

Host Site Facilitator's Guide

2013-2014 North Central Region 4-H Volunteer e-Forum

Engaging Teens and Older Youth

Tuesday, December 3, 2013, 8-9:30 p.m. (ET) (local activities begin at 7:30)



**JOIN  THE
REVOLUTION
OF RESPONSIBILITY**

TO: Host Site Facilitator

Welcome to the 2013-2014 North Central Region 4-H Volunteer e-Forum! Thank you for choosing to host this event on behalf of 4-H Volunteers and Extension Staff in your area. We appreciate your time and efforts with helping us make this training opportunity a successful one for all of the participants!

The 2013-2014 e-Forum will take place on four separate evenings: **Monday, November 18, 2013; Tuesday, December 3, 2013; Tuesday, January 14, 2014; and Monday, February 3, 2014.** The live broadcast for each session will begin at **8:00 p.m. ET** (7:00 p.m. CT and 6:00 p.m. MT), and is scheduled to last for 90 minutes. We recommend that you begin the session 30 minutes earlier to allow for some introductions and on-site activities.

This Facilitator's Guide is designed to help you effectively prepare for the Webinar which will be delivered through Adobe Connect and then to facilitate some local discussion and activities throughout the session. Based on results from previous e-Forum sessions, interaction among the participants at your site will be a very valuable part of the e-Forum. Please familiarize yourself with the information in this Guide prior to the session and prepare any needed supplies to distribute to your participants.

Here are some helpful tips as you prepare to host this program:

- To **register your site for the e-Forum session**, please visit: <http://www.uwex.edu/ces/4h/ncrvd/eForum2013.cfm>. Click on the link for the session you wish to host and then click the "Register Online" button from the Michigan State University page. You will receive a confirmation once your site is registered. Note that you'll receive an invoice with a \$0 balance...there is no charge to register your site for the e-Forum sessions.
- At least **24-48 hours before the session**, test the settings/ software on the computer you will use for the sessions. Make sure that you are able to access the presentation. To test your computer's settings, visit https://connect.msu.edu/common/help/en/support/meeting_test.htm.
- If you have any **technical difficulties** with downloading or installing the Adobe Connect plug-in, please call the Michigan State University library help desk at **1-800-500-1554** and let them know.
- **10-15 minutes before the session** is scheduled to begin, connect to the online presentation room at: <https://connect.msu.edu/cyi>.
- If you have any **technical difficulties** with viewing the presentation during the session, contact technical support at **1-800-500-1554**.
- **Additional resources** that will be referenced during the session are available for volunteers to download following the session at the North Central Region Volunteer e-Forum 2013-14 Web site: <http://www.uwex.edu/ces/4h/ncrvd/eForum2013.cfm>. This site will also have a link to a recording of the session. Additionally, the recordings will be housed long term at learn.extension.org.

Thank you for your interest and participation!

Sincerely,

North Central Region 4-H Volunteer Specialists

General e-Forum Overview

Purpose of e-Forum

The North Central Region 4-H Volunteer e-Forum enables 4-H Volunteers to learn from and interact with experts and peers across the 12-state North Central Region and beyond! Volunteers will then utilize lessons learned from the e-Forum with 4-H members throughout the 4-H program year.

The e-Forum format will utilize technology to reach volunteers who may be unable to attend face-to-face training sessions. Opportunities will be included in the e-Forum sessions for volunteers to interact with one another during facilitated on-site instruction and via online chat with volunteer audiences across the region.

Target Audience

The target audience for the North Central Region 4-H Volunteer e-Forum includes approved 4-H volunteers who work with youth primarily in club or project-based 4-H Youth Development Programs. Participants may include any and all levels of service tenure with the 4-H program. A secondary audience includes the 4-H Extension staff members who work with the volunteers to implement a successful 4-H program for the members. There are no prerequisites for this program.

Overall e-Forum Objectives

At the conclusion of the North Central Region 4-H Volunteer e-Forum series, each participant will be able to:

1. Identify at least one way to use techniques obtained from the e-Forum sessions in support of their service to the 4-H program.
2. Develop strategies to effectively utilize 4-H parents as a part of their 4-H programming efforts.
3. Discover proven methods to effectively engage teens and older youth in 4-H programs.
4. Explore technologies that will support better communication with 4-H members and enhance learning outcomes in 4-H projects.
5. Discover methods to reinforce simple science concepts using traditional 4-H projects.

e-Forum Format and Structure

The North Central Region 4-H Volunteer e-Forum will be taught in four sessions of 90 minutes each, from 8:00-9:30 p.m. Eastern (7:00-8:30 Central, 6:00-7:30 Mountain). We encourage host sites to invite volunteers to arrive 30 minutes ahead of the scheduled program so that host site facilitators can lead introductory activities or icebreakers prior to the start of the live program. The sessions are scheduled as follows:

Session 1: Monday, November 18, 2013 – You’ve Got 4-H Parents! Now What??

