



Member's Manual



UtahStateUniversity
COOPERATIVE EXTENSION



TRY Member's Manual



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Utah State University

COOPERATIVE EXTENSION



The Utah 4-H Teens Reaching Member's Manual was written by:

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The manual was adapted from the following resources:

- * *4-H Teens Reaching Youth—Training and Trainers Notebook*, North Carolina State University Extension.
- * *TRY Team Training-T³*, Vernon Parent, Associate Extension Professor, Utah State University—Washington County.
- * *Essential Elements of 4-H: Key Ingredients for Program Success*, National 4-H Council.
- * *Experiential Learning Model*, National 4-H Council.

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INTRODUCTION TO TRY

Chapter 1



WELCOME!

Welcome to the TRY Program training retreat. We are excited to have you participate in this exciting and rapidly growing program. You can make a difference in the lives of youth today!

TRY offers many opportunities for you and lots of adventures ahead. We look forward to seeing your personal and team growth throughout the course of the year.

Today you will participate in the TRY training consisting of two parts:

1. **Core TRY Training:** It will help you learn how to teach children, while working as a team with your coach and fellow members.
2. **Curriculum Training:** It will provide you with in-depth training in the specific project your team selected.

Good luck and thank you for your participation!

Our Goals:

- To empower you to make a difference in the lives of others (especially younger youth) through teaching opportunities.
- To empower you to contribute to your community through volunteerism and service.
- To help your team and the kids you teach develop life skills as you learn about new projects.
- To get new youth involved in 4-H.

4-H TRY Program Basics

What is TRY? TRY stands for Teens Reaching Youth. A TRY team is a group of two to four teens in 8th to 12th grades, working together with an adult coach.



TRY teams are trained to teach a 4-H project or curriculum to school-aged youth. Your volunteer service as a TRY team member is for one year (through September). You are welcome to renew your service commitment each year.

TRY is a program developed to encourage teen leadership in our community. We strive to help teens develop life skills, including leadership. Our goal is to help you experience personal growth and to make a difference in the lives of others through teaching.

You are a County 4-H Volunteer

The Utah 4-H program is directed by the State 4-H office at Utah State University. Locally, it is organized by counties. In each county, there is a USU Extension office, with a staff member who gives leadership to the 4-H program.

As a TRY team, you will be working with your local 4-H Extension agent for:

- Reserving equipment and/or supplies
- Guidance with fulfilling your TRY volunteer service
- Reporting the number of students you have taught
- Recognition opportunities
- Additional training opportunities



Your county may have additional opportunities or requirements for TRY team volunteers. If you are not already, you will enroll in 4-H as a TRY team member. As a 4-H member, you will be eligible to participate in many exciting programs at the county and state level.

We encourage you to get acquainted with your local 4-H staff. TRY is just one exciting program offered through 4-H.

Expectations of a TRY Team

Your first responsibility began with the selection of your teammates and your coach. You are already off to a great start!

Each team member and coach must attend training and complete the entire program. When you sign the contract you are making a commitment to teach at least 15 youth throughout the year, providing a minimum of 6 hours of instruction per group.

As a TRY team you will:

1. Recruit groups of youth to teach that are in kindergarten through 12th grade. The ages of the children you teach will depend upon the curriculum in which you are being trained. If it is developed for 10 to 11 years olds, that is the age group you will target.
2. Teach each student 6 hours of instruction in your chosen curriculum.
3. You will choose whether to teach large groups of youth or smaller groups.
4. You will choose whether to teach your workshop in one day, such as a day camp, or teach over a period of time, such as a 1-hour club meeting for 6 weeks.
5. You will organize all the details for your workshop, including the location, teaching supplies, refreshments, fees, etc.
6. You will complete the following materials and turn them into your local 4-H office following each teaching session:
 - TRY Report
 - Student Attendance Roster
 - Student Evaluation Forms

“Teach your 4-H project to at least 15 youth, providing 6 hours of instruction.”



“Each TRY team member is honored for his or her specific contribution.”

Recognition

1. You will receive a training completion certificate at the end of the TRY training retreat.
2. You will be honored with a certificate at the end of the year according to how many youth you instructed, with 6 hours of instruction, during the year.

Awards are as follows:

- Bronze—5 to 15 youth
- Silver—16 to 30 youth
- Gold—31 or more youth



3. Each TRY team member is honored for his or her specific contribution. Consider this example.
 - You have a TRY team of four teens. During the year, the team teaches two camps. In the first camp, all team members are present and they teach 15 youth for at least 6 hours.
 - At the second camp, all the team members are present except Susie. During the second camp, the team teaches 20 youth for at least 6 hours.
 - At 4-H Achievement Night, Susie will be honored at the Bronze Level because she taught a total of 15 youth.
 - Her fellow team members will be honored at the Gold Level because they each taught 35 youth.
4. Your county (or the specific grant funding your training) may have additional recognition opportunities. Any additional recognition will be described in your TRY contract.



TRY Team Report

Your TRY Report Form is very important. It is how your county 4-H Extension agent knows which team members helped with each workshop and how many students attended. It is your responsibility to turn in the report form, along with the participant evaluations and student roster, promptly after each teaching session.

Signing the TRY Contract

What is a contract?

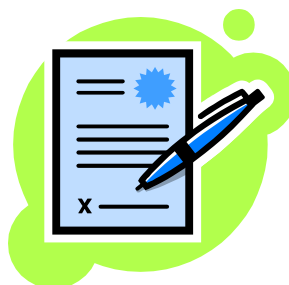
A contract is simply an agreement, or a promise, between individual and/or groups. When you sign this contract:

1. As an individual, you are promising your team members and coach to help them plan and teach the project to other youth.
2. As a team, you are promising your county 4-H staff to plan and teach the project to other youth.

You are making the **minimum commitment** to teach at least 6 hours of instruction to at least 15 youth. Your contract lists your responsibilities, the responsibilities of local 4-H Extension staff, as well as the resources available to help you succeed and the recognition that will be provided.

If you are willing to make this promise, sign the contract along with your coach and fellow TRY team members. The TRY training coordinator will provide you with a copy of the signed contract. Keep your contract in your TRY manual.

"A TRY contract is simply a promise between you, your team and 4-H."



Can I be on more than one TRY team?

As long as *every member and coach* of the TRY team has been trained in both the Core TRY Training and the specific curriculum in which you want to teach, it is possible to be on more than one TRY team. However, use good judgment in managing your time.

You want your TRY teaching experience to be positive for your students and your fellow team members. Be careful NOT to over-commit.

To better understand, let us look at the following example. You could be on a Robotics TRY team that consists of you, Joey, Lisa and Tim, with Mrs. Adams as your coach.

Additionally, you could also be on a Recharge Fun, Food & Fitness TRY team that consists of you, Susan and Kelly, with Mr. Johnson as your coach.

Keep in mind:

- Everyone on the team, including the coaches, must be trained in the Core TRY Training.
- All the members and coaches of the TRY Robotics team must have been trained in the robotics curriculum.
- All the members and coaches of the TRY Recharge team must have been trained in the Recharge curriculum.



"Remember
to use
good
judgment
in managing
your time."

Can I Do It Again?

YES! We hope that your TRY experience is so wonderful that you want to teach again next year. If you and your entire TRY team want to teach in the same project, all you need to do is sign a new contract with your local 4-H Extension agent.

If you and your entire TRY team want to teach a different project, you will need to complete training in the new curriculum.

Perhaps not everyone on your TRY team wants to continue, or perhaps members have aged out of 4-H. Recruit some new team members. The new TRY members will need to be trained in both the Core TRY Training and in the curriculum in which you will teach.

ESSENTIAL ELEMENTS OF 4-H

Chapter 2

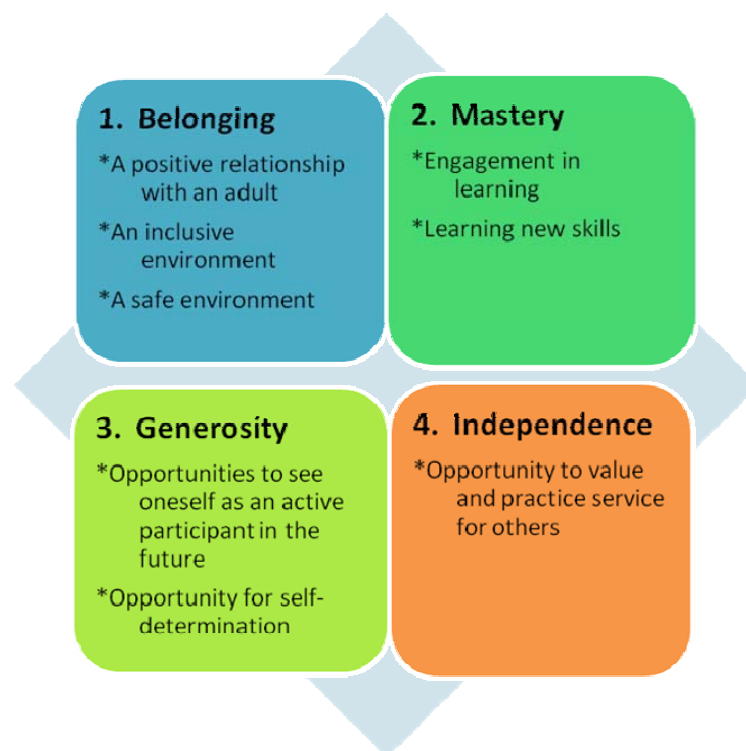


Four Key “Essential Elements”

Whether a child is a member of a 4-H club that meets on a regular basis throughout the year or is attending a one-day camp, there are certain things that need to be part of that 4-H learning experience. We call these four things the “essential elements” of 4-H.

