# GLENN COUNTY
# 4-H News Flash
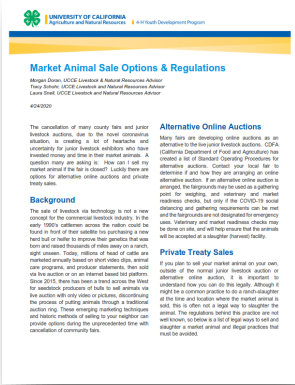
## MARKET ANIMAL SALE OPTIONS & REGULATIONS

The Market Animal Sale Options document has been updated to align with UC ANR 4-H polices. Please reference this document when considering the best option to sell your market animal.

**To view this document, visit: https://ucanr.edu/sites/glenn/files/324796.pdf**.

## VIRTUAL Showcase

If you have an ABA (Anything but Animals) or Livestock/Animal project that you have been working on and were planning on exhibiting it at the Glenn County Fair, we want to see it! Your entries can be submitted by a short video or pictures and a short paragraph. See details about your submission below. For more information, visit: http://ceglenn.ucanr.edu/Glenn_County_4-H_Program_286/County_Events/Virtual_Showcase/.

**Call the UCCE Office at (530) 865-1107 to complete the survey over the phone or complete the online survey at:**
**http://ucanr.edu/survey/survey.cfm?surveynumber=30014**.

## ONLINE RECORD BOOK (ORB) NEWS

CA 4-H will be discontinuing use of the 4-H Online Record Book (ORB) as of **July 1, 2020**.

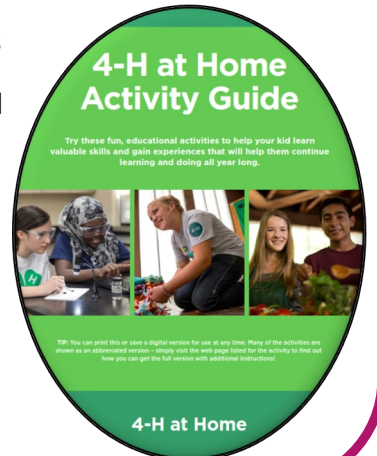Visit the ORB Sunset Support Page for information, timeline, tips, and tools to help you during this transition.

We ask all of our Glenn County 4-H members to download and save all previous years record books by **June 29, 2020**.

## 4-H AT HOME ACTIVITIES

4-H at Home provides critical learning resources for kids and teens while they're home from school during COVID-19.

Explore this activity guide for educational activities at https://4-h.org/about/4-h-at-home/.

### 4-H at Home Activity Guide

Try these fun, educational activities to help your kid learn valuable skills and gain experiences that will help them continue learning and doing all year long.

TIP: You can print this or save a digital version for use at any time. Many of the activities are shown as an abbreviated version – simply visit the web page listed for the activity to find out how you can get the full version with additional instructions!

4-H at Home

# NEW COUNTY AMBASSADOR ADVISOR & TEAM MEMBER!

Congratulations to our new County Ambassador Advisor for the 2020-2021 program year, Marlene Silveira and the newest team member Magella Millen from Clover 4-H Club.

**We are looking for 4-H members, ages 13-18 years old as of December 31, 2020, to join the 2020-2021 Glenn County 4-H County Ambassador Team!**

Applications are still being excepted! For more information, visit: http://ceglenn.ucanr.edu/Glenn_County_4-H_Program_286/County_Ambassador_Team/.
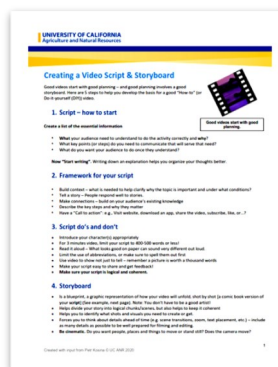
# VIRTUAL SECTIONAL PRESENTATIONS

All Area Presentation Days are moving to a virtual format.

**Virtual 4-H Area Presentation Day Flyer**

Evaluators, please sign up at https://form.jotform.com/200875707523154. Presenters, register at https://form.jotform.com/200800753473046. For more information, visit: http://4h.ucanr.edu/4-H_Events/AreaPresentation/.

## COUNCIL UPDATE

**We are looking for a chair to lead the Council Nominations Committee. Please contact the UCCE Office at (530) 865-1107 if you are interested.**

# CREATING A VIDEO SCRIPT & STORYBOARD

Good videos start with good planning—and good planning involves a good storyboard. Here are 5 steps that UC ANR has created to help you develop the basis for a good "How-to" or "Do-it-yourself (DIY)" videos , even livestock video for the virtual sale.

https://ucanr.edu/sites/glenn/files/324803.pdf

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## 4-H at Home

# 4-H at Home Activity Guide



**INDEX**

*Center for Disease Control guidelines for staying safe during the COVID-19 crisis.*

**4-H at Home**

# Support the FOURWARD Fund

Kids need us now more than ever.

Support 4-H and help ensure kids and families in need have access to educational materials and learning resources during COVID-19.

**DONATE NOW**

# Easy Density Rainbow

## Description

Have you ever noticed that it is easier to float in the ocean than in a swimming pool? This is because of the salt content in the ocean. The Dead Sea is a hypersaline body of water; it contains 31% salt, whereas ocean water generally contains 3.5% salt. Because of the salt content in the Dead Sea, people can float in the water easier than in the ocean. Try this activity to learn about density.

## Supplies

Four x 10 Ounce or More Containers

Food Coloring

Clear Straw

Water

Salt

## Activity Steps

1. Measure out 4 containers of water with 9 ounces each.
2. Label each container '1' through '4'.
3. Drop a different color in each. It doesn't matter how much you use, but make them all the same amount.
4. Once you have added the color, start adding the salt:
   a. Cup #1: No salt
   b. Cup #2: 2 tablespoons
   c. Cup #3: 4 tablespoons
   d. Cup #4: 6 tablespoons
5. Stir the solutions until the salt and the food coloring dissolve.
6. Take a clear straw and dip one end about 1 inch into cup #1. Cover the top of the straw with your thumb so that the solution doesn't fall out.
7. With your thumb still on it, dip it about 2 inches into cup #2 and quickly remove your thumb.
8. Next, put your thumb back on the top. Repeat this action with cup #3 and cup #4.
9. There you have it – a density rainbow!

▸ **Learn more at 4-H.org/LiquidLayers**

Thanks to Bayer and Joseph Huff, 4-H Youth in Action STEM Pillar Winner, Utah 4-H

# Is This Apple Red?

## Description

Mindful eating is all about understanding how your food looks, smells, feels, and, of course, tastes. By practicing mindful eating, we slow down our food consumption, notice how much we are eating and are aware of how it makes us feel.

## Supplies

- Apples



## Activity Steps

**This activity can be done with one adult and one or more kids.**

1. Pass out an apple to each child, but ask them not to touch it until prompted. This may be a difficult task for some, but building patience helps improve mindfulness.

2. Ask each person to think about what color the apple is. Pause for 30 seconds. Many kids will report just one color. Allow additional time for them to share other colors they notice

3. Ask the kids to smell their apple and report what they smell. Pause for 30 seconds.

4. Ask the kids to taste their apple. Make sure you tell them to taste it slowly and not swallow right away. Ask them what they taste and how the apple feels in their mouth. Then, instruct them to swallow. Allow 3-4 minutes for this step.

