



4-H 201

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**Resources for
Fostering, Enhancing,
and Sustaining 4-H Clubs**

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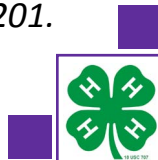
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4-H 201 DESIGN AND EDITING

Special thanks to Melissa Simulcik for her skills in editing and designing 4-H 201.



INTRODUCTION

4-H 201 is comprised of sessions designed to take your 4-H military partnerships to the next level. These sessions build on the concepts of the 4-H 101 curriculum and were developed to create expanded opportunities to promote positive youth development programming in 4-H clubs.

The sessions in 4-H 201 are intended to be utilized with audiences who have already completed 4-H 101 training. With the success of 4-H 101, many were looking for the next level of training to continue their effective partnerships and 4-H clubs. The 4-H 201 sessions were developed from survey input from both military and 4-H staff.

4-H 201 is designed to allow a great deal of flexibility in presentation. Trainers may choose to present one or more sessions in their entirety, or to only present a single activity or section of a session that best addresses the needs of the training audience.

The sessions in 4-H 201 are not intended to be presented in sequence, but many audiences will find that the first session, *Developing Effective Partnerships*, might be a good starting point.

Trainers presenting 4-H 201 need to be aware of the local military/4-H guidelines that apply to their state or county. The sessions are designed to be adapted to the specific local needs of each audience. Additional training tips, sessions, resources, and activities are contained in the appendices. Trainers need to utilize the appendices (based on your audience needs) before training occurs for each session.



TERMINOLOGY

Throughout 4-H 201, certain terms are used consistently. The following definitions are used for terms which appear in these sessions:

Parent is used to indicate a young person's biological parent, guardian, or caretaker (for example, an extended family member who cares for a youth during a parent's deployment)

Service member is used to describe any person serving in any branch of the military.

Dependent/military dependent is used to describe the child of service member. (In military communities, *dependent* may also indicate the spouse of a service member.)

Installation is used to indicate a facility/land area owned and operated by the military. (Air bases, forts, posts, camps, naval stations, garrisons, etc.)

Community is used to describe a local area. A city, town, village, or a military installation and its surrounding towns may be referred to as a *community*.

Military youth program indicates an organized youth program facilitated by a military service branch. For example, Child, Youth, and School Services (CYSS) operates *military youth programs* on Army installations.



GUIDE TO ICONS

Icons are used in each session to indicate specific information.



The *Audience* icon indicates the intended audience for each session.



The *Objectives* icon appears next to the learning objectives for each session.



The *Time* icon indicates the estimated time needed to complete each session.



The *Supplies* icon appears next to the list of supplies needed to present each session.



The *Handouts* icon indicates a list of additional materials that are needed for each session.



The *Speech* icon appears next to text which trainers should say. It is recommended that trainers review the material and deliver each lesson using the included text as a guideline, not as a script.



The *Slide* icon appears next to thumbnails of each slide in the session presentation.



The *Promising Practice* icon indicates a case study of a suggested practice relating to the session objectives.



The *Military* icon appears when information specific to military communities and military 4-H clubs is included. The military specific information is bordered by a green box.



The *Additional References* icon indicates a listing of cited material, additional information, and links to further reading or resources.



GUIDE TO CUES

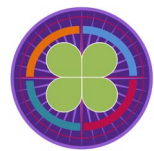
Graphic cues are used in each session to indicate opportunities for the trainer to provide additional information.



The *Essential Elements* cue indicates sections where trainers may choose to review the Essential Elements of 4-H in relation to the session topic.



The *Experiential Learning Model* cue indicates sections where trainers may choose to review the Experiential Learning Model in relation to the session topic.



The *Life Skills* cue indicates sections where trainers may choose to review Life Skills learning in relation to the session topic.

USING THIS RESOURCE

Each session plan begins with a title page which includes the **Intended Audience**, **Objectives**, **Time**, **Supplies**, and **Supplemental Resources** for the session.

The second page of each session plan includes notes on preparation to be completed **Before the Training**, as well as **Supplies and Preparation** necessary for certain activities. Trainers should carefully review and complete these steps before presenting any of the sessions.

Each session presentation includes a title slide. This slide is not displayed in the session plan, but should be displayed at the beginning of the training. Each session begins with an introduction and displays the first slide about which trainers will speak.

Each session plan is designed as follows:

Thumbnail of slide to be displayed

Text to be spoken is surrounded by a purple box. Facilitators should display each slide in turn, then share the text that follows in the lesson plan.


Directions for the facilitator appear in italic text. Directions should not be read aloud.

Some sessions include supplemental resources, such as handouts or fact sheets. Directions for using each supplemental resource are included in the session. Trainers should read **Before the Training** and **Supplies and Preparation** to find this information before presenting any of the sessions.

All sessions include an evaluation form.



Developing Effective Partnerships: Focus on Results



4-H MILITARY
PARTNERSHIPS

4-H 201
Effective Partnerships:
Focus on Results

4-H 201 1

Developing Effective Partnerships



Intended Audience

This session is intended for 4-H professionals and military youth program directors who will develop partnerships across organizations. Program managers and staff who will lead partnerships may also benefit from this training.



Objectives

- 4-H and Military partners will be able to assess and align their services to promote partnership equity and effectiveness



Time

90 minutes



Supplies Needed

Computer, projector, and power source
Pens/pencils



Supplemental Resources

Model for Effective 4-H Military Partnerships Interaction Chart
Full color and grayscale versions included

Building the Bridge Worksheet

Developing Effective Partnerships Evaluation



Before the Training

In order to present this training, facilitators must have a working knowledge of the community in which participants will be working. This knowledge should include:

- Organizations with the potential for partnership work
- Existing partnerships between youth development organizations
- Military program guidelines for partnership
- Resources available to partners

If you are not already familiar with the community in which you are presenting this training session, advance research and preparation may be required.

For this reason, the script of this module requires input from your knowledge or research before it is presented to participants.

Underlined text indicates areas where community-specific knowledge is required.

Supplies and Preparation

Page 10 and Slide 9 contain an animation.

Slide 8 is animated to assist you in presenting this information. You may wish to practice presenting the slide before the training, so that you are able to smoothly present the material contained in the animated segment of the slide.


Page 11 and Slide 12 contain a handout.

You may wish to fill out a sample handout with relevant information (such as your name, title, years of service, and example benefits and challenges.) You can also distribute the handout as it appears, and simply discuss that information as part of your presentation.

The Model for Effective 4-H Military Partnerships Interaction Chart may be provided to participants as a handout during the training. As educators and youth development professionals face more and more challenges to meet the demands of an unknown future, it becomes evident that the task of preparing our young people is beyond what we can do by ourselves.

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4-H 201

Effective Partnerships: Focus on Results

4-H 201 1

Display the title slide before the training begins.



As it was profoundly stated in an old proverb, “It takes a whole village to educate a child.” The concept of partnership is not new, but today it encompasses the Global Village of the Information Age.

Facilitating educational success through the development of partnerships has been increasing steadily as various organizations, agencies, and institutions such as 4-H and military, realize that more can be achieved when they work together.

Interdependence, collaboration, consensus, team building, and shared decision-making are some of the concepts that are being explored and promoted everywhere from the White House to the schoolhouse.

These concepts indicate a shift from isolation and individualism to developing effective partnerships. However, many organizations partner to satisfy a requirement or mandate, and may not achieve optimum results in their partnership.

The term effective partnerships is a simple way to describe what we want to create and it focuses attention on the results of partnership, not on partnership for partnership’s sake.

However, the term is imperfect in a number of ways.

First, to some, partnerships suggest only two individuals or organizations, but we (4-H and military) envision a much broader, multi-partner effort.

Additionally, calling them effective partnerships may suggest that a level of success has been reached, and further growth is unnecessary. That is hardly the reality.

Even partnerships that have continued success evolve and require close attention. Partners must constantly ask themselves what value they add and consistently strive to increase their contribution.





In this training, we will focus on preparing for partnerships that are truly functional and effective collaborations: partnerships that focus on results.

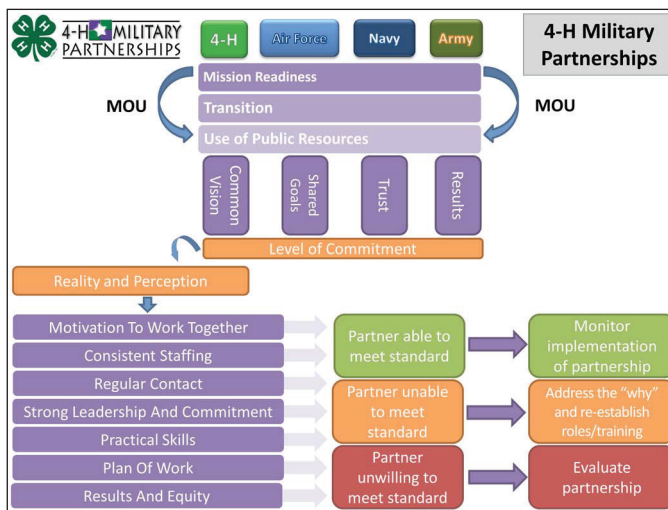


4-H MILITARY PARTNERSHIPS Effective Partnerships

OBJECTIVE

4-H and military partners will be able to assess and align their services to promote partnership equity and effectiveness.

4-H 201 2



4-H MILITARY PARTNERSHIPS Effective Partnerships

4-H Military Partnerships

4-H Air Force Navy Army

4-H 201 4





4-H, Army, Navy and Air Force are the formal partners to date in the military partnership. Other branches are in the works to be formal partners (Marines and Coast Guard). This slide shows only the current formalized partners.




Why are we partnering?

Mission Readiness

With their children in quality programs, Military personnel can focus on their mission.

Transition

Military youth can find 4-H in nearly every county in the U.S. and on overseas installations. This may help them form an instant connection of friends and familiarity that lessens the risk of negative behavior.

Use of Public Resources

Tax dollars are used wisely for youth development.

Show each Memorandum of Understanding (MOU) or agreement section that directly deals with the partnership at the national level. Focus discussion on the fact that many in the partnerships do not know what was agreed upon at the national level.

This may lead to confusion or inequality in the partnership and can set the partnership off in the wrong or sometimes negative direction, often leading to partnership failure.





4-H MILITARY PARTNERSHIPS

Effective Partnerships

- Common Vision
 - Focus and consensus
- Shared Goals
 - Clear communication
- Trust
 - Equality
- Results
 - Education, progress, and acknowledgement

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In order for new partnerships to function most effectively, there are a few requirements that must be established before the partnership begins. These essential components include:

Common vision

All the partners should agree to a clearly defined vision for the partnership. This can help to ensure the group focuses on what they have in common rather than their differences. Partnerships should proceed with commonly shared visions, consensus, shared authority and decision making, new roles and relationships for the various players, integrated delivery of multiple services, and cross-institutional activities.

Most importantly, partnerships should address the comprehensive needs of the age group on which they focus. Partners should continually refer to these concepts as they think about a common vision:

- Why we are partnering?
- How do we support mission readiness?
- How do we support youth during times of transition?
- How can we responsibly use public resources?

Shared Goals

For a completely effective partnership the organizations need to find common goals that will drive each of them to succeed and achieve the desired results. This is not always easy to do. At planning meetings each party needs to be transparent and clearly communicate their vision and purpose. In doing so, organizations can create a mutually beneficial situation for all to build upon and develop the shared goals.





Trust

An effective partnership is a reciprocal, symbiotic relationship leading to success for all organizations in achieving their goals individually and collectively. This means that work, ideas, and resources are shared equally to achieve a common goal. Trust leads to open lines of communication and all parties must be open minded, trusting and willing to work together to reach the goals.

As in all aspects of life, partners may encounter roadblocks but the way in which they navigate these obstacles determines the overall success of the partnership. If the end goal is kept in mind at all times by both parties there is no obstacle too large that cannot be overcome through persistence, perseverance and trust.

Results

Continuous reminders of the reasons and benefits for the partnership need to be evaluated and shared regularly to ensure the end results are still in sight.

Results won't happen overnight. Partners' genuine commitment to help and other pressures often lead to 'quick fixes' that are ineffective.

Effective partnerships need to educate the public, the media, and the political powers in their community about how much progress is realistic from year to year.

Effective partnerships acknowledge the incremental progress they make and celebrate "small wins." Being able to see results can be a key motivating factor for keeping a partnership going. Each partner will need to share the results (and take credit) in the manner that is best for their agency.





4-H and military partners play a vital role in developing and supporting military youth. Our commitment is to work closely with each other to bring about our vision, so that all young people can grow up to become knowledgeable, productive, and caring adults.

The reality is that it takes time and hard work to make the partnership effective with a strong commitment from all partners.



These are the key components to making a partnership work effectively. All partners must maintain these components to sustain a functional partnership.

Motivation to work together

All partners will need to identify the ‘Why’ for working together. Each comes with different motivations, some forced, some optional, some excited.

Consistent staffing

Some partners will have multiple staff changes during the partnership. Time may be spent getting new staff up to speed and forming relationships, and momentum can easily be lost.

Because staff do move around, changes will be inevitable when a project continues over time. While partners frequently acknowledge that this is unavoidable, a record-keeping or handover process is essential to maintaining program continuity. Ultimately, consistent staffing will help the overall success of the partnership.

Regular face to face contact

It is important to hold regular face to face meetings to develop a good understanding and working relationship with partners. This is critical for success. Often miscommunication and perceptions develop without regular face to face contact.





Strong leadership and commitment

It is important that support for each partner's participation is solid through all chains of command. Often the staff on the ground are committed to participate but do not receive the support from supervisors or directors to really carry out the partnership work.

Vision versus practical skills

The work that needs to get done goes beyond creating a vision. Staff involved in the partnership need to have the skills to carry out the work that needs to be completed. The reality is that some staff are just not a good fit and will hinder versus help the partnership work.

A plan of work

It is important that 4-H and military partners develop a written plan or strategic document with short-term and long-term goals, objectives, timeframes and identification of individuals responsible for each action in the plan.

Often these plans are talked about and agreed upon but never written down in a formal plan of work. It is easy for partners to go back to their daily work or job responsibilities and forget about the partnership work.

A written plan also helps when new staff come on board as they will have a clear idea of the parameters of the partnership and their new responsibilities in maintaining the partnership.

A written plan of work helps to provide a focus for current and future partnership action and helps everyone stay on track.

Mutual accountability

Acting under a guiding principle of mutual accountability, partners do not need to blame problems on each others' shortcomings.

Instead, partners jointly assess effectiveness, identify what must be improved, and define the actions to be taken. They recognize that most of their valued goals require efforts from more than one of the participants in the partnership.

Mutual accountability means everyone in the partnership willingly shares responsibility for making the partnership work and for what happens when it doesn't.

For mutual accountability to be effectively shared, each desired common goal must be framed broadly enough so that all the players at the table have a clear role to play in meeting it. All partners need to be held accountable for their commitments to the partnership.



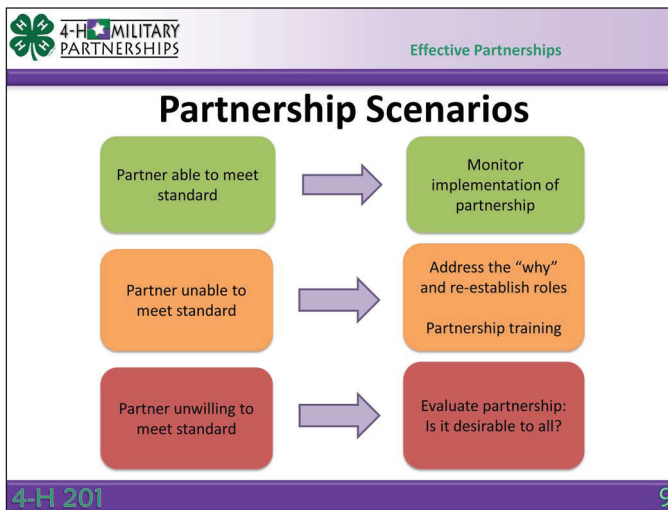


Results and equity

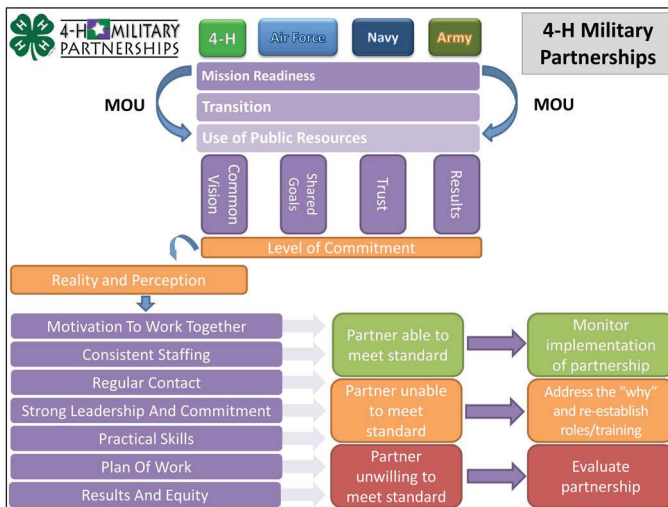
One clear lesson of effective partnerships is that data – from standardized tests, surveys, and budgets to interviews, focus groups, and anecdotal evidence – are powerful.

Partners can use data on child and youth outcomes and other measures of program effectiveness to mobilize support for their efforts, manage programs, and create cross-sector accountability.

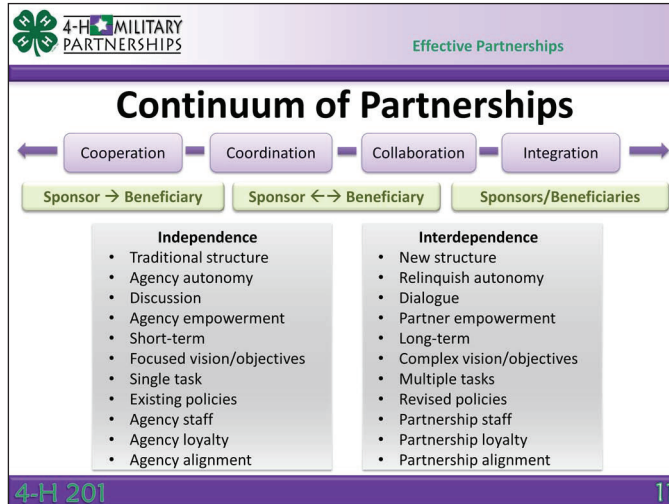
Deliberate examination of data can diminish the impact of more subjective factors such as personality and politics on difficult choices about service provision or redistribution.



Read each scenario and the accompanying response. You may choose to provide information on partnership scenarios and resolutions that relate to the community and organizations participating in the training.



Distribute the Model for Effective 4-H Military Partnerships Interaction Chart displayed in Slide 9 to each participant. Review the complete model so participants can see how everything discussed in the training comes together to form a partnership. You may wish to provide examples of the interactions that are relevant to the community in which training participants will be working.



As you form working relationships, it is important to continually evaluate your situation and work to strengthen the partnership. The continuum of partnerships can be a useful tool for assessing your current success and developing goals for a partnership.

You might also consider the characteristics of organizational independence versus interdependence when working in partnership. Take the time to recognize and celebrate areas where your partnership is succeeding, but be realistic about areas that need improvement. Consider developing goals and concrete action plans to address areas where improvement is needed.



4-H MILITARY PARTNERSHIPS Building the Bridge

	Community organizations/groups/volunteers with whom your agency partners or collaborates			
Name of your agency and your years of service with the agency				
Key Elements (values, characteristics) of a successful partnership/collaboration.	Benefits	Challenges	Benefits	





Give each participant a *Building the Bridge Worksheet*. Provide one extra worksheet for each group. Tell the participant they are going to fill in the worksheet with the following information:

In the four pillars that hold up the bridge, list the four main elements from the model that build the foundation for a successful partnership or collaboration.

On the top level of the bridge, list the community organizations you have partnered or collaborated with at your current agency.

On the next level, list your agency and the number of years you have been with that agency.

Under the bridge arches list the benefits and challenges that your agency has derived from your partnership(s).

Once individual bridges are completed, break participants into small groups. Have participants briefly discuss their individual bridges. Using an extra blank form create one cohesive view of an effective partnership, by merging the individual bridges. Be sure to consider all new partners and ways to work together. When completed have each group share their bridge with the whole group.

Allow at least 15 – 20 minutes for groups to complete and merge their bridges. After bringing the groups back together, lead the group to share their work, then continue with the activity and session reflection questions below.



4-H MILITARY PARTNERSHIPS Effective Partnerships

Reflect

REFLECTION

- Were you able to identify new community partners? If so, who?
- Why is it important to develop effective partnerships?
- How have your views of partnership changed?
- How can your community partners enhance your programs or activities?
- How can they help you with the listed challenges?

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Reflect:

- Were you able to identify new community partners? If so, who?
- Why is it important to develop effective partnerships?
- How have your views of partnership changed?
- How can your community partners enhance your programs or activities?
- How can they help you with the listed challenges?



4-H MILITARY PARTNERSHIPS Effective Partnerships

Apply

- How might you look for various community partners in the future?

REFLECTION

- How will you reach out to them?
- What information from this session will you use when you return to your community/program?

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Reflect:

- How might you look for various community partners in the future?
- How will you reach out to them?
- What information from this session will you use when you return to your community/program?

Ask the participants to recall some of the benefits of developing community partnerships and/or collaborations and means of identifying potential partners/collaborators.

Ask how they might use the four key elements of the foundation of a successful and efficient partnership/collaboration in their own programs.



4-H MILITARY PARTNERSHIPS Effective Partnerships

Key Concepts

- Identify multiple community partners
- Why we partner
 - Mission readiness
 - Transition
 - Use of public resources
- Effective partnerships include
 - Common vision
 - Shared goals
 - Trust
 - Results
- Evaluate partnerships regularly
 - Ensure goals/results are being reached
 - Partnership is a win/win for all involved

CONCLUSION

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As you plan to develop effective partnerships, remember the importance of identifying multiple community partners, and recognize the reasons for developing partnerships: to support mission readiness, aid youth in times of transition, and to best use public resources.

Effective partnerships are founded on a common vision, shared goals, and trust between partners. Be sure to evaluate partnerships regularly in order to ensure that goals are being reached and the partnerships is a rewarding one for all partners.




As you return to your own program, keep in mind these thoughts about working together in partnerships:

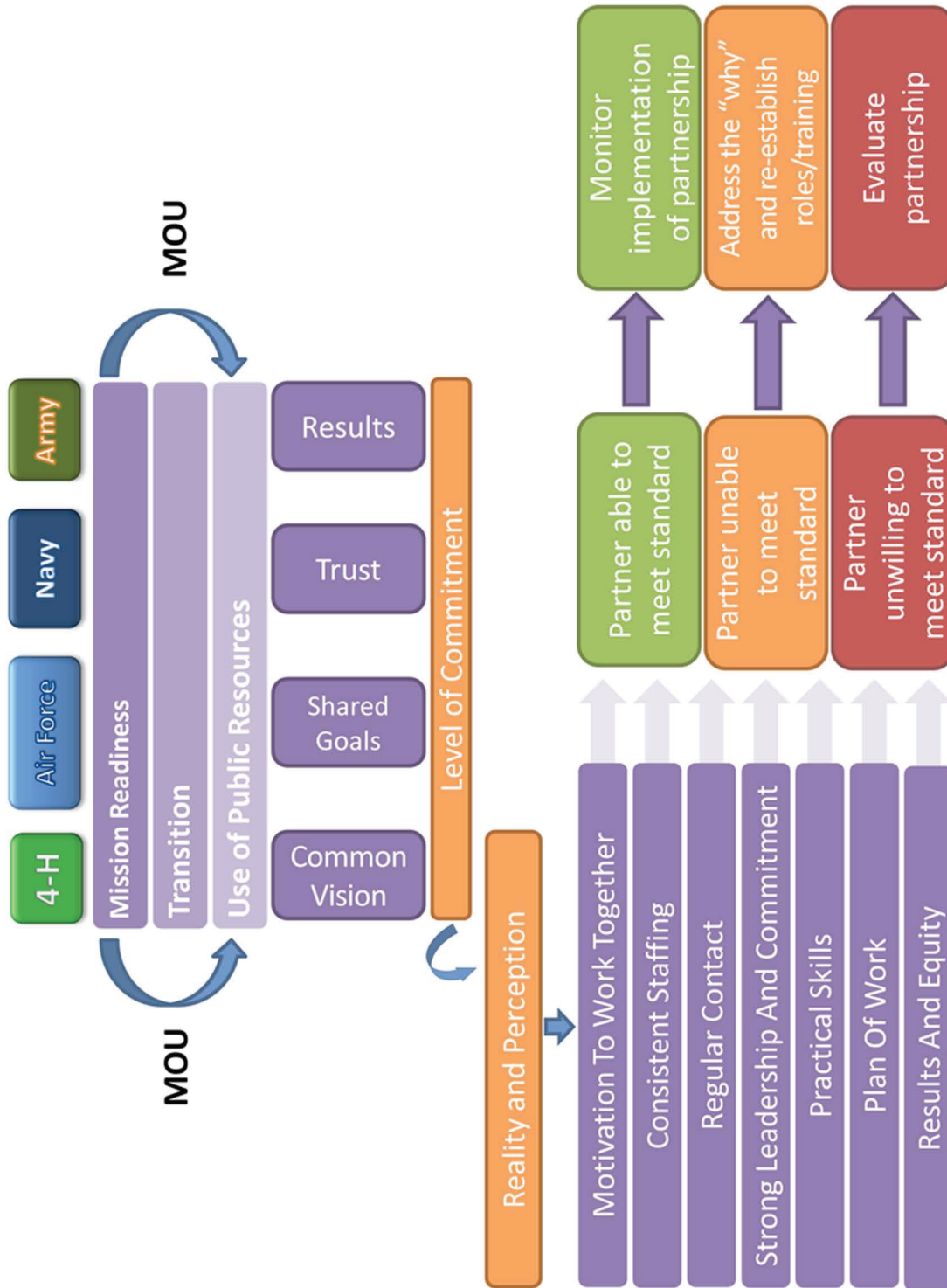
“Coming together is a beginning. Keeping together is progress. Working together is a success.” - Henry Ford



Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.

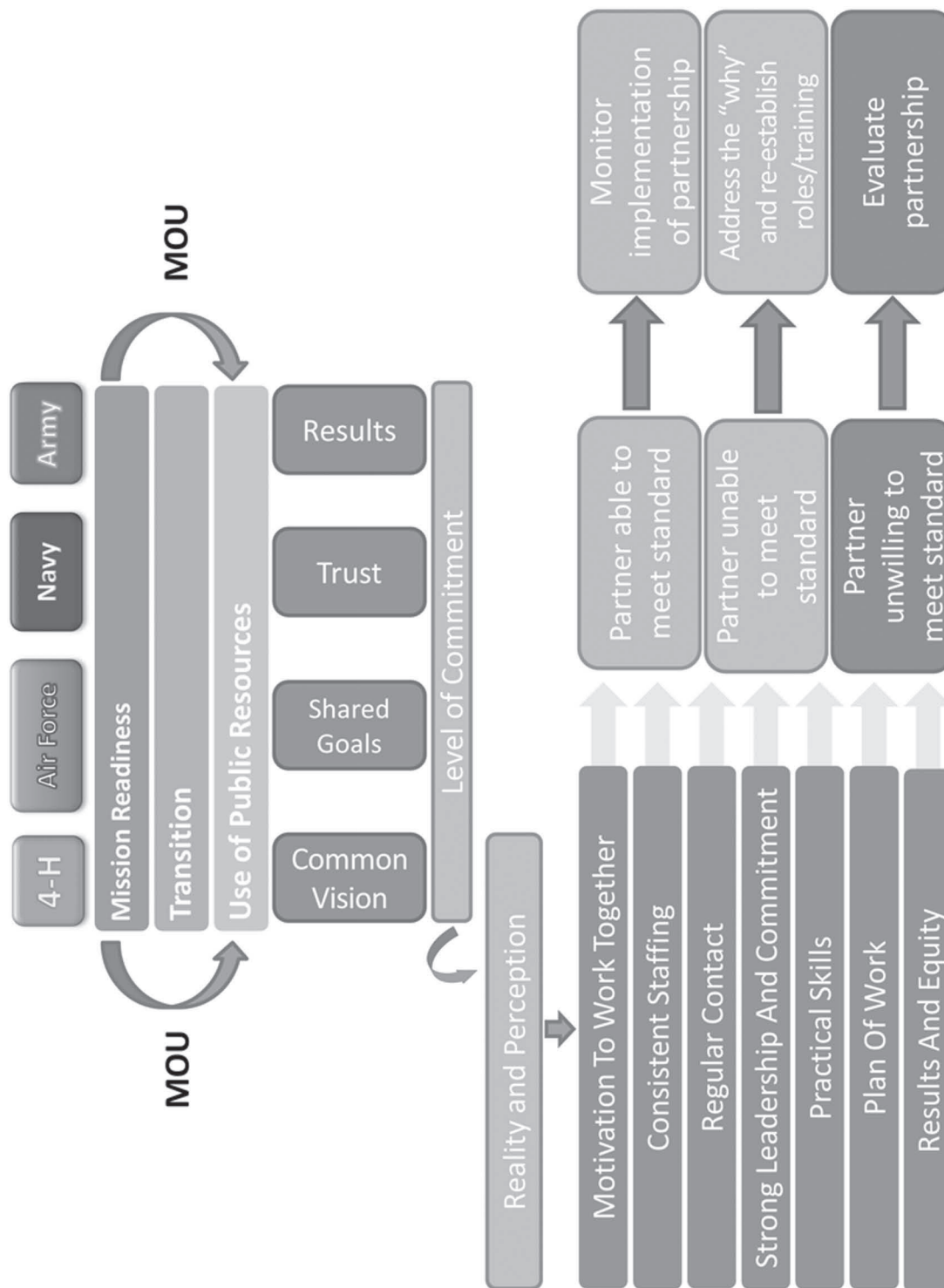


Model for Effective 4-H Military Partnerships Interaction Chart



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Model for Effective 4-H Military Partnerships Interaction Chart

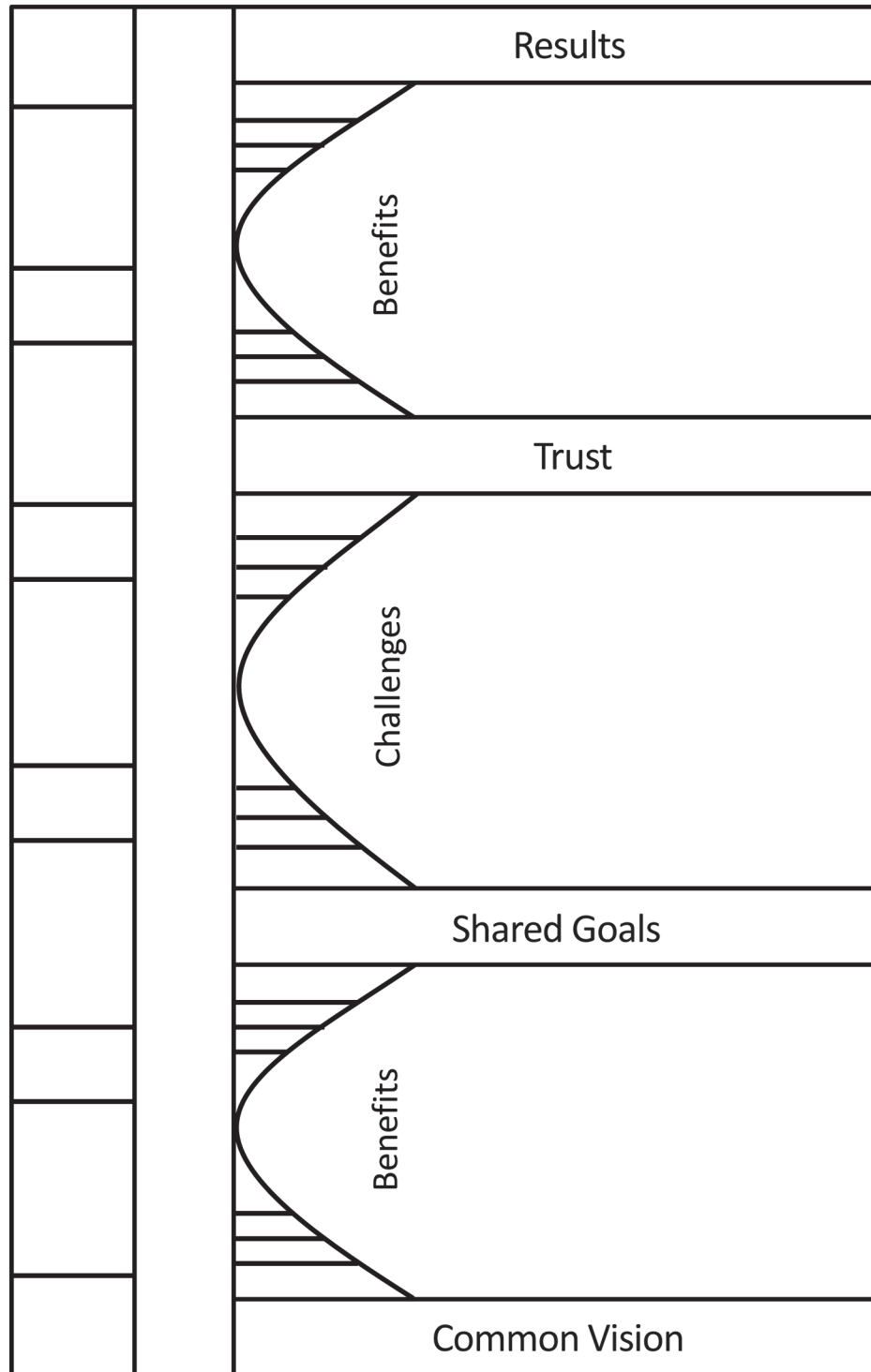


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Building the Bridge Worksheet



Building the Bridge



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4-H 201: *Developing Effective Partnerships* EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding

2 = Understand somewhat

3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I have identified potential partner organizations and understand how to reach out to them.	1	2	3	1	2	3
2. I can explain the importance of creating and maintaining effective partnerships with other organizations.	1	2	3	1	2	3
3. I can discuss the ways partnership will help my organization reach its youth development goals.	1	2	3	1	2	3


- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Identifying Clubs



4-H MILITARY
PARTNERSHIPS

4-H 201
Identifying Clubs

4-H 201 1

Identifying Clubs



Intended Audience

This lesson is intended for all staff and volunteers who work with 4-H clubs.



Objectives

- Identify 2 unique characteristics of clubs
- Identify 2 ways to plan for flexibility in clubs.
- Identify 1 way to include the Essential Elements in each of the 4-H club models.



Time

60 minutes



Supplies Needed

Computer, projector, and power source
Chart paper/newsprint
Pens and pencils
Markers



Supplemental Resources

What Makes a Successful 4-H Club Handout

Essential Elements: A Part of the Club Experience Worksheet

Identifying Clubs Evaluation



Before the Training

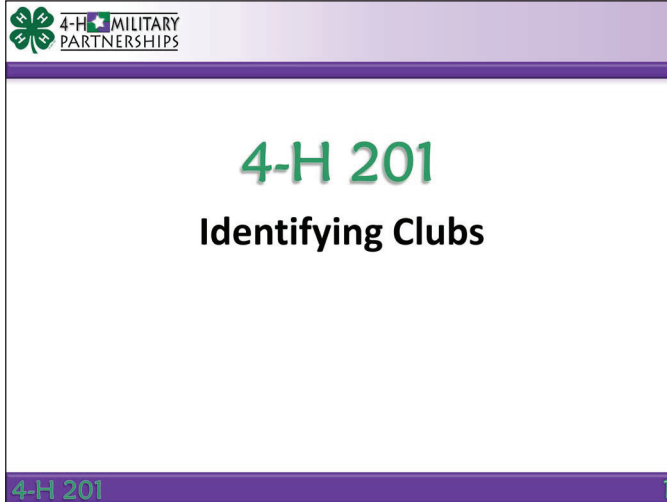
This lesson discusses the Essential Elements of 4-H. Before presenting this lesson, it is suggested that you evaluate participants' familiarity with the Essential Elements. If participants are familiar with the Essential Elements you may wish to simply review key concepts as they apply to this lesson. If participants are not familiar with the Essential Elements, you may wish to present additional training from the Essential Elements of Military 4-H Club Programs session found in the Appendix, or from 4-H 101: The Basics of Starting a 4-H Club.

Included in this session is information regarding work with youth ages 5-8. The term "Cloverbud" is used, however, this is not a term used by all states for programming for 5 through 8 year olds. When presenting this session, substitute the terminology your state uses. You may want to ask participants what term is used in their state for work with this age group. States may also differ in the age range stated for Cloverbud programs, so it is important to provide accurate information for the state in which participants will be working.

Regulations governing 4-H clubs on military installations may differ depending on each state, military service branch, or military installation guidelines. Club characteristics and guidelines in this lesson are true for most military 4-H clubs - but exceptions are possible. Be sure to review policies that will pertain to participants and their programs when preparing to present this lesson.

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Display the title slide before the training begins.



4-H is one of the nation’s largest youth organizations. Its members come from rural communities, suburban neighbourhoods, and cities. Regardless of where it is located, the club is the basic unit of the 4-H program. They can be found in communities across the country. In each club, young people with a common interest or a common location come together to take part in the learning experiences that 4-H has to offer. Many 4-H members go on to participate in community, county, state, or national events – but a club is usually the young person’s “home” in the 4-H program.


In this session, we will review the different types of clubs, explore unique characteristics of clubs, and discover what fundamental characteristics all 4-H clubs encompass. Finally, we’ll talk about ways that every 4-H club embodies and delivers the Essential Elements of 4-H.

While general descriptions of each club type are provided here, we know that every club has unique characteristics. As you think about the clubs currently available and the potential club opportunities in your program take time to consider the needs of the youth participating and of your program to allow for flexibility to adjust for meeting these needs.

In 2002 the 4-H/Army Youth Development Project responded to the needs and interests of military youth. Now, 4-H Clubs are found on installations throughout the world providing military youth the opportunity to be part of a familiar and consistent program.






 4-H MILITARY PARTNERSHIPS Identifying Clubs

OBJECTIVE

Identify 2 unique characteristics of clubs.

4-H 201 2

 4-H MILITARY PARTNERSHIPS Identifying Clubs

Community Club

- Meets regularly
- Provides positive youth development opportunities
- Meets the needs of young people to experience **Belonging, Independence, Mastery, and Generosity** and gain in-depth knowledge and skills
- Offers a variety of 4-H projects
- Conducts general 4-H meetings which *usually* include
 - Business
 - Education
 - Sharing from the project groups

4-H 201 3



Military or non-military, there are standard definitions to identify the core components of the 4-H program. 4-H 101 provides more detailed information on clubs and how they are formed and managed. The definitions here are a reminder of the possibilities.

A 4-H Club, often referred to as a **community club**, is an organized group of youth who meet regularly for a long-term, progressive series of educational experiences. Its purpose is to provide positive youth development opportunities to meet the needs of young people to experience belonging, mastery, independence, and generosity and gain in-depth knowledge and skills. These clubs usually have a number of project groups, elect officers and meetings include business, educational component and sharing from the project groups.

4-H members enroll annually using the county/state enrollment form/system.





4-H MILITARY PARTNERSHIPS Identifying Clubs

Project Club

- Smaller group of youth
- Focuses on one particular 4-H project
- May conduct periodic business meetings as part of their single-project focus
- *Usually*, but not always, a part of a 4-H Community Club

4-H 201 4



Project Club: A project club focuses on one particular 4-H project and may conduct periodic business meetings as part of their single-project focus.



4-H MILITARY PARTNERSHIPS Identifying Clubs

Cloverbud Club

- For younger children (ages 5-8)
- Primary goal is to promote children's healthy environment – mentally, physically, socially and emotionally
- Allows for and encourages creativity and play


4-H 201 5



Cloverbud Club: A club for younger children (ages 5-8) whose primary goal is to promote children's healthy environment – mentally, physically, socially and emotionally. The program allows for and encourages creativity and play.





 4-H MILITARY PARTNERSHIPS Identifying Clubs

Military Club

- A community, project, or Cloverbud club that meets on a military installation
- Made up of primarily military youth
- Military 4-H Clubs may meet monthly or weekly
- May meet weekly or even daily for a shorter period of time (6-8 weeks)


4-H 201 6



Military 4-H Club: A community, Cloverbud or project club that meets on a military installation and is made up of primarily military youth. Military 4-H Clubs may meet monthly or weekly throughout the year or may use a shortened club year meeting weekly or even daily for a shorter period of time (6-8 weeks).

Providing a mobile military audience with a quality youth development experience requires creative and flexible thinking. Such an experience connects youth with other 4-H'ers, provides typical 4-H activities like projects, camps, trips, conferences and fairs, and continually builds life skills and knowledge to develop young people to their fullest potential.



 4-H MILITARY PARTNERSHIPS Identifying Clubs

OBJECTIVE

Identify 2 ways to plan for flexibility in clubs.

4-H 201 7



Flexible Club Planning Examples

- Some projects may meet daily or weekly for a short period of time
- Most adult leaders are paid staff in youth programs
- May have required projects for consistency between locations
- Officers may share leadership or offices may rotate several times.
- Club and project meetings are conducted by paid staff during out-of-school hours

4-H 201

8

Flexible Club Planning Examples

- County-wide project clubs are formed to take advantage of specially skilled adult leaders
- Access to programs may be limited due to location
- Clubs may meet in a variety of locations to accommodate involvement of parents

4-H 201

9



Here are some examples of flexibility in implementing club programs:

- Some projects may meet daily or weekly for a short period of time - 6 weeks or less.
- Some adult leaders are paid staff in youth programs.
- Military 4-H Club programs have required projects for consistency as youth move from location to location.
- Officers may share leadership or offices may rotate several times throughout the year to provide more leadership opportunities to members.
- Club and project meetings are conducted by paid staff during out-of-school hours.
- County-wide project clubs are formed to take advantage of specially skilled adult leaders.
- Access to programs may be limited due to location.
- Clubs may meet in a variety of locations to accommodate involvement of parents.

In groups of 2 or 3, list the types of 4-H clubs currently available in the specific child and youth program with which you work. Identify ways these clubs are designed to meet the needs of members, and explore additional program areas where 4-H clubs might be added. Be prepared to share with the group.




Allow groups to discuss for 10 minutes, then bring the groups back together to share their ideas. After all groups have shared, present the Promising Practice on Slide 10 as an example of flexibility in club planning.



4-H MILITARY PARTNERSHIPS Identifying Clubs

**Promising Practice:
Make 4-H Fit in Your Community**



One installation takes advantage of the school district's policy of starting classes one hour late on Wednesdays.

4-H meetings begin at 7:15 a.m. and the school bus picks participants up at 8:30 a.m.

Parents keep their regular drop-off routine and efficiently run clubs have plenty of time for business, educational programming and fun.

4-H 201 10



Scheduling 4-H club meetings to reach the largest number of youth and to provide adequate meeting time is an important consideration. One installation takes advantage of a school district policy of starting classes one hour late on Wednesdays. 4-H meetings begin at 7:15 a.m. and the school bus picks participants up at 8:30 a.m. Parents keep their regular drop-off routine and efficiently run clubs have plenty of time for business, educational programming, and fun.



4-H MILITARY PARTNERSHIPS Identifying Clubs

OBJECTIVE

Identify 1 way to include the Essential Elements in each of the 4-H club models.

4-H 201 11





4-H MILITARY PARTNERSHIPS

Identifying Clubs

4-H Mission

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.
- 4-H.org

4-H 201 12



As we begin to think about the characteristics of 4-H clubs, it is important to be clear about the mission of the 4-H youth development program: 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

In order to empower young people, youth development programs are needed to assist them in becoming healthy, problem-solving and constructive adults. The Essential Elements of 4-H guide our creation of opportunities and environments that meet young people's needs and build life skills.



If participants are familiar with the Essential Elements, it may be most effective to briefly review the elements and the key concepts of each.

If participants are not familiar with the Essential Elements, consider presenting additional material, such as Lesson 2 from the 4-H 101 Curriculum, before continuing with this session.

Before continuing to the next section, distribute "What Makes a Successful 4-H Club?" Handout.


Each type of club can deliver positive youth development and embody the Essential Elements of 4-H: Belonging, Independence, Generosity, and Mastery. While all clubs generally fall into one category or the other, you will probably find that each club has its own unique characteristics, just as each military child and youth center is unique. 4-H opportunities and resources vary from state to state, and that variety is also reflected in each individual club.

Lead participants to review the "What Makes a Successful 4-H Club?" Handout.

Until now, we've been talking about clubs in general. But when you return to your community, you will be working with your club program, and your club is as unique as the young people who belong to it. In this activity, you will all have the chance to share and reflect on your club program.





 4-H MILITARY PARTNERSHIPS Identifying Clubs

Essential Elements:

ACTIVITY **A Part of the Club Experience**


- Materials:
 - **Essential Elements: A Part of the Club Experience Worksheet**
- Record how your clubs incorporate the Essential Elements.

4-H 201 **13**

Hand out the Essential Elements - A Part of the 4-H Club Experience. Ask individuals to spend about five minutes writing down how their club(s) incorporates the Essential Elements. Encourage participants to think of at least one example in each area.

After individuals have shared a few examples, divide the audience into groups of 4 – 5 participants. Ask each group to choose one individual to take notes. Give each group a few sheets of newsprint to record their ideas. At the end of the activity, each group will share some of their thoughts.



 4-H MILITARY PARTNERSHIPS Identifying Clubs

Consider:

- How the club embraces the Essential Elements
- Ways the 4-H club strengthens other programs by using the Essential Elements
- How can/does using the Essential Elements in 4-H clubs reinforce the core areas of the military youth programs?

Belonging Independence Generosity Mastery

4-H 201 **14**





In your groups, please discuss the following questions:

- How does your club embrace the Essential Elements?
- In what ways does your club strengthen your military club program by incorporating the Essential Elements?
- In what ways could embracing the Essential Elements in your club reinforce the core areas of the military youth program in the future?

Remind participants to discuss not only the similarities in their clubs, but also the differences. What practices have been successful? What are some of the “lessons learned” in the club management experience?

If participants are not yet offering a 4-H club program, they can participate by sharing their goals, plans and intentions for the club they will be facilitating.

Allow at least 20 minutes for this activity and discussion.



4-H MILITARY PARTNERSHIPS Identifying Clubs

Reflect

REFLECTION

- How was your vision or your reality of a 4-H club meeting different than what is currently happening?
- Did everyone in your group agree?
- What did you learn as a part of this group that you might not have learned alone?
- What did you learn about your planning skills?

4-H 201 15

4-H MILITARY PARTNERSHIPS Identifying Clubs

Apply

REFLECTION

- What new information or ideas will you take home?
- How can you apply this to other planning / training you do?
- How will this information influence your program planning in the future?

4-H 201 16





After the activity, lead participants to reflect on the activity.