1. Belonging
2. Mastery
3. Independence
4. Generosity

If we want children to enjoy 4-H, gain life skills and stay involved in the program, we must plan our 4-H events in a way that incorporates all four “essential elements.” In order to do so, we need to understand each element.



Belonging

Everyone likes to know they belong. Youth especially long to be cared about and accepted by others. They want to experience physical and emotional safety while having a connection to others. They need to have long-term relationships with adults other than their parents.

Research suggests that a sense of belonging may be the single most powerful positive ingredient we can add to the lives of children and youth.

Components of belonging:

- A positive relationship with caring individuals (adults and teen role models)
- An inclusive environment
- A safe environment

“Everyone likes to know they belong.”

Helping Create a Sense of Belonging

How can I help create a positive and caring relationship with the children I teach?

How can I help everyone feel included?

How can I help create a place where the children I teach feel safe—not just physically safe, but also emotionally safe?

Mastery

Mastery is the key to self-confidence. As young people have skills and past accomplishments, it helps give them the confidence to try new things, seek out challenges and focus on self-improvement instead of comparing themselves to others.

In 4-H, we emphasize learning-by-doing because it is through hands-on activities that children develop mastery. As you plan your teaching experiences, you will want to include lots of opportunities for your students to practice their skills.



Components of Mastery:

- Skills
- Knowledge
- Attitude

“Mastery is
the key to
self
confidence.”

Helping Students Develop Mastery

How can I help the children I teach gain new knowledge and skills, and then practice those skills?

How can I help encourage the children I teach to have a positive attitude about trying new things or accepting new challenges?

How can I help the children I teach focus on their abilities, rather than comparing themselves with others?

Generosity

Young people need to feel their lives have meaning and purpose. By having opportunities to connect with others in the community, children gain understanding of others' needs. They learn to respond to these needs and learn how to give back to others.

Generosity may also include the development of values such as compassion and tolerance for diversity.

Components for Generosity:

- Opportunities to connect with their community
- Opportunities to share their skills, knowledge and talents with others
- Opportunities to discover and appreciate the similarities and differences among people

"Young people need to feel their lives have meaning and purpose."



Helping Foster an Environment of Generosity

How can I help the children I teach have opportunities to share with others?

How can I help the children I teach discover and appreciate diversity?

How can I help the children I teach connect with the community?

Independence

Independence refers to children’s ability to think, feel, make decisions, and act on their own. Youth need to know they are able to influence others through the decisions they make and their actions.

Components for Independence:

- Opportunity for decision making
- Being able to think, feel, make decisions, and act on their own

“Children need to have decision-making opportunities.”



Helping Children Develop Independence

How can I help the children I teach have opportunities to make decisions?

How can I help the children I teach learn to identify and express their feelings?

How can I help the children I teach discover their ability to influence others or change the situation based upon their decisions or actions?

MARKETING YOUR TEAM

Chapter 3



Who Will I Teach?

Your 4-H TRY team gets to make lots of decisions. As a team, you will decide:

- Who you will teach?
- When you will teach?
- Where you will teach?

There are youth audiences all around us. There are many different organizations, clubs, and even kids right in your neighborhood that would benefit from your knowledge. The key is to identify which groups will find your curriculum valuable or interesting.

Target Audience

First, you need to consider the project you will be teaching. Was it developed for a 4th to 5th grade audience? Can it easily be adapted for older or younger students?

Once you know your target grade level, then it is time to start thinking about potential audiences. Some youth audiences include:

- Youth groups (4-H clubs, scouts, Boys & Girls' club)
- Church youth groups
- Schools
- Day care centers
- After school programs
- Friends and family
- Neighborhood kids



IDENTIFYING POTENTIAL AUDIENCES



1. **Mapping**—List 4-H and non 4-H groups in your town, city or community involving the target grade level for your curriculum.

2. **Prospecting**—Of the groups listed above, which ones are most likely to find your program valuable and attractive. With which groups would you like to do your program?

3. **Contacting**—Choose three of the groups identified above and assign different team members the responsibility to find out who they should contact in that organization to discuss teaching for them. The assigned member needs to get the person's name, title and contact information.

- a.

- b.

- c.

Where Will We Meet?

Location is an important part of any educational event. Before you contact a potential group, carefully consider the facility needs for your project.

Can the project be taught anywhere or are there special equipment or space needs? Is the county 4-H office available? Does the group you hope to teach have a meeting facility?

Here are some factors to consider regarding facilities:

- How large is your group?
- How much space do you need for the activities and games?
- Do you need tables and chairs?
- Do you need a kitchen or a refrigerator for lunches or snacks?
- Do you need a sink for clean up?
- Do you need electricity? If so, are there enough outlets?
- Will you be using an LCD projector? Do you need a screen?
- Is the project messy (paint, potting soil, etc.) and better suited for linoleum floors or outside areas?
- If you meet outside, what options are available if the weather is bad?
- If a student is in a wheel chair or has other special needs, is there access to the facility?
- Are there bathrooms readily available?

You can be knowledgeable and ready to teach a great program, but if the facilities are not a good match for the group size you are teaching or for the project you are teaching, you will not have the success you desire.

“By carefully thinking about facilities, you can help ensure both you and your students have a great experience!”



Making the “Pitch”

Once you know who your potential audience is, you will need to make arrangements to talk to the group’s leader and offer your services to teach. You can do this over the phone, via email, or in person.



A face-to-face meeting will be the most helpful. If you arrange for a face-to-face meeting, dress professionally, be prepared and arrive on time.

Your sales pitch is a very important marketing step. You want your curriculum to sound interesting and exciting. You need to give the leader enough information to decide if his or her group will be interested in the program. A good sales pitch needs to include the key points listed below.

Key Points to Include:



Program Title:

Who are you?

Program Mission:

What do you offer?

Focus / Goals:

What will students be doing? How will they benefit?

Resources:

What will TRY provide?

Facilities:

Where will you teach?

Costs:

What will they need to provide? Is there a fee?

Making a Great Impression

Just providing all the details for the project isn't enough to make a great sales pitch. You are not just selling a great 4-H project, you are selling your team as educators and role models.

To make a great impression, you need to be professional and prepared. To do this you need to:

- Be professional when talking to the group's leader on the phone.
 - Identify yourself and your organization when you call.
 - Do not speak to other people in the room while talking to the group leader on the phone.
 - If the person is not available to take the call, leave a message with your name, date and time, purpose of your call, and your phone number.
 - Return calls when you say you will.
- Be on time for appointments.
- Introduce yourself and your team.
- Be prepared for the meeting by having the proper forms, contact information, curriculum, etc.
- Dress appropriately. You are asking to work with and teach this group leader's children. Your clothing should reflect someone who would be a positive role model for children.
- Do not answer cell phone calls or text during the meeting.
- Even if the leader doesn't say yes to your team teaching, make sure to say "thank you" for the leader's time.

"You are not just selling a great 4-H project, you are selling your team as educators and role models."



Event Checklist

Group size, bathrooms, table and chairs, sinks...

With so many details to consider, an event checklist is a great way to remember to discuss all the details. There is a sample event checklist in the Appendix of your notebook. Make a copy of it and take it with you when you make your “pitch.”

Important items to discuss include:

- Contact information
- Dates when you will teach
- Start and end time for each session
- Location, address and directions where you will teach
- Who will attend? What ages? How many?
- Will students need to RSVP?
- What adults will be available to chaperone?
- Who provides what?
- Will students need to bring a lunch or snack?
- Are there any fees? If so, when will they need to be paid?

If you will be teaching at the group’s facility:

- Who will meet you to let you into the facility?
- What time can you arrive to set up?
- How much time will there be to clean up after you teach?
- Is there space on site to store equipment or do you need to take it with you after each session?
- What set up / clean up is required? Are cleaning supplies available and, if so, where are they located?
- Are there any special rules for the facility?

“With so many details to consider, an event checklist is a great way to remember to discuss all the details.”



Sign on the Dotted Line

It is easy for miscommunication to occur. By putting the details in writing, you help ensure that both your TRY team and the group leader understand the arrangements.

