Leaders

SPOTLIGHT ON SUCCESS

Lenoir County involved 130 high school students in a "Youth in Government and Business Day." Howard Scott described his program as a "shadowing experience" where youth spend a day on the job with an adult. The program was co-sponsored with the Exchange Club of Kinston. The major objectives of the program were as follows:

1. To give youth the opportunity to learn citizenship through involvement of city and county government agencies;
2. To give youth the opportunity to explore occupational opportunities;
3. To encourage the development of youth by a one to one relationship with an adult;
4. To give youth the opportunity to write their experiences of that day.

The agenda for this day was very full beginning with a 9:00 reception and ending with a banquet. Students were matched with an adult host based on a preliminary survey. Student and host met at the reception, then spent the rest of the day together at work. At the banquet both students and host were honored.

Howard said that adults commented very positively on what they received from this experience. Next year Howard plans to expand this program and focus on careers in agriculture. For this undertaking he plans to work with the Chamber of Commerce.

For more detailed information contact Howard Scott at P.O. Box 757, Kinston, North Carolina 28501.

NATIONAL LEADER FORUM ON CAREERS

This year Sammy and Dewayne Renner are attending what may be the last National Leader Forum on Careers. When they return they will be sharing new ideas they collected at the forum with State Careers Committee. Volunteers who have attended the Leader Forum over the past three years are still contributing ideas, time and talent to promoting the 4-H Careers Program statewide.

SHARE WITH US

This newsletter is intended to be a house organ to share successes. Send any club or county career program successes to Judy Groff, Box 7606, Raleigh, North Carolina 27695 - 7606. We need to know what good things you are doing. Please take time to brag a bit.

MORE ON "SHADOWING"

Spending time with an adult in the work place is a good way for youth to get the flavor of a particular job. It also enables him to make some assessment about his interest in that type of work. Shadowing can begin with family members and could make a fine club family project.

Main Idea: To learn about jobs or work of other family members.

Procedure: Many young people are not familiar with the type of work other people in their family do. Family Shadowing can be done in a number of ways and can help acquaint young people with new jobs. Family Shadowing could include:

1. Spending a day "on the job" with parents, brothers, sisters, uncles, aunts and any other family member to see the variety of jobs done in that family. Other jobs or work will also be seen as they are with their relatives.

After the day of shadowing, at the next club meeting, have the 4-H'er discuss with the young person what they saw and learned during the day. Were they surprised at the kind of work done? What appeared to be enjoyable? Not enjoyable? Ask the young person to describe what they saw through the shadowing.

2. For younger people, spend an hour or two at the place that parents or other relatives work. An entire day may be too long a time. Decide before you start the shadowing, which questions will be asked.

Examples may be:

Where does my relative work?
Who works with my relative?
What does my relative have to every day?
What are some things my relative does less often?
What hours does my relative work?

DIAL FOR HELP

The Agricultural Extension Teletip service has added tapes from the North Carolina State University Student Affairs. The Teletip toll free number is: 800-919-737-3737. The system is generally available from 8:00 a.m. to 7:00 p.m. Some tapes that you might want to access during a club meeting or at home are as follows:

CAREER PLANNING PLACEMENT CENTER

S-811 How to Conduct a Job Search
S-821 Interviewing Techniques to NCSU
S-831 Resume Writing
S-841 Using the Career Planning and Placement Center

ADMISSIONS & FINANCIAL AID

S-100 Applying for Admission
S-121 Financial Aid at NCSU
S-122 Financial Aid Application Procedures
S-141 Merit/No Need Scholarships
S-161 Guaranteed/Insured Student Loans
S-166 Short-Term Loans

COUNSELING

S-311 'Academic Warning' - What It Means
S-315 Assertiveness
S-319 Causes of Overweight
S-321 Being A Minority Student
S-324 Services for the Handicapped
S-329 Coping with Academic Failure
S-331 Coping with Stress
S-334 Couples Communication
S-339 Classroom and Lecture Hints
S-341 Where to Go for Tutorial and Academic Help
S-344 Loneliness
S-349 A Study System that Works - SQ3R
S-351 Coping with Suicide
S-354 Talking with a Depressed Friend
S-361 Test Anxiety
S-364 Test Taking
S-365 Rape Crisis General Information
S-366 Rape Crisis Emergency Information
S-367 Sexual Harassment

N E W S R E L E A S E

G O O D N E W S ! ! !

The North Carolina Board of Education approved the concept of providing credit towards high school graduation for volunteer work.

The Governor's Advisory Committee's study on academic credits for high school volunteerism utilizing teenagers for 4-H expansion (called Service Learning) is available.

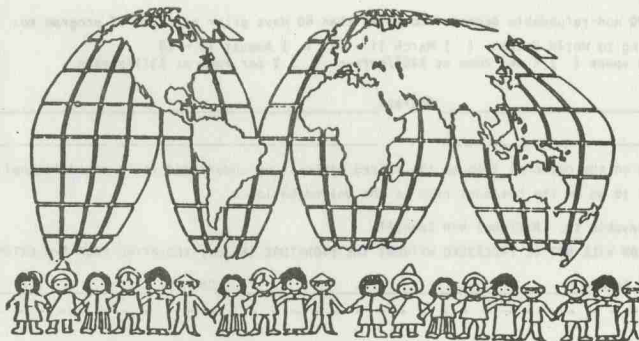
Write or call:

Ms. Pam Kohl
Youth Advocacy and Involvement Office
121 West Jones Street
Raleigh, North Carolina 27603-1334
(919) 733-9296

submitted by:

H. Revell, Jr.
4-H Program Coordinator/
Specialist

12/83



CITIZENSHIP WORLD FOCUS

... is ONE MORE STEP for 4-H members or adults who are seriously interested in international relations and global responsibility. This program focuses on such issues of concern as: human rights, nuclear arms, global interdependence, religious freedom and others, through discussions with diplomats and international experts as well as visits to embassies, the U.S. Department of State and other agencies and organizations.