Reflect:

- How was your vision or your reality of a 4-H club meeting different than what is currently happening?
- Did everyone in your group agree?
- What did you learn as a part of this group that you might not have learned alone?
- What did you learn about your planning skills?

Apply:

- What new information or ideas will you take home?
- How can you apply this to other planning / training you do?
- How will this information influence your program planning in the future?

In this session you have explored the community, project and Cloverbud club models, learned about the key components of a 4-H club and discussed the ways that all 4-H clubs can deliver positive youth development through the Essential Elements of 4-H.

In addition to providing enriching learning experiences for youth, 4-H clubs can be beneficial to your community or military installation. 4-H clubs often provide learning experiences that are not available in other programs or venues. 4-H clubs that form on military installations may work with youth centers to help determine what project areas and delivery methods are most successful with youth in your community.

Regardless of the type of club, remember to continually incorporate the Essential Elements and the Experiential Learning Model to ensure that youth “learn by doing,” the 4-H way.



4-H MILITARY PARTNERSHIPS Identifying Clubs

Key Concepts

- Recognize the similarities and differences among a:
 - Community club
 - Project club
 - Clover Bud club
 - Military club
- Add flexibility to clubs so they are more family friendly
- Connect the Essential Elements of **Belonging, Independence, Generosity** and **Mastery** with ways to make 4-H clubs successful and meaningful

CONCLUSION

4-H 201 17






In this session we have:

- Identified the similarities and differences among a:
 - Community club
 - Project club
 - Clover Bud club
 - Military club
- Explored ways to add flexibility to clubs so they are more family friendly.
- Connected the Essential Elements of Belonging, Independence, Generosity and Mastery with ways to make 4-H clubs more successful and meaningful to young people.



 Identifying Clubs

- 4-H 101 Lessons 2, 11, 12
- Essential Elements Key Ingredients for Program Success Online Curriculum
<www.4-h.org/resource-library/professional-development-learning/national-learning-priorities/essential-elements.html>
- 4-H 101 Army Resources: Project Meeting Training
<www.4-hmilitarypartnerships.org/p.aspx?tabid=167>
- Michigan 4-H Youth Development Resources: Characteristics of Effective 4-H Clubs, 2009.
<4h.msue.msu.edu/4h/resources/effective_4h_club>
- Ohio 4-H Cloverbuds Website -
<www.ohio4h.org/youth/cloverbud/index.html>

4-H 201 18



 For more information, visit
www.4Hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional resources and references as necessary.





References and Links

4-H 101 Lessons 2, 11, 12

Essential Elements Key Ingredients for Program Success Online Curriculum
<www.4-h.org/resource-library/professional-development-learning/national-learning-priorities/essential-elements.html>

Army 4-H 101 Resources: Project Meeting Training
<www.4-hmilitarypartnerships.org/p.aspx?tabid=167>

Michigan 4-H Youth Development Resources: Characteristics of Effective 4-H Clubs, 2009.
<4h.msue.msu.edu/4h/resources/effective_4h_club>

Ohio 4-H Cloverbuds Website
<www.ohio4h.org/youth/cloverbud/index.html>



What Makes a Successful 4-H Club?



Community Club Meeting	Project Club Meeting
6 or more meetings/year (bi-monthly/monthly – weekly or bi-weekly in summer)	6 or more meetings (weekly in school year and/or summer) on one topic area
Components of Meeting <ul style="list-style-type: none"> • Call to Order • 4-H Pledge • Roll Call • Minutes of previous meeting • Reports from committees and/or reports from Project Clubs • Old/New Business • Recreation 	Components of Meeting <ul style="list-style-type: none"> • Call to order • 4-H Pledge • Roll Call • Old/New Business • Project Activity
Educational section (demonstrations, etc.) but usually not an in-depth focus on one project	Educational focus on specific subject matter (project)
Election of officers	Election of officers
Creates opportunity for formal input into program planning at the Military Child and Youth Centers	May provide opportunity for formal input into program planning for certain age groups at the Military Child and Youth Centers
Opportunity for older youth to mentor	
Focus on all 3 4-H Mission areas – Healthy Living, Science & Technology, Community Service and Military Child and Youth Core Educational areas	Focus on one specific area of learning
Open to all ages - possibly including Cloverbuds	Best with 3 or 4 age levels/grades
Members are encouraged to participate in 4-H programming outside the Military Child and Youth Center	Members are encouraged to participate in 4-H programming outside the Military Child and Youth Center
Opportunities for Essential Elements and Experiential Learning	Opportunities for Essential Elements and Experiential Learning

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Essential Elements: A Part of the Club Experience



Identify ways that each type of club can provide opportunities for youth to experience the Essential Elements. Remember that a military club can follow the community, project, or Cloverbud club model.

Element	Community Club Experience	Project Club Experience	Cloverbud Club Experience
Belonging <ul style="list-style-type: none"> A positive relationship with a caring adult An inclusive environment A safe environment 			
Independence <ul style="list-style-type: none"> Opportunity to see oneself as an active participant in the future Opportunity for self-determination 			
Generosity <ul style="list-style-type: none"> Opportunity to value and practice service for others 			
Mastery <ul style="list-style-type: none"> Engagement in learning Learn new skills 			

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4-H 201: Identifying Clubs EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding

2 = Understand somewhat

3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I can identify two unique characteristics of clubs.	1	2	3	1	2	3
2. I can discuss two ways to plan for flexibility in clubs.	1	2	3	1	2	3
3. I can explain at least one way to include the Essential Elements in each of the 4-H club models.	1	2	3	1	2	3

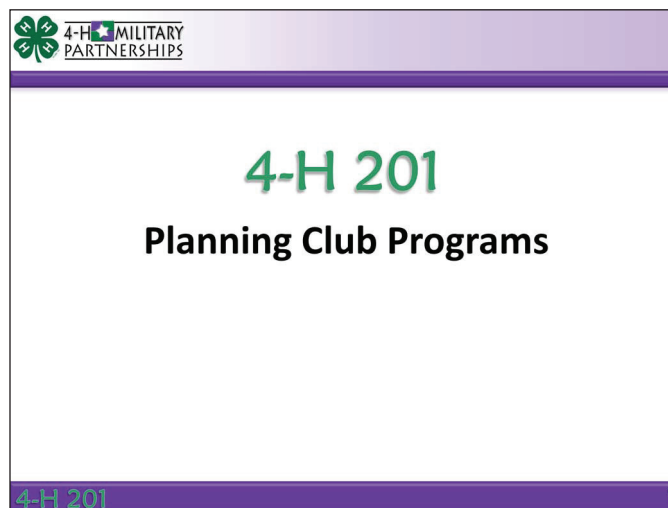
- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Planning Club Programs



Planning Club Programs



Intended Audience

This lesson is intended for adults who will lead 4-H community clubs.



Objectives

Use a planning tool to plan 4-H club activities.



Time

45 – 60 minutes



Supplies Needed

Computer, projector, and power source

Chart paper and easel/display stand

Markers

Pens/pencils



Supplemental Resources

4-H Club Program Planning Worksheet

Planning Club Programs Evaluation



Before the Training

Obtain copies of:

- The calendar of county 4-H events
- The calendar of events taking place in the military community , including events in the afterschool program and on the installation

Distribute this information to participants. This information will assist participants in developing a plan for their 4-H club during the training.

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4-H MILITARY PARTNERSHIPS

4-H 201

Planning Club Programs

4-H 201 1

Display the title slide before the training begins.



Planning with 4-H members provides opportunities for youth to learn and practice organizational skills, goal setting, and future planning, all essential life skills that are critical for youth development (Eccles & Gootman 2002). 4-H members need support and guidance from adults to learn and become competent in these skills. This session provides information and support for the adult who works with club members to create a 4-H Club plan.



4-H MILITARY PARTNERSHIPS

Planning Club Programs

OBJECTIVE

Use a planning tool to plan 4-H club activities.

4-H 201 2






4-H MILITARY PARTNERSHIPS Planning Club Programs

Setting 4-H Club Goals

- Review the goals from the past year
- Gather input from youth and parents
- Consider the goals needed to renew your club charter
- Consider your county's 4-H goals
- Keep goals simple
- Begin with easily attainable goals



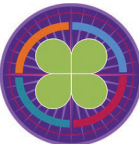
4-H 201 3



Typically, clubs plan for a year but it may be more appropriate for your club to plan for three or four months at a time. If this is not your club's first year together, a good way to start planning for a new year is to review the goals and club programs from the past year. You can do that at the end of each year. Save the notes for the new year or you can do that with a group of members who were active the past year when you begin your new year.



As you plan and set goals for club programs, it is important to include input from the members and even from the parents, when possible. Some ways to do that are through a survey, brainstorming, or an idea box. The 4-H 101 Lesson on Planning the 4-H Club provides specific ideas about ways to gather information from club members and others.



Plan to keep the goals simple and attainable. 2-3 goals are usually enough, especially for newer clubs. Club goals should reflect the age of the members.


Ask the group to share examples of club goals that they think would be good for the 4-H clubs on military installations.

Write the goals on chart paper. If you have time, talk about what makes a good goal. (Simple, Measurable, Attainable, Realistic, Timely)

Once you have established the goals your club is hoping to achieve, you are ready to plan how to reach those goals. Your 4-H Club Plan should be designed to meet the club's goals.





 **4-H MILITARY PARTNERSHIPS** Planning Club Programs

Creating a Club Plan

- Ideas and suggestions from the youth and parents
- Facility and/or military installation calendar
- County 4-H calendar
- Special events on installation
 - For example: Month of the Military Child


4-H 2014



When developing a plan for your club, be sure to review all ideas and suggestions from the club members, parents, and others. Doing so will help ensure that your club is supporting the needs and interests of the families involved.

Also, consider the county 4-H calendar and your site's calendar of activities. How can you tie 4-H club plans to the county 4-H programs for the year ahead? Are there special installation-wide events that your 4-H club can support? You may be able to plan events around the calendars, or plan to take part in 4-H and installation activities or events that support your club goals.



 **4-H MILITARY PARTNERSHIPS** Planning Club Programs

Creating a Club Plan

- Write it down!
- Have a balanced program
 - Business (15 minutes or less)
 - Education
 - Recreation
- Establish committees
 - To plan programs
 - To organize events

4-H 2015



Use the 4-H Club Planning Tool (or the planning tool provided by your county 4-H educator or the planning tool you use at your site) to write down the club plans. This helps youth and parents know what to expect in the months ahead.

A plan, made in advance, also helps you promote 4-H and a well planned program usually guarantees that the 4-H members look forward to planning and participating in 4-H activities.






Some county 4-H programs ask each club to submit the annual 4-H club plan to the extension office – this is very helpful because the 4-H educator can help you to find resources to support your club plans and can also make suggestions for ways to connect with county programs.

4-H club programs can be educational, social, or community focused. For example, if the club has a goal of participating in the county 4-H speaking contest, you might want to plan a 4-H club program that helps members learn public speaking skills. If the club has a goal of helping conduct a youth center program you might want to plan to set up and host the BGCA Visual Arts Event.

All 4-H clubs are encouraged to carry out a community service-learning project. This is an important part of helping youth practice generosity. If you have a club goal of conducting a community service project, the club program would focus on planning, implementing, and reflecting on that project.

You might want to establish committees to plan educational programs (e.g. choose a speaker, find someone to teach a new skill) and another committee to plan special 4-H club events (family night, community service project, etc.) This is helpful because a smaller group can put the ideas of the larger group into action!



4-H MILITARY PARTNERSHIPSPlanning Club Programs

Creating a Club Plan

ACTIVITY

- Group of participants at your table

Using the worksheet provided, work together to draft a sample plan for a 4-H community club.

4-H 201 6

Hand out the 4-H Planning Tool, or a planning tool that is appropriate for the program with which participants work. Guide participants to work in their table groups to draft a sample plan for one or more 4-H events.

Depending on time constraints, you may wish to let participants have enough time to review the planning tool and get started (about 10 minutes) or you may allow enough time to complete a more thorough draft (about 25 minutes.) While participants are working, circulate through the room to answer questions and assist each group as



needed.

When participants have completed a first draft, bring everyone back together to share their plans and reflect on this activity.



4-H MILITARY PARTNERSHIPS Planning Club Programs

Creating a Club Plan

- How was this planning tool useful to you?
- In what ways was this activity a challenge?
- Who do you think should be part of your planning process?
- What support do you need from your county 4-H educator to complete an annual 4-H club plan?
- When do you need that support?

REFLECTION

4-H 201 7



Is this tool helpful?

Who do you think should work on the written plan?

What support do you need from your county 4-H educator to complete a 4-H club plan? When do you need that help?



4-H MILITARY PARTNERSHIPS Planning Club Programs

Reflect

- What concepts in this training most interested you?
- Why do you think creating a 4-H program plan is important?
- How do you think you can accomplish the goal of creating a 4-H program plan with your members?

REFLECTION

4-H 201 8



Reflect:

- What concepts in this training most interested you?
- Why do you think creating a 4-H program plan is important?
- How do you think you can accomplish the goal of creating a 4-H program plan with your members?





4-H MILITARY PARTNERSHIPS Planning Club Programs

Apply

- When will you begin to plan with your 4-H club members (and parents)?

REFLECTION

- What strategies will you use to create a 4-H club plan?
- How do you think having a program plan will affect your club?

4-H 201 9



Apply:

- When will you begin to plan with your 4-H club members (and parents)?
- What strategies will you use to create a 4-H club plan?
- How do you think having a program plan will affect your club?



4-H MILITARY PARTNERSHIPS Planning Club Programs

Key Concepts

- Planning and goal setting are important skills
- 4-H club planning can help youth to learn and practice these skills
- Planning helps to ensure that club goals are met

CONCLUSION

- A written club plan keeps youth and families informed and engaged
- Planning helps parents understand the importance of allowing children to participate in 4-H

4-H 201 10




As with many things we do in the 4-H program, program planning serves more than one purpose. Goal setting and planning help ensure that a club is 'on track' and enacting positive youth development. Engaging youth in club goal setting and planning also helps to develop life skills, and provides a connection to the group that is valuable to them. It really is important for the youth in your group to have as much input as possible in planning the overall club plan and in planning and conducting the club meetings.





With a well-thought out plan, you are also likely to find that meetings run more smoothly, and participants are better informed about club programs. It helps parents to understand the importance of allowing their child/ren to participate in the 4-H programs. Finally, club programs that are planned ahead leave time for fun and creativity to be included!



 Planning Club Programs

REFERENCE

- 4-H 101 Lesson 12 – Planning the 4-H Club Year
<www.4-hmilitarypartnerships.org/p.aspx?tabid=75>
- 4-H Organizational Skills, Planning and Organizing
Author: Stephanie Shank, 4-H Youth Development Agent, University of Arizona Extension
<nextgeneration.4-h.org/uploadedFiles/Next_Generation_VRKC/VRKC_Organizational_Skills_Planning_Lesson_Plan.pdf>
- Eccles, J. & Gootman, J.A., eds. (2002). Community programs to promote youth development. Washington, DC: National Academy Press.

4-H 201 11



 For more information, visit www.4-hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

4-H 101 Lesson 12 – Planning the 4-H Club Year
<www.4-hmilitarypartnerships.org/p.aspx?tabid=75>

4-H Organizational Skills, Planning and Organizing
Author: Stephanie Shank, 4-H Youth Development Agent
University of Arizona Extension
<nextgeneration.4-h.org/uploadedFiles/Next_Generation/VRKC/VRKC_Organizational_Skills_Planning_Lesson_Plan.pdf>

Eccles, J. & Gootman, J.A., eds. (2002). Community programs to promote youth development. Washington, DC: National Academy Press.



4-H Program Planning Worksheet



Club Goals:

Date, Time & Location	Business Activity	Educational Activity	Recreation Activity
Essential Element(s) we plan to include:	Person(s) responsible:	Person(s) responsible:	Person(s) responsible:
Essential Element(s) we plan to include:	Person(s) responsible:	Person(s) responsible:	Person(s) responsible:
Essential Element(s) we plan to include:	Person(s) responsible:	Person(s) responsible:	Person(s) responsible:

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4-H 201: Planning Club Programs EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I understand the importance of developing attainable goals for a 4-H club program.	1	2	3	1	2	3
2. I can discuss the 4-H Essential Elements in relation to club goals and planning.	1	2	3	1	2	3
3. I can utilize program planning tools to plan 4-H club meetings.	1	2	3	1	2	3

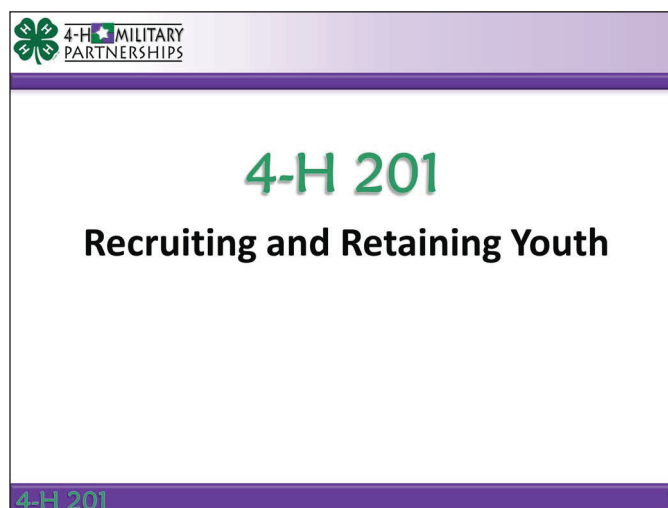
- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Recruiting and Retaining Youth



Recruiting and Retaining Youth



Intended Audience

This session is designed for 4-H volunteers or staff members who will promote 4-H programs, recruit youth, and provide leadership to 4-H clubs.



Objectives

- List at least three effective strategies to recruit youth to become 4-H members.
- Name three opportunities that would encourage youth to stay in 4-H.
- Cite success stories and promising practices that can be applied to aid in recruitment and retention of youth for a 4-H program.



Time

60 minutes



Supplies Needed

Computer, projector, and power source
Chart paper/newsprint
Markers
Pens and pencils
Scissors
Glue or tape
Internet access



Supplemental Resources

Get Promoted: Promotional Item Templates (4 pages)

Promotional Opportunity Ideas Handout (2 pages)

4-H Study of Positive Youth Development Handout

Recruiting and Retaining Youth Evaluation



Before the Training

Page 7 introduces the topic of Social Media.

Social media (for example, Facebook, Twitter, or podcasts) can be an effective, powerful, and cost-efficient way to connect with youth and families. Most organizations have guidelines for using social media in a way that protects young people. Be sure to find out any guidelines that may apply to the environments in which training participants will work. For example, a military installation may have guidelines for establishing a Facebook page for a program which takes place on the installation.

Slide 23 includes a video.

Test the slideshow to be sure that the video is compatible with the computer, projector, and speakers that will be used during the training. If the embedded video does not function properly, the 4-H Revolution of Responsibility Public Service Announcement may be downloaded from, or viewed on, the Internet at: www.4-h.org/about/revolution/

Supplies and Preparation

For the *Get Promoted Activity*, print or photocopy several of the promotional item templates included in this module. Have enough templates on hand for participants to have some choice in the style of template they will be using.

Provide an assortment of scissors, markers, pens and pencils, glue or tape, and any other craft materials you would like, for participants to create their promotional items.

If the training area allows, consider displaying these creations throughout the session.

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TDD). USDA is an equal opportunity provider and employer.





4-H MILITARY PARTNERSHIPS

4-H 201

Recruiting and Retaining Youth

4-H 201 1

Display the title slide before the training begins.



We know that 4-H is a powerful youth development program, in which youth have endless opportunities to learn and grow. But all of the potential benefits of 4-H participation can only be delivered to the youth who participate in your programs!

Without effective recruiting and retention strategies, your program may not reach the young people who can benefit from it. In this session, we will focus on proven methods and the best ways to identify, recruit and retain 4-H members.



4-H MILITARY PARTNERSHIPS

Recruiting and Retaining Youth

OBJECTIVE

Describe effective strategies to recruit youth to become 4-H members.

- What elements encourage youth to join 4-H clubs?

4-H 201 2





4-H MILITARY PARTNERSHIPS Recruiting and Retaining Youth

DISCUSSION

In what ways have you seen groups try to attract members?

What are the *best* strategies you have seen?

What are your favorite TV or radio commercials?

Were they effective?

Why?

4-H 201 3

Divide the group into 2 smaller groups - such as the left and right sides of the room if your training location permits. Give each group a sheet of chart paper and some markers.



As we begin to think about recruiting and retaining members, we can take a moment to think about effective strategies we have seen elsewhere.

Ask one group to discuss and make notes of some of the different ways that organizations, groups or companies try to attract members to join. What are some of the best recruitment strategies they have seen?

Ask the remaining group to discuss their favorite commercials. Why are these commercials memorable? Did they make them take action? What are some of the best recruitment strategies they have seen?

Record any effective strategies on chart paper to share with the whole group.

Allow between 5 - 10 minutes for this activity. Bring the group back together to share and discuss. Ask any of the following questions to guide the discussion:

What are some of the different ways that organizations attract members to join?

What were some of the favorite commercials you discussed? What made them memorable and did you take action?

What were some of the best recruitment strategies that you have seen?

Have any of you used these same techniques or ideas to attract youth to your 4-H club program? If not, do you think it might work? How could you apply these ideas?





Now that you have thought about some effective tactics from the advertising world, you will have a chance to apply those ideas to 4-H.



4-H MILITARY PARTNERSHIPS Recruiting and Retaining Youth

Get Promoted!

ACTIVITY

- Work individually

Materials:

- Pencils, pens, markers
- Scissors
- Promotional items on your table
- Design a promotional item to share with the group
 - Include a message or slogan
 - Think about your intended audience



4-H 201 4



Working alone or in a small group, you will create a 4-H promotional piece.

There are several templates on your table, as well as scissors, pencils, and markers.

Think of a saying, slogan, text message or design that you can place on the template that will help to market your 4-H club and entice people to join your program.

The design should be eye-catching and positive. It should send a message about what you might be doing or experiencing in your 4-H club.

If you or a group would prefer to create a 1 minute 4-H PSA instead you are also welcome to storyboard your idea.



4-H MILITARY PARTNERSHIPS Recruiting and Retaining Youth

Get Promoted!

ACTIVITY

Design a:

- Button, badge, magnet
- Blog message
- Advertisement, sticker, or banner
- T-shirt design
- Text message or Twitter tweet
- 1 minute PSA



4-H 201 5





Use your creativity to come up with one of the following promotional items:

- Button, Badge, or magnet to promote your 4-H program. (Circle template)
- Blog announcement, advertisement, sticker or banner to promote your 4-H club. (4 X 11 1/2 rectangle template). This might also be a graphic that could be shared via social media.
- T-shirt design that tells something about your 4-H club. (Blank T-shirt template)
- Text message to let others know about the great things you are doing in your 4-H club program. Text a message to teens to encourage them to come to your club meeting. Use text language if possible. Example: RU in2 4-H? It is a GR8 youth program! (Cell phone template) Your text message could also be shared via social media such as Twitter, or a smartphone application.
- Create a 1 minute 4-H commercial (PSA) to promote your club program and to entice youth to join. (Storyboard template)

You will have 15 minutes to bring your promotional idea to life. When you finish, share your work with everyone at your table.

Ask participants to share their ideas. If any of the promotional pieces are similar to pieces they are using in their programs, ask them to share a success story or personal experience.

Ask any of the following questions to guide discussion:

- What did you think of this activity?
- Which ideas were new to you?
- Which ideas stood out as something you might use in your program?
- Which method might younger children connect to more?
- Which method might teens respond to?
- Have you thought where you might use your promotional items in your community?

Many military installations have a movie theater that shows free or discounted movies to service members and their families. This presents a promotional opportunity for you!



You might be able to arrange to have a slide or advertisement shown before the movie begins.

You might be able to place 4-H posters or a display in the theater lobby, or to set up an information table to talk to families and youth as they arrive for a movie.

Finally, you could arrange to have concessions, such as popcorn, display a 4-H sticker or tag. (You could even make up a sticker or tag with a movie theme, such as: 4-H: Starring YOUTH!)



Many installations include a bowling alley or recreation center. What promotional materials or events could you host in those venues?



Include contact information for your program on any promotional materials. Could this be an activity to gain input and ideas from the youth? Could they be the ones designing your promotional item? What benefits might youth involvement have for your program?

Now that we have explored some of the formats we commonly think of when considering program promotion, we'll move on to a relatively new form of communication: social media.



The screenshot shows a presentation slide with the following content:

- 4-H MILITARY PARTNERSHIPS logo
- Recruiting and Retaining Youth
- Using Social Media**
- For Dynamic Recruiting & Communicating**
- Set up a 4-H club Facebook page
- Post video highlights on YouTube
- Set up a 4-H Club Twitter account
- Create videos for podcasts
- Blog about club events and activities
- Text meeting reminders to youth
- QR (quick response) code to send messages via smartphone

At the bottom left of the slide is the text "4-H 201" and at the bottom right is the number "7".



With the explosion of social media as part of our daily lives, many new promotional avenues have opened up.

You may wish to utilize technology to attract youth to your programs. Social media may even be a part of keeping youth connected to 4-H programs longer.

Electronic communication in the form of podcasts, online videos, groups on social media sites, QR codes and smartphone messages or apps, and e-mail or instant messages are some of the most common ways young people obtain and share information.

Delivering your message in one of these formats may help you keep in touch with youth as they transition into the teen years.

How many of you are using social media avenues to recruit and retain youth for your clubs right now? What are some of the examples you have used?

Here are some strategies for recruiting & retaining members using social media:





- Set up a 4-H club Facebook page
- Develop videos that highlight your 4-H program to post on YouTube®.
- Video samples are posted on YouTube®. One commercial created by Nebraska 4-H can be found at: www.youtube.com/watch?v=pWqOAlwQaP0
- Create a Twitter account so your 4-H members can follow
- Film 4-H activities and create podcasts
- Start a 4-H blog about club meetings or events
- Send text messages to remind youth of the meetings
- QR (Quick-Response) codes are a way to connect to families using smartphones. QR Codes may help connect members with event information, club websites, or contact information. There are many free websites that you can use to create your own QR codes.


Share any policies on social media use, or contacting youth through social media, that apply to your training participants' programs, locations, or military installations. Social media must always be used within established guidelines for all organizations.

Remember that the social media landscape is changing every day. Some methods may eventually become less popular, while others crop up to take their place.

How can you keep your message current and accessible to all?

Is social media another area in which youth or teen leaders can be partners in promoting your program?



 **4-H MILITARY PARTNERSHIPS**

Recruiting and Retaining Youth

Recruiting Strategies

Personal Interaction is Powerful!

- Set up an information table in a high-traffic venue
- Go where the youth and families already are
- 4-H members = the best ambassadors!
- Offer 4-H projects that appeal to everyone
- Host a family night with 4-H displays

When meeting potential members: be positive, be energetic, and SMILE!

4-H 201 8



In a society that is increasingly connected virtually, a personal invitation from a 4-H leader or member is still valuable and memorable. When extending a personal invitation, be positive, be energetic, and smile.

Remember that a personal invitation gives you a chance to tailor your message to the interests of the individual or family – so be sure to ask what they are looking for, and





share how 4-H can meet their needs.

Other personal touches could include a follow-up phone call, a hand written note to thank someone for their interest in your program, or a letter or invitation on stationary with your program or university seal, or on appropriate military letterhead.

As you consider ways to incorporate personal interaction in your program promotion, remember that **Belonging** is one of the Essential Elements of Positive Youth Development and the basis of quality 4-H programs. One of the strongest indicators of success for a young person is to have a long term personal relationship with a caring adult, other than a parent.

How can you help young people experience **Belonging** so they will want to join your program?

How will **Belonging** encourage young people to stay in 4-H year after year?



Which of the other Essential Elements (**Independence, Generosity, and Mastery**) could be reached through your promotional efforts? How might you accomplish this?

Here are a few suggestions that may help with your recruitment process:

- Set up information tables with activities at local events, schools, sporting events, youth programs, malls, BX/PX on a military installation, swimming pools, libraries, beaches, or churches
- Have 4-H members speak on behalf of their experiences to potential members and their families. 4-H members will not just talk about the benefits of 4-H - they will be examples of the learning and life skills the program instills in youth.
- Offer popular 4-H projects that all youth might enjoy, such as Cooking, Photography, Fine Arts, or technology.
- Service-Learning and Leadership clubs are great clubs to recruit older youth. Offering service opportunities for military youth may help them to have a better connection to their parents - who are serving their country.



Many military installation host family nights, back-to-school nights, or other family activities. Find out if you can display 4-H promotional material at these events. You could create a traveling 4-H display board which highlights possible program activities, field trips, speakers, etc that this club may be offering for the upcoming year. Offer a small promotional item for each young person or family that enrolls during the event. Additional military promotion ideas include:

- Advertise at the Base Exchange or Commissary; coordinate to have a radio message played in the store
- Conduct a mini 4-H fair; display the projects around the base in a variety of buildings in high traffic areas
- Promote 4-H programs and highlight success stories at Town Hall meetings





4-H MILITARY PARTNERSHIPS Recruiting and Retaining Youth

Marketing Considerations

4-H 201 9



Finally, recruiting potential 4-H members can be accomplished effectively, if you consider these when planning promotional activities:

What are you trying to achieve?

Gaining new members? Retaining members? A mix of both? Will some of your strategies be more effective at reaching one outcome or the other? What strategies can do 'double duty' and help with both goals?

What action do you want people to take?

Are you trying to raise awareness of your program, or increase your enrollment year to year?

Who is your audience?

What strategies will be most effective at reaching the population you are targeting?

Think about the age group you are recruiting. School age, middle school, and teens can all be marketed to in different ways. Consider marketing strategies to reach Cloverbuds (youth ages 5 - 8; check with your state to be sure of age ranges and terminology), certified Family Child Care (FCC) programs in military residential housing, and home-schooled youth. These groups are often interested in accessing 4-H programs, but may be overlooked in traditional marketing activities.





For example, an FCC home on a military installation might provide care to children ages 5-7 during afterschool hours. This could be an opportunity to start a Cloverbud program. 4-H activities could be offered once a week, and children could connect with other military families at Cloverbud day camps, workshops, and parades in the community.

Another possibility exists for home-schooled youth: they might create their own 4-H clubs by using the 4-H curriculum as part of their daily schooling. They also have the opportunity to connect with other youth if the 4-H club program is offered in a military youth center or other setting on the installation.



Consider a two-tiered approach. Youth will likely need parental support or at least consent to participate, so some of your promotional activity should be aimed at parents.

Information for parents/families might focus on how 4-H can help them and the benefits provided to their child by being a 4-H member.

Information for military partners may include benefits of belonging to 4-H clubs, programs offered and resources provided for families and staff.

Information for youth might include fun activities you are planning, opportunities to pursue hobbies, or to make new friends.

What are the rewards, benefits, or incentives participants gain from being involved in this club?

We all want to gain something from being involved in a program. You might want to showcase successes and achievements of the club, and current or past 4-H members.

What is length of time will participants be involved in the program?

Do they have to meet weekly for 8 weeks or can they just participate whenever they feel like coming? Unfortunately, many youth and volunteers are surprised by the time commitment 4-H requires. It is important to share clear expectations and guidelines to avoid confusion or disappointment after members or volunteers join the program.

What is unique about your community or state that you could tie your promotion to or are there new promotional methods that you would like to try? (Remember, if you facilitate a program on a military installation - the installation and surrounding areas are both your “community”!)

For example, are there popular venues in your community? Can you advertise in these areas?

Are there other community programs you can partner with, such as a summer reading





program at a library, or a recreation council sports program?

Have you ever thought about having a dance team or cheer team sharing your message? Could you promote 4-H by hosting a 4-H run, walk or marathon?

Could you create a display in a window or storefront in your community?

Could your club participate in a local sporting event, parade or civic event?

*Distribute and briefly review the **Promotional Opportunity Idea Sheet**. Provide an opportunity for participants to discuss and share the opportunities listed, as well as other strategies with which they have had success.*

There are endless possibilities and ideas for recruiting 4-H members. This handout includes many more simple ideas that you might want to try. You should also go to the National 4-H website and check out the many marketing tools/toolkits available or contact your county or state Extension service.



The screenshot shows a handout with a purple header. On the left is the 4-H Military Partnerships logo. On the right, it says 'Recruiting and Retaining Youth'. The main title is 'The 4-H Study of Positive Youth Development'. Below the title, it states: 'When compared to other youth, young people involved in 4-H:'. This is followed by a bulleted list: '• Have higher educational achievement', '• Have greater motivation for future education', '• Are more civically active', and '• Make more civic contributions to their communities'. At the bottom right of the list, it says '- www.4-H.org'. The footer of the handout shows '4-H 201' on the left and '10' on the right.



The 4-H Study of Positive Youth Development is a longitudinal study that began in 2002 and continues today. The study surveyed more than 7,000 adolescents from diverse backgrounds across 44 U.S. states. The study is made possible by the contributions of our nation's land-grant universities and National 4-H Council.

This in-depth study has discovered that, when compared to other youth, young people involved in 4-H:

- Have higher educational achievement and motivation for future education
- Are more civically active and make more civic contributions to their communities

Extension and military personal alike should use the data in this study to garner support and promote the 4-H Military Partnership to senior leaders and families to increase






youth participation in 4-H programs.

The complete 4-H Study of Positive Youth Development and Fact Sheets can be found at: www.4-h.org/about/youth-development-research/positive-youth-development-study




 **Recruiting and Retaining Youth**

OBJECTIVE

Discuss opportunities that will encourage youth to remain in 4-H programs.

4-H 201 11

 **Recruiting and Retaining Youth**

Why do Youth Leave the 4-H Program?

- Lost interest in 4-H
- Became involved in other activities
- Friends were not in 4-H
- Did not get enough help

(Harrington, Sheehan, Blyth, 2010)

- Lack of understanding of the 4-H program
- Moved and unable to connect with 4-H at the new location
- Conflicting time commitments
- Never felt welcomed or a part of the group
- Project groups didn't meet often

(Astroth, 1985)

4-H 201 12



When youth enroll in your 4-H program, you know you are succeeding at recruitment. But your work isn't over - you will still need to think about retention. Why do young people end their involvement with 4-H? How can we keep them engaged in the program, especially in their teen years?

In research studies conducted to discover why members drop out of 4-H some of the major reasons given by youth were:

- Lost interest in 4-H
- Became involved in other activities
- Friends were not in 4-H
- Did not get enough help

(Harrington, Sheehan, Blyth, 2010)





Another study found:

- Lack of understanding of the 4-H program, its goals, activities, events, and time commitment and no support for project work
- Moved - did not know how to connect with 4-H at the new location
- Conflicting time commitments such sports and other youth programs
- Never felt welcomed or a part of the group
- Project groups didn't meet often and/or frequently enough to satisfy them

(Astroth, 1985)



4-H MILITARY PARTNERSHIPS Recruiting and Retaining Youth

Why do Youth Leave the 4-H Program?

Some reasons beyond our control:

Conflicting commitments

Some reasons within our control:

Quality of the 4-H experience

4-H 201 13



The research on member retention can help all of us improve the experiences we are currently providing. It shows us that some of the reasons youth leave 4-H are beyond our control, such as conflicting schedules or moving to a new location. But we have control of things related to the quality of the 4-H experience: things that youth and leaders can do.



4-H MILITARY PARTNERSHIPS Recruiting and Retaining Youth

Benefits of Being in 4-H

Youth that are involved in 4-H.....

- Perform better in school
- Are more motivated to help others
- Develop skills in leadership, public speaking, planning, conflict resolution, and recordkeeping
- Possess greater self-confidence

4-H 201 14






One of the most valuable strategies you can use when recruiting for 4-H programs is to ensure that parents and youth understand the benefits of 4-H. In order for families to devote their valuable time and resources to the program, they need to first understand why 4-H is a worthwhile endeavor. Fortunately, this is not hard to demonstrate!

Studies show that youth involved in 4-H do better in school, are more motivated to help others, have developed skills in leadership, public speaking, planning, conflict resolution, and recordkeeping. They are also more self assured. The longer they are in the program the more these skills are developed and refined.

The 4-H Study of Positive Youth Development details some of the benefits gained by being involved in 4-H clubs. Review the fact sheet for more details.




 **4-H MILITARY PARTNERSHIPS** Recruiting and Retaining Youth

Strategies to Retain 4-H Members


- Survey to identify strengths/weaknesses of club
- Caring and Energetic Leader /Mentors
- Youth are involved in the planning
- Meaningful projects/activities
- Flexible on meeting times, dates, & locations

4-H 201 15

 **4-H MILITARY PARTNERSHIPS** Recruiting and Retaining Youth

Strategies to Retain 4-H Members

- Flexible expectations and content
- Communication with youth & families
- Participation and recognition
- Network of 4-H contacts – don't "lose" youth when they move
- Opportunities to develop friendships

 How can you assist military families, who may move frequently, to stay involved in 4-H?

4-H 201 16





Retaining Teen 4-H Members

- Create efficient registration/enrollment forms
- Work with existing teen clubs or groups
- Offer clubs and projects that are interesting and relevant to teens
- Practice flexibility on meetings, times, and project activities
- Consider alternative methods for meeting
- Keep it fun, relevant and personal

4-H 201

17



Some strategies you can use to improve your program and retain more members:

Survey your club members and families to identify the strengths & weaknesses of your program. Acknowledge your club's strengths and build on them. Take a close look at the areas most often identified as needing improvement or think of the reasons why youth left the program. Use these results to develop action plans to improve the member experience at club meetings and in their project work.

The 4-H leader (or staff member) is the catalyst that can make this happen. A genuine, caring adult leader who provides fun and relevant learning experiences for the youth is a primary factor in successful 4-H clubs and continued youth participation. Leaders can create an atmosphere that makes the member feel a sense of belonging.

You may also want to consider assigning youth mentors or sponsors to the new 4-H member or family for the first year.

Another factor that determines youth interest is if they have input into program and meeting planning, and what they will do throughout the year. Youth should have input into the club's yearly plan and an active role in all aspects of the program. *(For more information, consider reviewing the 4-H 201 Session: Planning Club Programs)*

Remain flexible as youth become more involved in other activities, school groups, sports, and other activities. Be willing to consider alternate days and times to meet. The 4-H projects offered must be pertinent and provide useful and relevant learning opportunities that the youth can use throughout their life.

They might need additional information or time to work on these project areas so involve the community more by offering mentors, speakers and providing field trips in that project area.





If they are enthusiastic about a project—they probably will stay in the club. Program expectations and content should be adjusted to member needs and interests as they get older. It may be helpful to survey 4-H members and families to find out what areas of interest they would like to see addressed in 4-H programming.

Communication is key. Sharing regular information and updates with youth and families about your club or other county 4-H activities and events will offer them an opportunity to become more familiar with these activities. Send reminders and if a youth does not attend a meeting or event, follow up with him to see why they could not attend. Let them know that you look forward to seeing them at the following meeting.

Some youth stay in 4-H because they have opportunities to participate and compete in events at county, state and national levels. Youth also appreciate being recognized and will strive to accomplish more if they have been recognized for their achievements. How can you recognize youth in your club meetings?

If you are a part of military 4-H, think about ways you can provide continuity for young people as they experience PCS to or from your location. It is important to have a system in place to reach incoming families or connect outgoing families to the 4-H program at the next site. Consider including this as part of your youth sponsorship program. In what ways can we assist military families, who may move frequently, to stay involved in 4-H?

Friendship is a key component on how long 4-H members remain part of a club. It is important to help encourage these friendships as part of the glue that holds your club together. Keep an eye out for bullying or unwelcoming behavior, and work to remedy those situations if they arise.

Be sure that the 4-H meetings are fun. Try to include trips, special events, activities or opportunities to do service to others throughout the year. 4-H programs should be an activity that both staff members and youth participants look forward to and enjoy.


Unfortunately, it is a widely experienced trend that older teens are likely to leave the 4-H program. We know that we need to work to keep them involved, and pay special attention to strategies and programs that are specifically relevant to teens.

Some strategies that may be useful for retaining teen members include:

- Creating efficient registration/enrollment forms, that will enable youth and families to easily extend their involvement with 4-H programs in a hassle-free process.
- Work with existing teen clubs or groups to engage teens through programs with which they are already involved, rather than ‘adding’ a new program to their busy calendars.
- Providing opportunities for teens to experience leadership; win awards, recognition, and scholarships; and develop lifetime friendships.





 4-H MILITARY PARTNERSHIPS Recruiting and Retaining Youth

Pop Up and Share

ACTIVITY

- Move chairs into the open
- Listen carefully!
- If you have been or are doing the activity stated, “Pop Up” from your chair
- Feel free to share details so we can all learn from each other

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Chances are you are already connecting with teens to keep them engaged in your program. This activity will give you more ideas for connecting with teens, and reward you for the strategies you are already using!

Ask participants to move their chairs away from the tables or desk, so that they may easily stand up.

I will call out a series of statements and questions. If you have been or are doing the activity stated, “Pop Up” from your chair. If you are actively using the technique mentioned, please feel free to share details so we can all learn from each other

Use the statements provided below or come up with a few statements specific for your group.

- You have taken a teen or group of teens to a 4-H county or state event. (What was the event?)
- You helped a teen fill out a 4-H record book or portfolio so they could receive a special award. (What was the award?)
- You have started a teen mentorship program and have teens participating in it. (Who do the teens mentor?)
- One of my teens has helped to lead a county 4-H event or activity. (What was it?)
- Stand up if a teen taught a 4-H session in your youth program. (What lesson?)
- You have had a youth that participated in a 4-H exchange, conference, or trip. (What was it?)
- Many teens love to eat! Stand if you have a fun and exciting 4-H cooking club. (Share a memorable activity that you have done in your club.)
- Stand if you have had your teen leadership club conduct at least six 4-H club meetings and six 4-H project lessons. (What was one of the projects?)
- Friendship is important. Stand if one of your teens made a new friend through the 4-H program.
- Stand if you have had teens help create a promotional item to promote your 4-H





club program. (What was it?)

- Stand up if one of your youth received a 4-H scholarship. Congratulations!
- You have had a 4-H club meeting on-line, on a video teleconference or a conference call. Stand up!
- You have done a fun and silly event as part of your 4-H club (What did you do?)
- You have a teen in your program that has been in 4-H for more than four years.

Thank you all for sharing your experiences - give yourselves a round of applause!

After the Pop Up and Share Activity, you are probably beginning to think of new ways to keep youth involved in 4-H programs. We're going to explore a few more of those strategies now.

How are you making it easy for the youth to participate in 4-H?

An example we have reviewed in this session is the 4-H enrollment process. Some installations allow for 4-H enrollment forms to be completed at central registration, when families enroll in other services. Others have 4-H nights where parents can complete enrollment forms. See if your state has an online form and way that enrollment can be updated via the Internet each year.



One strategy for connecting with teenagers is to reach out to them through activities in which they already participate. Does your installation have a teen leadership club or teen council? Work on developing a plan so that this club could also meet the requirements of being one of the following 4-H clubs: leadership, service-learning or citizenship. Once or twice a month, this group would conduct a 4-H club meeting and do a 4-H project lesson. They could in turn lead the rest of your afterschool participants in a community service project or use their leadership skills to plan a youth center event or activity or teach a 4-H project lesson. Consider working with a Boys & Girls Club of America teen leadership club, as well.




Recruiting and Retaining Youth

Opportunities for Teens

- Mentorship
- Youth-adult partnerships
- Leadership
- Travel
- Scholarships, recognition, rewards
- Higher education, résumé building, life skills
- Social interaction and friendships

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Be especially aware of opportunities that will enrich the lives of teenage youth. What issues and experiences are important to teens?

Teens may be particularly interested in taking leadership roles in projects that are important to them. Provide opportunities for young people to connect with adults as partners. Work together on projects, give them a voice in planning your programs or on advisory boards. Develop a culture in your program where young people are treated as valuable resources. (*The 4-H 201 session on Building Youth Adult Partnerships can help with this.*)

Provide leadership opportunities. Find ways that the youth can become more involved in leadership activities in the county or state 4-H program or in the community. Military youth who have the opportunity to serve as leaders in one program may find they have more leadership opportunities open to them, and may continue to serve as leaders and ambassadors for your program.


Most teens love to connect with other teens so consider a 4-H exchange trip or a fun field trip related to their project. Help them apply for a 4-H state or national trip. If they are going on college trips, encourage them to connect with Collegiate 4-H so they will have some more connections once they start college.

4-H provides opportunities for young people to receive awards, recognition and scholarships. These are available for those youth who continue to strive for excellence and remain in the 4-H program.

Finally, 4-H offers many social events for teens. Some teens participating in 4-H on military installations said they enjoy connecting with other 4-H clubs in the community at fairs, 4-H day at the mall or reading with others at community libraries.

Many people who have made friendships in 4-H still remain friends for a lifetime.



 **4-H MILITARY PARTNERSHIPS** Recruiting and Retaining Youth

Reflect

REFLECTION

- How challenging was it to design a promotional piece for your program?
- What other types of promotion might work for your program?
- Are you already using some of these recruitment and retention methods?
- How is your program using social media to attract youth?

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As with any 4-H activity, we will be looking back at what we have explored today with a discussion and reflection.

Reflect:

- How challenging was it to design a promotional piece for your program?
- What other types of promotion might work for your program?
- Are you already using some of these recruitment and retention methods?
- How is your program using social media to attract youth?




Recruiting and Retaining Youth



- How can promotion and recruiting effect your program?
- What strategies will help you keep young people involved in 4-H through their teen years?
- How will retaining members benefit your 4-H program?
- What ideas from the session do you plan to implement when you return to your program?


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Apply:

- How can promotion and recruiting effect your program?
- What strategies will help you keep young people involved in 4-H through their teen years?
- How will retaining members benefit your 4-H program?
- What ideas from the session do you plan to implement when you return to your program?




Recruiting and Retaining Youth

Key Concepts

- Create promotional items to market your program.
Involve youth in this process!
- Use a variety of social media and personal strategies for recruiting youth
- Youth will stay in 4-H if they have caring adults and interesting projects
- Provide opportunities for teens to be mentors, resources and partners with adults in their community

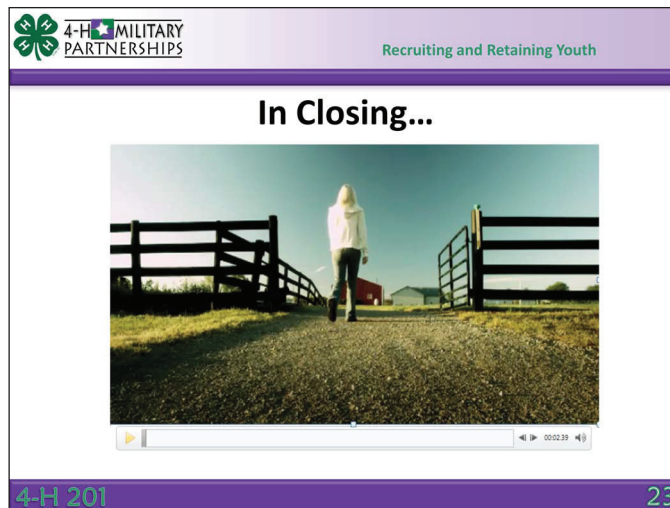
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Today we have explored many strategies you can use to encourage youth to participate in 4-H, and many ways you can engage youth so that they remain in 4-H programs year after year. As you return to your own community, a few key concepts to keep in mind are:

- Create promotional items to market your program. Involve youth in this process!
- Use a variety of social media and personal strategies for recruiting youth.
- Youth will stay in 4-H if they encounter caring adults and experience interesting projects.
- Provide opportunities for teens to be mentors, resources and partners with adults in their community.