A sample TRY Teaching Agreement is included in the Appendix. It outlines the date, time and location for the workshop and clearly identifies who provides what.

Make a copy of the agreement before your meeting. If the group leader agrees to have your TRY team teach, then complete the agreement at the conclusion of the meeting and have both parties sign it. Give the group leader a copy and keep a copy for the TRY team.

Sometimes, you will not be able to get an agreement signed by the end of the meeting. Perhaps the person you speak with needs to check dates with someone else, check on facilities or get approval from someone else. In this case, make sure to set a date by which you will follow up with the group leader.

Most importantly, remember to follow up when you say you will. Otherwise, the group leader may question whether he or she can count on your team to follow through with your plans.

“By putting the details in writing, you help ensure that both your TRY team and the group leader understand the arrangements.”

Keeping a Favorable Impression

If the group leader says yes to your program, your TRY team is off to a great start. You have made a good impression so far, but you want to keep it. Help keep a positive image of your TRY team and the 4-H program.

- Once an agreement has been signed, contact the group leader a week prior to the teaching date to verify everything is still in place for the workshop
- Arrive promptly for each teaching session
- Be well prepared when you teach
- Be a positive role model with the children you teach
- Provide proper guidance and support for the children you teach
- Clean up following the workshop, making sure the facility is in order as agreed



Extras to Consider

Depending on the length of your workshop or camp, you may need to consider having refreshments, serving lunch or having your students bring their lunch. We all love food, but it adds to the planning required for a safe event.

It will be important to discuss meals and snacks with the leader of the group you plan to teach. Questions to consider include:

- Do they want refreshments or lunch? If so, who will provide the snacks or the meal?

If the team is providing snacks or lunch:

- Do the students have any food allergies or special dietary restrictions you need to consider?
- What storage, prep area, serving space, utensils, and clean up supplies are available?
- Are paper goods available?
- Is there a refrigerator available? Ice? Microwave?
- What will the per student fee be if your TRY team provides snacks or lunch?
- Does your TRY team need a food handler's permit to prepare or serve food?

"We all love food, but it adds to the planning required for a safe event."



In 4-H we pledge our "health to better living." As a TRY team member make sure to select healthy snacks or meals for your students so you can promote healthy living. Never provide food to students without receiving permission in advance.



RSVP

It is always easier to plan a great event if you know how many people will be attending. It is a good idea to ask the group leader to confirm the number of students who will be attending prior to the date of the teaching activity. This is especially important if your TRY team has to purchase supplies and/or food for the event.

Make sure to ask for an RSVP far enough in advance to allow you time to secure the supplies you need. If the group is paying for the supplies, asking for payment in advance is one way to ensure your TRY team does not purchase supplies and then have fewer students attend than you planned.

AGES & STAGES

Chapter 4



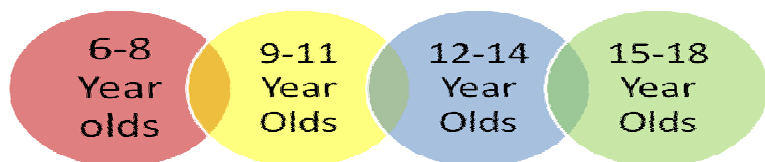
Developmental Characteristics

Children are not cut from the same mold; all are unique in their development. However, there are some characteristics that children share at certain stages of life. The term developmental characteristics is used to describe typical behavior of children at a certain age. These characteristics are described in four areas:

- **Physical**—Physical development refers to the growth and maturation of their body.
- **Social**—Social development is the interaction children have with others and their ability to function in a social setting.
- **Emotional**—Emotional development looks at how they handle their feelings and express those feelings in an appropriate way.
- **Intellectual**—And last, intellectual development is all about how they learn.

School-aged children, which is the age of children you will be teaching, are grouped into four developmental age groups:

- Early childhood (6-8)
- Middle childhood (9-11)
- Young teens (12-14)
- Teens (15-18)



By learning about the characteristics of each age group, your TRY team can plan and teach in a manner that will work best for the ages of your students.

Principles of Development

Even though patterns do occur, keep in mind that each child is an individual.

- Development is orderly, not random. It happens in sequence.
- Development is a continuous and gradual process. From the time a child is born he or she continues to change and develop all through adulthood.
- Development is most rapid during the early stages of infancy and the adolescent years. As we look at the four age groups, we will be able to see this rapid growth.
- Not all children develop at the same pace.
- Not all children possess the same temperament.

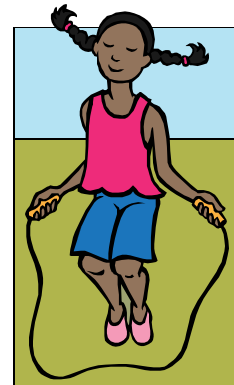
"Development is a continuous and gradual process."

Characteristics: 6-8 Year Olds

Physical Development

From 6 to 8 years of age, children are developing physically at a slower pace than they did the first 5 years of their life. They are learning to master physical skills using large muscle groups. Running, jumping and skipping are all examples of large motor skills.

Children are also beginning to develop their small motor skills. This includes skills that involve using their fingers and hands like tying their shoes, putting small items together and taking them apart, writing, and more.



Because these small muscle skills aren't developed completely, there are challenges in working with this age group. They are messy with meals and with craft projects. They may take longer to do tasks that require them to use their small motor skills. They may find it difficult to complete a worksheet because they cannot hold a pencil very well yet.

As we work with this age group in relation to their physical development, we should focus on activities that encourage the use of large motor skills more than small motor skills.

Characteristics: 6-8 Year Olds

Social Development

Social characteristics for 6 to 8 year olds center around friends. They are developing skills in how to be a friend and may have several best friends. They do fight with each other, but can get over those fights pretty quickly.

To help facilitate the social development of 6 to 8 year olds, consider these ideas:

- Break them into small groups to encourage them to interact with children with whom they do not usually play. This will help them develop their social skills with other children.
- Children at this age love to do skits and plays. Incorporate some role playing into your programming.
- Include activities that mix up the genders instead of allowing them to divide up into boy or girl groups.

“Six to eight year olds are very sensitive to criticism and do not like to fail at anything.”

Emotional Development

Emotionally, children 6 to 8 years old are very focused on themselves. They have a hard time understanding things from someone else’s point of view.

They are also looking to adults for approval and will do whatever they must to avoid punishment. This might include telling lies, blaming others or hiding. They are very sensitive to criticism and do not like to fail at anything. That is why they often become frustrated and angry if they cannot get something to work or do not know how to do a task.

Some things we can do to help 6 to 8 year olds with their emotional development include:

- Keep a positive attitude when around them.
- Be supportive and encouraging, especially when you see they are frustrated.
- Plan activities that promote success and focus more on cooperative activities rather than competition.



Characteristics: 6-8 Year Olds

Intellectual Development

The intellectual development of 6 to 8 year olds can be characterized by concrete thinking. They base their thinking in reality, not in the abstract.

They only work well on one task at a time. They are more interested in the process of doing rather than the end result. This may be a point of frustration with adults who want to see a finished product.

We can help this age group with their intellectual development by planning activities with a shorter time frame. For this age, 15 to 20 minutes is probably the maximum that they will be able to focus on a task.

Do not worry as much about the final product as the process. As long as the kids are having fun, you should celebrate. Allow them to explore and answer questions if they have them. That is how they learn.

“Six to eight year olds are more interested in the process of doing rather than the end result.”

Characteristics: 9-11 Year Olds

Physical Development

As we move into the 9 to 11 year old group, their physical development is beginning to pick up. This age group is very active and cannot sit still. They will experience a growth spurt during this time as they move toward adolescence. The girls will begin to mature before the boys.

As we work with this age group, some things we can do to help their development include providing active learning experiences. This means hands-on activities where they are up and moving, not sitting and listening to a lecture.

Kids at this age are also beginning to be more competitive between boys and girls. Try to avoid competition between the gender groups.



Characteristics: 9-11 Year Olds

Social Development

Social development for the 9 to 11 year olds is all about same sex groups—boys want to be with other boys; girls with other girls. This is the age when they especially enjoy being involved in clubs and group activities. They really admire and imitate older boys and girls, so they will especially enjoy you teaching them.

This age group still has difficulty seeing the views of others, but at the same time, they like to make others happy so they will adapt to some extent, even though they may not fully understand.

As we work with this age group it will be important to allow them to be in same sex groups, so that they are more comfortable and will participate better. Since they enjoy working in groups, incorporate group activities that foster cooperation.

We can also encourage their social development by involving older youth to be mentors for this age group. They look up to older kids and will model their behavior.

Emotional Development

At ages 9 to 11, children want everything to be fair or equal. They often judge things in absolutes, with very little middle ground—either an idea is wonderful or it is disgusting.

They need to feel a part of something important. They will question authority, but at the same time will still want guidance from adults.

