HAWAIʻI 4-H: MOVING FORWARD
The year 2014 brought about many exciting developments (and some changes) for the Hawaiʻi 4-H Youth Development program. Programming continued to focus on the three national mission mandates of Healthy Living, Science and Citizenship. 4-H Common Measures, a set of common outcomes and indicators initiated by 4-H National Headquarters and National 4-H Council, were implemented for the first time in Hawaiʻi, and we are excited to expand the use of these evaluation tools.

While we were sad to lose 4-H educators Kate Everett (Maui County) and Rose Saito (Oʻahu County), Hawaiʻi 4-H agents have continued to shift “shared leadership” responsibilities and are not letting county boundaries or water between the islands prevent 4-H program support across the state.

We thank our many adult volunteers and community partners for working with us to provide meaningful learning experiences for our youth. We look forward to making even more significant impacts with your continued support!

HAWAII 4-H MEMBERS BLAST OFF FOR SCIENCE
People who thought they saw small spacecraft flying through the air around the Extension offices on Kauaʻi, Oʻahu, Maui, Kona, and Hilo on Friday, October 10, 2014, weren’t imagining things; instead, they were witness to young aerospace engineers building and testing their rockets. The 4-H participants on four islands were given the task of building a rocket that they could launch and that would hit a target many miles away so that if necessary they could deliver food to a remote area in case of a disaster.

Sixty-five budding scientists and humanitarians from Hawaiʻi joined the million other 4-H members from across the nation in participating in the 4-H National Youth Science Day. This was also the first statewide Polycom conference: each office set up their Polycom system so 4-H’ers could gather around the TV for an overview of this national project that gathered youth from all states. They were given instructions on building the launcher and how to make their rockets, and then each group of three 4-H participants was given a kit to build a launcher and the materials to build a rocket. The fun part, participants said, was testing their skills at flying their rocket so it would hit their designated target.

CAMPS CONNECT MILITARY YOUTH AND BUILD RESILIENCY
A growing body of research highlights the negative impacts that military deployments, frequent moves, and the injury or death of a parent can have on children and youth of U.S. military personnel. While most children are resilient, and their families have been able to adapt to the challenges, support from the community is yielding a host of benefits. The Hawaiʻi 4-H Youth Development program, together with partnering organizations and funding from the Department of Defense, Office of the Secretary of Defense, Military Community & Family Policy, Office of Family Policy/Children and Youth, and U.S. Department of Agriculture/National Institute of Food and Agriculture have provided 5 residential camping opportunities for military youth and 13 family camps in the past six years.

During the summer of 2014, 70 youth from Army and Navy families participated in the Heroes at Home camp. Filling out a camp evaluation, youth indicated that as a result of their camp experience, 95% felt that most or all of the time that they were able to work with others as a team, and 90% felt that most or all of the time they were able to work with others to solve problems; 89% even felt most or all of the time that others’ ideas were as important as theirs, and 71% felt that most or all of the time they knew how to deal with stress in positive ways.

MILITARY 4-H CLUBS IN THE PACIFIC
4-H Military Partnerships create opportunities and provide support to military-connected youth on or near installations, in our communities, or overseas. 4-H clubs and opportunities provide consistency in belonging and an opportunity to develop life skills through a positive youth development framework. The 4-H Program is built upon four Essential Elements, ensuring that youth feel a sense of belonging in a safe environment, develop independence in both group and individual work, share with others in the community through generosity, and develop a sense of mastery that continues throughout life as they practice and share what they have learned with others. As military families move frequently and experience the difficulties surrounding deployment and reintegration, 4-H provides predictable programming and a safe and nurturing environment for military-connected children and youth.
The 4-H Military Partnerships represent a collaboration of the U.S. Department of Agriculture, National Institute of Food and Agriculture and the U.S. Department of Defense, Military Community and Family Policy, Army Child, Youth and School Services, Air Force Child and Youth Programs, Navy Child and Youth Programs, Coast Guard, and National Guard Bureau. Land-grant universities partner with active-duty installation programs and National Guard and Reserve to support children and youth in their local communities.

