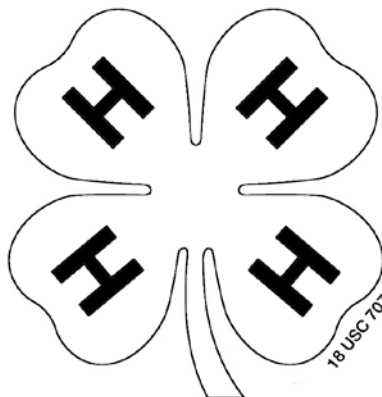


Host Site Facilitator's Guide

2011 North Central Region 4-H Volunteer e-Forum

"New & Emerging Curriculum"

Session 3: Tuesday, November 22 – 7:30-9:30 p.m. (ET); 6:30-8:30 p.m. (CT); 5:30-7:30 p.m. (MT)



TO: Host Site Facilitator

Welcome to the 2011 North Central Region 4-H Volunteer e-Forum! We are glad you have chosen to host this event on behalf of 4-H Volunteers and Extension Staff in your area. Thank you for your time and efforts to help us make this training opportunity a successful one for all of the participants!

The 2011 e-Forum will take place on three separate evenings: **Monday, November 7; Thursday, November 17; and Tuesday, November 22.** Each session will begin at **7:30 p.m. ET** (6:30 p.m. CT and 5:30 p.m. MT), and is scheduled to last for two hours.

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. We believe that 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:

- At least **24-48 hours before the session**, download the plug-in and test the settings/software on the computer you will use for the sessions. Make sure that you are able to access the presentation. To download the plug-in and test your computer's settings, visit: www.extension.iastate.edu/testconnect. In addition, you can go to <https://connect.extension.iastate.edu/northcentral4h> before the event, login using the "Guest" option and you will see a welcome slide playing music. If you see the slide and hear music, you should be good to go.
- If you have any **technical difficulties** with downloading or installing the Adobe Connect plug-in, please contact support by calling **515-294-8658**, let them know you are part of this program, and they will be more than happy to assist you.
- **10-15 minutes before the session** is scheduled to begin, connect to the online presentation room at: <https://connect.extension.iastate.edu/northcentral4h>
- If you have any **technical difficulties** with viewing the presentation during the session, contact technical support at **515-294-8658** and let them know you are part of this program.
- **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 2011 Web site: <http://www.uwex.edu/ces/4h/ncrvd/NCRVF2011.cfm>
- Please encourage participants to provide their feedback regarding the e-Forum by completing the **evaluation instrument** available at: https://purdue.qualtrics.com/SE/?SID=SV_3Vsu5NgUXWKB1M8

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 will enable 4-H Volunteers to learn from and interact with experts across the 12-state North Central Region. Volunteers will then be able to utilize lessons learned from the e-Forum with 4-H members throughout the year.

The e-Forum format will utilize technology to reach additional volunteers who are traditionally unable to attend face-to-face Forums. 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, 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. Accurately state three components of a positive youth development program.
3. Recognize effective 4-H program management techniques that can be incorporated into their work with 4-H members.
4. Describe new and emerging 4-H curriculum in the areas of technology, science, and community service learning.

e-Forum Format and Structure

The North Central Region 4-H Volunteer e-Forum will be taught in three sessions of two hours each, from 7:30-9:30 p.m. Eastern (6:30-8:30 Central, 5:30-7:30 Mountain). The sessions are scheduled as follows:

Session 1: Monday, November 7 – Positive Youth Development

- The Teen Brain: A Work in Progress – Annette Haas, University of Wisconsin-Extension
- Quality Matters: In Chocolate and 4-H Programs – Brenda Shafer, University of Minnesota

Session 2: Thursday, November 17 – 4-H Program Management

- Keeping Your Cool While Working with Youth – Pat McGlaughlin, Sheri Seibold, University of Illinois
- Reducing the Risks of 4-H Club Meetings – Vicki Schwartz, Brenda Young, Ohio State University

Session 3: Tuesday, November 22 – New & Emerging Curriculum

- Get Connected in Your 4-H World – Rachelle Vetter, North Dakota State University
- 4-H Science – Dixie Sandborn, Michigan State University
- Community Service Learning – Steve McKinley, Purdue University

Each session will be delivered to host sites online via Adobe Connect, originated and hosted by Iowa 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 2011 Web site: <http://www.uwex.edu/ces/4h/ncrvd/NCRVF2011.cfm>.

A Qualtrics Survey will allow participants to comment on the quality and content of each of the e-Forum sessions and provide input on future volunteer training opportunities.

Welcome to Session 3 of the North Central Region Volunteer e-Forum!

The title of this e-Forum session is “New & Emerging Curriculum” and includes the following topics and presenters:

Get Connected in Your 4-H World

Presenter: Rachelle Vettern, North Dakota State University, rachelle.vettern@ndsu.edu

As a 4-H Volunteer you have the world of 4-H resources at your fingertips. This session will assist you in locating new 4-H curriculum and tools that are available on the National 4-H web site, multiple states' 4-H web sites and through social networking sites such as facebook and Ning. Being linked in to the electronic resources that are available will make running your club easier and more efficient.

4-H Science

Presenter: Dixie Sandborn, Michigan State University, sandbord@msu.edu

Science is everywhere! Through inquiry-based learning along with hand-on activities and experiments, 4-H Science Curriculum can enhance science learning. From animals to wind, from plants to robotics, 4-H Science encourages kids to understand the world around them while learning by doing.