It is important for us to remember not to compare youth to each other, but recognize each child for his or her strengths. We can also place emphasis on the individual progress they make as they complete a task or work on their project.

“Nine to eleven year olds really admire and imitate older boys and girls, so they will especially enjoy you teaching them.”



Characteristics: 9-11 Year Olds

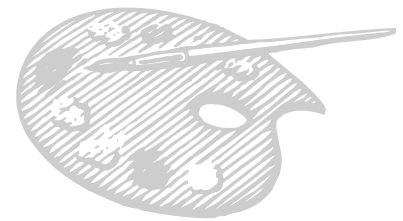
Intellectual Development

This group is easily motivated and eager to try new things; however, they may lose interest quickly. Favorite subjects will begin to emerge as they discover their interests; often they will explore hobbies and collections related to these interests. Youth will vary greatly in academic abilities and reasoning skills.

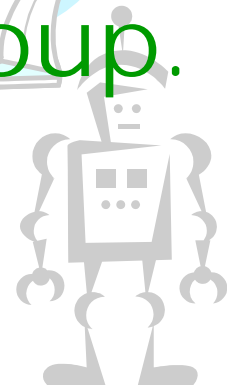
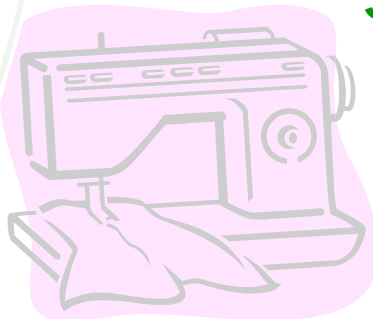
As we work with this age group, we can help them develop intellectually by providing simple, short directions and by keeping learning experiences brief.

We can also provide a variety of different activities that will ensure success for each child. This may take a little more time to plan, but the results will be worth it.

“Nine to eleven year olds need us to provide simple, short directions and keep learning experiences brief.”



Interests come and go quickly with the 9-11 year old age group.



Characteristics: 12-14 Year Olds

Physical Development

Children between ages 12 to 14 are experiencing many physical changes. They are entering puberty where boys' voices are changing. Boys are experiencing a growing spurt in which they overtake the girls in stature.

Girls are maturing physically and developing breasts and curves. Both boys and girls may be concerned about their body image. If they mature at a faster or slower rate than their peers, they may be made fun of or made to feel they are not normal.

As we work with this age group, we need to be sensitive to their feelings and avoid comments that criticize or compare youth physically. We can also watch for youth who are making fun of others and put a stop to it so we can avoid hurt feelings.

"We need to avoid comments that criticize or compare youth physically."

Social Development

Socially, children at this age prefer activities that include both boys and girls. They are more interested in what their peers say than their parent's advice. They are becoming more opinionated and independent and tend to reject solutions from adults because they feel their solution is better.

Now is the age when we can begin to involve youth in planning their own programs. They want to feel ownership for projects. It is also important to select activities they can do with their peers. They are also ready to begin working on individual goals they would like to achieve instead of just focusing on group goals.



If you are in the 12 to 14 year old age group, some of these characteristics may describe you.



Characteristics: 12-14 Year Olds

Emotional Development

The emotional development of children at this age still leans toward comparing themselves to others. We also characterize them as the drama king or queen. They are always on center stage and may seem to have the attitude of “it’s all about me!” Their emotions are all over the place—one minute happy and having a great time, the next, the world is against them. They are becoming less dependent on their parents and seek recognition from their peers.



“Their emotions are all over the place—one minute happy and having a great time, the next, the world is against them.”

When we consider the emotional implications for 12 to 14 year olds, we need to be careful not to embarrass or criticize them, even if their feelings or behaviors seem extreme. We can also help them explore their identity, values and beliefs by providing activities that challenge their thinking in these areas.

Let these early teens assume responsibility for planning events and activities and set expectations that they follow through with their duties. Youth/adult partnerships are encouraged with this age group. Even though they are developing autonomy, they still want and need their parents’ and other adults’ help.

Intellectual Development

The intellectual development of 12 to 14 year olds is expanding to include more abstract thinking. They are beginning to understand cause and effect and are ready for more in-depth and long-term experiences. They also like to set goals based on their needs and interests. They are moving from fantasy to reality where their life goals or career are concerned.

As we work with this age group on their intellectual development, we can begin to give them real-life problems to solve. We also need to let them make decisions and evaluate the results so that they can learn from mistakes and celebrate achievements.

This age group will thrive with service learning projects where they can identify an area of need and put a total plan together to address that need.



Characteristics: 15-18 Year Olds

Physical Development

Teenagers are approaching maturity with their physical development and their big concern is their body image. Acne, weight, exercise, and many other issues are concerns to them. They are impressionable where physical appearance is concerned and can be easily misguided by advertising and the emphasis our society places on physical appearance.

When working with teens, it is important to avoid comments that criticize or compare stature, size or shape.

Social Development

In their social development, 15 to 18 year olds desire status among their peer group. Although they want to be part of a group, they also want to be recognized as individuals. They are interested in co-educational activities and dating.

They are learning how to make commitments and follow through. Teens desire respect. They want to be viewed as adults and be given adult responsibilities.

We can encourage their social development by involving them in planning their own programs and holding them accountable for the success or failure of their plans. We can also emphasize personal development and leadership skills with teens and help them to learn their strengths and weaknesses.

“Teens want to be viewed as adults and be given adult responsibilities.”



Characteristics: 15-18 Year Olds

Emotional Development

Emotional characteristics of 15 to 18 year olds center around respect, developing confidence and developing independence. They are looking for ways to express their uniqueness but still want approval from their peers.

They are also developing their own set of values and beliefs. They may begin to realize their parents are not so off base and may adopt many of the same values and beliefs, while choosing some of their own, too.

They are taking a look at themselves and trying to figure out who they really are rather than being told who they are. They are also gaining skills in carrying out tasks without supervision.

As teens mature, we can encourage their emotional development by letting them assume more responsibility. Continue to challenge their thinking on identity, values, and beliefs. Encourage them to work in youth/adult partnerships to achieve common goals.

Intellectual Development

Some intellectual characteristics of the 15 to 18 year old age group include mastery of abstract thinking and their ability to imagine how their behavior can impact the future. They like to show others what they have learned. This age group does not do well with meaningless activities or things that just take up time.

If we want to keep teens engaged intellectually, we have to provide real life problems for them to solve. Career exploration is important because this is when they will be thinking about whether or not they will go to college, what career they will pursue and other important decisions for their future.

Can you relate to this group of youth?
Does it describe you or your friends?

“Older adolescents do not do well with meaningless activities or things that just take up time.”



Practical Implications: Younger Children

Here are some practical implications we need to consider when working with younger children ages 6 to 11:

- Organize activities and events that are age-appropriate
- Give short, simple instructions
- Change activities frequently to keep their attention
- Encourage active involvement rather than competition
- Be generous with praise
- Encourage exploration
- Provide clear rules, boundaries and structure

“Provide clear rules, boundaries and structure when working with younger children.”



Practical Implications: Teens

Steps we can take in working with adolescents and teens ages 12 to 18 include:

- Encourage emerging independence, but maintain structure, boundaries and rules
- Be sensitive to self-image issues
- Be open to discussing/handling sensitive issues
- Foster positive peer interaction
- Be a positive role model
- Provide constructive criticism along with positive feedback
- Promote hands-on activities and experiential learning opportunities

Applying Ages & Stages

Now that you know the characteristics of children at various ages, you can utilize that information when you teach.

It will help you understand why children may behave in a certain manner when you are teaching. Before today's training, you might have thought, "Boy that child was rude. He would not be still and listen." Equipped with the knowledge of the ages and stages of youth development, you may instead think, "That lesson was really too long for a 5-year-old child. I need to shorten it."

Keep the ages and stages in mind when:

- Setting rules
- Choosing games, songs and get acquainted activities
- Making seating arrangements or putting youth into groups
- Deciding which attention getters to use
- Selecting projects, crafts and lessons
- Thinking about the final product and how it will be shared, evaluated or displayed
- Planning the length of time each activity will take
- Planning for how much clean up will be needed
- Asking reflective questions following activities

"Keep the ages and stages in mind when planning and teaching."



TEACHING OTHERS

Chapter 5



Getting Off to a Great Start

Being in the role of the leader can be very challenging. Staying positive is the key to admiration with children. You do not want to be the mean teacher by yelling or having too many rules, but you also need to be able to keep control of the situation.

You can set the stage for a successful camp by:

- Greeting each student and getting students involved in an activity as soon as they arrive
- Letting students know the schedule for the day
- Knowing how to gain your audience's attention in a positive way
- Keeping instructions short and clear
- Keeping students busy
- Having alternate activities to occupy students who finish early

It is a must to set clear rules from the beginning. Are there areas of the building where children are not allowed? Are there special rules regarding equipment use? If so, your participants need to know these rules. Give clear instructions on what is expected and consequences if rules are broken (i.e., timeout, postponed fun time, etc.). Avoid having too many rules.