IT'S FUN AND EXCITING TOO!

- * Feel the thrill of being in the nation's capital -- the hub of international relations.
- * Talk to senators and congressmen serving on the congressional foreign relations committees.
- * Taste exciting foods from another country.
- * Visit an embassy, talk with an ambassador.
- * Enjoy music and dance from around the world.

WHEN? March 11 - 17, 1984
or
August 12 - 18, 1984

WHERE? At the National 4-H Center
in the nation's capital.

PROGRAM PACKAGE 6 nights lodging, 6 breakfasts, 5 lunches, 4 dinners, 1 international buffet, 3 snacks, all local transportation and program costs.

COST \$288.00 per person (4 per room with central bath)
or
\$317.00 per person (2 per room with private bath)

Special Feature You may join an optional trip to the United Nations in New York City for an additional \$125.00



ADVANCE RESERVATION

Please return

this form with a \$35.00 non-refundable deposit* no later than 60 days prior to start of program to:

Citizenship WORLD FOCUS
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815

() Yes, I am coming to World Focus. () March 11 - 17 () August 12 - 18
Please reserve space () 4 per room at \$288/person () 2 per room at \$317/person

Name _____ Address _____

Phone() _____

() Yes, I want to go on the optional trip to the United Nations and understand it is an additional \$125.00.

() No, I do not want to go on the optional trip to the United Nations.

* Make checks payable to: National 4-H Council

YOUR ADVANCE RESERVATION WILL NOT BE PROCESSED WITHOUT THE SIGNATURE (below) VERIFYING YOUR 4-H EXTENSION AFFILIATION.

Signature of Extension Agent _____ County _____ Date _____

PROGRAM HIGHLIGHTS

Global Interdependence

- Take on the role of an ambassador from India in a simulated United Nations discussion about world food production and energy use.
- Visit the World Bank, review global economic trends.
- Examine the role of America in global/third world development.
- Discover what other organizations are doing about global issues such as hunger, food production and distribution, water supply, desert reclamation and other issues.

American-Soviet Relations

- Assume and defend the American, European or Soviet position on nuclear armaments.
- Examine American-Soviet trade and political tensions.

Middle East

- Visit the U.S. Department of State to explore America's Middle Eastern policy.
- Visit the Israeli Embassy for another point of view.
- Examine an Arab viewpoint.
- Become actively involved in recommending solutions to the problems through debate and discussion.

Central America

- Learn about American foreign policy in Central America.
- Meet with members of the Organization of American States (OAS).
- Listen to a debate on the issues and formulate your own conclusions.

Cross Cultural Understanding

- Discover and experience cross cultural understanding through music, dance, art, cuisine, clothing and religious traditions and beliefs.

COME. HAVE THE TIME OF YOUR LIFE!



4-H is the youth education program of the Cooperative Extension Service of the state land-grant universities and the U.S. Department of Agriculture. Citizenship World Focus is planned and conducted by Extension Service, 4-H, USDA and National 4-H Council. National 4-H Council is a not-for-profit educational organization that uses private resources to help expand and strengthen the 4-H program. Programs and educational materials of National 4-H Council are available to all persons regardless of race, color, sex, age, religion, national origin or handicap.

Traffic Safety Poster Contest 1984

Over 2,000 youth participated in the 1983 contest. Expand your 4-H Safety program for 9-12 year olds by implementing a 1984 Traffic Safety Poster Contest. Request your entry bulletins from the Raleigh Visual Aid Department. Please write to Reese Edwards in Raleigh for radio tapes announcing the Poster Contest.

ENTRY FORM

Agent reporting _____ County _____

I will participate in the county-wide Traffic Safety Poster Contest

YES _____ NO _____

I anticipate _____ of participants.
Number

I will need _____ safety belt games for the participants in my county-wide Traffic Safety Poster Contest.

Please send me a list of Insurance Associations for local sponsorship.

Please send sample news articles YES _____ NO _____

Please fill in the following information. This information will aid us in compiling a statistical report at the end of the contest.

Number of participants _____

Percentage: black _____ white _____

Percentage: limited resource participants _____

DEADLINE FOR ENTRY FORMS WILL BE 2/15/84. EACH PARTICIPATING COUNTY WILL RECEIVE THEIR POSTER CONTEST GAMES AS SOON AS THEY RETURN THE ENTRY SHEET.

COUNTY WINNING POSTERS ARE DUE NO LATER THAN MARCH 15, 1984.

Mail to: Traffic Safety Poster Contest, H. Revell, Jr., Program Coordinator/4-H Specialist, N. C. A. & T. State University, P. O. Box 21928, Greensboro, North Carolina 27420-1928.

Only the top four posters will be returned to the winners.

N E W S R E L E A S E

1984 NORTH CAROLINA 4-H TRAFFIC SAFETY POSTER CONTEST

Once again we encourage county 4-H staff to promote and carry out the North Carolina 4-H Traffic Safety Poster Contest. Not only does this program provide promotion and recruitment opportunities, it also provides recognition for 9- to 12-year-old children with new concepts about safety.

The enclosed leaflet, North Carolina 4-H Traffic Safety Poster Contest (4H-F-1-79), provides the guidelines for implementation.

Request these leaflets at the Visual Aid Department (in Raleigh) for your county traffic safety poster contest and conduct the elimination contest.

Submit only the top winning county poster on or before March 15, 1984 to:

4-H Traffic Safety Poster Contest
P. O. BOX 21928
Greensboro, North Carolina 27420-1928

submitted by

H. Revell, Jr.