

# California 4-H Association

May 2012



University of California  
Agriculture and Natural Resources

The California 4-H Association is committed to improving our professional skills and development, exchanging new program ideas, methods, and techniques, while getting to know 4-H Youth Development Program colleagues across the state.

## One Team, One Priority

At the recent 4-H staff conference, held April 10-12 at UC Davis, participants discovered the educational and youth development practices that make 4-H uniquely positioned to help young people thrive. Team building activities, presentations, guest speakers, and hands-on learning experiences reinforced the reality that we are one team, working towards a common goal. The California 4-H Association hosted an evening reception, featuring guest speaker, Dr. Harry Cheng. Dr. Cheng shared some of his experience engaging young people in robotics and computer programming. For more information about Dr. Cheng's work, visit <http://iel.ucdavis.edu/people/cheng.html>.



California 4-H Association members also elected new officers, who will look forward to beginning their term September 1, 2012.



Current officers congratulate the newly elected officers. From left to right: Russ Hill (current vice president and incoming president), Steven Worker (incoming president-elect), Jolynn Miller (incoming secretary), Matthew Portillo (current president), Keith Nathaniel (past president), Cynthia Barnett (current and incoming treasurer), Jim O'Neill (current awards and recognition, incoming vice president).

## CALL FOR PAPERS: STEM IN OUT-OF-SCHOOL TIME

Afterschool Matters, the peer-reviewed journal published by the National Institute on Out-of-School Time, is seeking papers on STEM topics for its Spring 2013 issue, which will focus specifically on STEM in afterschool and out-of-school settings. Manuscripts are due July 20, 2012. To subscribe to the journal in either electronic or hard copy version, please contact [nioست@wellesley.edu](mailto:nioست@wellesley.edu).

## BULLYING PREVENTION: ARE YOU UP TO SPEED?

In this article, published by the American Camp Association, Joel D. Haber, Ph.D., and Lisa Daley, J.D., provide readers with an important update on bullying. The article addresses the prevalence of bullying and how to identify bullying in the camp setting. Haber and Daley also introduce 12 goals towards bullying prevention at summer camp—a must read for adults supervising youth or training teen counselors. To read the article, visit [www.acacamps.org/bullying/bullying-prevention](http://www.acacamps.org/bullying/bullying-prevention).

## Did You Know?

The California 4-H Foundation recently released a toolkit that will help county 4-H staff, volunteers and youth successfully plan, implement, and share about their Revolution of Responsibility projects. These tools range from fundraising strategies, a youth project planning guidebook, and tips for increasing visibility in the local community. Visit [www.ca4h.org/Support/RofR/Toolkit](http://www.ca4h.org/Support/RofR/Toolkit) for more information.

California 4-H  
Association  
Website



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## California 4-H Association Officers

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### Newsletter Editor

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## Did You Know?

The NAE4-HA Workforce Development and Career Exploration Team was created to assist Youth Development Educators who are being challenged when addressing workforce preparation and career exploration needs of positive youth development. The taskforce has collaborated with Extension Agents from across the nation to compile an up-to-date, comprehensive collection of Workforce Prep and Career Exploration resources, called Grab 'n Go lesson plans. Visit <http://nae4ha.com/workforce-dev.htm> for resources.

## Relevant Research

### Science Learning Outside the Classroom by Steven Worker

What do youth learn about science outside of the classroom in science centers, programs, and in everyday life? Those that participated in the 2012 Western Region 4-H Science Academy heard from Alan Friedman, expert in informal science education, about the importance of interests, attitudes, skills, and behaviors in affecting lifelong learning. These types of non-cognitive or “soft skills” have typically taken a backseat in discussions around science learning. However, in the broader field of informal science education, these non-cognitive skills are gaining recognition. This is especially important considering emerging research suggesting that attitudes formed in middle school towards science are an important factor in future educational and career paths (Maltese & Tai, 2010)!

The National Research Council (2009) synthesis report on informal science education, titled *Learning Science in Informal Environments: People, Places, and Pursuits*, includes six strands of scientific practices that intertwined knowledge, skills, attitudes, and dispositions. The authors believe that there’s evidence that “learning science in informal environments involves developing positive science-related attitudes, emotions, and identities...” (NRC, 2009, p. 294). The report outlines six strands for effective informal science learning; by providing opportunities for a young person to (NRC, 2009, p. 4):



1. Experience excitement, interest, and motivation to learn about the natural world.
2. Generate, understand, remember, and use concepts, explanations, arguments, models, and facts.
3. Manipulate, test, explore, predict, question, observe, and make sense of the natural world.
4. Reflect on science as a way of knowing; on processes, concepts, and institutions of science.
5. Participate in scientific activities with others, using scientific language, and tools.
6. Think about themselves as science learners and develop an identity as someone who knows about, uses, and sometimes contributes to science.

The authors state that strands 1 and 6 are unique to informal/out-of-the-classroom settings.

Fortunately, 4-H programs emphasize more holistic development of young people through positive youth development and science learning! Do your projects provide opportunities for 4-H members to engage in one or more strands of science learning?

Maltese, A., & Tai, R. (2010). Eyeballs in the fridge: Sources of early interest in science. *International Journal of Science Education*, 32(5), 669-685.

National Research Council. (2009). *Learning science in informal environments: People, places, and pursuits*. Washington DC: The National Academies Press. Retrieved from [www.nap.edu/catalog.php?record\\_id=12190](http://www.nap.edu/catalog.php?record_id=12190).