- Presented by: Pat McGlaughlin, University of Illinois; Steve McKinley, Purdue University; Sheri Seibold, University of Illinois; Mary Jo Williams, University of Missouri
- Parents play a critical role in deciding the organizations in which their children will participate. The experience the family has in 4-H during their first year is important for long-term participation. This session will help volunteers explore a variety of strategies to increase positive parental support of local 4-H programs. As a result, parents will stay connected with their own children, recognize mutual expectations and responsibilities between parents and volunteers, and become caring adults for other youth.

Session 2: Tuesday, December 3, 2013 – Engaging Teens/Older 4-H Youth

- Presented by: Becky Harrington, University of Minnesota; Kandi O’Neil, University of Wisconsin; Brenda Shafer, University of Minnesota; Rachelle Vetter, North Dakota State University
- Research has clearly shown that quality youth programs, those proven most effective and rated highly by young people themselves, are masterful at engaging youth at the highest level in planning, making choices, and reflecting on their learning. Attention to making youth programs fun, interesting, welcoming and encouraging to young people in our 4-H Youth Development programs is important but not enough. This session, co-developed and delivered by youth, will provide insight, tools and resources volunteers can use to more effectively engage and meet the needs of teen members, a common challenge in youth programs.

Session 3: Tuesday, January 14, 2014 – Using Technology to Enhance Your 4-H Experience

- Presented by: Rod Buchele, Kansas State University; Molly Frendo, Michigan State University; Mark Light, The Ohio State University; Kari Robideau, University of Minnesota
- Technology can be a great tool to support better communication and learning with 4-H participants. However, keeping up with the latest trends and changes can be challenging and overwhelming. This session will share some easy ways that technology can help 4-H leaders be better connected with youth participants. It will also briefly explore ideas on integrating technology into 4-H projects to enhance the life skill development and 21st century skills of young people.

Session 4: Monday, February 3, 2014 – Exploring the Science of 4-H Projects

- Presented by: Cathy Johnston, University of Nebraska; Bonnie Malone, The Ohio State University; Dixie Sandborn, Michigan State University; Vicki Schwartz, The Ohio State University
- Does the idea of emphasizing science in 4-H make you sweat? It doesn't have to be scary. Discover methods to reinforce simple science concepts using traditional 4-H projects. You will take home ready-to-go activities that incorporate science concepts across the curriculum areas.

Each session will be delivered to host sites online via Adobe Connect, originated and hosted by Michigan State University Extension. 4-H Volunteers will be invited to attend the live sessions at a host site sponsored by a local 4-H program. 4-H Extension Professionals will serve as host site facilitators and lead local discussions and activities with the 4-H Volunteers. Instructions to connect to the Adobe Connect program are included on p. 2 of this Guide.

Relevant resources will be provided to the 4-H Volunteers at each host site for each session. Additional supplemental resources for e-Forum participants to access will be posted on the North Central Region Volunteer e-Forum 2013-2014 Web site: <http://www.uwex.edu/ces/4h/ncrvd/eForum2013.cfm>.

A paper evaluation done on-site will allow participants to comment on the quality and content of each of the e-Forum sessions, provide input on future volunteer training opportunities, and better capture all participants' feedback immediately following each session. By using a paper evaluation done on site, we will ensure a greater response rate for the survey. The paper evaluation form will be made available for facilitators to download on the North Central Region Volunteer e-Forum website: <http://www.uwex.edu/ces/4h/ncrvd/eForum2013.cfm>. Please plan to print enough copies of the form for each participant.

Three additional questions will be asked in chat boxes near the end of the session to provide additional feedback from participants. You or the participants may type their responses into the respective chat boxes during the time allowed for the evaluations to be completed.

Facilitators should compile total numbers for all of the paper evaluation forms and enter them into the Survey Monkey link at <https://www.surveymonkey.com/s/793H7BX> after each session. Please input your site's data within two weeks of the session.

Welcome to Session 2 of the North Central Region Volunteer e-Forum!

The title of this e-Forum session is “*Engaging Teens/Older 4-H Youth*” and includes the following presenters:

- Becky Harrington, University of Minnesota
- Kandi O’Neil, University of Wisconsin
- Brenda Shafer, University of Minnesota
- Rachelle Vettern, North Dakota State University

Session Description:

- Research has clearly shown that quality youth programs, those proven most effective and rated highly by young people themselves, are masterful at engaging youth at the highest level in planning, making choices, and reflecting on their learning. Attention to making youth programs fun, interesting, welcoming and encouraging to young people in our 4-H Youth Development programs is important but not enough. This session, co-developed and delivered by youth and adult volunteers, will provide insight, tools and resources volunteers can use to more effectively engage and meet the needs of teen members, a common challenge in youth programs.