In many teaching situations, these three simple Rules of Respect will be adequate:

Three Rules of Respect:

1. Respect yourself.
2. Respect others.
3. Be responsible for your actions.



Post the rules in writing if space allows.

Are They Engaged?

Most behavioral problems result when:

- Children do not understand
- The activity is too long or difficult for their age level
- They haven't had adequate breaks
- The teaching method is lecture versus hands-on



Do not assume that young children understand what you are saying. Speak at an age-appropriate level. When children are confused, they become distracted and disruptive. They begin to disconnect and move on to something else.

When doing a group discussion, limit the time to approximately 5 minutes. Any longer and young minds begin to wander.

Allow the appropriate number of breaks throughout the day. Younger children may need to take more breaks than teens. This gives them proper social time and a chance to vent some energy.

If you find two youths in particular causing a lot of distraction or not listening, you may consider splitting them up or putting them in different groups. They may protest, but insist they remain separated until they show you they can be responsible and respectful together. Explain that it is the consequence of not listening.

Often times merely standing near disruptive participants while you are speaking is enough to quiet them without interruption. Ask questions about what you just said.

Attention Getters

As the group gets excited about what they are doing, it may become challenging to speak over them or get their attention. How do you get the attention of a loud group of children who are running around and doing their own thing without yelling "be quiet" or "sit down"?

Attention getters are a way of getting your group's attention without yelling. For an attention getter to be effective you need to introduce it at the beginning of the session and give instructions on what is expected as a response.

The attention getter you use may be popping a balloon, ringing a bell or clapping your hands. Use attention getters when you feel yourself losing control of the group, or you have more instructions and are unable to get their attention in a normal voice.

Types of Attention Getters

- **Verbal**—Your audience responds to the words or phrase you say. You say one thing; the audience responds with specific words.
- **Action**—You perform a specific action or say a phrase; the audience responds with a specific action.
- **Tools**—You use a tool to get your audience’s attention.

The key to any attention getter is that you teach it to your students at the beginning of the camp. Practice it when you first teach it and then, practice it several times before you actually NEED to use it — before the students are really rambunctious.

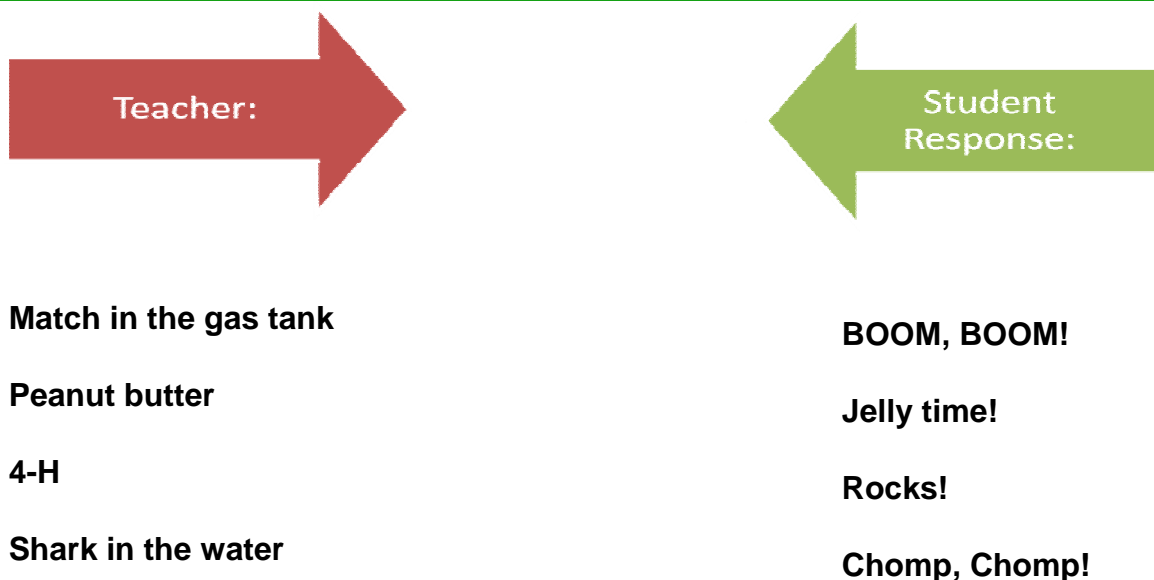
“For an attention getter to be effective, teach it at the beginning of camp!”



Example:

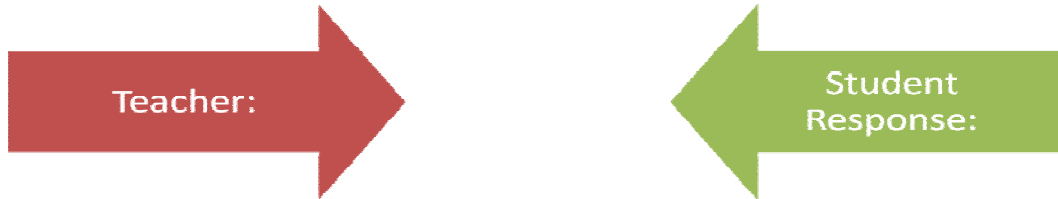
“Hi boys and girls! Throughout the day there will be times when we need to get your attention. Of course we don’t want to yell to get your attention, so we are going to use an attention getter. When you hear the bullhorn play this song (*play the song*), each of you should stop talking and immediately return to your seats. Now, let’s practice!”

Ideas for Attention Getters: Verbal



Ideas for Attention Getters: Actions

Use your body language to gain a response from the audience. Their response can include anything from rapid movement to complete stillness. It depends on the instructions you provide.



Choose a silly action and perform it until the audience follows. For example, pat your head repeatedly. While doing this say “Pat your head if you can hear me.” You can switch to hopping on one foot, walking like a chicken, or marching in place. Once everyone is participating stop the action, but not until EVERYONE is doing it! Thank them for “eyes being forward.”

Yell “FREEZE.” Wait for all students to freeze. Walk around and touch students on the shoulder to unfreeze them and have them return to their seats.

Yell “STAMPEDE.” Students return to their work station or seat and begin stomping their feet. They must be seated to do this motion. Once everyone is seated and stampeding you say, “WHOA” and fold your arms.

Say “Clap once if you can hear me (*clap*); clap twice if you can hear me (*clap twice*); clap three times if you can hear me (*clap three times*).”

A few may do this in the beginning and others will eventually join in. They copy you until everyone in the room is participating.

Students must stop doing whatever it is they are doing and freeze. They wait for you to touch their shoulder to return to their seats.

Return to their seats or work area and begin stomping until everyone is participating. When the teacher says, “WHOA” they stop and fold their arms.

Students join in clapping.

If you have a larger group, a longer, but very fun attention getter is ***Making Rain***. It is a favorite with younger students.



Begin by snapping your fingers for a few moments, then switch to rubbing your hands together for a swishy sound. Next, begin softly slapping on your upper legs and gradually get louder. As the kids join in it becomes “heavy rain.”

By the time you get to heavy rain, you usually have everyone’s attention. Now, go backwards—back to swishy hands, then snapping fingers, then you stop and so do the others. It sounds like it is tapering off and then the rain is gone.



Ideas for Attention Getters: Tools

Any object you use to gain their attention can be a tool. You may choose ANY item to be your tool as long as the participants know what it means from the beginning. Make sure to explain what you want them to do when the tool is used.



Blow up a balloon (many may watch as you blow it up and tie it off). Pop it with a pin when you are ready to begin.

Quiet! It is time to get started.

Make a sound with a buzzer, bell, kitchen timer, musical bullhorn, or whistle.

Time is up. Hurry back to your seats.

Flip the room lights on and off.

Stop talking and freeze.

