**2018 National 4-H Conference: Roundtable Topics**

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| # | Key Word | Challenge | Host Agency |
| 1 | Texting | 94% of car crashes are caused by a human factor, a choice that someone makes. Distracted driving plays a considerable part in the number of traffic fatalities on our nation’s roads. In 2016, 3,450 crashes were attributed to distracted driving. How can safety-conscious teens change the trend among their friends and other teens? What types of messaging do teens think will be affective? How can individuals, organizations, and NHTSA make a difference? What will it take to convince teens to put their phones away while they’re driving? | Department of Transportation (DOT); National Highway Traffic Safety Administration (NHTSA) |
| 2 | Social Media | Provide guidance and examples of how youth, providers, family members and friends can use social media as an intervention and awareness generation tool to address the effects of cyberbullying  on one’s mental and emotional health, substance use and suicide risk. | Department of Health and Human Services (HHS); Substance Abuse and Mental Health Services Administration (SAMHSA) |
| 3 | Workforce | Design an outreach/education strategy for youth to understand how job training occurs in the modern workforce. Outline strategies to educate youth on vocational trades that are in-demand and the training opportunities to assist in gaining the skills and work experience for these careers. Provide innovations and considerations to assist DOL to address barriers to occupational skills training and education opportunities, including the use of technology. These solutions should consider specific barriers that may disproportionately affect rural areas. | Department of Labor (DOL); Employment & Training Administration (ETA) |
| 4 | Conservation  | Conservation of natural resources is a very important part of the agricultural arena and the nation will need qualified and enthusiastic people working in conservation. How can NRCS increase youth interest in careers at NRCS, especially amongst underrepresented communities? Please develop a campaign that NRCS can use to reach the nation’s youth and outline the educational resources that would support this campaign. | Department of Agriculture (USDA); Natural Resources and Conservation Service (NRCS) |
| 5 | Health | What health and diet information do teens need and want? Where do they go for that information? What would NIFA need to do for teens to come to our website? What information should we provide and what format should that information be in (fact sheets, infographics, videos, games, etc.)? Provide examples. Prioritize your recommendations and explain your decision. | Department of Agriculture (USDA); National Institute of Food and Agriculture (NIFA) |
| 6 | Modern Ag | Modern consumers are increasingly interested in knowing where their food comes from and are often willing to pay a premium for food that reflects their values. How can farmers use FSA loans and programs to grow their businesses while creating opportunities for the public to learn more about agriculture and where their food comes from? Are there any FSA programs that could be changed to better meet this need?  | Department of Agriculture (USDA); Farm Service Agency (FSA) |
| 7 | Rural  | Where do rural youth typically get information about entrepreneurship? If USDA Rural Development resources are not being considered, how can they be made available; what format and in what setting? What other types of resources and support systems are needed to encourage youth entrepreneurship in rural communities and small towns? Provide examples.  | Department of Agriculture (USDA); Rural Business Cooperative Service (RBCS) |
| 8 | Dialogue | How can students take the initiative in challenging school culture so that there is a decrease in bullying and harassment and an increase in learning through productive civil dialogue? Provide specific examples of actions and drafts of any resources needed to support these actions. | Department of Education (ED); Office of Communications and Outreach (OCO) |
| 9 | Outdoors | Today’s youth spend less time outdoors in nature, and are less connected to the natural world, than previous generations. How do we reach today’s youth and convince them to spend time more time in nature? | Department of Agriculture (USDA); Forest Service (FS)  |
| 10 | Opioids | How is your community being affected by Opioid misuse and overdose amongst teens? How can you and other students help address the issue and make your community more knowledgeable about the resources that are available to combat the alarming rate of opioid abuse and address the consequences and effects it has on the brain, body and behavior? Develop ways to address local community leaders, schools and educators to prevent or minimize the health impact. | Department of Health and Human Services (HHS); National Institute of Health (NIH); National Institute of Drug Abuse (NIDA) |
| 11 | Policy | Based on previous work reviewing youth policy plans for other countries, we have a set of considerations for a potential youth policy plan for the U.S. Based on one of those considerations, below is the challenge question: If the U.S. were to create a national youth policy (like Ireland and Australia) what are the fundamental or essential needs for all youth in the U.S. which that policy should address? | Department of Health and Human Services (HHS); Office of the Assistant Secretary for Program and Evaluation (ASPE) |
| 12 | Juveniles | Based on your experiences or that of your peers, what can OJJDP do to improve law enforcement engagement with youth? In your response, please consider developing sample messaging targeted to youth and law enforcement from OJJDP regarding police interactions/ engagement, examples of strategies or approaches to facilitate police/ youth engagement, examples of when, how and why it is best to use retribution vs. restoration in response to juvenile crime; and an overview of suggested approaches in each area. | Department of Justice (DOJ); Office of Juvenile Justice and Delinquency Prevention (OJJDP) |
| 13 | Preparedness | Design a viral messaging campaign (for example, the ice bucket challenge) that leads youth (and potentially their families and others) to take a preparedness action and, thus, create a more prepared nation. | Department of Homeland Security (DHS); Federal Emergency Management Agency (FEMA); Individual and Community Preparedness Division (ICPD) |
| 14 | Adolescence  | What does Positive Youth Development (PYD) look like in your community? How would meaningful engagement of young people in decision-making in health programs look? | Department of Health and Human Services (HHS); Office of the Assistant Secretary of Health (OASH); Office of Adolescent Health (OAH) |
| 15 | Service | TBD – Will relate to community service as part of workforce readiness. | Corporation for National and Community Service (CNCS) |
| 16A16B | HouseSenate | Globally there is a challenge to agriculture to feed 9 billion people by 2050.  Questions to consider are what ought to be produced? What ramifications does that have for dietary needs, land, water, and other natural resources, what’s the impact on climate and the environmental challenges to conservation? How do new technologies serve as a friend or foe?  How does one ensure transparency toward consumer’s perceptions of modern agriculture? How has 4-H helped youth be engaged in agriculture? What does 4-H mean for the future of agriculture?  | A. Ag Committee – HouseB. Ag Committee - Senate |