Supply List

The following supplies will be needed at your host site for this session

Host Site Facilitator, remember to test your equipment and connections prior to the session according to the instructions provided on p. 2.

General Supplies

- LCD Projector
- Laptop/Personal Computer (that is no more than 2-3 years old)
- Speakers for audio
- Internet connection (wired, high-speed network connection preferred)
- Extension cord/power strip
- Separate laptop with Internet connection for participants to complete the online survey at the end of the program (optional)
- Registration sheet to record attendance
- Name tag for each person
- Refreshments (optional)

Supplies for opening activity

- Facilitator instruction sheet: “Engaging Teens and Older Youth”
- Sticky notes in assorted colors
- Flip chart paper
- Markers
- Masking Tape
- Note cards

Supplies for use throughout presentation

- Handout: “Ideas to Try”

Supplies for *What’s Your Opinion?* (slide 13)

Facilitators on-site read through the activity and determine which questions you will ask the participants.

- Facilitator instruction sheet: “Older Youth and Teen Leaders – What's Your Opinion?”
- Preprinted Signs: Agree and Disagree
- Masking Tape
- List of questions to read
- Handout after the discussion: “4-H Club Organizational Youth Leader Role Description”

Supplies for Pyramid of Youth Program Quality (slide 15)

- Handout: “Pyramid of Youth Program Quality”

Supplies for Planning Activity (slide 25)

- Handout: “Program Planning and Reflection Activities”
- Planning activity supplies: suggested activities by state; sites with large groups may choose to break into smaller groups and try multiple activities.
 - Illinois, South Dakota, Missouri: Post-it® Planning (post-its, pens, flip chart paper)
 - Indiana, North Dakota, Nebraska: Rotation Brainstorm (flip chart paper, markers)
 - Wisconsin, Michigan, Kansas: Green Light/Yellow Light/Red Light (flip chart paper, markers; pre-draw a green/yellow/red light on flip chart paper)
 - Minnesota, Iowa, Ohio: Backwards Planning (flip chart paper, post-it notes, markers)

Supplies for Reflecting Activity (slide 32)

- Handout: “Program Planning and Reflection Activities”
- Planning activity supplies: suggested activities by state; sites with large groups may choose to break into smaller groups and try multiple activities.
 - Illinois, South Dakota, Missouri: Postcards (index cards/postcards)
 - Indiana, North Dakota, Nebraska: Ball Toss (ball suitable for tossing, ie beach ball, koosh ball, etc.)
 - Wisconsin, Michigan, Kansas: Talking stick (stuffed animal, stick, or other item easy to hold)
 - Minnesota, Iowa, Ohio: Chat with your Neighbor (no supplies needed)

Supplies for Evaluation

- Copy of evaluation for each person

Host site facilitators: the following activity is designed to be led PRIOR TO THE START OF THE e-FORUM.

On-site welcome activity – “Engaging Teens and Older Youth”

25 minutes (plan to conclude this activity by 7:55 p.m.)

Host site facilitators: welcome the group; distribute name tags (may have already been done as participants registered). Begin “Engaging Teens and Older Youth” opening activity. Refer to instruction sheet.

Host site facilitators: a few minutes before 8:00 p.m. (ET), please help the group to find their seats and get ready for the start of the e-Forum.

Welcome to the 2013-2014 North Central Region 4-H Volunteer e-Forum (Slide 1)

Good Evening and Welcome to tonight’s e-forum. I am Kandi O’Neil, Associate Program Director and Volunteer Specialist from University of Wisconsin.

We are **so** excited that you are joining us this evening. The e-forum is brought to you by the North Central Region states.

We know some you may have tuned in last month for the session focused on involving parents.

You, as adult and youth volunteers are important to Extension across the country. We thank you...

- for your **contribution** in extending the university resources in your state
- for **working** with staff in your counties
- **and most importantly** for impacting lives of young people.

Ideas to Try (Slide 2)

In your packet, is a handout “**Ideas to Try**”.

- We would ask you to write down 2 or 3 ideas you would like to try after this evening’s session.
- It may be something you learned from the presentation **or** an idea shared at your local site.

Engaging Teens & Older Youth (Slide 3)

Most of all,- we ask you to **engage** in the forum; **share** ideas in the chat boxes and **make** the evening come to life.

Together we will learn about “Engaging Teens and Older Youth.”

What can you expect tonight?

- **Opportunities** for interaction at your site with the youth and adults attending – We want to hear from you..... **plus**
- **Practical** connections to research of creating a “high quality youth program”
- What does that look like and how does that impact the development of young people?
Finally
- **Strategies** and tools you can use at a club, county or with community partners to engage teens and older youth

No time to waste - Let’s learn more about what happens when we **intentionally** build capacity by Engaging Teens & Older Youth!

Congratulations to Salute to Excellence Award Winners (Slides 4-5)

That’s what these two adult volunteer leaders did.