To close our session today we would like to show you a public service announcement (PSA) that was developed by teens & National 4-H Council. This PSA emphasizes the concepts we have discussed in our session today.

First, teens worked on this PSA just like you created the promotional items/PSA at the start of this session. Remember, you might want to involve your youth in making a PSA for your club.

This video clip is available on the internet, including YouTube and Facebook. Social media connects with the youth that are not yet involved in 4-H.

One example shows a youth that has been in 4-H for 11 years. She stayed involved in the program because she had the encouragement of many caring adults and had a favorite 4-H project that she focused on every year.

The other example shows youth were looked to as resources in their community,






treated as adults, and gave the youth an opportunity to serve the community using the latest technology.

Finally, these youth received national recognition which encourages them to continue to be involved in 4-H programs.



 **Recruiting and Retaining Youth**

- Kirk A. Astroth, "The Challenge of Retaining 4-H Members," *Journal of Extension*, Fall 1985, Vol. 23, No. 3. This article is online at <www.joe.org/joe/1985fall/sa4.html>
- Rebecca Harrington, Trisha Sheehan and Dale Blyth, "Minnesota 4-H Retention Study Brief," Winter 2010. This study is online at <www1.extension.umn.edu/youth/docs/4-H-retention-study-brief.pdf>
- Richard A. Lerner, Jacqueline V. Lerner, and colleagues, "The Positive Development of Youth," 2011. This study is online at <www.4-h.org/about/youth-development-research>

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4-H MILITARY PARTNERSHIPS

 For more information, visit www.4-Hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

Kirk A. Astroth, "The Challenge of Retaining 4-H Members," *Journal of Extension*, Fall 1985, Vol. 23, No. 3.

www.joe.org/joe/1985fall/sa4.html

Rebecca Harrington, Trisha Sheehan and Dale Blyth, "Minnesota 4-H Retention Study Brief," Winter 2010.

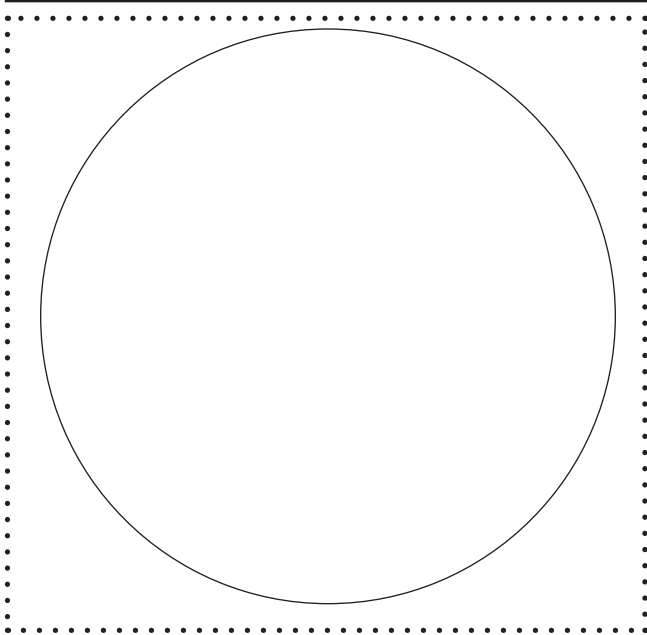
www1.extension.umn.edu/youth/docs/4-H-retention-study-brief.pdf

Richard A. Lerner, Jacqueline V. Lerner, and colleagues, "The Positive Development of Youth," 2011.

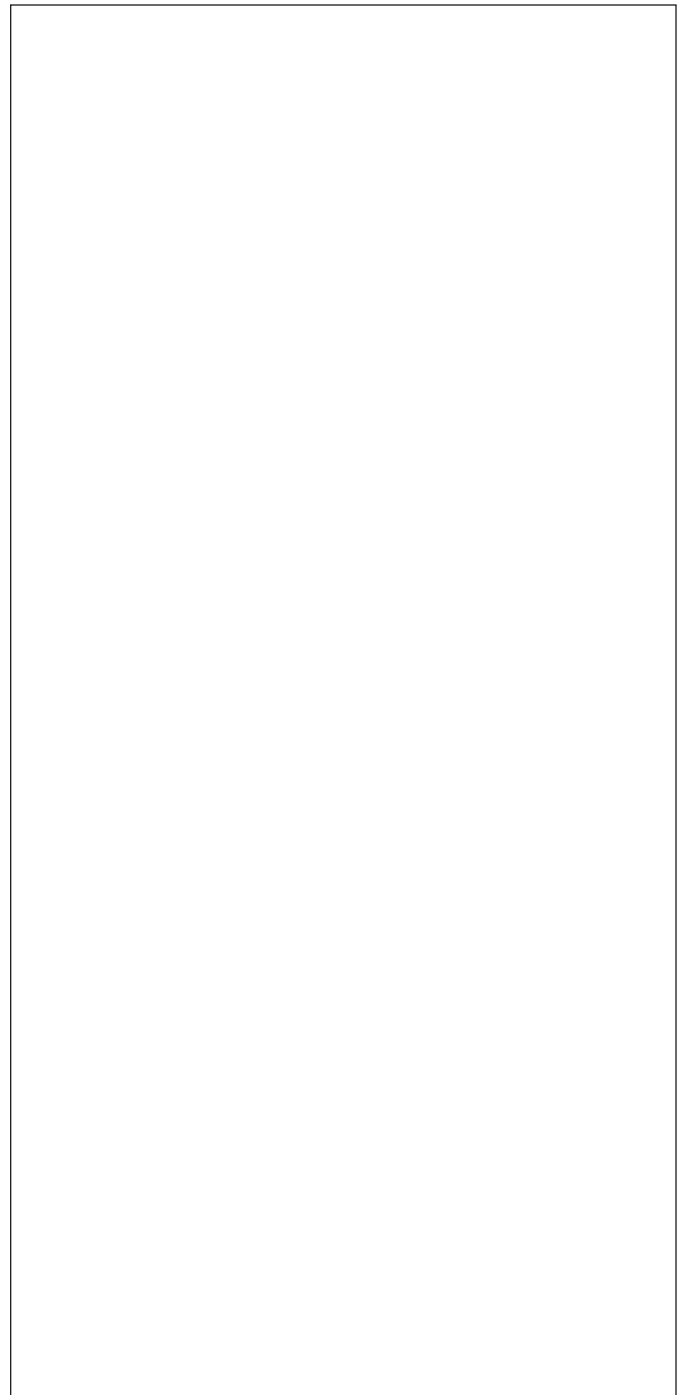
www.4-h.org/about/youth-development-research/



Get Promoted Promotional Item Templates



Button/Badge/Magnet/Sticker Template



Blog/Advertisement/Sticker/Banner Template

Print or copy and cut out several blank templates for participants to use when creating a sample promotional item.

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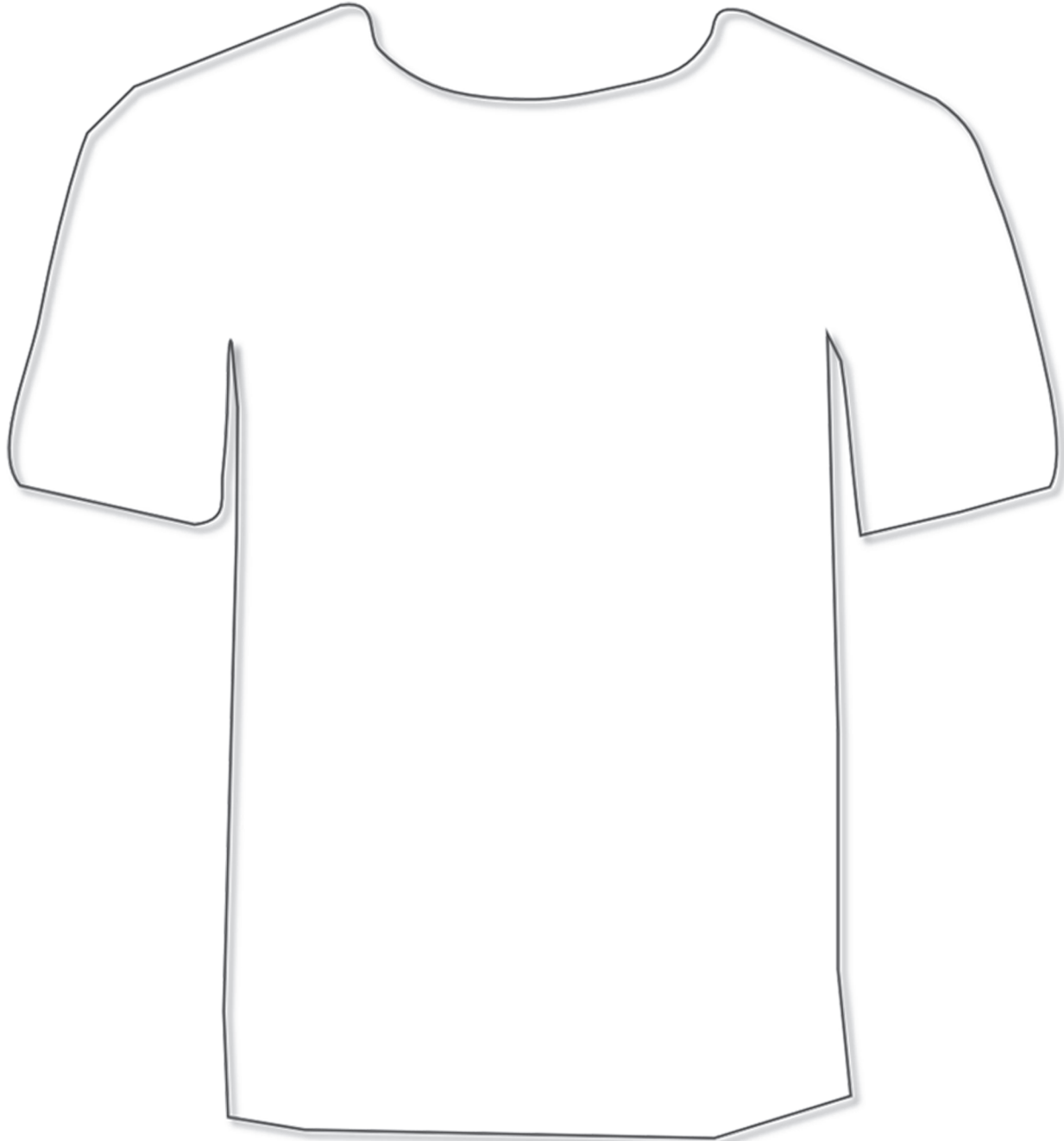
Cell Phone/Text Message/QR Code Template
(A message of 140 character or less may also be shared via Twitter.)

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T-shirt Template

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Get Promoted Promotional Item Template



Print or copy and cut out several blank templates for participants to use when creating a sample promotional item.

PSA Storyboard Template

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Promotional Opportunity Ideas



25 Places Where You Might Promote Your Program

1. Libraries (Leave bookmarks; videos that you could check out about 4-H, Read to Me programs or puppet shows during story hour; flyers; display cases, etc.)
2. Large community events (Youth festivals or events that attract many people. Hand out items or have some kind of gimmick to attract people to your display or activity.)
3. Military installations (Family child-care homes, after-school programs, teen programs, fitness clubs, newsletters/newspapers, volunteer office, booth about 4-H at special family events, etc.)
4. After school programs (Schools and in the community)
5. Schools (Have teachers incorporate 4-H into the classroom curriculum. Design hot lunch tray liners. Promote during back-to-school or family nights--have displays/projects, etc. Have current 4-H club members develop marketing plans for the schools they attend. Promote the program to youth in classrooms by dressing as a detective and pull out items from inside of a trench coat. The more creative and unique, the better!)
6. Beach (Wear slippers/flip-flops that have the 4-H logo on or have die-cut on the bottom of the sole of the shoe with the 4-H logo. Sponsor 4-H sand contests. Have 4-H stickers placed on shaved ice, etc. Have beach umbrellas, mats and towels with the 4-H logo.)
7. Malls (Host Mall Day--booths with hands-on activities/presentations/banners/games related to 4-H and the variety of projects during National 4-H Week. Hold some of your County events such as Fashion Revue or Food Show at the mall. 4-H members can serve as live mannequins with a 4-H sign propped up nearby.)
8. Stores/businesses (Use storefronts to put up 4-H displays. Ask managers to put 4-H information in their employees' lunchroom. Work with businesses that may allow their employees to volunteer for community programs)
9. Restaurants (Tidbit news, liners on trays, large signs in their parking lot or give out free food/beverage coupons for lunch or dinner to those that are 4-H alumni or agree to volunteer in your program.)
10. Swimming pools (Give out flyers, posters or summer youth newspapers with all kinds of activities related to 4-H projects. Include ads in the newspaper about joining 4-H.)
11. Adult community gathering places--coffee shops, beauty salons/spas, gyms, bookstores, golf courses, etc. (Pass out flyers, have people meet with you at these places to talk about the program, give coupons or gift certificates at these places to individuals who are willing to be a 4-H volunteer.)
12. Doctors'/optometrists'/dentists' offices (Display flyers, mini newspapers with lots of youth activities/4-H promotion, magazines, etc., related to 4-H.)
13. Sporting programs/events (Little League teams, soccer and other youth sporting teams and events are great places to connect with families. Give out flyers to families that you want to associate with for the whole year. Promote 4-H at half time with 4-H entertainment or create a human clover on the football
14. Chamber of Commerce/welcome wagon programs/military welcome packets (Give out welcome packets and/or brochures about 4-H, etc.)
15. Day care homes or centers (Have them use 4-H curriculum for their daily program.)

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Promotional Opportunity Ideas - 2



16. Family shelters (Have staff incorporate 4-H into their youth programming efforts.)
17. Community parks or summer recreation programs (These programs may want to create community 4-H clubs as part of the their programs.)
18. Community day camps (Sponsor community day camps. Invite youth and parents to attend and have them explore 4-H by participating in many 4-H workshops/sessions or have booths with all kinds of hands-on 4-H project tables where they can make and take some small 4-H projects home.)
19. Community or county fairs (Give out scavenger hunt clues at the entrance gates to fairgoers to help them find the 4-H program; cookie coupons to fairgoers to find the 4-H displays and exhibits; or balloons, paper sun visors, fans. Sponsored contests each day can relate to the 4-H program. Display a map and let 4-H alumni indicate where they experienced 4-H. Collect names and addresses from the alumni to contact them later to assist with the program.)
20. Movie theaters (Many times non-profit organizations can receive a free slide or pay a small fee to have their program highlighted in one of the advertisements shown before the feature movie. Ask if the movie theater would allow you to put 4-H stickers saying, "4-H is a popping good time" on their popcorn bags.)
21. Phone book companies/mass media (Make sure that 4-H is easy to find in your phone book. Do special feature articles for the newspapers on something unique about 4-H; have youth do weekly 4-H stories on the radio; run 4-H promotion or activities on local cable TV. Have local television reporters report on a unique 4-H newsworthy story. Take out a large ad in the Sunday paper. Ask TV/radio stations to play PSA's. In Hawaii, one of the news stations shows individuals at the end of the newscast showing the "hang-loose" sign. Invite this station to tape your group. Give the reporters special leis or pins to wear during National 4-H week or during special promotion times for 4-H.)
22. Parades (Floats, youth marching with signs, etc.)
23. Grocery stores (Flyers in or on grocery bags. 4-H logo printed on milk cartons. 4-H youth help with special events that the store is sponsoring--4-H food members can promote eating fruits/vegetables or teach people how to read labels. Decorate displays with 4-H fabric. Many times the local stores will promote your program in their weekly grocery ads in the newspapers.)
24. Government officials' offices/meeting places/events. (Legislators, County Commissioners, Mayor, Governor, etc.) Present local decision-makers with gift baskets containing items that represent the different 4-H projects--leather craft key chain, jam, etc.--and also include a brochure about the 4-H program. Present them with items during National 4-H week. Send thank-you cards when they support 4-H initiatives. Request special proclamations, etc.
25. Fraternal organizations-- (Many of these programs have grants available for community service projects or may have individuals that could help with some of your special events or activities. They also have magazines, blogs, Facebook pages and/or newsletters for their organization members and like to feature some of the youth or programs that they helped to sponsor.)

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4-H Study of Positive Youth Development

4-H  MILITARY PARTNERSHIPS



The 4-H Study of Positive Youth Development 2011 Summary of Findings for Wave 7 of the Study

Study Shows: 4-H Helps Young People Excel Beyond Their Peers

The structured learning, encouragement and adult mentoring that young people receive through their participation in 4-H plays a vital role in helping them achieve future life successes. For nearly a decade, preeminent youth development scholar, Dr. Richard Lerner, and the team at the Institute for Applied Research in Youth Development at Tufts University have been working with faculty at land-grant universities to conduct *The 4-H Study of Positive Youth Development*.



This in-depth, longitudinal study has discovered that, when compared to other youth, young people involved in 4-H have higher educational achievement and higher motivation for future education. In addition, youth in 4-H are more civically active and make more civic contributions to their communities than youth in other out-of-school programs.

4-H Youth Make More Healthy Choices

According to Wave 7 of the study, 4-H'ers – regardless of their background, socio-economic status, race, and gender – thrive through the health/safety education and experiences they receive through 4-H programming. In fact, young people in 4-H are:

- More likely to have healthy eating and exercise habits,
- Less likely to have sexual intercourse,
- Shown to have had significantly lower drug, alcohol and cigarette use than their peers.

4-H'ers Excel in School and the Sciences

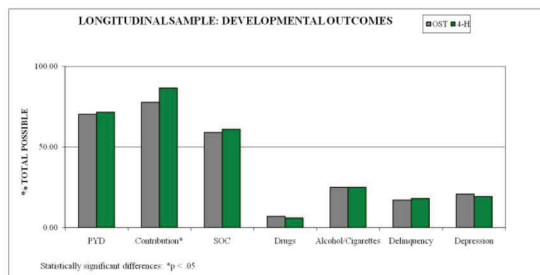
The advantages of 4-H participation also include higher educational achievement and higher motivation for future education. Young people in 4-H:

- Report better grades, higher levels of academic competence, and an elevated level of engagement at school,
- Are more likely to pursue future courses or a career in science, engineering, or computer technology.

The study also finds that girls in 4-H are more than twice as likely to participate in science, engineering, or computer technology programs than their peers.

Young people in 4-H Are Committed to Improving Their Communities

A notable trend of the study indicates that 4-H youth are three times more likely to actively contribute to their communities when compared with youth who do not participate in 4-H.



Methodology:

The 4-H Study of Positive Youth Development is a longitudinal study that began in 2002, and continues today, surveying more than 7,000 adolescents from diverse backgrounds across 44 U.S. states. The study is made possible by the contributions of our nation's land-grant universities and National 4-H Council.

To learn more about *The 4-H Study on Positive Youth Development*, visit www.4-H.org/about/youth-development-research

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4-H 201: Recruiting and Retaining Youth EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I can list at least three effective strategies to recruit youth to become 4-H members.	1	2	3	1	2	3
2. I can name three opportunities that would encourage youth to stay in 4-H.	1	2	3	1	2	3
3. I can list a few promising practices that can be applied to aid in recruitment and retention for a 4-H program.	1	2	3	1	2	3

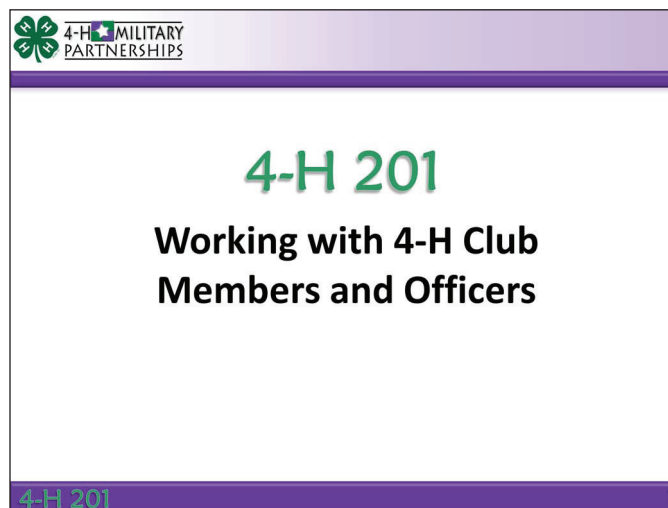
- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Working with 4-H Club Members and Officers



Working with 4-H Club Members and Officers



Intended Audience

This lesson is intended for all adults who will work with 4-H club officers and 4-H club members.



Objectives

- Identify 3 ways youth can develop life skills as a 4-H club member.



Time

60 minutes



Supplies Needed

Computer, projector, and power source

Chart paper/newsprint

Pens and pencils

Markers

Sticky wall materials:

• Spray adhesive

• Newsprint or bulletin board paper at least 6' x 4' feet in size

• Banners for Life Skills Competency categories sized to fit across the top of the sticky wall

• 4 green 8" x 10" sheets of paper

• 4 pink 8" x 10" sheets of paper

• 8 yellow half sheets of card stock

• 35 lavender half sheets of card stock



Supplemental Resources

Mastering Maximum Impact of 4-H Club Membership Worksheet

Working With 4-H Club Members and Officers Evaluation



Before the Training

This lesson is designed to help volunteers and staff focus on helping youth develop life skills and acquire the Essential Elements through being a member of a 4-H club and servicing as a 4-H club officer. Training on the duties of each office is not part of this lesson.

For more in-depth information about life skills you may want to obtain Developing Youth Curriculum Using the Targeting Life Skills Model: Incorporating Developmentally Appropriate Learning Opportunities to Assess Impact of Life Skill Development from Iowa State University Extension and Outreach, State 4-H Office.

Supplies and Preparation

Prepare the sticky wall activity as follows:

1. Print one of each of the following words on the green sheets of paper: Head, Heart, Hands, Health.
2. Print one of each of the following words on the pink sheets of paper: Independence, Generosity, Mastery, Belonging.
3. Print one each of the following categories and its definition on the yellow half sheets of card stock:
 - Thinking:** using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider
 - Managing:** using resources to accomplish a purpose.
 - Relating:** a mutual or reciprocal connection between two people that is wholesome and meaningful to both.
 - Caring:** showing understanding, kindness, concern and affection for others.
 - Giving:** providing, supplying or causing to happen (social responsibility).
 - Working:** accomplishing something or earning pay to support oneself through physical or mental effort.
 - Living:** Acting or behaving; the manner or style of daily life.
 - Being:** living ones life; pursuing ones basic nature; involved in personal development

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4. Print one of each of the following skills on separate half sheets of lavender cardstock. This will require 35 half sheets of paper.

- | | |
|-----------------------|---------------------------|
| Learning to learn | Communications |
| Community service | Healthy Lifestyle choices |
| Decision-making | Volunteering |
| Cooperation | Problem solving |
| Social skills | Leadership |
| Stress Management | Critical thinking |
| Conflict resolution | Responsible |
| Disease Prevention | Service learning |
| Accepting Differences | Contribution to group |
| Personal safety | Goal setting |
| Concern for others | Marketable/useful skills |
| Self Esteem | Self responsibility |
| Planning/organizing | Empathy |
| Wise use of resources | Sharing |
| Teamwork | Character |
| Keeping Records | Nurturing relationships |
| Self-motivation | |

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 4-H MILITARY PARTNERSHIPS

4-H 201

Working with 4-H Club Members and Officers


4-H 201 1

Display the title slide before the training begins.



4-H programs may look different from one community to another but many of the skills learned in 4-H are transferable and help youth be successful in their community and into adulthood, no matter where they are. In the 4-H program, skills and knowledge that are valuable throughout life are referred to as “life skills”, and learning life skills is a cornerstone of the 4-H experience. With best practices learned best through practice, many experiences that teach or reinforce life skills must be provided. Mastery of a skill requires opportunities to try, make mistakes, and try again.



 4-H MILITARY PARTNERSHIPS

Working with 4-H Club Members and Officers

OBJECTIVE

Identify 3 ways youth can develop life skills as a 4-H club member.

4-H 201 2

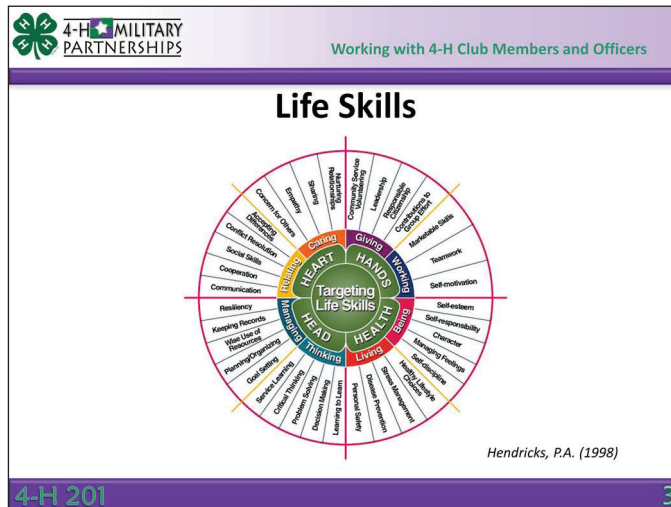
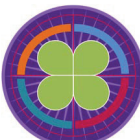




Youth who become involved in club membership or serve or as a 4-H club officer have an opportunity to develop life skills. Belonging to a club helps youth to be civically engaged, and provides the chance to experience leadership, cooperation, service-learning and more. Club officers have the opportunity to lead planning of activities and events with members of the 4-H club. Club officers may have the chance to work in youth-adult partnerships with club leaders, volunteers, and 4-H Extension professionals. With the involvement of youth leaders, club programs can more effectively deliver the Essential Elements of 4-H.

We must remember though that sequential steps related to the age and stage of development of the young person. Understanding the developmental tasks and characteristics common to the ages of the youth with whom you work is very important.

Since skills are best learned through practice, many experiences that teach or reinforce skills must be provided. Mastery of any skill requires opportunities to try, make mistake, and try again. Effective youth development organizations deliver programs to develop competence through an organizational framework that helps members and staff understand their mission.



4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4-H refers to this framework as a “Targeting Life Skills Model”, (1) from Dr. Hendricks research from Iowa State University.



This activity helps participants link the 4-H Essential Elements and Life Skills. If time is short the presenter can display and discuss Slide 3.

Ask the participants to build their model of developing life skills through 4-H clubs. Ahead of time place the green titles of Head, Heart, Hands and Health. Pass out all of the remaining sticky note pages to participants.

Ask participants with the Essential Elements on the pink sheet to come up and place them under the category that they match with the 4-H Pledge. Ask the audience if they believe they have been placed correctly.

Then ask the audience with the yellow sheets of paper to place them under the category which matches the 4-H Pledge and Essential Elements.

Lastly, ask the participants with lavender sheets of paper to place them under the Life Skill categories.




Reflect:

- What do you see as the primary benefits of youth developing the Essential Elements/Life Skills?

Apply:

- Which of the Essential Elements or Life Skills do you see fitting into your 4-H program?



	Working with 4-H Club Members and Officers
<h3>The Essential Elements</h3> <p>In the 4-H Club</p>	
Belonging	Youth help develop an inclusive environment for all club members.
Independence	Youth see themselves as active participants in the future of their club.
Generosity	Youth have opportunities to value and practice service to others.
Mastery	Youth have opportunities to try, make mistakes, and learn.
4-H 201	4



Ask participants how youth might experience the Essential Elements through being a club member or serving as a club officer.

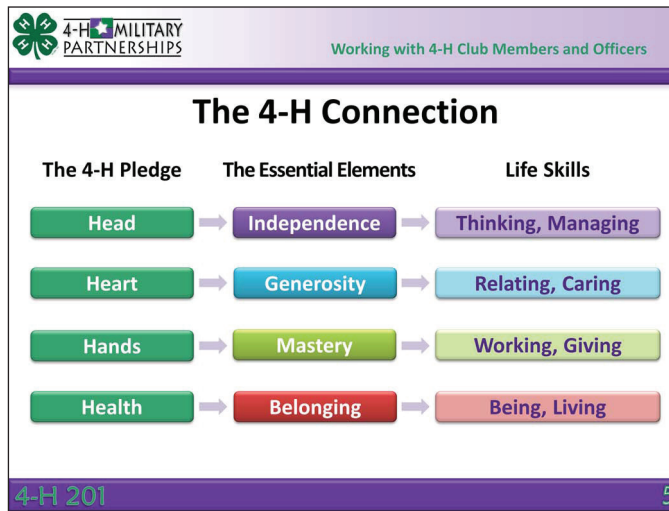


Belonging: Youth learn life skills through a positive relationship with a caring adult in a safe environment and help develop an inclusive environment for all youth.

Independence: Youth have opportunities to see themselves as active participants in the future of their club and become self-directed.

Generosity: Youth have opportunities to value and practice service to others.

Mastery: Youth have opportunities to try, make mistakes, and learn as they build skills, knowledge, and attitudes.



As we have discussed, best practices are learned best through practice, so many experiences that teach or reinforce life skills must be provided. Mastery of a skill requires opportunities to try, make mistakes, and try again.

Consider how the Essential Elements of positive youth development connect to the 4-H Pledge and life skills categories. Many club meetings begin with members reciting the 4-H pledge. How do we ensure that the themes stated in the pledge are carried throughout the meeting, and all 4-H activities?





Youth Development Objectives

Increased:

- planning and organizing skills
- teamwork, leadership, and social skills
- communication and public speaking skills
- self - responsibility and decision-making skills
- record keeping
- management skills and commitment
- making new friends.

4-H 201

6



Let's discuss 4-H club officers for a moment. These young people will help manage the planning and implementation of the club's programs and business. Officers are responsible for ensuring that the club is inclusive to all youth.

Good officers are enthusiastic, tactful, and friendly. They work to get each member of the club involved in plans and to give everyone an equitable opportunity to participate. They work to accept and respect each member and encourage everyone to contribute to the club.


We can engage members by encouraging them to learn experientially. High-quality youth development experiences don't just happen; the best ones are carefully planned. By focusing on the life skills to be developed, a military staff/volunteer leader is able to support officer and club-member growth.

These objectives include increased

- Planning and organizing skills
- Teamwork, leadership, and social skills
- Communication and public speaking skills
- Self-responsibility and decision-making skills
- Record keeping
- Management skills and commitment
- Making new friends





 **4-H MILITARY PARTNERSHIPS**

Working with 4-H Club Members and Officers

Mastering Maximum Impact

ACTIVITY

- Small groups of participants

Materials

- Mastering Maximum Impact of Club Members Worksheet
- Pens/pencils

In small groups, complete the **Mastering Maximum Impact of Club Officers Worksheet**. Be ready to share your discussion with the whole group.

4-H 201 7

Activity Option 1: Have participants form small groups and complete the Mastering Maximum Impact of 4-H Club Member and Club Officer Worksheets.

Bring all of the groups back together. Ask each group to share their responses with the large group. Responses can be listed on newsprint. Allow about 15 minutes for this activity.

Activity Option 2: Print each activity, event, or office on an index card. Ask participants to pair up and choose two or three cards at random. For each card chosen, participants should identify the Essential Element or life skill that a young person could learn by participating in that activity, event, or office. Participants should also share any ideas they may have for structuring the club or program so this learning is facilitated. During this activity, display Slide 5. Allow about 15 minutes for this activity.



Club leader(s) are vital to officers and members gaining life skills. Club leaders can work with the officers establishing the actual meeting agenda, a week in advance. This advanced work can allow the officers to think through any planning and details that needs to be done before the meeting to ensure a smooth flow during the meeting (which helps to keep the meeting to 15 minutes or less).

The meeting agenda should include:

- Pledges – Flag Salute and 4-H Pledge
- Roll Call
- Minutes/Notes of the last meeting
- Report of officers committee chairs or members
- Business
- Announcements of upcoming special events (Keep it short and let the youth make the announcements)
- Adjournment
- Recreation and Snacks – many times in afterschool setting, the recreation and snacks are a part of each day. Be sure to allow the officers and/or members help determine what the recreation and/or snacks are for that day.





Club meetings can be designed to allow both the officers and club members to gain the Essential Elements and life skills in many ways. I'd like you to get back into your small groups again and identify ways the club officers and members can run their own club meetings effectively and efficiently.

Bring all the groups back together. Ask each group to share their responses with the larger group. Responses can be listed on newsprint.

Clubs may have different timeframes in which club officers serve. The key to becoming a successful officer or leader is being able to practice those skills over time and serving in different capacities with the club.

Let's think about the importance life skills and Essential Elements have for youth in the throughout their lives. Have you thought about the how the skills learned in the club setting may lead to increased job readiness and work force skills?

While reviewing Slides 8 - 12, encourage participants to think of other life skills young people may learn, and to discuss the importance of this learning throughout a person's lifetime.



4-H MILITARY PARTNERSHIPS Working with 4-H Club Members and Officers

REAL Life Skills

Thinking:

- Evaluating relevance
- Assessing accuracy
- Understanding systems
- Thinking critically

4-H 201 8

4-H MILITARY PARTNERSHIPS Working with 4-H Club Members and Officers

REAL Life Skills


Communication:

- Listening
- Interpreting
- Conveying information
- Articulating thoughts and ideas

4-H 201 9





 4-H MILITARY PARTNERSHIPS


Working with 4-H Club Members and Officers

REAL Life Skills

Teamwork and Leadership:

- Working as a team
- Contributing to a group effort
- Encouraging others

4-H 201 10

 4-H MILITARY PARTNERSHIPS


Working with 4-H Club Members and Officers

REAL Life Skills

Lifelong Learning and Self-direction:

- Continually improving capabilities
- Setting goals and improving skills
- Engaging in mentoring
- Learning from one's mistakes

4-H 201 11

 4-H MILITARY PARTNERSHIPS

Working with 4-H Club Members and Officers

REAL Life Skills

Professionalism and Ethics:

- Demonstrating accountability
- Developing effective work habits
- Practicing ethical behavior

4-H 201 12





These skills include:

Thinking Skills: evaluate relevance, assess accuracy, understand how systems (e.g. social organizations) work, think critically.

Communication: listen, interpret, and convey information to others, articulate thoughts & ideas clearly.

Teamwork and Leadership: interpersonal skills to work effectively as a team, contribute to a group effort, bring out the best in those around you.

Lifelong Learning and Self-direction: continually improve capabilities, set goals and improve skills through mentoring, learn from one's mistakes.

Professionalism and Ethics: Demonstrating accountability and effective work habits (e.g., punctuality, working effectively with others) and ethical behaviour (e.g., acting responsibly with larger community in mind).



4-H MILITARY PARTNERSHIPS Working with 4-H Club Members and Officers

Reflect

REFLECTION

- How do you feel about focusing on the Essential Elements or life skills when working with clubs?
- What do you see as some of the most important Essential Elements/life skills youth can learn through participating in clubs?
- What challenges do you think might face club members, officers or the club meeting program in your youth center?
- What implications could officers building life skills have on your club?

4-H 201 13



Lead participants to reflect and discuss the material in this training. Ask any of the following questions:

Reflect:

- What concepts about being a club member or officers were new to you?
- How do you feel about focusing on the Essential Elements or life skills when working with club officers?
- What do you see as some of the most important Essential Elements/life skills youth can learn through being a club officer?
- What challenges do you think might face club officers or the club meeting program





in your youth center?

- What implications could officers building life skills have on your club?



4-H MILITARY PARTNERSHIPS Working with 4-H Club Members and Officers

Apply

- How will you introduce youth in your program to the idea of participating in a 4-H club?
- How will applying the Essential Elements of 4-H and life skills effect the youth and club(s) you work with?
- What steps will you take to ensure 4-H members are positively involved as members and officers in your club?
- What idea will you take back to help your club run more smoothly and ensure skills are being developed?

REFLECTION

4-H 201 14



Apply:

- How will you introduce youth in your program to the idea of participating in a 4-H club?
- How will applying the Essential Elements of 4-H and life skills effect the youth and club(s) you work with?
- What steps will you take to ensure 4-H members are positively involved as members and officers in your club?
- What idea will you take back to help your club run more smoothly and ensure skills are being developed?



4-H MILITARY PARTNERSHIPS Working with 4-H Club Members and Officers

Key Concepts

- 4-H club members and officers can learn and share the Essential Elements with other youth through their leadership
- Life skills learned in clubs are skills needed later in life
- Life skills and Essential Elements can be effectively delivered through the club format, especially to youth who serve as club officers
- Remember each state and community 4-H program looks a little different.
- Contact your local extension agents for assistance on 4-H club officer training materials

CONCLUSION

4-H 201 15






As you return to your program and work to incorporate club officers into the activities of your 4-H club, remember:

- 4-H club members and officers can learn and share the Essential Elements with other youth through their leadership.
- The life skills learned in club relate directly to skills needed later in life.
- Life skills and Essential Elements can be effectively delivered through the club format, especially to youth who serve as club officers.

Remember each state and community 4-H program looks a little different. Contact your local extension agents for assistance on 4-H club officer training materials.



 **4-H MILITARY PARTNERSHIPS** Working with 4-H Club Members and Officers

REFERENCE

- Hendricks, P.A. (1998). Developing Youth Curriculum Using the Targeting Life Skills Model, Iowa State University Cooperative Extension, Iowa State University, Ames Iowa.
- 4-H 101: The Basics of Starting 4-H Clubs, Retrieved 1/15/12, <www.national4-hheadquarters.gov/library/4H101.pdf>
- Positive Youth Development; Developing Life Skills, VRKC: Volunteer Research Knowledge Competency Taxonomy <nextgeneration.4-h.org/volunteerism/vrkc/>

4-H 201 16

 **4-H MILITARY PARTNERSHIPS** Working with 4-H Club Members and Officers

REFERENCE

- 4-H Club Officers and Committees <ohioline.osu.edu/4h-fact/0014.html>
- 4-H Experience & Service Officers Training <www.ca4h.org/Resources/Publications/>
- Ohio Workforce Preparedness - Skills for Success, retrieved 8/30/11 <youthsuccess.osu.edu/?page_id=6>
- Selecting 4-H Club Officers and Committee Members <www.4-h.org/images/volunteer/VolunteerResources/Selecting%204-H%20Club%20Officers-Committees.pdf>

4-H 201 17





4-H MILITARY PARTNERSHIPS



For more information, visit www.4-Hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

Positive Youth Development; Developing Life Skills – Volunteerism for the Next Generation

nextgeneration.4-h.org/volunteerism/vrkc/

4-H Club Officers and Committees, Ohio State University Fact Sheet

ohioline.osu.edu/4h-fact/0014.html

4-H Experience & Service Officers Training

www.ca4h.org/Resources/Publications/

Ten Rules for an Enthusiastic Officer Team and Check Yourself as an Officer from 4-H Officers Training Made Easy Facilitators Guide. Adams & Kramer, Kansas State University Extension 4-H, June 2005.

www.ksre.ksu.edu/library/p.aspx?tabid=16&topic=4-H#Clubs/Officers

Ohio Workforce Preparedness - Skills for Success, retrieved 8/30/11

youthsuccess.osu.edu/?page_id=6

Selecting 4-H Club Officers and Committee Members

[www.4-h.org/images/volunteer/VolunteerResources/Selecting 4-H Club Officers-Committees.pdf](http://www.4-h.org/images/volunteer/VolunteerResources/Selecting%204-H%20Club%20Officers-Committees.pdf)

Positive Youth Development, Developing Life Sills, VRKC: Volunteer Research Knowledge Competency Taxonomy,

nextgeneration.4-h.org/uploadedFiles/Next_Generation/VRKC/PositiveYouthDevelopment_DevelopLifeSkills_Lesson_Plan_FINAL_2010.pdf

4-H 101: The Basics of Starting 4-H Clubs, Retrieved 1/15/12,

www.national4-hheadquarters.gov/library/4H101.pdf



Mastering Maximum Impact of 4-H Club Membership

4-H  MILITARY
PARTNERSHIPS



In small groups, brainstorm and identify the key Essential Elements of positive youth development and life skills that could be learned through each of the activities, events, or leadership positions identified. Identify ways to strengthen/develop the Essential Element or life skill.

Activity/Event/Office	Essential Element of Positive Youth Development	Life Skills to be Learned	Ideas to Strengthen the Connection
Serving as President			
Serving as Vice President			
Serving as Secretary			
Serving as Treasurer			
Serving as Reporter/ Marketing			
Serving as Recreation/ Health Leader			
Serving as event or activity chair			

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Mastering Maximum Impact of 4-H Club Membership - 2



In small groups, brainstorm and identify the key Essential Elements of positive youth development and life skills that could be learned through each of the activities, events, or leadership positions identified. Identify ways to strengthen/develop the Essential Element or life skill.

Activity/Event/Office	Essential Element of Positive Youth Development	Life Skills to be Learned	Ideas to Strengthen the Connection
Giving a presentation			
Debating a motion			
Planning a community service project			
Completing a community service project			
Teaching others			
Evaluating the outcomes of a project or event			
Trying a new project			

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4-H 201: Working with Club Members and Officers EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I can identify 3 ways youth can develop life skills as a 4-H club member.	1	2	3	1	2	3
2. I understand how youth might experience the Essential Elements of 4-H through club programs.	1	2	3	1	2	3
3. I can list 3 lifelong skills that can be learned through 4-H club participation.	1	2	3	1	2	3


- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Exploring Curriculum



4-H MILITARY
PARTNERSHIPS

4-H 201
Exploring Curriculum

4-H 201 1

Exploring Curriculum



Intended Audience

This session is intended for 4-H volunteers or staff members providing leadership to 4-H clubs.



Objectives

- Guide 4-H volunteers or staff through a variety of available 4-H projects that can be shared with youth.
- Name the National 4-H Mission Mandates and explain their relevance.
- Name at least 3 ways 4-H leaders can obtain or access 4-H curriculum and resources.



Time

1 hour and 10 minutes



Supplies Needed

Computer, projector, and power source

Collection of small objects that represent 4-H project areas, or

Printed project cards (*see note, page 4*)

2 - 8 computers with Internet access (*see note, page 2*)

Curriculum Resources to share: (*see note, page 2*)

- Selection of 4-H project guides and resources
- Selection of 4-H Express Guides & Training Topics
- Selection of 4-H "Grab and Go" Lesson Plans
- Selection of Boys & Girls Clubs of America (BGCA) Curriculum
- CYS TEK WARE (Technology for Every Kid) Lesson Plans
- Current National 4-H Project Catalog

Cardstock





Supplemental Resources

Exploring Curriculum Evaluation

What 4-H Project is This? Activity Cards

Exploring the World of 4-H Curriculum Activity Station Cards

Exploring the World of 4-H Curriculum Activity Worksheet

Before the Training

This session provides the opportunity for participants to become familiar with a wide array of curriculum resources available for use with youth in 4-H programs. Suggested resources to share are included in the *Supplies Needed* list. It is recommended that these resources be available for participants to look through during the “Exploring the World of 4-H Curriculum” activity. If additional resources are available to participants (for example, a curriculum resource created by the state in which participants work), then the additional resources may also be shared during this training.

If any of the suggested resources are not used in the program in which participants work, or are not available, the training may still be presented with the remaining resources included. The suggested resources include:

4-H Express Guides & Training Topics:

The 27 Express Guides start with a brief overview of a particular 4-H project; give the targeted audience; provide four project ideas taken directly from the manuals; suggest ideas for field trips, speakers and websites and give suggestions on how the content fits with technology, service-learning, character, and much more.

The 34 Training Topics give staff hands-on experience as they explore a specific project. The guides briefly introduce a specific 4-H Project to staff while others focus on general 4-H content like conducting meetings or recognizing youth. Each is designed to be used during a staff meeting or training day and takes, on average, 30-40 minutes.

This resource may be downloaded from www.4-hmilitarypartnerships.org/p.aspx?tabid=179.

4-H “Grab and Go” Lesson Plans:

Grab and Go lesson plans are usually 20-30 brief lessons that teach one concept. They are ideal for afterschool programming. In some states, these lessons go by different names, such as: 4-H Club in Tub; 4-H in a Box; Project in a Pack or 4-H in a Trunk. Many of these types of lessons also include the supplies, equipment, or resources to do the lesson. The local 4-H professional may be able to share these resources with trainers, and many states offer downloadable versions of these lesson plans that may be useful for this session.



These resources may be downloaded from the following locations:

The Power of Wind - 9 mini-lessons, available from the National 4-H Curriculum Library at www.4-h.org/resource-library/curriculum/4-h-the-power-of-the-wind/grab-and-go

Grab and Go Projects - 18-20 mini-lessons, available from the Missouri 4-H Center for Youth Development at 4h.missouri.edu/projects/ggprojects

Exploring Your Environment - 10 mini-lessons, available from the National 4-H Curriculum Library at www.4-h.org/resource-library/curriculum/4-h-exploring-your-environment/grab-and-gos

4-H2Online - 9 mini-lessons, available from the National 4-H Curriculum Library at www.4-h.org/youth-development-programs/4-h-science-programs/environmental-science-alternative-energy/4h2online/grab-n-gos.aspx

Boys & Girls Clubs of America (BGCA) Curriculum:

Curriculum on various topics is available at local Boys and Girl Clubs in the community. Many military youth programs have copies of these guides that may be useful for this session. Many of these guides compliment 4-H curriculum. Choose a selection of BGCA guides and pair them up with 4-H curriculum. Use the slide presentation on *Linking 4-H and BGCA* available from www.4-hmilitarypartnerships.org/p.aspx?tabid=167 to choose and pair up guides.

CYS TEK WARE (Technology for Every Kid) Lesson Plans:

Each lesson plan has at least six core activity plans developed around a specific topic or theme to create a Technology Program. These six activity plans can be used during the school year or incorporated into a longer program, such as a camp. Topics include Renewable Energy, Robotics, Space and Technology, Animation and Re-using Technology.

This resource may be downloaded from www.4-hmilitarypartnerships.org/p.aspx?tabid=178

National 4-H Project Catalog:

This catalog lists all of the currently available 4-H project resources. The catalog is updated each year and can be viewed or downloaded at www.4-h.org/resource-library/curriculum/. It is recommended that the catalog be printed out for reference during this session.