The Hawai‘i 4-H Youth Program supports military 4-H clubs at Army and Navy school-age and teen programs in Hawai‘i as well as in Kwajalein, Singapore, Japan, and Korea. In 2014, Hawai‘i 4-H registered 89 military 4-H clubs, of which 72 submitted end-of-year reports. The average assessment score for the 2013–14 program and lesson plans from club leaders was 21.91 out of 24 possible points, an increase from previous years.

KIDS AND NATURE: YOUTH LEARN PROBLEM-SOLVING SKILLS BY TACKLING ENVIRONMENTAL CHALLENGES IN THEIR COMMUNITIES

In the summer of 2014, three groups of local youth learned problem-solving skills while tackling environmental challenges in their communities. One hundred twenty-two 4th- through 7th-graders from the Math, Science and Tech Academy and the Kidz Kare and Pu‘u Wai Momi after-school programs participated in the new Connecting Urban Youth to the Environment program, made possible through a $10,000 funding grant from Disney administered through the National 4-H Council.

Connecting Urban Youth to the Environment was piloted on Oahu and five other areas across the U.S.: Los Angeles and Orange County in California; Orlando, Florida; New York City; and Austin, Texas. Each group used the 4-H curriculum “Exploring Your Environment,” which teaches youth through hands-on activities how living organisms interact within an ecosystem and provide benefits for humans and animals. Youth also become more familiar with environmental stewardship by learning scientific research techniques, responsible practices, and innovative technologies that positively address environmental issues such as air and water quality, land use, carrying capacity, product life cycle, and ecological sustainability.

“Young people benefit tremendously from being more aware of the environment and how they can make a positive impact on it,” explains Jennifer Sirangelo, president and CEO of the National 4-H Council.

2014 NATIONAL 4-H CONGRESS

The National 4-H Congress, now in its 93rd year, is the flagship event of the National 4-H program. This year’s event, “Passport to Excellence,” brought together more than 900 outstanding 4-H’ers, adult 4-H volunteer leaders, and 4-H Youth Development Extension educators from across the country and Puerto Rico. Hawai‘i was well represented at the exciting and enriching leadership event held in Atlanta, Georgia, from November 27 through December 3, 2014. Tianna Morimoto and Leah Teramoto came from Kona, while Kiarra Burkitt, Kylie Davis, Kulia Fernandez, Emma Kaimiola, Dayna McGinnis, Tara Nobriga, Kami Shimabuku, Jena Suzuki, Kayla Takakura, Olivia Takakura, Keely Takayama, Kaitlyn Yamada, Layce Yamauchi, and Katie Yoshioka represented Maui. They were accompanied by Maui leader and chaperone Joy Davis and Extension educator Joan Chong.

The learning experiences included many outstanding workshops, along with keynote addresses from motivational speaker Eric Chester; Holocaust survivor Dr. Eugen Schoenfeld; and Dan Clark, a New York Times bestselling author and primary contributing author to the Chicken Soup for the Soul series. Through hands-on workshops, team-building experiences, cultural programs, field trips, and community service activities, the 4-H’ers had an opportunity to expand their horizons and further develop their leadership skills. Tara Nobriga writes, “I went home with a new mindset, a new perspective, a new goal so that I can impact the world in a positive way,” and Leah Teramoto agrees, “Hearing inspirational speakers, attending high level workshops, participating in community service projects, and dressing up for the Congress Gala made National 4-H Congress an incredible experience!”

www.ctahr.hawaii.edu/4H
Germ City: Clean Hands, Healthy People is 4-H’s science-based educational program to promote awareness, effectiveness, and frequency of hand hygiene at school, at home, at work, and in the community. It is presented to youth at county fairs and health fairs; in school classrooms, kindergarten transition programs, and preschools; and through other youth organizations. In 2014, 4-H Extenson Educators in Hilo, Kona, O‘ahu, Maui, and Kaua‘i delivered the Germ City educational experience to over 5,950 youth across Hawai‘i. At times, 4-H teens and volunteers serve as facilitators/educators by participating in “Train the Trainer” mentoring programs.

