



Coordinator's Manual



UtahStateUniversity
COOPERATIVE EXTENSION



TABLE OF CONTENTS



| SECTION 1: TRY COORDINATOR'S MANUAL | PAGES/SECTION |
|--|-------------------------------|
| Overview | Tab 1 |
| Getting Started: Planning a 4-H TRY Training Retreat | 1-8 |
| TRY Training Curriculum | Tab 2 |
| Chapter 1: Introduction to TRY | 9-16 |
| Chapter 2: The Essential Elements of 4-H | 17-20 |
| Chapter 3: Marketing Your Team | 21-28 |
| Chapter 4: Ages & Stages of Youth Development | 29-42 |
| Chapter 5: Teaching Others | 43-50 |
| Chapter 6: Being Part of a Successful Team | 51-56 |
| TRY Training PowerPoint Presentation | Tab 3 |
| TRY Team Reporting Forms | Tab 4 |
| TRY Coordinator Manual Appendix | Tab 5 |
| SECTION 2: TRY MEMBER'S MANUAL | PAGES/SECTION |
| 4-H TRY Program | Tab 1 |
| TRY Team Lesson Plans | Tab 2 Coordinator Provides |
| TRY Team Teaching Handouts | Tab 3 Coordinator Provides |
| TRY Team Reporting Forms | Tab 4 |
| TRY Member Manual Appendix | Tab 5 |

TRY OVERVIEW



Welcome to the Teens Reaching Youth (TRY) program. The TRY program is designed to provide teens in 8th-12th grades with formal leadership and teaching opportunities. A 4-H TRY team consists of two to four teens, working in partnership with an adult coach. TRY teams, both members and coaches, complete training to prepare them to successfully teach the project to other children. A TRY training retreat is divided into two parts:

1. TRY Core Training: Participants learn how to work with and teach children, while working as a team with fellow members.
2. Curriculum Training: Participants complete in-depth training in a specific curriculum or project area.

Both parts of the training are critical to a team's success. Members cannot teach what they do not know, so they need subject-matter training. However, just knowing the content is not enough. To be effective teachers, organizers and planners, teams also need to understand the basics of planning a workshop, teaching children and creating a positive learning environment for youth of various ages.

After training, TRY teams will teach the project in which they have been trained to other boys and girls. Each team is challenged to earn a bronze, silver or gold level by teaching at least 6 hours of instruction to the same group of children. Awards are based upon the number of youth taught:

- * Bronze: 5 to 15
- * Silver: 16 to 30
- * Gold: 31 or more

This manual is designed to help Extension staff and volunteers teach the Core TRY Training. The resources available include the Coordinator's Manual, TRY Team Manual, and a PowerPoint presentation. In addition, there is a CD of all the printed materials and the PowerPoint, which will allow counties to modify these resources to fit their county. In addition to utilizing these materials for training TRY teams, coordinators will need secure curriculum and an instructor to teach the specific project the TRY team will teach.

The recommended minimum training time is 9 to 10 hours, with half of the time focused on core training and the other half on subject-matter training. However, teams will certainly benefit from extended training.

We wish you and your TRY team the best of success!

Donna Carter
Associate Extension Professor
Utah State University - Weber County

Katrina Pearce
4-H Club Leader
Weber County 4-H

Utah State University

COOPERATIVE EXTENSION



The Utah 4-H Teens Reaching Youth (TRY) Coordinator's Manual was written by:

- * Donna Carter, Associate Extension Professor, Utah State University—Weber County
- * Katrina Pearce, Weber County 4-H Club Leader

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.

Utah State University is committed to providing an environment free from harassment and other forms of illegal discrimination based on race, color, religion, sex, national origin, age (40 and older), disability, and veteran's status. USU's policy also prohibits discrimination on the basis of sexual orientation in employment and academic related practices and decisions.

Utah State University employees and students cannot, because of race, color, religion, sex, national origin, age, disability, or veteran's status, refuse to hire; discharge; promote; demote; terminate; discriminate in compensation; or discriminate regarding terms, privileges, or conditions of employment, against any person otherwise qualified. Employees and students also cannot discriminate in the classroom, residence halls, or in on/off campus, USU-sponsored events and activities.

This publication is issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Noelle Cockett, Vice President for Extension and Agriculture, Utah State University. (4-H/Leadership/2010-01pr)

Utah 4-H TRY Coordinator's Manual Getting Started

PLANNING A 4-H TRY RETREAT



OBJECTIVES:

- Introduce the 4-H Teen Reaching Youth (TRY) Program
- Offer suggestions for recruiting teens into the program
- Provide suggestions for leading a successful TRY retreat
- Assist 4-H staff throughout the state in establishing the 4-H TRY program in their county

TEENS REACHING YOUTH

WHAT IS TRY?

TRY stands for Teens Reaching Youth. TRY is a teen leadership program that utilizes a teen/adult partnership model.

A 4-H TRY team is a group of two to four teens who are recruited, trained and supported to teach a curriculum to other youth within the 4-H year (October through September). The team consists of youth in 8th-12th grades and an adult coach. Teens do not need to have prior 4-H experience to participate.

Our goal:

- Expand opportunities for teens to develop organizational, teaching and teamwork skills.
- Recruit, train and support TRY teams that organize and teach positive learning experiences for other children.

ORGANIZING 4-H TRY TEAMS

There are two philosophies about organizing TRY teams, with each having its own advantages and disadvantages.

- **Teens find their own teammates and coach, then apply as a group.** The advantage of this system is that team members already know they feel comfortable working with each other and their coach. However, this approach limits opportunities to meet new friends and makes it difficult for a teen that doesn't have friends who wants to participate to get involved in TRY.
- **Teens apply individually and then the county 4-H office organizes teams based upon who has applied.** The advantage of this system is that it allows teens who may not have other friends who want to participate to get involved. One big disadvantage is that team members may have very different schedules, live in different communities, or may find it difficult to work together. Recruiting coaches may also be difficult.