Other helpful resources to share during this session:

The 4-H National Headquarters Fact Sheet on Mission Mandates
www.4-h.org/WorkArea/DownloadAsset.aspx?id=7283&libID=7278

4-H Military Partnerships: Curriculum Descriptions and Resources
www.4-hmilitarypartnerships.org/p.aspx?tabid=28

It is recommended that participants have access to computers with an Internet connection to explore resources available online. Military youth computer labs or Operation Military Kids (OMK) mobile technology labs would be ideal locations for this session. If Internet access will not be available during the training, facilitators may consider:

- Preparing a CD-ROM with the information from each resource
- Asking participants to use their own smart phones or laptops/tablets and wireless Internet connections if available

Supplies and Preparation

Page 6 and Slide 3 contain an activity.

This session begins with an activity to introduce participants to the variety of 4-H project areas. The “What 4-H Project is This?” activity requires the facilitator to collect an assortment of small objects that represent 4-H project areas. Alternatively, facilitators may print out the What 4-H Project is This? Activity Cards included in this module, and use the cards in place of objects when presenting the activity. Prepare at least one card/object per training participant.

Page 14 and Slide 14 contain an activity.

This session includes an exploration of 4-H Curriculum resources. The Exploring the World of 4-H Curriculum Activity exploration is structured in stations. Participants will visit each station, learn about the resource represented at that station, and record their impression or questions.

The suggested stations are:

- 4-H Express Guides & Training Topics
- 4-H Grab and Go Lesson Plans
- Boys & Girls Club (BGCA) Curriculum
- CYS TEK WARE Lesson Plans
- 4-H Mall website, <www.4-Hmall.org>
- National 4-H Project Catalog <www.4-h.org/resource-library/curriculum/>
- 4-H Military Partnerships website <www.4-Hmilitarypartnerships.org>
- National Directory of 4-H Materials <www.4-hdirectory.org>

The Exploring the World of 4-H Curriculum Activity Worksheet and Exploring the World of 4-H Curriculum Resource Station Cards are included in this module. Each participant should receive one copy of the worksheet. Exploring the World of 4-H Curriculum Resource Station Cards should be printed on cardstock and placed at each station.

When planning to present this training, be sure to include sufficient time for all participants to visit each resource station. Time for this activity may need to be adjusted from the stated suggestion. It is recommended that computer stations with Internet access be set up and tested for connectivity prior to beginning the session.

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4-H MILITARY PARTNERSHIPS

4-H 201

Exploring Curriculum

4-H 201 1

Display the title slide before the training begins.



A young person in 4-H has the opportunity to explore their interests and learn about a wide variety of topics. From creating a dramatic production to helping the community through service-learning, 4-H creates an environment for youth to explore their world.

With over one hundred different 4-H curriculum and program resources, a young person has endless opportunities to learn, to develop life skills, and to be part of a community of young people.

4-H leaders also have the chance to learn – through preparing and leading young people in project work, and from the experiences they share along the way.

Thanks to the intentional design of 4-H curriculum, both youth and leaders learn by doing: the 4-H way. Today you will have the opportunity to explore the world of 4-H curriculum and resources available to you and the young people in your program.



4-H MILITARY PARTNERSHIPS Exploring Curriculum

OBJECTIVE

Guide 4-H volunteers or staff through a variety of available 4-H projects that can be shared with youth.

- What is 4-H curriculum?
- What are some topics youth can explore in 4-H?

4-H 201 2






4-H MILITARY PARTNERSHIPS Exploring Curriculum

What 4-H Project is This?

ACTIVITY

- Take an item from the collection
- Introduce yourself
 - Name & role
 - How are you involved in 4-H
- Share what project you think the item might represent



4-H 201 3



We're going to dive right in to the world of 4-H curriculum. As we learn about 4-H projects, we can learn about each other, too. Each of you will have the opportunity to choose an object/card.

When you choose your object/card, please share your name and where you work or your job title. Then, share something about your 4-H involvement: Were you a 4-H member? Are you currently a 4-H leader? When, and where, and how long were you involved in 4-H? What is a favorite 4-H memory of yours?

Finally, tell us how the object/card you have relates to a 4-H project. If you are not sure, just guess what 4-H project you think it might be.

Lead participants to complete the activity. If time and resources permit, show the 4-H curriculum guide related to each object and give a brief description of the project.

Wrap the activity up with a brief discussion. Ask any of the following questions:

- What projects were you surprised to learn about?
- What projects have you already experienced?
- Think of the youth in your program: which of these projects might be interesting to them?
- How could you use this activity to introduce 4-H curriculum to youth? To parents?

As you have just seen, the range of topics available in 4-H curriculum is almost limitless. You may even be wondering how to navigate such a broad spectrum of project possibilities! How can anyone ever choose just a few projects to work on at a time?

In order to help us present programs that are relevant to today's youth and to the needs of our community, 4-H has identified three National Mission Mandates.





4-H MILITARY PARTNERSHIPS Exploring Curriculum

OBJECTIVE

Understand the national 4-H Mission Mandates.

- What are the mission mandates?
- How do they apply to my program and community?

4-H 201 4

4-H MILITARY PARTNERSHIPS Exploring Curriculum

Mission Mandates



“The **educational mission** of 4-H lies in these three mission mandates.

These mandates reiterate the founding purposes of Extension in the context of 21st century challenges and opportunities.”

- 4-H National Headquarters Fact Sheet, 2011.

4-H 201 5




Historically, 4-H projects and club work have always fallen into one of three categories. These three mission mandates align with the research and programming efforts of USDA, the National Institute of Food and Agriculture and the land grant universities and colleges.

One strength of 4-H is that the program is dynamic, and able to remain relevant to the needs of youth decade after decade. As the world changes, so does the 4-H program – reflecting the educational needs of young people as they grow into capable and confident citizens.

As a result, National 4-H Curriculum also focuses on these three national mission mandates. As you plan your program activities each year, keep the mission mandates in mind to guide your choices and to ensure the relevance of your program for the young people you serve.





 Exploring Curriculum

Citizenship


Fostering Positive Social Change

Core areas:

- **Civic Engagement**
 - Voice, advocacy, activism
- **Service**
 - Community service, service learning
- **Civic Education**
 - Government principles, personal roles and responsibilities, history and culture
- **Leadership**
 - Leadership, respect, understanding, character development

4-H National Headquarters Fact Sheet, 2011.

4-H 201 6

 Exploring Curriculum

Citizenship

Fostering Positive Social Change

Sample 4-H Projects:

- Youth in Governance
- Citizenship
- Service-learning
- Leadership
- Reading
- Communications
- Photography
- Creative Expression



Reprinted from Public Adventures, Step Up to Leadership, and Express Yourself—Communications with permission of National 4-H Council

4-H 201 7



Citizenship is tied to civic education and focuses on fostering positive social change.

Core areas of citizenship learning include:

Civic Engagement

Youth learn that they have a voice, and their opinions and actions can influence their community through advocacy and activism.

Service

Youth experience community service and service-learning activities, and learn the importance of contributing to their community, state, and nation. Youth develop a stronger connection to their community and understand that they are capable of creating positive changes in their own lives and the lives of others.





Civic Education

Youth can learn about the structure and system of our government, and discover the role they can play in government. Youth have the opportunity to explore the history and culture of their state and nation, and understand how they interact with the systems and institutions in their community.

Leadership

Through a wide range of 4-H experiences, youth can try out leadership positions and learn about respect, understanding, and character development. Thanks to the experiential learning model that is used in 4-H programs, youth have the opportunity to not only be leaders, but also to discuss, reflect, and apply what they learn in each leadership role or project activity.

Some citizenship events that youth can participate in include: leadership conferences, retreats, and workshops; visits to state capitols for legislative days, exchange trips, and national 4-H events such as Citizenship Washington Focus.

Sample 4-H projects that deal with citizenship include: Youth in Governance, Citizenship, Service-learning, Leadership, Reading, Communications, Photography, and Creative Expression.

Show the 4-H curriculum guides related to the Citizenship Mission Mandate. If time permits, discuss how participants could use the guides within their programs.



The screenshot shows a document header with the 4-H Military Partnerships logo on the left and the text 'Exploring Curriculum' on the right. The main title is 'Healthy Living' with the subtitle 'Achieving Human Health and Well-being'. Below this, a section titled 'Core areas:' lists five bullet points: Nutrition, Fitness, Social-Emotional Health, Prevention of Injuries, and Prevention of Alcohol, Tobacco, and other Drug Use. At the bottom right of the content area, it says '4-H National Headquarters Fact Sheet, 2011.'. The footer of the page shows '4-H 201' on the left and the number '8' on the right.





4-H MILITARY PARTNERSHIPS

Exploring Curriculum

Healthy Living

Achieving Human Health and Well-being

Sample 4-H Projects:

- Health Rocks!
- Keeping Fit & Healthy
- Foods
 - Six Easy Bites
 - Tasty Tidbits
 - You're the Chef
- Up for the Challenge
- Growing on My Own



Reprinted from Food Curriculum – Six Easy Bites Level A, Health Rocks! 1 Beginning Level, and Keeping Fit and Healthy – Keeping Fit with permission of National 4-H Council

4-H 201 9



The second mission mandate is Healthy Living. Healthy living projects are designed to maximize human health and well-being.

Core areas of healthy living include:

Nutrition

Youth can learn about all aspects of nutrition, from basic nutritional needs to choosing healthy foods or preparing a snack or a meal. Nutrition projects focus on healthy choices and decision making skills.

Fitness

Youth can learn about exercise needs and the role of fitness in maintaining their own health for life. Issues such as proper hygiene are also included in healthy living curriculum.

Social-Emotional Health

This area acknowledges the link between physical health and social-emotional health. Youth can learn about the factors influencing their overall health, and learn strategies for improving and maintaining their own well-being.

Prevention of Injuries

Youth can learn about first aid and emergency preparedness, as well as practices to maintain good health and prevent injuries.

Prevention of Alcohol, Tobacco, and Other Drug Use

Youth learn about the effects of alcohol, tobacco, and other drug use and develop skills to avoid and refuse the use of these substances.






Healthy Living events might include: County food show, serving healthy snacks/doing fitness activities at club meetings, and participating in fitness activities in the community.

Sample 4-H projects that deal with healthy living include: Health Rocks!, Keeping Fit & Healthy, Foods, Six Easy Bites, Tasty Tidbits, You're the Chef, Up for the Challenge, and Growing on My Own.

Show the 4-H curriculum guides related to the Healthy Living Mission Mandate. If time permits, discuss how participants could use the guides within their programs.




Exploring Curriculum

Science


Agricultural and Environmental Education

Core areas:

- Animal Science and Agriculture
- Applied Mathematics
- Consumer Science
- Engineering
- Life Science
- Technology

4-H National Headquarters Fact Sheet, 2011.

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Exploring Curriculum

Science

Agricultural and Environmental Education

Sample 4-H Projects:

- Science Discovery
- Robotics
- Computer Science
- Veterinary Science
- Gardening
- Afterschool Agriculture
- Aerospace Adventures
- Exploring Your Environment



Reprinted from Junk Drawer Robotics Level 1, Science Discovery Series 1, and Aerospace Adventures 3 – Reaching New Heights with permission of National 4-H Council

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The third mission mandate is Science. Science projects and programs focus on preparing youth to be future leaders in science, engineering, and technology.

Core areas of science include:

Animal Science and Agriculture

Youth learn about livestock, small animals, and companion animals as well as agricultural production and processes. Although this area is the one most traditionally associated with 4-H, today's animal science and agriculture projects are widely accessible to youth and relevant to their day-to-day lives.

Applied Mathematics

Youth learn about math through a variety of projects and activities. Rather than just learning a mathematic process or principle, math concepts are applied to a project activity or experience.

Consumer Science

Youth learn and practice critical thinking skills used to make sound decisions when purchasing a wide variety of items. Decision making is a critical part of this area.

Engineering and Technology

Focusing on areas such as robotics and filmmaking, youth can learn about a variety of conceptual and concrete processes in this area. Innovation is experienced and rewarded in these programs.

Life Science

Youth can learn about everything from wild animals to plant science in this area. Projects focus on connecting skills and knowledge with hands-on experience and exploration.

Environmental Science and Natural Resources

Areas of national and global concern - such as water conservation and clean energy - are explored in these projects. The skills and knowledge youth gain may lead to future investigation and influence educational and career choices for a lifetime.

Science events might include: Participating in the National 4-H Science Day Experiment in October, competing in community robotic events or doing service projects related to renewable energy.

Projects available in the Science area include: Science Discovery, Robotics, Computer Science, Veterinary Science, Gardening, Afterschool Agriculture, Aerospace Adventures and Exploring Your Environment.






Let's look at this public service announcement (PSA) from National 4-H Council focusing on this Mission Mandate.

Show the 4-H curriculum guides related to the Science Mission Mandate. If time permits, discuss how participants could use the guides within their programs.



4-H MILITARY PARTNERSHIPS Exploring 4-H Curriculum

4-H Science



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Conclude the introduction to 4-H Science programs by playing the "1 Million New Scientists" public service announcement (PSA).



4-H MILITARY PARTNERSHIPS Exploring Curriculum

OBJECTIVE

Understand where to learn more and how to obtain 4-H curriculum and other resources.

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4-H MILITARY PARTNERSHIPS Exploring Curriculum

Exploring the World Of 4-H Curriculum

ACTIVITY



Materials:

- Exploring the World of 4-H Curriculum Activity Worksheet
- Writing Utensil
- Visit each station
- Take note of resources that may be helpful to you
- Discuss and share your thoughts

4-H 201 14



In addition to the 4-H curriculum that we use as the foundation for our 4-H project work, there are many other resources that can be used to enhance and enrich your club programming. Let's explore the world of 4-H curriculum and resources to see the many options that are available to you and the youth in your 4-H program.

At this time you will be divided into small groups. Each group will start at one of the resource stations around the room. Each time that I call for you to rotate, please move to the next station.


You will each have a Resource Activity Worksheet. Please use your worksheet to record thoughts and ideas that you may want to implement when you return to your club. Since you may not have a great deal of time at each station, be sure to write down any information you will need to locate that resource again for further investigation.

Divide participants into groups of not more than 5 individuals. Distribute Resource Activity Worksheets. Guide each group to begin at a certain station, and provide any more guidance needed to rotate between stations.

Provide sufficient time for each group to visit every station. After the final rotation, bring groups back together to discuss the experience. Ask the following questions to guide the discussion.





 Exploring Curriculum

Exploring the World Of 4-H Curriculum

DISCUSSION

- What resources were familiar to you?
- What resources were new or surprising to you?
- What ideas can you use in your program?
- How will you share this information with other 4-H leaders and 4-H families?
- How do you feel about leading a 4-H program now that you are aware of these resources?


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- As you visited each station in this activity, what resources were familiar to you?
- What resources were new or surprising to you?
- What ideas can you use in your program?
- How will you share this information with other 4-H leaders and 4-H families?
- How do you feel about leading a 4-H program now that you are aware of these resources?

Remember, the resources you learned about today are only a few of the options. Many are available for purchase or download from the Internet. You might consider borrowing materials from your regional military offices or from your County Extension Service until you are able to purchase them, or just to try materials before purchasing.



 Exploring Curriculum

 **Promising Practice:**
Minnesota Summer 4-H Extravaganza

- Opportunity for youth and families to explore 4-H
- Promoted to current *and* prospective members
- Engaged junior leaders to present various displays and activities
- Invited community to attend and experience activities
- Provide interest forms for all participants
- Potential members: may want to join and learn more
- Current members: choose projects they are interested in for next year

4-H 201 16





Before we close our session today, we would like to share with you some success stories of how volunteers or staff selected their 4-H project curriculum to use for their new club year.

Our first promising practice is the Summer 4-H Extravaganza hosted by one county 4-H program in Minnesota.

In August, the county Extension office publicizes the event and extends personal invitations to any youth interested in joining 4-H as well as current 4-H members.

Youth are invited to the community park for a day of fun, exploring 4-H projects at a “project day-camp.” County junior leaders or club members that excel in various project areas are asked to set up a station and put together a brief lesson. Stations include displays of projects created during the past few years. These displays and activities are then shared with all of the youth who attend.

Participants rotate to all the different project stations during the day. At the end of the day, everyone is given a form to choose the three projects they are most interested in for the upcoming year. For young people not yet in 4-H, this serves as a recruitment tool, as they can be directed to clubs and programs that meet the specified interests.


For young people already enrolled, the event helps them learn about a wide range of projects and decide what new projects they might like to learn about in the new year.


Not only does this event create an exciting opportunity for youth new to the program, it also recognizes and rewards older members for their project work. Older members are excited to participate because they can share a project they enjoy, and record their experience on their project records and 4-H résumés.

- Could you present a similar program in your area community?
- Is there an existing community event or venue that might work well with a program such as this?
- How could this type of program be beneficial to youth in your community?
- How might this type of event benefit your 4-H program?





 Exploring Curriculum

 **Promising Practice:
Hawaii – Dual Project Clubs**

- Military installation 4-H program: small facility and enrollment
- Youth help choose 2 complimentary project areas for the session
- Each leader takes one small group and does one project for 10 weeks
- At end of 10 weeks, switch groups and repeat project
- Finish with exhibit to display project learning and achievement

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Our next promising practice comes from a 4-H program at a military installation in Hawaii.

This military installation 4-H program is housed in a small facility and typically has limited enrollment. Before each session, youth help the 4-H leaders choose 2 complimentary project areas for the session.

Each leader takes one small group and does one of the projects for a 10 week period.

At the end of 10 weeks, the leaders switch groups and the young people take part in the complimentary project.

At the end of the entire session, the youth host an exhibit or open house event to showcase their new skills and achievements.

Could this concept help you make the most of limited time and resources?

Why do you think it is important to engage youth in choosing the project areas they will pursue?

Do you have a success story to share with us? How have you used 4-H curriculum to present a successful learning experience for youth?

Give participants time to share stories or ask questions about the promising practices.





4-H MILITARY PARTNERSHIPS Exploring Curriculum

Reflect

REFLECTION

- Which project resources were new to you? Which resources are you already using?
- Do the 4-H mission mandates connect with your organization's mission mandates? How so?
- How do you think the 4-H mission mandates are relevant to today's youth?

4-H 201 18

Lead the group to discuss the concepts in this session with the reflection questions below.



Reflect:

- Which project resources were new to you? Which resources are you already using?
- Do the 4-H mission mandates connect with your organization's mission mandates? How so?
- How do you think the 4-H mission mandates are relevant to today's youth?



4-H MILITARY PARTNERSHIPS Exploring Curriculum

Apply

REFLECTION

- What types of 4-H curriculum or resources do you hope to use in your program?
- How will you use these resources in your program?
- How can these resources be used to provide positive youth development for young people in your program?

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Apply:

- What types of 4-H curriculum or resources do you hope to use in your program?
- How will you use these resources in your program?
- How can these resources be used to provide positive youth development for young people in your program?





4-H MILITARY PARTNERSHIPS Exploring Curriculum

Key Concepts

- Many projects for youth to explore
 - Something to interest every young person
- Centered around 3 mission mandates:
 - Citizenship
 - Healthy Living
 - Science
- Curriculum and resources widely available
- Use curriculum and resources to provide enriching educational experiences for young people

CONCLUSION

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As we wrap up our exploration of the world of 4-H curriculum, there are a few key concepts to review.

There are many, many projects for youth to explore in 4-H. There is something to interest every young person, and engage them in an experiential learning process.

4-H curriculum is centered around 3 mission mandates: Citizenship, Healthy Living, Science. These mandates guide curriculum and help ensure that it is relevant to today's society and the needs and interests of young people and the communities in which they live.

Curriculum and resources are widely available. Many resources already exist in your local area, and almost limitless options are available online.

Finally, use 4-H curriculum and resources to provide enriching educational experiences for young people. Learning by doing - the 4-H way - is the centerpiece of our youth development program. With the activities and information provided in 4-H curriculum, you can provide a learning experience that is engaging and effective for young people.



4-H MILITARY PARTNERSHIPS Exploring Curriculum


- National 4-H Council. (2006) Mission Mandates retrieved online February 2011 from: www.4-h.org/youth-development-programs
- 4-H Science PSA. National 4-H Council. Available at www.youtube.com/watch?v=G7LnSefVOrQ
- Linking 4-H/BGCA presentation from 2010 4-H 101 Reset training. www.4-hmilitarypartnerships.org/p.aspx?tabid=167
- 4-H Express Guides and Training Topics www.4-hmilitarypartnerships.org/p.aspx?tabid=179

REFERENCE

4-H 201 21






 Exploring Curriculum

- The Power of Wind - 9 mini-lessons, available from the National 4-H Curriculum Library
<www.4-h.org/resource-library/curriculum/4-h-the-power-of-the-wind/grab-and-go>

REFERENCE

- Grab and Go Projects - 18-20 mini-lessons, available from the Missouri 4-H Center for Youth Development
<4h.missouri.edu/projects/ggprojects>
- Exploring Your Environment - 10 mini-lessons, available from the National 4-H Curriculum Library
<www.4-h.org/resource-library/curriculum/4-h-exploring-your-environment/grab-and-gos>

4-H 201 22


 Exploring Curriculum

- 4-H2Online - 9 mini-lessons, available from the National 4-H Curriculum Library
<www.4-h.org/youth-development-programs/4-h-science-programs/environmental-science-alternative-energy/4h2online/grab-n-gos.aspx>

REFERENCE

- CYS TEK WARE (Technology for Every Kid) Lesson Plans
<www.4-hmilitarypartnerships.org/p.aspx?tabid=178>
- National 4-H Project Catalog
<www.4-h.org/resource-library/curriculum/>
- The 4-H National Headquarters Fact Sheet on Mission Mandates
<www.4-h.org/WorkArea/DownloadAsset.aspx?id=7283&libID=7278>

4-H 201 23

 Exploring Curriculum

- 4-H Military Partnerships: Curriculum Descriptions and Resources
<www.4-hmilitarypartnerships.org/p.aspx?tabid=28>

REFERENCE

- 4-H Mall
<www.4-Hmall.org>
- 4-H Military Partnerships
<www.4-Hmilitarypartnerships.org>
- National Directory of 4-H Materials
<www.4-hdirectory.org>

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4-H MILITARY PARTNERSHIPS



For more information, visit
www.4-hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

National 4-H Council. (2006) Mission Mandates retrieved online February 2011 from:
<www.4-H.org/youth-development-programs>

Linking 4-H/BGCA presentation from 2010 4-H 101 Reset training.
<www.4-hmilitarypartnerships.org/p.aspx?tabid=167>

4-H Express Guides and Training Topics.
<www.4-hmilitarypartnerships.org/p.aspx?tabid=179>

The Power of Wind - 9 mini-lessons, available from the National 4-H Curriculum Library.
<www.4-h.org/resource-library/curriculum/4-h-the-power-of-the-wind/grab-and-go>

Grab and Go Projects - 18-20 mini-lessons, available from the Missouri 4-H Center for Youth Development .
<4h.missouri.edu/projects/ggprojects>

Exploring Your Environment - 10 mini-lessons, available from the National 4-H Curriculum Library.
<www.4-h.org/resource-library/curriculum/4-h-exploring-your-environment/grab-and-gos>

4-H2Online - 9 mini-lessons, available from the National 4-H Curriculum Library.
<www.4-h.org/youth-development-programs/4-h-science-programs/environmental-science-alternative-energy/4h2online/grab-n-gos.aspx>

CYS TEK WARE (Technology for Every Kid) Lesson Plans.
<www.4-hmilitarypartnerships.org/p.aspx?tabid=178>

National 4-H Project Catalog.
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<www.4-Hmilitarypartnerships.org>

National Directory of 4-H Materials.
<www.4-hdirectory.org>



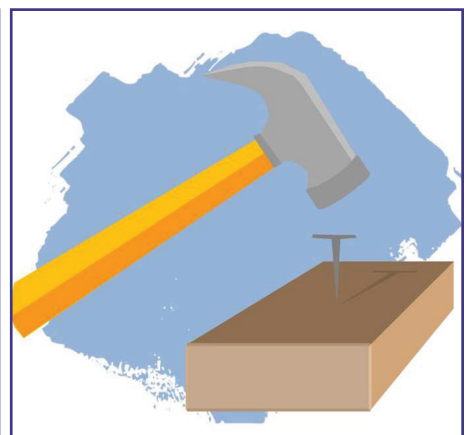
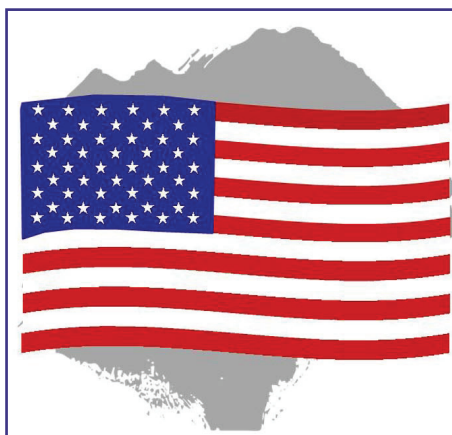
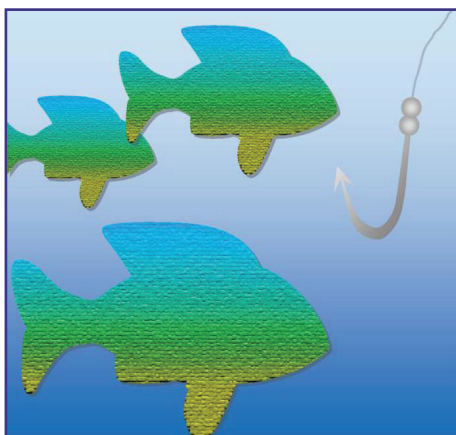
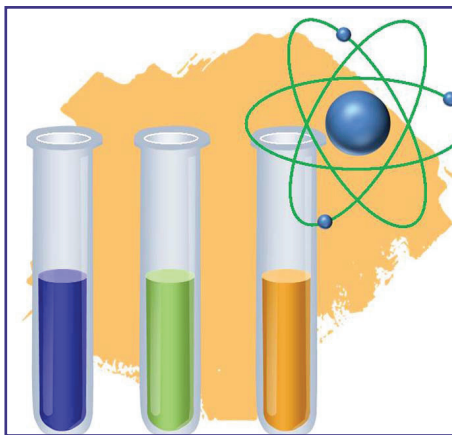
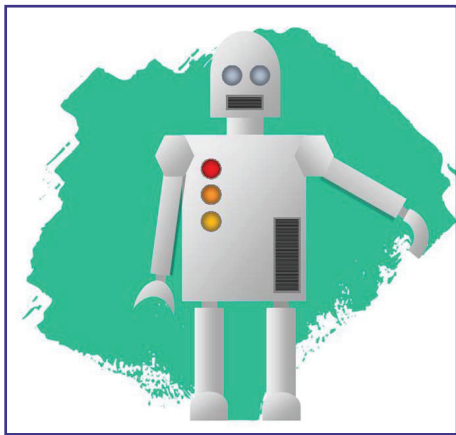
What 4-H Project is This? Activity Cards

4-H  MILITARY
PARTNERSHIPS



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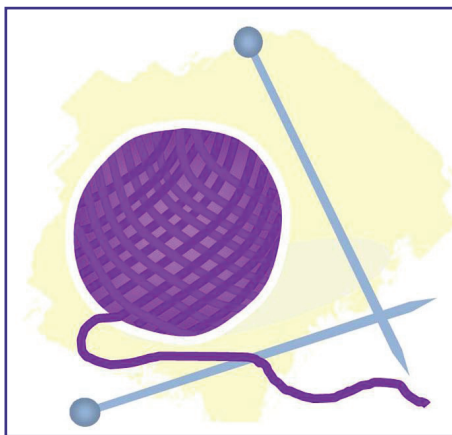
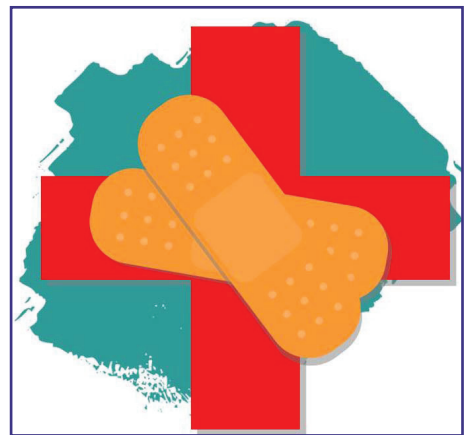
What 4-H Project is This? Activity Cards



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What 4-H Project is This? Activity Cards

4-H  MILITARY
PARTNERSHIPS



You may choose to show the participants objects rather than cards. Suggested objects for the activity include:

- Small measuring cup or spoon (cooking)
- Bike horn/reflector (Bike)
- Pedometer (Health and fitness)
- Small doll (Child Care)
- Gavel (Leadership)
- Snap Shot/photo album (photography)
- Small flag (Citizenship projects)
- Dollar bill or some coins (Finance project)
- Small pinwheel (Power of Wind)
- Skit script (Performing Arts)
- Small stuffed dog/cat/etc (Pet or dog or cat project)
- Yarn/needles/hook (Knitting)
- Paint/brush (Fine Arts)
- Hammer (Woodworking)
- Pack of garden seeds (Gardening)
- Test tube/Flask (Science)
- Band-aid (First Aid)
- Mouse (Computer)
- Needle/Thread/pin cushion (Sewing)
- Microphone (Public Speaking or Communications)
- Plastic airplane/rocket or paper (Aerospace)

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Exploring the World of 4-H Curriculum Activity Station Cards



<p>STATION 1: <u>4-H Express Guides/Training Topics</u> <u><www.4-hmilitarypartnerships.org></u></p> <ol style="list-style-type: none"> 1. Review the different 4-H Express Guides and Training Topics. 2. What section of the guides do find most useful? (Record on your worksheet.) 3. Which Express guide will you use as a resource for your 4-H club first? (Record on your worksheet.) 	<p>STATION 2: <u>Grab and Go Lesson Plans</u> <u>(Mini-Lesson Plans, Club in a Tub, etc)</u></p> <ol style="list-style-type: none"> 1. Search for and review Grab and Go Mini-Lesson Plans. 2. Share with your team members where you might use these or who would use them in your program. 3. Do you know of other 4-H websites that have other mini-lesson plans that we could share with others? If so, record where we can access them. Share this information at the end of this session.
<p>STATION 3: <u>National 4-H Mall /National 4-H Project Catalog</u></p> <ol style="list-style-type: none"> 1. Go to www.4-hmall.org Select one curriculum that you could use this year. Record the cost, the order number and one thing from the description. Find a promotional item and recognition item that would compliment this project. (Record ideas on your worksheet) 2. Search the National 4-H Project Catalog. www.4-h.org/resource-library/curriculum/ 3. Find the 4-H Project called Food, Cultural and Reading. Record the cost, and record what age range is targeted by this project. What other projects might your club members explore? (Record on your worksheet.) 	<p>STATION 4: <u>4-H Military Partnership Website and National 4-H Directory</u></p> <ol style="list-style-type: none"> 1. Go to www.4-hmilitarypartnerships.org Find the resource for service-learning projects. Also look for one new resource you will use this year. (Record on your worksheet.) 2. Go to www.4-hdirectory.org Search for any 4-H curriculum. Who developed this curriculum? What age group is it designed for? Review the description and name an audience at your program that could benefit from having this information. (Record on your worksheet.)
<p>STATION 5: <u>CYS TEK WARE (Technology for Every Kid)</u></p> <ol style="list-style-type: none"> 1. Review the different CYS TEKWARE lesson plans and activities. www.4-hmilitarypartnerships.org 2. Select one. What is the designated age range for the lesson? What supplies are needed to facilitate it? Does it require a computer lab? (Record on your worksheet.) 3. Could you adapt this to be used another age group? How so? (Record on your worksheet.) 	<p>STATION 6: <u>4-H and Boys and Girls Clubs of America</u></p> <ol style="list-style-type: none"> 1. Review the pair of 4-H & Boys and Girl Clubs of America Project Curriculum/Guide. 2. Record how these two curriculums could be used together in your club programming process. (Record on your worksheet.)

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Exploring the World of 4-H Curriculum Activity Worksheet



As you explore the World of 4-H Curriculum and Resources, record ideas and thoughts you want to remember from each station.

STATION 1: _____ Topic/Resource Title	STATION 2: _____ Topic/Resource Title
STATION 3: _____ Topic/Resource Title	STATION 4: _____ Topic/Resource Title
STATION 5: _____ Topic/Resource Title	STATION 6: _____ Topic/Resource Title

Websites to remember:

Resources that I would like to use:

How will these resources support my program plan?

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4-H 201: Exploring Curriculum EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding

2 = Understand somewhat

3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I can guide 4-H volunteers or staff through a variety of available 4-H projects that can be shared with youth.	1	2	3	1	2	3
2. I can name the National 4-H Mission Mandates and explain their relevance.	1	2	3	1	2	3
3. I can list at least 3 ways 4-H leaders can obtain or access 4-H curriculum and resources.	1	2	3	1	2	3

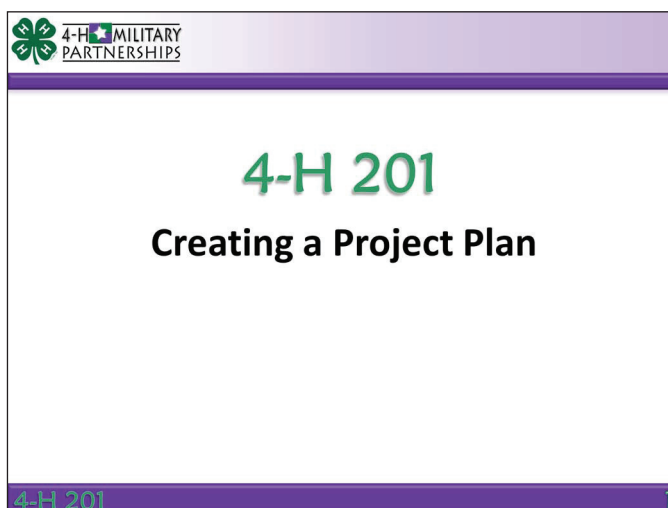
- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Creating a Project Plan



Creating a Project Plan



Intended Audience

This session is intended for adults who will deliver 4-H programming to military youth, or adults who plan youth programs that include 4-H projects.



Objectives

- Identify 4 phases of the 4-H project experience
- Explain the process and importance of planning to use a 4-H project to teach a specific skill/knowledge base.
- Choose a sequence of 4-H curriculum activities with which to develop a series of at least 6 4-H program activities.



Time

90 minutes



Supplies Needed

Computer, projector, and power source
Chart paper/newsprint
Pens and pencils
Markers



Supplemental Resources

Project Planning Worksheet

Project Planning Sample Goals

Several 4-H project activity guides (not included)

Creating a Project Plan Evaluation



Before the Training

This session focuses on preparing participants to present a series of 4-H project experiences to youth. Most states define a 4-H project club as a group that meets at least six times. Some states may require eight to ten meetings, or require a number of hours of instruction rather than a number of meetings. Be aware of the guidelines in the area in which your audience will be working, and any additional guidelines from the military partners that may be involved. Share these guidelines with participants so they can prepare a series of project experiences that satisfies the requirements of their location, program, and partners.

This session includes an opportunity for participants to use 4-H project activity guides to plan a series of 4-H experiences for youth. In order to facilitate this activity, you will need to provide a selection of activity guides from which participants can choose. Choose 4-H project guides that are appropriate and relevant to the programs with which your audience works. Also keep in mind the age ranges participants serve. If possible, choose project guides that will lead to a 'take home' project plan, ready for participants to use in their programs.

This session includes a worksheet that may be used to guide participants as they create a project plan. This worksheet may be used if needed, or participants may use the project or lesson planning forms provided by their branch, organization, or program. Completing multiple sets of project planning forms is not recommended.


Supplies and Preparation

Copy or print enough Project Planning Worksheets for each participant to use, if participants will be using the included worksheet to plan during the session.

Gather an assortment of 4-H project activity guides that would be suitable for use in the programs with which training participants work. If possible, discuss areas of interest with participants before the training, and choose project activity guides accordingly.

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4-H 201

Creating a Project Plan

4-H 201 1

Display the title slide before the training begins.



In this session, participants will learn about the ‘stages’ of a 4-H project experience: introduction, educational activities, reflection and sharing, and recognition. Participants will learn to identify project goals. Participants will work together to plan a sequence of project lessons that will help youth develop a set of interrelated skills that meet the stated goals.

To think about this process, consider what happens when a child learns to read.

Most children begin by learning the alphabet, and they learn the name, shape, and sound of each letter.

Children are then taught to combine the letters to make new sounds, which represent words and communicate ideas.

Young readers learn that changing the arrangement of the letters makes new sounds and new words, and each word has its own meaning.

Children are taught to expand on this concept as they begin to read and write simple sentences – and then, building on the progression of ideas and skills they have mastered – they have learned to read and write!

What would happen if you tried to skip the early steps, and tried to teach someone to read by handing them a dictionary? What if you taught them the names and sounds of each letter, and then started diagramming sentences?

Just as in learning to read, there is a logical progression to teaching anyone a new skill. Once you identify what you want to achieve and outline the basic steps to getting there, you’ll have a “map” of the road you need to teach the skill. In this session, we’ll work together to develop a map for a series of project meetings that will teach a skill or knowledge base to youth in your program.





4-H MILITARY PARTNERSHIPS Creating a Project Plan

OBJECTIVE

Identify 4 phases of the 4-H project experience.

- What elements should a 4-H learning experience include?
- Why are these elements important?

4-H 201 2

4-H MILITARY PARTNERSHIPS Creating a Project Plan

A 4-H Project Experience

```
graph TD; A[Introduction to the project] --> B[Series of project activities]; B --> C[Culminating activity]; C --> D[Recognition and celebration of achievements];
```

4-H 201 3




A 4-H project experience should have four parts.

- Introduction to the project
- Series of project activities
- Culminating activity
- Recognition and celebration of achievements

When you begin to plan a project experience for young people, it is important to consider each part of the experience, and plan carefully how to shape each piece of the experience. You will notice that each of these components fit neatly into the six meetings of your 4-H project plan.





 **4-H MILITARY PARTNERSHIPS** Creating a Project Plan

1 Introduction to the Project

- Talk to youth about the project
 - Make it exciting so youth look forward to participating
 - Share what will be learned *and* what fun is in store
- Complete a sample activity
- Answer any questions about the upcoming project


4-H 201 4



The first part of the experience is the introduction to the project. This step could be accomplished at your first club meeting. In this step, you will talk to youth about the project you will be working on in your club. Introduce the topic and get youth excited. If the group is coming together for the first time, be sure to include an opportunity for group members to get acquainted.

If possible, present a ‘taste test’ activity which gives youth an idea of the fun that’s in store. Answer any questions youth may have and tell them about the activities they will be taking part in. Talk to the 4-H members about why they will be doing the project - how is it relevant to their lives?



 **4-H MILITARY PARTNERSHIPS** Creating a Project Plan

2 Series of Project Activities

- Sequence of activities that gradually build skills/knowledge
- May include all activities in a project guide, or just a selection
 - Select enough activities for youth to fully explore the subject
 - Be sure that all can be completed within the scope of your program
- Activities should follow a logical progression toward the goal

4-H 201 5





The next step is the one you probably picture when you think of 4-H - hands-on educational activities! This step could be carried out at your second through fifth meetings.

Over the course of multiple sessions, present a sequence of activities listed in the project guide. You may choose to present all of the activities in a guide, or just a selection of the activities available. Be sure that you choose activities that build on each other, in a logical progression, to help youth achieve the goal you have stated in your planning.

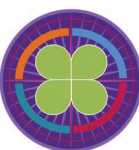
Keep in mind the meeting schedule with which you will work. If youth meet for one hour every week, or for two hours once a month, you will need to plan the activities to fit your schedule.


Think about ways you can help youth document the activities and progress so that they can reflect on everything they have learned. This could take the form of an entry in a 4-H recordbook, journal entry, photo essay or scrapbook, or a video log.

There are several other considerations to remember when choosing project activities. You may want to keep in mind:

- The length of each of your 4-H project meetings
- Meeting space and resources available for your activities
- Staff and volunteers available to assist you
- Define the roles and responsibilities of all leaders involved!
- Costs for supplies or equipment

To supplement project learning experiences, you may also want to include plans for the group to be involved in a service project which provides an opportunity to share skills that they gained through the project. For example, for a foods and nutrition project, a possible service project might be preparing a meal for a homeless shelter. For a sewing project, youth might sew lap blankets for a nursing home. What other service project ideas can you imagine?



 4-H MILITARY PARTNERSHIPS Creating a Project Plan

3 Culminating Activity

- Opportunity to reflect on learning and growth
- Time to share knowledge with others
 - Traditional 4-H methods, or
 - Creative opportunity that fits your unique situation
- Use skills and knowledge that have been acquired

4-H 201 6






After completing all project activities, you should plan a culminating experience, where youth can reflect on their activities and share their new skills or knowledge with others. In the six session plan, this could take place at your sixth meeting.

At the conclusion of the project, it is important to help youth reflect on, and recognize, what they have achieved. You can do this through a guided discussion, but you can also use your creativity to plan a unique and meaningful reflection.

Try to think of ways in which your culminating project experience can include an opportunity for youth to share what they have learned with others. This can be in a traditional 4-H set-up, such as having youth present a demonstration or presentation on their activities to their peers or parents. A service project could potentially be a culminating experience as well.



4-H MILITARY PARTNERSHIPSCreating a Project Plan

4 Recognition and Celebration

- Help youth and parents recognize the learning that has taken place
 - Recognize project specific learning *and* life skill development
- Personalize recognition so it is most meaningful
- May combine with other program events, such as an open house or parent appreciation night

4-H 2017



In addition to guiding youth to identify and share what they have learned, plan to recognize and celebrate their achievements. You can plan something as simple as a brief awards ceremony or project 'graduation' which includes paper certificates, or a more creative and involved event.

Think about the location of your program and other events going on in the youth program and community. It may be possible to combine your recognition event with another event, such as an open house in your facility. If volunteers have taken part in your project, don't forget to share the recognition event with them as well!

As you can see, facilitating a 4-H experience requires a not insignificant amount of planning! Now that you have an understanding of the elements you will be planning, we're going to explore the planning process and its significance.





4-H MILITARY PARTNERSHIPS Creating a Project Plan

OBJECTIVE

Explain the process and importance of planning to use a 4-H project to reach a specific educational goal.

4-H 201 8

4-H MILITARY PARTNERSHIPS Creating a Project Plan

Planning for Positive Youth Development

- Specify the results to be achieved
- Outline the steps to reach those results
 - Include an introduction, activities, culmination, and recognition
- Determine a timeline
- Estimate the resources required
- Outline roles and responsibilities of leaders & volunteers

4-H 201 9



Any time that you choose to present a 4-H project to youth, you will go through a planning process. This process helps you to prepare a thorough, intentional exploration of the project area to share with youth.



4-H MILITARY PARTNERSHIPS Creating a Project Plan

Choose a Goal
 “Specify results to be achieved”

- What do you want participants to learn?
 - Example: “how to make an afterschool snack” → Project skills & knowledge
 - “healthy nutrition” → Project skills & knowledge
 - “decision making” → Life skills/essential elements
 - “independence” → Life skills/essential elements
- What skills or knowledge will participants need to gain?
 - Example: how to read a nutrition information label
 - how to safely use a kitchen knife

4-H 201 10





The first question to ask yourself is, “What do I want the youth to learn?” The answer can be a skill (such as digital photography) or a knowledge base (for example, healthy options for afterschool snacks.)

Keep in mind that at the same time youth are enjoying the activities in a project, you are also leading them to explore and develop life skills and the Essential Elements of 4-H. Don’t forget to consider those secondary (but critical) learning goals during the planning process.

Try to include youth in the planning process. Find out what project areas are interesting to them and what skills they would like learn, and be mindful of that information when you plan the project activities.



4-H MILITARY PARTNERSHIPS Creating a Project Plan

Figure Out How to Get There

“Outline the steps to reach those results”

- Break the goal into manageable pieces – using 4-H project guide activities
 - Skills or knowledge that can be learned in one lesson/activity
 - Lesson or activity must ‘fit’ into the schedule of your program
- Build on each new skill to reach the targeted outcome
- Remember the parts of the 4-H learning experience!

Put yourself in the place of the youth in your program – what will *they* want and need to learn?

4-H 201 11




Once you have selected a goal, you can outline the steps needed to achieve that result. These parts of the 4-H experience that we just reviewed are the steps you need to take to reach the goal you have chosen. Your project plan should include an introduction, a sequence of at least six project activities, a culminating experience, and some form of recognition and celebration.

When choosing project activities, remember the analogy of a child learning to read. You may need to break your goal into manageable pieces: skills or knowledge than can be learned in one session. Then, you can build on each successive activity to reach your final goal.





 **4-H MILITARY PARTNERSHIPS** Creating a Project Plan

Plan Your Calendar

“Determine a timeline”

- Think about your program
 - How many times per week/month do youth participate?
 - How long is each session?
- Learning goal must be attainable within that length of time
- Choose activities that fit your program’s timeframe


Be sure to write down your plan and share it with staff and volunteers who will work with you.

4-H 201 **12**



Armed with a plan of the necessary steps, you will need to determine a timeline for the experience. Keep in mind the structure of your program - such as the length of each 4-H session, the amount of time between sessions, etc. With thorough planning, 4-H project experiences can be provided on almost any schedule that fits your program.



 **4-H MILITARY PARTNERSHIPS** Creating a Project Plan

Project Supply List

“Estimate the resources required”

- Carefully review the supplies, facilities, and other resources needed for chosen activities
- Assemble resources needed in advance
- If resources are not available, revisit curriculum and choose new activity
 - Don’t forget: county 4-H faculty and state 4-H specialists are familiar with 4-H project guides and can advise you!

4-H 201 **13**




During the planning process, take time to carefully review the project guides you have chosen. Compile a list of necessary supplies and resources - anything that you will need to facilitate each activity. If resources are not available, you may need to revisit the curriculum and choose another activity, or find a way to work around the challenge.

Your local 4-H faculty and state 4-H specialists may be able to assist you in locating resources or substituting other supplies if necessary.





 **4-H MILITARY PARTNERSHIPS** Creating a Project Plan

Job Descriptions

“Outline roles and responsibilities of leaders & volunteers”

- Determine who will lead and support each activity
- Find staff/volunteers with specific project area knowledge if needed
- Be clear about the scope and duration of each role
- Conduct or attend training if needed

4-H 201 14




Before you can offer a 4-H experience to young people, it’s important to talk to your coworkers and any volunteers or other facilitators who will be working with you. If you will be leading the program by yourself, it is still important to consider your role and what training or resources you will need.

Everyone needs to agree on roles and responsibilities before the program can begin.

This part of the planning process also gives you time to find staff or volunteers with project specific knowledge, and ask them to share their expertise.

Finally, you may discover that you need to conduct a training for facilitators, or attend a training together to prepare for the program.



 **4-H MILITARY PARTNERSHIPS** Creating a Project Plan

OBJECTIVE

Choose a sequence of project activities with which to develop a series of at least 6 4-H activities.