Community Service Learning

Presenter: Steve McKinley, Purdue University, mckinles@purdue.edu

4-H has long been known for its efforts to give back to the community. The Citizenship National 4-H Mission Mandate has served to reinforce and uplift these efforts as a critical part of the 4-H experience. During this session, participants will identify similarities and differences between community service and service-learning opportunities and identify steps that can be taken to help 4-H members achieve even greater benefits from serving their communities.

Time will be provided for participants to exchange ideas on successful community service opportunities that their 4-H Clubs have completed. Resources will also be provided to volunteers and staff that they can share with 4-H members to more effectively plan and implement service opportunities.

Supply List

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

Host Site Facilitators, 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)

Get Connected in Your 4-H World

- Copies of “North Central Region 4-H Web and Facebook sites” with “Other Resources to Assist 4-H Volunteers” (printed front-to-back)

4-H Science

- Flip Chart paper and easel
- Markers

Community-Service Learning

- Flip Chart paper and easel
- Markers
- Pencils/pens
- Notebook paper
- Copies of “Community Service Ideas” for each participant
- Copies of “Service Project Checklist” for each participant
- Copies of “Planning a Service Project Fact Sheet” for each participant

**Welcome to the 2011 North Central Region
4-H Volunteer e-Forum! (Slide 1)**



New & Emerging Curriculum (Slide 2)



**Welcome from 4-H National Headquarters
– Doug Swanson video (Slide 3)**



Salute to Excellence Award Winner (Slide 4)




Salute to Excellence Award Winner (Slide 5)



Tonight's E-Forum Program (Slide 6)

Tonight's E-Forum Program:

- ▶ **New & Emerging Curriculum**
 - Get Connected in Your 4-H World
 - Rachelle Vetter, North Dakota State University
 - 4-H Science
 - Dixie Sandborn, Michigan State University
 - Community Service-Learning
 - Steve McKinley, Purdue University
- 

Topic 1: Get Connected in Your 4-H World

Presenter: Rachelle Vettern, North Dakota State University, rachelle.vettern@ndsu.edu

Introduction (Slide 7)



(Slide 8)

Objectives

- ▶ Assist volunteers in locating new 4-H curriculum and tools that are available on the National 4-H web site, multiple states' 4-H web sites and through social networking sites such as facebook and Ning.
- ▶ Provide knowledge of electronic 4-H resources available to make running 4-H clubs easier and more efficient.
- ▶ Share ideas of ways for 4-H volunteers to stay connected to 4-H via technology

The goal of our time together is for you to gain awareness of the valuable 4-H resources available at the state and National level.

Host site Facilitators: Please hand out copies of the NCR 4-H Web & Facebook sites handout which has "Other Resources to Assist 4-H Volunteers" copied on the back.

(Slide 9)

Resources Within Our Midst:

Share with the Person Next to You:

- ▶ One 4-H Web site you use frequently
- ▶ One 4-H resource you wish you could find on a web site



Please talk with the person next to you about some 4-H materials you have found on the web that you use frequently. Please share one 4-H resource you wish you could find on a web site. Time will be provided for participants to exchange ideas related to these two topics.

Host site facilitators: Please type the name of some of your group's frequently used 4-H web sites in the chat box.

(Slide 10)

State 4-H Web Sites

- ▶ NCR Volunteer Development Site with State Links:
- ▶ <http://4h.uwex.edu/ncrvd/index.cfm>
- ▶ Review the NCR Region 4-H Web & Facebook site handout



How familiar are you with your State 4-H web site? These sites are the key portals to a wealth of information.

Taking the time to get to know your state's web site is beneficial. Searching other state's sites for new 4-H project materials, service learning activities etc. can help you discover exciting new ideas for your 4-H club or 4-H event. Ask yourself, I wonder what Kansas does related to photography? What does Indiana do related to leadership?

(Slide 11)

State 4-H Facebook Sites

- Use to keep up to date on Your State's 4-H Current Events
- <https://www.facebook.com/illinois4H>
- <https://www.facebook.com/#!/pages/North-Dakota-4-H-Youth-Development/287685912400>



Have you heard the saying, "It is not official until it is posted on Facebook?" Social networking is a rapidly growing form of communication. Many 4-H volunteers and older 4-H youth have Facebook accounts. This is an excellent way to communicate and keep up to date on the latest 4-H events. Have you checked out your state's 4-H Facebook page? These are just a few examples of the many State 4-H pages that are on the web.

(Slide 12)

State 4-H Facebook Pages



Here are a few more screen shots. How often do you check Facebook? Have you “liked” your state page so that you can keep up with 4-H events? Does your county or 4-H club have a Facebook page for volunteers, parents, and older 4-Hers? This may be a great way for you to stay connected with your other 4-H families.

(Slide 13)

Event Specific Facebook Pages



Look for specific 4-H event pages such as Indiana 4-H’s Global 4-H programs or National 4-H Congress or Conference. These are great ways for older 4-Hers, volunteers, chaperones etc. to prepare for the event and share exciting things that are occurring before, during, and after the event. Does your 4-H camp have a Facebook page? This is a wonderful way for parents to see what their children are participating in while they are away. Don’t forget to obtain media releases from 4-H youth and adults before posting pictures!!! ND has 4-H youth and volunteers sign a media release when they sign up for 4-H yearly. What does your state do?