**This activity can be done multiple times using different foods, such as raisins, grapes, watermelon or any other healthy snack.**

## Reflection Questions

1. What did you notice about this apple? Did it taste different from any other apple you've had before?

2. How can you make other foods taste special?

3. How can your friends and family help you be healthy? How can you help your friends and family be healthy?

▶ **Learn more** 4-H.org/Apple

Brought to you by The University of California

# Explore Solar Power

## Description

Did you know that solar panels power the International Space Station? Solar panels produce electricity directly from light. You may have seen solar panels on the roof of a building. A large array of solar panels is called a solar farm.

Solar panels are especially useful for providing electricity in places that are not near existing power lines and every year more of our electricity comes from solar power. Try the following activity to explore how solar panels work.



## Supplies

- Solar path light (Similar to the picture above, these can easily be found at dollar stores or hardware stores.)
- Alligator clip test leads (2)
- Red LED
- Small screwdriver
- Scissors

## Activity Steps

**Solar path lights use small solar panels, rechargeable batteries, circuitry, and smart switches to produce light at night.**

1. Observe how the light operates. When does the light come on? Remove the tab that protects the battery. If there is a switch, turn it to on.

2. Think about how the path light uses solar power.
   a. What happens when the sun shines on the solar panel?
   b. What happens when the solar panel is in the dark?
   c. Why is the path light designed to work this way?

3. With the help of an adult, look inside the light:

   

   a. Remove the stake and plastic lens (you won't use them for this activity). Use a small screwdriver to unscrew the black plastic bottom. Carefully pry the black plastic bottom away.
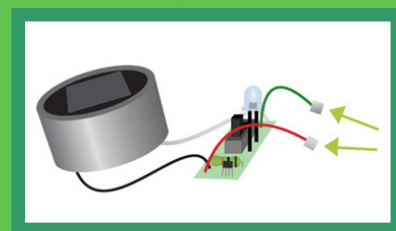
   b. There will be a battery connected to the black plastic bottom and a small circuit board with wires. Two of the wires go through the solar panel holder and attach to the solar panel, while two of the wires attach to the battery. Unscrew the printed circuit board (PCB) from the black battery holder. There may be a switch on the PCB. When the switch is off, the light is off. Turn the switch on.

   c. Remove the battery. Gently slide each of the two small metal plates (one of the plates has a small spring) out of the black battery holder. The plates are attached to wires from the PCB. Be careful not to detach them. Can you make the LED on the PCB turn on? How or why not?
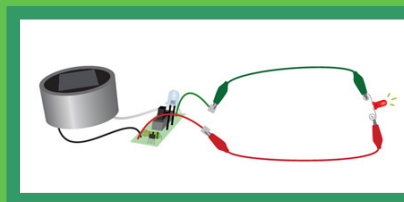
   

   d. Connect alligator clips to the metal plates to replace the battery with a red LED as shown. When is the red LED on? Is the white light on the circuit board also on?

4. Challenge: Use the components of the solar path light to power a creation of your own.

## Background

The solar path light is designed to produce light at night. When light shines on the solar panel, the power it produces charges the rechargeable battery. When the solar panel is not producing power (when it is dark), the battery powers the white LED on the PCB.

When we remove the battery and connect an LED to the battery connectors, the solar panel powers the LED. Without the battery in the holder, the white LED on the PCB cannot light.

▸ **Learn more at 4-H.org/SolarPanel**

Brought to you by the University of Illinois

# What's In That Bottle?

## Description

What is your favorite soft drink? Store shelves are lined with soft drinks in every size, color, taste and brand that consumers demand. But do you know what you are drinking when you sip your favorite soft drink?

## Supplies

Empty beverage containers for the two sizes you circled from step 1 below (if using a 12 ounce can you'll also need a clear glass or cup)

Rinsed and dried measuring spoons

Sugar

Clean sheet of paper

## Background

Soft drinks are made from simple ingredients: carbonated water, sugar or another sweetener and different flavorings and colorings. Most people agree that water is good for you, but not when mixed with high amounts of sugar. How much sugar? Look at the chart to find out.

Each teaspoon of sugar contains 15 calories and since sugar does not provide any nutrients, those are "empty" calories. Let's see how the numbers add up.

### Sugar in Soft Drinks

| Soft Drink Size | Servings | Grams Sugar | Teaspoons Sugar | Empty Calories |
|---|---|---|---|---|
| 1 Cup = 8 oz. | 1 | 28 | 7 | 105 |
| 12 oz. = 1 Can | 1.5 | 42 | 10.5 | 157.5 |
| 16 oz. = 1 Bottle | 2 | 56 | 14 | 210 |
| 20 oz. = 1 Bottle | 2.5 | 70 | 17.5 | 262.5 |
| 24 oz. - 2 Cans | 3 | 84 | 21 | 315 |
| 1 Liter = 32 oz. | 4 | 112 | 28 | 420 |
| 44 oz. - Supersize | 5.5 | 154 | 38.5 | 577.5 |

## Activity Steps

1. On the chart to the left, circle the two sizes of soft drinks that you usually drink.

2. Roll the paper into a tube and slide one end into the bottle. Gently open the top of the roll to create a funnel. For cans, use a clear glass or cup.

3. Measure the number of teaspoons of sugar listed for one size you chose and pour each teaspoon of sugar into the funnel. Repeat for the second soft drink.

4. Are you surprised at how much sugar is in your soft drink? Think about the following questions:
   a. If you drink these two soft drinks, how much sugar are you drinking?
   b. How many empty calories does that total?
   c. What did you learn from this activity?
   d. What changes will you make as a result of this activity?

▶ **Check it out at 4-H.org/Cooking**

Brought to you by the University of Illinois

# Citizen Science

## Description

Did you know that you can assist with scientific research? Sometimes people who are interested in science can volunteer to help scientists and researchers. When the public helps with scientific research it is called Citizen Science.

Citizen scientists can be found collecting data, sharing information and helping organize programs that help scientists understand the world better.

## Learn More

Visit **4-H.org/CitizenScience** to find Citizen Science projects in your area.

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**30 minutes | Grades: 6-12**

# Inclusive Introductions

## Description

The purpose of this activity is to explore how kids and teens can use more gender-inclusive language. Kids can do this activity with a parent, sibling or friend.

## Supplies

• Magazine or computer
• Stopwatch (or cell phone)

## Activity Steps

1. Before getting started:
   • Review what a personal pronoun is, such as the words *I, you, he, she, it, we, they, me, him, her, us* and *them*.
   • Give examples of gender-neutral terms, such as they, them and *their*.
2. Select several images of individuals from a magazine or the internet. Then, choose one photo without sharing it with the other person.
3. Next, take three minutes to describe the image without using pronouns and gender-identifying language. The goal is to describe the photo using gender-neutral terms. Each person will complete this step.

## Reflection Questions

1. Was it easy or difficult to use gender-neutral words? Why?
2. During the activity, did you try to guess the gender of the other person's image?
3. What other reactions and feelings came up? What do they tell us about our preconceived notions about gender?
4. What other methods can we use to create a more inclusive environment?

Thanks to Mayyadah, Washington 4-H

# Giving Presence

## Description

It can be easy to get distracted with what we have planned, such as an upcoming birthday party, an exciting field trip, a visit from a loved one, or things that happened in the past, like a disagreement with a friend, a family vacation or falling off your bike.

Being in the present means focusing on what is happening at this very moment. This can be hard to do, but with practice and effort, it gets easier. When we practice being in the moment, we tend to enjoy the activities we are engaged in more. In this activity, kids will practice being in the moment by using their observation skills on a scavenger hunt.