4-H 201 15





4-H MILITARY PARTNERSHIPS Creating a Project Plan

Develop a Project Plan

ACTIVITY

- Materials:
 - 4-H Project Guide
 - Project Planning Worksheet
- Record your plan to share with the group

4-H 201 16



Now that we have reviewed the stages of the 4-H project progression, you are going to work together to develop a project plan that you could use in your program. Think carefully about the unique opportunities (and possible challenges) in your program.

Be creative – a unique program will be more meaningful and memorable for young people!

Divide the group into smaller teams of 3-5 participants. Give each group a 4-H project guide and a Project Planning Worksheet to guide their planning. (For those who have not have any previous experience with program and lesson planning, consider providing a written goal on which they can base their plan. Sample goals are included at the end of this session.

Give teams 5 minutes to look through the curriculum and answer any questions they may have.

Provide participants with markers and chart paper to record their plan, which they will share with the whole group.

Guide participants in completing the project plan. Allow at least 3 – 5 minutes for each step, but monitor progress to be sure that all groups are keeping up. During the activity, circulate around the room to offer suggestions or answer questions. Use the sample worksheet in Slides 17 - 20 to guide participants to complete the worksheet.

If a different planning tool is used, Slides 17 - 20 may be omitted from the session.





4-H MILITARY PARTNERSHIPS Creating a Project Plan

Project Planning Worksheet

4-H Project Planning Worksheet 4-H MILITARY PARTNERSHIPS

Name of Club: 4-H Super Chefs Location: Smith Youth Center

4-H Project Focus: Fantastic Foods project (nutrition knowledge, cooking skills)

Leader(s): Miss Linda and Miss Sharon

Number of Members: 8 Age of members: 13 to 15 years old

This club will meet: (dates or days) The first Tuesday of each month, September to April

Each meeting will be: (length of time) 90 minutes, beginning at 4 pm.

Club goals for this project: (include a timeframe) Members will know how to choose a recipe, gather ingredients, and safely prepare a balanced, healthy meal by the end of the session.

4-H 20117



Use your project guide and expertise present in your group to complete the Project Planning Worksheet. You must first identify the age group, number of young people, location and leader for the project activities.

Then, identify the project skill or knowledge and life skill or essential element that you will be delivering. How will you know that this has been accomplished? List this information on your plan.



4-H MILITARY PARTNERSHIPS Creating a Project Plan

Date/Location	Meeting Specifics	Learning Experience/Activity (what will youth DO at this meeting?)	Supplies or Resources Needed
Date: <u>Sept. 6</u>	(Step 1: Introduction) Theme/Skill/Essential Element: <u>Life skill: Processing information</u>	<u>Get acquainted game</u> <u>Club activity overview & questions</u>	<u>Foods project guide</u>
Location: <u>Smith Youth Center Kitchen</u>	How will youth document this experience? <u>Video blog</u>	<u>"Stop and Read the Label" activity</u>	<u>"Stop and Read the Label" activity page (Minnesota 4-H)</u> <u>Nutrition labels</u>
Date: <u>Oct. 4</u>	(Step 2: Series of meetings/activities) Theme/Skill/Essential Element: <u>Life skill: Processing information, team work</u>	<u>See presentation on kitchen safety from guest chef</u>	<u>Confirm details with guest chef Joe Brown from Joe's Cafe, 555-9876</u>
Location: <u>Smith Youth Center Kitchen</u>	How will youth document this experience? <u>Video blog</u>	<u>"Ring Around" activity from Fantastic Foods, "You're the Chef" project</u>	<u>Check project guide for supply list</u>

4-H 20118



Plan your first project meeting. How will you introduce the project? What activity can you complete during the introductory session?

Choose a sequence of project activities for the remainder of the six meetings. Select activities that will build on each other to reach the final goal. How will you lead youth to document their progress and achievements?





4-H MILITARY PARTNERSHIPS Creating a Project Plan

Date: <i>Mar. 6</i>	(Step 3: Culminating Activity or Final Meeting) Theme/Skill/Essential Element: <i>EE: Mastery Skill: Making a meal</i>	<i>Club will make a meal to enjoy together and make final video blog entries. Each member will share their recipe/cooking tips and talk about what they have learned in this project.</i>	<i>Shopping list for ingredients Supplies to set table for club meal</i>
Location: <i>Smith Youth Center Kitchen</i>	How will youth present their new knowledge or skills? <i>Video blog entries about club experience and project</i>	<i>Video blog will be prepared for sharing with families at April event.</i>	<i>Don't forget the camera to take pictures!</i>

4-H 201 19



Plan a culminating experience to lead youth in acknowledging and sharing what they have learned.

The culminating experience and recognition event can be combined into one event if needed. In the example shown, the final club meeting is separate from the recognition event.



4-H MILITARY PARTNERSHIPS Creating a Project Plan

Date/Location	Meeting Specifics	Learning Experience/Activity (what will youth DO at this meeting?)	Supplies or Resources Needed
Date: <i>Apr. 3 Special time: 5:30 pm</i>	(Step 4*: Recognition/Celebration of learning) Theme/Skill/Essential Element: <i>Belonging</i>	<i>Youth will bring favorite dishes to share, potluck style Video blog will be shown</i>	<i>Certificates and 4-H clover aprons (order from www.4-hmell.org) Screen and projector to show video blog of project</i>
Location: <i>Williams Family Center</i>	How will achievements be recognized? <i>Certificates for all "chefs"</i>	<i>Certificates and awards for all participants Families invited to attend * This event may be combined with the activity listed in Step 3.</i>	

4-H 201 20




Plan a way to recognize and celebrate participants' achievements. If your program has utilized volunteer leaders, include a plan for recognizing their contributions. This step is also a good time for members to share their project record - in this example, a video blog of each project experience.



Allow enough time for groups to complete the Project Planning Worksheet. When all groups are finished, ask each group to briefly share their plan with the larger group. When all plans have been shared, continue with the reflection questions for the activity.



 **4-H MILITARY PARTNERSHIPS** Creating a Project Plan

Plan a 4-H Experience Activity

Reflect
REFLECT

REFLECTION

- What was the most difficult part?
- What parts were surprising or new?
- What do you think of the program planning process?
- How might you involve youth in program planning?
- How will this process change the way you handle program planning?


4-H 201 **21**



Reflect:

- What was the most difficult part?
- What parts were surprising or new?
- What do you think of the program planning process?
- How might you involve youth in program planning?
- How will this process change the way you handle program planning?



 **4-H MILITARY PARTNERSHIPS** Creating a Project Plan

Reflect
REFLECT

REFLECTION

- What do you think of the structured learning and planning we have discussed today?
- How was the lesson plan template helpful to you? Was completing it a challenge?
- Which concepts were familiar to you? Which were surprising?
- How has your understanding of the 4-H program and project activities changed?

4-H 201 **22**





Reflect:

- What do you think of the structured learning and planning we have discussed today?
- How was the lesson plan template helpful to you? Was completing it a challenge?
- Which concepts were familiar to you? Which were surprising?
- How has your understanding of the 4-H program and project activities changed?



4-H MILITARY PARTNERSHIPS Creating a Project Plan

Apply

REFLECTION

- How will this information influence your program planning in the future?
- How could you use the Program Planning Worksheet in your program?
- How will this be different from programs you may have presented in the past?

4-H 201 23



Apply:

- How will this information influence your program planning in the future?
- How could you use the Program Planning Worksheet in your program?
- How will this be different from programs you may have presented in the past?

The process we have reviewed today should be the beginning of each project or activity you present to your 4-H members. Thoughtful, thorough planning will ensure that your programs progress in a logical way – encouraging youth to master the concepts you have set out in your goals.

After the program plan for each project is complete, you can break the process down further by writing a lesson plan for each individual concept. This will help to ensure that the goals you have identified will be reached at the conclusion of the project.


Another benefit of having a plan is flexibility – if another staff member or volunteer is going to work with the 4-H members, they can easily follow your plan. This provides continuity and helps ensure that youth will have a positive learning experience, even if they have a different leader for one or more activities.





Programs with comprehensive goals and lesson plans are also more likely to suit the long term educational goals that many military youth programs require. Discussing and planning your goals will also help you to keep them in mind as you lead youth in processing each activity – you will be able to help participants (and their parents!) recognize the achievements and learning they have gained from your program.



 Creating a Project Plan

- Designing Great Learning Opportunities for 4-H Youth.
<4h.uwex.edu/educators/DesigningGreatLearningOpportunities.cfm>

REFERENCE

- Stop and Read the Label activity. Minnesota 4-H Program.
<minnesota4h.com/Nutrition/components/energizers/stop-and-read-the-label.pdf>

4-H 201 24



 For more information, visit
www.4Hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

Designing Great Learning Opportunities for 4-H Youth. Retrieved 10/2011 at:
<4h.uwex.edu/educators/DesigningGreatLearningOpportunities.cfm>

Stop and Read the Label activity. Minnesota 4-H Program. Retrieved 10/2011 at:
<minnesota4h.com/Nutrition/components/energizers/stop-and-read-the-label.pdf>



Project Planning Worksheet



Name of Club: _____ Location: _____

4-H Project Focus: _____

Leader(s): _____

Number of Members: _____ Age of members: _____

This club will meet: (dates or days) _____

Each meeting will be: (length of time) _____

Club goals for this project: (include a timeframe) _____

Date/Location	Meeting Specifics	Learning Experience/Activity (what will youth DO at this meeting?)	Supplies or Resources Needed
Date:	<i>(Step 1: Introduction)</i> Theme/Skill/Essential Element:		
Location:	How will youth document this experience?		
Date:	<i>(Step 2: Series of meetings/ activities)</i> Theme/Skill/Essential Element:		
Location:	How will youth document this experience?		

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Project Planning Worksheet - 2



Date/Location	Meeting Specifics	Learning Experience/Activity (what will youth DO at this meeting?)	Supplies or Resources Needed
Date:	<i>(Meeting 3)</i> Theme/Skill/Essential Element:		
Location:	How will youth document this experience?		
Date:	<i>(Meeting 4)</i> Theme/Skill/Essential Element:		
Location:	How will youth document this experience?		
Date:	<i>(Meeting 5)</i> Theme/Skill/Essential Element:		
Location:	How will youth document this experience?		
Date:	<i>(Step 3: Culminating Activity or Final Meeting)</i> Theme/Skill/Essential Element:		
Location:	How will youth present their new knowledge or skills?		

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Project Planning Worksheet - 3



Date/Location	Meeting Specifics	Learning Experience/Activity (what will youth DO at this meeting?)	Supplies or Resources Needed
Date:	<i>(Step 4*: Recognition/Celebration of learning)</i> Theme/Skill/Essential Element:		
Location:	How will achievements be recognized?		
<i>* This event may be combined with the activity listed in Step 3.</i>			
Date:	<i>(Optional extra meeting/s in project plan)</i> Theme/Skill/Essential Element:		
Location:	How will youth document this experience?		

Other support or resources needed for this project:

Were our club goals achieved? (How do we know?)

Notes for future project plans:

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Project Planning Sample Goals



Project Area	Learning Goal
Technology	By the end of the 4-H club project, each member will be able to create a webpage about their 4-H club experiences.
Photography	By the end of the 4-H club project, each member will take a portrait of one family member.
Woodworking	By the end of the 4-H club project, each member will be able to build a wooden bird house.
Nutrition	By the end of the 4-H club project, each member will be able to plan a well balanced lunch menu for a 10 year old child.
Gardening	By the end of the 4-H club project, each member will be able to create a salsa with the vegetables the club has grown in their club garden.
Citizenship/ Community Service	By the end of the 4-H club project, the club members will be able to plan and implement a canned good drive for all youth at their after school program site.
Film/Video	By the end of the 4-H club project, club members will create a 30 second video clip about the dangers of smoking.
Drama/Theatre Arts	By the end of the 4-H club project, club members will produce a 15 minute holiday play about the joy of gift giving.
Scrapbooking/Arts and Crafts	By the end of the 4-H club project, each member will produce a scrapbook showcasing 12 different special events.
Pets	By the end of the 4-H club project, each member will be able to give a 5 minute demonstration on how to train a dog to roll over.

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4-H 201: *Creating a Project Plan* EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I can identify phases of a 4-H project experience	1	2	3	1	2	3
2. I can explain the process and importance of planning to use a 4-H project to teach a specific skill/knowledge base.	1	2	3	1	2	3
3. I know how to choose a sequence of 4-H project activities with which to develop a series of learning experiences.	1	2	3	1	2	3

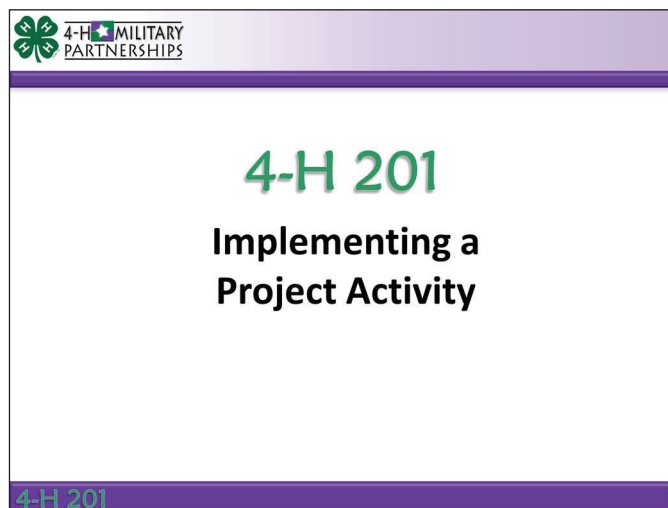
- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Implementing a Project Activity



Implementing a Project Activity



Intended Audience

This session is intended for adults who will lead 4-H clubs as well as staff trainers and site directors working in programs which will offer a 4-H club opportunity.



Objectives

- Understand and apply the Experiential Learning Model.
- Implement a 4-H project activity utilizing 4-H juried curriculum and the Experiential Learning Model.



Time

30 minutes *for session, and*
15 minutes *for each group presenting a lesson in the Learn By Doing Activity*



Supplies Needed

Computer, projector, and power source
Supplies for selected curriculum activities (*see note, page 2*)



Supplemental Resources

Experiential Learning Model Lesson Planning Worksheet

Implementing a 4-H Project Activity Evaluation



Before the Training

This training reviews the use of the Experiential Learning Model as it applies to implementing a 4-H Project activity, and gives participants an opportunity to apply the learning model in a hands-on activity. If participants are already familiar with the Experiential Learning Model, you may wish to briefly review key concepts. If participants are unfamiliar with the model, you may choose to include further resources or utilize other training resources to present the material.

In this session, participants have the opportunity to use 4-H curriculum to prepare and present a project activity. In order to effectively facilitate this experience, it is recommended that you:

Choose a small selection of 4-H curriculum resources from which participants may select an activity to present.

Match curriculum resources to groups with which participants are likely to interact. For example, if everyone attending training works with pre-teens and teens, choose curriculum intended for that age range.

Assemble necessary supplies for the available activities. Participants will still need to find the supply list and choose the supplies which match up to the activity they chose to present. Ask training participants to bring the lesson plan sheet that they are required to use by their program, if applicable.

This lesson focuses on using 4-H curriculum from the 4-H National Directory of Materials to present a 4-H learning experience to youth. If your audience is not familiar with 4-H curriculum, the following information should be shared at the beginning of the training:

The 4-H National Directory of Materials is a searchable database of educational materials currently available throughout the Cooperative Extension System. Here you will find 4-H individual and group project materials, volunteer and professional development materials, as well as many other resources. You can search by topic area or keyword, then click on the links to the resources.

- National Directory of 4-H Materials

The National Directory of 4-H Materials can be accessed at: <www.4-hdirectory.org/>

4-H curriculum includes guides, activities, workbooks, and leader resources available on a wide variety of topics. Each piece of curriculum is prepared by teams of faculty at the land grant universities across the country, and reviewed for adherence to guidelines the 4-H program has established.

The length of this lesson will change based on the number of participants. The lesson will require 45 minutes of training time, plus an additional 15 minutes for each group to present the 4-H project activity they have prepared in the Learn By Doing Activity.


Supplies and Preparation

Gather and prepare materials on the Experiential Learning Model if necessary. The appendix of this resource contains a brief lesson on the Experiential Learning Model. 4-H 101 Lesson 6 and Lesson 8 also introduce and explore the Experiential Learning Model.

This session includes an Experiential Learning Model Lesson Planning Worksheet. This tool can be used to plan learning activities based on the Experiential Learning Model. If participants are already using a suitable planning tool in their programs, or if their programs require a specific planning tool, it is recommended that the session be adapted to use that tool instead of the included worksheet.

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4-H 201

Implementing a Project Activity

4-H 201 1


Display the title slide before the training begins.



You may have heard it said that in the 4-H program, youth “learn by doing.” In fact, if you spend any amount of time around 4-H leaders, volunteers, or youth members, you are almost guaranteed to hear someone say, “learn by doing”! This simple saying represents a principle that the 4-H program is built on: the idea that people learn best through hands-on experiences.

This concept is what differentiates 4-H from many other educational groups, and it gives strength to our mission of empowering young people to reach their full potential. Through the 4-H program, we provide hands-on learning experiences for young people, in a safe and supportive environment, with curriculum that is researched and reviewed for accuracy and effectiveness.

Because ‘learn by doing’ is the way 4-H reaches young people, 4-H learning experiences are most effective when they follow a process called the “Experiential Learning Model.” In this session, we’ll examine the steps an activity must include to follow the model, and you will practice presenting a project activity using 4-H curriculum and the Experiential Learning Model as your guides.



Implementing a Project Activity

OBJECTIVE

Implement a project activity, utilizing 4-H curriculum, and the Experiential Learning Model.

4-H 201 2





4-H MILITARY PARTNERSHIPS Implementing a Project Activity

Experiential Learning Model Steps

- **Experience:** do the activity
- **Share** feelings and impressions
- **Process** the activity: think critically
- **Generalize** to consider the broad themes and trends
- **Apply** the things learned in this activity to other areas of life and the future

4-H 201 3



In review, the five steps of the Experiential Learning Model are:

- Do the activity
- Share feelings and impressions about the activity.
- Process the activity: think critically about what happened.
- Generalize to consider the broad themes and trends in the activity.
- Apply the things learned in this activity to other areas of life and to the future.

Keeping these steps in mind, now it's your turn to prepare and present a 4-H project activity.



4-H MILITARY PARTNERSHIPS Implementing a Project Activity

4-H Curriculum

- Library of guides, activities, workbooks, and leader resources
- Wide variety of topics suitable for youth between 8 – 18 years old
- Prepared by teams of faculty at the land grant universities
- Reviewed for adherence to guidelines established by 4-H

Reprinted from the National 4-H Curriculum Catalog with permission of National 4-H Council

4-H 201 4





As adults who work with youth on a regular basis, you are already aware that one of the most important parts of your program is planning.

Whenever you prepare to present a craft, game, trip, or special event to youth, you begin by planning. You probably have different names for this plan, based on your program or military branch guidelines.


In 4-H, we have a set of plans too – and they are a part of our national 4-H curriculum. National 4-H curriculum is a library of guides, activities, workbooks, and leader resources available on a wide variety of topics.

Each piece of curriculum is prepared by teams of faculty at the land grant universities across the country, and reviewed for adherence to guidelines the 4-H program has established.

What does this mean in practical terms? When you want to present a 4-H project activity, part of the planning is done for you! You can download or purchase the curriculum for the subject you are interested in, and use the project guide and leader resources to prepare and deliver the activity. All of the information you need will be included in the curriculum itself.

In true 4-H fashion, we are going to learn how to present a 4-H activity by doing it – right now!



	Implementing a Project Activity
Learn By Doing:	
ACTIVITY Implement a Project Activity	
<ul style="list-style-type: none">• Groups of 3 – 4• Select a project activity.• 30 minutes to prepare• Each member of your group must have a role	
Decide	
<ul style="list-style-type: none">• How you will implement the activity• Supplies needed• How to incorporate the Experiential Learning Model	
4-H 201	5

Divide participants into groups of 3-4. Give each group several copies of the Experiential Learning Model Lesson Plan Worksheet.





Each group needs to select a project activity. I have already assembled the supplies needed for all of these activities, so everything is available for you to use.

Once you have selected an activity, your group will have 30 minutes to get ready to present your activity to everyone. Each member of your group needs to have a role in preparing and presenting.

Decide how your group will implement the activity (who will do what), what supplies you will need, and how you will apply the Experiential Learning Model. Prepare the questions will you ask for each step in the Experiential Learning Model.

Your group will also be responsible for gathering the supplies you will need for the activity you choose. If you have any questions or need more information, I will be visiting each group during your planning time – please let me know how I can help you prepare.

Use the Experiential Learning Model Lesson Plan worksheet to plan your lesson.

*Alternatively, participants can use their program's lesson plan form but should still include Experiential Learning Model **Process** questions.*



4-H MILITARY PARTNERSHIPS		Implementing a Project Activity	
Lesson Plan Worksheet			
Group Name:		Leader Name:	
Meeting date:		Meeting time:	
Number of members:		Age of members:	
Meeting location:			
Title of Activity/Project:			
Learning Objective:			
Life Skills targeted:			
Project Skill targeted:			
Success Indicator:			

Top of worksheet: Tell us about your audience and your educational goal for this activity.

4-H 201 6





4-H MILITARY PARTNERSHIPS Implementing a Project Activity

Activity 1		Resource for Activity:	
Title of Activity:		Leader for Activity:	
Length of Activity:			
Materials Needed:			
Directions:			
What skill/knowledge does this activity require?			
Safety Considerations:			
Experiential Learning Model: Process and Reflect			
Share Questions to ask:			
Process Questions to ask:			
Generalize Questions to ask:			
Apply Questions to ask:			

Fill out this section with details about the activity you will be presenting today.

4-H 201 **7**

Display Slides 6 and 7 during the activity if the group is using the worksheet included with this session. Allow groups 30 minutes to plan and practice presenting a lesson. Have each group present their lesson. Lead participants in a discussion and reflection.



4-H MILITARY PARTNERSHIPS Implementing a Project Activity

Reflect

REFLECT

REFLECTION

- What was the most difficult part of implementing the lesson you selected?
- What was the easiest part?
- What kind of preparation did your group need to make in order to implement the lesson?
- What challenges did you encounter in the activity?
- Why is it important to process a 4-H activity with young people?

4-H 201 **8**



Reflect:

- What was the most difficult part of implementing the lesson you selected?
- What was the easiest part?
- What kind of preparation did your group need to make in order to implement the lesson?
- What challenges did you encounter in the activity?
- Why is it important to process a 4-H activity with young people?





4-H MILITARY PARTNERSHIPS Implementing a Project Activity

Apply

- What would you have done differently if you were to do this project activity again?
- How can you use the ideas in the Experiential Learning Model to help you any time you work with youth?
- How would you adapt your project activity to suit the age level of the youth in your program?

REFLECTION

4-H 201 9



Apply:

- What would you have done differently if you were to do this project activity again?
- How can you use the ideas in the Experiential Learning Model to help you any time you work with youth?
- How would you adapt your project activity to suit the age level of the youth in your program?



4-H MILITARY PARTNERSHIPS Implementing a Project Activity

Key Concepts

- 4-H depends on “learning by doing”
- The Experiential Learning Model = thinking through the learning that happens while doing an activity
- Processing is a key part of the activity.
- Allow ample time to process.
- 4-H curriculum is specifically geared to help you present dynamic, enjoyable, educational experiences for young people.
- Curriculum is based in university research and is reviewed to ensure its effectiveness.

CONCLUSION

4-H 201 10



4-H depends on “learning by doing.” The Experiential Learning Model helps us understand and think through the learning that happens while doing an activity.

Processing is a key part of the activity. Allow ample time to process. For after school programs, plan activities to allow time to process before children will be leaving the site/activity.

4-H curriculum is specifically geared to help you present dynamic, enjoyable, educational experiences for young people. Curriculum is based in university research and is reviewed to ensure its effectiveness.





Using 4-H curriculum can make preparing lesson plans for your 4-H club simple, as the information you need to create meaningful learning experiences is prepared for you.

With guidance from caring adults like you, the experiential learning and the 4-H curriculum library combine to create a world of learning opportunities for youth.



4-H MILITARY PARTNERSHIPS Implementing a Project Activity

- “Experiential Learning Process”, University of Illinois Cooperative Extension Service.
- “Experiential Learning Cards”, University of Hawaii Cooperative Extension Service.
- 4-H 101 Experiential Learning Model PowerPoint, National 4-H Headquarters.
www.national4-hheadquarters.gov/library/4H101_exper_model.ppt

REFERENCE

4-H 201 11



4-H MILITARY PARTNERSHIPS

 For more information, visit www.4-Hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

“Experiential Learning Process”, University of Illinois Cooperative Extension Service.

“Experiential Learning Cards’, University of Hawaii Cooperative Extension Service.

4-H 101 Experiential Learning Model PowerPoint, National 4-H Headquarters.

<www.national4-hheadquarters.gov/library/4H101_exper_model.ppt>



Experiential Learning Model Lesson Planning Worksheet



Complete the first section of the worksheet with information pertaining to your overall club activities for the planned session/meeting.

Group Name:		Leader Name:	
Meeting date:		Meeting time:	
Number of members:		Age of members:	
Meeting location:			
Learning Objective:			
Life Skills targeted:			
Project Skills targeted:			
Success Indicator(s):			

Complete the second section of the worksheet with information pertaining to the activity you plan to facilitate.

Activity			
Title of Activity:		Resource for Activity:	
Length of Activity:		Leader for Activity:	
Materials Needed:			
Directions:			
Skill/Knowledge targeted:			
Safety Considerations:			
Experiential Learning Model: Process and Reflect			
Share Questions to ask:			
Process Questions to ask:			
Generalize Questions to ask:			
Apply Questions to ask:			

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4-H 201: *Implementing a Project Activity* EVALUATION

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1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I can identify the steps of the Experiential Learning Model.	1	2	3	1	2	3
2. I can use 4-H curriculum to plan and facilitate an activity for youth.	1	2	3	1	2	3
3. I can implement a project activity utilizing the Experiential Learning Model.	1	2	3	1	2	3

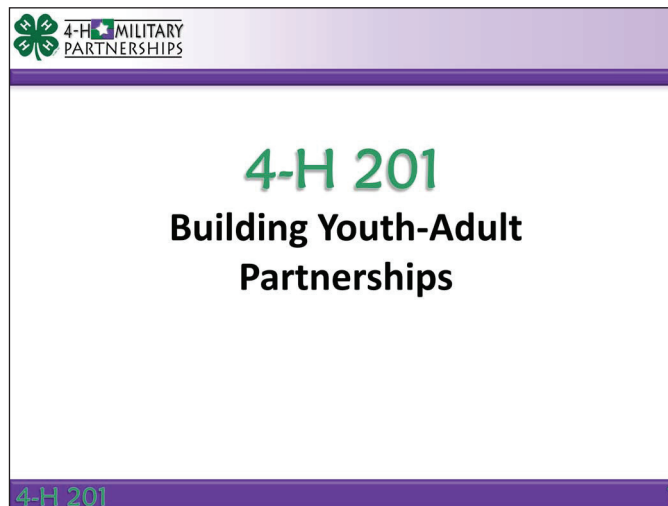
- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Building Youth-Adult Partnerships



Building Youth-Adult Partnerships



Intended Audience

This session is intended for youth and adults who will be working together, 4-H professionals who will facilitate Youth-adult partnerships, and military program staff who facilitate partnership programs.



Objectives

- Identify three benefits of youth-adult partnerships.
- Identify three methods that enhance successful youth-adult partnerships.
- Identify three ways to connect youth-adult partnerships with already existing youth clubs.



Time

2 1/2 hours



Supplies Needed

Computer, projector, and power source
Chart paper/newsprint and easel
Markers



Supplemental Resources

Live with Fourleafa! A Skit About Youth-Adult Partnerships

Building Youth-Adult Partnerships Evaluation



Before the Training

This module includes an exploration of the Essential Elements of 4-H as they relate to the implementation of youth-adult partnerships. If your training audience is already familiar with the Essential Elements, you may wish to quickly review those concepts in relation to Youth-adult partnerships. If your audience is unfamiliar with the Essential Elements, you may wish to prepare and share extra information or resources. Further training on the Essential Elements is available in the Key Ingredients for Program Success Curriculum, available at www.4H.org. Additional training is available in 4-H 101, Chapter 2 under the curriculum link available at www.4-hmilitarypartnerships.org

Supplies and Preparation

Page 10 and Slide 12 contain an activity.

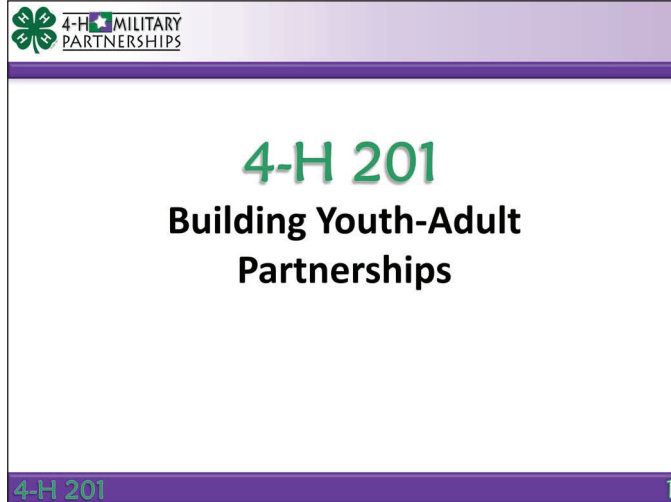
This session includes an activity, Mapping Youth-Adult Partnerships, that is available from The Innovation Center. The activity is available for download from www.theinnovationcenter.org. Prior to the training, trainers should download the materials for the activity and follow the instructions for preparation. This activity should take approximately 40 minutes to complete.

Page 11 and Slide 13 contain an activity.

This session includes a skit about developing youth-adult partnerships. Using the script provided in this session, lead participants to act out the skit and reflect on the concepts the skit explores. Props, sound, and other materials may be added to the activity at the trainer's discretion.

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Display the title slide before the training begins.



Youth-adult partnership is an innovative idea that has been embraced by many organizations, especially 4-H. The idea of a true partnership between youth and adults may be a new concept for some organizations or programs. Some organizations may even have policies that need to be updated to support a partnership between youth and adults - for example, to allow an older youth member to hold a seat on an organization's board of directors.

This lesson helps participants lay the foundation for a youth-adult partnership. In this session, you will learn about :

- Building meaningful roles based upon mutual responsibilities and respect among all members
- Developing a shared language and norms
- Developing a joint endeavor that fosters decision making and knowledge-building process


Keeping the balance between adults fostering skills and youth invested in a meaningful project involves a strategic thoughtful process.

In Part 1 of Youth-Adult Partnerships we will look at the strengths of youth and adults and how partnerships can support the development of the Essential Elements.

In Part 2, we will help participants analyze their current programming for a youth-adult partnership as well as identifying methods that can be used to enhance the development of partnerships, which can foster new skills and create change.






 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

OBJECTIVE

- Identify the benefits of Youth-Adult Partnerships
- Identify methods that enhance successful Youth-Adult Partnerships
- Identify ways to connect Youth-Adult partnerships with existing teen/pre-teen clubs

4-H 201 2

 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

Youth-Adult Partnerships

- Young people and adults share equal power in decisions and work together on projects for mutual benefit
- Youth are fully engaged participants, leaders and decisions makers in the programs, organizations and community to which they belong. (National 4-H Council, 2005.)

What do you think the benefits of such a partnership might be?

4-H 201 3



As we explore the idea of creating a youth-adult partnership today, the following concepts will be a working definition of a true partnership between young people and adults:


Young people and adults share equal power in decisions and work together on projects for mutual benefit. Youth are fully engaged participants, leaders and decisions makers in the programs, organizations and community to which they belong. (National 4-H Council, 2005.)

What do you think the benefits of such a partnership might be?

Allow time for responses. Record responses on chart paper and display throughout the training if possible.






 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

OBJECTIVE

Identify three benefits of youth-adult partnerships.

4-H 201 4

 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

In a successful partnership...

- Young people and adults share decision making power
- Young people and adults work together on projects
- Young people are fully engaged in the organization/community (National 4-H Council, 2005.)

4-H 201 5



Much of the success of youth-adult relationships relates to the quality of interaction between youth and adults.

Youth-adult partnerships should provide an opportunity for everyone to share responsibilities and ideas, and to develop leadership skills together. Youth should be involved in planning, activities, and events at all levels of the 4-H program.





4-H MILITARY PARTNERSHIPS Building Youth-Adult Partnerships

What is leadership?

What I have learned about leadership is [that] it's not totally about standing in front of people, taking charge, and telling people what to do. It's more about your personal leadership... how you feel about yourself and how comfortable you are with yourself and sharing yourself with others people. It's... like the interaction between people is a form of leadership.

Youth quote, Learning and Leading: A Toolkit for Youth Development and Civic Activities, p. 7

4-H 201 6



Here is how one young person describes leadership:

“What I have learned about leadership is it’s not totally about standing in front of people, taking charge, and telling people what to do. It’s more about your personal leadership... how you feel about yourself and how comfortable you are with yourself and sharing yourself with other people. It’s ... like the interaction between people is a form of leadership.”



4-H MILITARY PARTNERSHIPS Building Youth-Adult Partnerships

Leadership

“...a process whereby an individual influences a group of individuals to achieve a common goal.”

Leadership Theory and Practice: Second Edition, (2001, p.3), Peter Northouse

4-H 201 7



Another definition of leadership that is commonly used in youth development is “...a process whereby an individual influences a group of individuals to achieve a common goal.” (Northouse, P.)





How does this definition reflect the leadership young people experience in your program?

Are there ways leadership is “squelched” in your program?

Give participants time to respond and discuss.



4-H MILITARY PARTNERSHIPS Building Youth-Adult Partnerships

Adultism

“Adultism” is the view that young people are not as valuable as adults.

The thoughts, opinions, or actions of young people are considered to be less important, or less real, than those of adults.

4-H 201 8

4-H MILITARY PARTNERSHIPS Building Youth-Adult Partnerships

Adultism

Logistical and Organizational Barriers

- Time and location of meeting
- Transportation
- Food
- Equipment
- Procedures and policies – roles and responsibilities
- 4-H projects offered

“Creating Youth-Adult Partnerships Training Curricula for Youth, Adults and Youth-Adult Teams”
– The Innovation Center for Community & Youth Development

4-H 201 9



Personally we want to be both effective educators and also have a good relationship with youth. As adults we feel good when things are going well but frustrated when our programs are struggling.

Many times we find relationships built around “adultism” – adult assumptions that are based on the idea that adults know more than young people.

“Adultism” describes the view that young people are not as valuable as adults. The thoughts, opinions, or actions of young people are considered to be less important, or less real, than those of adults.

Minimalizing or ignoring a young person’s feelings (“it’s only puppy love” or “you’ll





understand that 4-H project better when you are older”) can be a form of adultism.

Another product of adultism is when we, as adults, make decisions based on our own needs or capabilities, and ignore the input of youth: for example, when we decide where to go and how to get there, or what, where, and when to eat.

These common decisions are often instances when we have the opportunity to engage youth in planning and decision making, but we choose not to do so – and send the message that their thoughts or feelings are less important than our own.

The attitudes described by adultism affect adults’ ability to work with young people. These attitudes determine the extent to which adults are willing to involve young people in decisions, program design, development, implementation, and design.


Some of the ways adultism might be demonstrated include instances when adults make decisions about the time and location of a meeting, transportation, food, equipment, policies, or 4-H projects that will be offered - without the input and involvement of youth.

Can you think of situations in your program where adultism might be a challenge?

Allow time for responses. Record responses on chart paper and display throughout the training if possible.

For the next few minutes, we will work on identifying strategies that create and enhance youth-adult partnerships. Before we begin, let’s consider the role that adults play in the lives of young people. Think about the experiences youth have when interacting with parents, teachers, coaches, 4-H leaders, Child and Youth Program staff or other adults in their lives.



	Building Youth-Adult Partnerships
OBJECTIVE	
Identify three methods that enhance successful youth-adult partnerships.	
4-H 201	10





Take the time to examine the way your organization or program interacts with youth.

In order for youth-adult partnerships to work, it is essential that youth are not viewed as objects or recipients, but as partners in the work that you do.

As we focus on leading a youth-adult partnership, the term may be defined as:

“A fostered relationship between youth and adults where both parties have equal potential in making decisions, utilizing skills, learning from one another and promoting change through civic engagement, program planning and/or community development initiatives.” (Jones, K. & Perkins, D...)

At what age can youth-adult partnerships begin?

Lead the group to discuss opportunities for all ages of youth. For example, how could children of elementary school age provide input into determining programs?



The screenshot shows a presentation slide with the following content:

- 4-H MILITARY PARTNERSHIPS** logo in the top left corner.
- Building Youth-Adult Partnerships** in the top right corner.
- Youth-Adult Partnership** as the main title.
- Methods that work** as the subtitle.
- A bulleted list of seven methods:
 - Build relationships
 - Build a cooperative environment
 - Set goals
 - Find a balance of power
 - Discover skills and attitudes
 - Show concern for each other
 - Recognize and celebrate accomplishments
- Small text at the bottom: "4-H Leaders' Digest, Youth Development Program, University of California Cooperative Extension, PNR Publication 21729"
- 4-H 201** in the bottom left corner and **11** in the bottom right corner.



Partnerships are youth and adults working together to reach common goals. Themes that are woven throughout youth-adult partnerships include:

- Building relationships and a cooperative environment.
- Learning about each other before you start the project to build trust.
- Understanding differences. Learn from one another what each of you need and expect from the other(s).
- Understanding that each person brings gifts/talents/resources to the partnership allows everyone to contribute to the success.
- Set goals and focus on the ones you have in common. Youth need to be involved with decisions that affect them, and adults need to understand why this is important.
- Find a balance of power and find importance in working together. Try to maintain an equal number of youth and adults. Insure that youth are decision-makers, not just participants.
- Reveal skills and attitudes that will cultivate a successful partnership. Youth are capable of significant decision-making.



- Show genuine concern for issues addressed in the project. The issues should be real and relevant to youth.
- Recognize and bring attention to the feeling of accomplishment. Acknowledge every person’s contribution as a part of the team.


(4-H Leaders’ Digest, Youth Development Program, University of California Cooperative Extension, PNR Publication 21729)



In the 4-H program, our interaction with youth is guided by the Essential Elements of 4-H. As you prepare to partner with youth, you will need to have an understanding of these elements and the components of each essential area.

Now let’s take moment to help each of us review where our youth-adult partnerships are within our program or organization and possibly recognize opportunities to strengthen a partnership




Building Youth-Adult Partnerships

Mapping the Youth-Adult Partnership

ACTIVITY

Complete the activity from The Innovation Center.

4-H 201
12



A youth-adult partnership starts off with adults and youth finding value in working together in a community. When participants of a youth-adult partnership were asked what they liked or was challenging, this is what they said:

Adult perspective: “The teens get so many great ideas and they think “big!” As adults in this partnership, we help them narrow their ideas down to what the budget or time frame provides as realistic while still keeping their excitement and enthusiasm for continuing the project. It is great to see how the teens jump in and take on responsibility and provide leadership to a project.” – Youth Center Director

Teen perspective: “Being a part of a youth-adult partnership is a balancing act at times. We know what we have time to do and the adults provide the guidance and often times the money (budget). When we are seen as an “equal” when planning an event,






we have more ownership of an event which makes our enthusiasm greater and helps to increase participation by other teens and youth.” – Air Force Teen

Let’s see what some other youth-adult partnerships experienced.




Building Youth-Adult Partnerships

Live with Fourleafa


ACTIVITY

Assign roles, rehearse and perform the skit.
Discuss concepts and questions that arise during the activity.

4-H 201
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Distribute scripts and assign parts in the Live with Fourleafa skit activity. Lead participants to briefly rehearse and present the skit - consider videotaping or filming the skit to watch or share later.




Building Youth-Adult Partnerships

Reflect

REFLECTION

- What could have been done to make the group a better partnership?
- Which of the groups do you identify with and why?
- What skills do adults need to make the partnership successful?
- What skills do youth need to make the partnership successful?
- How will you proceed to ensure a partnership develops?

4-H 201
14

Lead participants to reflect on the skit they have watched.



- What could have been done to make the group a better partnership?
- Which of the groups do you identify with and why?
- What are the skills needed by adults to have the partnership be successful?
- What are the skills needed by youth to have the partnership be successful?
- How will you proceed to ensure a partnership develops while conducting planning for a program or other activities?

In the next section we will discuss how to identify existing teen or pre-teen clubs that could connect with a youth-adult partnership. In doing this, we will also discuss how





to conduct a youth-adult partnership training. This section is a “how to” and will provide links to resources, training agenda, and tips to training and creating youth-adult partnerships.



4-H MILITARY PARTNERSHIPS Building Youth-Adult Partnerships

OBJECTIVE

Identify three ways to connect a youth-adult partnership with an existing teen club.

4-H 201 15

4-H MILITARY PARTNERSHIPS Building Youth-Adult Partnerships

Curriculum is available from:

- **4-H Mall**
 - www.4Hmall.org
- **The Innovation Center for Community & Youth Development**
 - www.theinnovationcenter.org
 - "Learning and Leading: A Toolkit for Youth Development and Civic Activism" – The Innovation Center for Community & Youth Development, 2004
 - "Youth-Adult Partnerships: A Training Manual" – The Innovation Center for Community & Youth Development, Youth Leadership Institute, 2003.
 - "Creating Youth-Adult Partnerships Training Curricula for Youth, Adults and Youth-Adult Teams" - The Innovation Center for Community & Youth Development
- **State 4-H programs**

REFERENCE

4-H 201 16



When you prepare for a youth-adult partnership training, you will want to find curriculum to guide the training experience. Several curriculum may be found at the 4-H Mall at www.4-Hmall.org and from the Innovation Center for Community and Youth Development. The curriculums have various objectives and outcomes in the area of Youth-adult partnerships.

Visit the Innovation Center website for free downloads of the curriculum.


There are other resources available – these are particular resources available through 4-H and what this training model uses. Your state 4-H program may have a youth-adult





partnership training program as well. Contact your state 4-H Military Liaison for more information.



Building Youth-Adult Partnerships

Sample Training Scenario

A Youth Center is going to plan an event for Boys and Girls Clubs of America's "A Day for Kids" celebration.

The Teen Center has asked the Keystone/Leadership Club if they would like to be a part of the team to put on the celebration.

The Keystone/Leadership Club votes YES and both the adults and teens think it would be a great idea to learn how they can best work together in order to plan a successful event.

4-H 20117



Consider this scenario: A Youth Center is going to plan an event for Boys and Girls Clubs of America's "A Day for Kids" celebration. The Teen Center has asked the Keystone/Leadership Club if they would like to be a part of the team to put on the celebration. The Keystone/Leadership Club votes YES and both the adults and teens think it would be a great idea to learn how they can best work together in order to plan a successful event.

The first steps in creating a youth-adult partnership is to identify individuals who will serve as lead adults for the group. In this scenario, the Teen Center Director.


These individuals might be Keystone Club staff facilitator, Teen Center Director, 4-H Leadership Club staff member, Torch Club staff facilitator, or similar youth program leaders.

The training team should model the youth-adult partnership from the beginning, so identify two to three teens who will serve in leadership roles on the training team. In this scenario, the Keystone/Leadership club officers.

When the leadership team is assembled, you can begin to cooperatively choose a focus and objectives for the partnership.





 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

Sample Scenario

Step 1


1

- Identify lead adults
- Identify lead teens/youth

What characteristics will you look for in partnership leaders?

What will you tell potential leaders when you talk to them about the partnership?

4-H 201 18

 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

Sample Scenario

Step 2

2

Plan a Youth-Adult Partnership Training

- Choose lessons to focus on
- Choose program focus, for example:
 - Youth in Governance
 - Health Rocks!
- Decide who will teach each lesson
- Plan dates and advertise
 - Suggested training plan:
 - 1 and ½ days training
 - ½ work in action

4-H 201 19



Get to know the group with which you'll be working, and find out what level of youth-adult partnership they are currently using. This information will help you determine which lessons will be most useful. For example: if a Keystone Club is being run by the teens with staff guidance, it might already be operating as a youth-adult partnership – and thus some of the introductory lessons might not be necessary in the training.

Decide which lessons to focus on – there are many lessons in the curriculum available through The Innovation Center as well as other youth-adult partnership resources available on the CYFERnet website at www.cyfernet.org website.

Focus on key programs, such as the scenario for “A Day for Kids” celebration, Youth in Governance or 4-H Health Rocks! so training can be more focused. Conducting training with a specific program in mind generally leads to actions that create achievable outcomes.






Decide who will teach what lessons as a youth-adult partnership. Be sure to include the youth members of the partnership in this decision, so that you are immediately modelling the youth-adult partnership that you wish to create.

Plan dates and advertise – the suggested scenario is two days of 1 ½ days training and ½ day of work in action.




 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

Train Your Team

3 Sample Training Outline:

- Welcome and Introduction, Get Acquainted game
- Overview of the training and program focus
 - *Youth in Governance, Health Rocks!, Keystone Club, etc*
- Seeing Youth and Adults as Partners
 - Activity: How Youth and Adults see each other differently/same
 - Youth-Adult Partnerships: A Training Manual, p. 56
- What makes an effective partnership?
 - Activity: Conversation about Youth and Adult power/influence
 - Youth-Adult Partnerships: A Training Manual, p. 62

4-H 20120

 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships


Train Your Team

- Accepting and Understanding Differences
 - Activity: Create an awareness of the similarities and differences within the group.
 - Youth-Adult Partnerships: A Training Manual, p. 70
- Identifying Age as a Culture
 - Activity: looking at different age-based cultures within the group
 - Youth-Adult Partnerships: A Training Manual, p. 73
- Mapping a Vision
 - Activity: Examining ways your group/organization might include youth-adult partnerships in decision making, goal setting, etc.
 - Youth-Adult Partnerships: A Training Module, p. 87

4-H 20121






 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

Train Your Team

- Seeing Youth/Adults as Partners
 - Activity: How Youth and Adults see each other differently/same
 - (Youth-Adult Partnerships: A Training Manual, p. 56)
- Claiming Your Voice
 - Activity: Conversation about Youth and Adult power/influence
 - (Youth-Adult Partnerships: A Training Manual, p. 62)
- Youth as Culture: Class Reunion
 - Activity: looking at different age-based cultures within the group
 - (Youth-Adult Partnerships: A Training Manual, p. 73)

4-H 201 **22**

 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

Train Your Team

- Identity Mingle
 - Activity: Create an awareness of the similarities and differences within the group.
 - (Youth-Adult Partnerships: A Training Manual, p. 70)
- Mapping Youth-Adult Partnerships
 - Activity: Examining ways your group might include Youth-Adult partnerships in decision making, goal setting, etc.
 - (Youth-Adult Partnerships: A Training Module, p. 87)


4-H 201 **23**




This is a sample outline for a youth-adult partnership training. Some of the activities listed are hands-on, and will offer all the youth and adults a chance to take part.

If time allows, you may wish to lead participants in one of the sample activities listed.



