

FEATURE Story

NRCS: An untapped resource for teaching in Extension

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While many of us are at least somewhat familiar with the USDA Natural Resources Conservation Service (NRCS) and the services they provide to land-owners, it's possible that Extension Agents are not taking full advantage of the diverse resources offered.

The NRCS provides a variety of publications which can be downloaded from their website and reproduced for distribution during classes, workshops, meetings and events. Some of the publications that may be useful for teaching in Extension include topics such as planning, design and construction of ponds, backyard conservation, common roadside invasive aquatic weeds, farming for pest management, cover cropping for pollinators and beneficial insects, and much more. The site also includes videos.

Although I haven't had the opportunity to use them yet, I was excited to discover a series of publications on soil health with tips for keeping soils well structured, high in organic matter, full of life and covered all the time. One resource I have made use of however, is the *5 Steps to Assistance* publication



Baker County Master Gardener, Pat Collier, teaches a group of students and their parents about the importance of pollinators during the Ag Ventures field trips held at the Baker County Fair. The materials provided by NRCS were very helpful as teaching tools while educating the approximately 600 students and 170 parents and teachers who participated in the event this year. Photo by Alicia Lamborn

which explains how to get assistance from NRCS for farms, ranches and forest land. Every couple of months someone comes to our office to inquire about financial assistance for their property, and in the past I was typically only able to provide a name and phone number for the local USDA office. Now anyone inquiring about assistance has the opportunity to view the flyer displayed in our lobby to learn more details

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regarding the process before making the phone call.

Oh, and have I mentioned the free stuff? Certain items can be ordered from the NRCS distribution center and delivered to you free of charge. While researching information for a program on pollinators, I stumbled across the site and found several items perfect for teaching both adults and youth about

pollinators. These included a beautiful poster called *Native Orchids Need Their Pollinators*, a 10-pack of color posters titled *Trees for Bees*, and a 1200-count box of color pamphlets called *Be a Friend to Pollinators* that make perfect giveaways. So whether you are an Ag/Horticulture Agent that needs guidance from the Helping People Understand Soils CD (for those of us that aren't soil

scientists) or a 4-H Agent that needs a 2-sided color poster explaining the water cycle for your next school enrichment program, the NRCS just may have what you need for teaching in Extension. Check out all that NRCS Distribution Center has to offer by visiting: <https://nrccpad.sc.egov.usda.gov/DistributionCenter/>

From the DISTRICT DIRECTOR



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Do you have to handle hostage crises?

The short answer to this terrible question is “of course, not!”. Yet, in Extension, we handle a lot of less-than-harmonious situations involving colleagues, budgets, personnel, the office, volunteers or clients. Kevin Folta, Professor and Chairman of the UF/IFAS Horticultural Sciences Department stated during his presentation at the 2016 CED IST: “I learned my negotiating skills from those who handle hostage crises. In my case, the truth and science are held hostage”. So may be, after all, the skills needed to successfully handle hostage crises have some daily use in our Extension lives.

Throughout history, political or military authorities would legally agree to hand over one or several selected people – the hostages- in the custody of the other side, as guarantee of good faith in the observance of obligations. Clearly, this has nothing to do with

Extension. Today, a hostage is a person or entity which is held by one of two belligerent parties to the other or seized as a means to achieve a specific goal. Hummm ... now I see it every day...

Briefly, all hostage situations share some basic components. First, the hostage-taker wants to obtain something. He/she knows it, and he/she may or may not be able to articulate it clearly. You need to figure it out. Then, remember that the target of the hostage-taker is not the hostage; it is some third party that can get him/her what he/she seeks. You need to identify this third party. Finally, the hostages are nothing but bargaining chips used to create leverage. The more “innocent” and “unconnected” to the case at hand the hostages are, the greater the leverage. Dozens of examples now pop up into your mind, don't they?!

The crisis typically evolves along three phases:

1. The **Initial Phase** – often the violent phase in real life; a third party is taken as “hostage”. This phase ends by the statement the hostage-takers’ demands.
2. During the **Negotiation Phase**, expectations and demands are clearly identified; the standoff sets in; the tension increases. At the same time, a lot is happening in terms of the



relationships developing between everyone involved. The negotiator's role boils down to shaping and manipulating those relationships in a way that results in a peaceful ending.

3. The **Termination Phase** – the one you have been looking for! – results in a combination of mental surrender, granted demands, and freeing of the “hostage”. In Extension, this results in changes in policy, rebuilding of teams, clarification of expectations, and return to normal – just to name a few.