## Supplies

- Pens
- Empty milk carton
- Large book
- Ball
- Hat
- Piece of fruit
- Toothpaste
- Cup
- Canned food
- Spoon
- Pan
- Paper
- Duct tape (various colors)

**The scavenger hunt items listed can be modified based on what is available in your home. The items should be unusual enough for kids to notice they are out of place.**

## Activity Steps

1. Hide unusual objects around the room; make sure to hide some objects easier than others. Print out the object finder sheet to the right.

2. Divide the kids into groups of three or four and pass out an object finder sheet and pen to each group. If you have a smaller group, this activity can be done in pairs or individually.

3. Instruct the groups that the object of this game is to notice the unnoticeable. Tell them to see if by being in the moment they can notice objects they hadn't before. Once an object is identified the team should mark it off their list until all objects have been discovered. Remind the groups to keep their discoveries quiet so the other groups don't hear them. Being quiet might be hard for some kids, so you may need to remind them during the activity.

4. Once all teams have discovered all (or most) of the items, bring the teams back to a large group and discuss the following reflection questions.

## Reflection Questions

1. Is there anything in the room you did not notice before being mindful and present on the scavenger hunt?

2. Why is it important to be present?

3. What makes it challenging to be present?

| OBJECT | | CHECK IF FOUND |
|---|---|---|
| EMPTY MILK JUG | | |
| LARGE BOOK | | |
| EXERCISE BALL | | |
| HAT | | |
| PIECE OF FRUIT | | |
| TOOTH PASTE | | |
| CUP | | |
| CANNED FOOD | | |
| SPOON | | |
| PAN | | |

▶ **Check it out at 4-H.org/GivingPresence**

Brought to you by The University of California
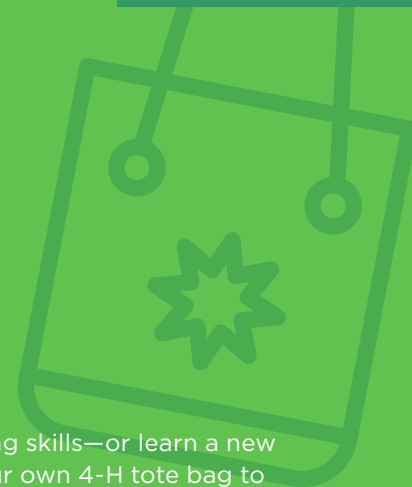
# Craft a 4-H Tote Bag

## Description

Show off your crafting skills—or learn a new skill—by creating your own 4-H tote bag to carry school items, daily essentials, or other odds and ends! Sewing helps kids learn coordination, curiosity and attention to detail.

## Supplies

- 1 yard main fabric
- 1/2 yard coordinating fabric for pocket
- 2.5 yard fusible interfacing
- 3 yards webbing for handle
- 3 inches of 1 inch-wide Velcro
- Basic sewing supplies

## Activity Steps

**(1/2 inch seam allowance)**

1. Cut 4 pieces from the main fabric – 14 inches x 19 inches
2. Cut 4 pieces from the interfacing fabric – 14 inches x 19 inches
3. Cut 1 piece from the pocket fabric – 16 inches x 19 inches
4. Cut 1 piece from the interfacing fabric – 6 inches x 19 inches
5. Fuse interfacing pieces to the back of all the fabric pieces.
6. Fold pocket fabric in half – 8 inches x 19 inches and press.
7. Top stitch 1/4 inch from fold.
8. Pin and baste pocket to front of tote placing raw edges together at bottom and sides.
9. With right sides together (RST), stitch bottom seam of front and back.
10. Place bag open on surface with right side facing up.
11. Measure in 4 inches from sides of bag and mark.
12. Starting at the bottom seam, pin the strap to the front of bag at the mark, folding the raw edge under 1/4 inch.
13. At top of bag, measure 27 inches for handle and continue to pin webbing down other side of front.
14. Continue pinning strap to back of bag, leaving 27 inches for handle on back.
15. Continue pinning strap to remaining side of bag, meeting at the starting point.
16. Fold ends under 1/4 inch on raw edges of webbing.
17. Stitch strap to bag stopping 2 inches from top edge of bag on front and back.
18. Stitch across the folded edges of strap at bottom seam.
19. Stitch together side seams of bag.
20. To square the bottom of bag, fold the bottom seam of the corner to meet the side seam and stitch 1 inch from the point on both corners.
21. Trim excess fabric.
22. Turn and press.
23. Stitch lining RST on sides and bottom, leaving an opening for turning.
24. Square corners of bottom of lining as done for main tote.
25. With RST, pin lining to tote and stitch around top.
26. Turn bag through lining opening and stitch opening closed.
27. Insert lining into bag.
28. Press and top stitch 1/4 inch in from top edge of bag.
29. Center Velcro to inside top of front and back. Stitch in place.

▶ **Learn more at 4-H.org/ToteBag**

Brought to you by JOANN

# The Art of the Selfie

## Description

In this activity, kids practice taking "selfies," focusing on the creativity of taking photos of themselves rather than getting the perfect selfie photo.

## Activity Steps

1. Practice taking photos of yourself from different sides. You may try holding your camera slightly above your head, or to the left or right side.

2. Try different poses and expressions, checking in with how you feel today.

3. Try using natural light and move near a window if you are inside.

4. Try taking a selfie in the mirror. A mirror selfie is "backwards" and often distorted since mirrors don't always give an accurate reflection. Notice how your mirror selfie turns out!

▸ **Learn more at 4-H.org/Selfie**

# Calming Glitter Jars

## Description

These easy to make calming jars are a great way to introduce social and emotional health to kids. This activity helps give kids a tool to reduce stress and anxiety, while empowering them to improve their own mental health.

## Supplies

• 1 small jam jar
• Warm water
• 1 tablespoon glitter
• School glue (the more glue, the slower the glitter falls; less glue, the glitter will settle faster)
• Super glue (adults only!)
• Food coloring (optional)

## Activity Steps

1. Fill the jar 3/4 full of warm water.
2. Slowly stir in the desired amount of school glue and food coloring.
3. Add 1 tablespoon glitter.
4. Super glue the lid in place to prevent leaks.
5. Shake and enjoy!

▸ **Learn more at 4-H.org/Jar**

Thanks to Madelyn, Ohio 4-H

# Veterans History Project



## Description

By interviewing veterans and participating in the Veterans History Project, kids can learn about the experiences of those who served in the military.

## Supplies

- Printed copy of _Veterans History Project Field_
- Recording equipment (i.e. phone, camera)

## Activity Steps

1. Print the Veterans History Project Field Kit from the link above and watch the Fieldkit Companion Video

2. Prepare for the interview:
   a. Identify a veteran to interview, complete the appropriate forms, write interview questions (see tips on right ), test recording equipment and determine the interview location.

3. Conduct and record the interview with the veteran.

4. Make sure to reference the Library of Congress interview guidelines.

5. Send your collection to the Library of Congress:
   _Veterans History Project_
   Library of Congress
   101 Independence Ave., SE
   Washington, DC 20540-4615

## Tips for a Successful Interview

- Every interview should contain several segments. Dividing an interview into segments allows for gathering important details while nurturing memory. The _Veterans History Project_ captures recollections of life experiences and of the most memorable moments in wartime.

- It is important to let the veteran tell his or her own story.

- Feel free to share a few general questions with the participant beforehand. Often interviewees are more comfortable if they know what kinds of questions you might ask.

