



UTAH 4-H PROGRAM GUIDE

EXTENSION, 4-H & POSITIVE YOUTH DEVELOPMENT





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Introduction

4-H is an organization of youth and adults who strive to enrich their lives by promoting and practicing science, citizenship, and healthy living. Youth in grades K-12 are guided toward independence and mastery of life skills by volunteers who provide opportunities in a wide variety of project areas to help youth reach their full potential in today's culture.

In Utah, 4-H reaches 73,680 young people through clubs, camps, 4-H Afterschool, and school-based programs. It is active in 28 of Utah's 29 counties.

Though the original 4-H participants were agriculturally based in the 1900s, the organization has developed into a program that provides hands on learning in a variety of demographics and project areas. We aim for continual growth and change to better meet the needs of our participants in rural and urban communities.

Utah4-H.org is one of our latest endeavors to improve communication with everyone involved in 4-H. This website offers support, resources, and general information for successful clubs, programs, events, and contests.

4-H is Utah State University's

Extension's youth component, 4-H, partners with volunteer staff and private supporters to provide the only national youth education program that is an "extension" of university teaching and research resources. Co-operative Extension is a partnership of our land grant university, Utah State University, the U.S. Department of Agriculture, and local governments.

*This 2014 Utah 4-H Handbook Supersedes All Previous Editions



Table of Contents



Extension Information 2



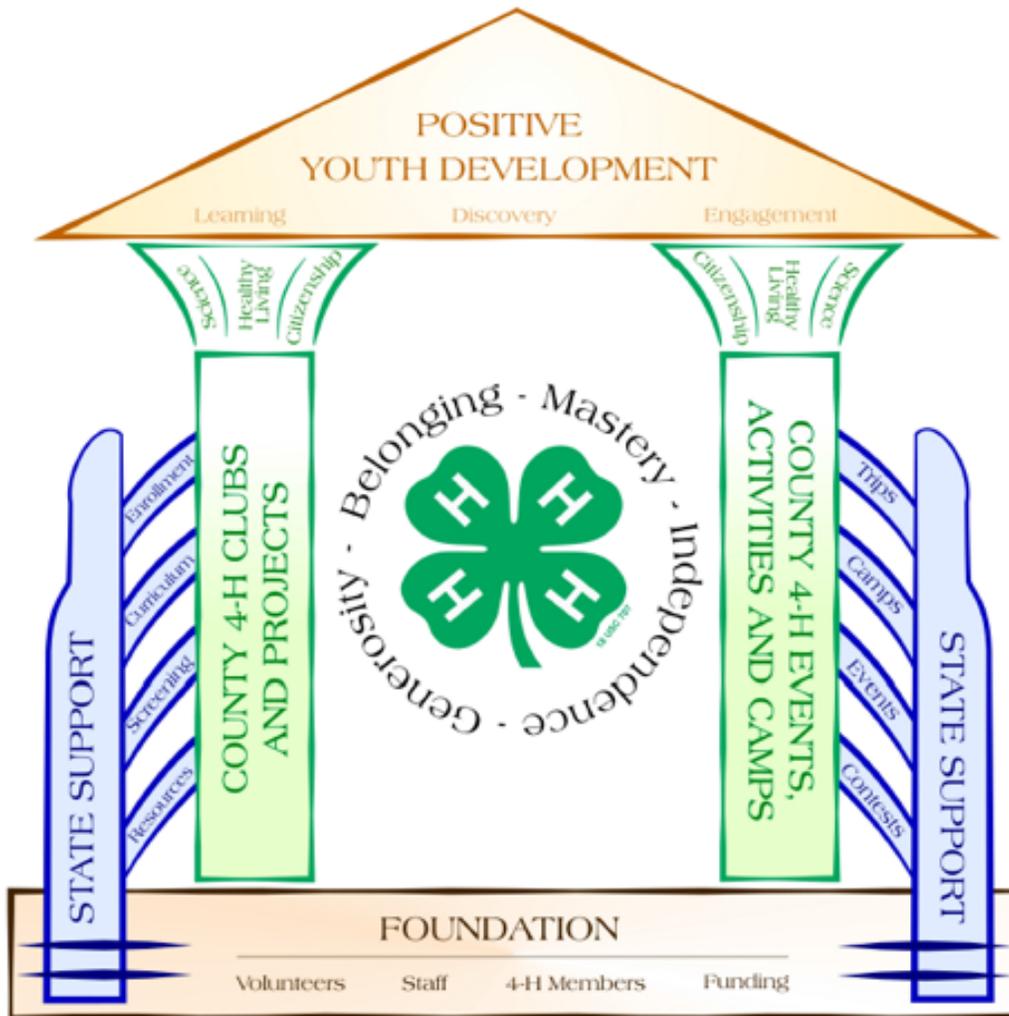
Positive Youth Development 4



Experiential Learning 10



Mission Mandates 12



Though more than 100 years old, Extension is as vital as ever, and perhaps even more so, due to the increased diversity and complexity of the issues people encounter today. The Extension system continues its longstanding tradition of extending the university to the people to improve the quality of life for individuals, families, and communities.

Extension is unique in structure and function. As a partnership of federal, state, and local governments, the Extension system, with its network of county offices and state universities, is in a position to deliver educational programs at the grassroots level throughout the nation. Extension faculty and staff serve the states and territories located in over 3,000 counties across the country. The county Extension office is truly the front door to America's land-grant universities. This integration of teaching, research, and public service enables the Extension System to respond to critical and emerging issues with research-based, unbiased information.

4-H *History*

During the late 1800s, researchers at public universities saw that adults in the farming community did not readily accept the new agricultural discoveries being developed on university campuses. However, they found that young people were open to new thinking and would experiment with new ideas and share their experiences and successes (4-H.org, 2013). As a result, rural youth programs became a way to introduce new technology to adults through youth.

