



KAE4-HA

THE PRAIRIE PROFESSIONAL

A NOTE FROM THE PRESIDENT...

As I looked for some inspiration to write my last president's message for the *Prairie Professional*, I found a book titled *Wit and Wisdom of Disney*. This is a book full of quotes from Disney characters and even Walt Disney himself.

*"I always like to look on the **optimistic** side of life, but I am **realistic** enough to know that life is a **complex** matter."* - Walt Disney

The craziness of our summer is now behind us and we are looking forward to a new year. I know there were several times this summer (and even this fall) that I thought of Dory and her words...

"Just keep swimming." - Dory, *Finding Nemo*

"When everything's blustery and you're feeling flustery, remember you have friends who care." - Winnie the Pooh

This association is made up of some awesome 4-H Youth Development Professionals. Whenever you get down, burnt out, need to bounce an idea off of someone or want someone to share in the joy of success with you, do not forget that the members of this association are here for you.



Sarah Maass

"I give myself very good advice, but I seldom follow it." - Alice, *Alice in Wonderland*

Do not forget to follow your own advice! I know we all have told ourselves at some point in time that we are going to "not schedule ourselves like that again" or "I'm going to take more time for myself." Do not forget to follow your own advice!

*"When you **believe** in a thing, **believe** in it **all the way, implicitly** and **unquestionably**."* - Walt Disney

"There's a great big hunk of world out there with no fences around it...and beyond those distant hills, who knows what wonderful experiences. And it's all ours for the taking."

- Tramp, *Lady and the Tramp*

There are endless possibilities out there for each and every one of you. What wonderful experiences are ahead for you?

*"We keep **moving** forward, **opening** new doors, and **doing** new things, because we're curious and curiosity keeps **leading** us down new paths."* - Walt Disney

As we move forward into this new year, doors will continue to be opened to each of us. Do not hesitate to go down a new path. Who knows where it may lead!

"I'm so happy I could bounce!" - Tigger, *Winnie the Pooh*

It has truly been an honor and a privilege to serve as your president this past year! Thank you for this opportunity. I have enjoyed giving back to this association, which I feel I have received so much. I am excited about the new year and the path our association leadership team will take us. I hope to see you all at Annual Conference as we welcome the new leadership team for our association.

"If you can dream it, you can do it." - Walt Disney

Sarah Maass
KAE4-HA President

Inside this issue:

A Note from the President	1
Join Revolution of Revolution	2
KAE4-HA	2
Perfection	2-3
Unequal Resources Activity	4

PROFESSIONALS—JOIN THE REVOLUTION OF RESPONSIBILITY

4-H Professionals, NAE4-HA is challenging everyone to Join the Revolution of Responsibility! We want to know what you have done as a 4-H professional to embrace the Revolution of Responsibility and why you feel it is important. Grab a flip camera and a friend, and please answer the following questions:

1. How long have you been a 4-H professional?
2. How have you implemented the Revolution of Responsibility in your programming efforts with youth, adults and/or with other 4-H professionals?
3. How have 4-H members made an impact in your community?
4. Why do you feel teaching responsibility is important as a 4-H Professional?
5. How has NAE4-HA helped you to make an impact in your community?

After you have answered these questions, and maybe done some minor editing (with pictures from your community and your youth making an impact), to keep your video about 5 minutes long, then upload your video onto the NAE4-HA Facebook page.

NAE4-HA Regional Directors will be choosing at least two “Professional Join the Revolution of Responsibility” videos to share each day during the NAE4-HA meeting in Orlando. If your video is chosen, you have the opportunity to win some fabulous prizes in Orlando. Even if you aren’t going to be in Orlando, we still want to hear from you, so upload your videos today!

CHOOSE YOUR KAE4-HA COMMITTEE

It's the time of year to choose which committee(s) you would like to work on for the coming year in KAE4-HA. Please fill out the online form located here: <https://docs.google.com/spreadsheets/viewform?fromEmail=true&formkey=dFIfZl9OMUhVSGR2OGdfNEIPcTdiREE6MQ> and submit it on or before October 12th.

If you would like to read about each committee's responsibilities before making your choice, you can look at the bylaws here: http://www.ksre.ksu.edu/agent_association/doc39085.ashx. The committee descriptions begin on page 12.

All KAE4-HA members will be placed on a committee, so get your choice(s) in by the deadline, or we will happily choose a committee for you. Thanks!

PERFECTION BY TEGHAN SELLS, TREGO COUNTY 4-H'ER

Submitted by Bronc Barrows.

You know that tension at a golf tournament or basketball game? It's the kind that you can cut like a knife, feel in the air, and drives you to be perfect. That's the kind of tension twenty-five junior 4-H horsemen felt in September, 2011.

When you're waiting in a line of twenty-five other kids on horses who have worked as hard as you all year, it's intimidating. You can't help but look back and forth, from one cowboy hat to another. Everything seems to stand still and everyone seems to hold their breath in anticipation for the next pattern to out-do the last. Even the horses stop swatting at the annoying flies and stand quietly.

PERFECTION BY TEGHAN SELLS CONTINUED

I had reviewed my pattern at least a hundred times, I knew it backwards and forwards. Walk half way from cone A to cone B, trot the remainder of the way, at B stop and do a one quarter turn to the left, lope in a left lead to C, stop and back 4 steps. It seemed easy enough, I had been doing the same things all summer, walking, trotting, loping, stopping, and backing. My horse had performed well every single time, never disappointing me.

