



UNIVERSITY of NEW HAMPSHIRE
COOPERATIVE EXTENSION



The Gazette

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4-H Youth Development Program

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1. A Word from Wendy...

Fall is here, which means the stresses of ending the programmatic year and starting up a new one. In the 4-H youth development program we are always faced with many situations that need each of us to think about conflict resolutions.

As many of you know, I am taking the managing at UNH program. They recently shared these principles for resolving conflict. Hopefully you will find them useful.

-Wendy Brock

Seven Principles for Resolving Conflict

From The Magic of Conflict, by Thomas Crum

VIEW CONFLICT AS AN OPPORTUNITY

Most people believe that conflict is a negative and that conflict is a contest. This belief does not support its resolution. By itself conflict is neutral; it is our response that makes the difference in the outcome. Learn skills that turn conflict into an opportunity to strengthen relationships and increase understanding.

CHOOSE TO BE CENTERED

Make a conscious choice to become centered and calm so that you can respond appropriately. We usually react to stress and conflict based on past conditioning, so that often our vision of how we want to respond and our actions are not the same. Centering integrates mind, body and spirit. We're relaxed and focused. We have options. And we create an environment that helps others to be centered also

ACCEPT YOUR CONNECTEDNESS

Acknowledge your connection to the conflict and to the people in it. Often when conflict arises, we try to separate from it or resist it. Most stress is caused by resistance. When we acknowledge the problem it loses its force, and we can use its energy to help resolve it.

COME FROM DISCOVERY

Be willing to be curious about your "opponent" and about the problem. We often look for solutions before we know what the question is, and then we try to prove we're right. A less stressful, more useful approach is to ask questions of your opponent – and then listen. Curiosity will help turn your adversary into a partner. The key question for the creative resolution of any conflict is, "What can I learn here?" It is more powerful to be curious than right.

BE WILLING TO CHANGE

It's risky to take the initiative to learn where others are coming from, because we may find that we have to change. Change is difficult and rewarding. As we expand our vision of who we are, we also create the life we want.

CHOOSE TO CO-CREATE

Learn the necessary skills for taking appropriate action and for helping others to do so, too. Involve others in the decision making process and co-create solutions which are mutually supportive.

LIVE YOUR VISION

Your vision of how you want to live your life is a vital component in how you deal with conflict and stress. In your actions don't match up with your vision, then you may need to change. Conflict is part of life. It's not whether we have it - it's how we use it that will make the difference in our work and personal lives.



In the Granite State

2. Where the learning lasts a lifetime...

New Hampshire 4-H operates two facilities one in Bear Brook State Park in Allenstown, and the other in Berlin on the grounds of the state fish hatchery. This year over one thousand youth participated in the positive youth development experience known as summer camp. Forty eight percent were returning campers from 2003.

This past season we had many exciting programs at both camps. At Barry Conservation Camp our Hunter Education weeks continues to be a success with 32 campers participating. Campers enjoyed the 4-H Shooting Sports Curriculum and the wonderful new dining hall.

At Bear Hill, our teen programs were well received with 66 youth participating in our Leader in Training, Mentor, and our Teen Adventure program. Overall the response to these programs is positive, with the programs meeting a need for teens to develop, and take risks with in the safe environment of camp. The Leadership groups often volunteered to do extra community service for the camp community, during their free time.

One of the greatest improvements to Bear Hill Camp this year was to the ball field. This area of camp provides one of the few large open play spaces with on our beautiful forested site. For years, children have played on sand with some scratchy patches of crabgrass. The site which made for dust storms during the dry hot months of August was not very conducive to fun play, but that all changed this year, thanks to the efforts of one former 4-H camper.

Dave Marden attended camp many years ago and was ready to give something back. As owner of David Marden Landscape Maintenance in Newton, Dave had the skills and equipment to make a difference at camp. A year ago, helping with "Green Up Day," he brought his tractor and landscape tools to help put in the swim docks and spread gravel in some high erosion spots.

This year in consultation with Chris Conlon, 4-H Camps manager, Dave decided to take on the ball field so children could safely run and play.

Using the UNHCE Soils lab to determine the actual PH and soil make up, Dave made a materials list of what would be needed to get grass to grow. Dave worked with his suppliers in Haverhill MA to donate the fertilizer, grass seed, lots of lime. Compost was brought in from Northwood's town transfer center and the greening of camp's ball field was well on its way.

Using his expert knowledge from years of landscaping along with his devotion to the youth of New Hampshire Dave volunteered over 30 hours of time to till, scrape, level, spread compost, and lay down lime, seed and fertilizer.

He will be back in the fall to provide a boost to the field. When asked why he helps Bear Hill camp his reply comes easy, "For the kids, for them to have a great place to go to camp."