A.B. Graham started one such youth program in Ohio in 1902, considered the birth of the 4-H program in the U.S. When Congress created the Cooperative Extension Service in the USDA in 1914, it included youth club work. These soon became known as 4-H clubs (4-H.org, 2013).

The Utah State Agricultural College (USAC) began the work of youth engagement in the spring and summer of 1912. James C. Hogensen toured the state of Utah planning to organize Boys Potato Growing Clubs in every county. This project helped to fulfill a requirement of USAC to “provide agricultural and home science information to anyone not attending a land-grant institution,” – including young people. Hogensen’s trip was a success. He visited 58 schools and talked with 6,786 boys. With the cooperation of local school officials he organized clubs, starting 4-H in Utah (Murphy, 1996).

<https://www.youtube.com/watch?v=-37FYH8gMu4>



POSITIVE YOUTH DEVELOPMENT

The Goal of Utah 4-H is “Positive Youth Development.” Employees of Utah State University Extension and Utah 4-H provide opportunities to youth for positive youth development. So what does positive youth development look like? Though the terms may differ, there is agreement among youth development practitioners and researchers that youth who experience healthy, positive development exhibit certain attributes, such as:

Internal Assets, which are among the 40 developmental assets of healthy youth as described by the Search Institute of Minneapolis, MN (www.search-institute.org).

The “5 C’s- Competence, Confidence, Connection, Character and Caring/ Compassion” as defined in the 4-H Study of Positive Youth Development (Lerner & Lerner, 2012).

Most experts agree that the goals of positive youth development are the 5 C’s, which were introduced in 1990 by Rick Little of the Kellogg Foundation. The 5 C’s concept was expanded upon by Karen Pittman & Richard Lerner and is now supported by the national “4-H Study of Positive Youth Development” (Lerner & Lerner, 2012). Dr. Richard Lerner, developmental psychologist and well-known specialist in adolescent development, encourages adults to incorporate the 5 C goals in youth programming. The 5 C’s are defined as followed:



- 1 **COMPETENCE** – the ability to perform adequately in the world; being able to accomplish what is needed so as to have effective interactions with other people and with social institutions.
- 2 **CONFIDENCE** – the perception that one can achieve desired goals through one’s actions; confidence is how we feel – what you believe you can do.
- 3 **CONNECTION** – understanding relationships and the importance reveals that positive connections to others contribute to our personal well-being and the well-being of others.
- 4 **CHARACTER** – respect for societal and cultural rules, standards for correct behaviors, a sense of right and wrong (morality) and integrity. Behaving with integrity to support society through moral interactions and acknowledgment of responsibility.
- 5 **CARING** – feeling empathy and sympathy and behaving morally based on those emotions.