We want to recognize this year’s National Salute to Excellence Regional and National Award winners. Both from the great state of Kansas.

- Volunteer of the Year. Congratulations to:
 - Lisa Pfannensteil-Garrison. Lisa truly “Engaged Teens and Older youth”. She saw from the beginning the strength in empowering youth to run their own program. She is a wonderful mentor who inspires children to find their own strengths. Lisa embodies many names: she is mother, wife, humanitarian, 4-H mom, co-leader, mentor, partner, community volunteer, manager, and most importantly, friend.

Next we salute our

- Outstanding Lifetime Volunteer
 - Mildred Waldren, also from Kansas. Ask any 4-H member in Greeley County to describe 4-H in one word, it would be “Mildred”. She has given 4-H members the opportunity to master a new craft, solve ANY sewing problem, meet any parliamentary procedure challenge and learn to make wise decisions and choices for more than 60 years. Her knowledge (HEAD), her compassion (HEART), and her willingness to serve (HANDS) have helped make a stronger (HEALTH) 4-H program and she continues to Make the BEST even BETTER!

- We had a chance to meet Mildred and Lisa this past September as they were recognized nationally. We thank you for your contributions.

Tonight's e-Forum Program (Slide 6)

Now, I am pleased to introduce my co-presenters this evening. Each work with volunteers like you throughout their state.

From the University of Minnesota: Becky Harrington and Brenda Shafer

From North Dakota State University: Rachelle Vettern

We looked forward to working with you as we focus on Engaging Teens and Older Youth.

Recap of on-site ice breaker activity:

- Tonight as you arrived at your site you started thinking about our focus with the Ice Breaker Activity - You were asked to.....
 - Identify roles you have or would like to engage teens and older youth?
Examples???
 - Think about what teens and older youth need from adult to be successful in taking on leadership roles? AND
 - Discuss what adults need from teens and older youth as you work together to support youth in leadership roles.
 - We hope you have lots of ideas on the flip chart paper and sticky notes - This was your check in tonight before we take off.

Engaging Teens & Older Youth Objectives (Slide 7)

Tonight, we will focus on three objectives:

- We will discuss why high quality youth programs have a positive impact on the development of young people.
- At your site, you will name ways adults can create an environment that engages young people in the 4-H program.
- Together, we will identify strategies to engage young people in their own youth group setting whatever that may be.

Next, Rachelle Vettern, Volunteer Specialist from North Dakota will lay the foundation on Why and How Youth Engagement Works.

Youth Engagement Works (Slide 8)

A review of the youth development research shows that youth development programs that are rated highly by young people are intentional about engaging youth in planning, making choices, and reflecting on their learning. Examples of these in 4-H youth development may include 4-H youth selecting and planning their next service learning project or having 4-Hers plan and make choices about an educational trip your group takes. When the service learning project or trip is completed, being intentional about having youth discuss what they learned and how those things may apply to their lives and their future ensures the reflection process takes place.

Youth Engagement Works (Slide 9)

In addition to engagement and reflection, youth want the programs they are involved in to be fun and interesting. Are your 4-H club meetings, after-school program activities, or other group events both fun and educational? Does the youth development environment you volunteer in provide a welcoming and encouraging place for youth to participate? Experiencing all of these pieces ensures youth will continue to attend time after time.

Big 3 (Slide 10)

Youth development researchers have found there are certain elements youth development programs should include to encourage citizenship.

The “Big 3” program characteristics that influence positive youth development and encourage community contributions are:

1) youth leadership development

2) sustained youth-adult partnerships

3) skill-building activities (Roth, & Brooks-Gunn, 2003).

Many of you had youth participate in the 4-H Study of Positive Youth Development. This research found that involvement in 4-H programs provides experiences in all three of these areas. Ensuring the Big 3 are present in your 4-H programming efforts attracts youth and keeps them engaged in 4-H programming long term (Lerner, 2013).

Young People in 4-H are Committed to Improving Their Communities (Slide 11)

The 4-H Study of Positive Youth Development found that:

From grades 7 to 12, 4-H youth were significantly more likely than youth in other Out of School Time (OST) activities to contribute to their communities and to be active, engaged citizens.

In Grade 11 (Wave 7), 4-H youth were 3.9 times more likely to actively contribute to their communities when compared with youth who are in other out of school activities.

This research shows how important it is to keep older 4-H youth involved so they are active, contributing members of our communities.

Youth-Adult Partnership Audio (Slide 12)

Let's listen to Wisconsin Extension Educator Brianna Stapleton-Welch as she talks with adult Shooting Sports Wildlife Coordinator Norb Yogerst and youth leader Luke Schowalter about how youth and adults can work together to build the Big 3.

Chat Box (Slide 13)

Chat box for each:

What are you doing with the young people you work with to develop the Big 3?

