

MATERIALS

1. PowerPoint slide or poster of:
 - Learning Styles
2. Set of 4-H curricula for each team of participants
3. 4-H Curriculum Scavenger Hunt Worksheet for each participant
4. Lesson Planning Guide Handout
5. Copies of Appendix, Lesson 7 handouts if participants are not receiving a copy of the 4-H 101 curriculum.

OBJECTIVES

1. Identify characteristics of different learning styles.
2. Review selected 4-H curricula to identify components such as the Experiential Learning Model and life skill development.
3. Use 4-H curricula to design a lesson plan.

TIME

1 hour 30 minutes

LESSON 7

Knowing and Using 4-H Curricula

4-H PRKC: Youth Program Development (domain): Program Design (topic)

WHAT TO DO

Show PowerPoint slide or poster of Learning Styles.



WHAT TO SAY

We have spent the past several lessons learning about the methods 4-H uses to help youth develop life skills. We have talked briefly about youth development research, the history and structure of 4-H, and the Experiential Learning Model.

Now, we are ready to put this information to work. When you plan experiences for youth that develop life skills, it is important to remember that young people, as well as adults, have different learning styles. You will be more successful if you provide a wide variety of activities that appeal to all learning styles.

Let's look at some different categories of learners and how they learn.

Print learners → learn by reading

Auditory learners → learn from hearing sounds and voices

Tactile learners → learn by touching or manipulating objects

Visual learners → learn by seeing colors, shapes and forms

Kinesthetic learners → learn by using their bodies through rhythm and movement

Interactive learners → learn by working in groups

Independent learners → learn by working independently

Observational learners → learn by watching others do something

WHAT TO DO

Ask participants to form teams of 2-3. Pass out a set of project curricula and a 4-H Curriculum Scavenger Hunt Worksheet to each group.

WHAT TO SAY

Many youth learn better when given a lot of direction, while others prefer figuring things out with little instruction.

Effective youth development professionals incorporate activities that collectively appeal to all of these learning styles. These activities must be processed as well to direct the learning toward the targeted goal.

One contribution 4-H brings to the youth development field is the vast amount of curricular resources available for youth. These curricula have passed stringent screening processes and have been reviewed by youth development faculty and staff from land-grant universities across the nation. The rigor of this system assures high quality and age-appropriate learning materials designed for youth.

If you are a youth development professional partnering with 4-H, you have access to these curricula. If you are a 4-H volunteer or professional, you need to be aware of the materials available to your 4-H programs and your youth development partners in other organizations.

Today, we are going to go on a scavenger hunt to explore some of these curricula.

Each of the groups has a complete set of 4-H curriculum for a specific project. You are going to get better acquainted with this material by going on a scavenger hunt. Instead of gathering objects, you will be gathering information from the curriculum materials. On your group's 4-H Curriculum Scavenger Hunt Worksheet, you will find a list of information you need to obtain from your project curriculum. Please designate someone in your group to record the requested information. I want you to work as a team to gather as many items

WHAT TO DO

Allow approximately 30 minutes for the groups to complete their worksheets.

Ask each group to report back to the larger group what they learned during their curriculum scavenger hunt.

Give each group about 5 minutes to talk about their curriculum.

After each group has reported back, ask the following questions.

If participants do not make the following points, you will need to make them.

- 4-H Curricula are based on the Experiential Learning Model and have the questions for processing an activity built into the materials.
- 4-H Curricula are age-appropriate.
- 4-H Curricula address a variety of learning styles.
- 4-H Curricula provide accurate and current information.
- 4-H Curricula meet high quality standards and are written and reviewed by land-grant university faculty and staff.

WHAT TO SAY

on your scavenger hunt list as possible. You have approximately 30 minutes to complete this task.

I want your group to introduce the rest of us to the curriculum you have been exploring. Tell us:

- * The name of the curriculum
- * The project it supports
- * What you learned about it

I encourage you to take notes when others are presenting their curricula so that in the future, you might help your 4-H club identify possible new opportunities.

Who would like to start?

How many people were able to find information for every item on the worksheet?

How did your group approach the scavenger hunt task?

What was the most interesting thing you learned about your particular curriculum?

What was the most interesting thing you learned about the other curricula presented by other groups?

What things did all of the curricula have in common?

WHAT TO DO

Give a Lesson Planning Guide Handout to each group.

Give the groups about 15-20 minutes to complete the lesson plan. When they have finished, ask each group to share their lesson plan with the larger group.

Allow each group about 3-5 minutes to report on their lesson plan.

WHAT TO SAY

You probably noticed that your 4-H curriculum materials included manuals for members and leaders' guides for adults. All the curricula include step-by-step instruction for using the materials, procedures for conducting each activity, supplies needed for each activity, questions for processing each experience, and suggestions for related activities. Developmental outcomes and learning indicators are also included as well as the targeted life skills.

It is always important to review the curriculum and be prepared with all necessary supplies prior to using it with youth.

Now we are ready to apply the information from your curriculum or from one of the other curriculum you heard about today to your youth development program.

I want your group to pretend that you are the members of a 4-H Club. Designate an adult leader. You have 10 youth, 10-13 years old. You have been given the task of planning this meeting. Start by picturing what you will be doing at the meeting. Which life skills will you be practicing? What curriculum will you be using?

I would like each group to tell us the life skills they targeted, the activity they designed, and the questions they used to process the activity.