

FEATURE Story

Learning by Doing Isn't Just for 4-Hers

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Jerry is a Suwannee County Master Gardener volunteer who loves mushrooms. After graduation, Jerry volunteered to help with the mushroom workshops offered by Carolyn Saft, Suwannee County Horticulture Agent. He said, "My wife and I are trying to eat healthier and I am getting tired of eating so much chicken." He heard that mushrooms were a good source of protein, but fresh shiitake or oyster mushrooms were hard to find in rural Suwannee County. When Jerry was able to find fresh Shiitake or Oyster

mushrooms, they were expensive. Living on a fixed income, Jerry's budget couldn't accommodate his wish to consume gourmet mushrooms.

On the day of his first mushroom workshop, Jerry arrived early so he could help with setup and learn all of the production techniques. He took notes, read the resource materials provided at the class, and participated in inoculating two bags of wheat straw with oyster mushroom spawn. Following the guidelines he learned in class, Jerry force-fruited his oyster mushroom bags in 7 weeks. He reported that his first flush yielded over a pound from just one bag. Jerry figured he produced almost 6 pounds between the 2 bags. Jerry calculated he grew over \$60.00 of

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ALACHUA, BAKER, BRADFORD, CITRUS, CLAY, COLUMBIA, DIXIE, DUVAL, GILCHRIST, HAMILTON, LAFAYETTE, LEVY, MADISON, NASSAU, SUWANNEE, TAYLOR, AND UNION COUNTIES

mushrooms with just two bags. Jerry stated, "I love the taste of oyster mushrooms! Growing them myself would be financially feasible since I can grow 100 bags of mushrooms producing around 300 pounds for about the same cost of five pounds at retail prices."

Jerry purchased the materials needed and has been producing his own

mushrooms for three years. He and his wife are eating at home more which saves them money and provides healthier meals. Jerry shares the extra yields with friends, family and neighbors. His brother was so excited about eating and growing oyster mushrooms that he invited Jerry to South Carolina to teach a workshop for his friends

and co-workers. After Jerry taught the workshop, he reported that all eight people were successfully able to produce oyster mushrooms. Learning by doing and training the trainer resulted in Jerry teaching others about the health benefits and production of oyster mushrooms.

From the DISTRICT DIRECTOR



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From conversation to confrontation: How to handle conflict?

All is well, and life goes as planned. I am very productive today. "Blue sky" all the way. Then the phone rings, a text message arrives, or someone walks into my office: "where is my letter of recommendation?", "why did you not allow my child to show at the fair?", or "you should have talked to me about this first!". From "blue sky", I have been dragged into the "black sky" of conflict. Does this sound familiar?

Untypical choice of word here. Is it coincidental that blue sky, grey sky and black sky are the periods used by emergency managers to describe the before, during and after an emergency or a disaster? May be conflict is a form of emergency management after all....

As Extension professionals, we are surrounded by conflicts - and associated emergencies. The importance is not

IF we are involved in a conflict (most of the time we do not choose to), but **WHAT** we do when we are involved in a conflict (this part we can control, and we can prepare ourselves for it). Another important aspect of conflict is our individual thresholds for what we define as "conflict" and when we enter a conflict-handling behavior.

What is "conflict"? The Merriam-Webster on-line dictionary defines "conflict" (noun) as (1) fight, battle (war or an armed conflict), (2) (a) competitive or opposing action of incompatibles : antagonistic state or action (as of divergent ideas, interests, or persons) a conflict of principles; (b) mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands; and, (3) the opposition of persons or forces that gives rise to the dramatic action in a drama or fiction. Yes, this sounds like emergency management is in order....

Here are a few ways to respond to conflict.

Avoidance conflict approach.

Characterized by joking, changing or avoiding the topic, or even denying that a problem exists, the conflict avoidance style is used when an individual has withdrawn in dealing with the other party, when one is uncomfortable with

conflict, or due to cultural contexts. During conflict, these avoiders adopt a "wait and see" attitude, often allowing conflict to phase out on its own without any personal involvement. By neglecting to address high-conflict situations, avoiders risk allowing problems to fester out of control. The brief comfort of the near future is soon replaced by a harsh reality. At some point, the conflict must be dealt with.

Yielding conflict approach. In contrast, yielding, "accommodating", smoothing or suppression conflict styles are characterized by a high level of concern for others and a low level of concern for oneself. This passive pro-social approach emerges when individuals derive personal satisfaction from meeting the needs of others and have a general concern for maintaining stable, positive social relationships. When faced with conflict, individuals with a yielding conflict style tend to harmonize into others' demands out of respect for the social relationship.