The culmination of the 5 C’s leads to the long term impact, CONTRIBUTION, commonly referred to as the 6th C (Lerner & Lerner, 2012). Youth who experience Positive Youth Development become adults who contribute to family, work, home and community.



Similar to other living things, youth need nourishing, supportive, and protective environments where they can grow to be healthy and contributing adults. Every young person needs to:

- Know they are cared about by others
- Feel and believe they are competent
- Know they are able to influence people and events
- Practice helping others
- (Need reference, direct quote of essential elements book)

4-H staff and volunteer leaders must be skilled about enriching settings with intentional opportunities that lead to positive youth development.



POSITIVE ENVIRONMENTS LEAD TO POSITIVE YOUTH DEVELOPMENT

4-H youth development experts determined that positive youth development is directly related to the quality of the setting and atmosphere of youth programs. Those youth development pioneers called the environmental qualities the 4-H Essential Elements (Kress, 2004).

ESSENTIAL ELEMENTS

4-H youth development experts determined that positive youth development is directly related to the quality of the setting and atmosphere of youth programs. Those youth development pioneers called the environmental qualities the 4-H Essential Elements (Kress, 2004).

- 1 A positive relationship with a caring adult.
- 2 A safe emotional and physical environment.
- 3 An inclusive environment.
- 4 Engagement in learning.
- 5 Opportunity for mastery.
- 6 Opportunity to see oneself as an active participant in the future.
- 7 Opportunity for self-determination.
- 8 Opportunity to value and practice service for others.

The Eight Essential Elements are standards for the effective practice of youth development work. These elements are also a framework to design and measure the effectiveness of the program environments. The opportunities and programs of 4-H that are intentionally designed and thoughtfully executed with the Eight Essential Elements meet the needs of young people building positive attributes of Competence, Confidence, Connection, Character and Caring, commonly known as the “5 Cs” (Lerner, 2007). Every 4-H experience may not include all eight elements. However, program leaders should try to incorporate as many of the elements as possible.

The eight elements are often summarized into 4 key concepts: Belonging, Mastery, Independence, and Generosity. In Utah we often use the acronym BIG M to refer to these Essential Elements. “BIG M”



<p style="text-align: center;">Belonging</p> <p>Positive Relationship with a caring adult</p> <p>A safe and inclusive environment which fosters a sense of belonging in all members</p>	<p style="text-align: center;">Mastery</p> <p>Engagement in Learning</p> <p>Opportunity for Mastery by building knowledge, skills, wisdom, and attitudes, and then demonstrating their use</p>
<p style="text-align: center;">Independence</p> <p>Opportunity to see oneself as an active participant in the future</p> <p>Opportunity to develop a sense of responsibility and influence over one's choices, as well as the consequences of those choices</p>	<p style="text-align: center;">Generosity</p> <p>Opportunity to value and practice service for others - finding oneself often begins with losing oneself in the service of others</p>

GENEROSITY

Opportunity to Value and Practice Service for Others

Finding oneself begins with losing the self in service to others. Service is a way for members to gain exposure to the larger community and the world's entirety. It is necessary to actively practice and uphold service in order to develop a sense of generosity. People understand others and themselves by comprehending how they can make a positive impact throughout the rest of their lives.

INDEPENDENCE

Opportunity to See Oneself as an Active Participant in the Future

The ability to see foresee oneself is by possessing hope and optimism that shape life choices to facilitate the transition into future participation.

Opportunity for Self-Determination

Believing that one has impact over life's events rather than passively submitting to the will or whims of others defines self-determination. Youth must exert a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

MASTERY

Engagement in Learning

A youth engaged in learning is one who is mindful of the subject area, building relationships in order to develop greater understanding. Through self-reflection, youth have the ability to self-connect and learn from experience. The engaged learner has a higher degree of self motivation and an inexhaustible capacity for creativity.

Opportunity for Mastery

Mastery is the building of knowledge, skills or attitudes, and then demonstrating the competent use of knowledge in the manner of a proficient practitioner. The level of mastery is dependent on the developmental ability of the youth. The development of mastery is a process that exists in an evolution over time.