**SUPPLIES
NEEDED:**

- Posters
- Fliers
- TRY team applications

See accompanying CD for TRY promotional flier you can adapt for your county

RECRUITMENT

Community Sources

- ◇ 4-H clubs
- ◇ Schools
- ◇ Church groups
- ◇ Neighborhoods
- ◇ Boys and Girls Clubs
- ◇ Scouts
- ◇ After school groups
- ◇ YMCA

Begin by seeking out local groups as a resource. There are many places to find teens within the community. Contact local organizations and leaders. Distribute fliers or send emails with details pertaining to the training.

Other publicity options include newspapers, newsletters, websites and blogs, along with posters in stores and teen hang-outs, libraries, and public and private schools.

One exciting aspect of the TRY program is the opportunity to involve teens who have never participated in 4-H in the past. Many teens are looking for leadership and resume-building opportunities. Being a TRY team member would be a great match for their interests.

HINTS FOR SUCCESS

- ◆ Recruit others to help you make contacts. Ask local church or community leaders to make announcements to their membership.
- ◆ Ask a 4-H club or other youth group to hand out fliers, which would be an excellent community service project for them.
- ◆ Advertise in advance. Teens and potential coaches are busy and need advance notice so they can attend the training.
- ◆ Be positive and keep the advertisements bright and fun in appearance, as well as easy to read.

TRY TEAM SELECTION

An application is a very helpful tool to determine a potential member's background, experience and interest in becoming a TRY team member. Applicants may also benefit from an interview process.

See sample recruitment FLIER on next four pages. The flier which was distributed was printed front/back on an 11 x 17 inch sheet of paper.

Sample



2009

OPEN TO WEBER TEENS 8TH TO 12TH GRADE

Here is your chance to get trained on an exciting new project, mentor younger kids, build your portfolio, and have a blast!

TRY stands for Teens Reaching Youth. It is the newest leadership program sponsored by Weber County 4-H, however it is **not limited** to youth enrolled in 4-H. Weber County 4-H is currently recruiting TRY teams. A team is made up of two to four teens and their adult coach.

Selected teams will attend a free retreat to learn how to teach fun, hands-on programs for younger youth, selecting one of four project areas: Robotics, GPS, Lotions & Potions, or Business Tycoon.

Enjoy these awesome benefits:

- Great resume experience for work, scholarship and college applications!
- Gain experience teaching others.
- Make friends!
- Free embroidered polo shirt identifying you as a TRY team member.
- Awards and recognition for you and the youth you teach.
- Be adored by the younger kids you teach!



Kids LOVE learning about robotics!
Robotics is just one of four exciting choices in the TRY Program.

Four Exciting Choices

| | |
|------------------------------|------|
| <i>Robotics</i> | Pg 2 |
| <i>GPS</i> | Pg 2 |
| <i>Lotions & Potions</i> | Pg 3 |
| <i>Business Tycoon</i> | Pg 3 |

Each team commits to teach at least 6 hours of instruction in the project area to at least 15 younger youth sometime during the year. The team chooses...

- Who they teach
- Where they teach
- When they teach (either all 6 hours at once, such as a day camp, or for an hour or two at a time for a few weeks)



YES, I WANT TO BE A TRY TEAM MEMBER

Getting started in TRY is easy. Talk to a couple of your teen friends to organize a team. Then select a coach your team feels comfortable working with, which is often a team member's parent.

Each member of the team and their coach submits an application (see back) by September 15. Selected teams attend the FREE training for the project area chosen by the team.

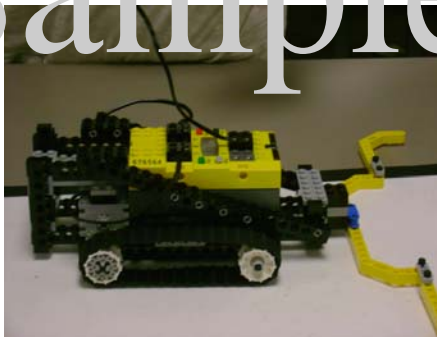
**USU Extension
Weber County 4-H Program**
1181 N. Fairgrounds Drive
Ogden, UT 84404
(801) 399-8202
www.webercounty4-H.org

TOTALLY COOL—ROBOTICS

Learn how to build and program robots using Lego Mindstorm® kits. Whether you loved Legos® as a kid, or have never even touched them, this project is awesome.

TRY teams learn how to build robots and attachments using the simple step-by-step instructions. Then they learn how to create a program that will instruct their robot to complete the assigned challenges. The software program is easy to learn because it uses simple icons. This makes it easy to teach younger youth to program robots! Plus, there are theme-based missions to make it even more fun.

NEXT STEPS—You may have so much fun learning to use and teaching the robotics project that you choose to compete for prizes in the Weber County 4-H Robotics Contest in June.



Elementary youth built and programmed these robots to achieve challenges in a space-themed camp.

Choice 1—Robotics

TRY Training Retreat:

- *October 11, 9 a.m.-6 p.m.*
- *Lunch provided*
- *Weber County 4-H Office*

ON THE RIGHT TRACK WITH GPS

Choice 2—GPS

TRY Training Retreat:

- *October 4, 9 a.m.-6 p.m.*
- *Lunch provided*
- *Weber County 4-H Office*

Become a navigational expert with GPS. Learn how to mark way-points, create tracks, calculate distance and area, and lots more using GPS technology.

At the training retreat, you will learn lots of fun GPS activities such as geo-caching, treasure hunts, and other mysteries for your students to enjoy.

NEXT STEPS—You may find GPS so much fun that you want to show off your skills in the Weber County 4-H GPS Contest at the end of October.



The story gets even better...

You can borrow 4-H robotics kits, software and laptops needed for your team to teach the robotics project, GPS units for the GPS project, and curriculum kits for Lotions & Potions and Business Tycoon!

LOTIONS & POTIONS

If pampering is more your style than science and technology, you may want to get trained in the Lotions & Potions project. At this training retreat you will learn how to teach younger youth to make body lotion, lip gloss, bath salt, scented soap, and other wonderful products.



both great ways to get started as an entrepreneur—where you start and operate your own business. You may even want to share your business ideas in the Weber County 4-H Entrepreneurship Contest in April.