What are you doing with the young people you work with to develop **Youth leadership**

What are you doing with the young people you work with to develop **Youth-Adult Partnership**

What are you doing with the young people you work with to develop **Skill-building**

Host Site Facilitators: please take a poll of your room and respond to the poll question with the answer that the majority of the group agrees to. If group is large, have smaller groups focus on one of the Big 3 areas.

What's Your Opinion (Slide 14)

What's Your Opinion – Opinion Line Activity

- Next we have an activity at your site.
- We are allowing 15 minutes (5 minutes to take a quick break while your site facilitator sets up for the next activity.)
- Site facilitators; you will want to select from the list of questions that is printed on your Handout "Older Youth and Teen Leaders – What's Your Opinion".
- Then you will spend about 10 minutes sharing your opinion related to Older Teens and Youth Leadership Roles. It will be great to hear from other youth and adult volunteers and learn from each other.
- Thank you site facilitators. Talk to you soon.

Host Site Facilitators: Follow instruction sheet: “Older Youth and Teen Leaders – What's Your Opinion?” and lead group through activity.

Checking in – Chat Box (Slide 15)

- Providing opportunities for youth to develop their leadership skills is foundational to 4-H Youth Development programming. As adult leaders, it is important to identify opportunities for youth to develop and enhance their leadership skills. The club experience is one of the first opportunities for youth to serve as leaders.

What can you do as an adult to foster the growth of youth as leaders?

- **Ask youth to serve in a leadership role.**
- Youth can and want to volunteer to share their skills and talents.
- You as adult leaders can see the potential of young people; the key is to provide the opportunity.
- I hope this activity has provided some new perspectives on roles youth can be engaged in. Let’s hear from a few people throughout the region about roles Teens or Older Youth have been engaged in.
- Thinking about the Big 3:
 - **What are new roles did you identify to engage teens and older youth in clubs and communities?**
 - **What can we do as adults to support youth to engage in leadership roles?**

Host Site Facilitators: please type responses from group into the appropriate chat box.

- As you engage older youth and teens in leadership roles it is important to have clear expectations. We have included a copy of “4-H Club Organizational Youth Leader Role Descriptions” that you can get from your site facilitator. This can be adapted for other roles.

Host Site Facilitators: please refer participants to the handout “Pyramid of Youth Program Quality”

Pyramid of Youth Program Quality (Slide 16)

Over a period of years, researchers studied Quality youth programs, those that were most effective and highly rated by young people themselves, and found that things were happening at the “point of service” or “point of delivery” (where youth members and adult volunteers or staff come together) that often were not happening in other less effective and lower rated youth programs.

What you see before you is The Pyramid of Youth Program Quality, developed by the High/Scope Educational Research Foundation. The pyramid may look familiar; it is aligned with

Maslow's hierarchy of needs. Maslow suggested that needs at the bottom of the pyramid must be in place before needs at the top can be reached. So until a basic need, like safety, is met, it can be hard to think about much else. Once the need is met, however, that person looks for something more.

As the pyramid suggests, first and foremost, quality youth programs pay attention to the physical and emotional safety of young people. Once young people feel safe and secure in a learning environment, the other three elements of quality are possible to achieve.

Most youth programs tend to score high marks for safety and achieve progressively lower scores as they move up the pyramid. While a safe environment is foundational, it is insufficient in achieving program quality.

Research reveals that the youth programs that score high on engagement and interaction are among the highest rated by youth. That tells us that to give young people a powerful learning experience in a 4-H club or project experience we must maintain safety but set sights on engagement.

The pyramid represents the point of service – the place where the youth are. Let's look even closer at what is actually happening at the POS in quality programs where leaders pay attention to each of the four areas in the pyramid.

Safe Environment (Slide 17)

Here are examples of what a safe environment in your 4-H club/group should look like

- *the gathering space is free of hazards to health and safety.
- *If food is a part of the gathering or event, healthy food and beverage options are available and attention to potential food allergies is given
- *a first aid kit/supplies and fire extinguisher is visibly present
- *Leaders show respect for & inclusion of others regardless of religion, race, class, gender, ability, appearance or sexual orientation
- *Any evidence of exclusion or bias among youth is addressed by program leaders

Most clubs/groups do a fairly good job of providing a safe environment.

Supportive Environment (Slide 18)

In clubs/groups that youth rate high, they receive support and encouragement from adults. During activities in these groups adult leaders are almost always actively involved with youth, working with them as partners.

Adult leaders in these groups ask open ended questions that draw out the thoughts, ideas and perspectives of youth vs. questions that have a simple yes or no answer. “How” is a great open ended question word. Ask How did you resolve that problem?, What is your rationale?, or What was that experience like for you?