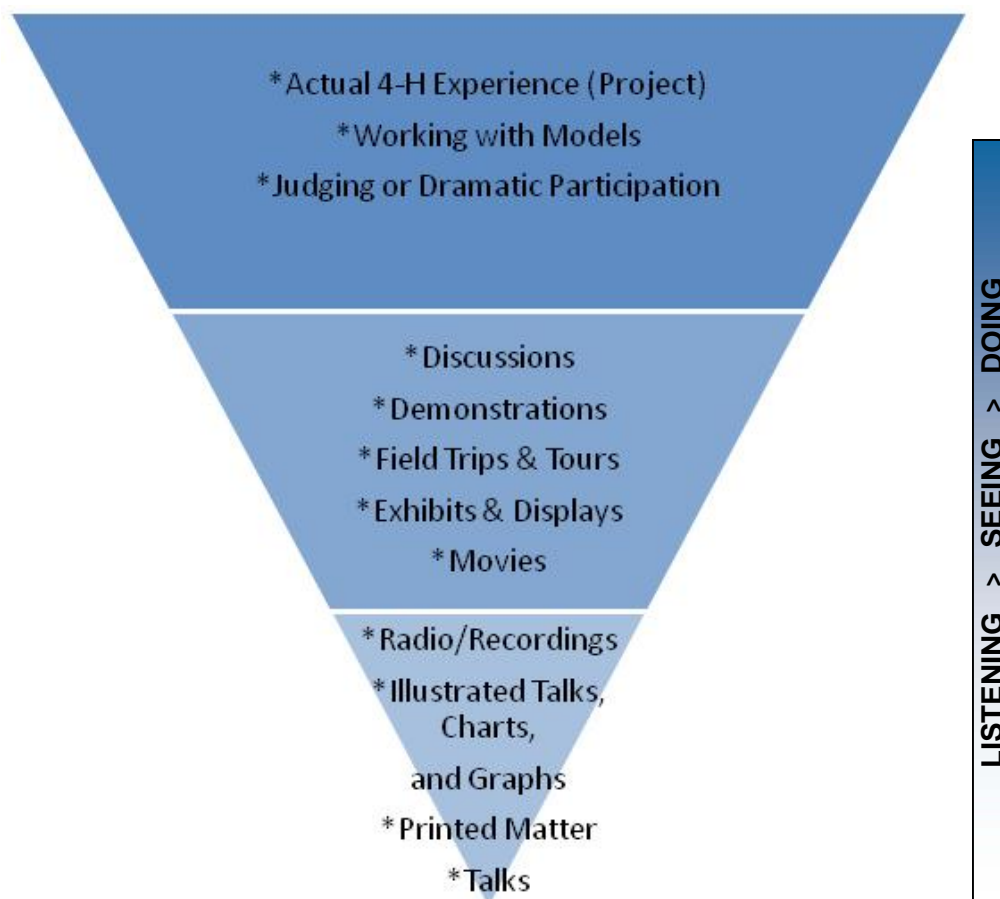
Cone of Experience

We have lots of different teaching tools available to us—PowerPoints, field trips, demonstrations, exhibits, lectures, etc. However, not all teaching tools are equally effective in helping youth learn.

Below you see the Cone of Experience, which shows different types of teaching techniques and their effectiveness. Along the side you will notice how the learner is involved in the various experiences.

In the activities at the bottom of the cone, youth are just listening like you are doing right now. As you move up the cone, youth are listening and seeing through activities such as exhibits, demonstrations and PowerPoint presentations.

In the experiences at the top of the cone, children are doing, not just listening and watching. Such activities include role playing, making projects or working with models.



Experiential Learning

Here is the Experiential Learning Model, which shows the three parts in successful learning:

1. DO:

Students participate in a learning experience.

2. REFLECT:

Share: *Students share their reactions.*

- What did they see, feel, hear, or taste?
- What was the most difficult? Easiest?

Process: *Students analyze the experience.*

- How did it work?
- How were problems addressed?

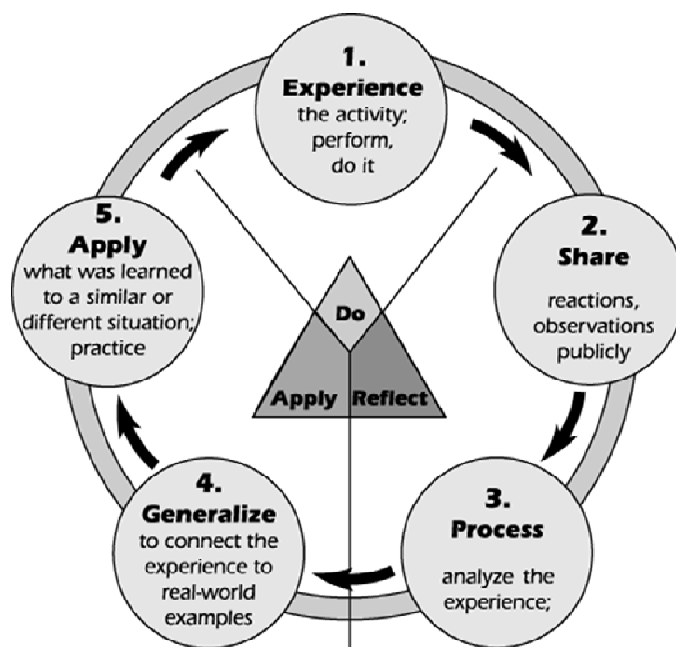
3. APPLY:

Generalize: *Students generalize to connect the experience to real-world examples.*

- What did they learn from the experience?
- How does this relate to other things they have been learning about?

Apply: *Students apply what was learned to other situations.*

- How can they use what was learned?
- How can they apply this skill in the future?



When we lecture, our audience only retains about 20% of what we say.

Retention increases to 50% when listening and seeing are combined through activities such as demonstrations or exhibits.

Retention goes up to 90% when the audience is involved in learning-by-doing. We call this experiential learning.

Reflective Questions

Too often we focus on doing the project, but fail to allow time for reflection and application. Real learning occurs in the follow-up discussion, so do not short-change this part of the learning experience.

As a good teacher, you will need to learn how to ask questions that foster reflection and application. Create a positive environment for children to share their discoveries. Depending on the space, consider having the group sit in a circle on the floor so everyone can see each other during the reflection time.

This is similar to... *What did you see?*

WHY?



How?

What happened?

What will happen if...?

BEING PART OF A TEAM

Chapter 6



What's Your Role?

Each person has unique talents and personalities to share with his or her TRY team. In some cases, our talents help the team move easily toward achieving its goals; sometimes our personalities hinder the team from achieving its goals. Have you ever been part of a team where you felt like you did all the work, or perhaps you were involved where one person was pushy with his or her ideas?

There are two types of roles people play that help a group be effective. Both types contribute to a happy, productive team that feels good about its accomplishments.

These are:

1. Goal directed roles
2. People directed roles



Goal Directed Roles

These roles refer to the things people do that help the group move toward achieving its goal. Some examples of these roles are planning, presenting information, tending to details, and focusing the group on outcomes and objectives.

People Directed Roles

These are roles that contribute to the group's healthy functioning. Some of these roles include encouraging team members, coaching others to be more effective, praising, and peacekeeping.

Because of our personalities we all have preferences for various roles. The key to having a happy productive team is in knowing your individual role preferences and those of your teammates. Understanding who does what best will help the team build on its strengths, and minimize its weaknesses. That's what we will do in our Role Appraisal Preferences (RAP) activity, which you will find in the Appendix.

We Need a Plan!

To be successful, your team needs to have a plan. This way, each person will know his or her job. As your team prepares a plan to make a pitch to a group, organize a workshop or camp, or teach your project, keep the following in mind:

1. Every member of the team needs to be involved.
2. The plan needs to be specific enough so each person knows what to do and when it needs to be done.
3. Utilize each members' strengths, while helping members improve in areas where they are weak.
4. Make sure each person knows his or her role.
5. Make sure everyone is prepared.

To help guide your planning efforts, we have provided you a *Team Planning Worksheet* in the Appendix. There is also a sample form completed.

Once you have finished your TRY training, as a team you will want to meet together to plan the tasks needed to recruit a youth audience, organize an event and teach your workshop.

"Every member of the team needs to be involved."



How Did We Do?

Once you teach your workshop, as a team you will want to evaluate your efforts.

PARTICIPANT EVALUATIONS:

There are participant evaluation forms located in the TRY Team Report Forms section of the manual. Use the evaluation best suited for the age of your students.

Have your students complete the evaluation near the end of the workshop or camp. Make sure to allow adequate time for your students to complete the evaluation. Once you have reviewed the evaluations, turn them in to the 4-H office along with your TRY Team Report Form and Student Roster.



TEAM EVALUATIONS:

As a team you want to reflect on the teaching experience and evaluate how you could make it better. Read the participant evaluations to gain ideas. As a team, discuss the following:

- What was the student's reaction? How did they act during the event?
- Were the students:
 - ◊ Actively involved (*asking questions, working with others, etc.*)
 - ◊ Attentive (*doing what is asked, listening and watching*)
 - ◊ Distracted (*having to be reminded to focus*)
 - ◊ Disengaged (*not interested or acting out*)
- What can you do to increase student involvement?
- Did you successfully work toward or accomplish your objectives?
- What impact did you make (skills learned, esteem built, etc.)?
- What things worked?
- What things did not work?
- What changes could help improve the program?

Make sure to take notes so you will remember what worked great and what needs to be changed.



TRY Participant Evaluation

To be completed by TRY team

Date of Camp: _____

Name of TRY Team: _____

Project Taught: _____

Please help our TRY team improve our teaching skills by filling out the evaluation below. Circle the face that best describes how you felt about each activity.

	I felt like this:		
Learning new things			
Making projects			
Singing songs			
Playing games			
Being with TRY team			
Being with other campers			
The whole camp			

What I liked best:

What I liked least:



TRY Participant Evaluation

To be completed by TRY team

Date of Camp: _____

Name of TRY Team: _____

Project Taught: _____

Please help our TRY team improve our teaching skills by filling out the evaluation below. Thank you for your ideas and suggestions!