Choice 3—Lotions & Potions TRY Training Retreat:

- *November 1, 9 a.m.-6 p.m.*
- *Lunch provided*
- *Weber County 4-H Office*

These finished spa items also make GREAT gifts that both you and the youth you teach will enjoy giving.

NEXT STEPS—Lotions and Potions and the Biz World projects are

ARE YOU A FUTURE BUSINESS TYCOON?



Think you have what it takes to be a business tycoon? Even better, think you can help budding business tycoons discover what it takes to run a successful business?

In this fun project, you will help kids discover what it is like to be a

company president, operations manager, or employee, sell stock, design and manufacture a product, make commercials and ads to sell their products, and then the best part—see if they made money!

This is all part of BizWorld—a firsthand look at the world, making money and earning a profit.

Choice 4—Biz World Business Tycoon

TRY Training Retreat:

- *November 8, 9 a.m.-6 p.m.*
- *Lunch provided*
- *Weber County 4-H Office*

RECOGNITION

Each TRY team member and coach who completes training will receive an embroidered polo shirt identifying them as a 4-H TRY team member and a training certificate. Teams are also honored with plaques based upon the number of youth they teach during the year (minimum of 6 hours of instruction).

Bronze: 5 to 15 youth

Silver: 16 to 30 youth

Gold: 31 or more youth

4-H TEENS REACHING YOUTH (TRY) APPLICATION

(To be completed by each team member and coach by September 15.)

Name _____ Grade _____
Mailing Address _____ City _____ Zip _____
Home Phone _____ Email _____
Emergency Contact _____ Emergency Phone _____
Shirt Size (circle one): Youth Sizes: SM MED LG XL Adult Sizes: XSM SM MED LG XL XXL
Curriculum in which team wants to be trained (select one):
 Robotics GPS Lotions & Potions Business Tycoon

List other team members: _____
List coach: _____

1. Describe previous 4-H involvement (if any):

2. Describe previous leadership experiences, including community, school, 4-H, and other organizations. This may include elected offices, serving on committees or boards, or efforts in planning and organizing events and activities:

3. Describe previous teaching and/or public speaking experiences, including community, school, 4-H, and other organizations:

4. List major 4-H, school, and/or community accomplishments and honors:

In 50 words or less explain why you should be selected to serve in this role:

I have discussed the responsibilities of this leadership role with my family and am prepared to fulfill the commitments.

Nominee's Signature _____ Date _____
Parent/Guardian's Signature _____ Date _____

Return to: Weber County 4-H, 1181 N Fairgrounds Drive, Ogden, UT 84404 (801) 399-2802

PLANNING FOR THE RETREAT

To Do:

- You will need a facility that is large enough to allow teams to participate in the lecture and class discussion, which will typically include a PowerPoint presentation. In addition, you will need space for active games and snacks or meals. If the training you are conducting offers teams a choice to be trained in one of several different project choices, you will need a separate room for each project area.
- Require RSVPs at least one to two weeks in advance. This will allow time to obtain copies of manual and handouts, purchase snacks and/or lunch and secure other supplies.
- Confirm the date and time to ensure the building is unlocked and ready for use.
- Confirm the address with the participants and the times to be picked up and dropped off.
- Confirm if lunch will be provided or if participants need to bring a lunch.
- Make copies of training manuals and handouts.

TRAINING RESOURCES

This coordinator's manual includes lesson plans, PowerPoint presentations, and handouts for the core portion of the TRY training. In addition to the printed resources, all the materials are also provided on a CD to allow 4-H staff to make the needed modifications for their county, without having to re-create every resource. In addition, the TRY retreat coordinator will need to secure the curriculum and a knowledgeable person to teach the specific subject matter in which the teams are to be trained.

Ideally, the coordinator will provide each team member and coach with a TRY member notebook that includes the following tabbed sections:

- 4-H TRY Program
 - ◆ From the 4-H TRY Manual (see CD or master copy in Coordinator's Manual)
- Lesson Plans
 - ◆ Copies of the lesson plan/curriculum the team will teach (provided by Coordinator)
- Teaching Handouts
 - ◆ Masters of any handouts that the team will need to copy each time they teach (provided by Coordinator)
- Reporting Forms
 - ◆ Masters of the student roster, TRY report form and student evaluations (see CD or master copy in Coordinator's Manual)
- Appendix
 - ◆ Supplemental information for the TRY team training (see CD or master copy in Coordinator's Manual)

SUPPLIES NEEDED:

- Coordinator's manual
- Tabbed notebooks for each TRY team member and coach
- Curriculum materials for each TRY team member and coach

A TYPICAL ONE-DAY RETREAT

| | |
|-----------------------|--|
| 9:00 a.m.—9:30 a.m. | Sign In, Introductions and Get Acquainted Activities |
| 9:30 a.m.—9:45 a.m. | TRY Overview—Expectations & Opportunities |
| 9:45 a.m.—10:15 a.m. | The Essential Elements of 4-H |
| 10:15 a.m.—10:45 a.m. | Marketing your TRY Team |
| 10:45 a.m.—11 a.m. | Break |
| 11:00 a.m.—12:30 p.m. | Ages and Stages of Youth Development |
| 12:30 p.m.—1:15 p.m. | Lunch |
| 1:15 p.m.—1:45 p.m. | Teaching Others & Attention Getters |
| 1:45 p.m.—2:15 p.m. | Being Part of a Team |
| 2:15 p.m.—2:30 p.m. | Break |
| 2:30 p.m.—6 p.m. | Curriculum Training |

The schedule above represents a one-day, **bare-bones training model** that runs from 9 a.m. to 6 p.m. with lunch and breaks. *A longer training is much more ideal.* However, often it is difficult to bring entire teams together for a longer training format. Efforts to break the training into several different days inevitably results in some team members missing parts of the training. As the training coordinator, you will need to weigh the pros and cons of a one-day versus an overnight or multi-day training retreat.