Adults in these programs understand that encouragement is different and more effective at improving intrinsic motivation than praise and are careful to use non evaluative language. For example: instead of saying “Good Job” “I like it”, or “You’re so smart” ...Comment on something you noticed about a member’s leadership style, how the other members reacted to their leadership, the planning or reflection process they chose to use, Acknowledged their work, leadership, and ideas by making very specific comments as you talk with them rather than “Great work”

Leaders of quality programs go out of their way to encourage ALL youth to stretch themselves, try new skills and attempt higher levels of learning and leading. Youth who do try new skills and challenges and meet imperfect results or failure, are further encouraged by leaders to keep trying, to learn from their mistakes, and challenge themselves to improve.

Furthermore, leaders in clubs/groups rated highly by youth programs are very intentional with regard to the opportunities for specific skill development they offer youth in their programs. They don’t just plan “fun things” and hope by chance youth develop skills. They take the time to get to know each young person, their interests, family, school, and community activities, their goals and aspirations and appropriately challenge them.

Magnifying Quality (Slide 19)

We’ve looked briefly at the first two, foundational levels of the youth program quality pyramid-- Safety and Support. But this training is about ENGAGING older youth and while safety and support are critical...true Quality in your club ‘the kind of high quality where older youth want to get and stay involved... really can’t be present unless we’re doing a good job with Interaction and Engagement...the top two levels of the pyramid.

Interaction (Slide 20)

In many youth programs, well-meaning adults attempt to share control with youth but end up controlling most of the activities themselves. In quality youth programs, leaders actually work to keep other adults from taking over from youth. They share control of most of the activities and workings of the club/group/program, provide guidance while retaining overall responsibility.

Talking with young people about their families, school, sports, hobbies, and interests outside of the program is also something that leaders in quality youth programs make a point to do. Think about the youth in your club/group do you intentionally engage them in conversation about their lives hobbies, interests, families, views and opinions?

Providing members opportunities to practice leadership skills is another important indicator of a quality youth program. The thoughts, ideas, perspectives of young people are valued sought out in these groups as are opportunities for members to assume leadership roles like, teaching and leading a new song or game, serving as a club officer, chairing a club or county committee, leading the planning process for a service project,

Engagement (Slide 21)

The top of the pyramid, and the most difficult and challenging level to reach, is engagement. Research is clear that one of the best ways to engage young people in programs is to provide opportunity for them to have true voice and choice in decisions that matter.

Clubs that effectively engage youth honor, ask for and engage youth wisdom. In these clubs, members have opportunities to make both content and process choices. Simply put...content refers to “what to do” and process refers to “how to do it” In a few minutes Becky will present you with three scenarios and ask you to consider the quality of the content and process choices offered.

Ensuring that young people have opportunities to set individual and group goals and use multiple planning and decision-making strategies in doing so is something that happens regularly in high quality youth programs. A few examples of planning and decision-making strategies include: Brainstorming; backwards planning; Green Light, Yellow Light, Red Light. Perhaps you’ve used these or other examples. The Quality Matters Toolkit: Structure and Planning, referenced at the end of our presentation had additional techniques. In a few minutes you will have the opportunity to practice a planning and decision-making strategy.

Engagement (Slide 22)

Reflection is an essential part of the learning process. Quality youth programs know this and are intentional about providing multiple opportunities for member to reflect on their learning and make sense of their experiences. There are many ways to reflect, writing in journals; reviewing minutes; sharing progress, accomplishments, insights, experiences and feelings about an experience; role playing; drawing; documenting through record keeping, developing a video that reflects contributions, learning's and accomplishments, responding to guided questions, etc... Structured refers to the quality of being planned and intentional vs. an informal conversation.

In addition to reflecting on what they have done or are doing, quality youth programs ensure that youth have opportunities to make a presentation on their learning to the whole, as well as frequent opportunity to provide feedback that can inform volunteer and paid staff performance improvement as well as program quality.

Ladder of Learning and Leading (Slides 23)

This visual of a young person at three different ages/stages in his/her life is intended as a metaphor to convey the importance of engaging young people in our 4-H program in opportunities that challenge them in age appropriate ways to climb higher on the ladder of learning and leading.

Often 4-H members say they leave our program because the experiences offered them don't change or challenge them enough to hold their interest. They report doing the same activities in their club or group at 16 as they did when they first joined at 9 or 10. Sometimes we think that helping younger members is enough. Helping younger members is an important and appropriate role for teens...however it's not sufficient. Young people who are not presented with opportunities to climb to higher levels in their project work and/or their leadership eventually choose to hop off the ladder and leave or disengage from our program.

I shared this ladder of learning and leading concept with Lily, a 17 year old 4-H member and youth leader I know and asked her to share her thoughts and experience with you. As you listen to Lily share, take note of the roles 4-H Adult volunteers played.

Lily: Hi, my name is Lily and I'm a Junior in High School. I've been involved in 4-H since kindergarten and, as I reflect back and consider the Ladder of Learning and leading metaphor Brenda describes, I can think of several opportunities I've had to challenge myself to climb to new heights.