BELONGING

Positive Relationship with a Caring Adult

A caring adult (4-H staff and/or leader) acts as an advisor, guide, and mentor. The adult helps set boundaries and expectations for young people. The caring adult should be viewed as a supporter, friend, and advocate.

A Safe Emotional and Physical Environment

Youth should not fear physical or emotional harm while participating in the 4-H experience. A sense of safety should exist from the learning environment itself, from adults, other participants, and spectators.

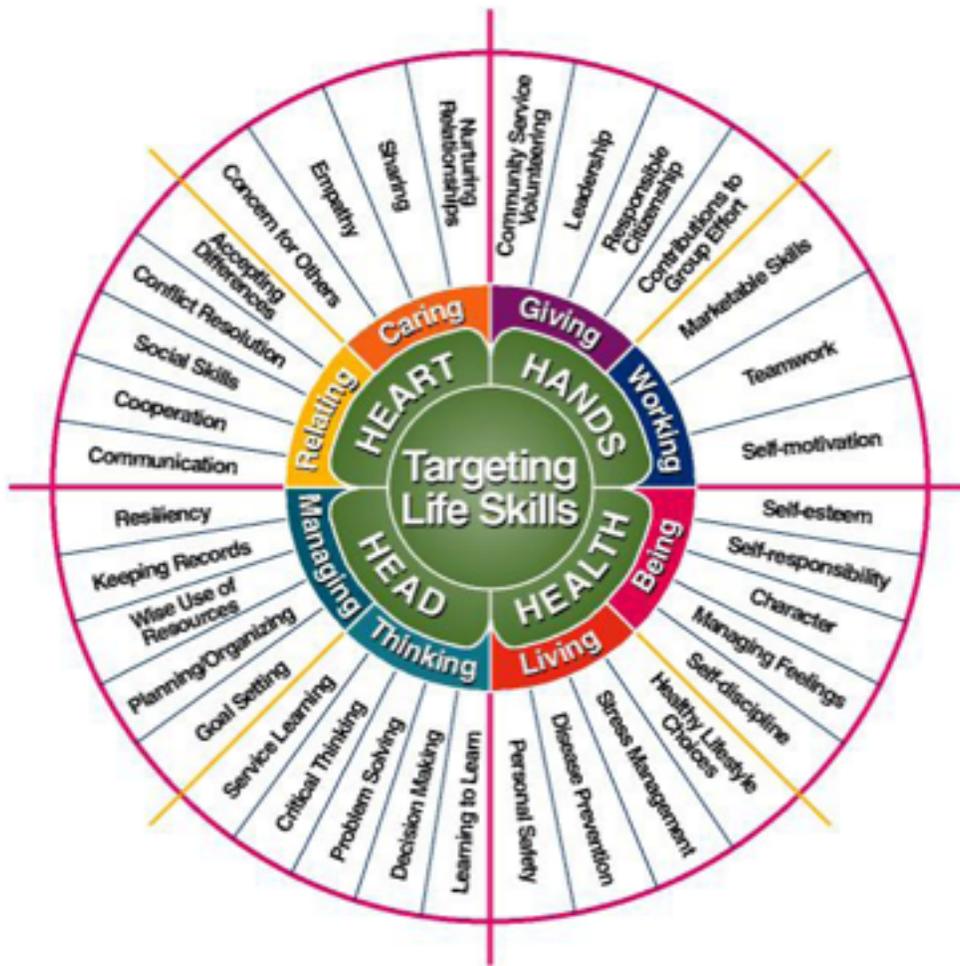
An Inclusive Environment

An inclusive environment allows a sense of belonging to develop, supports members, offering encouragement with positive and specific feedback. Healthy groups celebrate the success of all members, taking pride in the collective efforts of all.



LEARN - BY - DOING

Learning-by-doing, the key concept of experiential education, is central to 4-H. Experiential learning is more than just executing activities. It involves discussing the scenario, drawing conclusions from the activity, and applying them to real world situations. The Skills Model, shown below, was developed by Iowa State University and has been widely adopted across the nation:





STAGES OF EXPERIENTIAL LEARNING

Experiential learning puts the focus on the learner and enables youth to process through several stages. 4-H uses the experiential learning process of “learning-by-doing.” Youth leaders can tell or show members how to do something, but the kinetic experience of self participation and reflecting upon the experience is the best way to reinforce learning.

