A new term is being used in our country, especially by the millennial generation, “adulting”. The Urban Dictionary defines adulting as:

“Adulting (v): to do grown up things and hold responsibilities such as, a 9-5 job, a mortgage/rent, a car payment, or anything else that makes one think of grown ups.”


I must admit that at times I wonder if today’s young people will ever become truly independent adults. My own family has just emerged from the “adulting” process. I have finally reached the empty nest! All three of my children have a place of their own, their own income, and their own car. It feels like I just got a pay increase! So what does all of this have to do with 4-H?

4-H is leading the way in today’s world by teaching youth the skills necessary for “adulting”. Members learn how to communicate, make decisions, build relationships with other youth and adults, gain confidence, learn workplace skills, and how to interview. Many of our 4-H members have been in adult type roles for years as they help on family farms or small businesses owned by their parents.

I have no doubt that our 4-H members will accomplish the task of “adulting” with ease. Many thanks to all of our extension professionals, volunteers, and family members for giving our members the skills for success!
Connie Heiskell Retires

Congratulations are in order for Connie Heiskell, former Regional Director for UT Extension in Eastern Region. After 38 years of dedicated service to UT Extension, Connie retired on June 30th.

Connie began her extension career as a 4-H/FCS agent in Claiborne County followed by a move to Knox County to work with 4-H programming. Connie transitioned to the regional office where she served as program leader and then the director.

Connie has a tremendous heart for 4-H. Whatever she does, she has a heart to help young people be successful. A former 4-H member, she has raised her family to love and enjoy 4-H as much as she did. Best wishes to Connie as she transitions to retirement. We hope to see her soon as a 4-H volunteer leader!
**HONOR CLUB INITIATES:**
**BRADLEY COUNTY THE LEADS STATE**

Justin Crowe, Extension Specialist

Bradley is currently the top county in the state in terms of number of Honor Club initiates for 2017. As of June 30, they had 40 new Honor Club members approved for membership! The rankings are as follows:

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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</thead>
<tbody>
<tr>
<td>Bradley County</td>
<td>Claiborne County</td>
<td>Knox County</td>
</tr>
<tr>
<td>40</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>4th</td>
<td>5th</td>
<td></td>
</tr>
<tr>
<td>Polk County</td>
<td>Lincoln County</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12</td>
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</tbody>
</table>

The **Eastern Region leads the state** with 152 initiates, followed by Central with 95 and Western with 43.

We are convinced there is a positive correlation between the number of Honor Club members a county can qualify and the quality of the 4-H program in the county. Honor Club membership is based on participation. Unless many participation opportunities are made available, not many 4-H'ers will be able to qualify for Honor Club recognition. Go to [4h.tennessee.edu/Pages/honorclub.aspx](http://4h.tennessee.edu/Pages/honorclub.aspx) for a complete listing of Honor Club initiates by region and county for January through June of this year.

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**ROUNDUP SERVICE PROJECT**

Justin Crowe, Extension Specialist

Delegates to the 2017 Tennessee 4-H Roundup and All Star Conference are being challenged to collect items to benefit families residing at the Target House, at the St. Jude's Hospital, in Memphis. Currently, the Target House serves over 96 families, aiding in long-term housing for those whose children are patients at St. Jude's.

**Tennessee 4-H members are being asked to collect items which will be used to stock their pantry.**

Please promote this service project county-wide, not just with the Roundup delegates.

For more information on this service project and to see what each region is being asked to bring, please visit: [https://4h.tennessee.edu/Pages/roundup/](https://4h.tennessee.edu/Pages/roundup/)
Curriculum Corner—Lesson Plans Available

Jennifer Richards, Assistant Professor

As you start planning for your in-school clubs, we wanted to make you aware of lesson plans that we have available that are awaiting publication. All lessons below are aligned to state content standards unless otherwise noted. If you are interested in reviewing any of the lesson plans and using them in the next club year, please email James (jswart@tennessee.edu) and he will send you the lesson plan and any supporting material.

A Story of Hope  
Wendy York and Jennifer Richards  Intermediate (6-8)
This lesson begins with a video clip from a Holocaust survivor and discuss the clip as a class. Students then work to create a word splash of acts of kindness they could perform in their community, and then create posters to promote kindness.

Secret Codes  
Wendy York and Jennifer Richards  Intermediate (6-8)
This lesson begins by introducing students to the concept of secret codes by giving some background information. Students are then given the opportunity to decode a secret code that triggered the US's entrance into the First World War. Students then create their own secret coded tweets.

Why did you say that?  
Wendy York and Jennifer Richards  Intermediate (6-8)
This lesson is taught in a verbal format with a focus on creating a plan of action to improve interactions among peers. In this lesson, students will create a list of inappropriate comments they have said or heard, and share with a partner. The students will then view the video, “To This Day” that speaks to one person’s experience. Students will develop a plan of action to address the inappropriate verbal interactions in their school.

Daniel’s Story  
Wendy York and Jennifer Richards  Intermediate (6-8)
This lesson uses Daniel's Story to introduce the concepts. Daniel's story focuses on the perspective of a Jewish child living in Nazi-occupied Europe during the Holocaust. Students work to create definitions of prejudice, racism, and discrimination, and then view a video prior to having a class discussion. The lesson concludes by the students preparing a poster using their new found knowledge.

Are we Connected?  
Wendy York and Jennifer Richards  Intermediate (6-8)
This lesson is taught in a verbal format with a focus on creating a plan of action to reflect upon what quality time means. In this lesson students will view a variety of pictures that show different groups spending quality time. In these pictures, the devices were removed to emphasize focus. Students will discuss each picture and gain an understanding of what it means to spend quality time with others.
Their Rights and Nothing Less  Alexis Hall  Advanced (9-12)
This lesson begins with students working as a group to analyze primary source documents and sharing their findings with the class to create an overview of the women’s suffrage movement. Then, students will create a chart to analyze the reforms demanded, the arguments and strategies used, the societal diversions, and the increased opportunities for women. Finally, each group will work together to construct a poster that includes information on the women’s suffrage movement during a specific time period.