From a framework standpoint, the negotiation phase follows the steps of the behavioral change stairway model:

1. active listening (try to devise a win-win solution with someone who thinks he/she is the messiah);

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2. emotional labeling (use phrases such as “you sound upset about this”, or “I understand what you feel”);
3. rapport developing (when you tell the hostage taker “that’s right” and find some grounds to agree on, he/she feels that you have assessed him/her. At this point, fear should not be fought by facts. The dialogues should focus on the heart, not the head - this develops trust),
4. use of the Aristotle trilogy of **logos** (convince the hostage taker of your credibility or character), **pathos** (persuade the hostage taker by appealing to his/her emotions), **ethos** (use an articulated, logic approach),
5. use of the power of storytelling (it affects a different part of the brain than facts do. It creates empathy), and
6. practice of radical transparency (though counter intuitive. It also builds trust). It is not what you tell

people that matters; but how you make them feel. “Fixing the problem” is not the first step! As an illustration, watch the short video (1:41) “It is not about the nail” at <https://www.youtube.com/watch?v=-4EDhdAHrOg>

Crises create chaos in our professional and private lives. Few of us like any of them! I guess like me, you often think “I do not have more time for an unscheduled crises today”. We are busy and don’t have extra time to handle crises; most of them are not constructive or productive. Finally, at the time of crisis handling, all we can focus on is the unpleasant moment - without attention to the outcome. Yet, we need to face them as they come - and handle them. The silly thought of ignoring a crisis or hoping it will go away does not work. Long time ago in graduate school, my advisor taught me (not knowing I would ever end up in Florida) “it is easier to kill the

alligators when they are small than when they are big. So it goes for crises”.

In real life, the elements and components of a crises do not reveal themselves in a clearly labeled and obvious way. Our job is to be aware of them, recognize them and handle them. So what can we do? We can be prepared for the unexpected and leave “open time” in our schedules for “today’s crisis” (we do not know what the crisis of the day will be, but we are confident there will be a crisis today); we need to be aware and alert about little incidents that may turn into bigger crises; in handling crises, we need to stick to our values and avoid letting our emotions get the best of us (in doing so, we are fueling the crisis); we need to adopt a stand that is defensible later; and as usual, we need to communicate, communicate, communicate.

Feel free to share you successful handling of a recent crisis.

DISTRICT Life



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Laughter...Good for the Soul

Who doesn’t like a laugh? We’ve been told it’s the best medicine, the quintessential ice breaker, and a lightening quick way to build rapport and connection. It’s also an often overlooked strategy for career success.

If you’re like most of us, you’ve resigned yourself to the fact that you’re (sigh) just not funny.

Recently, while attending the National 4-H Agents Association Conference

(NAE4-HA) in New Orleans, the conference opened up with a professional speaker and humorist, Mrs. Jeanne Robertson. She was described as the aunt you can’t wait to talk to at the family reunion, who always has a new story to tell that keeps the whole family in stitches.

From start to finish she had you laughing out loud but her talk was more than just to make you laugh, she brought a message to her audience that a sense of humor is an attitude, an approach toward working with people, in both work and life. She believes that this “humor attitude” can be developed and improved, and she outlines how to do so while captivating audiences with funny, original relatable stories.

She should know because for half a century, Robertson has been amusing audiences everywhere from conventions and corporate meetings to

SiriusXM radio’s comedy channels and has even had fifteen million hits on YouTube.

Mrs. Robertson’s talk left me with lots of laughs and lessons but the thing I will remember the most is that if you look every day, there is humor. Humor is not about one-liners or being able to tell jokes. It’s about accepting things about yourself and others that can’t be changed and finding the humor in situations around you. Things happen on a daily basis that are really funny, but people often let the funny stuff get away, either because they don’t notice it as funny, or they don’t make it a priority to look for it.

We as professionals should embrace humor a little more AND make it a priority to look for it. Because really, who doesn’t love a good laugh!

TEACHING Tips



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Educational Tech Tips/ What a Kahoot!

Looking for a fun, interactive way to start a lesson, check for understanding, or engage in gathering data for an audience? Kahoot can be an excellent tool whenever you have a computer, internet, and an audience with cell phones.

Kahoot is an interactive quiz show game that is free online at www.getkahoot.com. Once you set up a free account with your email address you are able to begin building a quiz game or able to use one of several thousand that have already been created.

While teaching Agriscience in high school, I had been using these games frequently to conduct pre-tests and post-tests for units, check for understanding at a point in the lesson, or using it as a learning tool by allowing the class to use resources to find answers to questions such as when teaching about reading pesticide labels. It allows for a high level of engagement and interaction without much effort.

