

Overview of Express Guides and Training Topics

Training Topics Overview

Helping staff become familiar with 4-H curriculum is an important step in the success of any project. While *Express Guides* provide an overview of a project; *Training Topics* give staff hands-on experience as they explore a specific activity. The 4-H Project *Training Topics* briefly introduce a specific 4-H Project to CYS Services staff while other *Training Topics* focus on general 4-H content like conducting meetings or recognizing youth. Each *Training Topic* is designed to be used during a staff meeting or training day and takes, on average, 30-40 minutes. It is possible to link two or three topics together giving more consistency in some areas like Introduction to Curriculum, Essential Elements and Experiential Learning Model. Projects like *Outdoor Adventures*, *Photography* and *Science Discovery* could be combined to provide variety and expand learning opportunities for children and youth.

Using the Training Topic

Every *Training Topic* uses a similar outline providing basic information. The top section includes **Project Name, Background, Resource, Materials Needed, and Preparation Time.**

The rest of the outline is broken into programming sections with each section providing suggestions on **What to Do, What to Say**, and an estimate of **Minutes** each section should take to complete. The **What to Say** section is a guide and does not need to be followed word-for-word. Although some *Training Topics* vary, most include **Welcome** and **Introductions, Curriculum, Staff Introductions, Doing an Activity, Sharing Ideas, Applying the Experience, Making a Plan, and Closing.**

These sessions have been designed to follow the Experiential Learning Model where staff experience an activity, process what happened and plan how they will use the curriculum with children and youth in the program.

If a *Training Topic* relates to a specific 4-H Project there will also be a corresponding *Express Guide* that provides details about that project, the Experiential Learning Model and the Life Skills Model. Whenever possible use these models during training so staff becomes familiar with them.

Training Topics Include:

A Palette of Fun with Arts and Crafts	Health	Visual Arts & Crafts
Aerospace Adventures	Insectaganza of Excitement	Woodworking Wonders
Bicycle Adventures	Microwave Magic	Workforce Readiness
Citizenship/Public Adventures	Outdoor Adventures	General 4-H: Conducting Club Meetings
Computer Power Unlimited (CPU)	Photo Kids	General 4-H: Marketing
Consumer Savvy	Project Butterfly Wings	General 4-H: Recognition of Youth
Entrepreneurship, Be the "e"	Reading Makes Cents	General 4-H: Introduction to 4-H Curriculum
Exploring Spaces, Going Places	Science Discovery Series 1 and 2	General 4-H: Introduction to Life Skills
Exploring the Treasures of 4-H	Service Learning	General 4-H: Experiential Learning
Express Yourself (Communications)	Step Up to Leadership	General 4-H: Essential Elements
Fantastic Foods	Theatre Arts, Imagination in Action	
Financial Champions	The Power of the Wind	

Acknowledgments

Content Development and Editorial Review

DeAnn Acosta, Youth Development Specialist, 4-H/Army Youth Development Project, (North Dakota State University)

C. Eddy Mentzer, 4-H National Headquarters, NIFA, USDA

Carole Agnello, Program Specialist, Child, Youth & School Services IMCOM G-9, Family and MWR Programs

John Baggott, Youth Development Specialist, 4-H/Army Youth Development Project, (Oregon State University)

Nicole Deprez-Garrity, Youth Development Specialist, Child, Youth & School Services, IMCOM G-9, Family and MWR Programs

Bill Lenz, CYS Program Specialist, Child, Youth & School Services, IMCOM, G-9, Family and MWR Programs

David Mitchell, Youth Development Specialist, 4-H/Army Youth Development Project, retired (Oregon State University)

Deb Marple, Youth Development Coordinator, 4-H/ Army Youth Development Project, retired, (Washington State University)

Mary Jo Williams, Youth Development Specialist, 4-H/ Army Youth Development Project, (University of Missouri)

Project Design

Angela Schoffstall, Visual Information Specialist, Marketing Directorate Creative Services, IMCOM, G-9, Family and MWR Programs
Jennifer G. Morris, Marketing Coordinator, Marketing Directorate, IMCOM, G-9, Family and MWR Programs

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THE Army 4-H Overview to Express Guides and Training Topics



Whether it's your first time working with 4-H project materials or you need ideas for expanding projects, *4-H Express Guides* and *Training Topics* give easy-to-use suggestions and also make connections to other CYS Services programming.



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Express Guide Overview

4-H project manuals are designed in an easy-to-use format but it's hard to know where to start when planning 6 to 10 meetings around the curriculum. In just four pages, *Express Guides* start with a brief overview of a particular 4-H project, provide four project ideas taken directly from the manuals; give suggestions on how the content fits with the Four Service Areas; makes suggestions for how the project applies to School-Age, Middle School and Teen programming; and shows how it fits with technology, service-learning, character and much more.