Now thanks to Dave's help, and a wonderful grass growing summer Bear Hill Camp has a green ball field with grass, that is well on its way to improving the lives of youth.



The National Scene

3. Update on National Youth Development Evaluation Efforts

Many of you might remember Susan Barkman's presentation to New England 4-H staff on the Four Fold Model of Youth Development and the evaluation instruments she was working on. With Susan's passing, you might be wondering about the future of this important work.

You'll be glad to know that this project is going to move forward. Pennsylvania State University is continuing the project and a new web site will

be up and running sometime early in December of 2004. Dan Perkins and Claudia Mincemoyer, both faculty at Penn State presented at a conference I attended recently so I have some information for you.

Like the Barkman model, they have carefully searched the literature to come up with carefully developed questions and have pilot tested for reliability and validity. They have also

identified "Curriculum Enhancers" related to each identified life skill. These are activities designed specially to build the life skill in question and will work very well with any of the CCS curriculum or other juried youth development curricula.

The Penn State evaluation project defines a program as follows:

- Ongoing series - meeting at least five times
- Includes curriculum designed to teach specific life skills (like CCS or juried curricula)
- Includes educational activities and events
- One-time events are NOT considered a program according to this definition

The instruments are one or two page surveys, designed for youth 10 and older to be administered as a pre-test and a post test and a follow up (at least 30 days later).

The following life skills are done:

- Decision making
- Critical thinking
- Problem solving
- Communication
- Goal-setting
- Skills for Everyday Living (includes 5 questions each on the above)

I have a hard copy of the Skills for Everyday Living and it's not that different from some of the questions we're already using!

Soon to be developed are tools for Leadership and a Skills for Everyday Living for youth under age 10. This will be a web based survey that has minimal reading and uses cartoons to ask the questions - much more appropriate for the younger kids.

If you're at the NAE4-HA Meeting - look for Dan & Claudia to be presenting this there. I'll be sharing more information as I find it.



Blue Ribbon Tip of the Month

4. Year End Processing

A big thank you to all counties for their hard work in getting their ES-237 data to the State Office. Our data looks good and it is safe to go ahead and complete your year end processing. Just as a reminder I have included the tip sheet on this topic. Feel free to call with any questions or concerns. Michele

Year End Processing Info – Youth Enrollment

Basic steps for Year-End processing County Youth Data Files.

1. **Backup** your data first. Go into Windows Explorer or however you do a backup and save your data. If you are unsure of how to make a backup copy of your data, contact you state support staff member.
2. If you need Enrollment forms – do it now!

Opportunities Unlimited

Using 4-H Theatre Arts in Out-of-School Programs What is Arts Education?



Youth become competent in the arts disciplines through work at various times and in various ways. The rate of developing competence in the arts is unique to each individual.

Competence in the arts disciplines means that by completion of secondary school youth will have:

The ability to use an array of knowledge and skills.

Terms often used to describe this array of knowledge and skills include:

<i>Creation</i>	<i>History</i>
<i>Perception</i>	<i>Technology</i>
<i>Performance</i>	<i>Culture</i>
<i>Analysis</i>	<i>Appreciation</i>
<i>Production</i>	<i>Aesthetics</i>
<i>Criticism</i>	

An expanded definition of competence:

1. *Having capabilities with these elements*
2. *Understanding their interdependence*
3. *Having the ability to combine the content, perspectives, and techniques associated with these various elements to achieve specific artistic and analytical goals*

A developmental approach to competence in the arts disciplines:

- K-4th Grade – Arts education begins with preparing young children for deeper and more rigorous work in successive grades by allowing them to experience the joy in the arts.
- 5th-12th Grades – Increasingly enriching and challenging experiences provide a maturing of understanding and skills, foster the discipline for learning, and create opportunities for accomplishment.

The **National Standards for Art Education** expects that, by high school completion, students will be able to do the following:

- Communicate at a basic level in the four arts disciplines - dance, music, theatre, and the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.
- Communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in various arts disciplines.
- Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- Relate various types of arts knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

As a result of developing these capacities, youth can:

- Arrive at their own knowledge, beliefs, and values for making personal and artistic decisions.

- Arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity.

Why Include Arts Education in School and Out-of-School Programs?

In all cultures, arts are a critical element in education and the healthy development of children's minds and spirits. One who lacks knowledge and skills in the arts cannot claim to be truly educated. Why?