Once logged in, you can create a new quiz, discussion, or poll by clicking on the New K! icon in the upper left corner. All of the three options work similarly

and I personally like the quiz best as the scoring mechanisms brings out the competitiveness in many participants. You can add a picture or video to introduce the topic and hashtags are allowed to make it easier for others to search for your topic.

An option to note on this page is the "Visible To" option, allowing you to make it private or public.

After you complete the first page, you can click on "Ok go" on the upper left hand corner and here you can add questions. Questions are limited to multiple choice and there are character limits in place, so keep your question and options short and sweet. You can also add an image as a background or reference it as part of the question and change the time limit based on the audience and program.

Once you have added your questions, you can click "Save" in the upper right hand corner and your Kahoot! can be played or previewed from this point.

To play the game, you will need to project the game for the group to see and they will need to use device that is on the website kahoot.it. Once they are on, they will enter the game pin and choose a name. If playing as individuals, I would have them use their actual name to make data easier to track and if playing as teams I would suggest having them use everyone in the group's initials. You do have the option to delete any player who chooses an inappropriate name by just clicking on the name.

During the game, the players choose the answer to each question and points are given based on the having the correct answer and the time it took the player to answer. This will compile as a leader board after each question and I have seen children and adults get very excited about seeing their name here.

After each question, you will also see how many students chose each response, giving an excellent opportunity for discussion if many answered incorrectly.

Following the game, Kahoot! will show a winner and give players an opportunity to rate the game. As the educator, you will be most interested in the final results, where you can download the results for the class as an Excel spreadsheet. Here you can see how each player answered each question and collect data on performance.

Kahoot! can be an excellent tool to engage a group, get them thinking about questions, discuss their responses, and gather meaningful data of knowledge gained. If made public, you can also see how many times people have used the game throughout the community, one of my wife's nutrition quizzes as a health teacher was utilized over 100 times in the past year. It may take some getting used to but if interested, I would suggest logging in and playing some of the available games to get a feel for the program and then try building your own. If you have any questions, feel free to email or call me as well.

PROFESSIONAL Development



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Beyond Tolerance

Welcome to Northeast District Professional Development corner. The focus of our articles here will be based on TED talks or NPR TED Radio hours. I have, for years, used these podcasts as a drive time retreat. If you have not had an opportunity to listen, please use this as a reference and encouragement to give them a try.

We all need a little recharge when it comes to our personal and professional lives. Sometimes that recharge can reach across both parts of our lives. Our focus for this addition of our Professional Development corner is "Beyond Tolerance", a TED Radio Hour originally aired April 22, 2016. In this political season it is good to reflect on this term. Webster defines tolerance as "willingness to accept feelings, habits, or beliefs that are different from your own". Further definition views tolerance as something we endure because it may be painful or difficult. Yet we use this word often as what we are working towards. Is this the goal we want to set for ourselves, "tolerance"? The first speaker, Arthur Brooks delves directly into that question.

Brooks believes we need to not tolerate people that are different than we are, we have to need them. We must not co-exist but work side by side with a shared vision for the future. In current politics we are politically polarized. Brooks calls it Political motive asymmetry. This is defined on the assumption that your ideology is based on love

TED RADIO HOUR

and your opponent's is based on hate. This is particularly true today as we move into the final weeks of the presidential election.

You expect to see this asymmetry in a battle torn country or region, but today we are seeing it between Democrats and Republicans. Analysts agree that we are seeing a majority of politically active Americans demonstrating this asymmetry. You cannot progress as a society when you have this kind of asymmetry. There is no middle ground laid out between the two sides. We need the diversity in each other and the want to help people, there is no other way Brooks says.

Brook reminds us what is printed on the Statue of Liberty "give me your poor your tired huddled masses yearning to breathe free". She is saying we need you to come help us build our country. Bring your skills, your passions, your differences. Help us create a diverse country. He goes on to say that we need to be less predictable and adopt a flexible ideology. Do you listen to people with a shared ideology? In our electronic social media focused world it is very easy to screen or block those we a different view of the world. If we want to mitigate poverty and truly help people we need to look at all sides. This will only come when conservatives realize that they need liberals and liberals realize that they need conservatives. If you are a liberal you need to be a liberal who believes in the benefits of free trade and you sing the praises of free trade. If you are a conservative you need to be a conservative who is focused on ending poverty at all costs. Blur the lines, be hard to classify, be ambiguous.