DO

Experience - is the physical act of doing an activity. When youth participate in hands-on experiences, the results are enhanced understanding and greater retention.

REFLECT

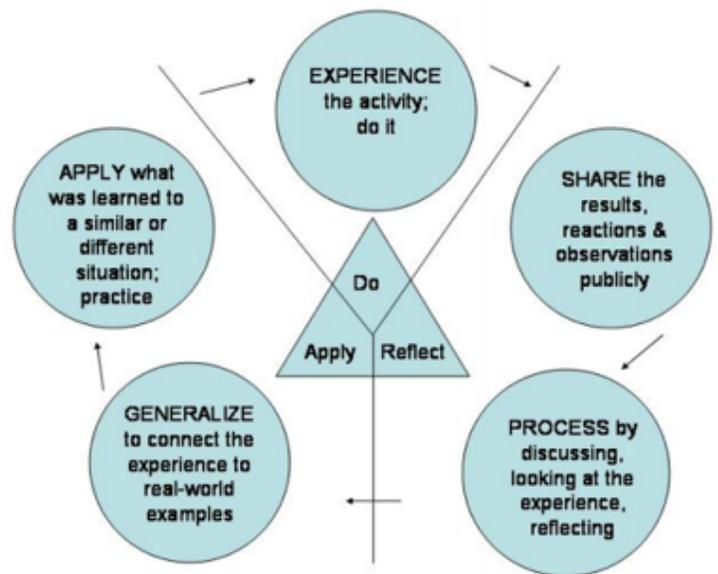
Share - “What Happened?” - Youth describe the experience and their reaction.

Process - “So What?” - Youth discuss what was most important about what they did.

APPLY

Generalize - “So What?” - Youth relate the project and life skill practiced to their own everyday experiences.

Apply - “Now What?” - Youth share how they will use the project and life skill practiced in other parts of their lives.





Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together creating sustainable community change. This is accomplished within three primary content areas: citizenship, healthy living, and science. The educational foundation of 4-H lies in these three mission mandates. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities. Each community and state faces diverse needs in these initiative areas. Each 4-H program brings unique resources and priorities to this work. In the cooperative spirit of the Extension Service, collaboration among state 4-H programs on curriculum, training and evaluation will strengthen each program, enhancing the outcomes of each initiative.

The three mission mandates – citizenship, healthy living, and science – can be integrated across project areas and activities. The content development of the mission mandates is closely tied to the research and teaching of the land grant university system, and provides the educational foundation of 4-H.

CITIZENSHIP

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and community leaders, youth understand their role in civic affairs expanding their role in decision making processes. It's clear that civic engagement provides the foundation that encourages youth to understand the "big picture" of life, helping to find purpose and meaning. The core areas of Citizenship are:

- Civic Engagement (voice, advocacy, activism)

- Service (community service, service learning, community youth development)

- Civic Education (government principles, processes and structure; personal roles & responsibilities, history & cultural heritage)

- Leadership (leadership, respect, understanding, character development)

Citizenship is interwoven into learning experiences through opportunities to engage with the community. Building relationships with both youth and adults from diverse backgrounds presents these opportunities for citizenship development.



HEALTHY LIVING

Healthy food and nutrition has been addressed by the program since its inception in 1902. Having a long history of promoting healthy living among youth and their families, 4-H has become a national leader in health-related education. The 4-H Healthy Living Mission Mandate engages youth and families through accessible opportunities to achieve optimal physical, social, and emotional well-being. The core areas of the Healthy Living Mandate are:

- Nutrition
- Fitness
- Social-Emotional Health
- Prevention of Injuries
- Prevention of Tobacco, Alcohol, and other Drug Use

Healthy living is entwined in learning experiences through occasions provided to make decisions that lead to positive well-being for the individual and the community in which they live.

SCIENCE

The need for science, engineering, and technology education is essential for today's young people. 4-H programs prepare youth for the challenges of the 21st century by engaging them in a process of discovery and exploration. The core areas of Science are:

- Animal Science & Agriculture
- Applied Mathematics
- Consumer Science
- Engineering
- Environmental Science & Natural Resources
- Life Science
- Technology

Science is interwoven into learning experiences through inquiry based opportunities that connect knowledge, skills, and resources to practical application across multiple settings.