- Prepare yourself for the interview by reading about the war(s) the veteran served in and by reviewing maps and atlases.

To learn more about the project and ways to engage your community, visit **4-H.org/Vets**

Thanks to Sara, Arkansas 4-H

# Mentos & Soda Car



## Description

When Mentos are mixed with a fizzy drink, something incredible happens.

In the pursuit of science (and records), sometimes things have to get messy... and when you mix Mentos with a fizzy drink, mess is one thing that's guaranteed! Head outdoors and witness one of the coolest reactions you'll see beyond the lab.

In this activity, kids will build some kind of "car" (i.e. a platform with four wheels) and use the explosive power of Mentos mixed with soda to propel it as far as it will go.

## Supplies

- Soda bottle
- Jar lids
- Fidget spinners
- Plastic tubes
- Plastic tub
- Cable ties
- Copper wire
- Mentos



## Background

The fluid continuity equation: when a moving fluid is forced through a tight space – such as a hole in a soda bottle cap – it will speed up.

The reason that soda is so bubbly is because carbon dioxide gas ($CO_2$) is pumped in to give the drink its fizz. The $CO_2$ binds to the water molecules ($H_2O$) in the soda, but only lightly. It doesn't take very much for the $CO_2$ to escape; that's why the drink always foams up when you take off the lid.

One thing that can speed up the release of the $CO_2$ is dropping something into the soda. At first glance, Mentos appear smooth, but under a microscope, you'll find that their surface is covered in tiny bumps and pits.

The suspended $CO_2$ breaks away from the water molecules by forming bubbles on another surface – a process known as "nucleation." This sudden build-up of foamy liquid has to go somewhere, so naturally it seeks to get out of the bottle. Being forced out of the narrow neck means it comes out at high velocity, thanks to the wonders of fluid continuity. That's what should give your bottle car its propulsion!

## Activity Guidelines

- The vehicle can be of any design, but must have four wheels and be propelled solely by a Mentos and soda fountain. Part of the challenge is finding the best design.
- A start line must be marked on the ground where the attempt takes place. The surface the car travels on must be reasonably hard and level – no slopes allowed!
- There must be no interference with the vehicle once the attempt has begun. If the vehicle hits any object during the journey, the attempt is disqualified.
- A clear video of the complete record attempt and measuring process must be submitted as evidence.
- The distance must be measured in a straight line from the start line to the closest edge of the vehicle once it has come to a rest.

Brought to you by GUINNESS WORLD RECORDS™

# GIS Hurricane Mapping

## Description

In this exciting 4-H STEM Lab activity, kids will be introduced to Geographic Information Systems (GIS) by tracking the paths of two of the most destructive storms to hit the United States in recent history. Kids will learn how to combine maps with data, draw comparisons between two sets of geographic information and analyze how this data can inform important life-saving decisions.

## Supplies

- 1 Ruler
- Pen
- Specialty supplies
- 1 copy of Hurricane Katrina coordinates
- 1 copy of Hurricane Rita coordinates
- 2 blank printouts of the Atlantic Basin Hurricane Tracking Chart
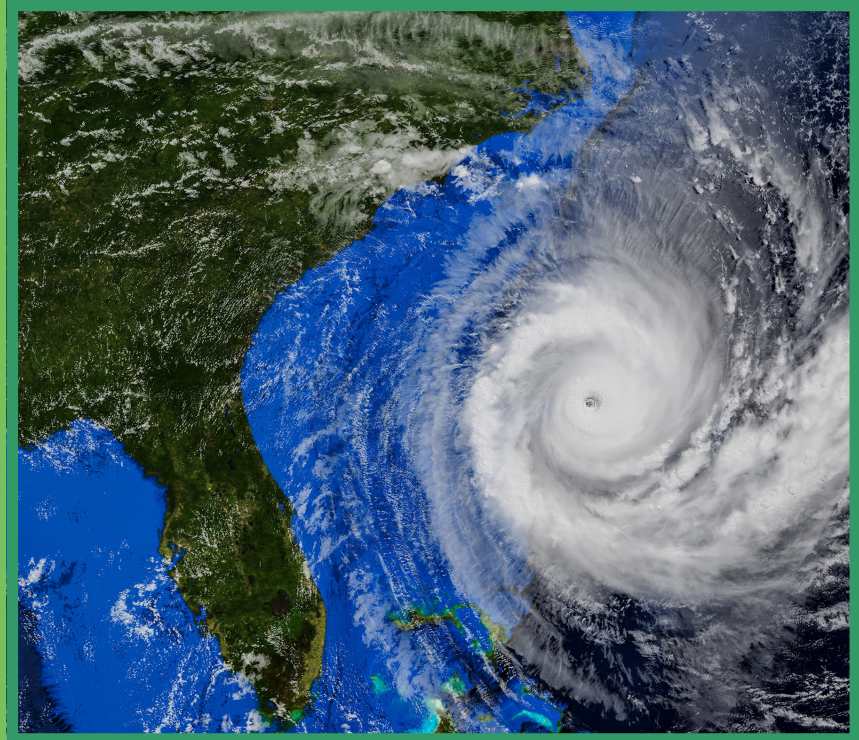


## Activity Steps

1. Handwrite in a larger size the numbers of the latitude and longitude lines next to those markers at the edge of the printed map sheets.

2. Using the Hurricane Katrina coordinates sheet, plot the four coordinates on one of the two printed map sheets.

3. Choose one point, recorded at the same interval, for each 24-hour period. For instance, if you choose the first data point for Katrina (recorded at 18GMT), choose that point for each subsequent day.

4. Mark out each point of those 24-hour intervals.

5. Use the ruler to connect each point.

6. Repeat this process on the other map for Hurricane Rita.

7. Once complete, compare and analyze the different paths of the two hurricanes.

## Questions to Engage Youth

- What environmental/weather-related factors could meteorologists study to determine what creates a hurricane's trajectory?

- How can first responders use maps like these to prepare their responses?

- GIS is the combination of geographic data, like a specific location, with attribute data, like the name or description tied to that location. Do you use GIS in your life now? If so, how?

- Think about your response to question #3 and then ask yourself: *How might first responders use GIS technologies to create more efficient responses to hurricane destruction and help save people's lives?*

▶ **Learn more at 4-H.org/GISHurricane**

This activity was adapted from Vermont 4-H 2017 Lesson Sheets: GPS

# Appreciating Different Abilities

## Description

Sometimes when we see a person with visible disabilities, we may stare or look away because we don't know how to react. We sometimes forget the person is a unique individual with the ability to contribute in a positive and caring way. This activity involves a sensitivity simulation activity to see what it is like to "walk in someone else's shoes."

## Supplies

3" x 5" index card + Pencil

## Activity Steps

**This stroke simulation exercise will help you understand firsthand what it can feel like to complete a simple task with simulated stroke symptoms.**

1. Print or write the words on the index card as shown below, but do not fill in your information just yet.

> 1. Name:
> 2. Address:
> 3. Job:
> 4. Phone Number:

2. Put the pencil in your non-dominant hand (the hand you don't write with).

3. Cross your legs at the knee with your right leg on top if you write with your right hand, or your left leg on top if you write with your left hand.

4. Move the foot of your leg that is on top in a counter-clockwise direction.

5. While you continue to move your foot, complete the information requested on the card, either printing or writing with your non-dominant hand. Keep your foot continually moving in that circular motion until you've completed your card.