 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships



Promising Practice: Health Rocks!

- Teens and adults work together
- Teach younger participants about peer pressure, dealing with stress
- Focus on health issues (eg. tobacco, drug, and alcohol use)
- Teens and adults plan and prepare lessons for Health Rocks!
- Present the program to youth as a team
- Youth identify with teens, seeing them as role models/mentors

4-H 201 **24**






Another example of a youth-adult partnership is the 4-H Health Rocks! program. This program has a proven history of how youth-adult partnerships can be effective in sharing important messages to youth.

In this program, teens and adults work together to teach younger participants about peer pressure and dealing with stress through positive decision making. The program focuses on health issues such as of the effects of tobacco, drugs, and alcohol use. Teens and adults plan and prepare lessons for Health Rocks! and present the program to youth as a team. Youth identify with teens, seeing them as role models and mentors.




Building Youth-Adult Partnerships

Reflect

- What ideas about youth-adult partnerships stand out to you?
- What did you learn about partnerships that you did not know before?
- Based on today's activities, how do you feel about working with youth-adult partnerships?


4-H 201
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Reflect:

- What ideas about youth-adult partnerships stand out to you?
- What did you learn about partnerships that you did not know before?
- Based on today's activities, how do you feel about working with youth-adult partnerships? What might you do differently?




Building Youth-Adult Partnerships

Apply

- How can you advocate for a youth-adult partnership in your program/facility?
- In what ways could a youth-adult partnership be beneficial to your community?
- What skills could teens and adults gain through participating in a youth-adult partnership?
- How could participants' skills be enhanced through a youth-adult partnership program delivery model?
- What existing group(s) do you see that could function as a youth-adult partnership?

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Apply:

- How can you advocate for a youth-adult partnership in your program?
- In what ways could a youth-adult partnership be beneficial to your community?
- What skills could the teens and adults gain through participating in a youth-adult partnership?
- How could participants' skills be enhanced through a youth-adult partnership program delivery model?
- What existing group(s) do you see that could function as a youth-adult partnership?



Building Youth-Adult Partnerships

Key Concepts

- Youth-adult partnerships = effective way to provide programs and leadership opportunities
 - Programs and opportunities can help youth achieve the Essential Elements
- Look for already existing teen/pre-teen groups as potential partners
- Opportunities to for partnerships are readily available
- New opportunities may evolve as well as partnerships with other organizations

CONCLUSION

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Youth-adult partnerships can be an effective way to provide programming and leadership opportunities in an organization. Look at already existing teen and pre-teen groups such as Keystone Club, Torch Club, or a 4-H Club as a potential youth-adult partnership.

Opportunities to turn staff led projects and programs into youth-adult partnership programs may be easily identified through already existing groups


New opportunities may evolve as well as partnerships with other organizations:

- Local/state 4-H Youth in Governance programs
- National Day for Kids celebrations
- Month of the Military Child celebrations or other military observances

Youth-adult partnership can be a powerful addition to the opportunities your program offers to young people, and 'the power of youth' can bring a new dimension to your organization.






 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

- National 4-H Council, 2005.
- Learning and Leading: A Toolkit for Youth Development and Civic Activism, 2004. Innovation Center for Community and Youth Development. Takoma Park, MD. pg 7 Retrieved 2/02/2011 from: www.theinnovationcenter.org
- Creating YOUTH-ADULT PARTNERSHIPS: Training Curricula for Youth Adults & Youth-Adult Teams, November 29, 2009. Retrieved 2/02/2011 from: cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=YOUTH-ADULT PARTNERSHIPPartners
Building Partnerships for Youth is part of the John and Doris Norton School of Family and Consumer Sciences, in the College of Agriculture and Life Sciences at the University of Arizona, and gratefully acknowledges the hosting of this website by the College of Agriculture and Life Sciences.

4-H 201 28

 **4-H MILITARY PARTNERSHIPS** Building Youth-Adult Partnerships

- Bell, John, December 14, 2010. Understanding Adulthood: A Key to Developing Positive Youth-Adult Relationships. The FreeChild Project. Retrieved 2/2/2011 from: www.freechild.org/bell.htm
- Ranum, B., Brock, W. (1997). Life with Fourleafa! A skit about Youth-Adult Partnerships.
- 4-H Leaders' Digest, Youth Development Program, University of California Cooperative Extension, PNR Publication 21729.
- Youth-Adult Partnerships: A Training Manual, 2003. Innovation Center for Community and Youth Development. Takoma Park, MD. Retrieved 10/25/2011 from: www.theinnovationcenter.org

4-H 201 29

4-H MILITARY PARTNERSHIPS

 For more information, visit www.4-hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

National 4-H Council, 2005.

Learning and Leading: A Toolkit for Youth Development and Civic Activism, 2004. Innovation Center for Community and Youth Development. Takoma Park, MD. pg 7 Retrieved 2/02/2011 from: <www.theinnovationcenter.org>

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Bell, John, December 14, 2010. Understanding Adulthood: A Key to Developing Positive Youth-Adult Relationships. The FreeChild Project. Retrieved 2/2/2011 from: <www.freechild.org/bell.htm>

Ranum, B., Brock, W. (1997). Life with Fourleafa! A skit about Youth-Adult Partnerships.

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Youth-Adult Partnerships: A Training Manual, 2003. Innovation Center for Community and Youth Development. Takoma Park, MD. Retrieved 10/25/2011 from: <www.theinnovationcenter.org>



Live with Fourleafa!

A Skit About Youth-Adult Partnerships



Roles

- 3 Teams of one youth and adult
- Stage hand
- Announcer
- Makeup artist
- Show host
- Fourleafa
- Clovis Bud
- 3 people to ask questions from the audience

Props

- I Heard it Through the Grapevine music CD or tape
- CD or tape player – someone ready to start and stop the music at the beginning and at the end
- Towels, makeup brush: someone to apply makeup
- Applause sign
- One to three handheld microphones
- 6 or 8 chairs

Preparation

Select the participants allowing enough time for the group to practice as a team. They do not have to say the script exactly as written, however the concepts are very important.

Do a complete run through so that everyone knows what to expect from others. This includes stage hands, makeup etc. When practicing the script, be sure there is enough variation between the role plays so that the audience understands the concepts.

Be sure to plant the questions in the audience, but take real questions from the audience first. If there is not a stage, be sure to have each group stand when they are presenting their story so all the audience can see them and be engaged.

Process the skit with the audience at the end.

Setting: The stage will have 8 chairs arranged as a talk show interview. A television camera is to be set up near the front of the stage. Off to the side, a makeup person is preparing the host and guests to come on stage. A stagehand is preparing the audience...

Stagehand: “Welcome, everyone to “Live with Fourleafa!” We’ll be starting the show in about 3 minutes. You’ll hear the theme music and then Fourleafa will be coming on stage and the camera will be rolling for our television audience. I’ll hold up an APPLAUSE sign. Let’s hear lots of noise and clapping when Fourleafa

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Live with Fourleafa! A Skit About Youth-Adult Partnerships



comes on and each time she introduces her guests. If you agree with what's being said, clap and cheer... let the television audience know you're here."

Music begins (*I Heard it Through the Grapevine*)

Stagehand: "OK, we're on in 5, 4, 3, 2, 1"

Announcer: "You've heard it through the grapevine soooooooooooooo Welcome to LIVE WITH FOURLEAFA" (APPLAUSE sign)

Fourleafa: "Good morning! Our grapevine has been hearing a lot about youth and adults working on community service projects. Sometimes, the partnerships work and sometimes they do not. Today we have 3 different youth and adult teams that are going to tell us their stories."

Fourleafa: "Please welcome _____ and _____." (Fourleafa will introduce the pair and set up their community service project.) "Now let me get this right... both of you were going to work together to plan a FUND RAISER in order to raise money to buy trees so you can PLANT TREES in your CITY PARK. _____ (youth), what happened?"

_____ (**youth**): (Repeat how your youth group had voted to have a fund raiser in order to raise money to plant trees in your city's park). "Our youth group had decided that we would sell root beer floats at several celebrations this summer. We would use the money raise from root beer sales to buy the trees and then plant them in the fall. HOWEVER, the adults totally took over. They decided that the Library needed help buying new books. So instead of us selling root beer floats and buying trees, they contacted local banks for donations and bought books for the library.

- The adults wouldn't listen to our idea.
- The adults always think they know what's best.
- The adults don't trust kids' ideas.
- They don't think kids know anything.
- They don't think kids can do anything.
- They think our idea will never work.
- They think all we want to do is have FUN."

Fourleafa: "Tell us your side of the story, _____" (adult)

_____ (**adult**): The other adults and I tried to work with the kids, but you know how kids are:

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- Kids never realize how much work is involved
- Kids usually don't follow through on their ideas anyway
- It's really easier is the adults do the planning and work ourselves
- Kids are just too busy these days
- The adults were just protecting the kids from failing"

Fourleafa: "This certainly doesn't sound like a partnership. Thanks for sharing your stories. Our next youth and adult pair come to us from _____. _____ (youth) and _____ (adult) were to work together to plan a CHILI SUPPER FUND RAISER to help raise money for a family that lost their home in a fire. _____ (youth), how did your project go? Did you have any better luck working together?"

_____ (**youth**): "Well, we started off working together. Both the youth and adults in our group liked the idea of planning a CHILI SUPPER as a fund raiser. Everyone liked the idea of raising the money to help the family that lost their home in a fire. We worked together planning the date, locations, donations. Things didn't go bad until it was time to divide responsibilities. The adults wanted to do everything FOR the kids. Once it was time to do the work:

- The adults totally took over
- They didn't think we could follow through on anything
- They gave us the cleanup jobs they didn't want
- They did everything FOR us
- It wasn't our project anymore
- They even had the final planning meetings when we were in school"

Fourleafa: " _____ (adult), it sounds like the planning started off well, what happened?"

_____ (**adult**): "Well, the youth had creative ideas, but..."

- The kids didn't have the knowledge and experience of the adults in our group
- The adults knew who to involve in the community and it was just easier to contact people ourselves
- The adults knew how to get the chili supper organized
- The kids were never available for the meetings... they're always in school when the adults could meet
- Youth don't always have the communication and organizational skills they need to carry out a big project like this
- This was too important a project to risk the kids failing."

Fourleafa: "Sounds like you did a lot of the project FOR the kids. Let's hear from our third youth and adult pair. Meet _____ (youth) and _____ (adult) from _____. _____ (youth), Tell us about your project."

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_____ (youth): “Our project really was a true partnership. The adults and youth came together to plan a project together. We decided we wanted to PAINT PICNIC TABLES and SHELTERS for the city park. First, we went together to the City Park and Recreation department to ask them if they needed help with this project. We told them our plan.”

_____ (adult): “Once they approved our plan, we worked together to plan and hold a carnival at the park to raise money for paint and supplies. The adults and youth in our group split into teams to develop games to play. Some adults and youth worked on publicity. Others worked on ticket sales.”

_____ (youth): “Our fund raiser and community service project was a real partnership between adults and youth.

- We listened to each other’s ideas
- Adults didn’t try to change our plans but we did plan activities we knew both adults and kids would like
- Adults gave us ideas when we didn’t know what to do but they didn’t take over
- The adults trusted and believed in us to follow through and we didn’t disappoint them
- If we did forget sometimes, they’d give us friendly reminders
- The adults RESPECTED our ideas and what we could do
- The adults helped to teach us what we need to know but they didn’t do it FOR us, they did it WITH us
- It sometimes took a little longer, but it always got done and we learned a lot. We really made a difference.”

Fourleafa: “ _____ (adult), did this project go as easily as it sounds?”

_____ (adult): “The kids and adults were learning from each other.

- The adults knew their main goal was to help teach the kids the skills they would use for the rest of their lives
- The kids and adults respected each other’s ideas
- We trusted each other and viewed each other as partners. This took time.
- We need each other
- We met together at times that worked for both youth and adults
- The adults knew that the youth wouldn’t always do things the same way as the adults would, but that was OK
- The kids gave us energy when we needed it.”

Fourleafa: “Today we’ve heard 3 very different stories and experiences. We’re very fortunate not only because we don’t do commercials on this show, but also because we have a Nationally Renowned Youth Expert, “Clovis Bud” with us today to give us insight into these three groups. Clovis, thanks for being with us today. What do you make of these 3 groups? Why such a difference?”

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Live with Fourleafa! A Skit About Youth-Adult Partnerships

4-H MILITARY
PARTNERSHIPS



Clovis: “Group 1, _____ and _____ were a classic example of adults and youth not partnering together. The adults did everything TO the kids from planning the event, to carrying it out. The kids gained nothing from the experience except to resent the adults.”

Fourleafa: “What went wrong in group 2? They both agreed on the same project. What went wrong?”

Clovis: “Group 2, _____ and _____, were a classic example of adults and youth starting to partner in their planning. However, then the adults took over and started doing the event FOR the kids. The kids started out being excited and were ready to try to learn some new skills but the adults felt it was easier to do the event themselves.”

Fourleafa: “Group 3 really seemed to have a great time together. What was different about this group?”

Clovis: “Group 3, _____ and _____, were a classic example of Adults and Youth as PARTNERS. Both the adults and youth shared ideas and came up with an activity they both agreed on. They worked together on the event and the adults were willing to teach the youth the skills they needed to learn. In return, the youth stayed committed and gave the adults more energy. Both youth and adults communicated, worked together as a team and worked together to make decisions. They both had a lot to give to the project and they both went away feeling great.”

Fourleafa: “Clovis, we have a few questions from our studio audience...”

Audience 1: “How do you get adults to listen to your ideas?”

Audience 2: “Our youth group has kids as young as 9 years old and some as old as 18. How do you get everyone involved when everyone is starting at such a different place?”

Audience 3: “Would _____ be willing to go out on a date with me after the show?”
Music immediately begins playing even before his/her sentence is done.

Fourleafa: “Our time is up. Thanks to our guests and studio audience for joining us today. Tune in tomorrow when we will talk about what we’re hearing on the grapevine. Have a good day everybody!”

Stagehand: APPLAUSE sign is held up.

Music fades and stagehands yells: “CUT and we’re out of here.”

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Live with Fourleafa! A Skit About Youth-Adult Partnerships

4-H  MILITARY
PARTNERSHIPS



Introduction of cast members

Process questions

- To each of the groups: What could have been done to make your group a better partnership?
- To members of the audience: Which of the groups do you identify with and why?
- What are the skills needed by adults to have the partnership be successful?
- What are the skills needed by youth to have the partnership be successful?
- Be sure to discuss as a team, how you will proceed to ensure a partnership develops while conducting Health Rocks! or other activities.

Written by:

Brenda Ranum, Youth Development Specialist, Iowa State University Extension
Wendy Brock, Program Leaders, 4-H Youth Development, University of New Hampshire
April 1997

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4-H 201: Building Youth-Adult Partnerships EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding


	Then: Before the Training			Now: After the Training		
1. I can list three benefits of youth-adult partnerships.	1	2	3	1	2	3
2. I can describe three methods that enhance successful youth-adult partnerships.	1	2	3	1	2	3
3. I can identify three ways to connect youth-adult partnerships with already existing youth clubs.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Understanding Parents



4-H MILITARY
PARTNERSHIPS

4-H 201
Understanding Parents

4-H 201 1

The image shows a presentation slide with a purple header and footer. The header contains the 4-H Military Partnerships logo. The main content area is white with the text '4-H 201' in green and 'Understanding Parents' in black. The footer contains '4-H 201' in green and the number '1' in white on a purple background.

Understanding Parents



Intended Audience

This session is intended for those leading youth programs that will involve adults.



Objectives

- Explain the benefits of positive parent involvement in youth programming.
- Describe four general types of parents.



Time

60 minutes



Supplies Needed

Computer, projector, and power source
Chart paper/newsprint and easel
Markers
Brads
Spinner (arrow)
White, red, green, blue, and purple cardstock
Colored Wheel



Supplemental Resources

Spinner Activity Template

Spinner Activity Cards

Understanding Parents Fact Sheet

Understanding Parents Evaluation



Before the Training

Parent involvement in 4-H Clubs held as a part of base, installation, or garrison programming may not be a typical expectation. However, 4-H club coordinators who are interested in fostering positive parental involvement may find the information included in this session to be of assistance.

Supplies and Preparation

Page 11 includes an activity for which advance preparation is required.

Materials:

Metal brads

Spinner (arrow) printed on cardstock

Colored wheel printed on cardstock

Activity Cards printed on colored cardstock


Print and cut out enough supplies so that each group of 5 - 6 participants has a spinner, an arrow, a brad, and a set of activity cards. Shuffle each stack of colored cards separately. Instruct participants to assemble the spinner or prepare the spinners before the training.

Templates for printing the arrow, spinner, and activity cards are found at the end of this guide.

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 4-H MILITARY PARTNERSHIPS

4-H 201

Understanding Parents

4-H 201 1

Display the title slide before the training begins.



In this lesson we will answer the questions:

Why should parents be an active part of a youth program?


What benefits are gained as a result of positive parent involvement in a youth program?

Record responses to the following questions on chart paper.

Before we proceed, why do you think that parents should be an active part of a youth program such as 4-H?

What benefits have you noticed that occur as a result of positive parent involvement?



 4-H MILITARY PARTNERSHIPS

Understanding Parents

OBJECTIVE

Explain the benefits of positive parent involvement in 4-H activities.

- Why should parents be an active part of the 4-H Program?
- What benefits result from positive parent involvement in 4-H activities?

4-H 201 2





We have just identified a number of benefits that can occur as a result of having parents involved in a youth program such as 4-H! Youth bond with one or more caring adults and grow in positive ways when they receive encouragement and help. This fosters the 4-H essential element of belonging.

Tufts University conducted a longitudinal study of positive youth development. Their research showed that teenagers value their relationships with their parents and incorporate core values from their parents. Thus, the benefits of positive parent involvement in 4-H activities are essential to positive youth development.



4-H MILITARY PARTNERSHIPS Understanding Parents

Benefits to 4-H Members

- Gain support and confidence from working with interested adults
- Participate with their parents in a common interest → 4-H becomes a family activity
- Receive more individual attention and guidance

Parents with positive, enthusiastic attitudes are contagious!

4-H 201 3



Youth generally seek the approval of adults. Those who receive positive and constructive feedback from adults are likely to feel better about the work they have accomplished and will usually be more self-confident.


We talk frequently about 4-H being a family program, which is a very positive characteristic of our program. Unfortunately, we may sometimes work with colleagues or even parents who consider this to be a detriment. We want to emphasize positive involvement by parents and provide them with suggestions and guidance to interact effectively with facilitators, youth, and other families.

Just as paid staff cannot reach all of our 4-H members without the assistance of volunteers, neither can our volunteers provide all of the assistance that members need without parental involvement. It requires a team effort to help youth receive the individual attention that they need.

Parents (and staff and volunteers) with a positive attitude will enable youth to be more positive about their 4-H experiences as well. Here are some benefits that positive and effective parents can provide to 4-H members.





 **4-H MILITARY PARTNERSHIPS** Understanding Parents

Benefits to Parents

- Opportunity to help their children learn and grow
- Chance to share experiences with their children
- May improve relationships with their children
- Opportunity to contribute to youth in the community
- Able to get to know their children's friends
- May make new friends and acquaintances
- Can show love and concern for their children through their involvement

4-H 201 4




It is important to realize that parents can also benefit from their child's involvement in 4-H. We need to help parents understand the benefits of making 4-H participation a family event.

Parents can be an important part of their child's nonformal educational experiences. For example, working together on 4-H projects and activities allows the parent and child to spend quality time together.

When parents have the opportunity to meet other adults in the 4-H community, they are able to stay informed about their child's activities. Parents who are "in the loop" are also more likely to understand the many opportunities that 4-H offers to youth.

What other benefits do you think 4-H provides for parents?



 **4-H MILITARY PARTNERSHIPS** Understanding Parents

Benefits to 4-H Volunteers

- Can delegate jobs to responsible parents → volunteer can focus on club development
- Able to more effectively reach each member with positive adult influence
- Experience greater satisfaction from watching parent/child relations grow

4-H 201 5





Volunteers who are able to effectively delegate some responsibilities to parents can offer a more complete, well-rounded program for the members. The volunteers will be able to focus on larger issues of greater importance to the overall operation of the 4-H Club.

Volunteers can help to foster improved relations between parent and child by allowing them to work on 4-H Club activities together, or by guiding and mentoring youth during 4-H activities.

It is important to emphasize to volunteers that they should not feel threatened by parents who want to have an active role in the 4-H Club. Rather, they should view this interest as a positive means of support.

Parents bring a wide array of experiences, talents, and abilities that can allow the 4-H program to meet the wide variety of interests of its members.

Active parent participation is a main ingredient in successful 4-H club programs.



4-H MILITARY PARTNERSHIPS Understanding Parents

Benefits to 4-H Clubs

- Club is strengthened, larger, and more active
- Club activities may be expanded and enriched

Favorable attitudes
Parent Interest
+ Parent Cooperation
SUCCESSFUL 4-H CLUB


4-H 201 6



In order to most effectively integrate parent involvement in your 4-H program, let's talk about some of the parenting styles you may see. Understanding the various parenting styles may help you communicate and interact with each individual effectively - so every parent has the opportunity to become involved in their child's 4-H experience.





 **4-H MILITARY PARTNERSHIPS** Understanding Parents

OBJECTIVE

Describe four general types of parents.

- What types of parenting have you observed?
- How can we help all types of parents participate in the 4-H program?

4-H 201 7




All of us have different personalities and interests. Parents are no different. We will work with all different types of parents at some point in 4-H. The key is to recognize the differences and work with each type as effectively as possible. Here are the two questions we will answer in this objective.

What types of parenting have you observed?

How can we help all types of parents participate in the 4-H program?



 **4-H MILITARY PARTNERSHIPS** Understanding Parents

Types of Parents

Parents can be classified into four general types:

- Balanced
- Overindulgent
- Overstrict
- Unconcerned

4-H 201 8



The types of parents we are going to discuss today are:

- Balanced parents
- Overindulgent parents
- Overstrict parents
- Unconcerned parents

We can probably identify someone who would fit into each of these four categories of parents!





Balanced Parents...

- Share planning, decision making and project work with their children
- Think of 4-H as part of their family
- Teach children the self-discipline necessary to do 4-H projects
- Are kind but firm and consistent
- Self-directed, but want to be informed of program activities and opportunities
- Value learning over specific awards or recognition



Overindulgent Parents...

- Protect and pamper their children
- Enroll children only because they think 4-H will be “good for them”
- Do much of the project work and record keeping *for* their 4-H members
- Find it easier to do the work than to help children develop self-discipline
- Have children who may lack initiative
- Hinder the development of their child’s imagination and creativity




Overstrict Parents...

- Are “fault-finders” who give very little constructive criticism
- Do not praise or recognize youth for their achievements
- Force adult standards on young people
- Have children who may be insecure, frustrated or rebellious
- Lead children to fear that they are not “good enough”





 **4-H MILITARY PARTNERSHIPS** Understanding Parents

Unconcerned Parents...

- Give their children little or no encouragement
- Have children who tend not to join clubs at all or have limited involvement
- Provide little guidance or encouragement to children
- May need frequent contact, reminders, and reports from club leader
- May need encouragement to develop interest and involvement in child's 4-H activities

4-H 20112



Typically, we would consider the balanced parent to be our ideal. Here are some of the characteristics of a balanced parent.

Balanced parents are ones we should make a special effort to involve in 4-H (and they will likely want to be involved anyway!)

Overindulgent parents certainly mean well and want the best for their children. Sometimes, however, they go a little too far and may be seen as “hovering”. These parents may need to be reminded of the importance of letting the members learn and experience 4-H for themselves. Sometimes we also think it’s easier to do the job ourselves instead of involving other co-workers or volunteers! This is an easy trap to fall into!

Overstrict parents may be parents who are trying to live through their children’s experiences. They may be trying to relive their 4-H experiences or right a wrong that they believe they experienced in their youth. These parents may need to be reminded of the importance of providing positive feedback to their children and to offer them encouragement no matter the final outcome of the project. They may find it helpful to focus less on errors and more on successes and the learning that has occurred.


Unconcerned parents may also be ones who keep incredibly busy schedules. They may wish to be involved, but are not able to do so because of work, family, or other community obligations.

If we can help these parents to stay at least marginally involved in their child’s 4-H activities, they may be able to see the importance of greater involvement in the future.

Perhaps other parents can be asked to make contact with those who are unable to participate and update them on information they may have missed.






 **4-H MILITARY PARTNERSHIPS** Understanding Parents

Challenges for Parents

- Why did you want your child to join 4-H?
 - So your child can *win*? You will be disappointed
 - So your child can *learn and grow*? You will be satisfied
- Recognition comes from doing the best your child can do
- Be a supportive parent and help your child and 4-H volunteers to “Make the Best Better!”
- Remember...the development of your child is the priority!

4-H 20113

 **4-H MILITARY PARTNERSHIPS** Understanding Parents

Challenges for 4-H Professionals & Volunteers

- Each parent and family is different
- Each will require various assistance to be involved positively
- Remember these differences as you facilitate the program and encourage parent involvement

4-H 20114



While it may be easier to work with some parents than others, all have an important role to play in their children’s development. And of course, all are very important to their children!

Keeping the child in the forefront of the 4-H experience is the guiding principle for our work, and the same principle applies when engaging parents in 4-H participation.

As we have just discussed, positive parental involvement strengthens the 4-H club, enhances the efforts of 4-H volunteers, and most importantly, provides a more effective and rewarding learning experience for young people.

To review and reflect on our training today, we’ll spend the next few minutes “taking a spin” through the concepts we’ve just discussed.





4-H MILITARY PARTNERSHIPS Understanding Parents

Spinner Activity

ACTIVITY

4-H 201 15

Divide participants into groups of 5-6. Distribute pre-made spinners or instruct participants to assemble the spinners.



In your groups, take turns spinning the spinner. When the arrow lands on a color, choose a card of the same color. Answer the question on the card, then return the card to the bottom of the card pile and pass the spinner clockwise to the next participant.

Repeat the process until everyone has had at least one turn. Questions may appear more than one time. When you find a duplicate question, provide a different answer than the one previously given.


If you have any questions, let me know. We'll take about 10 to 15 minutes for this activity, so everyone should have time for more than one turn.

After everyone has had a few turns, discuss the following questions in your groups:

- How can you encourage families to participate in 4-H activities?
- What methods of communication with families will be most effective in your community?
- If a parent misses a meeting or event, how can you help them reconnect with their child and the 4-H program?





 **4-H MILITARY PARTNERSHIPS** Understanding Parents

Reflect

- What do you see as the primary benefits of parent participation in the 4-H program?
- Which of the four types of parents do you believe is the most prevalent in the 4-H program?
 - Balanced
 - Overindulgent
 - Overstrict
 - Unconcerned
- What implications does this type of parent have for your 4-H club?

REFLECTION

4-H 201 16




Now that you have had time to review some of the ideas we've talked about today, we'll finish up by thinking about how this information will help you when you return to your program.

Reflect:

- What do you see as the primary benefits of parent participation in the 4-H program?
- Which of the four types of parents do you believe is the most prevalent in the 4-H program?
- What implications does this type of parent have for your 4-H club?



 **4-H MILITARY PARTNERSHIPS** Understanding Parents

Apply

- What goals can your program reach with parent involvement?
- What steps can you take to ensure that the parents of your 4-H members are positively involved in the club?
- What strategies will you employ to work with each type of parent in the 4-H program?

REFLECTION

4-H 201 17





Apply:

- What goals can your program reach if you have positive parent involvement?
- What steps can you take to ensure that the parents of your 4-H members are positively involved in the club?
- What strategies will you employ to work with each type of parent in the 4-H program?



4-H MILITARY PARTNERSHIPS

Understanding Parents

Key Concepts

- With positive parent involvement:
 - 4-H members gain support and confidence
 - 4-H parents build relationships with their children
 - 4-H volunteers can reach each member more effectively
 - 4-H clubs are strengthened and more active
- 4 types of parents we may encounter include balanced, overindulgent, overstrict, and unconcerned.

CONCLUSION

Refer to the Understanding Parents Fact Sheet for more information.

4-H 201 18



In this session, we've explored the benefits of positive parent involvement in youth programming. These benefits include:


- 4-H members gain support and confidence.
- 4-H parents build relationships with their children.
- 4-H volunteers can reach each member more effectively.
- 4-H clubs are strengthened and more active.

We have discussed four types of parents we may encounter: balanced, overindulgent, overstrict, and unconcerned, and we have talked about strategies to involve these parents in youth programs.

For more information, refer to the Understanding Parents Fact Sheet.





 **4-H MILITARY PARTNERSHIPS** Understanding Parents


• “Involving Parents in 4-H,” 4-H Volunteer Leaders’ Series, University of Arkansas Extension.
<www.uaex.edu/Other_Areas/publications/PDF/4HCG1.pdf>

REFERENCE

• Kress, C. Essential Elements of Youth Development. (n.d.) Retrieved January 30, 2007 from
<www.national4-hheadquarters.gov/library/4h_presents.htm>

• Lerner, R.M., Lerner, J.V., Phelps, R., and Colleagues. “Waves of the Future: The first five years of the 4-H study of positive youth development.” Tufts University.

4-H 201 19

 **4-H MILITARY PARTNERSHIPS** Understanding Parents

• McKinley, S. 2007. Essential Elements of Youth Development Lesson Plan. Purdue University Cooperative Extension.

REFERENCE

• Osborne, L.J. (2004, November). “Plan to Involve Parents.” Seminar conducted at 2004 North Central Region Volunteer Forum, Indianapolis, Indiana.

4-H 201 20

4-H MILITARY PARTNERSHIPS

 For more information, visit
www.4-hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

“Involving Parents in 4-H,” 4-H Volunteer Leaders’ Series, University of Arkansas Extension.

<www.uaex.edu/Other_Areas/publications/PDF/4HCG1.pdf>

Kress, C. Essential Elements of Youth Development. (n.d.)

Retrieved January 30, 2007 from

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Lerner, R.M., Lerner, J.V., Phelps, R., and Colleagues. “Waves of the Future: The first five years of the 4-H study of positive youth development.” Tufts University.

McKinley, S. 2007. Essential Elements of Youth Development Lesson Plan. Purdue University Cooperative Extension.

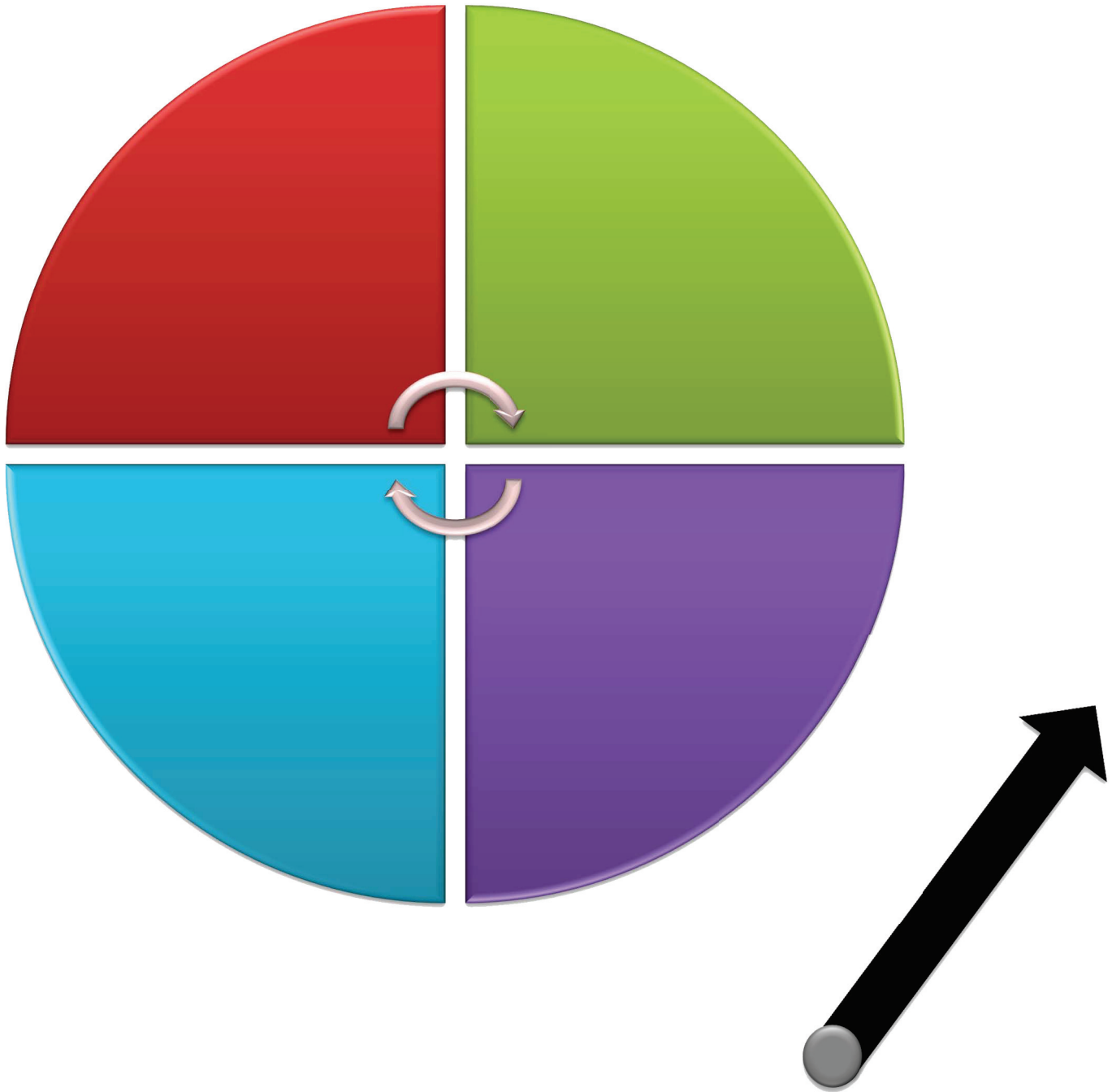
Osborne, L.J. (2004, November). “Plan to Involve Parents.” Seminar conducted at 2004 North Central Region Volunteer Forum, Indianapolis, Indiana.



Spinner Activity Template



Print one spinner and one arrow for each group of 5-6 participants. Cut out the arrow and the spinner and attach, matching the gray circle on the arrow with the center of the spinner. Attach with a metal brad, leaving enough room for the arrow to move freely.



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Spinner Activity Cards



Make 4 copies of this sheet for each group of 5-6 participants. Make one copy each on red, green, blue, and purple cardstock. Cut cards apart on dotted lines.

Give a benefit of positive parental involvement in youth programming.

Give a characteristic of an Overindulgent Parent.

Describe how a parent can benefit from their child's involvement in 4-H.

Give a characteristic of an Overstrict Parent.

Describe how a child can benefit from their parent's involvement in 4-H.

Give a characteristic of an Unconcerned Parent.

Describe how volunteers can benefit from a parent's involvement in 4-H.

Describe a child of a Balanced Parent in the 4-H program.

Describe how a 4-H club can benefit from a parent's involvement.

Describe a child of an Overindulgent Parent in the 4-H program.

Name one of the types of parents.

Describe a child of an Overstrict Parent in the 4-H program.

Give a characteristic of a Balanced Parent.

Describe a child of an Unconcerned Parent in the 4-H program.

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Understanding Parents Fact Sheet



Positive parent involvement provides numerous benefits:

The 4-H members...

- Gain support and confidence
- Participate with their parents
- Receive more individual attention and guidance
- Develop positive, enthusiastic attitudes

The 4-H parents...

- Help their children learn and grow
- Improve relationships with their children
- Make a contribution to youth in the community
- Get to know their children's friends
- Make new friends and acquaintances in the community
- Show love and concern for children as they maintain an interest in their activities and goals

The 4-H volunteers...

- Can delegate tasks to responsible parents which frees up time for additional club events
- Reach each member more effectively, with a positive adult influence
- Experience satisfaction from watching parent/child relations grow

The 4-H Club...

- Is strengthened, larger, and more active
- Offers additional, expanded activities
- Enjoys enhanced success

Four types of parents are involved with the youth programs. Their characteristics include:

Balanced

- Share planning, decision making, and project work with their children
- Teach children self-discipline as they complete their 4-H projects
- Are kind, but firm and consistent
- Like to be constantly informed of new developments, projects, or activities available
- Stress the educational value of 4-H more than the award received

Overindulgent

- Protect and pamper their children
- Do much of the project work and record keeping for the member
- May have children who lack initiative
- Hinder development of the child's imagination and creativity

Overstrict

- Find fault, give very little constructive criticism and no praise
- Force adult standards on children, making it impossible to succeed
- Have insecure, frustrated, and rebellious children

Unconcerned

- Give children no encouragement
- Have children who tend not to join, but if they do, become only "members"
- Have members who seldom finish projects due to lack of guidance or enthusiasm at home
- May only understand the "surface" of the 4-H experience vs. the life-long learning that is available

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4-H 201: Understanding Parents EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I can explain the benefits of positive parent involvement in youth programming.	1	2	3	1	2	3
2. I can describe four general types of parents.	1	2	3	1	2	3
3. I can list three ways to promote positive parent involvement in youth programming.	1	2	3	1	2	3


- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Utilizing Parents



4-H MILITARY
PARTNERSHIPS

4-H 201
Utilizing Parents

4-H 201 1

Utilizing Parents



Intended Audience

This session is intended for those leading youth programs that will involve parents.



Objectives

- Identify methods to gain parent support.
- Identify roles parents can perform in the 4-H Program.
- Identify expectations for parents of 4-H members.
- Develop strategies to help parents, 4-H volunteers, and staff members work together.



Time

60 minutes



Supplies Needed

Computer, projector, and power source
Chart paper/newsprint and easel/display stand
Cardstock
Markers
Tape
Parent Roles and Expectations Activity cards



Supplemental Resources

Utilizing Parents Fact Sheet

Parent Roles and Expectations Activity Card template (4 sheets)

Parent Orientation Meeting Packet templates

Utilizing Parents Evaluation



Before the Training

Parent involvement in 4-H Clubs held as a part of base, installation, or garrison programming may not be a typical expectation. However, 4-H club coordinators who are interested in fostering positive parental involvement may find the information included in this session to be of assistance.

This training includes information on preparing volunteers to work with the 4-H program. The volunteer application and training process differs from state to state. Trainers should familiarize themselves with the process in each state in which training is presented. When possible, be prepared to share an outline of the process the state uses, and provide a list of required documentation and forms.

Supplies and Preparation

Page 7 includes an activity for which advance preparation is required.

You will need:

- Chart paper marked with two columns: YES - Parent Role/Expectation on one column, NO - NOT A Parent Role/Expectation on the other column.
- Parent Roles and Expectations Cards printed on cardstock or heavy paper

Print all Parent Roles and Expectations Activity Cards pages. Cut cards apart on dotted lines. Distribute cards to participants at the beginning of the activity.

A template for the Parent Roles and Expectations Activity Cards can be found at the end of this guide.

Page 19 and Slides 29 - 30 contain a "Top Ten" list.

Both slides are animated to assist you in presenting this information. You may wish to practice presenting both slides before the training, so that you are able to smoothly present the material contained in the animated segment of the slides.

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4-H MILITARY PARTNERSHIPS

4-H 201

Utilizing Parents

4-H 201 1

Display the title slide before the training begins.



Positive parent involvement is a key ingredient in successful youth programs. In this session, we'll explore methods that can be used to gain parental support, identify roles that parents can perform in 4-H, suggest a list of expectations that 4-H parents should be held accountable to, and share tips that will enable parents to work effectively with volunteers and staff members.



4-H MILITARY PARTNERSHIPS Utilizing Parents

OBJECTIVE

Identify methods to gain parent support.

- How can volunteers and staff members gain the support of parents?

4-H 201 2



What suggestions would you give to volunteers and staff members to help them gain the support of parents?

Allow time for participants to respond. Record key concepts from participants on chart paper and display throughout the training session.





4-H MILITARY PARTNERSHIPS Utilizing Parents

Background

- Results of a recent survey of 4-H parents:
 - 75% were willing to help with 4-H
 - Between 12% – 50% were actively helping
 - Most common reason given for non-involvement: "Nobody asked me."

75% • Willing to volunteer
12% - 50% • Actively volunteering
? • Who's left?

- Mississippi State University Cooperative Extension Service Survey

4-H 201 3



As this slide illustrates, one of the most powerful things you can do to involve parents in your program is: ask them! Be sure to make parents feel welcomed and appreciated as part of your program.



4-H MILITARY PARTNERSHIPS Utilizing Parents

Gaining Parent Support

- Ask!**
 - Parents may be willing to help but unaware that they are needed
- Become acquainted with parents
- Discover parent skills and interests
 - Distribute a 4-H Parent Interest Survey
 - Ask how the parent would like to help
 - Discuss how a parent's skills and interests can support 4-H

4-H 201 4

4-H MILITARY PARTNERSHIPS Utilizing Parents

Gaining Parent Support

- Be specific about requests for help: share task and time involved
- Invite parents to a "Parent Orientation" or interest meeting
 - Inform them of general 4-H procedures
 - Introduce them to the volunteer leadership and other parents
 - Request the parents' assistance in planning

As a parent new to the 4-H program, what would you want and need to know?

4-H 201 5





Volunteers and staff members will want to know who the parents are and what interests they have before they ask the parents to become involved. Specific requests for this information are often more effective than are general ones. And, you are better able to communicate your expectations of the parents with a specific request.

Information and materials on offering a new 4-H parent orientation meeting is included in the “Promising Practices” section of this session.

Several instruments that can help to identify specific interests of parents are included.



4-H MILITARY PARTNERSHIPS Utilizing Parents

Gaining Parent Support

- Keep parents informed
 - Newsletters
 - Information sheets
 - Calls and emails
 - Social media (eg, Facebook)
- Share expectations of 4-H program
- Encourage parents to attend meetings and activities
- Recognize members *and* their parents

4-H 201 6




Parents like to be informed, and the sooner the better! Make an extra effort to work with the youth officers of the club to plan the year’s calendar ahead and avoid last minute changes as much as possible.

Be sure that parents know they are invited to attend 4-H Club meetings. Encourage their attendance, but respectfully ask that they hold their comments and questions until the end so that the members can remain the focus of the meeting. Many parents will not have experience with 4-H, and may need you to provide guidance on how they can be involved.

Recognizing parent contributions throughout the year will reinforce positive participation. The 4-H 201 session on Recognizing Parents provides further discussion on this topic.





 Utilizing Parents

Get Creative!

- Lead a 4-H scavenger hunt
 - Use local 4-H information or handbook as a guide
- Conduct at least one family activity with the 4-H Club
 - Pitch-in dinner/potluck
 - Picnic
 - Family game night
- Involve parents in meaningful activities: show them WHY their participation is valuable

4-H 201 7




Activities that involve members and their parents or family members further support the image of 4-H as a family program.

Plan a scavenger hunt through the 4-H Handbook (or program booklet) to help parents better understand 4-H program guidelines. (See Supplemental Resources section for an example of a 4-H Scavenger Hunt.)

Planning family activities as part of your 4-H calendar gives you the opportunity to share the benefits of 4-H participation with parents. Youth in your program can share new skills and knowledge that they have learned - showing parents why 4-H participation is so important to their children.



 Utilizing Parents

Challenges to Parent Involvement

- Lack communication – personal connection with program
- Lack understanding of 4-H program
 - Structure and process (meetings, projects, recordkeeping, etc)
 - Life skill learning process
 - Mission of youth empowerment
 - Learning by doing
- Consider 4-H as recreation or babysitting service

4-H 201 8





4-H MILITARY PARTNERSHIPS Utilizing Parents

Overcoming Challenges

- Lack communication
 - **Clear communication in multiple forms**
 - **Encouragement and courtesy in all interactions**
- Lack understanding of 4-H program
 - **Support and assistance**
 - **Program orientation/parent information meetings**
- Consider 4-H as recreation or babysitting service
 - **Share 4-H learning model, Essential Elements, program mission**
 - **Recognize and celebrate achievements of youth and volunteers**

4-H 201 9



As you work to engage parents in your youth development programs, you may encounter some of these challenges. Throughout our training today, we'll explore ways you can work with parents to overcome these issues, so that positive parent involvement can become a pillar of your 4-H program.

There are a number of roles and expectations that we have of parents involved in the 4-H Program. In order to explore these concepts, we're going to do a quick 'survey' of your ideas.

I'm going to give each of you a few cards with a possible role or expectation for a 4-H parent printed on it. Then, we're going to go around the room and put the cards on this chart. If you think your card is a role or expectation of a 4-H parent, place your card in the left column. If you think your card is not a role or expectation of a 4-H parent, place your card in the right column.

Pass out cards and lead participants in activity. Discuss each card and ask why participants think it should be in the left or right column. When all cards are placed, continue with the script.



4-H MILITARY PARTNERSHIPS Utilizing Parents

OBJECTIVE

Identify roles parents can perform in the 4-H Program.

- What roles can parents perform within your 4-H Program?

4-H 201 10






There are a number of resources available that can help identify roles that parents can perform in the 4-H Program. The following are included in the Supplemental Resources:

- 4-H Parent (Home Helper) Position Description
- 4-H Parent Interest Survey
- Dig-in Form for 4-H Parents/Guardians
- 4-H Parent's Window of Work
- 4-H Parent's/Guardian's Pledge

Some of these resources can be provided to parents at an early club meeting or at a special new 4-H parent orientation meeting.




 Utilizing Parents

Basic Roles for Parents

- Offer time & services to assist with club activities
 - Parents have skills and abilities that can support the program
- Attend 4-H meetings and help with set-up, clean-up, etc
- Pick up and/or drop off children on time
 - Be sure children are ready and able to participate fully
- Help, cooperate, and smile often!

4-H 201 11

 Utilizing Parents

Basic Roles for Parents

- Stay up-to-date on activities – read 4-H newsletters or info sheets
- Practice guiding and supporting youth vs. “doing it for them”
- Follow expectations of a 4-H parent
- Consider volunteer service in the 4-H program
 - Applications are available in the Extension Office.

4-H 201 12






There are some roles that almost any parent can fulfill. These activities do not require a great deal of training or time, but would be a definite contribution to the success of a 4-H program and of course, to a young person's experience of 4-H.

Although these roles may seem simple and obvious to those that are familiar with 4-H, keep in mind that many parents will not be aware of these easy ways to support their child, the 4-H leader, and the club.




 Utilizing Parents

Expanded Roles for Parents

- Serve on committees to help plan and conduct events
- Share expertise in projects with club members
- Share ideas for possible future programs
- Help recruit other qualified adults (and teens) to assist with projects and activities

4-H 201 13

 Utilizing Parents

Expanded Roles for Parents

- Serve as a judge or official for an event
- Support and promote 4-H in the community
- Promote 4-H among friends and acquaintances
 - Encourage other families to join or volunteer
- Provide refreshments or donate project supplies
- Encourage accurate and complete record-keeping
 - 4-H doesn't just happen at club meetings!