The second TED speaker is Verna Myers. Her tolerance topic is race. This is a topic, Myers describes, as a topic some do not like to talk about. An approach for some is to try not to notice race so they don't have to talk about it. You have to have to face up to your own bias Myers says. Bias is stories we make up about people before we know who they are. You also need to process and forget all the stories you have been told; to fear or stay away from someone. "Stop trying to be good people", Myers says "be real people". We all have bias. You just need to own up to them and understand them. We are comfortable with being around people that are similar to us, but what are you missing out on? How many actual relationships to you have with people that are different than you? Don't trust your own story, Myers says. Take a chance on someone else. This is how we change the world and your world view. Become allies; shake up your world view. Most people do not want their world view shifted. Myers believes that want that view sealed and protected.

We also have to speak up when we see bias. Even within your own family and environment. "If Grandma is a bigot", Myers says. Ignoring this perpetuates the bias and it continues in exposed to that bigotry. Imagine the Thanksgiving dinner table. Multiple generations sharing stories and learning from each other. What you want to be passed on to those children? Children need to feel empowered to move this great country further forward she says.

The third TED speaker, Aspen Baker, is a Pro-voice advocate. Her support group, Exhale, helps women process tough decisions and focuses on active listening. Pro-voice focuses on the human experience; Listening to peoples'

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Information TECHNOLOGIES

Apps for Non Profits

Shaina Spann

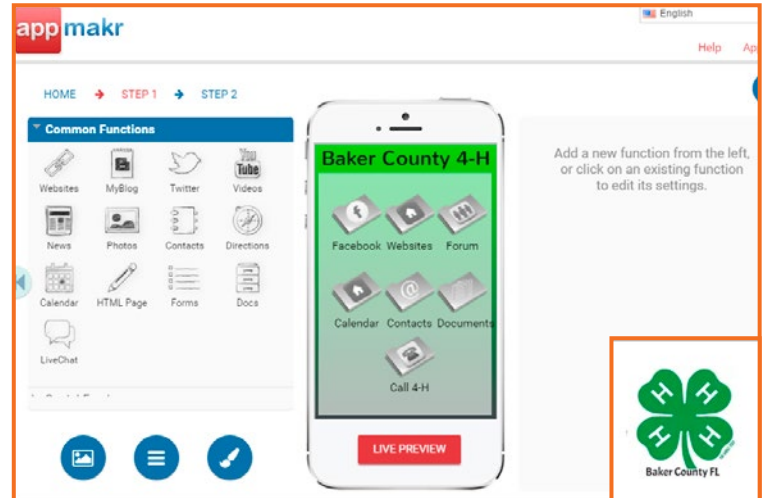
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Having an app for a program like 4-H is essential. It can be used to share information as well as educate users. In searching for a solution to the Yapp App no longer being free, I discovered a company called Infinite Monkeys that works with phone application developers AppMakr to help people create apps. The process for creating an account and getting started is relatively easy and they provide all of the instructions.

The first step is to create an account as an app developer with Google, with a gmail account, for a one-time \$25 fee. Infinite Monkeys offers a free pro app (value of \$108) for 501(c)3's, without advertisements and costs to users for both Android and Apple products with HTML5, which is the web version. You need a code that AppMakr will provide through the live chat on the site in order to get the fee waived. The Infinite Monkeys website will take you to AppMakr to start creating the app. All of the features you need for designing an app through AppMakr involve uploading (for images) or dragging

and dropping (for features). AppMakr has 48 features, or buttons, to have on your app. These features can be a link to a facebook page, a calendar, a forum, uploaded documents, and more.

The AppMakr site provides videos for instructions if you need help and even live chat should you need more specific assistance. When you have played around with all the site has to offer and are ready to publish, the green arrows take you to the next step and a video will help make sure nothing is missing before the app is submitted. Once the app is submitted, AppMakr will have someone look over the app to make sure that everything is fine. It is then sent out to GooglePlay and Apple Store to be reviewed and later released. With my personal



A screen shot of the app while in edit mode on AppMakr. Look for the image in the bottom right corner in your phone's app store!

experience, our Baker County 4-H App took over two weeks to get approval from Apple and was in the GooglePlay store in 3 days. Anytime there is a large update, it will have to go through the same submission process as before. Once the app is published, users can search for the name of the app and download it straight from the app store.

Resources:

<https://www.infinitemonkeys.mobi/What-We-Believe-In>

<https://www.appmakr.com/>

How to avoid becoming a victim of cyber-crime

Elias Eldayrie

UF Vice President and CIO

In 2015, more than 760 million emails—or 94% of all incoming email at UF—were identified as malicious and kept from your inbox. Spam isn't just annoying, it is often dangerous: it's how cyber-criminals gain your log-in credentials and other valuable personal information.

