

4-H Youth Development Community Vitality Plan (Signature)

Situation

As communities seek to improve the opportunities for young people to develop life skills, reduce risk factors, and build assets, they are turning to quality programs designed to extend in-school learning to out-of-school opportunities for youth, and resources for adults who support children and youth. These programs take place both in schools and in the community. They provide children and youth with an opportunity to develop skills and interests in a wide range of domains by offering high interest activities designed to extend the learning day for participants and provide opportunities to apply in-school learning to real life situations.

Additionally, according to ACT fewer than three in 10 graduates are career ready. Employers have also indicated major discrepancies in the readiness of their employees. In a report by the partnership for 21st century skills the following areas were identified as major skill needed by incoming employees:

- Professionalism/Work Ethic
- Oral and Written Communications
- Teamwork/Collaboration and
- Critical Thinking/Problem Solving.

As the premier Positive Youth Development organization in Kansas, K-State 4-H is uniquely positioned to build the skills and behaviors needed to succeed in the 21st century workplace and post-secondary education systems. K-State 4-H is committed to building outstanding leaders with marketable skills to succeed in today's global society and workplace. 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

Community Vitality (Citizenship and Leadership): Fostering youth's commitment to their communities and growing future leaders.

Public Value

Participation in the 4-H program increases personal responsibility that positively contributes to communities and increases civic engagement to strengthen communities.

Outcomes

Short-Term (Knowledge)

- Youth will define leadership and state the characteristics of effective leadership.
- Youth will state the difference between influence and authority.
- Youth will define communication and identify their personal communication styles.
- Youth will identify the eight essential elements to creating a safe learning environment.
- Youth will identify strengths they have as a teacher or leader.
- Youth will state how they will use their strengths and assets as a teacher or leader.
- Youth will identify safe and effective ways to separate participants into small groups.
- Youth will recognize appropriate responses to unexpected teaching environment situations.

- Youth will recognize the steps of the experiential learning model and differentiate between lower-level and higher-level questions.
- Youth will identify multiple teaching techniques, the difference between passive and active learning and discover the steps to plan an effective lesson.

Indicators: Youth will show growth through the pre and post survey instruments indicating a change in knowledge and skill.

Medium-Term (Behavior)

- Youth will exercise leadership skills learned during their time in 4-H in clubs, activities and other venues with 4-H and other community organizations.
- Youth will apply effective communication techniques when teaching.
- Youth will implement the eight essential elements into programming to create a safe learning environment.
- Youth will recognize the impact and importance of healthy and appropriate relationships.
- Youth will identify and practice the steps in the conflict resolution process.
- Youth will effectively use the experiential learning model and effectively use questions when teaching.
- Youth will write and teach using a lesson plan.

Indicators: Youth will show growth through the pre and post survey instruments indicating a change in knowledge and skill.

Long-Term (Change in Condition)

- After participating in these lessons, youth will collaborate with Extension staff to teach the curriculum to others
- Youth will serve as teen and adult leaders in their communities, community organizations, and as mentors for younger youth.
- Youth will use leadership and communications skills needed to be successful in the workplace on a daily basis.

Indicators: Youth will show growth through the pre and post survey instruments indicating a change in knowledge and skill.

Outputs

The Facilitators Guide to Extraordinary Learning Opportunities

The goal in using the curriculum is to equip youth to be effective facilitators and leaders. Curriculum topics include: leadership, communication; building healthy and appropriate relationships; ages and stages of youth development; preparing and planning for unexpected situations; experiential learning model; lesson planning and celebrating participant's accomplishments. Learning the steps of the experiential learning model, creating safe environments, building appropriate relationships, understanding human development and basic teaching principles prepares participants to create successful learning environments and provide extraordinary learning opportunities.

Target Audience: Older middle school and high school youth

Suggested Audiences

- County wide or District wide Junior Leadership Group
- Club Junior Leadership group
- 4-H Ambassadors
- 4-H Council
- Leadership project group
- In-school group
- Community Youth Leadership Programs
- Other

Suggested Delivery Methods: Virtual or in person

Extension staff may consider recruiting and training volunteer to share this series with any of the audiences mentioned above.

There are 10-12 hours of instruction provided. The curriculum can be taught in an entire day, in a retreat session, split into 2 or more days, or divided into weekly or monthly training sessions. An option to determine appropriate teaching mode, a needs assessment could be conducted with potential youth leader audience.

An additional approach would be in the first year, youth are trained to be the facilitators in teaching this curriculum for the following year or train the trainer concept.