4-H 201 14



These roles require greater knowledge of 4-H and a greater time commitment, but they are still activities in which almost any parent could be involved. Imagine the 4-H experience you could provide for youth if even a few of the parents in your program were involved at this level!

When parents choose to become involved as volunteers, they will need to complete the volunteer application and training process established by your state. Each state's requirements may be different.






Given the list of possible roles that parents can fulfill in the 4-H Club, what goals do you have for your program that could be more easily/efficiently met with greater parent involvement?

Provide information appropriate to the states and counties where training participants will be working with volunteers. If possible, include contact information for 4-H professionals and an outline of the process and required documentation and forms.

While not all parents will choose to take on a basic or expanded role within your program, it is likely that you will have at least a few expectations for each family involved in 4-H. Keep in mind that your expectations should focus on our 4-H mission: empowering youth to reach their full potential, working in partnership with caring adults.

In order to complete that mission, what expectations are reasonable?




 Utilizing Parents

OBJECTIVE

Identify expectations for parents of 4-H members.

- What expectations do you have for parents?
- How are your expectations communicated?
- How do you recognize parents that meet or exceed expectations?

4-H 201 15

 Utilizing Parents

Do you expect parents to...

- Make a sincere effort to have children at 4-H Club meetings and activities?
- Pick up children from 4-H Club meetings and activities promptly?
- Assist children in selecting appropriate 4-H projects?
- Learn about 4-H with children, and ask questions if needed?
- Stay informed about 4-H by reading newsletters, emails, or other information put out by the 4-H Extension professional or club leader?

4-H 201 16





If we can communicate the importance of meeting attendance to the parents, we can help them place a greater emphasis on ensuring their children attend. We cannot require meeting attendance, but if the parents are on board with the importance we place on attendance, overall attendance will increase.

We must offer a high quality program that gives the parents and the members a reason and more incentive to attend! And, we should also have meetings scheduled in advance so parents know the dates – avoid last minute scheduling and rescheduling! Canceling or changing the plan can lead youth members to be discouraged or lose interest, as well.

Members often want to take more projects than they can handle successfully. The parents can play a key role in helping the members select those which are of the most interest to them and which they will have time to complete, taking into consideration the other activities in which they are involved. 4-H club programs are built around the idea of continued involvement and growth over an extended period of time. For young people to have a 4-H experience, both they and their parents will need to understand the time commitment that is involved.

Parents won't always be available to attend meetings with their children. However, it is very important to the volunteers and the children that the members are picked up and dropped off on time. If transportation is to be provided by someone other than the parent, it is recommended that the parent provide a note to the volunteer indicating who has permission to transport the member.



4-H programs taking place on military installations may be significantly different from programs taking place in civilian communities. For example, 4-H programs on military installations often take place during after-school hours when parents are working. Some military installations provide transportation from school to a youth center, where 4-H programs may be conducted.


Leaders of military 4-H clubs should become familiar with the guidelines for youth activities on the installation, and work within those systems to involve both youth and their parents in a meaningful 4-H experience.



Reading and paying attention to 4-H information sent home is crucial to staying informed about 4-H events. How will you communicate the importance of this expectation to parents in your programs?





 Utilizing Parents

Do you expect parents to...

- Help children learn responsibility by encouraging them to complete projects?
- Guide, advise, teach, and counsel children – but **not** do projects for them?
- Model good sportsmanship and gracious winning **and** losing?
- Encourage children whether they succeed or stumble?
- Recognize all signs of progress, not just awards or ribbons?
- Show their approval and support of their child?

4-H 201 17



One of the primary life skills that 4-H teaches its members is responsibility. Parents can help reinforce the importance of completing what the members have started.

It is difficult to walk the fine line between guiding and doing the 4-H project for the member. While we want to encourage parent involvement and make 4-H a family program, we need to help the parents understand the importance of allowing the member to have the full 4-H experience and to develop his or her own life skills. The same concept applies to staff in military 4-H programs or afterschool programs. 4-H members need the chance to “learn by doing” projects themselves.

This may include some bumps and bruises along the way, but in the end, the 4-H member will be better off if he knows that the 4-H project was his work!


Parents can help us communicate the message to the members that their level of success on a certain project is not the most important part of the 4-H program; rather, it is the learning that has been achieved and the experience that has been gained by the member that should be the primary focus.

Not everyone will achieve the top prize. Parents can help the members to graciously accept the top prize when it is achieved, and also congratulate others who win.

Children develop self-esteem and self-confidence when they are encouraged by their parents.





 Utilizing Parents

Do you expect parents to...

- Help children learn to make choices and decisions?
- Help children understand their capabilities and reach their potential?
- Support your 4-H Club with their time and talents?
- Be a positive, active parental influence?

How might a new parent react to these expectations?

4-H 201 18




Life is filled with choices. We all have a limited supply of resources. Parents can help us to help the members learn these key principles as they participate in 4-H.

It is up to you to decide exactly which expectations will suit the needs of your program. Based on your unique situation, some of these expectations may not apply. There may be other expectations you would like parents to meet.

No matter what expectations you have, however, you must work together with other leaders and volunteers in your program to develop a relationship with parents - a relationship where everyone's expectations are shared and agreed upon.



 Utilizing Parents

OBJECTIVE

Develop strategies to help parents, 4-H volunteers, and staff members work together.

- How can parents, 4-H volunteers, and staff members work together more effectively?
- Can you share a **promising practice** from your program?

4-H 201 19





4-H MILITARY PARTNERSHIPS Utilizing Parents

Teamwork Strategies

- Understand the benefits of parent involvement to the members, parents, volunteers, and overall 4-H Club program.
- Establish a mind-set that positive parent involvement is preferred to **no** or **negative** parent involvement.
- Work to involve parents fully in the 4-H Program.

4-H 201 20



What methods have you found to be effective in helping all of these groups work together in support of the youth?

Allow time for responses.

For a review of the benefits of parent involvement to each of these groups, see the session titled, “Understanding Parents”. We want parents to be involved in a positive way so that our members will have the best experience possible.



4-H MILITARY PARTNERSHIPS Utilizing Parents

Ask parents...

- For their consent when their child first joins 4-H
- To meet occasionally to discuss club activities and programs
- To attend club meetings and events whenever possible
- To share their interests and abilities in helping with 4-H
- If they would like to connect with a more experienced parent or family through a “buddy system” or mentor program

★ Military families are likely to recognize the benefits of a “battle buddy” system!

4-H 201 21




Parents have the opportunity to sign the membership form that the child completes to indicate their support of the child’s participation.

Consider establishing a buddy or mentoring system, pairing experienced 4-H families with new ones. This can have a positive impact on all of the families in the program.






 4-H MILITARY PARTNERSHIPS Utilizing Parents

Help parents to understand...


- The basic 4-H objectives and benefits to youth
- The essential elements of positive youth development
- Opportunities available through 4-H
- Expectations of 4-H members
- Who to contact with questions or concerns
 - 4-H professionals and volunteer leaders

4-H 201 22

 4-H MILITARY PARTNERSHIPS Utilizing Parents

Help parents to recognize...

- What a “4-H project” is and why youth complete projects
 - Materials and resources needed for project completion
- Financial costs of 4-H participation
- Time, date, and location of 4-H meetings and activities
- Methods used to promote 4-H and club activities to parents

 Expenses may be a concern for families. Make sure to share ways to do 4-H affordably!

4-H 201 23



Be sure that the parents know how they can find out information about 4-H. Are activities included on the Web site, social networking sites, radio, in the newspaper, mailings to the home, etc.?

The family financial situation should not prohibit participation in 4-H, but there are costs associated with 4-H. Costs may include State or Local 4-H Program Fees, club dues, and/or supply expenses for individual 4-H projects. If finances are an issue, work with the family on an individual basis to select projects that will be in line with their available resources.

Some community organizations or local government entities may offer to assist families who would otherwise not be able to afford 4-H participation. As you prepare to work with parents and families in your program, it’s important for you to be aware of any type of support that may be available in your area.


Ask participants to share methods to help make 4-H affordable for 4-H families.





Parents who have a positive experience in the 4-H program can be excellent 4-H ambassadors in the community. Parents can help spread the word about your program, and can be instrumental in developing community support for 4-H. When you consider parents as potential spokespeople for your program, you can fully appreciate the importance of ensuring positive parent involvement.




Utilizing Parents

Connect with Parents

- Invite them to club events and help them feel welcome
- Provide opportunities to assume responsibilities
- Provide volunteer position descriptions or task descriptions to potential volunteers
 - Be respectful of the many demands for each parent's time and resources when asking for support
 - Rotate responsibility so no one parent/family is overworked
- Express appreciation for assistance
- Ask for constructive feedback and suggestions

4-H 201
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Again, providing specific details of parent involvement opportunities is likely to result in more participation.


When parents meet or exceed your expectations, consider recognizing or at the very least, thanking them for their participation.

Recognition does not need to wait until a year-end program. Consider a parent of the month recognition. Involve the members in determining how to best recognize the parents.

In order to get positive parent involvement started in your program, one promising practice is the 4-H Parent Orientation Meeting.




Utilizing Parents



Promising Practice: 4-H Parent Orientation

Resources Available:

- Flyer template
- Complete agenda
- Sign-up sheet
- Registration form
- Lesson plan
- PowerPoint presentation and notes

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A 4-H Parent Orientation meeting could be held when you begin a new club or program, and once per year or session thereafter.

Parents who are new to the 4-H program are invited to attend a special meeting to help them better understand the opportunities available in the 4-H program for their children and to introduce them to opportunities to assist with the club.

Parents who have attended these types of meetings have reported a greater understanding of the 4-H Club and of how the Club participation can benefit their children.


A number of resources have been developed and provided so that you can offer a “4-H Parent Orientation Meeting.” A summary of these resources is included on the following slides. You will receive a copy of each template or sample to take home with you.




 Utilizing Parents

Parent Meeting Packet Content List

- Cover Letter
- Agenda
- “4-H 101” Mixer
- The Top 10 Things Every 4-H Parent Should Know
- The 4-H Family Tree
- What Should Parents Expect from 4-H Club Leaders?
- 4-H Parent Position Description




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 Utilizing Parents

Parent Meeting Packet Content List

- 4-H Parent Interest Survey
- Dig-in Form for 4-H Parents/Guardians
- 4-H Parent’s Window of Work
- 4-H Parent’s/Guardian’s Pledge
- 4-H Handbook Scavenger Hunt
- Local 4-H Program Resources



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Many of the resources include local information, so they will need to be revised before they are used. We will review the materials that are included for your use.

The flyer template can be included in a newsletter, on the web, as a e-mail, or sent as a direct mailing.

The Complete Agenda provides more detail than the agenda that is provided in the parent packet, including names of those responsible for each part of the meeting. A number of roles can be filled by adult volunteers and teen leaders (older 4-H members) at the meeting.

The registration form can be used to record who attended the program.

The Lesson Plan provides suggested time allotments for each segment, supplies needed, and a description of the topic for the presenters.

The PowerPoint presentation includes “The Top 10 Things Every 4-H Parent Should Know” along with notes for each slide to help guide the presenters.

It is recommended that you choose only 2-3 of the following parent interest files to distribute at the meeting: 4-H Parent Position Description, 4-H Parent Interest Survey, Dig-in Form for 4-H Parents/Guardians, 4-H Parent’s Window of Work, and 4-H Parent’s/Guardian’s Pledge. These files will supplement #7 of the Top 10 list.

The cover letter welcomes the parent to the 4-H program.

The Agenda provides an overview of the meeting.

The “4-H 101” Mixer can be used at the beginning of the meeting to help the parents get to know one another better.

“The Top 10 Things Every 4-H Parent Should Know” PowerPoint Slides can be given to the parents as a guide to follow during the presentation and a resource to use later.

The 4-H Family Tree is referred to in #9 of the Top 10 list.

“What Should Parents Expect from 4-H Club Leaders?” is also referred to in #9.

Each provides information on how parents can be involved. Some give parents the opportunity to share how they would like to be involved in 4-H.





4-H MILITARY PARTNERSHIPS Utilizing Parents

The Top 10 Things Every 4-H Parent Should Know

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4-H MILITARY PARTNERSHIPS Utilizing Parents

- 10 What is 4-H?
- 9 The 4-H "Family Tree"
- 8 The nuts and bolts of 4-H
- 7 4-H is a family affair!
- 6 Life skills = skills for life!

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4-H MILITARY PARTNERSHIPS Utilizing Parents

- 5 Reading is FUNdamental
- 4 4-H opportunities are knocking
- 3 There is no such thing as a dumb question
- 2 Procrastinate... NOT!
- 1 4-H = FUN with a purpose!

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4-H MILITARY PARTNERSHIPS Utilizing Parents

Reflect

- What do you see as some of the more important roles that parents can assume in the 4-H program?
- Why do you think it is important for parents to assume those roles in your 4-H program?
- What challenges can you foresee with parents meeting your expectations?
- How can you work to overcome those challenges?
- What goals do you have for parent involvement in your program?

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4-H MILITARY PARTNERSHIPS Utilizing Parents

Reflect

- What would you say to a parent who is trying to decide whether or not to volunteer with your program?

REFLECTION Some parents would really like to be involved in 4-H Club activities with their children. However, due to circumstances beyond their control they are unable to do so.

- How can these parents be involved? What roles could they perform that would enable them to feel like they are connected?

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In this session, we have reviewed methods to gain parent support, identified roles and expectations of 4-H parents, and talked about ways that volunteers, staff members, and parents can all work together more effectively.

Take a few moments to consider the reflection and application questions. Share your responses with the group.

Reflect:

- What do you see as some of the more important roles that parents can assume in the 4-H program?
- Why do you think it is important for parents to assume those roles in your 4-H program?
- What challenges can you foresee with parents meeting your expectations?
- How can you work to overcome those challenges?







- What goals do you have for parent involvement in your program?
- What would you say to a parent who is trying to decide whether or not to volunteer with your program?

Some parents would really like to be involved in 4-H Club activities with their children. However, due to circumstances beyond their control (e.g., limited time, travel, occupation, etc...), they are unable to do so.

- How can these parents be involved?
- What roles could they perform that would enable them to feel like they are connected?




Utilizing Parents



- Which of the resources provided will you utilize to help you work with parents more effectively in the 4-H program?

REFLECTION

- How do you see the 4-H Parent Orientation program fitting into your 4-H program?
- How will you approach parents differently as a result of this training?


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Apply:

- Which of the resources provided will you utilize to help you work with parents more effectively in the 4-H program?
- How do you see the 4-H Parent Orientation program fitting into your 4-H program?
- How will you approach parents differently as a result of this training?




Utilizing Parents

Key Concepts

- Parent support is best obtained by asking them to identify areas in which they would like to be involved
- Parents can perform numerous roles in the 4-H program
- Parent behaviors can set a positive standard

CONCLUSION

- Clear communication, a welcoming atmosphere, and shared responsibilities enable parents, volunteers, and staff to work together effectively

Refer to the Utilizing Parents Fact Sheet for more information.

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In this session, we have explored ways to work with parents in youth programs. As you return to your program, remember that:

- Parent support is best obtained by asking them to identify areas in which they would like to be involved
- Parents can perform numerous roles in the 4-H program
- Parent behaviors can set a positive standard
- Clear communication, a welcoming atmosphere, and shared responsibilities enable parents, volunteers, and staff to work together effectively

For more information, refer to the Utilizing Parents Fact Sheet. In addition, this session includes a variety of templates and handouts you can use to communicate with parents.




 **4-H MILITARY PARTNERSHIPS** Utilizing Parents

REFERENCE

- Bovitz, L.K. (2004, November). "4-H Parent's/Guardian's Pledge." Seminar conducted at National Association of Extension 4-H Agents, Oklahoma City, Oklahoma.
- "4-H Parent Interest Survey." Mississippi State University Extension Service.
- "Involving Parents in 4-H," 4-H Volunteer Leaders' Series, University of Arkansas Extension. uaex.edu/Other_Areas/publications/HTML/4-H_Volunteer_Leaders_Series/4HCG1.asp
- McKinley, S. (2005). "4-H Handbook Scavenger Hunt". Purdue University. West Lafayette, Indiana.

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 **4-H MILITARY PARTNERSHIPS** Utilizing Parents


REFERENCE

- Osborne, L.J. (2004, November). "Plan to Involve Parents." Seminar conducted at 2004 North Central Region Volunteer Forum, Indianapolis, Indiana.
- "Parents, Partners on the 4-H Team." P610, Mississippi State University Extension Service. msucares.com/pubs/publications/p0610.pdf
- "Parents 4-H Pledge", source unknown
- Potter, T. (2003, June). "Dig-in Form for Parents," Involving 4-H Parents. Government of Alberta.
- Powell, G. (1994). "The Do's and Don'ts of Being a 4-H Parent," New Jersey 4-H Leader Training Series. Rutgers University. rce.rutgers.edu/pubs/pdfs/4h/e148/209-212.pdf

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 **4-H MILITARY PARTNERSHIPS** Utilizing Parents

- Purdue University, State 4-H Youth Development Program. (Revised 1/10). "4-H Parent (Home Helper) Position Description." West Lafayette, Indiana.
- Purdue University, State 4-H Youth Development Program. (2001, June). "Parents," Indiana 4-H Leader Guide. (4-H 685-W). West Lafayette, Indiana.
- Smith, B.A. (1998). "4-H Parent's Window of Work." Rutgers University.
- "Ten Commandments for 4-H Parents", source unknown

REFERENCE

4-H 201 37

4-H MILITARY PARTNERSHIPS

 For more information, visit www.4-hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

Bovitz, L.K. (2004, November). "4-H Parent's/Guardian's Pledge." Seminar conducted at National Association of Extension 4-H Agents, Oklahoma City, Oklahoma.

"4-H Parent Interest Survey." Mississippi State University Extension Service.

"Involving Parents in 4-H," 4-H Volunteer Leaders' Series, University of Arkansas Extension.

www.uaex.edu/Other_Areas/publications/HTML/4-H_Volunteer_Leaders_Series/4HCG1.asp

McKinley, S. (2005). "4-H Handbook Scavenger Hunt". Purdue University. West Lafayette, Indiana.

Osborne, L.J. (2004, November). "Plan to Involve Parents." Seminar conducted at 2004 North Central Region Volunteer Forum, Indianapolis, Indiana.

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Smith, B.A. (1998). "4-H Parent's Window of Work." Rutgers University.

"Ten Commandments for 4-H Parents", source unknown



Utilizing Parents Fact Sheet



Parent support for the 4-H program can be obtained by...

- Asking the parents to help
- Identifying the parents' skills and interests that they would like to share
- Keeping the parents informed of 4-H Club meetings and activities
- Communicating clearly with the parents
- Helping the parents to better understand the 4-H program

Roles that 4-H parents can perform include...

- Assisting with club meetings and activities
- Transporting 4-H members to and from club events
- Serving on planning committees
- Sharing expertise in various 4-H project areas
- Supporting 4-H throughout the community
- Leading/assisting with service learning opportunities
- Promoting 4-H among their circle of friends and acquaintances
- Encouraging members to complete their 4-H projects

Expectations of 4-H parents include...

- Encouraging members to participate in and complete 4-H activities and projects
- Advising children with 4-H project selection
- Being knowledgeable and informed about 4-H
- Guiding, advising, teaching, and counseling members, but don't do the work for them
- Setting a positive example in good sportsmanship
- Encouraging children whether they succeed or fail
- Helping children make decisions and choices and reach their full potential
- Supporting the 4-H club as a positive parental influence

Methods to help parents, 4-H volunteers, and staff members to work together include...

- Establishing a mind-set that positive parent involvement is desirable
- Involving parents more fully in 4-H
- Asking parents for their input and participation
- Informing parents of the essential elements of positive youth development
- Sharing opportunities available in 4-H
- Keeping parents informed of dates, times, and locations of 4-H activities
- Welcoming parents to attend club events
- Providing contact information for those working with the club
- Rotating responsibilities among 4-H families so no one person or family is overloaded
- Sharing appreciation for parent support publicly and privately
- Providing opportunities for parents to offer constructive feedback and suggestions regarding 4-H

Offering a 4-H Parent Orientation Meeting is a recommended Promising Practice to help parents better understand the basics of the 4-H program.

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Parent Roles and Expectations Activity Cards

4-H  MILITARY
PARTNERSHIPS



Print on cardstock or heavy paper and cut cards apart on dotted lines.

Help, cooperate, and smile often!

Offer your time & services to assist
the 4-H Club volunteer.

You have knowledge, skills,
and abilities needed in 4-H.

Attend 4-H meetings to provide
assistance with set-up, clean-up, etc

Pick up and/or drop off your children – on time!

Consider helping with the operation
of the 4-H Club.

Serve on committees to help plan
and conduct events.

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Parent Roles and Expectations Activity Cards - 2

4-H  MILITARY
PARTNERSHIPS



Print on cardstock or heavy paper and cut cards apart on dotted lines.

Share your expertise in projects with
club members.

Share ideas for possible future programs.

Help recruit other qualified adults (and teens)
to assist with projects and activities.

Serve as a judge for an event.

Support the 4-H Program in the community.

Promote 4-H among friends
and acquaintances.

Provide refreshments.

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Parent Roles and Expectations
Activity Cards - 3



Print on cardstock or heavy paper and cut cards apart on dotted lines.

Encourage accurate and complete
record-keeping.

Pick up your children from 4-H Club meetings
and activities promptly.

Learn about 4-H with your children.

Keep informed about 4-H through information that
comes to members of your family.

Help your children learn responsibility by
encouraging them to complete their 4-H projects.

Serve on a committee so you can
make changes to benefit yourself.

Ridicule the judge for the wrong placing.

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**Parent Roles and Expectations
Activity Cards - 4**



Print on cardstock or heavy paper and cut cards apart on dotted lines.

Complete the 4-H records for your child.

Attend only a few project meetings
and activities with your child.

Drop your child off at the 4-H Club meeting
and/or activity and leave.

Let your children enroll in
whatever project they want.

Do the project for the child.

Let the 4-H Club volunteer organize all events.

Complete projects for your child so they can
enjoy the feeling of winning a contest.

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Parent Orientation Meeting Mixer



Find people who can answer each of the blanks below. Use each person only one time. Introduce yourselves as you have that person sign your form.

1. _____ is a new 4-H parent
2. _____ has at least 2 children in 4-H
3. _____ knows the name of their child's 4-H Leader
4. _____ knows which 4-H projects their children are taking this year
5. _____ is a former 4-H member
6. _____ is a current 4-H Jr. Leader
7. _____ is a volunteer in the NAME County 4-H Program
8. _____ would like to be a 4-H Volunteer in the future
9. _____ has been to the NAME County 4-H Fair before
10. _____ knows where their 4-H Handbook is located
11. _____ can name at least 5 4-H projects
12. _____ has been to a 4-H Club meeting this year
13. _____ knows where the _____ County Extension Office is located
14. _____ has seen the 4-H Calendar in a local newspaper
15. _____ can name at least one of the four "H"'s in 4-H
16. _____ knows the 4-H motto
17. _____ knows which University administers the 4-H program
18. _____ can name one of the 4-H Trips offered
19. _____ is looking forward to helping their child in 4-H this year
20. _____ is confused about 4-H

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ATTENTION ALL 4-H PARENTS!

◆ *New and Experienced 4-H Parents Welcome* ◆

Your child has signed up to be a 4-H member this year.

Now what do you do?

Are you feeling confused? Frustrated? Maybe a little bit overwhelmed? Are you unsure as to what is expected of you or your child in 4-H this year?

If you answered "YES!" to any of these questions and would like some help with 4-H, then you are invited to...

A 4-H Parent Orientation Meeting

DATE, TIME

LOCATION

What will happen at this meeting?

Current 4-H Members, Leaders, and Extension Office staff will:

- Share their experiences in 4-H
- Offer tips for success as a 4-H parent
- Help you understand the 4-H rules and paperwork
- Answer your questions about 4-H

AND...

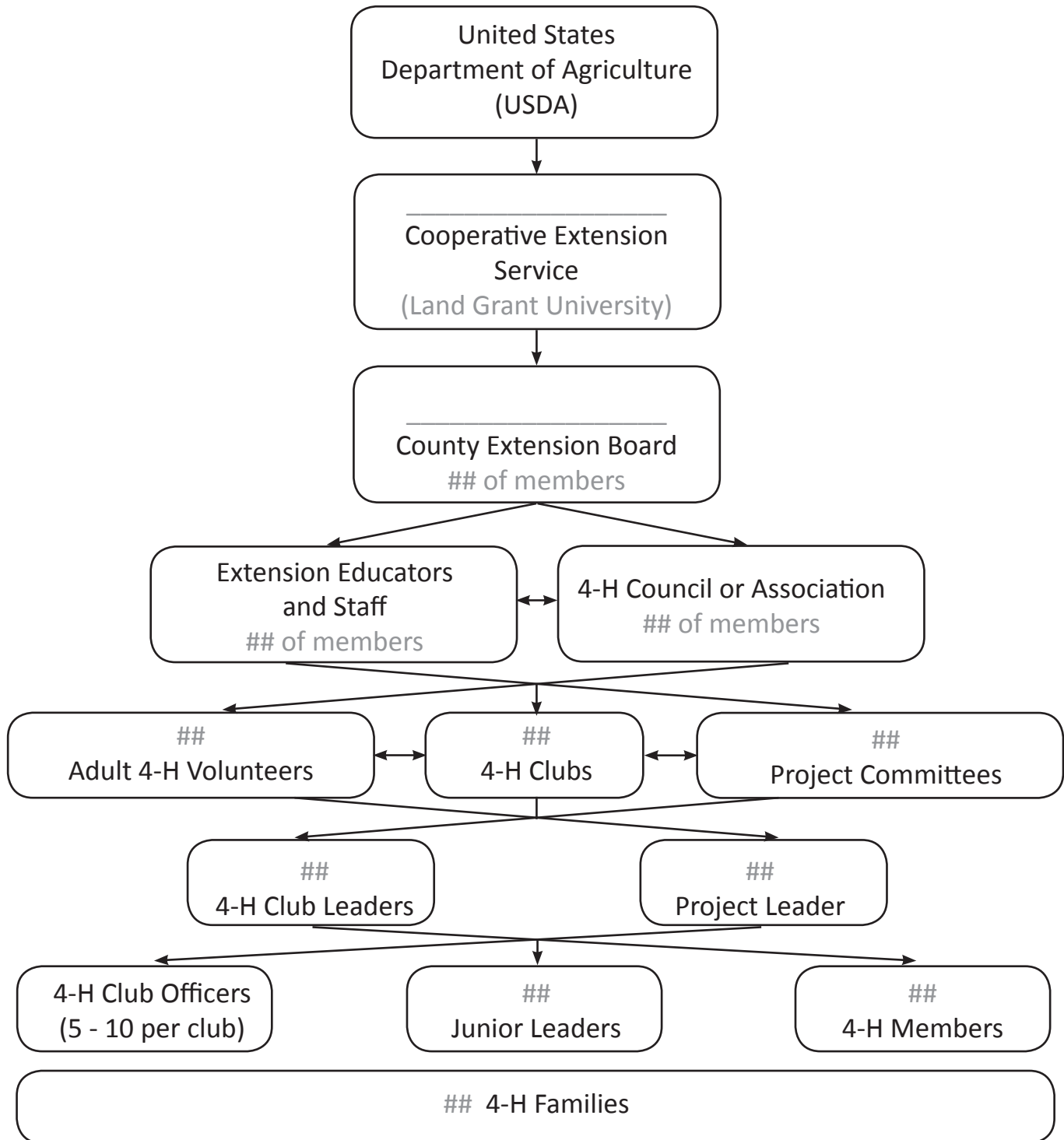
- Refreshments will be served
- Door prizes will be awarded
- Activities for youth will be led by 4-H teen leaders (in a separate room)

So, even if you think you have 4-H all figured out, join in the fun anyway!
You never know, you just might learn something new!

Questions? Call the _____ County Extension Office at (###) ###-####, or via email at _____.

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The 4-H Family Tree



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4-H Handbook Scavenger Hunt



1. What is the phone number of the County Extension Office?
2. Who is the 4-H Youth Development Extension Professional?
3. What are four general rules for 4-H posters?
4. What is the final date to enroll in a 4-H project?
5. What is the deadline to enroll livestock in 4-H?
6. How does the County 4-H Program raise funds?
7. 4-H Junior Leaders include what grades of 4-H members?
8. Who is/are the 4-H Leader(s) of your Club?
9. What are the dates of the County 4-H Fair?
10. Where can you find additional information about the 4-H Youth Development Program?

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4-H Leader Expectations



Parents should expect 4-H Club Leaders to...

1. Be knowledgeable and available to answer 4-H questions, including those related to projects, paperwork, and important dates. If leaders don't know the answer, they know how to find the answer.
2. Distribute necessary 4-H paperwork in a timely manner (e.g., 4-H manuals, record sheets, calendar of events, etc.).
3. Be courteous, helpful, and display a positive attitude. Treat all 4-H members and their families with respect.
4. Publish and distribute the 4-H Club meeting and activity schedule in a timely manner.
5. Help 4-H Club officers and Jr. Leaders plan creative, enthusiastic meetings and activities.
6. Be prepared for and help the 4-H Club officers run an orderly meeting. Enable the members to develop their own leadership skills.
7. Encourage all 4-H members to do/be their best.
8. Be a model for the 4-H members to aspire to.
9. Assist members in learning what is available to them through 4-H.
10. Make 4-H fun.

Parents should not expect 4-H Club Leaders to...

1. Do the work for the members. The members must do a little work too!
2. Be babysitters for their children.
3. Track down the 4-H members to deliver their needed information or to sign their 4-H record sheets.
4. Have extra copies of every record sheet/manual that members have lost.
5. Know everything about every project and activity in the 4-H Program.
6. Be perfect. 4-H leaders are human too...we all make mistakes!

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Parent Interest Survey



Dear Parents:

Welcome to 4-H! We are excited to have you and your child in the 4-H program. 4-H helps youth to develop knowledge, attitudes, and skills they will need to be competent, caring, and contributing adult citizens. Parents working together with 4-H Leaders and Extension Staff can do so much more for the youth than when working alone.

You are invited to share in the 4-H experience by encouraging your child to participate and by participating yourself. Please check the items from the list below that you are willing to do if your local 4-H Club calls on you. Please return this completed form to the 4-H Club Leader.

Home

- 1. Enable my child to attend all meetings and encourage him or her to be an active, contributing member of the club.
- 2. Encourage my child to start and complete projects on time.
- 3. Encourage my child to participate in county workshops, public presentations, fair, camp, and other activities to enhance learning opportunities.
- 4. Encourage my child to keep an up-to-date calendar of 4-H meetings and events.
- 5. Encourage my child to maintain accurate 4-H Project records and submit them on time.
- 6. Enable my child to meet financial responsibilities such as club dues, project expenses, etc.
- 7. Help my child obtain materials or equipment needed for 4-H projects and see to it that he or she brings them to the meeting when necessary.
- 8. Encourage my son or daughter to have exhibits and visual presentations completed and delivered on time with all information as stated in project instructions and county rules.

Club/County

- 1. Help provide refreshments.
- 2. Organize a carpool for transportation to and from 4-H meetings or activities.
- 3. Drive in a carpool for transportation to and from 4-H meetings or activities.
- 4. Chaperone _____ and/or provide transportation _____ for a tour, picnic, contest, clinic, workshop, camp, party, or other 4-H activity.
- 5. Help contact parents for last-minute announcements.
- 6. Serve on a committee to help plan and conduct events.
- 7. Help at county events including 4-H Fair Committees and the County 4-H Fair.
- 8. Assist members with their 4-H projects. List: _____
- 9. Share a hobby or special interest with the group. List: _____
- 10. Other volunteer interests. I am interested in helping with the following:
 - 4-H tours 4-H achievement ceremony Fashion revue Other: _____
 - 4-H picnic Assist at fairs or exhibit days Public speaking _____
 - 4-H camp Community service project Judging _____
 - Fundraising Visual presentations Showmanship _____

Name: _____ 4-H members' name: _____

Relationship to 4-H member: _____

Address: _____ Phone Number: _____

Email: _____ Best time to contact me: _____

My occupation/areas of expertise: _____

Adapted from Publication 610, Extension Service of Mississippi State University, cooperating with U.S. Department of Agriculture. Published in furtherance of Acts of Congress, May 8 and June 30, 1914. Ronald A. Brown, Director

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Parent Orientation Meeting Sample Agenda



AGENDA

"4-H 101" Parent Orientation Meeting

DATE, TIME

LOCATION

Registration

Youth Activities

Mixer - "4-H 101"

Call to Order & Welcome

Pledges

- Pledge of Allegiance
- 4-H: I Pledge my Head to clear 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.

Program - "The Top 10 Things Every 4-H Parent Should Know"

(as compiled from the home offices of 4-H Leaders, junior leaders, & 4-H professionals)

10. What is 4-H?
9. The 4-H Family Tree
8. The Nuts & Bolts of 4-H
7. 4-H is a Family Affair!
6. Life skills are skills for life!
5. Reading is FUNdamental
4. 4-H opportunities are knocking.
3. There is no such thing as a dumb question.
2. Procrastinate...NOT!!!
1. 4-H = FUN

Recreation – "NAME County 4-H Handbook Scavenger Hunt"

Questions & Answers

Door Prizes

Evaluation

Refreshments

Adjourn

Next Meeting: DATE and TIME, LOCATION

Names of 4-H Leaders or 4-H professionals to contact with questions

NAME County Extension Office (PHONE NUMBER, E-MAIL ADDRESS); ADDRESS; Office hours TIME, DAYS

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4-H Parent's "Window of Work"



Things I like to do or do well	Things I want to learn	Things I do not want to do - please don't ask!

Time of year available: _____

Parent/Guardian's Signature: _____

Date: _____

Adapted from Washington State, by Betty Ann Smith, NJ County 4-H Agent, 3/98. Revised by Steve McKinley 1/10

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Dig-in Form for Parents/Guardians



		Parent/Guardian Name	Parent/Guardian Name
1.	The 4-H Program includes regular activities in which parents can help. Please check any of the following areas in which you would be willing to help if asked.		
	a) leading a short game or song		
	b) driving your children to and/or from 4-H activities		
	c) providing refreshments		
	d) helping members complete a simple craft		
	e) telephoning		
	f) fund-raising activities		
	g) typing		
	h) helping to prepare program materials		
	i) preparing mailings		
2.	What parts of the activities that you do at home or in your job would be of interest to members?		
	a) tours:		
	b) workshops:		
	c) presentations:		
	d) skills or activities:		
3.	Please list any hobbies or interests you would like to share with the club.		
	a)		
	b)		
	c)		
4.	Would you like to help with the club...?		
	a) weekly (1-2 hours per week)		
	b) monthly (2-4 hours per month)		
5.	Can you recommend other people who would have interesting experiences or activities to share with the club for about 15 minutes?		
	Topic that could be covered:		
	Contact name:		
	Phone, fax, e-mail:		

Source: Government of Alberta, "Involving 4-H Parents", Terri Potter. Originally Published: June 28, 2003.
Revised by Steve McKinley, 1/10

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Do's and Don'ts of Being a 4-H Parent



DO

- DO take time to learn about 4-H, what it stands for and how it operates.
- DO advise your son or daughter in selecting 4-H projects. Help them select a project they are interested in, have the ability to accomplish and is one for which you can help furnish needed materials, facilities, financing and guidance.
- DO show your interest and enthusiasm for the 4-H projects selected. Find out what is suggested for members to do and learn. Encourage your child to work on the project and record keeping all year long, and not to wait until the last minute.
- DO encourage your child to participate in county and state events, such as public presentations, camp, fair, workshops and other activities.
- DO keep the purpose of the 4-H project in perspective. Realize that a project is simply a teaching tool and a method for involving boys and girls in a worthwhile activity. Above all, remember that your child is more important than the 4-H project.
- DO give encouragement when your 4-H'er succeeds and even more when he/she fails. Judging and awards are not final exams. Whatever ratings are given or scores received, help your child to see progress made, things that have been learned, and goals that have been reached.
- DO keep in mind that the most important goal of 4-H is personal growth of the individual.
- DO volunteer to share your hobbies and talents with 4-H members.
- DO be tactful—with 4-H volunteers, educators, judges, and your child.
- DO remember that 4-H volunteers and judges are often volunteering their own time for the benefit of your child; don't forget to show them your appreciation.
- DO ask questions!

DON'T

- DON'T do your child's project for them, even though you may be able to do it faster, better, simpler and with much less mess.
- DON'T discourage a child's enthusiasm by providing too much corrective influence or criticism.
- DON'T let the desire to win overpower your child's ability to learn. Do keep in mind that the 4-H experience should be an educational one.
- DON'T schedule family vacations which conflict with your child's 4-H schedule.
- DON'T re-live your childhood experiences through your child.
- DON'T view your child as an extension of yourself. Don't view his/her success or failure as a reflection of your ability or worth.
- DON'T assume your child is always right (or always wrong).

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Parent Orientation Meeting Complete Agenda



Complete AGENDA

"4-H 101": Parent Orientation Meeting

Date and Time

Location

(Program videotaped by _____)

Registration - sign in, name tags, sign up for door prizes, pick up information folder & mixer (_____)

Youth Activities (led by _____ in a separate room)

Mixer Activity (_____)

Call to Order & Welcome - _____, 4-H Youth Development Extension Professional

Parent Survey (show of hands) (_____)

- How many of you were 4-H members?
- How many of you have been to a 4-H Fair?
- How many of you have had children in 4-H before?
- How many of you had never heard of 4-H before your children asked you if they could join?

Pledges

- Pledge of Allegiance (_____)
- 4-H (_____)

Program - "The Top 10 Things Every 4-H Parent Should Know"

(see attached; presented by Jr. Leaders/Adult Leaders/Extension Professional)

Recreation – "NAME County 4-H Handbook Scavenger Hunt" (_____)

Questions & Answers

Door Prizes – (_____)

Refreshments – (provided by _____)

Adjourn

Next Meeting: Check your local newspaper, visit the 4-H Web site (ADDRESS), contact your 4-H Leader, or call or visit the NAME County Extension Office (phone #), (mailing address) (office hours TIME a.m. - TIME p.m., Monday through Friday)

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Parent Orientation Meeting Packet Content List



Resources to Share with 4-H Parents/Guardians

- Cover Letter
- Agenda
- “4-H 101” Mixer
- “The Top 10 Things Every 4-H Parent Should Know” PowerPoint slides
- The 4-H Family Tree
- What Should Parents Expect from 4-H Club Leaders?
- 4-H Parent Position Description
- 4-H Parent Interest Survey
- Dig-in Form for 4-H Parents/Guardians
- 4-H Parent’s Window of Work
- 4-H Parent Pledge
- Do’s and Don’ts
- Parents 4-H Pledge
- Ten Commandments for Parents
- 4-H Handbook Scavenger Hunt
- Local 4-H Program Resources

Resources provided for Presenters

- Lesson Plan
- Flyer template to promote meeting in mailing, on website, or in other formats
- Complete AGENDA – with places to include NAMES of local presenters
- Sign-up sheet for roles that Leaders and Jr. Leaders can play in the meeting
- Registration Form for members and parents who attend meeting
- PowerPoint presentation for “Top 10” list, including notes slides

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Parent Welcome Letter



Print on your County Extension Service letterhead

DATE

Dear 4-H Family:

On behalf of the ### NAME County 4-H members and ### Adult 4-H Volunteers, I would like to welcome your family to the NAME County 4-H Program. 4-H is an exciting, fun, interesting, and rewarding experience for your children.

To make the 4-H experience that best that it can be, however, your help is needed. Parents and family members of 4-H members play a major role in the learning and growth experiences that children have in 4-H. Your interest and support of 4-H programming will help the 4-H member gain new skills, learn to work with others, and make new friends. We know that the more a child puts into 4-H, the more he or she will get out of it.

4-H is a family affair! 4-H needs your help and assistance, and you have an opportunity to grow right along with the 4-H member. Please read the information in this packet and ask questions so you can find out more about 4-H and support our 4-H members as they "Make the Best Better" through 4-H.

Sincerely,

NAME

Extension Professional,
4-H Youth Development

E-MAIL

PHONE

Enclosure: 4-H Parent Orientation Packet

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Parent's 4-H Pledge



I pledge my...

HEAD to give my child the information I can, to help him/her see things clearly and to make wise decisions.

HEART to encourage and support my child no matter whether he/she has successes or disappointments.

HANDS to help my child's club; if I cannot be a volunteer, I can help in many equally important ways.

HEALTH to keep my child strong and well for a better world through 4-H, for my child's club, our community, our country, and our world.

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Parent Orientation Meeting Leadership Roles



Leader & Junior Leader Roles at the "4-H 101" Parent Orientation Meeting

DATE, TIME

LOCATION

Registration

1. _____
2. _____
3. _____
4. _____

Lead games for youth

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Mixer

1. _____

Welcome

1. _____
- _____
- _____
- _____

Top 10 List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Scavenger Hunt

1. _____

Door Prizes

1. _____
2. _____

Evaluation

1. _____

Snacks

1. _____
2. _____

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Parent Orientation Meeting Lesson Plan



*It is suggested that you videotape the program to allow those unable to attend to view at a later time.
(Supplies needed: video recorder, video tape, power source, person to run recorder) (NAME)*

Suggested Time Allotment	Topic
At least 15 minutes prior to program	<p>Registration - Ask parents to sign in as they arrive. Invite junior leaders to welcome parents, help them register, and pick up information folders. (Supplies needed: name tags, markers, sign up/tickets for door prizes, information folders.) (NAME)</p> <p>Information folder contents: cover letter, agenda, mixer activity, Top 10 List PPT slides - 6/page, "The 4-H Family Tree" modified with local information, "What Should Parents Expect from 4-H Club Leaders?", and any 2 of the following: 4-H Parent Position Description, 4-H Parent Interest Survey, Dig-In Form, 4-H Parent's Window of Work, 4-H Parent's/Guardian's Pledge, Scavenger Hunt, Local 4-H Program Information.</p>
Continue for the length of the program	<p>Activities for youth - Games and age-appropriate activities that junior leaders can lead with the younger children who attend the meeting with their parents. (Supplies needed: list of games and activities, any resources needed for the games and activities. (NAMES)</p>
10 minutes	<p>Mixer Activity - (Supplies needed: copies of Mixer Activity Worksheet - can be included in information folder picked up at registration; person to introduce activity and give instructions.) (NAME)</p>
5 minutes	<p>Call to Order & Welcome – (NAME)</p> <p>Welcome to the "4-H 101" Parent Orientation Meeting! We thank you for taking time to learn more about the 4-H program and how you and your children can be involved.</p> <p>Parent Survey (show of hands)</p> <ul style="list-style-type: none"> • How many of you were 4-H members? • How many of you have been to a 4-H Fair? • How many of you have had children in 4-H before? • How many of you had never heard of 4-H before your children asked you if they could join?

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Parent Orientation Meeting Lesson Plan - 2



Suggested Time Allotment	Topic
	<p>Tonight, we will help each of you learn more about the 4-H Program. Please feel free to ask questions as we go through the evening; there will also be time at the end of the meeting for questions and answers.</p> <p>Pledges – Pledge of Allegiance & 4-H Pledge</p> <p>At the beginning of each meeting, we say the pledge to the American and 4-H Flags. Usually members are asked to volunteer to lead the group in the pledges. Do we have 2 volunteers tonight? (Supplies needed: United States & 4-H Flags, words to 4-H pledge – also included on agenda)</p>
30 minutes	<p>Program - "The Top 10 Things Every 4-H Parent Should Know"</p> <p>(Supplies needed: copies of handout and PPT presentation with note pages, LCD &/or Overhead projector, laptop computer, power cords; one person per section to present information – can be a combination of junior leaders/adult leaders/4-H professionals)</p>
10 minutes	<p>Recreation – "NAME County 4-H Handbook Scavenger Hunt" (Supplies needed: copies of scavenger hunt – modified with local information, copies of 4-H Handbook, pens or pencils, answer key) (NAME – to give instructions for scavenger hunt)</p>
5 minutes	<p>Questions & Answers – (NAME, 4-H Professional)</p> <p>We've given you a lot of information tonight. What questions do you still have about the 4-H program?</p>
5 minutes	<p>Door Prizes - (Supplies needed: prizes, slips of paper or tickets for each parent to fill out/hold for prize drawing) (NAME to draw and announce winners and distribute prizes)</p>
5 minutes	<p>Informal Evaluation - (NAME to seek parent feedback)</p>
	<p>Thank you for your participation in the "4-H 101" Parent Orientation Meeting this evening. We would welcome any feedback that you have for us regarding this program. Are there comments that you would like to make at this time? (PAUSE) If not, please feel free to share your thoughts with us afterwards. We look forward to making any necessary improvements in this program in the future.</p>

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Parent Orientation Meeting Lesson Plan - 3



Suggested Time Allotment	Topic
5 minutes	Refreshments - (Supplies needed: snacks, drinks, napkins, cups, ice, plates, plastic ware) (NAMES – to set out refreshments)
Total: 75 minutes	Adjourn
	Next meeting: Provide information on time, date, and location of next meeting, and who to contact/where to look for more information (newspaper, website, email) NAME County Extension Office, phone, address, hours and days of operation.

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4-H 201: Utilizing Parents EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding

	Then: Before the Training			Now: After the Training		
1. I can identify methods to gain parent support.	1	2	3	1	2	3
2. I can identify roles parents can perform in the 4-H Program.	1	2	3	1	2	3
3. I can identify expectations for parents of 4-H members.	1	2	3	1	2	3
4. I can describe strategies to help parents, 4-H volunteers, and staff members work together.	1	2	3	1	2	3


- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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Recognizing Parents



4-H MILITARY
PARTNERSHIPS

4-H 201
Recognizing Parents

4-H 201 1

Recognizing Parents



Intended Audience

This session is intended for those leading youth programs that will involve parents.



Objectives

- Identify methods to recognize the contributions of parents to a youth program.



Time

20 minutes



Supplies Needed

Computer, projector, and power source
Chart paper/newsprint, easel
Markers



Supplemental Resources

Recognizing Parents Fact Sheet

Recognizing Parents Evaluation



Before the Training

Parent involvement in 4-H Clubs held as a part of base, installation, or garrison programming may not be a typical expectation. However, 4-H club coordinators who are interested in fostering positive parental involvement may find the information included in this session to be of assistance.

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4-H MILITARY PARTNERSHIPS

4-H 201

Recognizing Parents

4-H 201 1

Display the title slide before the training begins.



In this session, we'll discuss options for recognizing parent contributions to the youth program. Recognizing parents for their involvement will encourage them to continue supporting 4-H programs, and may even encourage other parents to join in as volunteers.



4-H MILITARY PARTNERSHIPS Recognizing Parents

OBJECTIVE

Identify methods to recognize the contributions of parents to a youth program.

- Why is it important to recognize parent contributions?
- What methods can be used to recognize parents?

4-H 201 2



Why do you believe that parents should be recognized?

What effective ways have you found to recognize parents in a youth program?