- Influence of the arts on history – arts serve to connect imaginations with the deepest questions of human existence: Who am I? What must I do? Where am I going? Responses to those questions are revealed through the arts, and provide a window to life's meaning across cultures.
- Arts serve as a vehicle for human purposes – arts can be used to teach, persuade, entertain, decorate, please, or present ideas and issues.
- Arts shape our personal, social, economics, and cultural environments every day – from songs we hear, to movies we watch, to our children's dances, to the classics we read, to the design of our furniture we rest upon...
- Arts refresh our imaginations and provide a source of enjoyment. They link thought and action, ideas and objects, and help us see life in new ways.
- Arts help students develop attitudes, characteristics, and intellectual skills required to become effective participants in society and economy – they teach self-discipline, teamwork, and cooperation; reinforce self-esteem; foster creativity and thinking skills; and confirm the connection between study, hard work, and high levels of achievement.

Justification for the Arts

Arts are often justified in tight budgets for their capacity to help children learn to read, write,

calculate, and understand scientific concepts. What if children still fail, even with strong programs in the arts?

The arts are best justified for what the arts can teach that no other subject can teach!

A Harvard project, *Reviewing Education and the Arts Project (REAP)*, conducted a comprehensive search of all studies appearing in English from 1950-1999 (published and unpublished) which claim to have tested the belief that studying the arts leads to some form of improved academic improvement. Of the 11,467 documents found, only 188 reports met the investigation's criteria of empirically testing the relationship between one or more arts areas to one or more academic areas. After analyzing these studies for validity and reliability, ten areas of findings were strong enough to be reliably generalized to other studies.

- **3 areas where reliable causal links were found**

Listening to music and spatial-temporal reasoning

(26 reports found medium-sized causal relationship. No conclusive reason why there may be a link, though results suggest a psychological and perhaps neurological relationship.)

Learning to play music and spatial reasoning

(19 reports found a large causal relationship, with a greater effect when standard music notation was learned, and a large effect on both general and at risk populations. The value of spatial is dependent on how subjects are taught, however many schools offer few chances to apply spatial abilities.)

Classroom drama and verbal skills

(80 reports found mostly medium-sized causal relationship between drama, or enacting text, and a number of verbal skills including: reading readiness, reading achievement, oral language, writing, oral and written understanding and recall of stories. These new/improved verbal skills also transferred to new materials. Verbal skills are highly valued in education.)

7 areas where no reliable causal links were found:

Arts-rich education and verbal and mathematics scores / grades
(31 reports found small to medium correlation between studying the arts and test scores, but no evidence of a causal relationship was found.)

Arts-rich education and creative thinking
(4 reports found no relationship between studying the arts and verbal creativity test scores.)

Learning to play music and mathematics
(6 reports were reviewed; 3 found a small relationship, 3 found no relationship between music training and math. More studies are needed to draw a conclusion.)

Learning to play music and reading
(6 reports found a small relationship between music and reading, but the relationship could not be generalized to new studies or considered causal.)

Visual arts and reading
(5 reports of programs where visual arts were taught separately from reading found a very small relationship between visual arts and reading. This effect is considered entirely due to reading readiness outcomes, which are themselves visual, and doesn't hold up for reading achievement outcomes. In 4 reports, a medium sized relationship was found between integrated arts/reading instructions and reading outcomes, however the relationship could not be generalized.)

Dance and reading
(4 reports found a small relationship between dance and reading, but the relationship could not be generalized to new studies.)

Dance and non-verbal reasoning
(3 reports found a small to medium causal relationship between dance and improved visual-spatial skills, however the value of this relationship is unclear without further studies)

Policy implication – arts education must be justified on the basis of what is inherently valuable about the arts, and not on transfer of value to academic subjects, even when the arts are found to contribute to secondary educational outcomes.

Better justification for the Arts in Education (formal and informal)

The arts are good for children, irrespective of any non-arts benefits!

A well-rounded education requires study of the arts!

The arts have been around longer than the sciences!

Cultures are judged on the basis of their arts!

Most historical eras have not doubted the importance of studying the arts!

The arts are a fundamental part of culture, and an education without them is an impoverished education leading to an impoverished society!

The arts are time-honored ways of learning, knowing, and expressing!

Future studies needed:

- Why does academic performance improve when studying the arts is given a prominent role in the curriculum? What happens? Are there other innovations happening in such schools? Are they more inquiry oriented, project based, and demanding of high standards?
- Are the arts a vehicle to motivate certain types of students? Do programs that teach academic subjects through the arts make a difference for non-academic students? Does success in the art form lead to increased belief in their ability to succeed in academic subjects?

Sources:

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Pearls of Wisdom

Old age is like everything else. To make a success of it, you've got to start young.
Fred Astaire

We might all be successful if we followed the advice we give the other fellow.
Anonymous

Even the woodpecker owes his success to the fact that he uses his head and keeps pecking away until he finishes the job he starts.
Coleman Cox

Experience is a good teacher, but she sends in terrific bills.
Minna Antrim

"Good people are good because they've come to wisdom through failure. We get very little wisdom from success, you know. . . One who doesn't try cannot fail and become wise."

William Saroyan