6. Discuss the following with a family member or someone you trust.
   a. SHARE: How did you feel as you were trying to complete this task?
   b. REFLECT: Why is this simulation important when thinking about those with disabilities?
   c. GENERALIZE: How will this experience affect the way you interact with others?
   d. APPLY: What other experiences have shown you how someone else's life is different from your own?

▸ **Learn more at 4-H.org/AppreciateDifferences**

Brought to you by The Ohio State University

# Responding to Bullies



## Description

It's every parent's worst nightmare to learn that their child is experiencing verbal, physical or cyber-bullying. While it's natural to feel overwhelmed, the right response can help them feel seen, heard and supported. Here are a few ways your child can deal with bullies—and become more confident in the process.

## Activity Steps

### 1. Brainstorm reactions

Help your child brainstorm a few possible actions they can do next time, like walking away, calling out the behavior on the spot, or finding a trusted friend for support. Every child is different, so there's no one-size-fits-all response. Letting your child lead the brainstorming session can empower them to take control of the situation next time.

### 2. Find another adult who can help

One trusted ally can make all the difference. Bullying often makes kids feel vulnerable and isolated. Help your child identify a safe person that he or she can go to for help and support. Whether it's a teacher, administrator, school counselor or 4-H club leader, knowing they have an authority figure in their corner can bring peace of mind.

### 3. Help expand their horizons

Taking up a new sport or hobby is a great way to expand social groups and build self-esteem. Programs like 4-H provide a space for your child to develop new friendships and learn new skills.

### 4. Put a stop to cyberbullying

When kids are cruel online, it's best not to engage. Instead, have your child block the bully and take screenshots of the interaction so you can report the incident to school officials. Help your children to recognize the signs of cyberbullying while encouraging them to practice good digital citizenship.

▶ **Learn more 4-H.org/Bullies**

Brought to you by Meredith Corporation

# Bird's (or Bug's) Eye View

## Description

What does a bug see? What does a bird see? Create photos from different points of view!

## Supplies

Camera    or    Cell Phone

## Background

It is natural for us to look at our world from a 'normal' viewpoint. We view things from our standing position and it is easy to take photos in the same way.

But what does the world look like from a different point of view? What does a bug see? What does a bird see? Taking photos from a different viewpoint can make a subject more interesting, transforming the composition of the photo into something new that can catch someone's attention.

Try this activity to practice looking at things differently!

## Activity Steps

**Take two or three photos in each of these positions:**

1. Lie on your stomach. Look at things from the ground level.
2. Lie on your back. Look up for clouds, buildings, trees, birds and planes.
3. Lean over. Look down at your feet or down from a second-floor window.
4. Bend sideways. Slant the horizon for an alternate viewpoint.

After you've taken the photos, compare the different versions you took and identify any differences between the photos. What makes each one unique?

▶ **Learn more at 4-H.org/BirdorBug**

# Tower of Hanoi

## Description

The Tower of Hanoi is a topology puzzle that teaches math concepts to kids. Disks are stacked in order of smallest to largest on one of three posts and the goal is to recreate the tower on the third post.

However, the challenge lies with two special rules: kids can only move one disk at a time and can only stack smaller disks on top of larger ones.
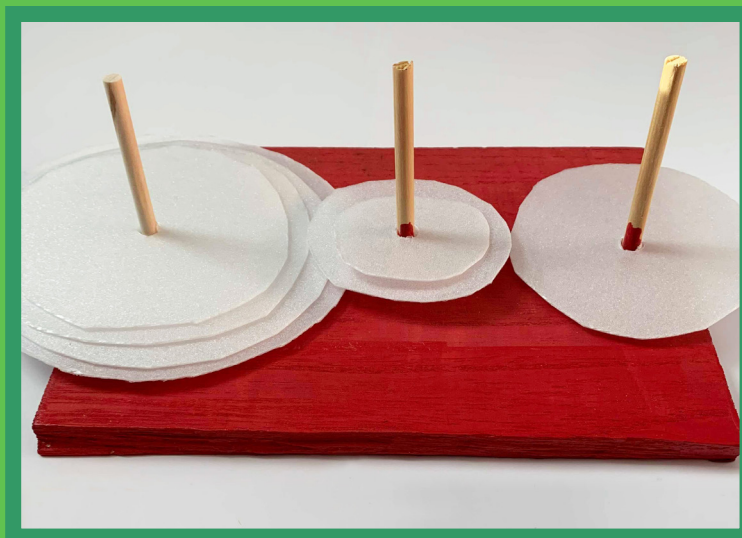


## Supplies

**Styrofoam or Wooden Board**

\+

**Drill**
(use with adult supervision; only needed if using a wooden board) supervision)

\+

**6 inch Wooden Craft Dowels**

\+

**Paper Plates**

\+

**Hot Glue Gun**
(use with adult supervision)

\+

**Ruler**

## Activity Steps

1. If using a wooden board, drill three holes spaced 3.5 inches apart. If using a Styrofoam board, poke three holes using the wooden dowels spaced 3.5 inches apart.
2. Cut wooden dowels to 3 inches in length.
3. Using the hot glue gun, glue each dowel into the holes previously made. Dowels may need to be held in place in order to dry correctly.
4. Cut a large circle out of a paper plate, then repeat with six other paper plates. Important: each disk must be smaller in diameter than the one before it!
5. Stack the disks in size order (smallest to largest) on the first post.
6. Play and solve the puzzle, trying to recreate the first tower on the third post. Don't forget the two special rules listed above!

Thanks to Lavendar, Georgia 4-H

# Craft a 4-H Pillow

## Description

Put your crafting skills to work by sewing a 4-H pillow. Feel free to get creative with the patterns and fabrics!

## Supplies

- 1/4 yard of four coordinating fabrics
- 1/2 yard for the pillow back
- 1/4 yard of piping
- 1 package of cording for piping
- 1/2 yard of fusible fleece interfacing
- 16 inch pillow form
- Basic sewing supplies

## Activity Steps

(1/2 inch seam allowance)

1. Cut one strip 4.5 inches x the width of fabric from each of the four fabrics.

2. Cut two 8.5 inch strips from each of the 4.5 inch strips (4 sets of 2).

3. Mark one of the two sets of the same pattern "A," the second set "B," the third set "C," and the fourth set "D."

4. Sew two A strips to two B strips.

5. Sew the two C strips to the two D strips.

6. Alternate the strips following a pattern.

7. Sew the sections together using a 1/4 inch seam.

8. Cut the fleece interfacing to a 16.5 inch square.

9. Iron to the back of the finished pieced front.

10. Cut two 1.5 inch strips the width of the fabric for binding.

11. Sew the two pieces together at the short ends.

12. Fold in half lengthwise.

13. Using a zipper foot, place the piping inside of the folded fabric and sew close to cord.

14. Stitch to edge of pillow.

15. Cut two 10 inch x 16.5 inch pieces from the backing.

16. On one long edge, fold under 1/4 inch and press.

17. Again fold 1/4 inch and press, before sewing across.

18. With right sides together, place backing pieces on the front pieced pillow, overlapping the edges in the middle.

19. Stitch around outside using a zipper foot.

20. Turn and press.

21. Insert pillow.

▶ **See the full activity at 4-H.org/Pillow**

Brought to you by JOANN

# Creating a Video Script & Storyboard

Good videos start with good planning – and good planning involves a good storyboard. Here are 5 steps to help you develop the basis for a good "How-to" (or Do-it-yourself (DIY)) video.