Record responses on chart paper and display throughout the training if possible.






4-H MILITARY PARTNERSHIPS Recognizing Parents

Importance of Recognition

- Parent involvement contributes to overall program success
- Everyone likes to be recognized (and thanked!)
- Recognizing parents encourages them to continue participating



Sullivan County, Indiana, 4-H Awards Program

4-H 201 3



We all like to know that our contributions are appreciated; parents are no different. Recognizing and appreciating the efforts of parents will encourage them to continue to take an active role in supporting their children and the 4-H program.

Let's explore some of the ways you can recognize and appreciate parents for their involvement.

Review topics on the following slides and encourage participants to share ideas or experiences they may have.



4-H MILITARY PARTNERSHIPS Recognizing Parents


When recognizing parents...

- Be creative!
- Don't forget the simple things
- Get everyone involved
 - Youth and other volunteers can help
 - Everyone likes to feel appreciated by those they serve
 - Young people may suggest innovative ways to recognize parents
 - Personal and sincere recognition is priceless!

4-H 201 4






 4-H MILITARY PARTNERSHIPS Recognizing Parents

Methods of Recognition

- Remind everyone to simply say, “Thank you”
- Host a Parent Appreciation event
 - Youth can serve snacks or a meal they created
 - Youth can present talents or skills learned and thank those who assisted them
 - Youth can present certificates or small tokens of appreciation to parents
- Include parent recognition in 4-H newsletters or news stories


4-H 2015

 4-H MILITARY PARTNERSHIPS Recognizing Parents

Methods of Recognition

- Recognize parents/families along with children at any 4-H achievement program
- Ask youth to respond to roll call with a statement about their parents, such as “I’m proud of my parent because...”
- Plan family-friendly club events where parents are included and celebrated
 - Cook-out or campfire
 - Family game night
 - Potluck meal


4-H 2016

 4-H MILITARY PARTNERSHIPS Recognizing Parents

Methods of Recognition

- Thank parents by helping them to arrange childcare for younger children during 4-H activities
- Work with community businesses to provide discounts, coupons, or gift certificates for parents who help out
- Write thank-you notes, cards, or e-mails expressing your gratitude and appreciation


Thank You!



4-H 2017






 4-H MILITARY PARTNERSHIPS Recognizing Parents

Methods of Recognition

- Personalize it
 - Certificate or plaque with the parent's name
 - Choose a gift or token that has personal meaning for the individual
- Designate one monthly newsletter as the "recognition issue"
- Make time to personally call and thank a parent whose support has been instrumental

4-H 2018

 4-H MILITARY PARTNERSHIPS Recognizing Parents

Methods of Recognition

- Organize a "Parent's Night Out" for volunteers
 - Arrange child care for participants
 - Keep event free or low cost so all can participate
- Invite selected parents to be a "guest of honor" at a club meeting
- Provide opportunities for parents to have greater involvement in the 4-H program


Get to know your volunteers so you can recognize them in ways that are meaningful to them.

4-H 2019



Clearly, there are many ways to recognize and appreciate parents who support their 4-H member and the program. We're going to take the next few minutes to review suggestions for how to recognize 4-H parent volunteers.



 4-H MILITARY PARTNERSHIPS Recognizing Parents

Methods of Recognition


- Send a handwritten thank-you note
- Send an e-mail message
- Ask a volunteer for their input about a program
- Personalize the recognition – provide a gift that is meaningful for the individual volunteer

- 131 Ways to Say "Thank-You" and Recognize Volunteers,
Ohio State University Extension

4-H 20110






 4-H MILITARY PARTNERSHIPS Recognizing Parents

Methods of Recognition

- Give a “Volunteer of the Year” award
- Ask effective volunteers to each recruit another volunteer who is “just like them”
- Always use the volunteer’s first name.
- Nominate a volunteer to teach a workshop.
- Recognize the impact of the number of hours contributed to the organization or program.

*- 131 Ways to Say “Thank-You” and Recognize Volunteers,
Ohio State University Extension*

4-H 201 11

 4-H MILITARY PARTNERSHIPS Recognizing Parents

Methods of Recognition

- Have a program participant share a success story about the volunteer.
- Encourage clientele to send thank-you notes
- Praise volunteers in public - especially in front of family and friends
- Ask members to draw a picture or take a photo of a light bulb or candle with the message, “You light up my life”

*- 131 Ways to Say “Thank-You” and Recognize Volunteers,
Ohio State University Extension*

4-H 201 12



These suggestions include:

- Send a handwritten thank-you note.
- Send an e-mail message.
- Ask a volunteer for their input about a program.
- Personalize the recognition – provide a gift that is meaningful for the individual volunteer.
- Have a “Volunteer of the Year” award. – Give at Annual Achievement Banquet.
- Ask effective volunteers to each recruit another volunteer who is “just like them.”
- Always use the volunteer’s first name.
- Nominate a volunteer to teach a workshop.
- Recognize the impact of the number of hours contributed to the organization or program.
- Have a program participant share a success story about the volunteer.
- Encourage clientele to send thank-you notes.
- Praise volunteers in public - especially in front of family and friends.
- Ask members to draw a picture or take a photo of a light bulb or candle with the message, “You light up my life.”





Additional ideas may be found at:

http://www.four-h.purdue.edu/downloads/ext_ed/pdf/131and139.pdf

Another promising practice you may want to explore is recruiting volunteers from the military community, particularly service members.



4-H MILITARY PARTNERSHIPS Recognizing Parents

**Promising Practice:
Recruiting Military Volunteers**

4-H 201 13

4-H MILITARY PARTNERSHIPS Recognizing Parents

Military Volunteer Service

- Volunteer hours are significant for service members, spouses, and family members
- Each installation has a volunteer coordinator
 - Track volunteer enrollment, hours, recognition
 - May coordinate volunteer recognition programs
- Active duty service members list volunteer time on their evaluation performance records → promotion and recognition
- Many installations provide free or low-cost childcare for parents during their volunteer hours


4-H 201 14



Recognition of military parents can include providing them with opportunities to volunteer with the youth program. These volunteer opportunities can lead to promotions and recognition within the military system.





 **4-H MILITARY PARTNERSHIPS** Recognizing Parents

Recruiting Military Volunteers

- Contact volunteer coordinator on installation
- Provide title and logistics of the program/event
 - Position description, hours required, and screening required
- Volunteer coordinator assists in finding potential volunteers and matching them to opportunities
- Volunteers can assist with fairs, camps, deployment events, afterschool programs, reading programs, homework help, mentors programs and more


4-H 20115



These suggestions can help recruit military parents as volunteers for military youth programming. Retired service members and civilian employees may also be available and willing to volunteer.

Working with the installation volunteer coordinator not only means our volunteers will be recognized for hours served, but also gives our programs access to an established system of volunteer recruitment and placement! This is a valuable added benefit that you may be able to provide for volunteers.



 **4-H MILITARY PARTNERSHIPS** Recognizing Parents

Reflect

REFLECTION

- What reasons do you see to recognize parents for their contributions to the 4-H program?
- What benefits do you see from involving the youth in the recognition of their parents?
- How will recognition of parents help your program grow?
- What will a culture of recognition tell parents about your program?

4-H 20116



In this session, we have looked at ways that we can recognize parents for the important contributions they make to the success of our youth programming.

Take a few moments to consider these reflection and application questions.

Reflect:

- What reasons do you see to recognize parents for their contributions to the 4-H program?





- What benefits do you see from involving the youth in the recognition of their parents?
- How will recognition of parents help your program grow?
- What will a culture of recognition tell parents about your program?



4-H MILITARY PARTNERSHIPS Recognizing Parents

Apply

- Which methods do you anticipate using to recognize parent contributions?
- How will you involve participants in this recognition?
- What will participants learn from being involved in parent recognition activities?

REFLECTION

4-H 201 17



- Apply:**
- Which methods do you anticipate using to recognize parent contributions?
 - How will you involve participants in this recognition?
 - What will participants learn from being involved in parent recognition activities?



4-H MILITARY PARTNERSHIPS Recognizing Parents

Key Concepts

- Parents should be recognized for their contributions
- Parent recognition can be creative and involve participants
- A wide variety of recognition can be provided to parents through the 4-H program year

CONCLUSION

Refer to the Recognizing Parents Fact Sheet for more information.

4-H 201 18






In this session, we have explored methods for recognizing parents who contribute to youth programs. As you interact with parent, remember:

- Parents should be recognized for their contributions.
- Parent recognition can be creative and involve participants.
- A wide variety of recognition can be provided to parents through the 4-H program year.

For more information, refer to the Recognizing Parents Fact Sheet.




 Recognizing Parents

REFERENCE

- “Involving Parents in 4-H,” 4-H Volunteer Leaders’ Series, University of Arkansas Extension. www.uaex.edu/Other_Areas/publications/HTML/4-H_Volunteer_Leaders_Series/4HCG1.asp
- Purdue University, State 4-H Youth Development Program. (2001, June). “Parents,” Indiana 4-H Leader Guide. (4-H 685-W). West Lafayette, Indiana.

4-H 201 19

 Recognizing Parents

REFERENCE

- “131 WAYS TO RECOGNIZE 4-H VOLUNTEERS,” Ohio 4-H Volunteer Fact Sheet #40; compiled by Ken Culp, III, Ph.D., Extension Specialist, Volunteerism, Ohio State University Extension; Vicki J. Schwartz, M.Ed., Chair & Extension Agent, 4-H Youth Development, OSU Extension, Washington County; I. Joseph Campbell, M.S., Chair & Extension Agent, 4-H Youth Development, OSU Extension, Fairfield County www.four-h.purdue.edu/downloads/ext_ed/pdf/131and139.pdf

4-H 201 20





4-H MILITARY PARTNERSHIPS



For more information, visit
www.4-hmilitarypartnerships.org

Encourage each participant to complete an evaluation form, and share additional references and resources if necessary.





References and Links

“Involving Parents in 4-H,” 4-H Volunteer Leaders’ Series, University of Arkansas Extension.

<www.uaex.edu/Other_Areas/publications/HTML/4-H_Volunteer_Leaders_Series/4HCG1.asp>

Purdue University, State 4-H Youth Development Program. (2001, June). “Parents,” Indiana 4-H Leader Guide. (4-H 685-W). West Lafayette, Indiana.

“131 WAYS TO RECOGNIZE 4-H VOLUNTEERS,” Ohio 4-H Volunteer Fact Sheet #40; compiled by Ken Culp, III, Ph.D., Extension Specialist, Volunteerism, Ohio State University Extension; Vicki J. Schwartz, M.Ed., Chair & Extension Agent, 4-H Youth Development, OSU Extension, Washington County; I. Joseph Campbell, M.S., Chair & Extension Agent, 4-H Youth Development, OSU Extension, Fairfield County.

<www.four-h.purdue.edu/downloads/ext_ed/pdf/131and139.pdf>



Recognizing Parents Fact Sheet



Recognition of parent contributions is important because...

- Parents are important to the success of the overall program
- Everyone likes to be recognized
- It can produce great rewards - such as continued and increased support from parents

Tips for parent recognition include...

- Be creative
- Remember the simple things
- Involve program participants

Parents can be recognized in a wide variety of ways. Some of these include...

- Encourage members to say “thank you” to their parents
- Hold a “Parent Appreciation Night”
- Include parents’ names in newsletters and news stories
- Recognize parents at 4-H Achievement Programs
- Ask members to respond to roll call with: “I’m proud of my parent because...”
- Hold special family-related club events (e.g., canoe trip, campout, cook-out, etc.)
- Provide child care services for younger children while the parents are helping with 4-H Club activities
- Arrange for discounts or coupons redeemable at local businesses/businesses or services on the installation (eg, bowling center, golf course, fitness/recreation centers, etc.)
- Write thank-you notes, send cards, or send e-mails to express appreciation for support
- Personalize recognition (e.g., certificates, meaningful gift) for parents
- Plan a recognition edition of the club newsletter
- Call a parent who has been extremely helpful in a program
- Offer a “Parent’s Night Out” and utilize older 4-H members to lead age-appropriate activities for young children. Be aware of installation guidelines for child supervision.
- Invite selected parents to be guests of honor at each 4-H meeting
- Provide further opportunities for parents to help with the 4-H program
- Nominate parents/volunteers for recognition through the installation volunteer program

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4-H 201: *Recognizing Parents* EVALUATION

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program.

Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding

2 = Understand somewhat

3 = Clear understanding

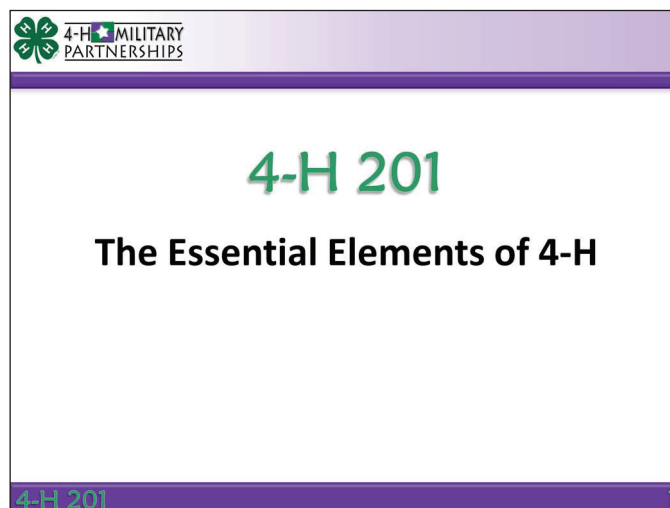
	Then: Before the Training			Now: After the Training		
1. I can identify methods to recognize the contributions of parents to a youth program.	1	2	3	1	2	3
2. I can describe some promising practices for recruiting and recognizing military volunteers.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this lesson.

- How will you use what you learned in this lesson?

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The Essential Elements of 4-H



Appendix: The Essential Elements of 4-H



Intended Audience

This sessions is designed for all adults who will work with 4-H club programs.



Objectives

- Understand the Essential Elements of 4-H.



Time

60 minutes



Supplies Needed

Computer, projector, and power source

Chart paper/newsprint

Markers

Colorful paper for group presentations

Some “props” that reflect key elements of each Essential Element. (see suggested list)



Supplemental Resources

My Program Checklist for 4-H Military Programs

Handouts downloaded from:

<web.extension.illinois.edu/state4h/volunteers/pyd.cfm>

- BIG-M Overview
- BIG-M Belonging
- BIG-M Independence
- BIG-M Generosity
- BIG-M Mastery
- PYD Four-Quadrant Handout



Before the Training

This information is provided to support and supplement the material and concepts found in the 4-H 201 Sessions. Facilitators may present this training as part of another 4-H 201 session or as background/supplemental information either before or after another session. Depending on the needs of the audience, trainers may choose to present all or part of this session. Additional information that is specific to the region, state, or program may also be presented as needed.

This lesson utilizes the Essential Elements Fact Sheets developed by the University of Illinois Urbana-Champaign 4-H Youth Development Program.

Prior to the training, download and review the handouts listed under Supplemental Resources. Each participant should receive a copy of each handout that is referenced in this training.

Supplies and Preparation

This training begins with an activity. Set up the training room to accommodate this activity before participants arrive. Write each one of the Essential Elements (Belonging, Independence, Generosity, and Mastery) on a large piece of paper, such as chart paper or newsprint. Write only one element on each sheet. Place the sheets around the room. Prepare a set of Program Characteristic Cards (found in The Essential Elements of 4-H, Session 1, p. 28-30. This curriculum is available at www.4-h.org/WorkArea/DownloadAsset.aspx?id=7545&libID=7540). You may wish to print the cards on cardstock or heavy paper and laminate them.


As participants enter, give them a card (or cards) and ask them to place the card on the Essential Element they feel it matches.

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TDD). USDA is an equal opportunity provider and employer.



Place four sheets of chart paper around the room. Write one Essential Element on each sheet (one per sheet.) As participants enter the room, hand out Essential Elements Cards. Ask participants to put their card(s) on the sheet with the Essential Element they think their card addresses. When all cards have been placed, continue with the introduction below.



 4-H MILITARY PARTNERSHIPS

4-H 201

The Essential Elements of 4-H


4-H 201 1

Display the title slide before the training begins.



In this training, we will review the Essential Elements of 4-H and identify ways to incorporate those elements into 4-H Military Club Programs. Understanding and working with the Essential Elements will help you to create a well-rounded program that engages youth and offers an opportunity for positive youth development.



 4-H MILITARY PARTNERSHIPS

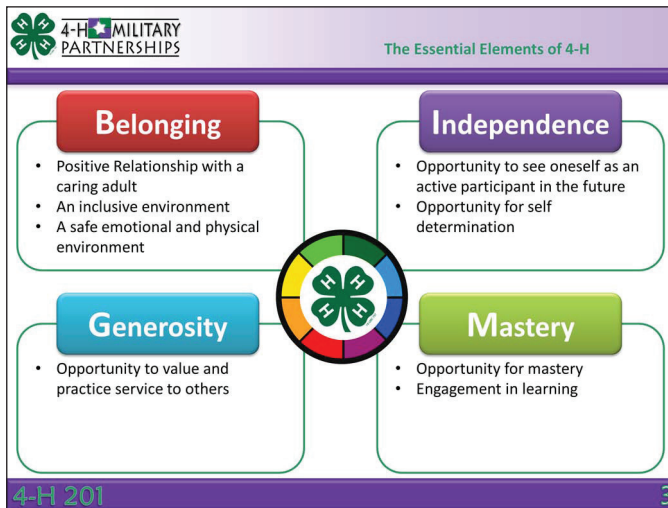
The Essential Elements of 4-H

OBJECTIVE

Understand the Essential Elements of 4-H.

4-H 201 2

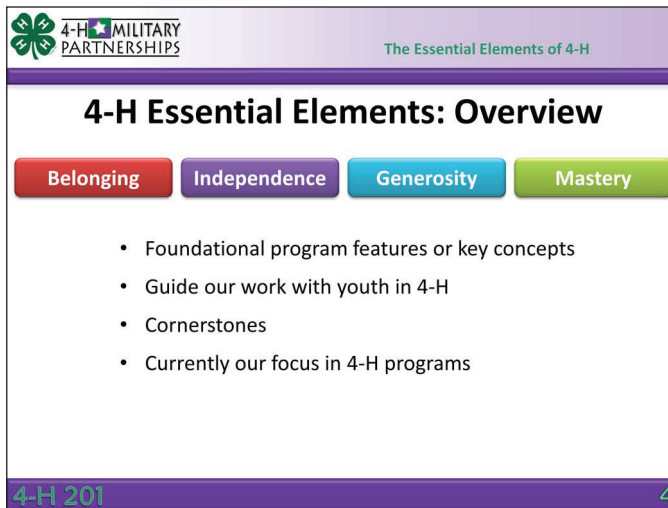




Let's check out what you already know about the Essential Elements.

Ask for a few volunteers to explain why they placed their card where they did. After the discussion, continue with an overview of the BIG-M, using the handouts listed in the Supplemental Resources list.

The "BIG-M" is an easy way to remember and think about the 4-H Essential Elements. B stands for **Belonging**, I for **Independence**, G for **Generosity**, and M for **Mastery**.



Belonging, Independence, Generosity, and Mastery are foundational program features or key concepts that guide our work with youth in 4-H. They are the cornerstones. As researchers continue to study 4-H and other youth development programs, more key ideas will emerge, but for now we are focusing on BIG-M and the 8 Essential Elements defining BIG-M.





4-H MILITARY PARTNERSHIPS The Essential Elements of 4-H

4-H Essential Elements: Overview

Belonging Independence Generosity Mastery

- Apply to a lot of different things that we do
- Are complex principles
- Focus our attention on how and why we do activities and common practices
- Have implications for all that we do in creating meaningful learning experiences for youth.

4-H 201 5



Belonging, Independence, Generosity, and Mastery are overriding concepts that apply to a lot of different things that we do. They are complex principles. For example, **Mastery** isn't just tied to completing and exhibiting a project. And, **Generosity** isn't just participating in a service project. While these activities are important, BIG-M focuses our attention on more than just activities and our common practices. It's about how and why we do them. These key concepts have implications for all that we do in creating meaningful learning experiences.



4-H MILITARY PARTNERSHIPS The Essential Elements of 4-H

4-H Essential Elements: Overview

Belonging Independence Generosity Mastery

They apply to:

- how we talk to and coach youth,
- what we focus on in club meetings and activities,
- helping youth express their interests,
- how youth relate to each other, and
- the opportunities youth create for themselves.

4-H 201 6



The Essential Elements apply to:

- how we talk to and coach youth,
- what we focus on in club meetings and activities,
- helping youth express their interests,
- how youth relate to each other, and
- the opportunities youth create for themselves.





Divide participants into at least four small groups. Small group size will depend on the size of the class. If fewer than ten, divide into groups of two or three. If more than ten, divide into groups of three to five.

- Give each group one of the BIG-M fact sheets (**Belonging, Independence, Generosity, Mastery**)
- Ask the group members to read independently or together
- Each group has about 10 minutes to plan a five minute presentation (e.g. skits, lecture, song, flip charts, hands-on activity) that shows how to incorporate that Essential Element into 4-H club programs.

At the end of the planning time, ask each group to take a turn sharing their presentation.

Lead participants to complete the Program Checklist for 4-H Military Programs worksheet. Encourage them to use the checklist as a way to check in with other staff to identify areas they may want to focus on strengthening.

Review using the PYD Four-Quadrant Handout. Lead participants to reflect on the Essential Elements.

- What stands out for you about the Essential Elements?
- Which element do you think you can most easily enhance in your group?
- How will you apply what you have learned today to your work with youth?
- What else would you like to know or be able to do with this information?



The screenshot shows a slide from a presentation. At the top left is the logo for '4-H MILITARY PARTNERSHIPS'. To the right of the logo is the text 'The Essential Elements of 4-H'. Below this is a section titled 'Key Concepts'. Underneath the title are four colored buttons: 'Belonging' (red), 'Independence' (purple), 'Generosity' (blue), and 'Mastery' (green). Below the buttons is a bulleted list of four points. At the bottom left of the slide is the text '4-H 201' and at the bottom right is the number '7'.

4-H MILITARY PARTNERSHIPS

The Essential Elements of 4-H

Key Concepts

- Belonging
- Independence
- Generosity
- Mastery

- The Essential Elements apply to all interactions with youth
- Foundation concepts which guide youth-development work
- Help us focus on why and how we work with youth
- Apply to the expressions and experiences of young people in 4-H and throughout their lives


4-H 201 7





The Essential Elements apply to all of our interactions with youth, and influence the way we plan, implement, process, and evaluate all of our programs and activities. Whether we are speaking to youth, leading an activity, or planning a series of club activities, the Essential Elements should remain at the center of all we do. Fostering **Belonging, Independence, Generosity** and **Mastery** in youth should be the underlying focus of all 4-H program planning. As leaders and educators, we hope that these concepts will not only help youth reach their full potential in our programs - but also remain with young people as they grow into confident, competent, capable adults.



 The Essential Elements of 4-H	
REFERENCE	<ul style="list-style-type: none"> • <i>Essential Elements of 4-H Youth Development Programs: Key Ingredients for Program Success.</i> National 4-H Council. <www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements> • 4-H 101 Lesson 2: The Essential Elements of 4-H Youth Development <www.4-hmilitarypartnerships.org/doc12954.ashx> • "4-H Essential Elements of Positive Youth Development." University of Illinois Extension. <web.extension.illinois.edu/state4h/volunteers/pyd.cfm> • "Essential Elements Overview." Cheryl Baldwin, University of Illinois Extension, Freeport Center.
4-H 201	8

	
	For more information, visit www.4-Hmilitarypartnerships.org

Share additional references and resources if necessary.





References and Links

Essential Elements of 4-H Youth Development Programs: Key Ingredients for Program Success. National 4-H Council.

<www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements>

4-H 101 Lesson 2: The Essential Elements of 4-H Youth Development.

<www.4-hmilitarypartnerships.org/doc12954.ashx>

“4-H Essential Elements of Positive Youth Development.” University of Illinois Extension.

<<http://web.extension.illinois.edu/state4h/volunteers/pyd.cfm>>

“Introduction to BIG-M Fact Sheet.” (2010) Cheryl Baldwin, University of Illinois Extension, Freeport Center.

<www.uwex.edu/ces/4h/ncrvd/vcomp/documents/IntroductiontoBIGMFactSheet.pdf>



My Program Checklist

4-H Military Programs



Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Am I oriented and trained in youth development principles?			
Do I make the club fun as well as supportive?			
Are youth included in planning activities?			

Does our group have an “inclusive” environment?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I expect the members to work together well?			
Do I foster diversity among the club members?			

Is our club an emotionally and physically safe place for all of our members?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I plan activities and events that are age-appropriate?			
Do I ensure that activities are low-risk and safe?			
Am I screened appropriately?			

Members in our club want to grow; therefore, we seek learning opportunities.

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I offer activities and programs that are fun and that reinforce positive behavior?			
Do I offer a variety of subject areas to fit all interests?			
Do I use parliamentary procedure while teaching?			

How are we doing at providing opportunities for mastery of skills?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I ask the members to exhibit what they have learned through presentations and demonstrations?			
Do I use the experiential learning model to teach?			
Do I help the members set short-term goals to be achieved through the club?			
Do I recognize all accomplishments, not just big ones?			

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My Program Checklist

4-H Military Programs



Do our members feels they are active participants in the future?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I give the youth a choice in their activities?			
Do I provide homework help/tutoring after school?			

Does our club allow members the opportunity for self-determination?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I design activities to help the members gain confidence?			
Are they able to demonstrate hands-on competencies?			

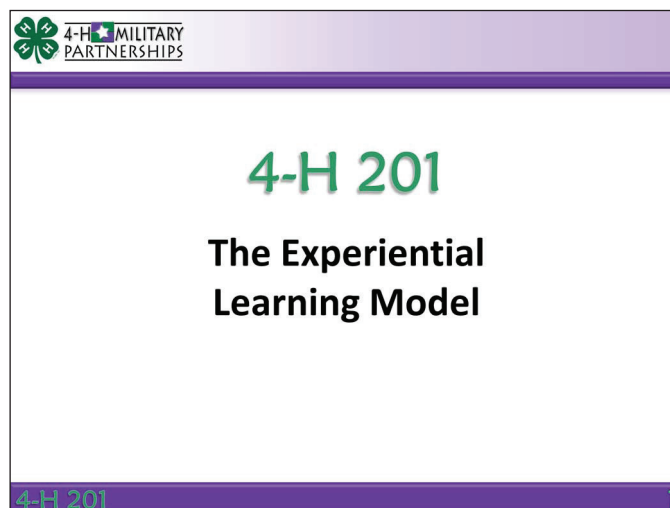
Do we value and practice service to others?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I plan community service activities with the youth?			
Do we send letters and care packages to Soldiers?			
Do we have members who are Speak Out for Military Kids ambassadors?			
Do we provide backpacks for children of deployed Soldiers?			

Checklist adapted from *Essential Elements of 4-H Youth Development Programs* and Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension - Wyandot County, which was adapted from Kirk Astroth’s “*Critical Elements and Practices for 4-H*”.

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The Experiential Learning Model



Appendix: The Experiential Learning Model



Intended Audience

This session is designed for any audience needing more information on using the Experiential Learning Model in youth development programs.



Objectives

- Understand and apply the Experiential Learning Model.



Time

30 minutes



Supplies Needed

Computer, projector, and power source
Chart paper and easel/display stand
Markers



Supplemental Resources

none



Before the Training

This information is provided to support and supplement the material and concepts found in the 4-H 201 Sessions. Facilitators may present this training as part of another 4-H 201 session or as background/supplemental information either before or after another session. Depending on the needs of the audience, trainers may choose to present all or part of this session. Additional information that is specific to the region, state, or program may also be presented as needed.

The examples of Experiential Learning Model questions given in this session focus on a hypothetical robotics project activity. If the training audience is focusing on a specific project or program, the trainer may find it helpful to provide sample questions that address that project or program.

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4-H MILITARY PARTNERSHIPS

4-H 201

The Experiential Learning Model

4-H 201 1

Display the title slide before the training begins.



You may have heard it said that in the 4-H program, youth “learn by doing.” 4-H programs provide young people with hands-on learning experiences. Because “learn by doing” is the way 4-H reaches young people, 4-H learning experiences are most effective when they follow a process called the “Experiential Learning Model.”



4-H MILITARY PARTNERSHIPS

The Experiential Learning Model

OBJECTIVE

Understand the Experiential Learning Model.

4-H 201 2



There is a great deal of information available regarding the Experiential Learning Model, and the academic research and theory that support using the model when we work with young people. For the purposes of this session, we are going to focus on the steps that your activities need to include to maximize their educational value – the steps that comprise the Experiential Learning Model.





4-H MILITARY PARTNERSHIPS

The Experiential Learning Model

Experiential Learning Model

- Why would it be useful to have this dialog with youth?
- If you know how youth are thinking, feeling, and understanding an activity, what can you do with that information?
- How will talking about an activity affect the way youth think about the experience?
- How do you think young people will feel about sharing their ideas and impressions of an activity?

4-H 201 3



In practice, the Experiential Learning Model is a five step process. In the course of each activity you present to youth, you need to plan to include all five steps.

Think of it this way: without the Experiential Learning Model, you may never know if youth have truly learned what you are trying to impart to them with an activity. With the Experiential Learning Model, you will be able to hear youth talk about their impressions, observations, conclusions, and application of what they are learning.

You will have the opportunity to contribute thoughts and ideas to the discussion, and help youth recognize not only what they experienced in an activity, but why that experience matters.

Using chart paper and markers, record key phrases and concepts that participants share in response to the following questions.

- Why would it be useful to have that dialog with youth?
- If you know how youth are thinking, feeling, and understanding an activity, what can you do with that information?
- How do you think talking about an activity affects the way youth think about the experience?
- How do you think young people will feel about sharing their ideas and impressions of an activity?





4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model

Do the activity

- Provide a hands-on learning experience
- 4-H curriculum resources may guide you

4-H 201 4



The first step of the Experiential Learning Model is very straightforward: Do the activity.

This is the step where you provide a hands-on learning experience for youth. Don't worry – the 4-H curriculum guides will help you plan and deliver an almost unlimited number of activities in a wide range of project areas.



4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model

- Youth talk about the activity
- Avoid questions that can be answered with a yes or no
- Some examples of “Share” questions:
 - What did you do/see/hear/feel/smell/taste during the activity?
 - What was your favorite/least favorite part?
 - What part was easiest/most difficult?

4-H 201 5



Once youth have taken part in an activity, you can carry out the second step of the Experiential Learning Model: Share. In this step, lead youth to talk about the activity they have just taken part in. This may start by simply asking the group, “What did you think?” In some cases, you might need to be more direct in your discussion-starting questions. Here are some examples of “Share” questions you could use to get the dialog started:

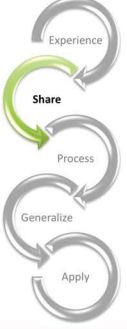
- What did you do/see/hear/feel/smell/taste during the activity?
- What was your favorite/least favorite part?
- What part was easiest/most difficult?





4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model



For example, imagine you have just led youth in a simple robotics activity:

- What did you see when we plugged the robot into the computer?
- What did you hear when we started the computer program?
- What part of building your robot was the easiest?
- What part of programming your robot was the most challenging?

4-H 2016



Remember, the goal is to get participants talking about the experience – so you will probably want to avoid questions that can be answered with a yes or no! Depending on your activity, you may want to ask questions about various steps, such as:


- What did you see when we plugged the robot into the computer?
- What did you hear when we started the computer program?
- What part of building your robot was the easiest?
- What part of programming your robot was the most challenging?

If you are doing a more complex activity, such as building and programming a robot in the above example, you may want to ask “Share” questions at various points throughout the activity, rather than waiting until the end.



4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model



Youth think more critically about the activity

- Break down the entire experience
- Examine and understand each step
- Point out life skills that learned through the activity
- Questions will get progressively more specific and direct
- Think ahead about questions to ask/key concepts to discuss

4-H 2017





The third step in the Experiential Learning Model is “Process.” In this step, you will lead youth to think more critically about the activity. The goal is to get young people to break down the entire experience and examine all of the things that they did, and understand each step that they took. As youth consider these concepts, you may have the opportunity to point out a life skill that youth have learned through the activity.



4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model

Sample questions for robotics activity:

- What steps did you have to take to build the robot?
- How did you decide who would do each step of the build?
- What happened when you programmed the robot according to the guide?
- What was different when your group created a new program?

4-H 201 8



For example, if you lead youth in the robotics project discussed above:

- What steps did you have to take to build the robot?
- How did you decide who would do each step of the build?
- What happened when you programmed the robot according to the guide?
- What was different when your group created a new program?

As you can see, the questions you will discuss with youth will get progressively more specific and direct. As you begin to work with the Experiential Learning Model, you will probably find it useful to think ahead and jot down some notes about what questions to ask, and what key concepts to discuss, before the activity takes place.



4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model

Think of this step as “looking at the big picture”

- Help youth see what themes or trends emerge. Encourage youth to relate this specific experience with other
- At first - may need to help youth identify topics and concepts they are experiencing.
- After using the model, may find that youth are increasingly aware of the themes and trends in their experience.

4-H 201 9





In the fourth step of the Experiential Learning Model, the questions you ask will help lead youth to Generalize. You might think of this step as “looking at the big picture” and helping youth see what themes or trends emerge. You will also want to encourage youth to relate this specific experience with other, related project activities. For example, if you are doing a series of activities in computer science and robotics, you might ask youth to think about principles they have learned over several experiences, that have also surfaced in this specific instance.



4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model

Sample questions for robotics activity:

- What did you learn about building from a kit? About using a computer program?
- What did you learn about working as a group to program your robot?
- How was this activity similar to/different from the projects your group has worked on this year?

4-H 201 10



Some questions you might ask in this step would include:

- What did you learn about building from a kit? About using a computer program?
- What did you learn about working as a group to program your robot?
- How was this activity similar to/different from the projects your group has worked on this year?

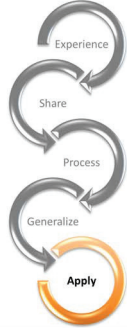
At first, you may need to help youth identify some of the “big picture” topics and concepts they are experiencing. As you continue to use the Experiential Learning Model, you may find that youth are increasingly aware of the themes and trends in their experience. You can help youth recognize the project skills and life skills they are learning in this step.





4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model



- Lead youth to see experience in perspective with other things they do and know
- Help them to see influence on other areas or events
- Crucial to helping youth develop and recognize life skills
- Help young people recognize achievements by naming those skills
- Talk about skills they have learned and how skills impact their future
 - Short term: future project work, school
 - Long term: education, career

4-H 201 11




The final step of the Experiential Learning Model helps show participants where the new learning fits in their lives. In the “Apply” step, the questions you ask will lead youth to see their experience in perspective with other things they do and know. You will also help them to see how each experience can influence other situations or activities in the future.



4-H MILITARY PARTNERSHIPS The Experiential Learning Model

Experiential Learning Model



- Sample questions for robotics activity:
 - How can you use what you learned about working with a computer program?
 - In this project you learned about taking a set of computer commands and making a new program out of them. Where else could you use that creativity?
 - How can you use your knowledge of robotics in the future?

4-H 201 12



Sample questions for the “Apply” step include:

- How can you use what you learned about working with a computer program?
- In this project you learned about taking a set of computer commands and making a new program out of them. Where else could you use that creativity? How can you use your knowledge of robotics in the future?

The discussion you create in the “Apply” step is crucial to helping youth develop the life skills that are the hallmark of participation in 4-H. As you plan your questions, be sure that you are helping young people recognize the achievements they have reached by naming those skills. Talk about the skills they have learned and how those skills will impact their future in the short term (such as in an upcoming project activity) and in the long term (such as their future field of study or career.)





4-H MILITARY PARTNERSHIPS

The Experiential Learning Model

Keep these steps in mind as you plan learning experiences for youth. Many resources are available if you would like to learn more about the Experiential Learning Model.

4-H 201 13



To review, the five steps of the Experiential Learning Model are:

- Do the activity
- Share feelings and impressions about the activity.
- Process the activity: think critically about what happened.
- Generalize to consider the broad themes and trends in the activity.
- Apply the things learned in this activity to other areas of life and to the future.

Lead participants to discuss and reflect on ways they can use the Experiential Learning Model when presenting youth development programs.



4-H MILITARY PARTNERSHIPS

The Experiential Learning Model

- “Experiential Learning Process”, University of Illinois Cooperative Extension Service.
- 4-H 101 Experiential Learning Model PowerPoint, National 4-H Headquarters.
<www.national4-hheadquarters.gov/library/4H101_exper_model.ppt>
- 4-H 101 Lessons 8: Putting the Experiential Learning Model to Practice
<www.4-hmilitarypartnerships.org/doc12954.ashx>

REFERENCE

4-H 201 14





4-H MILITARY PARTNERSHIPS



For more information, visit
www.4-Hmilitarypartnerships.org

Share additional references and resources if necessary.





References and Links

“Experiential Learning Process”, University of Illinois Cooperative Extension Service.

4-H 101 Experiential Learning Model PowerPoint, National 4-H Headquarters.

<www.national4-hheadquarters.gov/library/4H101_exper_model.ppt>

4-H 101 Lessons 8: Putting the Experiential Learning Model to Practice

<www.4-hmilitarypartnerships.org/doc12954.ashx>



Appendix: Life Skills Development



Intended Audience

This session is designed for any audience needing more information on Life Skills Development through 4-H programs.



Objectives

- Understand life skills development using the Targeting Life Skills Model.



Time

30 minutes



Supplies Needed

Computer, projector, and power source
Chart paper and easel/display stand
Markers



Supplemental Resources

none



Before the Training

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4-H MILITARY PARTNERSHIPS

4-H 201

Life Skills Development

4-H 201 1

Display the title slide before the training begins.



As the 4-H mission states, “4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.” We know that 4-H members learn project specific skills and knowledge, such as how to plan a healthy dinner or build a robot, but it is also important to recognize the life skills that youth can learn when they work in partnership with caring adults.

Recognizing and understanding life skills, alone and in the context of 4-H planning and programming, will help to ensure that you facilitate learning experiences that will help youth to become successful, competent adults who affect our world in a positive way.

The Targeting Life Skills (TLS) Model may help you visualize the connection between life skills, the Essential Elements, and the four “H’s” on our 4-H clover.



4-H MILITARY PARTNERSHIPS

Life Skills Development

OBJECTIVE

Understand life skills development using the Targeting Life Skills Model.

4-H 201 2





4-H MILITARY PARTNERSHIPS Life Skills Development

Skill: learned ability to do something well

Life skill: ability which will help an individual live a productive and satisfying life

“The goal of youth programming is to provide developmentally appropriate **opportunities** for young people **to experience life skills, to practice them** until they are learned, and be able to **use them** as necessary throughout a lifetime. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.”

- Iowa 4-H

4-H 201 3



In this session, we will define a skill as “the learned ability to do something well.” A life skill, then, is “an ability which will help an individual live a productive and satisfying life.”

Life skills are an integral part of positive youth development. In fact, “the goal of youth programming is to provide developmentally appropriate opportunities for young people to experience life skills, to practice them until they are learned, and be able to use them as necessary throughout a lifetime. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.”

- Iowa 4-H

What are some skills you think youth need to learn to be successful throughout their lives?

Record several responses on chart paper. Leave space next to each skill to add information.

What 4-H program, project, or experience might allow youth to develop these skills?

Match responses with the skills recorded from the previous question.



4-H MILITARY PARTNERSHIPS Life Skills Development

The diagram is a circular wheel divided into four quadrants, each representing a different life skill category. The center of the wheel is labeled 'Targeting Life Skills'. The quadrants are:

- HEART (Caring):** Empathy, Community Outreach, Conflict Resolution, Social Skills, Cooperation, Communication, Resiliency, Keeping Records, Wise Use of Resources, Planning/Organizing, Cook/Setting, See/Use/Leaving, Problem Solving, Decision Making, Learning to Learn, Agency awareness.
- HANDS (Working):** Community Service, Leadership, Citizenship, Cooperative, Marketable Skills, Teamwork, Self-motivation, Self-esteem, Self-responsibility, Character, Managing Finances, Healthy Choices, Career Development, Personal Management.
- HEAD (Thinking):** Critical Thinking, Problem Solving, Decision Making, Learning to Learn, Agency awareness.
- HEALTH (Living):** Healthy Choices, Career Development, Personal Management.

Hendricks, P.A. (1998)

4-H 201 4





4-H MILITARY PARTNERSHIPS Life Skills Development

The Essential Elements

- Belonging** Youth experience an inclusive environment.
- Independence** Youth see themselves as active participants in the future.
- Generosity** Youth have opportunities to value and practice service to others.
- Mastery** Youth have opportunities to try, make mistakes, and learn.

4-H 201 6



The Essential Elements of 4-H encompass all of the areas of positive youth development. While the Essential Elements are specifically reviewed in another session, it's important to keep them in mind when we discuss life skills. Life skills learned in the 4-H program relate not only to the four "H's" but also to the essential experiences we wish to provide for youth: opportunities for **Belonging, Independence, Generosity, and Mastery.**



4-H MILITARY PARTNERSHIPS Life Skills Development

The 4-H Connection

The 4-H Pledge	The Essential Elements	Life Skills
Head	Independence	Thinking, Managing
Heart	Generosity	Relating, Caring
Hands	Mastery	Working, Giving
Health	Belonging	Being, Living

4-H 201 7



As you plan and implement 4-H programs, and work with youth and volunteers, the following relationships will help inspire and guide your planning. The words of the 4-H pledge will help remind you of these core learning areas:

H: Head
 Essential Element: Independence
 Competencies: Thinking, Managing






H: Heart
 Essential Element: Generosity
 Competencies: Relating, Caring

H: Hands
 Essential Element: Mastery
 Competencies: Working, Giving

H: Health
 Essential Element: Belonging
 Competencies: Being, Living




 Life Skills Development

Life Skills by Category

<p>HEAD <i>Thinking</i></p> <ul style="list-style-type: none"> • Learning to learn • Decision-making • Problem solving • Critical thinking • Service learning <p><i>Managing</i></p> <ul style="list-style-type: none"> • Goal setting • Planning/organizing • Wise use of resources • Keeping records • Resiliency 	<p>HEART <i>Relating</i></p> <ul style="list-style-type: none"> • Communications • Cooperation • Social skills • Conflict resolution • Accepting differences <p><i>Caring</i></p> <ul style="list-style-type: none"> • Concern for others • Empathy • Sharing • Nurturing relationships
--	---

4-H 201 8

 Life Skills Development

Life Skills by Category

<p>HANDS <i>Giving</i></p> <ul style="list-style-type: none"> • Community service/volunteering • Leadership • Responsible contribution to group <p><i>Working</i></p> <ul style="list-style-type: none"> • Marketable/useful skills • Teamwork • Self-motivation 	<p>HEALTH <i>Living</i></p> <ul style="list-style-type: none"> • Healthy lifestyle choices • Stress management • Disease prevention • Personal safety <p><i>Being</i></p> <ul style="list-style-type: none"> • Self esteem • Self responsibility • Character • Managing feelings • Self discipline
---	--

4-H 201 9





These slides show the specific life skills that fall under each competency area. With this knowledge, you will be better able to target specific life skills to plan 4-H programs. An understanding of the competencies and life skills is also helpful for leading youth in reflecting on 4-H experiences.



The screenshot shows a presentation slide with a purple header. On the left, there is a logo for '4-H MILITARY PARTNERSHIPS' featuring a green four-leaf clover with '4-H' on each leaf. To the right of the logo, the text '4-H MILITARY PARTNERSHIPS' is written in a sans-serif font. Further right, the text 'Life Skills Development' is displayed in a smaller font. The main title of the slide is 'Applying Life Skills Knowledge' in a bold, black font. Below the title, the text 'Use the TLS Model and terminology...' is centered. A bulleted list follows, with three main points and several sub-points. At the bottom left of the slide, '4-H 201' is written in green, and at the bottom right, the number '10' is written in white on a purple background.

4-H MILITARY PARTNERSHIPS Life Skills Development

Applying Life Skills Knowledge

Use the TLS Model and terminology...

- When planning a sequence of learning experiences
 - What are your goals?
- When leading youth in reflection and discussion
 - What life skills have they learned?
- When discussing 4-H programs with staff, volunteers, or parents
 - What is the value of a 4-H experience?
 - How can 4-H impact a young person over the course of a lifetime?

4-H 201 10




Some examples of situations when the TLS Model and terminology may be useful for include:

- When planning a sequence of learning experiences:
 - You might ask yourself or your coworkers: What are your goals? What long-term impact do you hope to have on youth that participate in this program?
- When leading youth in reflection and discussion:
 - You might ask young people: What life skills have they learned? You may help them identify the skills they have developed, or discuss the importance of those skills. Where else might you use this particular life skill? How might you use this life skill in the future?
- When discussing 4-H programs with staff, volunteers, or parents:
 - You might speak to them about the value of a 4-H experience. When planning programs, you might use the terminology in the TLS model to determine how best to meet the needs of young people in your community.
 - How can 4-H impact a young person over the course of a lifetime? Use the TLS model to illustrate the areas of personal development that 4-H can impact.

Lead participants to discuss times when the TLS model and life skills terminology have assisted them in planning or implementing 4-H programs. Encourage participants to discuss ways they can incorporate life skills development into existing programs and activities.






 4-H MILITARY PARTNERSHIPS Life Skills Development

REFERENCE

- “Positive Youth Development; Developing Life Skills – Volunteerism for the Next Generation”
<nextgeneration.4-h.org/volunteerism/vrkc/>
- Hendricks, P. (1998) “Developing Youth Curriculum Using the Targeting Life Skills Model.” Iowa State Extension.
<extension.iastate.edu/4H/skls.eval.htm>
- Norman, M. and Jordan, J. (2006) “Targeting Life Skills in 4-H.” Institute of Food and Agricultural Sciences, University of Florida, Gainesville.
<edis.ifas.ufl.edu/4h242>

4-H 201 11

 4-H MILITARY PARTNERSHIPS Life Skills Development

REFERENCE

- 4-H 101, Lesson 6: Life Skills and the Experiential Learning Model
<<http://www.4-hmilitarypartnerships.org/doc12951.ashx>>

4-H 201 12

4-H MILITARY PARTNERSHIPS

 For more information, visit
www.4-Hmilitarypartnerships.org

Share additional references and resources if necessary.





References and Links

“Positive Youth Development; Developing Life Skills – Volunteerism for the Next Generation”

nextgeneration.4-h.org/volunteerism/vrkc/

Hendricks, P. (1998) “Developing Youth Curriculum Using the Targeting Life Skills Model.” Iowa State Extension.

extension.iastate.edu/4H/skls.eval.htm

Norman, M. and Jordan, J. (2006) “Targeting Life Skills in 4-H.” Institute of Food and Agricultural Sciences, University of Florida, Gainesville.

edis.ifas.ufl.edu/4h242

4-H 101, Lesson 6: Life Skills and the Experiential Learning Model