(Slide 14)

National 4-H Facebook

▶ <http://www.facebook.com/4-h>



Here is a quick screen shot of the National 4-H Facebook page. If you “like” this page you will receive information during National 4-H week, will get updates on National 4-H Science experiment etc.

(Slide 15)

National 4-H Web Site



Have you visited the National 4-H web site? There are many wonderful 4-H resources located here. Let’s take a look.

(Slide 16)

Join The Revolution of Responsibility

- ▶ <http://www.4-h.org/about/revolution/>



Have you Joined the Revolution of Responsibility? One of the links off of the National 4-H web site is the Revolution of Responsibility. Let's take a look at the video for this 4-H initiative.

Note: Sites will quickly view this video if the quality is acceptable.

Note: Participants will quickly discuss their reaction to the video with the person next to them.

Do you have any videos of your 4-Hers that could or should be shared to promote 4-H and all of the amazing things our 4-Hers do in their communities? How might you use 4-H videos to stay connected in your community? Share your ideas with your large group.

Host site facilitators: Please type in some ideas from your group to share with the larger group.

(Slide 17)

National 4-H Volunteer Resources

- ▶ <http://www.4-h.org/resource-library/4-H-volunteer-resources/>
- ▶ <http://www.4-h.org/resource-library/4-H-volunteer-resources/volunteers.html>



The National 4-H web site has a special section dedicated just to 4-H volunteers. Visit this site to find materials to enhance the work that you do in 4-H. The resource you mentioned you wish you had at the beginning of this session may be located at this site.

(Slide 18)

Specific 4-H Resources



- ▶ <http://www.4-h.org/resource-library/4-H-volunteer-resources/volunteers.html>
- ▶ Clover Bud ideas, Officer Installation Ceremonies, Service Ideas, Working with Youth With Special Needs, Club Resource Links
- ▶ <http://web.extension.illinois.edu/state4h/volunteers/support.cfm>

Here are a few examples of some of the resources that are located at this 4-H Volunteer site. Why reinvent the wheel when you can use materials that are already developed and adapt them to your 4-H needs.

(Slide 19)

National Directory of 4-H Materials

- ▶ <http://www.4-h.org/resource-library/national-directory-materials/>
- ▶ Search everything from recreation ideas to scrapbooking
- ▶ http://www.ndsu.edu/fileadmin/4h/FG108_4-H_Scrapbooking.pdf



Another place to search for 4-H curriculum, project ideas etc. is the National Directory of 4-H Materials. This is a collection of resources from eXtension, Cyfernet and 4-H. Many of the links on this web site lead directly to state 4-H web sites that have the project ideas you have been looking for. This is a searchable source for your latest 4-H needs.

*Please take a moment to look at the web site handout and star one 4-H site that you commit to visiting when you leave.

4-H Science is one of the many subject matter areas that is housed at the National Directory of 4-H materials. Our next presenter, Dixie Sandborn, from Michigan State University, will give us an in-depth look at 4-H Science.

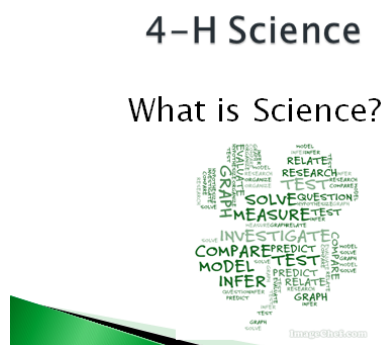
I hope you have discovered some new 4-H materials that are literally at your fingertips. Please download the handout with the web links to obtain quick access to these valuable 4-H sites to “stay connected in your 4-H world.”

Thank you.

Topic 2: 4-H Science

Presenter: Dixie Sandborn, Michigan State University, sandbord@msu.edu

(Slides 20-21)



(Slide 22)

Why is science important?

- ▶ America faces a future of intense global competition with a startling shortage of scientists.
- ▶ 4-H is working to reach a bold goal of engaging one million new young people in science programs by 2013.
- ▶ 4-H's approach is comprehensive and holistic—from agriculture to climate change to alternative energy.



1. Only 18 percent of U.S. high school seniors are proficient in science (NAEP 2005) and a mere 5 percent of current U.S. college graduates earn science, engineering, or technology degrees compared to 66 percent in Japan and 59 percent in China.

2. To address increased demand for science and technology professionals, 4-H is working to reach a bold goal of engaging one million new young people in science programs by 2013. Currently, 4-H Science programs reach more than 5 million youth with hands-on learning experiences to ensure global competitiveness and prepare the next generation of science, engineering, and technology leaders.

3. 4-H's approach is comprehensive and holistic—from agriculture to climate change to alternative energy—youth are learning about highly relevant complex systems and issues that will ensure their contributions to their communities today and their success as global leaders tomorrow.

(Slide 23)

Science is Everywhere

Through inquiry-based learning along with hands-on activities and experiments 4-H Science Curriculum can enhance science learning. From animals to wind, from plants to robotics, 4-H Science encourages kids to understand the world around them while learning by doing.



Science is everywhere! Through inquiry-based learning along with hands-on activities and experiments 4-H Science Curriculum can enhance science learning. From animals to wind, from plants to robotics, 4-H Science encourages kids to understand the world around them while learning by doing.

(Slide 24)

What is Inquiry?