## 1. Script – how to start

**Create a list of the essential information**

- **What** your audience need to understand to do the activity correctly and **why**?
- What key points (or steps) do you need to communicate that will serve that need?
- What do you want your audience to do once they understand?

**Now "Start writing".** Writing down an explanation helps you organize your thoughts better.

> **Good videos start with good planning.**

## 2. Framework for your script

- Build context – what is needed to help clarify why the topic is important and under what conditions?
- Tell a story – People respond well to stories.
- Make connections – build on your audience's existing knowledge
- Describe the key steps and why they matter
- Have a "Call to action": e.g., Visit website, download an app, share the video, subscribe, like, or…?
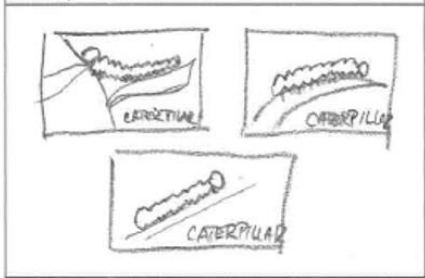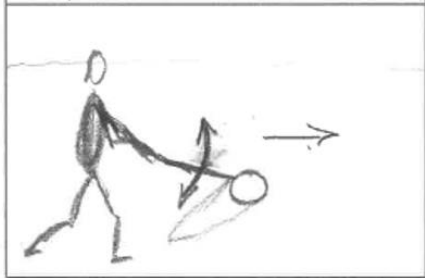
## 3. Script do's and don't

- Introduce your character(s) appropriately
- For 3 minutes video, limit your script to 400-500 words or less!
- Read it aloud – What looks good on paper can sound very different out loud.
- Limit the use of abbreviations, or make sure to spell them out first
- Use video to show not just to tell – remember a picture is worth a thousand words
- Make your script easy to share and get feedback!
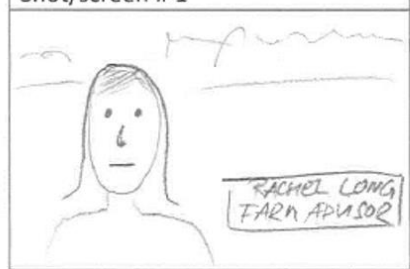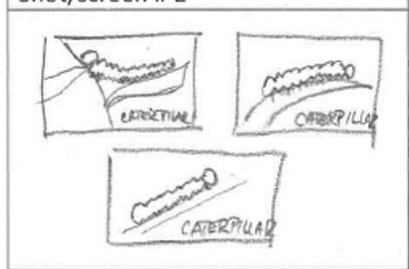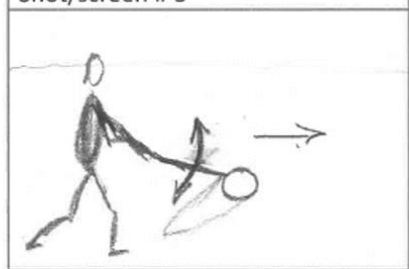- **Make sure your script is logical and coherent.**

## 4. Storyboard

- Is a blueprint, a graphic representation of how your video will unfold, shot by shot [a comic book version of your **script**] (See example, next page). Note: You don't have to be a good artist!
- Helps divide your story into logical chunks/scenes, but also helps to keep it coherent
- Helps you to identify what shots and visuals you need to create or get.
- Forces you to think about details ahead of time (e.g. scene transitions, zoom, text placement, etc.) – include as many details as possible to be well prepared for filming and editing.
- **Be cinematic.** Do you want people, places and things to move or stand still? Does the camera move?

Note: There is a blank Storyboard template for you on page 4

Video: ___Identification of parasitized alfalfa caterpillars_____

| Shot/screen # 1 | Shot/screen # 2 | Shot/screen # 3 |
|---|---|---|
|  |  |  |
| Action: still video shot of Rachael | Action: images fly to the screen one by one | Action: Rachael going through alfalfa field and sweeping with net. |
| Dialogue: I'm Rachael Long, farm advisor with UCCE in Yolo county. In this video I'll show you how to recognize caterpillars that have been parasitized by tiny wasps. | Dialogue: Alfalfa caterpillars, western yellowstriped armyworms, and beet armyworms are key pests of alfalfa. | Dialogue: Regular monitoring of your field for the presence of alfalfa caterpillars and armyworms is essential for making good management decisions. |
| FX: field sound | FX: Background – alfalfa field video | FX: background sound of sweeping |

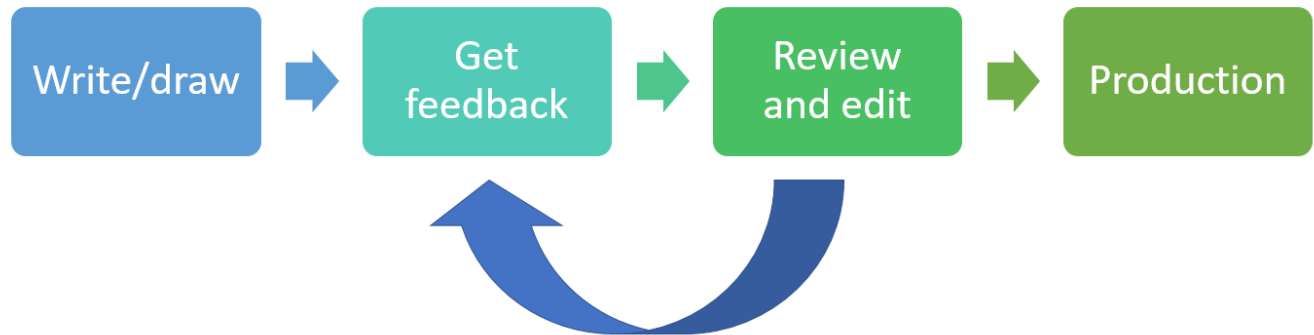**Example storyboard showing possible scene, action, dialogue and sound**

| Shot/screen # 1 | Shot/screen # 2 | Shot/screen # 3 |
|---|---|---|
|  |  |  |



**Example of how the storyboard lined up with the finished product.**

## 5. Draft, review, edit, repeat!

# Script writing and storyboarding
# is an iterative process



**Script and storyboard development should be an iterative process.**

**Disclaimer:** Parts of content adapted from
- Lee LeFever founder of Common Craft and the author of *The Art of Explanation – Making Your Ideas, Products and Services Easy to Understand*.
- What is a storyboard and why do you need one? (https://www.vyond.com/resources/what-is-a-storyboard-and-why-do-you-need-one/)

**Storyboard template**

Video: _____

| Shot/screen #: | Shot/screen #: | Shot/screen #: |
|---|---|---|
| | | |

| Action: | Action: | Action: |
|---|---|---|
| Dialogue | Dialogue | Dialogue |
| FX: | FX: | FX: |

# Market Animal Sale Options & Regulations

*Morgan Doran, UCCE Livestock & Natural Resources Advisor*
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*Laura Snell, UCCE Livestock and Natural Resources Advisor*

*4/24/2020*

The cancellation of many county fairs and junior livestock auctions, due to the novel coronavirus situation, is creating a lot of heartache and uncertainty for junior livestock exhibitors who have invested money and time in their market animals. A question many are asking is: How can I sell my market animal if the fair is closed? Luckily there are options for alternative online auctions and private treaty sales.