TRY training is divided into two parts: core training on how to teach and training in the curriculum itself. At a minimum, the core training needs to include:

- Expectations of a TRY team, including the resources and incentives provided
- The essential elements of 4-H (belonging, mastery, independence, and generosity)
- Ages and stages of youth development
- How to recruit a youth audience to teach
- How to get and maintain the group's attention / classroom management skills
- Experiential learning
- Working with team to plan and evaluate events

The curriculum training needs to be in-depth enough that team members feel comfortable teaching the subject-matter. Team members need to understand what resources, if any, are available to assist them in teaching the project. They will also need to understand the procedures and timeline for reserving equipment and/or curriculum kits.

If the training occurs in an overnight or weekend retreat format which allows more training time, teams will greatly benefit from additional experiences in team building, experiential learning and especially peer teaching.

Utah 4-H TRY Coordinator's Manual Chapter 1

Estimated Time: 30 min.

INTRODUCTION TO TRY



OBJECTIVES:

- Allow participants to feel comfortable with each other and their coach
- Understand the expectations of each TRY team member
- Understand the opportunities for teaching in a variety of settings
- Understand the recognition provided to TRY team members

MATERIALS:

- Name tags and markers
- Sign in sheets and pencils
- LCD projector, laptop computer and screen
- TRY notebooks and contracts
- Certificates, shirts or other examples of incentives
- Supplies for get-acquainted activities
- Meals/snacks

BACKGROUND INFORMATION:

As you implement the TRY program in your county you will, of course, tweak it to fit your county's needs. You can recruit new teens to your program, and you can train them to teach any curriculum. You can conduct your own county training retreat or send teams to be trained at regional or state TRY retreats. Although the program has great flexibility, we do want to maintain some basic standardization throughout Utah.

TRY—The Basics:

A TRY team is just that, a team! An important part of the TRY experience is learning to work with others to accomplish a goal.

- Your TRY team should consist of two to four teens and an adult coach.
- If TRY team members are not current 4-H members, they should be enrolled in 4-H.
- Since they will receive at least 6 hours of instruction, the students taught by TRY team members should be recorded under 4-H Group Enrollment in MarTech, unless the youth are 4-H club members.
- TRY team members should be in 8th-12th grades.
- Team members and their adult coach must be trained both in the core TRY curriculum and in the subject they will be teaching.

TRY Team Contract:

It is always helpful to clarify team responsibilities, resources available and recognition. A TRY contract is a great way to make sure everyone is on the same page. Plus, teens tend to follow through better when they commit by "signing on the dotted line."

Some sample TRY contracts are provided on the TRY Coordinator's CD. Prior to the training retreat, you will need to create and make copies of the contract for your county. Keep in mind that the contract details may change based upon the project in which the team is being trained (i.e., having the robotics kits available to loan).

TRY BASICS (CONTINUED)

TRY Recognition:

TRY team members are honored based upon the number of youth that they teach during the 4-H year. The students they teach must receive a minimum of six hours of instruction in the curriculum to be counted.

- Bronze: 5 to 15 students taught
- Silver: 16 to 30 students taught
- Gold: 31 or more students taught

This simple standardization will ensure that TRY experiences and accomplishments recorded in 4-H portfolios will have the same meaning across the state.

TRY Awards:

Certificates are available from the State 4-H Office using the standard Order Form for Seals, Certificates and Pins request form. See the state 4-H website (utah4-h.org) under Staff Resources. There are training completion certificates available to award at the end of TRY training. There are also gold, silver or bronze foiled certificates to honor teaching completion at the end of the year. These certificates are provided for free. Your county may also choose to award other incentives, however those would be funded by your county 4-H program.

As you begin the 4-H TRY program in your county, carefully consider the recognition you will provide. You want to select recognition that you can sustain from year to year. You also want to ensure the recognition is similar to other recognition you currently provide for similar youth volunteer roles in your county.

Get Acquainted Activities:

How much time you spend getting acquainted will certainly depend upon your TRY participants. If teams have already worked together, little time will be needed to break the ice. On the other hand, if members are new to 4-H and/or new to each other, it is important to spend time getting acquainted so everyone becomes comfortable with each other.

Although a get-acquainted activity is included in this lesson, feel free to utilize your favorite ice breaker activities. If you need ideas, some resources we have utilized include *Teamwork and Teamplay* by Jim Cain and Barry Jollif or *Teambuilding Puzzles* by Mike Anderson, Chris Cavert, Jim Cain and Tom Heck.

RESOURCE

WELCOME TO TRY

WHAT TO DO

PPT Slide 1

WHAT TO SAY

I would like to welcome everyone to the TRY team training retreat. We are excited to have each of you here to participate in this program. You are a very select group of youth and adult volunteers. I hope you are ready for a new challenge!

You are about to embark upon a new adventure as a 4-H TRY team. TRY offers many opportunities for traveling throughout the county, meeting new people, interacting with children and other teens, and most importantly, building life skills.

We want to begin our retreat by getting acquainted.

GET ACQUAINTED ACTIVITIES

WHAT TO DO

To help create a relaxed environment, if space allows have the participants sit in a circle.

List the items you want youth to share on the board or a poster.

WHAT TO SAY

Icebreaker Introductions: As we go around the room, please stand as a team. One at a time, please tell us your name, grade, school, and where you live. Please also tell us about your previous 4-H involvement, if any, and why you have decided to become a TRY team member.

Pick one of the questions below and ask participants to answer the question during introductions.

- *If you had a secret super power, what would it be?*
- *If you could be any animal, what would it be?*
- *If you could be any smell, what would it be?*
- *What is your favorite subject in school?*



4-H TRY PROGRAM OBJECTIVES

RESOURCE

The TRY Manual, notebook cover and notebook spine are available on the TRY Coordinator's CD

Copies of the manual should be provided to each team member and coach, preferably tabbed by sections

WHAT TO DO

PPT Slide 1

WHAT TO SAY

You have each received a TRY manual. This manual will provide you with support when you return home. Your manual is divided into five sections. The front includes information about the TRY program, and we will be referring to this section a lot this morning. The next section includes the curriculum in which you will be trained to teach. The third section includes masters for handouts you will use when you teach. The fourth section is TRY report forms which you will complete each time you teach. The final section is the Appendix, which includes masters and worksheets we will use in today's TRY training.

I encourage you to follow along in your notebook. This is your notebook to keep, so please feel free to take notes and complete the worksheets as we go.