Inquiry-based learning requires:

- ▶ Learner-centeredness
- ▶ Active, open questioning
- ▶ Opportunities for active investigations



Science is, by its nature, inquiry-based. Inquiry is an approach to learning that utilizes the rational powers and scientific thinking processes to explore and learn knowledge and skills. In order to achieve this, facilitators of learning must create an environment rich with experiences that allow learners to use their rational powers in a coordinated way.

Such experiences will help develop children's logical thinking abilities. To accomplish this, learners need experiences with objects, phenomena, and/or nature that will stimulate thinking and raise questions. Active investigations include the acquisition of knowledge and skills through observing and manipulating objects, phenomena, and/or nature. This includes both mental and physical exercises.

A description of inquiry implies action on the part of the learner: a search for information; a pursuit of knowledge; the exploration of phenomena in order to better understand the world.

(Slide 25)

“The critical element to inquiry is that the child seeks answers to questions and is not given answers.” (Marek & Cavallo, 1997, p. 22).



Marek and Cavallo state, “The critical element to inquiry is that the child seeks answers to questions and is not given answers” (Marek & Cavallo, 1997, p. 22).

(Slide 26)

Science Engineering and Technology

- ▶ A “SET Ready” 4-H experience is a program that is framed in SET concepts, based on SET standards and intentionally targets the development of SET abilities and the outcome articulated by the 4-H SET Logic Model
- ▶ Are you providing children and youth opportunities to improve their SET abilities?

The 4-H Science, Engineering and Technology logic model integrates the Essential Elements and engages participants in experiential and inquiry-based learning. In addition to the following criteria below, it is also recommended that SET programs offer a sustained learning experience which offers youth the opportunity to be engaged in programs with relevant frequency and duration.

Are you providing science, engineering and technology programs based on National Science Education Standards? Science education standards are criteria to judge quality: the quality of what young people know and are able to do; the quality of the science programs that provide the opportunity for children and youth to learn science; the quality of science teaching; the quality of the system that supports science leaders and programs; and the quality of assessment practices and policies.

Are you providing children and youth opportunities to improve their SET abilities?

(Slide 27)

4-H Science Curriculum

National 4-H curriculum.....



Now let's check out the new and updated 4-H Science curriculums – The next few slides will highlight some of the 4-H Science Curriculum available.

(Slide 28)

4-H AgriScience

The 4-H AgriScience curriculum fuses the emerging fields of biotechnology and business/economics with the agriculture industry through hands-on experiential learning activities and online learning courses for youth.



Although Agriculture has traditionally been defined as the production of plants and animals, today, science and technology allow us to include new areas of research and investigation into the agriculture arena.

The 4-H AgriScience curriculum fuses the emerging fields of biotechnology and business/economics with the agriculture industry through hands-on experiential learning activities and online learning courses for youth.

(Slides 29-30)

Plant and Animal Science

These programs are designed to engage and excite young people in the modern, high-tech, and fascinating field of agricultural science. Following are examples of the programs that are available:



Entomology: Teaming with Insects

Studying nature inspires creativity in youth by demanding that youth see what is around them and requires them to use all of their senses.



(Slide 31)

Project Butterfly W.I.N.G.S.



Youth participating in Project Butterfly W.I.N.G.S. act as "citizen scientists" who research and collect data on butterflies to further scientific knowledge.

This is a great program that integrates "hands on" and technology. Youth participating in Project Butterfly W.I.N.G.S. act as "citizen scientists" who research and collect data on butterflies to further scientific knowledge.

Project Butterfly W.I.N.G.S. is an excellent project involving young people in real life sciences.

(Slide 32)

Veterinary Science

National 4-H Veterinary Science Curriculum covers basic animal anatomy, normal and abnormal animal conditions, veterinary careers, and other topics that help youth learn more about veterinary science.



This National 4-H Veterinary Science Curriculum "Skills for Life" series includes three youth guides that are developmentally appropriate for grades 3-5, 6-8, and 9-12. This series covers basic animal anatomy, normal and abnormal animal conditions, veterinary careers, and other topics that help youth learn more about veterinary science.

(Slide 33)

Dog

The four guides in the National 4-H Dog Curriculum cover: care, training, nutrition, health, service dogs, responsible breeding, and much more about man's best friend.



There are many other curricula that can be used in science programs such as the Dog curriculum.

Have you thought about the science involved with foods, fishing, and photography?

(Slide 34)

Horse

Topics range from introductory basics and riding skills to horse behavior, care, and the ins and outs of showing your horse.



The five guides in the National 4-H Horse Curriculum were created for youth in grades 3-4, 5-6, 7-9, and 10-12.

Topics range from introductory basics and riding skills to horse behavior, care, and the ins and outs of showing your horse.

(Slide 35)

Environmental Science & Alternative Energy

- ▶ 4-H programs provide young people first-hand experience in utilizing alternative energy, conserving energy and learning how to limit humanity's impact on our environment.
- ▶ **4-H₂Online**, teaches water conservation.
- ▶ **The Power of the Wind**, which teaches youth how to take advantage of wind energy, allows young people an entry point into these important conversations.

Environmental Science and Alternative Energy are emerging sciences, completing programs such as 4-H₂Online, which teaches water conservation, and The Power of the Wind, which teaches youth how to take advantage of wind energy, allows young people an entry point into these important conversations.

With this knowledge, 4-H'ers can interact with their community's decision-makers and help foment environmentally conscious policy.