Competitive conflict approach. The competitive, "fighting" or forcing conflict style maximizes individual assertiveness (i.e., concern for self) and minimizes empathy (i.e., concern for others). Groups consisting of competitive members generally enjoy seeking domination over others, and typically see

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conflict as a “win or lose” predicament. Fighters tend to force others to accept their personal views by employing competitive power tactics (arguments, insults, accusations, violence, etc.) that foster feelings of intimidation.

Conciliation conflict approach. The conciliation, “compromising”, bargaining or negotiation conflict style is typical of individuals who possess an intermediate level of concern for both personal and others’ outcomes. Compromisers value fairness and, in doing so, anticipate mutual give-and-take interactions. By accepting some demands put forth by others, compromisers believe this agreeableness will encourage others to meet them halfway, thus promoting conflict resolution. This conflict style

can be considered an extension of both “yielding” and “cooperative” strategies.

Cooperation conflict approach.

Characterized by an active concern for both pro-social and pro-self-behavior, the cooperation, integration, confrontation or problem-solving conflict style is typically used when an individual has elevated interests in their own outcomes as well as in the outcomes of others. During conflict, cooperators collaborate with others in an effort to find an amicable solution that satisfies all parties involved in the conflict. Individuals using this type of conflict style tend to be both highly assertive and highly empathetic. By seeing conflict as a creative opportunity, collaborators willingly invest time and

resources into finding a “win-win” solution. According to the literature on conflict resolution, a cooperative conflict resolution style is recommended above all others. This resolution may be achieved by lowering the aggressors guard whilst raising the ego.

These different conflict management approaches are sometimes represented by animals; turtle (avoidance), shark (competing), teddy bear (accommodating), fox (compromising) or owl (collaborating). Can you relate to any of these? What is your preferred method to handle conflict? May be different conflicts require different approaches?

(Adapted from “Conflict theories”, https://en.wikipedia.org/wiki/Conflict_resolution#Theories_and_models)

DISTRICT Life

4-H District VI Shows Their Spirit

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4-H Extension Agent I

4-H gives youth the unique opportunity to expand their view from their own communities and interact with youth from across the state. One-way youth get this experience is through the 4-H District Councils. District programming can be a difficult feat when you consider locations, travel, and timing of meetings and events. However, 4-H District VI was determined to have a successful year and work towards the goal of receiving the Florida 4-H Spirit Stick. After the executive officers of the District VI Council learned that it had been over a decade since District VI won the spirit stick, they got to work creating a strategic plan and set of goals for the year. Together they planned meetings, educational programs, a district dance, community service events, and fundraising activities.



After a year of hard work, they completed their report, showed a huge amount of district spirit at Florida 4-H University, and WON the spirit stick. The council learned a valuable lesson of goal setting, commitment, and teamwork to accomplish their goal!



What's WORKING?

Artificial Reef Monitoring - A Citizen-Science approach in Taylor County

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Since 1995 Taylor County have been deploying artificial reef cubes, reef balls, tetrahedrons, concrete culverts and scrap metal to create an artificial reef at the Buckeye Reef site, located 22 miles offshore and West Steinhatchee. As it has become a popular recreational fishing spot, it is necessary to identify and understand the fish structure

associated to the artificial reefs and assess the reef structures on the sea bottom. After applying and getting grant funds from the Florida Fish and Wildlife Conservation Commission (FWC) to perform the Buckeye Reef Monitoring Program, a Social media campaign was set to enroll volunteer divers willing to support the monitoring efforts to do fish census and bottom and reef assessments. A total of 86 divers signed up for this initiative. A training session, including an online module for fish identification in artificial reefs in the Gulf of Mexico, and an in-person training session for fish census, artificial

reef structure assessment and fish identification methods was put in place to train volunteer divers in this citizen science-based program. A total of 30 volunteer divers were trained for this program. The goal is to collect valid scientific data over fish population and artificial reef structures at 18 different deployment sites in Buckeye Reef to promote this location for recreational fishing and diving and to report the impact of the program to FWC. Check some reef monitoring videos at https://www.youtube.com/channel/UComjf9pwwg9HtKj8XgEuW_g?view_as=subscriber



PROFESSIONAL Development



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How to build (and rebuild) trust

From 2018 TED talk by Frances Frei. Trust is so important in all parts of our life. Important at home, important at work, important in relationships at every level. Why do we have such a hard time establishing it? Trust is comprised of three components: Authenticity, Logic, and Empathy. When all three are present, trust can be built. When one component "wobbles" there will be issues with trust.