PPT Slide 2

The purpose of the 4-H TRY program is to provide teens with opportunities to develop leadership and teaching skills, and at the same time, allow the children taught by TRY teams to explore new 4-H projects. To help your team be successful, our training today will include two parts:

- The first part will be core TRY training. It will help you learn how to work with and teach children, while working as a team with fellow members.
- The second part will be curriculum training. It will provide you with in-depth training in the specific project your team selected.

PPT Slide 3

Our objectives for the TRY Program are:

- To empower teens to make a difference in the lives of others (especially younger youth) through teaching opportunities.
- To empower teens to contribute to their community through volunteerism and service.
- To help TRY team members and their students develop life skills as they learn about new projects.
- To engage new youth audiences in 4-H through the TRY program.

TRY OVERVIEW & HISTORY

RESOURCE

TRY Team
Manual—
Chapter 1

WHAT TO DO

PPT Slide 4

WHAT TO SAY

The 4-H TRY Program was developed in 1986 in North Carolina to give leadership and teaching opportunities to teens. By 1992 more than 2,000 North Carolina teens had completed the program. It has since spread to many other states.

PPT Slide 5

TRY was introduced into Salt Lake County in 2006 through the Dannon Company's Next Generation Nutrition Grant. In 2009, two grants helped to expand the program statewide—the WIRED initiative funded by the Governor's Office of Economic Development and the Healthy Living initiative funded by Walmart. Your team is one of many Utah TRY teams teaching and helping children in the community.

WHAT IS A TRY TEAM?

TRY Team
Manual—
Chapter 1

WHAT TO DO

PPT Slide 6

WHAT TO SAY

A TRY team is a group of two to four teens in 8th to 12th grades, and an adult coach. The team is trained to teach a specific 4-H curriculum to other children.

Although teen 4-H members will certainly enjoy the opportunity to participate in the TRY program, youth do not have to have prior 4-H involvement to become involved.



TRY TEAM RESPONSIBILITIES

RESOURCE

TRY Team Manual—
Chapter 1

Reporting Forms: *TRY Report Form, Student Roster and Evaluations*

WHAT TO DO

PPT Slide 7

PPT Slide 8

WHAT TO SAY

Your team has already taken an important step by selecting team members and a coach and now attending TRY training together. Your TRY team should consist of two to four teens and an adult coach. Everyone on the team must attend training, including your coach.

After training, your team's commitment will be to teach the project to a minimum of 15 youth, providing the same children with at least six hours of instruction in the project. You have until the end of the 4-H year, which is September 30, to fulfill your commitment.

As part of your team responsibilities, you will:

- Recruit your own youth audience.
- Organize the logistics for teaching your workshop, including facilities, equipment and supplies.
- Determine the date and time for your workshop.
- Decide the schedule for when you teach. Some choices include:
 - ◆ Teaching all 6 hours of instruction at once, like a day-camp.
 - ◆ Teaching in a series, such as 4-H weekly club meetings that you teach for 1 hour a week for 6 weeks.

Although your commitment is to teach at least 15 youth, your team is encouraged to teach more youth. Your team will earn awards based upon the number of youth you teach during the year.

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

After you teach a workshop, your team will need to complete the *TRY Report Form, Student Roster and Participant Evaluations* (See TRY Reporting Forms) and return these to the 4-H office within a week after teaching.

TRY TEAM RECOGNITION

RESOURCE

TRY Team Manual—
Chapter 1

Certificates should be ordered from the State 4-H Office

WHAT TO DO

PPT Slide 8

Show sample certificates or examples of the incentives your county will provide.

Refer to *TRY Report Form*

WHAT TO SAY

Upon completion of the training today you will receive a completion certificate. *[Some counties provide team shirts, name badges or other items for team members to wear as they teach. Describe the incentives available in your county, based upon your county's 4-H budget.]*

At the end of the 4-H year, your team will be honored at 4-H Achievement Night, the countywide awards program held each fall. During 4-H Achievement Night, you will be presented with a bronze, silver or gold level certificate.

Keep in mind, each member of the team will be honored for his or her teaching contributions. Although you may have four members on your team, if one team member fails to help at a workshop, that member will not be credited for teaching those youth. Your 4-H staff will know how to honor each person on your team based upon the TRY team report that is completed after each teaching session.

Consider this example. You have a 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.

Your *TRY Report Form* is very important in identifying which team members helped with each workshop and the number of youth taught at each workshop. Turn the report form in promptly after each teaching session.



SIGNING THE CONTRACT

RESOURCE

TRY
Coordinator's
CD—Sample
Contracts

WHAT TO DO

Prepare contracts based upon the project and your county guidelines. Distribute contracts to each team.

After contracts have been signed, make a photocopy and give each team member and coach a copy. Retain a copy for your records.

WHAT TO SAY

Now that we have explained the TRY team responsibilities and recognition, we want to give you time to identify a name for your TRY team and sign your contract.

The contract helps ensure we all have a clear understanding of the expectations for the TRY team, the recognition that will be provided and the resources available to support your team. After you sign the contract, we will make copies and give each member and coach a copy of the contract to put in your TRY notebook.



Utah 4-H TRY Coordinator's Manual Chapter 2

Estimated Time: 30 min.

THE ESSENTIAL ELEMENTS OF 4-H



OBJECTIVES:

- Understand the goals and purpose of the 4-H program
- Understand the importance of incorporating the 4-H Essential Elements into each 4-H camp, workshop or club meeting

MATERIALS:

- Flip chart or wall-sized post-it sheets and markers
- LCD projector, laptop computer and screen
- Pencils

BACKGROUND INFORMATION

Each 4-H club meeting, camp, workshop, or contest can be structured in a manner that will help foster positive youth development. After all, our real focus in 4-H is helping youth develop life skills. The projects and activities we teach are merely tools that help foster a member's growth.

The 4-H Essential Elements are the four key things that need to be purposely planned to occur during 4-H educational events and activities to foster life skills development. In this training section, we want TRY team members to learn the four essential elements and identify specific things they can do in their workshops to help ensure all four elements are incorporated into the experience.