(Slide 36)

4-H₂Online

The 4-H₂Online program systematically leads members along the water cycle via engaging projects that teach conservation, options for cleaning the water supply and how each member of the family can help save water.



Beginning with students in middle school, working its way through high schools, and then into family units, the 4-H₂Online program systematically leads members along the water cycle via engaging projects that teach conservation, options for cleaning the water supply and how each member of the family can help save water.

(Slide 37)

The Power of the Wind

The Power of the Wind, young people are challenged to create devices that use wind power to accomplish various tasks. In one project, 4-H'ers use a step-by-step process to learn about wind power and then brainstorm, design and ultimately create a pinwheel capable of lifting a small load.



Next-generation wind turbines are popping up all over the world, and the technology can seem out of the reach of middle school-aged students. But when placed on a smaller scale via The Power of the Wind, young people are challenged to create devices that use wind power to accomplish various tasks. In one project, 4-H'ers use a step-by-step process to learn about wind power and then brainstorm, design and ultimately create a pinwheel capable of lifting a small load.

(Slide 38)

There's No New Water



Water is a finite natural resource and its quality and quantity must be respected and preserved.



Aimed at high school-aged students, There's No New Water teaches 4-H members that water is a finite natural resource whose quality and quantity must be respected and preserved. The program uses experiential learning methods to teach students about the water cycle, human impact on water quality and quantity and ultimately involves members in teaching others in their community the importance of preserving water.

(Slide 39)

Engineering & Technology

Studies show American students are not taking enough interest in engineering and technology to maintain our country's ability to lead innovation in the future. 4-H hopes to help reverse this trend by engaging youth in programs like filmmaking and robotics.



Studies show American students are not taking enough interest in engineering and technology to maintain our country's ability to lead innovation in the future. 4-H hopes to reverse that trend via its engaging programs in filmmaking and robotics.

(Slide 40)

Robotics

Robotics programs not only engage young people and adult mentors, but they also provide an opportunity for local 4-H Robotics club members to interact with engineering experts in their communities.



The curricula teach young people design fundamentals by challenging them to think creatively and critically as they build their own robots to solve an engaging set of problems.

(Slide 41)

4-H Filmmaking Studio and Workshop

Modern technology is now able to put the power of filmmaking into the hands of anyone with a computer and a video camera.



The 4-H Filmmaking Studio and Workshop gives even the most novice producers the tools to make basic films. The curriculum is a step-by-step journey from camera operation to storyboarding and post-production. Soon 4-H members will be making short films all over their community.

(Slide 42)

4-H Science Should

- ▶ Include Essential Elements of Positive Youth Development
- ▶ Provide a chance at mastery
- ▶ Cultivate independence
- ▶ Develop a sense of belonging
- ▶ Share a spirit of generosity



Provide opportunities for youth to experience and improve in the Essential Elements of Positive Youth Development.

Provide a chance at mastery by addressing and overcoming life challenges in your Programs.

Cultivate independence and an opportunity to see oneself as an active participant in the future.

Develop a sense of belonging within a positive group.

4-H Science should also foster a spirit of generosity toward others.

(Slide 43)

Expand Your Project



As you can see Science is everywhere and 4-H Science is where it is at.

Don't stop there...think about how you can turn your 4-H Science project into a service learning project as well. Steve McKinley from Purdue is up next with his presentation on Service Learning. What can you do in your community?

Topic 3: Community Service Learning

Presenter: Steve McKinley, Purdue University, mckinles@purdue.edu

Introduction (Slide 44)

Community Service- Learning

Steve McKinley, Purdue University



4-H has long been known for its efforts to give back to the community. The Citizenship National 4-H Mission Mandate has served to reinforce and uplift these efforts as a critical part of the 4-H experience. During this session, participants will identify similarities and differences between community service and service-learning opportunities and identify steps that can be taken to help 4-H members achieve even greater benefits from serving their communities.

Time will be provided for participants to exchange ideas on successful community service opportunities that their 4-H Clubs have completed. Resources will also be provided to volunteers and staff that they can share with 4-H members to more effectively plan and implement service opportunities.

Objectives (Slide 45)

Objectives

1. Differentiate between Community Service and Community Service-Learning.
2. Identify effective projects 4-H members can implement to serve their communities.
3. Outline steps to complete a service project in the community.

1. Differentiate between Community Service and Community Service-Learning.
2. Identify effective projects 4-H members can implement to serve their communities.
3. Outline steps to complete a service project in the community.

On-Site Activity

Generate Ideas for Serving the Community (Slide 46)

1. Find a partner.
2. For 60 seconds, one partner shares a service opportunity that your 4-H Club has previously completed.
3. The other partner writes down the major points of the project as they are shared.
4. Trade partners and repeat steps 2-3.
5. Host site facilitator, please type in the chat box the title of one or two service ideas that were shared in your group.

Generate Ideas for Serving the Community



1. Find a partner.
2. For 60 seconds, one partner will share a service opportunity that your 4-H Club has previously completed.
3. The other partner will write down the major points of the project as they are shared.
4. Trade roles and repeat steps 2-3.
5. Host site facilitator: please type in the chat box the title of one or two service ideas that were shared in your group.

Objective 1: Differentiate between Community Service and Community Service-Learning

4-H Serving the Community (Slide 47)

4-H Serving the Community

- ▶ Part of the 4-H culture for over 100 years
- ▶ Reflects one of the "H"'s in our pledge... "I pledge my hands to larger service."
- ▶ Included in the "Generosity" concept of the Essential Elements of 4-H Youth Development.