## Background

The sale of livestock via technology is not a new concept for the commercial livestock industry. In the early 1990's cattlemen across the nation could be found in front of their satellite tvs purchasing a new herd bull or heifer to improve their genetics that was born and raised thousands of miles away on a ranch, sight unseen. Today, millions of head of cattle are marketed annually based on short video clips, animal care programs, and producer statements, then sold via live auction or on an internet based bid platform. Since 2015, there has been a trend across the West for seedstock producers of bulls to sell animals via live auction with only video or pictures, discontinuing the process of putting animals through a traditional auction ring. These emerging marketing techniques and historic methods of selling to your neighbor can provide options during the unprecedented time with cancellation of community fairs.

## Alternative Online Auctions

Many fairs are developing online auctions as an alternative to the live junior livestock auctions. CDFA (California Department of Food and Agriculture) has created a list of Standard Operating Procedures for alternative auctions. Contact your local fair to determine if and how they are arranging an online alternative auction. If an alternative online auction is arranged, the fairgrounds may be used as a gathering point for weighing, and veterinary and market readiness checks, but only if the COVID-19 social distancing and gathering requirements can be met and the fairgrounds are not designated for emergency uses. Veterinary and market readiness checks may be done on site, and will help ensure that the animals will be accepted at a slaughter (harvest) facility.

## Private Treaty Sales

If you plan to sell your market animal on your own, outside of the normal junior livestock auction or alternative online auction, it is important to understand how you can do this legally. Although it might be a common practice to do a ranch-slaughter at the time and location where the market animal is sold, this is often not a legal way to slaughter the animal. The regulations behind this practice are not well known, so below is a list of legal ways to sell and slaughter a market animal and illegal practices that must be avoided.

# LEGAL (cattle, sheep, goats, swine)

- The market animal is sold and the buyer transports the animal to his/her own property where the animal is ranch-slaughtered, fed longer or retained for breeding purpose (e.g. ewe or gilt).

- Beef market animals are sold and ranch-slaughtered on the seller's property. There is a limit of five or fewer cattle that can be slaughtered within a calendar month. **See Cattle Specific Requirements note on this page. (FAC § 19020 and 9 CFR § 303.1).

- The market animal is sold and purchased by a family member who owns the same property where the animal was raised and then ranch-slaughtered.

- The market animal is sold and transported by the seller or the buyer to a CDFA-inspected facility where it is slaughtered, and possibly processed (cut and wrapped) for the buyer.

- The market animal is sold and transported to a USDA-inspected (United States Department of Agriculture) facility where it is slaughtered, and possibly processed (cut and wrapped) for the buyer or is sold.

- The market animal is transported to a USDA-inspected facility where it is slaughtered and the carcass is transported to a CDFA-inspected facility where it is processed and the meat is sold only from that facility.



*Image 1: Steer carcass evaluation*

## Cattle Specific Requirements

**\*\*In 2018, a law was passed that provides an exemption allowing up to five head of cattle to be slaughtered on the seller's property in a calendar month.**

**\*\*ALL cattle MUST be inspected by the California Bureau of Livestock Identification prior to being sold and/or butchered (FAC § 21051). You can find your local Brand Inspector here https://apps1.cdfa.ca.gov/brandinspector/**

## Mobile Butcher

**Mobile custom slaughterers licensed by the Department of Food and Agriculture (FAC § 22001.5) to butcher animals on farm and authorized to transport carcass to custom processors. For a list of local mobile butchers visit the CDFA Mobile Slaughter Directory at *www.cdfa.ca.gov/AHFSS/Livestock_ID/pdfs/MobileSlaughterDirectory.pdf.***

# ILLEGAL (cattle, sheep, goats, swine)

- The market animal is sold and ranch-slaughtered on the seller's property. **See Cattle Specific Requirements note above.

- The market animal is sold and transported to another property, other than the buyer's property, where it is ranch-slaughtered.

- The market animal is ranch-slaughtered and the carcass is transported to a CDFA or USDA-inspected processing facility where the carcass or the cut and wrapped meat is sold.

- The market animal is transported to a CDFA-inspected facility where it is slaughtered, and possibly processed, and the carcass or cut and wrapped meat is sold.

*If you are selling live animals to a business that will then re-sell the live animals, carcasses or meat products, it is advisable to check that the buyer is bonded and insured to protect sellers. Bonds are required for meat packers with annual livestock purchases at or above $500,000.*

## Legal Uses of Meat

**In order for meat or meat products to be sold, the animal must be slaughtered at a USDA-inspected facility. Anytime an animal is slaughtered by any person or facility other than a USDA-inspected facility, the meat enters a "custom exempt" process and must be labeled "NOT FOR SALE." That label means that under no circumstances can the meat from that animal be sold. This meat must be used exclusively by the owners, members of the owner's household, the owner's employees, and nonpaying guests (FAC § 900.3 and § 908.5).**

*Image 2: Custom exempt meat image with label indicating "Not for Sale"*

The UC ANR publication [Selling Meat and Meat Products](#) is a free download and is a useful reference and guide in understanding federal and state regulations for livestock slaughter and meat processing. A more comprehensive guide is this [USDA Food Safety and Inspection Service publication](#).

## Goat & Sheep Official ID

**Sheep and goats sold should have an official Identification (ID) "Scrapie" tag. The eartags must be a device or identification mark approved by the United States Department of Agriculture (USDA) and provide a unique identification number for each animal. (FAC § 760.6).**

## Sales by Weight

If you choose to sell your animal by weight, you are required to use a sealed scale, certified by your County Agricultural Commissioner/Sealer of Weights & Measures (BPC §12501.1). Additionally, a licensed weighmaster is required when the weight is used as the basis for either the purchase or sale of a commodity (animal) (BPC § 12700.)

## Drug Residue and Withdraw Regulations

Drugs intended for food production animals should be used in accordance with label instructions. Label instructions include and Food and Drug Administration (FDA) approved withdrawal period that must be observed before the food animals go to slaughter. The withdrawal period is defined as the time when the animal was last treated with the drug, to when the animal can be slaughtered for food. "The withdrawal period allows for the drug (or parts of the drug) in the edible tissues of the treated animal to get to levels that are at or below the tolerance. It is illegal for dairies, livestock dealers, and other animal producers to sell an animal for food with tissue residues above the set tolerance" (Federal Food, Drug & Cosmetic Act).

## Environmental Concerns with on-Farm Butchering

Butchering on-farm can result in offal, or non-consumptive animal parts. When conducting on farm

butchering, maintain distance from property lines and ensure that offal does not enter into any river, creek, pond, reservoir, or stream (HSC § 116975).



*Image 3: Waterways can pose an environmental concern when butchering on farms.*

## Lottery or Raffles Prohibition

Holding a raffle (lottery) to sell your market animal violates 4-H policy and is prohibited by individuals under California law.

Public, non-profit agencies, such as the 4-H Youth Development Program (YDP) are not to conduct lotteries, raffles, bingo, and other games of chance.  See Games of Chance and the 4-H YDP FAQ  and Raffles, Lotteries, Gaming and 4-H.

Additionally, the use of the 4-H name and emblem are protected under the law and cannot be used to promote raffles or other games of chance (i.e., lotteries) (see 4-H Policy, Chapter 9, VII, H2).

In California, the law prohibits a lottery or raffle by an individual. A lottery is any scheme for the disposal or distribution of property by chance, among persons who have paid or promised to pay any valuable consideration for the chance of obtaining such property or a portion of it, or for any share or any interest in such property, upon any agreement, understanding, or expectation that it is to be distributed or disposed of by lot or chance, whether called a lottery, raffle, or gift enterprise, or by whatever name the same may be known. Additional information is available through the California Attorney General's Office.