4-H ESSENTIAL ELEMENTS

RESOURCE

TRY Team
Manual—
Chapter 2

WHAT TO DO

PPT Slide 9

WHAT TO SAY

We are now going to talk about the Essential Elements of 4-H. You can follow along in Chapter 2 of your manual. Regardless of the type of 4-H event, each setting needs to incorporate the essential elements of 4-H. There are four key elements:

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

BELONGING

WHAT TO DO

PPT Slide 10

WHAT TO SAY

Everyone likes to know they belong. Youth especially want 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 a caring adult
- An inclusive environment
- A safe environment



RESOURCE

TRY Team
Manual—
Chapter 2

MASTERY

WHAT TO DO

PPT Slide 11

WHAT TO SAY

Mastery is the key to self-confidence. Young people need to feel like they are capable of doing. Settings that promote mastery encourage youth 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

GENEROSITY

WHAT TO DO

PPT Slide 12

WHAT TO SAY

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

INDEPENDENCE

RESOURCE

TRY Team
Manual—
Chapter 2

WHAT TO DO

PPT Slide 13

WHAT TO SAY

Independence refers to a child'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 decision, and act on their own

INCORPORATING THE ESSENTIAL ELEMENTS

WHAT TO DO

PPT Slide 14

Divide the group into four smaller groups.

Assign each group one of the four essential elements.

Distribute flip charts, markers and pencils.

WHAT TO SAY

Let's assume your team is teaching your TRY project in a day camp setting for twelve year old students. I'm going to assign each group one of the essential elements. I want your group to identify specific ways you can ensure students experience that element during the camp.

You will have 5 minutes to brainstorm your ideas. Please identify a person to be the recorder to write down your ideas and a presenter to share your ideas with the entire group.

At the end of the brainstorming session, each group will share with everyone else. Be sure to write down the great ideas discussed in your TRY notebook.

TRY Team
Manual—
Chapter 2



MARKETING YOUR TEAM



OBJECTIVES:

- Understand how to approach groups and to make contacts
- Gain confidence in promoting team's curriculum and teaching skills
- Learn how to develop a teaching agreement to ensure both parties clearly understand the plan

MATERIALS:

- Copies of *Making the Pitch* worksheet
- Pencils
- LCD projector, laptop computer and screen

BACKGROUND INFORMATION

A key aspect of the TRY program is that the team will decide who, when and where they will teach. As a 4-H staff member, resist the impulse to coordinate all the details for your TRY team. Equally important, help the TRY team coaches learn to resist this temptation as well. These teen volunteers need guidance and encouragement, not adults who are making all the decisions. The TRY team is a teen/adult **partnership**.

The TRY team's growth and skill development is just as important as the teaching completed. If you make all the decisions and coordinate all the details, the team members will have missed out on a critical opportunity to gain new skills, make decisions as a team, and develop confidence and public speaking skills as they promote their project to group leaders. Plus, because each team will have different connections to the community, allowing them to secure their own students to teach will help ensure 4-H reaches a more diverse audience. As your TRY teams teach other youth groups, it will heighten the community's awareness of 4-H—especially if the audience they teach is not currently involved in 4-H.

Whether the TRY team chooses to teach 4-H clubs, Boys and Girls Clubs, scout groups, church groups, or neighborhood children, the team will still be promoting the 4-H program and providing excellent learning experiences to children.

Because the team will be teaching for a minimum of 6 hours of instruction, the students they teach will be reported in MarTech as a 4-H Group Enrollment (unless the team teaches in a 4-H club setting).

Each TRY team will decide who would be interested in learning about the project. Then, the team will discuss the project with the group's leader. In this section, team members will gain skills in learning how to present themselves, explain the project, discuss the logistics for the project, and finalize the plans with the *TRY Teaching Agreement*.

MARKETING OVERVIEW

RESOURCE

TRY Team
Manual—
Chapter 3

WHAT TO DO

PPT Slide 15

WHAT TO SAY

Your 4-H TRY team will decide:

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

The purpose of the marketing section of today's training is to help you identify who you could teach and prepare your team to talk to them about teaching their group. We want you to learn how to:

PPT Slide 16

- Identify groups who need your program
- Practice explaining the program to potential groups
- Schedule and make final arrangements

Don't be shy! You have an exciting opportunity to share your skills with other youth. People are often skeptical when it comes to approaching others, but more times than not, leaders are grateful for someone to help them with their group and are always looking for new subjects to learn.

SELECTING A GROUP TO TEACH

TRY Team
Manual—
Chapter 3:
*Identifying
Potential
Audiences*
worksheet

WHAT TO DO

PPT Slide 17

WHAT TO SAY

There are many different groups who might be interested in your project. Some ideas 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

For the next 5 minutes, please work with your team to map out potential prospects in your community. Please complete the *Identifying Potential Audiences* worksheet in your manual.

FACILITIES

RESOURCE

TRY Team
Manual—
Chapter 3

WHAT TO DO

PPT Slide 18

WHAT TO SAY

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 a 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?



MAKING THE PITCH

RESOURCE

TRY Team
Manual—
Chapter 3

WHAT TO DO

PPT Slide 19

To assist the team in their role play exercise, provide them with the basic details for the curriculum in which they will be trained.

Example details might include:

- * The targeted grade and adaptability for older or younger youth.
- * Equipment for loan or rent.
- * Times when equipment would be available.
- * How much advanced time is needed to reserve equipment.
- * Estimated fees for supplies for the project.

WHAT TO SAY

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 following:

Introductions:

- Who are you?
- Who do you represent?

Program Mission:

- What do you offer?

Focus / Goals:

- What will students be doing?
- How will they benefit?

Resources:

- What equipment, curriculum and resources will TRY provide?

Facilities:

- Where will you teach?

Costs:

- What will the group need to provide?
- Is there a fee?



EVENT CHECKLIST

RESOURCE

TRY Member Manual—
Appendix:
Event Checklist

WHAT TO DO

PPT Slide 20

PPT Slide 21

WHAT TO SAY

With so many details to consider, an event checklist is a great way to remember to discuss all the details. It's a good idea to make a copy of the *Event Checklist* located in your Appendix and take it with you when you meet with a potential group leader.