As you can see by the long list of ideas in the chat box, 4-H clubs have a long history of providing service to their local communities. This reflects on of the four "H"'s that we include in our pledge... "I pledge my hands to larger service." Service is also a significant component of the "Generosity" concept included in the Essential Elements of 4-H Youth Development.

During tonight's session, we'll explore the concept of service in perhaps a little different direction than you've thought of previously. We'll differentiate between Community Service and Service-Learning.

Both of these methods of service are important to the 4-H program and to the local communities. By adding a step or two to the service experience, the learning gained by the 4-H members can increase significantly.

What is Community Service? (Slide 48)

- Taking action to meet a community's needs
- Making a difference in the community
- Connecting with key community members

What is Community Service?

- ▶ Taking action to meet a community's needs
- ▶ Making a difference in the community
- ▶ Connecting with key community members



What is Community Service-learning? (Slides 49-50)

- All of the Community Service points, plus...
- Intentionally engaging youth in planning and implementing the service
- Attaining clearly articulated goals
- Building in time for participants to reflect on the service experience to help them define what they learned from the experience, to state why the project was important, and to consider future actions they can take

What is Community Service-Learning?

- ▶ All of the Community Service points, plus...
- ▶ Intentionally engaging youth in planning and implementing the service
- ▶ Attaining clearly articulated goals



What is Community Service-Learning?

- ▶ Building in time for participants to...
 - reflect on the service experience
 - help them define what they learned from the experience,
 - state why the project was important, and
 - consider future actions they can take



Scenarios: Community Service or Community Service-learning? (Slides 51-58)

I'll share a few examples of service opportunities in which 4-H members may participate. I'd like you to decide if each opportunity would best be classified as Community Service (CS), or Community Service-Learning (SL).

Host site facilitator, ask for the group's consensus after each scenario is presented and then respond to the poll question on behalf of your group.

- The Hilltoppers 4-H Club members developed workshops for students on "greening" their rooms, homes and apartments. The workshops were instructed by the 4-H members. They discussed the installation of low-flow water heads, composting, strategic tree plantings, and utilizing local recycling services. After the workshops were completed, the club members evaluated the success of their project.

Poll Question: Have the Hilltoppers participated in a Service-Learning project? (YES or NO)

Answer: This scenario would be considered Community Service-Learning: youth have had a hand in learning about the content, developing and presenting the workshops, and evaluating the success of the project.

Scenarios: Community Service or Community Service-Learning?

- ▶ Hilltoppers 4-H Club workshops on "greening" ideas.
 - Topics: Low-flow water heads, composting, strategic tree plantings, utilizing local recycling services
 - 4-H members served as workshop instructors
 - Club members evaluated project's success



Which type of project has this group completed?

- a. Community Service
- b. Community Service-Learning

- Clover County 4-H members volunteer many hours of their time each year during the winter months to serve food at the soup kitchen.

Poll Question: Have the Clover County 4-H members participated in a Service-Learning project? (YES or NO)

Answer: This scenario would be a Community Service project. No information is shared that the youth were involved in the implementation of the service, nor is it evident that any time for reflection was included.

Scenarios: Community Service or Community Service-Learning?

- ▶ Clover County 4-H members volunteer to serve food at a soup kitchen.



Which type of project has this group completed?

- a. Community Service
- b. Community Service-Learning

- 4-H Jr. Leaders became aware of economic needs of low income single mothers in their community. They learned what was necessary for raising a child and decided to organize a materials donation for these mothers. The Jr. Leaders distributed the items along with informational brochures to the homes of the mothers and babies. Following the completion of their project, they spent time reflecting on what they learned as a result of the project.

Poll Question: Have the 4-H Jr. Leaders participated in a Service-Learning project? (YES or NO)

Answer: This is a community service-learning example. The youth have identified local needs, learned information about how to address the problem, then organized a drive to meet those needs. Time for reflecting on the experience has been included.

Scenarios: Community Service or Community Service–Learning?

- ▶ 4-H Jr. Leaders
 - Became aware of low income single mothers' needs.
 - Learned about necessities for raising a child.
 - Organized materials donation.
 - Distributed items along and informational brochures.
 - Reflected on what they learned.



Which type of project has this group completed?

- a. Community Service
- b. Community Service–Learning

- Adult 4-H Leaders worked with the local parks department to organize a clean-up day at the local park for their 4-H Club members.

Poll Question: Have these 4-H Club members participated in a Service-Learning project? (YES or NO)

Answer: This would be a community service project. The adult leaders of the club organized the opportunity for the youth, which did not provide the youth with the experience of planning the project. No time for evaluation or reflection is included.

Scenarios: Community Service or Community Service–Learning?

- ▶ Adult 4-H Leaders organized a park clean-up for 4-H Club members.



Which type of project has this group completed?

- a. Community Service
- b. Community Service–Learning

These are just a few examples of service opportunities that 4-H Clubs may complete. Again, it is important to remember that all service is valuable to the community and the participants. The point here is that the experience can be even more beneficial to the youth participants if they have opportunities to be involved in the planning throughout the project and if time is intentionally provided to help the youth reflect on the experiences they have had and the knowledge and skills they have gained as a result.