I can also think of adults who have either provided these great opportunities for me or encouraged me to challenge myself when an opportunity presented itself. In almost all cases, the adults that come to mind really took time getting to know me. I never felt like just one of the many kids in the group, but rather, each time I was around these people they engaged me in conversation, genuinely seeking to know me, what's going on in my life at the time, what new things I'm doing or want to do. And the conversations and encouragement changed and grew as I got older. Often if they'd heard about a leadership opportunity they seek me out to encourage my involvement, or they'd heard about something I'd done and made a point of asking me how it went. I feel like these adults saw talent in me that often I didn't see myself and encouraged me to further develop and utilize it.

While I could site many examples, they haven't given me enough time on the agenda so I'll just share one most recent.

Last year I was just beginning my second year of membership on our County 4-H Livestock . Although the committee includes a combination of youth and adult members, adults had always chaired it. When the question of committee leadership for the New Year came up on the agenda, the room got quiet. Finally, one of the adults was asked if she would consider chairing. She looked across the table at me and asked "will you do it with me Lily?" I didn't have much time to think but because this adult knew me well and felt I was capable, I said "Yes". It wasn't just where she led and I followed, we were a team. She knew that I'm not by nature the first person to speak in a group or jump up in front and take charge. She pushed me to take

healthy risks. Our committee was very successful and I learned group facilitation, planning and communication skills that I've used since and can continue to build on in the future.

Chat box: What caught your attention about the adults in Lily's story?

Host Site Facilitators: please type responses from group into the appropriate chat box.

Engaging Teens/Youth (Slide 24)

Think back to the pyramid of youth program quality. Remember that engagement was at the top and is about youth having opportunities to plan what they're doing, make choices about what they're doing, and reflect on what they're doing. It's really a pretty simple formula for engaging teens. Let's look at how we can make that happen.

We'll start with planning. All – or almost all – activities should involve youth in planning, either as an individual or as a group. Think about how teens can plan the yearly club program or how a 4-H'er can plan what pictures they want to take next for their photography project.

To keep things interesting, use multiple planning strategies when working with teens. It can get boring to always use a flip chart to plan out activities.

Let's try out some of these planning strategies.

Planning Activity (Slide 25)

Host Site Facilitators: please refer participants to the handout "Program Planning and Reflection Activities."

Please take out your handout, "Program Planning and Reflection Activities." We want to take a few minutes now to try out some techniques to help young people plan.

I've created a scenario for you: Your 4-H Club has decided to offer a project day again for local elementary children and you need to plan the event. Think about who, what, where, when, and how the event will happen.

I've suggested planning strategies by state; if you're not in one of these states feel free to select one of the planning strategies. If you have a large group, try multiple strategies.

At your site, read through the planning strategy and practice planning the project day using that technique. As you're doing that, consider the roles that both the youth – especially teens – and adults play in planning when you're back in your local group.

I'll check back in 7 minutes and ask you to report to the group via a chat box what roles you think youth and adults could play in planning.

Host Site Facilitators: Have supplies for selected planning activities ready. Lead group through the planning activity.

After 7 minutes, have sites post in chat boxes the roles youth and adults could play in planning.

Host Site Facilitators: please lead discussion with your group regarding the roles youth and adults could play in planning. Type in appropriate chat box.

Planning – Goat Setting (Slide 26)

Another important way to help youth develop skills is to make sure they have the chance to plan by setting goals - like how much they want to accomplish during the session on a particular project, or what they want to achieve or learn during the session or program cycle.

Goals should be SMART - specific, measurable, attainable, realistic and time based.

Here are a couple of examples. Let's say a club may have a goal of recruiting five new members by December 31. Or a project member may have the individual goal to learn to tie three fishing knots by fishing opener.

You have a sheet on goal-setting in the “Program Planning and Reflection Activities” handout that gives you more information and a tool to bring back to your group. Also in that packet are a number of tools to help with planning: a sample 4-H club meeting agenda and checklist, a program planning template, and a number of other ideas to help you plan a project or even your 4-H year.

Choices Scenarios (Slide 27)

Earlier Brenda talked about giving teens opportunities for voice and choice.

At your site, read through these three scenarios. Look for the quality of the content and process choices volunteer leaders provided, and rank from highest to lowest quality and discuss why they're ranked that way. I'll give you three minutes.

These were pretty obvious, and I'm guessing that sites picked the third scenario as the highest quality. In the chat box, share some ways that youth have choice in that scenario and why it's high quality.

Host Site Facilitators: please lead discussion with your group regarding the choices for youth and why it's high quality. Type in appropriate chat box.