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? If so, by what date?
- 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?



TRY TEACHING AGREEMENT

RESOURCE

TRY Member Manual—
Appendix:
TRY Teaching Agreement

WHAT TO DO

PPT Slide 22

WHAT TO SAY

Once all the details have been worked out between your TRY team and the group you plan to teach, it is really helpful to put it in writing. This way, everyone remembers the details of the agreement.

A TRY Teaching Agreement is located in the Appendix. Either complete it at the conclusion of your planning meeting or mail a copy as a follow-up to your face-to-face or phone meeting. Make sure to keep a copy for yourself.

YOU MAKE THE PITCH

TRY Member Manual—
Appendix:
Making the Pitch

WHAT TO DO

PPT Slide 23

WHAT TO SAY

Now we want to give each team a chance to practice their sales pitch. Using the *Making the Pitch* worksheet from the Appendix, plan your pitch. You have 5 minutes to plan what you will say and who will say it. Make sure to involve everyone on your team.

Then, each group will give their pitch to me. Before you start, you can tell me who you are giving the sales pitch to and I'll pretend to be that person.

As each group presents, we will be looking for these characteristics in their presentation. We will help identify the areas where they excelled and give them some constructive ideas for improvement.

[Following each team's presentation, have the group identify the strengths of the sales pitch and give the team suggestions for improvements. Be ready to foster a positive, supportive environment for sharing positive comments and applauding effort!]

EXTRAS TO CONSIDER

RESOURCE

TRY Member
Manual—
Appendix

WHAT TO DO

WHAT TO SAY

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?

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.

| RESOURCE | WHAT TO DO | WHAT TO SAY |
|-----------------|-------------------|---|
| | | <h2 data-bbox="407 233 574 283">RSVP</h2> <p data-bbox="691 422 1393 617">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.</p> <p data-bbox="691 657 1398 821">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.</p> |

AGES & STAGES



OBJECTIVES:

- Recognize the developmental characteristics of youth at various ages
- Develop an association between developmental characteristics and teaching strategies

MATERIALS:

- Ages and Stages puzzles
- LCD projector, laptop and screen

BACKGROUND INFORMATION

Although every child will develop at his or her own pace, there are some characteristics that each age group may share. These characteristics are referred to the Ages and Stages of Youth Development. For school-aged children, the development stages are:

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

By helping TRY team members learn about the characteristics of each age group, we can help them be more successful when teaching others. As teams apply this information to their teaching settings, teens will become more adept at selecting age-appropriate games, activities and classroom management techniques for the specific age group they are teaching.

In addition to learning about Ages & Stages in this section of the TRY training retreat, participants will retain the information much better if you reinforce age-appropriateness in all the role playing scenarios, peer teaching and classroom management sections that follow.

One very effective tool to teach youth development stages in a fun, interactive way is using the Ages & Stages puzzles. A set of these puzzles is either stored in your county Extension office, or available for loan from the State 4-H Office. These large puzzles are well-suited for use with a group. The set consists of the four puzzles, each with its unique shape and color scheme. Printed copies are also available in the Appendix.



OVERVIEW—AGES & STAGES

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 24

WHAT TO SAY

In this session we are going to take a closer look at the youth you may teach. The term developmental characteristics is used to describe typical behavior of people at a certain age.

Why should developmental characteristics be a concern to us? They really can help us decide how best to reach and teach others. Recognizing and applying the characteristics adds some assurance of success to a learning activity. At the end of this session we will put you to the test with an activity identifying the different stages.

You may find it helpful to follow along in your TRY notebook in Chapter 3. Today we are going to take a look at different age groups of children and identify characteristics of their development in four different areas.

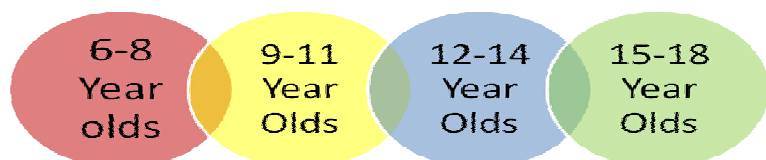
PPT Slide 25

The four areas are:

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

The four developmental groups for school-aged children are:

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



PRINCIPLES OF DEVELOPMENT

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 27

WHAT TO SAY

We are going to spend the next half hour learning about the characteristics of four age groups. At the end of this lesson, you will be assigned one of the four age groups and asked to perform a skit based on what you have learned.

Children are not cut from the same mold; all are unique in their development.

- 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.



CHARACTERISTICS: 6-8 YEAR OLDS

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 28

PPT Slide 29

WHAT TO SAY

How many of you have siblings or babysit children between 6 to 8 years old? As we discuss this age group, see if you recognize any of these behaviors.

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, we should focus on activities that encourage the use of large motor skills more than their small motor skills.

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.

CHARACTERISTICS: 6-8 YEAR OLDS

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 30

WHAT TO SAY

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.

PPT Slide 31

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.

Can those of you who have experience with this age group relate to what you just learned?

Any questions on characteristics of 6 to 8 year olds?

CHARACTERISTICS: 9-11 YEAR OLDS

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 32

PPT Slide 33

WHAT TO SAY

How many of you have siblings between 9 to 11 years old?
Please see if you recognize any of these traits.

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.

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.

CHARACTERISTICS: 9-11 YEAR OLDS

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 34

WHAT TO SAY

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 also are beginning to develop a 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 their individual progress they make as they complete a task or work on their project.

PPT Slide 35

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.

Those of you with siblings in this age group, can you relate to what you just learned. Does this describe their behaviors and way of thinking?

Any questions on characteristics of 9 to 11 year olds?



CHARACTERISTICS: 12-14 YEAR OLDS

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 36

PPT Slide 37

WHAT TO SAY

How many of you have siblings between 12 to 14 years old? It is possible you may fit into this age range so you may be able to relate.

Physical Development

Children between ages 12 and 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.

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.



CHARACTERISTICS: 12-14 YEAR OLDS

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 38

WHAT TO SAY

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.

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.

PPT Slide 39

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.

Can you relate to what you just learned? Does this describe you or your friend’s behavior and way of thinking?