To avoid your GatorLink user name and password (your credentials) being stolen:

- Never click on a link in an email that goes to a non-UF website that asks you to enter your credentials. Rest your mouse pointer over the link and verify that it is a ufl.edu site.
- Never send your GatorLink ID and password or personal information by email.

- If you responded to a phishing email, notify your IT support or the Help Desk immediately.

Let us all work together to combat phishing and unlawful access to your data and UF's networks and systems. You can help by forwarding any suspicious emails to abuse@ufl.edu. To learn more and protect yourself please consider the offerings at training.it.ufl.edu.

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stories without judgment. Baker says it is hard to be tolerant of people who do things we disagree with. If we begin to actively listen we can move to a better understanding of motivations.

The final TED speaker, Aziz Abu Sarah, is a Palestinian who grew up in East Jerusalem. He grew up steeped in hatred of a population of people; he realized later, he truly knew nothing about. His brother was killed by Israeli soldiers and this fueled the hatred even more. He decided he needed to learn the Israeli language so he could communicate within his community. Those

Israeli teachers were so nice. He was so shocked by this. He realized that there were more similarities than differences between the two groups.

Sarah started researching and learning about the Jewish people. He learned about the Holocaust. He decided that a Palestine and Israeli partnered Tourist Company would be the best way for visitors to truly learn about both cultures. So he started a company that has two tour guides; one Israeli and one Palestine. They immerse tourists in the foods, cultures, and lives of both cultures. Helping people build an

understanding from both sides. He believes this will help people return home with greater compassion for both sides.

Tolerance, Bias, Love, Hate; all very strong words to describe the human condition. What do you want your impact to be? How do we want to move forward as a society? How can moving beyond Tolerance influence your work as Extension professionals? How can you make a difference in your world? For more information on this TED Radio Hour or any other please visit NPR.org.

SUCCESS Stories



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Expanding 4-H Outreach in Taylor County through 4-H Camps

Taylor County is a rural community with limited planned summer activities for youth, and has chronically above state averages in poverty levels and unemployment. During the summer month's youth in Taylor County are limited in choices and need a safe place to go where they can continue to learn and enhance their out-of-school time. As a 4-H agent it is important to reach a diverse audience and meet the needs of all youth in Taylor County. By doing this she coordinated, planned, and implemented two, four day, four hour co-ed soccer day camps that highlighted, how to control the soccer ball within space, techniques of offense and defense, and how to be a team player, work with teammates to score a goal,

and nutrition. Healthy Living is a cornerstone of 4-H nationally and is even part of our pledge; "I pledge my health to better living". 4-H believes that healthy living habits of young people begin in the context of their families and communities, we strive to equip youth with healthy living knowledge and skills that will prepare them physically, emotionally, and socially to meet the challenges of the 21st century. Florida 4-H strives to meet the needs of today's youth through education in nutrition and physical fitness. A total of 45 youth from Taylor County attended the soccer camp; some were familiar with soccer, some had never played the game before, and some others had not experienced being on a

team before. One young girl had never put on a pair of cleats or shin guards prior to 4-H soccer camp. During this camp youth learned individual skills, both defensive and offensive to be used in 1 v 1 situations or in space. Youth learned a variety of strikes on the ball to be used when passing or shooting as well as trapping and heading. Youth learned the principles of being a part of a team, defense, offense, rules of the game and game play. Youth also were able to identify the food groups listed on MyPlate as well as learn the benefits of staying properly hydrated. As a result of the camp she learned the proper skills to control the soccer ball and was

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Expanding 4-H Outreach in Taylor County through 4-H Camps...continued from previous page

a team member on the PSA soccer league this past fall. Another participant had experience playing soccer and needed a little push for confidence of handling the ball within space. Through four days of consistent practice and technique critiques by the coach, he exhibited the confidence needed to handle the ball within space. At the end of the camp a 11 v 11 game was played so parents, coaches, friends,

and family could see firsthand their soccer skills learned during the camp. Youth learned a variety of skills that will equip them both physically and emotionally to meet the challenges of the 21st century. They learned eye and leg coordination, body flexibility, rapid situation analysis, fast decision making skills, play without the ball, nutrition, hydration, verbal, and non-verbal communication, strikes on the

ball, rules of the game, being a part of a team, defense, offense, and trapping and heading. Youth and parents alike were pleased that 4-H provided a 4-H Soccer day camp and hope to have one for the summer of 2017. They were also impressed that Taylor County 4-H was willing to "step out" of the typical 4-H programs to reach an audience of youth that are passionate about sports and teamwork.

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