Enhancing 4-H Service Opportunities (Slide 59)

Enhancing 4-H Service Opportunities

- ▶ Look back at the service opportunity you shared at the beginning of this session.
- ▶ Is it Community Service or Community Service-Learning?
- ▶ What could be added to further enhance this service opportunity for the participants?
- ▶ Share your responses with your group.



Take a look back at the list of service opportunities you shared at the beginning of this session. How would you classify these opportunities...Community Service or Community Service-Learning? If it was Community Service, what steps could you take to turn that opportunity into Community Service-Learning? If it's already a Service-Learning experience, what other things could you do to further enhance the learning that takes place by the members? Take a few minutes to discuss your thoughts with the others in your group.

Host site facilitators, please help the group think through steps that could be taken for each of the service projects that would make them more educational for the participants. You may choose to write these ideas on a flip chart or have the participants keep their own notes. We'll rejoin the program in 5 minutes.

Now that you've identified methods to enhance 4-H Service opportunities for the members, you are encouraged to take these ideas back to your club and implement them in future projects.

Objective 2: Identify effective projects 4-H members can implement to serve their communities.

On Site Activity (Slide 60)

Additional sharing...

- ▶ What service projects have your 4-H Clubs effectively completed? (in addition to those you've already shared)
- ▶ How have your 4-H members been actively involved in planning and implementing these projects?

Share your answers to these questions with those at your local sites.



We'll now move into Objective 2. At your local sites you've each had the opportunity to share one service project that your 4-H group has participated in previously. We're now going to provide you with time to do some additional sharing. For the next few minutes your host site facilitator will be asking you to respond to two questions:

- What service projects have your 4-H Clubs effectively completed?
- How have your 4-H members been actively involved in the planning and implementation of these projects?

Host site facilitators, you may wish to record these ideas on a flip chart. Near the end of the allotted time, please identify 2-3 of these projects that you believe are unique and type the titles of these projects in the chat box.

Example Service Projects (Slide 61)

Example Service Projects

- ▶ Food drives
- ▶ Rake-n-Run
- ▶ Birthday bags
- ▶ Pet therapy at senior centers
- ▶ Ronald McDonald's House fund drives
- ▶ 4-H Leader Appreciation
- ▶ Operation: Military Kids
- ▶ Caranimal Wash

Host Site Facilitators, if you have prepared copies of "Community Service Ideas", please distribute these at this time.

This slide shows just a few service project ideas. A list of community service ideas is posted on the North Central Volunteer Web site. The ideas generated here today will be added to this list for everyone to access.

Objective 3: Outline steps to complete a service project in the community.

As we wrap up our session this evening, we'll take a brief look at a checklist that highlights the steps that your group will want to take as they complete community service projects. As you consider answers to each of these questions, remember to think about how your 4-H members can take an active role in assuming responsibility for the completion of these steps.

Community Service Steps (Slides 62-64)

Service Project Steps

- ✓ What community needs have been identified?
- ✓ Which project do the 4-H Club members wish to pursue?
- ✓ Which 4-H Club members will serve on the planning committee?
- ✓ Who are the key people in the community to contact for this project?
- ✓ Who will make these contacts?

Service Project Steps

- ✓ When will the service project be conducted?
- ✓ Where will the service project be conducted?
- ✓ What supplies are needed?
- ✓ From where will these supplies be purchased or from where will they be donated?
- ✓ Who is responsible for acquiring these supplies?
- ✓ What is the timeline for completion of this project?

Service Project Steps

- ✓ What publicity needs to be done for this project?
 - ✓ Letter to 4-H Club Members and Parents
 - ✓ Newspaper
 - ✓ Radio/TV
 - ✓ Web site
 - ✓ Social networking page
- ✓ How will you evaluate your project?
- ✓ What other details need to be addressed?

By answering these questions, your club can plan and implement a more effective Community Service Project.

- ✓ What community needs have been identified?
- ✓ Which project do the 4-H Club members wish to pursue?
- ✓ Which 4-H Club members will serve on the planning committee?
- ✓ Who are the key people in the community to contact for this project?
- ✓ Who will make these contacts?
- ✓ When will the service project be conducted?
- ✓ Where will the service project be conducted?
- ✓ What supplies are needed?
- ✓ From where will these supplies be purchased or from where will they be donated?
- ✓ Who is responsible for acquiring these supplies?
- ✓ What is the timeline for completion of this project?
- ✓ What publicity needs to be done for this project?
 - ✓ Letter to 4-H Club Members and Parents
 - ✓ Newspaper
 - ✓ Radio/TV
 - ✓ Web site
 - ✓ Social networking page
- ✓ How will you evaluate your project?
- ✓ What other details need to be addressed?

Host Site Facilitators, if you have prepared copies of the “Service Project Checklist” and “Planning and Carrying Out a Service Project Fact Sheet”, please distribute these at this time.

The Community Service Project checklist is posted on the North Central Volunteer Web site. Also on this site is a fact sheet titled “Planning and Carrying Out a Service Project”. This provides some general guidelines that may be helpful to your group as they “pledge their hands to larger service”!

Thank you for your participation in this session. Best wishes to you and your 4-H members as they develop and implement exciting community service-learning opportunities this year and beyond!!

Invitation to 2012 NCRVF (Slides 65-91)

Kansas 4-H and the Kansas Association of 4-H Volunteers invite you to the 2012 North Central Regional Volunteer Forum, October 11 – 14, Wichita Kansas.