It’s No Laughing Matter  Jennifer Richards  Advanced (9-12)
This lesson begins by having students observe several political cartoons and make guesses as to what event that is being depicted. Students then receive instruction on the history of political cartoons and work as part of a group to create their own political cartoons about a current event.

Stressed Out*  James W. Swart  Advanced (9-12)
This lesson begins by creating a high stress, low impact situation for the students to experience. Following this, students establish a definition of stress. Students then rotate through 5 interactive centers where they learn about the 4 types of stress. Students then work in groups to research stress management techniques and create a 30 second to 1-minute radio commercial on stress management and why it’s important.

Credits and Debits  Loren Stanford  Intermediate (6-7)
The lesson begins by having students identify the parts of a check and register. Students learn the definition of debit and credit and give examples of each. Students then work to fill out checks and a check register based on payments by check and getting their pay check. The lesson concludes by having students select a career and determining what amount of income is left after paying their monthly bills.

It’s Not What You Say  Jennifer Richards & James W. Swart  Intermediate (6-8)
This lesson starts by showing students an example of what it can look like when they use bad non-verbal communication. Students then see examples of good and bad non-verbal communication related to listening and speaking demonstrated by their peers. Students then practice these techniques with a partner, and then complete a Haiku explaining the importance of using positive non-verbal communication.

Triboelectric Scale  Lorie Burts  Intermediate (6)
This lesson begins with a basic static demonstration by using a balloon, and then assessing the student’s prior knowledge of static electricity. Students then work as a class to establish a Triboelectric scale using common objects, and learn how a Van de Graff generator works. The lesson concludes with a 3-2-1 assessment, and application of what they have learned to lightning strikes.
Sun S’mores  James W. Swart, Meagan Brown, Jennifer Richards  All Grades
The lesson begins by assessing students’ prior knowledge related to the engineering design process, and then moves to the experience. In this section, students are presented with the problem of needing to construct an oven powered by solar power. Students then work through each of the steps of the engineering design process and work as a team to construct their oven.

Llama Genes  Jennifer Richards and James W. Swart  Intermediate (7)
The lesson starts with students completing a KWL to assess their prior knowledge about genetics. Content is presented in a video, and then students work through several examples of Punnett Squares, both with the instructor and on their own. The lesson concludes with students drawing “genes” for a Llama and constructing a Punnett square and phenotypically correct drawings of the genetic combinations.

I Plead the 5th  Jennifer Richards and James W. Swart  Intermediate (8)
This lesson introduces students to the text of the 5th amendment of the US Constitution and allows them to read and interpret what they think it means. Students work in groups to form this opinion and then justify it to the class. The class then classifies the opinions as either loose or strict and complete a modified Frayer Model as an assessment.

Building a better mousetrap  James W. Swart  Intermediate (6-8)
This lesson starts by having students identify different adaptive designs that they encounter on a daily bases. After this, students work in groups to disassemble and reassemble a pair of eyeglasses to generate ideas on how to improve the design. Students then create their own design of the pair of glasses, and conclude by establishing a working definition of adaptive design.

Building Bridges  Jennifer Richards  Intermediate (6-8)
In this activity, students will learn the actions to take for each step of the engineering design process. Each group of students will receive a kit of materials that they will use to construct a bridge. Students will then test their designs to determine how much weight can be held by the bridge they designed.

Embryology  Lynne Middleton  Beginner (4)
This lesson introduces basic scientific principles and allows students to complete a hands-on activity related to egg candling. This lesson can be used to spark interest in an animal science project.

Cow Breeds*  Kayela Statom and James W. Swart  Beginner (4-5)
The topic of cow breeds will be discussed in detail with class with the aid of a PowerPoint presentation. Pictures and general information about the breeds will be presented to the class. After the content has been presented, the class will take part in a game where they can share their new knowledge.
Cow Anatomy* Kayela Statom and James W. Swart Beginner (4-5)

Before the content is presented, the students will be asked to create, out of play dough, what they think a cow’s stomach looks like. After the content is presented, the students will recreate their model of the stomach. Students will also be asked to demonstrate their understanding of the content by discussing what would happen if a part of the stomach was missing.

*Not Aligned to State Content Standards

As always, if you need a specific lesson plan that has not been developed, please email Jennifer (jennifer.richards@utk.edu) or James (jswart@tennessee.edu) and we will be happy to put one together for you!
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Carrie Ann Stephens
Professor, 4-H/ALEC

4-H PLEDGE

I pledge my **HEAD** to clearer thinking;
My **HEART** to greater loyalty
My **HANDS** to larger service; and
My **HEALTH** to better living,
For my club, my community, my country and my world.

Upcoming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>July 4-7</td>
<td>Target Smart Camp, Columbia</td>
</tr>
<tr>
<td>July 6-8</td>
<td>TN Jr. Livestock Expo—Sheep</td>
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<tr>
<td>July 7-9</td>
<td>Performing Arts Troupe Summer Workshop</td>
</tr>
<tr>
<td>July 12-14</td>
<td>TN Jr. Livestock Expo—Beef</td>
</tr>
<tr>
<td>July 21-22</td>
<td>YF&amp;R Summer Conference</td>
</tr>
<tr>
<td>July 24-28</td>
<td>Tennessee 4-H Roundup</td>
</tr>
</tbody>
</table>

Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development. University of Tennessee Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating. UT Extension provides equal opportunities in programs and employment.