Express Guides Include

- **Project Activity Guides and Target Age Groups** – Lists the manuals in the project and the most appropriate ages for the project.
- **Four Fun Activities** – Taken directly from the project materials, four ideas are provided. All that's needed to complete these activities are a few supplies and young people.
- **Life Skills** – Provides general information about the *Targeting Life Skills Model* and identifies the life skills emphasized in a project. See page 3 of this Overview for more information on life skills.
- **Experiential Learning** – 4-H programming is built on the *Experiential Learning Model* of Do, Reflect and Apply. Each Express Guide describes this model. See page 3 of this Overview for more information on the Experiential Learning Model.
- **Essential Elements of 4 H Youth Development** – Similar for 4-H and the Army, Essential Elements serve as the building blocks for programming. The Essential Elements are briefly described in each Express Guide.
- **Related 4-H Projects** – A list of other 4-H projects that relate in some way to the project being led is included.
- **Linking to the Army's Four Service Areas and Baseline Programming** – Examples are given to illustrate how a particular project relates directly to each Service Area and Baseline Program.
 - o Sports, Fitness and Health Options
 - o Arts, Recreation and Leisure Activities
 - o Life Skills, Citizenship, and Leadership Opportunities
 - o Academic Support, Mentoring, and Intervention Services
- **Supporting School-Age Accreditation and Quality Programming** – Descriptions and suggestions are provided showing how the project supports quality daily programming and accreditation goals.
- **Opportunities for Youth Leadership and Development and Cross-age Teaching** – Examples are given to show how a project fosters youth leadership and cross-age teaching.
- **Providing Quality Middle School and Teen Programming** – Shows ways a project can enhance Middle School and Teen programming.
- **Ideas! Ideas! Ideas!** – Examples are listed to expand the project.
- **Integrating Technology** – Lists projects and provides websites that could help integrate technology more completely in the project.
- **Community Service/Service Learning Opportunities** – Suggestions are made for ways to connect the project with service.
- **Character Connection** – This section serves as a reminder that character counts regardless of what people do and provides ways to demonstrate good character.

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Bicycle Adventures	Financial Champions	Service Learning
Citizenship/Public Adventures	Health	Step Up to Leadership
Computer Power Unlimited (CPU)	Insectaganza of Excitement	Theatre Arts, Imagination in Action
Consumer Savvy	Microwave Magic	The Power of the Wind
Entrepreneurship, Be the "e"	Outdoor Adventures	Visual Arts & Crafts
Exploring Spaces, Going Places	Photo Kids	Woodworking Wonders
Exploring the Treasures of 4-H	Project Butterfly Wings	Workforce Readiness

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Experiential Learning Model

Experiential Learning Model

The *Experiential Learning Model* involves a five-part process that incorporates doing something, reflecting upon it and applying what is learned. (*4-H 101*, 2002)

- **Do** – Involves a planned experience helping someone learn a specific skill.
- **Reflect** – Includes having individuals share reactions and observations and discussing feelings generated by the experience. It also involves processing or discussing what happened during the experience.
- **Apply** – Asks for generalizations from the experience. This is when the learner begins to connect what was learned to what he/she already knew and leads to the last step which is the “now what” application of the experience, encouraging participants to explore how the information learned can be applied to other situations.

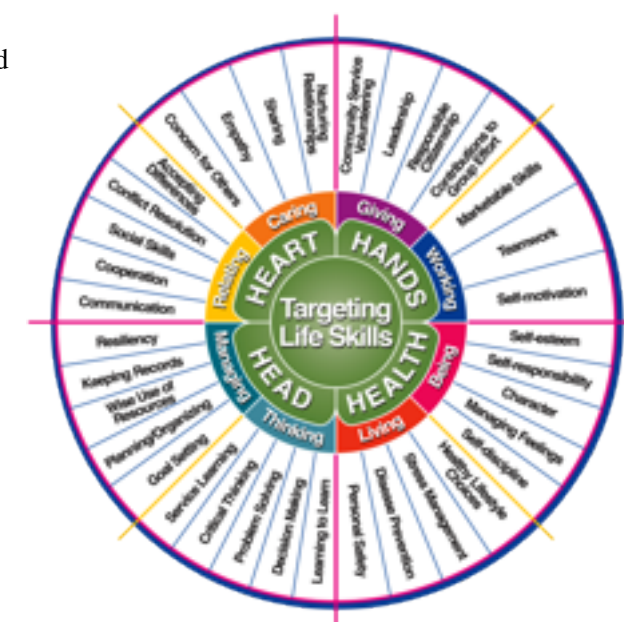


These few questions help move an activity to becoming a more meaningful learning experience. Most of the project materials provide sample questions.

Targeting Life Skills Model

“Skills that help an individual to be successful in living a productive and satisfying life” are identified as Life Skills (Pat Hendricks, Iowa State University, 1999). The *Targeting Life Skills Model* shows two types of skills young people gain: subject-matter skills and life skills.

- **Subject-Matter Skills** (content skills) are the first-level skills learned that are directly related to the content. For example, learning the parts of a computer and how to access the internet would be two subject-matter skills that might be taught during a computer class.
- **Life Skills** are the second-level skills that can also be thought of as “assets”, the building blocks for promoting healthy youth development and well-being (Benson, Leffert, Scales, and Blyth, 1998). The life-skills related to computers might include self-discipline (it takes eye-hand coordination and focus to learn to use a keyboard) and sharing. These life skills can transfer to other areas of a young person's life and can promote healthy development and well-being.



The *Targeting Life Skills Model* identifies the life skills that relate to each of the four elements identified in the 4-H pledge: Head, Heart, Hands, and Health and can be used as a tool to help identify the life skills to be targeted in a 4-H project experience. Many of the project materials identify key life skills for different activities.