1. Before the activity began, how much did you know about the project?

I already knew a lot about the project

I knew a little bit about the project

I didn't know much about the project

2. What did you think of the overall workshop or camp taught by the TRY team?

Excellent

Good

OK

Boring

3. What did you think of the games and activities?

Excellent

Good

OK

Boring

4. Did you learn new things?

I learned a lot

I learned a few new things

I didn't learn anything new

5. Did you try something new?

Yes

No

I already knew how to do everything we did

6. Did you make new friends?

Yes

No

I already knew everyone at the camp

7. Did you have fun?

Yes

No

8. What was the best part of this camp?

9. Which part of the camp did you like the least?



TRY Participant Evaluation

To be completed by TRY team

Date of Camp: _____

Name of TRY Team: _____

Project Taught: _____

Please help our TRY team improve our teaching skills by filling out the evaluation below.
Thank you for your ideas and suggestions!

Please rate the workshop or camp on the following:	Exceptional (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	See My Comment Below
The camp or workshop was fun.						
I learned a lot during the activity.						
I made new friends or had fun with my friends during the activity.						
I tried new things during the activity.						
The TRY team was prepared.						
The TRY team members were knowledgeable about the project.						
The TRY team did a good job of explaining things.						
The TRY team clearly explained the rules and expectations at the beginning of the activity.						
The TRY team helped me when I had difficulty with an activity.						
The overall workshop or camp was...						

What was the best part of this activity?

Which part did you like the least?

How can this workshop or camp be improved?



TRY Participant Adult Evaluation

To be completed by TRY team

Date of Camp: _____

Name of TRY Team: _____

Project Taught: _____

We appreciate the opportunity to teach your group. Please help us improve our teaching skills by filling out the evaluation below. Thank you for your ideas and suggestions!

These TRY team members...	Exceptional (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	See My Comment Below
Were well prepared.						
Explained things in an age-appropriate manner.						
Were knowledgeable about topic.						
Used good visual aids in teaching.						
Held the group's attention.						
Answered questions clearly.						
Kept activities hands-on.						
Were respectful to students and volunteers.						
Worked well together.						
Were good role models for my group.						
Arrived on time to set up.						
Cleaned facility as good or better than it started.						

Commendations:

Suggestions for improvement:

4-H TRY TEAM REPORT

Names of TRY team members who taught this group of youth (only list team members who participated):

Name of TRY team coach _____

<p>Date Report Submitted _____ <small>Please submit within 1 week of teaching workshop.</small></p> <p>Project Taught _____</p> <p>Date(s) Workshop Taught _____</p> <p># Hours of Teaching Instruction Provided _____ <small>A minimum of 6 hours of instruction required to "count" youth as being taught by TRY team.</small></p>	<p>Total # of Volunteer hours (Include the complete time contributed by each member, coach, and/or other volunteers or parents you involved to help you conduct your workshop. Include your preparation, teaching and clean up time.) _____</p> <p>Total Additional Volunteers Involved (Include the number of parents or other adult and youth volunteers you involved to help you conduct your workshop (not TRY team members/coaches):</p> <p># of Adult Volunteers _____</p> <p># of Youth Volunteers _____</p>
--	--

Total # of students you taught: # of Males: _____ # of Females: _____

Where do participants live?	Farm	Rural	Town 10K—50K	Suburb	City 50K+
# of youth					
# of TRY team members					
# of youth volunteers					

Grade(s):	K	1	2	3	4	5	6	7	8	9	10	11	12
# of youth taught													
# of TRY team members													
# of youth volunteers													

Race/Ethnicity	# of youth	# of TRY team members	# of coaches, parents or other adult volunteers
Estimate the racial/ethnic distribution of the participants and volunteers. <i>This is required for our Federal reporting.</i>			
White			
Hawaiian/Pacific Islander			
Black/African American			
American Indian			
Asian			
Hispanic			

Fill out a SEPARATE report for each GROUP you teach. For example:

- If you teach the same group of children once a week for three weeks to get your 6 hours of instruction, complete one report.
- If you teach two separate groups, providing each group with at least 6 hours of instruction, complete two separate reports.

ATTACH AN ATTENDANCE ROSTER & EVALUATIONS with this report.
Return to your county 4-H Extension agent

MAKING THE PITCH



Now it is your turn. As a team, prepare to pitch your program to a group leader. Make sure to cover the following points:

PROGRAM:

- Introductions
- Who do you represent?
- What are the team's credentials?

PROGRAM GOALS:

- What is the purpose of the 4-H TRY Program?

FOCUS / GOALS:

- What to you propose to teach?
- What will students do and learn?
- Why is this project important for the students?
- How long will you teach?
- What are the schedule options?

RESOURCES:

- What will you provide?
- How many students can you teach at one time?

FACILITIES:

- Where would you teach?
- Are you proposing that the organization provide a location?
- If so, what are your space /equipment needs?

COSTS / RESOURCES PROVIDED BY THE ORGANIZATION

- Is there a fee to participate?
- If so, what is the fee and when will they need to pay it?
- Are permission slips needed?
- Will you ask for a RSVP?
- What supplies, equipment and/or refreshments would they need to provide?

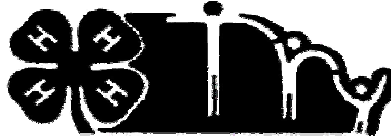
Don't forget to end the meeting by "sealing the deal."

- Signing a facilitator's agreement **OR**
- Arranging for a follow up call or meeting to discuss your proposal further **OR**
- If the program isn't a good match for their group, a suggestion of another possible group and the appropriate contact person for that group.

EVENT CHECKLIST



ITEMS TO DISCUSS	ARRANGEMENT	✓
Group leader's contact information		
Dates when your TRY team will teach		
Start and end time for each session		
Location, address and directions where you will teach		
What ages are the students?		
How many students?		
Will students need to RSVP? If so, by what date?		
What adults will be available to chaperone?		
Who provides what?		
If the group will be paying a fee for supplies, material, etc., what is the fee, when is it due, who will a check be written to or will they pay in cash?		
Will students need to bring a lunch or a snack?		
If the TRY team is providing lunch or a snack, do the students have any dietary restrictions?		
If using their facility, what resources are available (white board/markers, tables, chairs, projector/screen, etc.)		
Is there a kitchen for food prep?		
What kitchen equipment is available (refrigerator, microwave, ice machine, stove, etc.)		
Are paper goods, serving utensils available or do you need to bring them?		
Who will meet you to let you into the facility?		
What time can you arrive to set up?		
How much time will there be to clean up afterwards?		
If needed, is there space on site to store equipment between multiple sessions?		
What set up /clean up is required (i.e., setting up and putting away tables and chairs)?		
Are cleaning supplies available and, if so, where are they located?		
Are there any special rules for the facility (i.e., places the group is not allowed, noise, restricted equipment, etc.)?		



Utah 4-H Teens Reaching Youth (TRY) Program Teaching Agreement

Today's Date _____

This agreement is between the _____ 4-H TRY team and _____ and serves to establish time, location and logistics for the 4-H TRY workshop or camp.

The program date(s): _____

Location: _____

Equipment needed:

_____ Provided by: _____

_____ Provided by: _____

_____ Provided by: _____

_____ Provided by: _____

_____ Provided by: _____

Fees: _____ per person or group (circle one)

of participants: _____ # leaders: _____ Maximum # allowed for this event: _____

RSVP deadline: _____ Person responsible for RSVP's: _____

Party responsible for snacks: _____ Food allergies: _____

Lunch: ___ does not apply ___ students bring lunch ___ TRY provides ___ group provides

4-H TRY Team Rep: _____ Phone # _____

Program Recipient Rep: _____ Phone # _____

Ages and Stages of 4-H Youth Development

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Missouri 4-H Youth Development Programs

As a leader you will be working with 4-H members. You can have an important role in helping 4-H members grow and develop. Start where members are in their development and encourage them to grow physically, socially, intellectually and emotionally.

Early childhood

Characteristics	Implications for volunteers
Characteristics	
Learn best if physically active.	Provide experiences that encourage physical activity: running, playing games, painting, etc.
Have better control of large muscles than small muscles.	Use projects that can be completed successfully by beginners. Craft projects could end up messy.
Period of slow, steady growth.	Provide opportunities to practice skills.
Social	
Learning how to be friends. May have several "best friends."	Small group activities are effective for practicing social skills and allow for individual attention.
Beginning to experience empathy for others, but are still selfish.	Make-believe and role-play activities help children to understand how others might think or feel.
Boys and girls may enjoy playing together, but prefer same gender groups by the end of this developmental period.	Engage young children in mixed-gender activities.
Intellectual	
Easily motivated and eager to try something new, but have short attention spans.	Plan a wide variety of activities that take a short time to complete.
More interested in doing activities rather than completing them.	Focus activities on the process rather than producing a product.
Thinking is concrete. Must have seen it, heard it, felt it, tasted it, or smelled it in order to think about it.	Demonstrate activities. Use the senses to help youths experience things.
Naturally curious and want to make sense of their world.	Allow for exploration and spontaneity in activities. Be flexible.
Emotional	
Sensitive to criticism. Don't accept failure well.	Find ways to give positive encouragement and assistance. Plan activities in which success can be experienced. Facilitate cooperation, not competition.
Becoming less dependent upon parents, but still seek adult approval and affection.	Offer support and plan small group activities, with an adult supervising every 3-4 youths.