As the woman's voice cracked over the intercom, calling out names and numbers, participants slowly left the line to outshine the previous performance. One by one they were pulled off the rail until it was just me. I heard my number, 161, then my name, Teghan Sells rattle over the speakers.

I pulled myself together, brought my clenched, left fist up so that my elbow made a 90 degree angle, and adjusted the reigns I held in my right hand. My spurs touched each of my horse's sides and I was standing at the first neon orange cone. Cameras from each photographer, determined to get the perfect shot, flashed and my horse's ears pointed towards the source of the sudden light. I took one last look around, rolled my shoulders back, brought my chin up and glanced at the judge.

She nodded, signaling me to begin the final and most important horsemanship pattern of my summer. I clicked my tongue against the roof of my mouth, ordering my horse to walk forward. A million things were going through my mind, *I'm moving too fast, I don't know what to do next, everyone is watching, and finally, I can do this.* At exactly half way between Cone A and Cone B I tapped the sharp spurs I had strapped to my boots against my horse's ribs. She picked up a light jog at the perfect time. I grinned to myself, suddenly more confident. When my horse's hips were lined up with Cone B I pulled back on my reigns causing her to stop on a dime. With my hands still holding the reigns right above the saddle horn I puckered my lips, smooched to the air, and brought my hand right in front of my left hip. Prima pivoted exactly one fourth of a circle and stopped.

Half way done, I thought to myself. I lowered my hand back to my horse's neck and found myself smiling wide by now. I looked directly at the judges and once again pressed my right spur to Prima's side and took off at a lope, a gait faster than a jog. I watched the next cone, Cone C, as if it were alive so I knew exactly when to pull my reins back for the last time. As my horse's nose got to be parallel with the brightly colored cone I pulled back my reins, took a deep breath, and clicked my tongue for my horse to back. *One, two, three, four steps.* I was finished, I nodded to the judges and walked to the line-up.

It felt like an eternity sitting in the line of horses once again until I heard the microphone click on over the sound system. "Wow, that was a tough class, could we have the participants line up in the center of the arena facing the announcer's stand please?"

All twenty-five horses slowly made their way to the center of the arena, forming a line that could easily compare to a line of soldiers, straight and silent.

I sat there, and sat there, and sat there as districts, numbers, names, and horses' names were called off from tenth place to second. My hands were sweaty and I was rubbing a blister onto my thumb thanks to the leather reins I held with white knuckles. My ears strained to hear the announcement of the Grand Champion Horseman. Then the announcer's voice came back to my ears, much more high pitched and excited as she announced what we had all been waiting for.

UNEQUAL RESOURCES

Submitted by: Beth Drescher

Goal: To examine people's attitudes toward and expectations of people with different economic backgrounds.

Time: 30–35 minutes

Materials: Five large ziplock bags with the following art supplies for each of the five groups:

Group 1: Regular pencils and one colored pencil

Group 2: Regular pencils, colored pencils, crayons, assorted colored construction paper

Groups 3 and 4: Regular pencils, colored pencils, crayons, assorted colored construction paper, scissors, colored markers, glue.

Group 5: Regular pencils, colored pencils, crayons, assorted colored construction paper, scissors, rulers, colored markers, glue, tape, glitter, ribbons, stencils, and anything you can add to help this group

Procedure

Ask participants to form groups with three to five people in each. You want to have five groups. Tell participants that each group will make a poster to celebrate a holiday, season of the year, or other occasion (for example, Mother's Day, spring, fall, or Thanksgiving Day).

All groups should make a poster about the same holiday or occasion. Tell them that each group will receive a bag of supplies to use in making their posters. They can use only the supplies given to their group; they may not borrow supplies from other groups. Tell them that their finished posters will be put on display and that they will have 15 or 20 minutes to complete their posters.

Give each group a large sheet of poster paper. Have the bags of supplies in view for all to see. Then give each group one of the bags. Hold up the bag (in an inconspicuous manner) so that all groups see the bag that is being given to each group. You need not comment on the contents of the bag. If participants ask why the contents are different, just say that these are the supplies available for your group. That's the way it is.

Give participants a five-minute warning. When the allotted time is up, ask participants to put their unused supplies back into their bags. One at a time, call each group to come up to the front of the room to display and explain their poster. After each presentation, applaud the group. When all groups have completed their presentations, engage the group in a discussion about this activity.

Discussion:

1. How did you feel when you noticed that some people had more materials than you did?
2. How did you feel when you noticed that some people had fewer materials than you did?
3. In what ways did resources affect your project?
4. How would you have felt if I had judged your final products for a prize or for a grade? Would that be fair? Why or why not?
5. If other people saw your posters and were asked to pick the most talented students in the room, whom would they say? Would these posters necessarily be a fair assessment of what all of you can do?
6. Why do you think I set up this activity this way?
7. In what other situations do people have advantages over others? (Provide some examples to prompt the class.)
8. Is it important to consider individual circumstances and opportunities before judging a person's capabilities? Why or why not?

Adapted from: Byrnes, D. A. (1995). "Teacher, They Call Me a _____!" Confronting Prejudice and Discrimination in the Classroom. Prepared by Patreese D. Ingram, Associate Professor of Agricultural and Extension Education at Pennsylvania State University