Scenarios

1. At the club meeting, the adult volunteer leader announced that the group would be picking up garbage at the local park as a service project.
2. At the club meeting, members in the club are given a choice between picking up garbage, raking leaves, or painting benches at the local park as a service project. After discussion on each

option, the group decided to paint park benches, and an adult volunteer agreed to pick out the paint and supplies needed and all were told when and where to be to get the job done.

3. Youth were asked the question “what could we do to improve the park for our community service project”? The president led the group in discussion around the needs and opportunities for park improvement. After a number of ideas were generated and discussed amongst the members, they voted to build a bench and landscape around it with plants and flowers native to the region. They then broke into groups to discuss the design and construction of the bench and the landscape.

Weather Report (Slide 28)

We’re nearing the end but let’s take a quick check-in to see how things are going. At your site, you’re going to do a weather report. Relate how you’re feeling right at the moment with the training information that been presented, using only weather words; sunny, stormy, partly cloudy, etc. You have 2 minutes.

Host Site Facilitators: please lead “Weather Report” with your group, asking participants to use a weather term to reflect how they’re feeling about the training right now.

After the two minutes, This is an example of reflection.

Reflection (Slide 29)

A very important component in learning is **Reflection**. Reflection turns just regular activities into **learning** activities. Through reflection, youth are further engaged in the experience. Reflection also makes the experience real and relevant to the youth. There is no right or wrong answer and reflection is different than evaluation. It is a personal story or thoughts about the effects of the experience.

Reflection Tips (Slide 30)

Here are some tips for adding reflection to your 4-H group:

- **Reflection is ongoing.** It should be done at different parts of an experience, not just at the end.
- Reflection questions should answer: **What? So what? Now What?**
- **Engage youth in designing and selecting reflection activities.**
- **Vary methods of reflection:** we have some tools for this coming up!

- Remember that planning we talked about earlier? Often, we focus on the action and don't plan for reflection, but this is when the real learning takes place! **Allow time for reflection.**

Reflection Activity (Slide 31)

Host Site Facilitators: please refer participants to the handout “Program Planning and Reflection Activities.”

Take another look at your handout, “Program Planning and Reflection Activities.” We want to take a few minutes now to try out some techniques to help young people reflect.

Think through all the things we covered at the session: the Big 3, roles for teens and older youth, youth program quality, planning, making choices, reflection. Again, I've suggested reflection activities by state; if you're not in one of these states feel free to select one of the planning strategies. If you have a large group, break into smaller groups with each trying a different reflection activity. We'll check back with you in five minutes.

Host Site Facilitators: Have supplies for selected reflection activities ready. Lead group through the reflection activity.

Take it back (Slide 32)

Reference handout: Hopefully you have been taking notes on your “Ideas to Try” sheet throughout our session. As you go back to your 4-H clubs, after-school programs, community groups, and/ or other areas where you work with older youth, please keep these ideas in mind. Please also take this sheet back and share it with others that you collaborate with.

Ask: Do you have any final questions related to Engaging Teens and Older Youth?

As presenters we would like to thank you for participating in tonight's webinar. We appreciate being able to connect with so many of you from across the North Central Region and are grateful for the time and commitment you have made to the 4-H Youth Development Program. As the final piece of this webinar, we would ask that you participate in our evaluation process.

E-Forum Evaluation (Slide 33)

We have left a few minutes at the end of this evening's program for you to provide us with your feedback from the e-Forum session.

Your Host Site Facilitator has a paper copy of a survey for you to give us some input. You'll complete this before you leave and your facilitator will then compile the results and share them with us electronically. <https://www.surveymonkey.com/s/793H7BX>

Host Site Facilitators: please distribute a copy of the paper survey to each participant.

We also have three open-ended questions that will appear on your screen in separate chat boxes. Please type your responses to these questions into the chat box.

Three evaluation questions that will appear on the screen in separate chat boxes are:

1. One way that I will use what I learned in this session is...
2. The most important lesson I learned from this session was...
3. A 4-H-related topic I would like to learn more about in the future is...

Host Site Facilitators: please compile total numbers for all of the paper evaluation forms and enter them into the Survey Monkey link at <https://www.surveymonkey.com/s/793H7BX> after each session. Please input your site's data within two weeks of the session.

E-Forum Resources (Slide 34)

Host Site Facilitators: please encourage participants to visit this Web site to obtain additional information.

Resources that we shared tonight are available at this Web site. A recording of this site will also be posted at this site and at learn.extension.org.

If you missed last month, you can also access the recording at this site. (learn.extension.org).

2013-2014 North Central 4-H Volunteer E-Forum Sessions (Slide 35)

Invite participants to join the other 2 e-Forum sessions.

Host Site Facilitators: please share the details for when and where the participants may join the next session.

References (Slide 36 & 37)

Acknowledgments (Slide 38)

Thank you for joining us this evening!! (Slide 39)

***Thank you, Host Site Facilitators, for your assistance with this session of the
2013-2014 NCRVe-Forum!!***