TED RADIO HOUR

The most common issue with trust is empathy. Most people just don't believe we understand and care about them. Empathy takes time, you cannot rush building empathy towards another person. In this fast-paced world we struggle to set aside this time. One of the biggest signals of this distraction is our attachment to that cell phone. Take the time to build empathy, set the cell phone down and be present.

Authenticity, being the person you are. Sounds straight forward, how often have you suppressed the person you are to be the person you believe someone wants you to be? When authenticity wobbles trust can fail.

The third part of trust is the rigor or our logic. You see a wobble in the logic part of trust through the quality of your logic or the ability to communicate that logic. The quality of your logic is difficult to fix. Providing a good narrative for your logic can include a very well formed path through the information or providing the information then the justification. How you approach this will depend on how long you think you will be able to hold a person's interest.

Authenticity, Logic, and Empathy are the building blocks of trust. Trust can help change the world. Can we commit to a little more trust building?

How Does the UNIVERSITY OF FLORIDA Work?

Updated Travel Reimbursement Directives

Alan M. West

UF Assistant Vice President and University Controller

As travelling is part of every agent's work life, here is some information regarding the purchasing of airline tickets. Of course, every out-of-state and international travel should be approved by the DED through a TA. Failure to do so may result in reimbursement being delayed or declined.

The University of Florida will allow travelers to be reimbursed for the Main Cabin class tickets on all airlines. In addition, the University will reimburse, without prior approval, for an additional charge on **Main Cabin class tickets only** for a traveler to choose his or her seat assignment. The University will not

reimburse any extra cost for tickets **in any class** that include preferred seating, comfort seating, extra leg room, etc. These upgrades will not be allowed **unless the flight is over 9 hours** because these are personal preferences and not required for travel.

On flights of 9 hours or more, travelers/originators may upgrade the class only with approval from the UF Travel Office **BEFORE** the ticket is purchased. Approval may be obtained by submitting the Travel Exception Request form.

UF P-cards allow users to make airline ticket reservations directly on-line or over the phone. Travelers or originators should contact NE District Office Assistant Ivonne Black (ilback@ufl.edu) or the UF Travel Office **before** purchasing any Main Cabin tickets that have

been upgraded if they are unsure about reimbursement. The UF Travel Office can deny the reimbursement of any upgrades that are for personal preference.

The University of Florida's directives for travel reimbursements have been updated to clarify reimbursement for commercial airfares. All travelers and originators should review the updated directives before purchasing airfare, to ensure all requirements for reimbursement are met.

The updated directive is located at <http://www.fufl.edu/directives-and-procedures/travel/> and is shown below. Please contact Ivonne or Randy Staples, Associate Controller of University Disbursements, at 392-1241 with any questions or for more information.