Remember, 4-H club or project group members will develop at their own pace, but there are some characteristics that each age group may share. These characteristics and their implications for you, as a volunteer, may be helpful to consider in planning a project group or club activity.

Middle childhood

Characteristics	Implications for volunteers
Characteristics	
Spirited, with boundless energy.	Provide active learning experiences.
Girls will be maturing faster than boys; some may be entering puberty.	Avoid competitions between girls and boys.
Large and small muscle development, strength, balance, and coordination are increasing.	Plan activities that allow youth to move about and use their bodies.
Social	
Enjoy group activities and cooperation. Feel loyal to group or club.	Emphasize group learning experiences and form groups to plan activities together.
Prefer to be with members of the same sex.	Plan learning experiences to be done with members of the same sex.
Admire and imitate older boys and girls.	Encourage experiences with and mentoring by older youth.
Need guidance from adults to stay on task and to perform at their best.	Work closely with this age group and enlist older youth to help you with this task.
Intellectual	
Interests often change rapidly and do best when work presented in small pieces.	Allow for many brief learning experiences and give simple, short directions.
Vary greatly in academic abilities, interests, and reasoning skills.	Offer activities appropriate for a wide range of abilities so that all children have a chance to succeed.
Easily motivated and eager to try new things.	Provide a variety of different activities.
Emotional	
Comparisons with other youth is difficult and erodes self-confidence. Prefer recognition and praise for doing good work.	Instead of comparing youth with each other, help youth identify their own successes by comparing present and past performances for the individual.

Young teens

Characteristics	Implications for volunteers
Characteristics	
Experience rapid changes in physical appearance, with growth spurt happening earlier for girls than boys.	Be willing to talk about physical changes because new teens are often uncomfortable with and embarrassed by their changing bodies.
Have intense sexual feelings and a keen interest in their own bodies.	Provide honest information to the sexual questions they have. Prepare opportunities to help youth discuss body development as a natural, normal process. Listen to their fears without judging or trivializing.
Interested in sports and active games.	Encourage active, fun learning experiences.
Social	
Concerned about social graces, grooming, and being liked by peers.	Encourage learning experiences related to self-discovery, self-understanding, and getting along with others. Be patient with grooming behaviors that may seem excessive.
Moving away from dependency on parents to dependency on opinions of peers.	Parents may need help in understanding that this shift is a sign of growing maturity, not rejection of family.
Becoming interested in activities that involve boys and girls.	Provide opportunities for boys and girls to mix without feeling uncomfortable — seems to work best if youth plan activities themselves.
Intellectual	
Tend to reject solutions from adults in favor of their own.	Involve young teens in setting rules and planning activities for your group or program.
Beginning to think more abstractly and hypothetically. Can think about their own thinking and are becoming skilled in the use of logic and cause-and-effect.	Ask questions that encourage predicting and problem solving. Help youth to find solutions on their own by providing supervision without interference.
Can take responsibility for planning and evaluation of their own work.	Allow young teens to plan activities and expect follow through. Help them to evaluate the outcome.
Emotional	
Can be painfully self-conscious and critical. Vulnerable to bouts of low self-esteem.	Plan many varied opportunities to achieve and have their competence recognized by others. Concentrate on developing individual skills.
Changes in hormones and thinking contribute to mood swings.	Remember that early adolescents are known for their drama and feelings that seem extreme to adults. Accept their feelings and be careful not to embarrass or criticize.
Desire independence, yet need their parents' help.	Encourage youth to work with adults and older teens.

Teens

Characteristics	Implications for volunteers
Characteristics	
Most have overcome the awkwardness of puberty, but some boys are still growing at a fast pace. Many are concerned with body image.	Avoid comments that criticize or compare stature, size, or shape.
Social	
Strong desire for status in their peer group.	Establish a climate that is conducive to peer support.
Interested in coeducational activities. Dating increases.	Allow teens to plan coeducational and group oriented projects or activities.
Often want adult leadership roles.	Provide opportunities for teens to plan their own programs.
Want to belong to a group, but also want to be recognized as unique individuals.	Place emphasis on personal development whenever possible.
Intellectual	
Reach high levels of abstract thinking and problem solving.	Put youth into real life problem-solving situations. Allow them to fully discover ideas, make decisions, and evaluate outcomes.
Developing community consciousness and concern for the well-being of others.	Encourage civic projects that are a service to others.
Increasing self-knowledge; personal philosophy begins to emerge.	Allow time and plan activities for youth to explore and express their own philosophies.
Need life planning guidance as they are beginning to think about leaving home for college, employment, etc.	College visits, field trips to businesses, and conversations with college students or working adults can be helpful activities.
Emotional	
Feelings of inferiority and inadequacy are common.	Encourage youth by helping them to see their positive self-worth.
Gaining independence and developing firm individual identity.	Give teens responsibility and expect them to follow through. Provide opportunities that help teens explore their identity, values, and beliefs.

Source: Volunteers...the foundation of youth development Internet site:

<http://muextension.missouri.edu/dldc/4H-Volunteers>



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TRY TEAM PLANNING WORKSHEET

Workshop, Activity or Event: _____ Date: _____ Time: _____ Location: _____

Consider all the specific things that need to be done to successfully plan, teach or conduct, evaluate, and promote this activity. List those tasks below and assign team members to achieve each one.

WHO	WHAT	WHEN	SUPPLIES	FACILITIES, EQUIPMENT & PEOPLE	BUDGET	NOTES
Which team member is responsible to complete this task?	What specific activity, lesson or task needs to be done?	When does this task need to be completed?	What supplies are needed? Remember how much money you have to spend and how soon you need to order or purchase supplies.	What equipment, facilities or people are needed to complete this task? Who will reserve or secure these?	How much money can you spend on this task?	Other important details and information.

TEAM PLANNING WORKSHEET

<p>Workshop, Activity or Event: Secure audience, set date and reserve equipment for TRY robotics workshop.</p> <p>Date: TBD Time: TBD Location: TBD</p> <p>Consider all the specific things that need to be done to successfully plan, teach or conduct, evaluate, and promote this activity. List those tasks below and assign team members to achieve each one.</p>						
WHO	WHAT	WHEN	SUPPLIES	FACILITIES, EQUIPMENT & PEOPLE	BUDGET	NOTES
Which team member is responsible to complete this task?	What specific activity, lesson or task needs to be done?	When does this task need to be completed?	What supplies are needed? Consider the budget and how soon you need to order or purchase supplies.	What equipment, facilities or people are needed to complete this task? Who will reserve or secure these?	How much money can you spend on this task?	Other important details and information.
Susie	Call Boys and Girls Club of Roy and set up appointment for team to talk to leader.	By April 10				Director is Mr. Jones, (801) 389-2342
Justen	Call Extension office to see when robotics kits/laptops are available for loan.	By April 10		Laptops, robotics kits (NXT), game board		Office number is (801) 382-1922
Entire Team - <i>Introductions:</i> Everyone - <i>Overview of project:</i> Misty - <i>Resources provided and fees:</i> Justen - <i>Discuss dates and location:</i> Mr. Jones - <i>Finalize contract or arrange follow-up time:</i> Susie	Pitch TRY project to Director of Boys and Girls Club - Secure date - Secure location - Signed contract	Mid April, based upon appointment date available	TRY team notebook and copy of agreement – Justen			Everyone wear 4-H TRY shirt.
WHO	WHAT	WHEN	SUPPLIES	FACILITIES,	BUDGET	NOTES

				EQUIPMENT & PEOPLE	
Misty	Build and program a sample robot to show the director during the proposal.	Prior to appointment.		NXT kit and laptop. Misty will contact the office to arrange to check out the kit.	Office number is (801) 382-1922
Mr. Jones	DVD of 4-H Robotics Contest to show the director during the proposal	Prior to appointment.		Mr. Jones will borrow a copy of the DVD from the 4-H office.	Office number is (801) 382-1922
Susie	Follow-up with director following meeting to either: - Answer questions needed to secure commitment and get agreement signed, or - Send thank you letter for meeting, along with copy of the agreement.	Within 1 week following the meeting.	Stationery – Susie already has some. Copy of the contract.		Get Director's contact info during the meeting.