This hands-on program is engaging, fun, and educational. A UV-Disclosing Lotion containing fluorescence is applied to hands. Participants observe the “germs” on their hands that show up under a black light. After washing with soap and water for 20 seconds—which may be determined by singing the ABC song—they return to view their hands under the black light to reveal frequently missed spots near the nails, on the back of the hand, and in skin folds.

Germ City education and the inclusion of soap and running water at county fairs featuring 4-H animals help prevent the spread of bacteria. School administrators have supported the inclusion of Germ City at the beginning of the school year, noting that it decreases absenteeism. Teachers receive packets of additional information and additional lessons that can be conducted in their classroom throughout the year.

4-H receives requests for Germ City from health fair organizers and other community youth organizations.

No program alone can eliminate the spread of disease, but Germ City is a healthy step toward increasing awareness and improving the effectiveness and frequency of good hand hygiene. For more information about Germ City, visit the CTAHR Nutrition Education for Wellness (N.E.W.) website at http://www.ctahr.hawaii.edu/NEW/GermCity/

HAWAII’S 4-H LIVESTOCK PROJECTS TEACH LIFE SKILLS

Hawai‘i’s 4-H livestock program prides itself on offering its members more from their projects than ribbons, trophies, trips, and monetary gains. Participants also acquire what is far more important: project and life skills. Many 4-H alumni attribute their success in later life to the skills they gained through the 4-H livestock program.

4-H members enrolled in animal projects typically develop project skills such as recordkeeping, animal health care, proper drug administration, feed ration development, and marketing. Acquiring knowledge and skill is the most important aspect of successfully raising an animal. It has been determined that the knowledge acquired and the experience gained in the animal science projects are closely related. Members also learn about training and grooming their animals, good sportsmanship, and choosing proper equipment. Participants are able to develop feeding programs for their animals, care for a sick or injured animal, and calculate the cost per pound of a market animal.

The 4-H livestock program participants develop life skills such as leadership, communication, group work, decision-making, self-esteem, and public speaking by taking active leadership roles within their club. They learn responsibility from cleaning pens and stalls as well as feeding, watering, grooming, and training their animal(s) and gain other life skills by participating in judging contests, determining a balanced ration for their animals, working on a community service project, giving a presentation before an audience, and serving as a club officer or a committee member. In the end, 4-H livestock members show a progression of development the longer they are enrolled in the project.

VOICES OF HAWAI‘I’S 4-H HISTORY

Cooperative Extension Service celebrated its Centennial Year in 2014, and to increase public awareness of Cooperative Extension and its 4-H Youth Development Program, the “Voices of Hawai‘i’s 4-H History” project was launched. The goal of this project was to capture the recollections of former members, leaders, volunteers, and staff via video recordings that reflected personal and community-based 4-H history. This oral history project helped to illustrate and preserve Hawai‘i’s 4-H’s rich history.

Two Youth-Adult Partnership teams, each consisting of two teens and one adult, responded to the invitation to work on this project. The teams from Kona and Maui participated in a training that covered interview questions and techniques, project design and management, pre-production, filming, and camera techniques. Because of training time constraints, teams were encouraged to connect with their community’s Public Television to assist in editing and piecing the video together. Each team was required to produce a minimum of two videos.

Ikaika Bredeson, a youth participant from Kona, says, “The best part of participating in this project was being able to learn more about 4-H and its history. I also learned a new skill…how to edit videos on the computer. I enjoyed meeting new people and learned how much 4-H meant to them.” Iris Higashi-Oshiro, an adult participant from Kona, adds, “Participating in this project provided me with the opportunity to have a Youth-Adult partnership; it was a unique experience working side-by-side…. It was not a top-down partnership where I needed to tell them what to do, but a collaboration of working together and equally contributing ideas…it was very interesting to hear how 4-H has changed (or not) over the years.”

www.ctahr.hawaii.edu/4H