SUCCESS Stories

Cooking Matters for Head Start Parents

Annie Sheldon

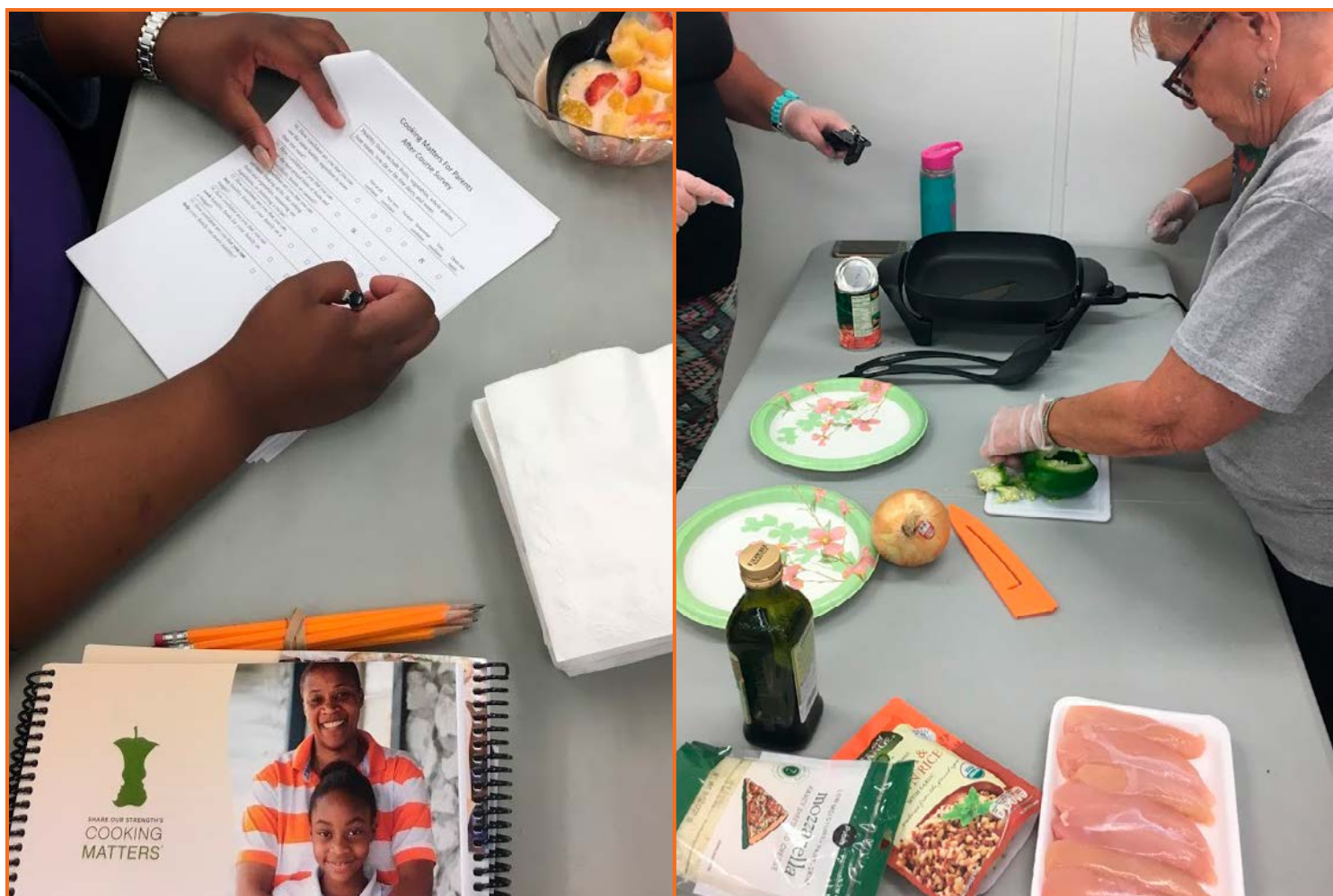
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Low-income families report that cost is their biggest barrier to making a healthy dinner at home. UF/IFAS Extension Clay County Family Nutrition Program partnered with Episcopal Children's Services to bring Cooking Matters hands-on cooking classes to low-income families at their three Head Start centers in the county. Cooking Matters for Parents six-week cooking course empowers participants with the

skills needed to shop smarter, make healthier food choices, and cook delicious, affordable meals on a budget. Participants are provided with a take-home bag of groceries each week with the ingredients needed to make the same recipe prepared in class at home for their families. During the 2017/2018 school year a total of 22 parents were reached through this partnership. 51% of participants reported an increased intake in of fruits and vegetables, 82% of participants reported an increase in confidence in their ability to buy healthy foods for their family on a budget, 71% of participants reported an increase in confidence to cook healthy

foods for their family on a budget, and 83% of participants reported an increase in confidence to help their family eat healthier. When asked how this course has affected their life participants reported the following:

- "Cooking Matters has helped reinforce healthy lifestyle choices for me and my family."
- "This class opened my eyes to a healthy way to cook on a budget."
- "I remember to include fruits and vegetables at most meals now."
- "Cooking Matters encouraged me to stay determined to eat healthy even though I have limited income."



(Right) Participant completing after course survey. (Left) Cooking Matters for Parents participants at Middleburg Head Start preparing "Chinese Veggies & Rice" recipe.

SUCCESS Stories...continued

4-H Grows the Afterschool Program through Collaboration

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Partnering to expand afterschool program delivery can leverage networks, resources and opportunities to reach youth traditionally overlooked by the childcare centers. Strong partnerships are a hallmark for a successful 4-H program. Afterschool childcare centers often do not make the connection that they can leverage 4-H resources until you share with them the resources you can provide. Because of the growing demand for 4-H Afterschool, the 4-H Agent collaborated with two afterschool childcare centers, in Taylor County. The 4-H afterschool model developed and facilitated by the 4-H Agent is being replicated in two additional Afterschool Child Care centers. Through this collaboration, Taylor County 4-H is reaching an additional seventy-one students through 4-H afterschool. The goal of 4-H afterschool is to move beyond offering activities to providing youth with ongoing sequential programming that leads to mastery of 4-H life skills. 4-H Afterschool provides more structured education opportunities, more life skill development, and more opportunities for youth to benefit from the many 4-H projects that are available through Cooperative Extension. The 4-H Led afterschool program brings a wide range of benefits to youth, families, and communities.



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