## Marketing and Advertising

With the traditional market outlet of county fairs and sales postponed, youth will need to explore alternative options to market their animals. Some may choose to reach out to neighbors by phone, send letters to local businesses, or advertise on social media. If parents or guardians of 4-H youth choose to post pictures or even a short video "story" with information about the youth, exercise caution about disclosing too much information. When you market your animal think about what information will help the buyers learn about the animal and project work completed.  Consider including brief explanations of your interest in this species of animal, why you chose this individual animal, what you learned while raising the animal, how your project has made you a better person, and any goals that this project will help you achieve.  Make it a story that gives the buyer reasons to support you.

When you describe the animal, avoid making claims like organic, natural, etc., unless there is a certification to substantiate such claims.  The U.S. Department of Agriculture Food Safety and Inspection Service is the agency responsible for ensuring the truthfulness and accuracy in labeling of meat and poultry products. You can learn more at https://www.ams.usda.gov/.

If you have the option to be part of an online auction, help your prospective buyers register online. Check out this video on how to register to buy animals in on online auction or contact your local UCCE Livestock Advisor for assistance.

## Tax Deduction Myth When Purchasing 4-H Project Livestock

A big incentive for youth to raise and sell their 4-H project market animals is to raise money by receiving prices for their animals well above the market price for that species and class of livestock.  Some buyers may consider purchasing an animal if there is a tax deductible charitable contribution. However, this can be done only if the money from such a sale is donated to an IRS-recognized non-profit organization for that organization's use. In the case of 4-H project livestock

sales, at an auction or private treaty, the sale proceeds go to the owner of the animal and not the 4-H program. These sales cannot be considered a charitable contribution.  In California, 4-H is a program within the University of California (UC), which has non-profit status, and will only provide charitable contribution receipts and acknowledgements for donations made to UC programs and not for funds that pass through UC to another recipient.  Please refer to this 4-H Fact Sheet and consult with a tax advisor for guidance on your specific situation.

# Regulatory References

Be aware that this document was developed in April 2020 and that regulations can change. Before producing meat or poultry product, review current regulations or consult with someone familiar with meat and poultry regulations.

**Federal Regulation cited in this publication are most easily accessed at this web site:**

www.ecfr.gov

**The California Code can be found at this web site:**
http://leginfo.legislature.ca.gov/faces/codes.xhtml

# Virtual 4-H Area Presentation Day

**Two-hour time slots available daily starting April 11.**
**Online registration is OPEN.**

After qualifying at a County 4-H Presentation Day, youth may register to present at Virtual Area Presentation Day
Time blocks are first-come, first-served.

Weeknights: 6:00 – 8:00pm
Weekends: 10:00 – 12:00pm & 1:00 – 3:00pm
*Excludes Easter and Mother's Day*

*Procedures:* After registering, youth presenters will receive a confirmation for their time block. Later they will receive an email with a zoom.us meeting link.
During their scheduled time block, youth will log on with a computer/tablet or smart phone and present in front of a camera/webcam. They may use poster boards and props (if the category permits these) or using digital slides by "sharing my screen."
All requirements from the 4-H Presentation Manual (http://4h.ucanr.edu/files/2193.pdf) apply; except modifications may be required for group presentations, such as Share the 4-H Fun Skit or Cultural Arts, depending on government-required social distancing and/or shelter-in-place directives.

Evaluators will enter their scores and comments digitally, which will be sent to the "tally room." Evaluations forms will be emailed to presenters along with their placing.
Award certificates and pins will be sent to County offices after the Shelter-in-Place order is lifted.

**Working together with persistence.** We appreciate everyone's flexibility, adaptability, and patience as presenters, evaluators, and coordinators alike learn to use virtual technologies efficiently and effectively. We ask for your understanding as we navigate the transition, and we extend our understanding to youth presenters learning to present in a new format.

*Technology:* Youth will present at home using the https://zoom.us/ virtual meeting platform using a computer, laptop, tablet, or smart phone. Youth are encouraged to log in 15-minutes in advance to ensure their webcam, mic, and speakers are working.

*Required equipment:*
☐ Computer/Tablet with webcam, microphone, and speakers and wifi connection
Or ☐ smart phone with camera
The Zoom app should be installed on the computer/tablet or smart phone. Download the software at https://zoom.us/download/. Video tutorials are available at https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials

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4-H Youth Development Program

*Helpful Zoom.us tips*

- Zoom allows for connection through computer/table where audio (mic & speakers) are connected to the computer. Zoom also allows for hybrid connections where the computer/table captures video but one can call-in over traditional phone network for audio. This is useful in situations where the Internet speed/bandwidth is slow; users can have higher quality sound by calling in on a phone but continue to see and share video through their computer/tablet.

- Those who call in through their phone need to press *6 to mute or unmute.

- Those connecting via computer/tablet need to know how to adjust their mic and sound. There are two sets of controls for mic and speaker settings: (1) those in the computer setting itself, and (2) another setting in the zoom meeting room. The zoom meeting room settings are found in the lower left corner of the screen. See picture →

  Make sure the correct microphone and speaker are selected for your device.
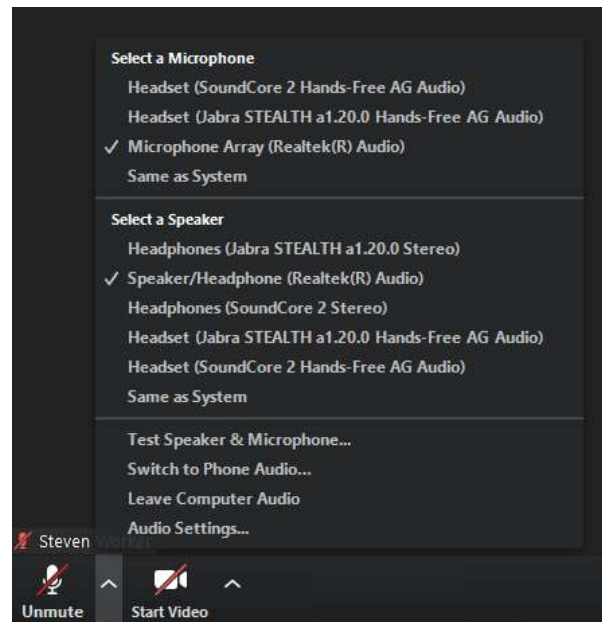


## Check Your Tech

1. Connect and **test your Zoom audio.**

2. If you're calling in, **enter your participant ID number** to link your computer and phone. Find it next to your name in the "Participants" sidebar. On your phone, press # [number] # to connect.

3. Activate your **camera.**

4. Use Zoom's <u>Gallery View</u> to see the whole group.

5. If you need tech help, type **HELP** in the Zoom chat box for assistance!

## Prepare to Participate

- Remain **on-camera** at all times (Except if you are experiencing "bandwidth" issues).

- Remain *available-to-be-on-mic*. Mute while others are speaking/presenting, but be ready to participate.

- Turn devices to **airplane mode** and close other windows on your computer to avoid distractions.

- Use the phrase "**I'm complete…**" or "**I'm done…**" when done speaking.

- Use <u>nonverbal tools</u> in Zoom to **raise your hand.**

All presenters are welcome to stay and watch their fellow presenters after they are done presenting.
Please remember that only evaluators are allow to ask presenters questions.

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