

# 4-H Training Topics - **Citizenship/Public Adventures**

## Background:

*Citizenship/Public Adventures* is an active citizenship curriculum for middle school youth. Life skills are learned as real projects are undertaken and communities are improved.

## Resource:

**Identifying Your Group's Stakeholders, Guide's Handbook, pages 25-26**

See the suggestions for a successful youth project at the website [www.4-hcurriculum.org/curriculum/citizenship/index.aspx](http://www.4-hcurriculum.org/curriculum/citizenship/index.aspx)

## Materials Needed:

- Individual stakeholders chart designed after **Stakeholder Chart, Guide's Handbook, page 26,**
- enlarged individual stakeholder chart,
- enlarged **Planning Chart, Guide's Handbook, page 31,**
- markers, pens, chalk.
- Copies of "postcards" from **Adventure Kit** - each participant should have at least one card.
- Cost: This 4-H curriculum costs \$9.95 for **Guide's Handbook** and **Adventure Kit**. It would be best to have an **Adventure Kit** and a 3 ring binder for each staff person.

## Preparation:

To the training: review the materials, make copies of handouts.

Arrange the room with tables, chairs and supplies.

Allow 30 minutes for preparation and set-up.



## 1 Welcome and Introductions

What to Do	What to Say	Minutes
If an <b>Adventure Kit</b> and binder is provided to everyone have them start to assemble their binders		5
Give everyone a "postcard" (each participant should receive a different card).	Take a few minutes to read the postcard you received and prepare to explain it to the rest of the group.	

## 2 Curriculum

What to Do	What to Say	Minutes
Show the materials.	<i>Citizenship/Public Adventures</i> includes this <b>Guide's Handbook</b> and the <b>Adventure Kit</b> . We will do one activity from the <b>Guide's Handbook</b> today. The kit includes a passport, a set of postcards, two cover pages and 8 divider pages. There are seven steps in the project.	3

## 3 Staff Introductions

What to Do	What to Say	Minutes
	Everyone should have received a postcard when you arrived. Who has postcard #1? Please introduce yourself and explain the card. Then we will proceed with #2 and so on.	7

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## 4 Doing an Activity

What to Do	What to Say	Minutes
Show a large version of the <b>Stakeholder Chart, Guide's Handbook, page 26</b> . The name of this location is Ft. Hero. Following the steps in <b>Who are the Stakeholders?, Guide's Handbook, page 25</b> , complete the activity with the group.	We are going to use this as a sample for identifying who our stakeholders might be here at "Ft. Hero" Let's imagine organizing an event in support of something youth want to see changed. Does anyone have a suggestion of what it might be? Would someone like to volunteer to be the recorder? Now, let's list the allies and resources to help reach the goal and then the obstacles. (Complete all steps in <b>Who are the Stakeholders?</b> )	15

## 5 Sharing Ideas

What to Do	What to Say	Minutes
Have a short discussion about the activity.	Was it hard to identify the stakeholders, resources and obstacles for the entire project? Why is it important to take the time to do this step?	5

## 6 Applying the Experience

What to Do	What to Say	Minutes
Apply this experience to other activities.	Was it difficult to identify individuals who would be supporters of the project? How about those that might create obstacles? Why is it important to help young people work through an activity like this? What projects will the youth want to do? What can be done to interest the youth in using the curriculum?	5

## 7 Making a Plan

What to Do	What to Say	Minutes
Show the enlarged <b>Planning Chart, Guide's Handbook, page 31</b> .	This is a planning chart suggested in <i>Public Adventures</i> . Let's use it now to begin planning when we might start the project with the youth.	5

## 8 Close

What to Do	What to Say	Minutes
Show the enlarged <b>Planning Chart, Guide's Handbook, page 31</b> .	This is a planning chart suggested in <i>Public Adventures</i> . Let's use it now to begin planning when we might start the project with the youth.	5