To remember the date, think 10 – 11 – 12.

The Forum will welcome you with the best of Kansas 4-H hospitality for Fun,



Friends and

Hands on learning that will give you the tools and motivation to strengthen your 4-H Leadership.



Our speakers will motivate you with exciting stories of 4-H successes and ideas to increase 4-H success. Invited speakers are Dr. Barbara Stone, Kansas State 4-H Leader, Dr. Lisa Lauxman, Director Division of Youth and 4-H, 4-H National Headquarters and Michelle Cummings,



Invited Speakers



Barbara Stone



Lisa Lauxman



Michelle Cummings

*Knowledge
=Life*

“The Big Wheel” of Training Wheels.



Training Wheels:



*Knowledge
=Life*

A highlight of the Forum will be the over 60 hands on workshops by presenters from all over the North Central Region.

Presenters will share their best ideas and activities to take home to Your 4-H.



Workshops



*Knowledge
=Life*



Workshops



*Knowledge
=Life*

The 4-H Missions of Science, Healthy Living and Citizenship will be supported by the workshops.



Emerging 4-H Youth Development Issues will also be addressed.



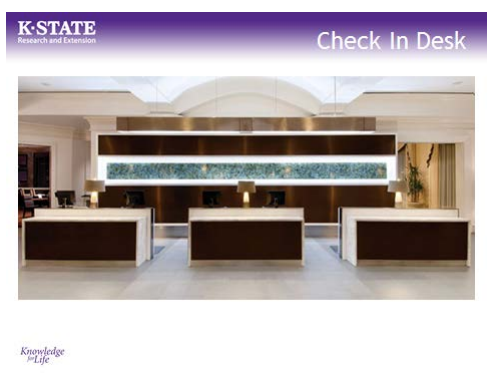
The Hyatt hotel is the Forum location.



They will be doing all they can to ensure everyone will have a wonderful time there.



The Hyatt is an elegant and welcoming hotel.



Rooms will be \$99 per night.

Room Rate:
 \$99 per room
 per night

Of course Forum traditions will be honored including Make and Take,



Knowledge @Life

the County Store,



Knowledge @Life

Silent Auction,



Knowledge @Life

social and



Knowledge @Life

Idea sharing time,



Knowledge @Life

fellowship and



Knowledge @Life

the Pinning ceremony.



Knowledge @Life

Workshop proposals are now being accepted. Full information is on our 2012 Volunteer Forum website: www.Kansas4-H.org/2012ncrvolunteerforum Proposals are due January 16, 2012.

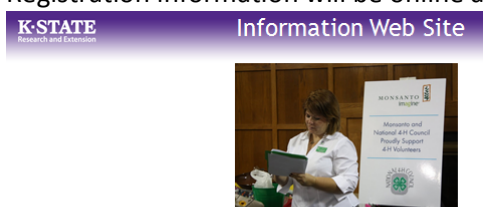


Workshop proposal information on line at:
www.Kansas4-H.org/2012ncrvolunteerforum

Proposals due January 16, 2012

*Knowledge
=Life*

Registration information will be online at the 2012 NCR Volunteer Forum website before March 1, 2012.



Registration information planned to be posted by March 1, 2012
www.Kansas4-H.org/2012ncrvolunteerforum

Early Bird deadline July 1, 2012

*Knowledge
=Life*

There's No Place Like 4-H. See you in Wichita, Kansas, 10 – 11 – 12.



*Knowledge
=Life* See You in Kansas 10 - 11 - 12

E-Forum Resources (Slide 92)

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

E-Forum Resources

- ▶ To access resources presented in the e-Forum sessions, please visit:
<http://www.uwex.edu/ces/4h/ncrvd/NCRVF2011.cfm>



E-Forum Survey (Slide 93)

Facilitators: please encourage participants to complete this online survey to share their thoughts about the e-Forum. If you have a laptop available in the meeting room, participants could complete the survey before they leave.

E-Forum Survey

- ▶ We welcome your feedback from tonight's e-Forum session.
- ▶ An electronic survey is available at:
https://purdue.qualtrics.com/SE/?SID=SV_3Vsu5NqUXWKB1M8
- ▶ Your responses will help us to better plan future programs for 4-H Volunteers.
- ▶ Please respond by December 1st.



E-Forum Sessions (Slide 94)

2011 North Central 4-H Volunteer E-Forum Sessions

- ▶ **Positive Youth Development (Monday, November 7)**
 - Quality Matters: In Chocolate and 4-H Programs—Brenda Shafer, University of Minnesota
 - The Teen Brain: A Work in Progress—Annette Haas, University of Wisconsin-Extension
- ▶ **4-H Program Management (Thursday, November 17)**
 - Keeping Your Cool While Working with Youth—Pat McGlaughlin, Sheri Seibold, University of Illinois
 - Reducing the Risks of 4-H Club Meetings—Vicki Schwartz, Brenda Young, Ohio State University
- ▶ **New & Emerging Curriculum (Tuesday, November 22)**
 - Get Connected in Your 4-H World—Rachelle Vetterl, North Dakota State University
 - 4-H Science—Dixie Sandborn, Michigan State University
 - Community Service Learning—Steve McKinley, Purdue University

All programs will be held from 7:30-9:30 p.m. (ET).



**Thank you, Host Site Facilitators, for your assistance with this session of the
2011 NCRVe-F!!**