Any questions on characteristics of 12 to 14 year olds?

CHARACTERISTICS: 15-18 YEAR OLDS

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 40

PPT Slide 41

WHAT TO SAY

Now we will talk about another group you may fit into—ages 15 to 18. See if you recognize any of these behaviors. If you are younger, then this is what you may expect in the upcoming years of development.

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 an adult 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.



CHARACTERISTICS: 15-18 YEAR OLDS

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 42

WHAT TO SAY

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.

PPT Slide 43

Intellectual Development

Some intellectual characteristics of the 15 to 18 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?

Any questions on characteristics of 15 to 18 year olds?

PRACTICAL IMPLICATIONS: 6-11

RESOURCE

TRY Team
Manual—
Chapter 4

WHAT TO DO

PPT Slide 44

WHAT TO SAY

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

PRACTICAL IMPLICATIONS: 12-18

WHAT TO DO

PPT Slide 45

WHAT TO SAY

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

ACTING IT OUT

RESOURCE

TRY Team Manual—Appendix: *Ages & Stages of 4-H Youth Development*

Ages & Stages Puzzles are available from your local Extension office or for loan from the State 4-H Office

WHAT TO DO

After teams have had time to plan their skits, allow each one to come forward and present their skit. After each team's skit, have the group guess which age group the team was trying to portray. Help the group identify important characteristics of the age group assigned.

WHAT TO SAY

I am going to assign each team a different age group. I would like your team to plan a 1 to 2 minute skit in which you are teaching the age group assigned. Some of your team will be teachers, the rest will be students. In your skit it should be apparent to us which age level you are trying to teach—the students should show the characteristics of that age group; the teachers should be teaching in a way appropriate for the age group.

If you need additional help in planning your skit, refer to the *Ages & Stages of 4-H Youth Development* brochure located in the Appendix.

You will have 10 minutes to plan your skit.

AGES & STAGES PUZZLES

WHAT TO DO

Scatter all of the puzzle pieces on the floor.

Give additional hints to assist teams who may be struggling:

- Each puzzle will have no more than three different colors.
- Assist with identifying three puzzle colors if needed.

WHAT TO SAY

Because understanding Ages & Stages of Youth Development is so important, we are going to do one more activity to help us apply what we have learned. I am going to put you into four different groups. Each team will be assigned one of the four developmental age groups.

On the floor you see lots of puzzle pieces. A different characteristic is written on each puzzle piece. Your group needs to find the pieces that you feel fit your assigned age group and assemble the puzzle. To make it a bit easier, here are the shapes for your assigned age group:

- 6-8: Circle
- 9-11: Octagon (8-sided)
- 12-14: Hexagon (6-sided)
- 15-18: Triangle

After teams have assembled their puzzle and everyone has seen the completed puzzles, have each team member take a piece (or several pieces if your groups are small) from a puzzle. Have each person read the characteristic from the puzzle, then have the group guess the age group it represents.

4-H TRY Facilitator's Manual Chapter 5

Estimated Time: 30 min.

TEACHING OTHERS



OBJECTIVES:

- Learn positive ways to gain and maintain a group's attention
- Understand that hands-on activities help increase learning
- Learn the experiential learning model and how to facilitate this type of learning experience

MATERIALS:

- 10-inch string or yarn for each person for the experiential learning activity (or if substituting an activity, the supplies needed for that activity)
- Balloon and other attention-getting devices

BACKGROUND INFORMATION:

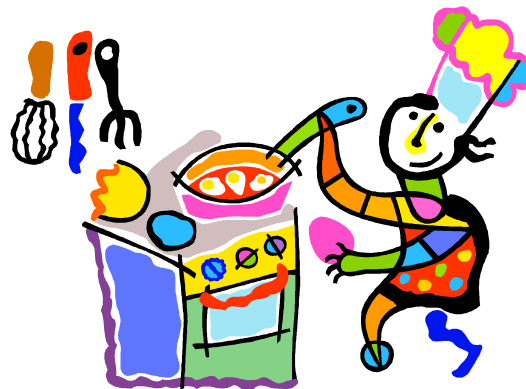
Knowledge about the project and knowledge about child development is not enough to ensure a positive teaching experience. For TRY team members to have success, they will need to learn and practice effective teaching and classroom management skills.

In this section, we want teens to learn how to:

- Gain and maintain the group's attention in positive ways
- Learn how to establish clear rules
- Learn how to incorporate many types of hands-on activities to maximize learning
- Understand the importance of experiential learning and how to teach in a way that fosters experimentation

In the bare-bones training model, you will not have adequate time to discuss and practice all of these skills. If your training format allows for additional time, utilize it for this chapter so you can cover these topics more in-depth.

In this section, the experiential learning model is presented through an activity where members teach each other how to tie a bow. This activity could readily be switched to one more directly related to the subject-matter in which TRY teams are being trained. For example, if the teams in your training retreat are being trained in foods and nutrition, the experiential learning activity could be making a healthy snack.



ESTABLISHING CLEAR RULES

RESOURCE

TRY Team
Manual—
Chapter 5

WHAT TO DO

Have a balloon blown up. Begin by having the teens stretch and stand up. After they relax and begin chatting, pop the balloon. This will demonstrate an attention getter.

PPT Slide 46

PPT Slide 47

WHAT TO SAY

Attention please! What I have just demonstrated is an attention getter—a tool to gain your audiences' attention. Attention getters are just one of the tools that help us when teaching others. We will discuss attention getters in more detail later in this section.

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. Giving a high-five to a child who is on task is positive reinforcement. A simple gesture of approval like that can go a long way, as well as saying positive comments.

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. 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 them questions about what you just said.

ARE THEY ENGAGED?

RESOURCE

TRY Team
Manual—
Chapter 5

WHAT TO DO

PPT Slide 48

WHAT TO SAY

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, or 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.

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 running around and doing their own thing without screaming "Be quiet" or "Sit down"?

Attention getters are a way of regaining control regardless of the mayhem that may be breaking loose. The attention getter you use may be popping a balloon (as I demonstrated earlier), ringing a bell or clapping your hands. Use attention getters when you feel yourself losing control of the group or have more instructions and are unable to get their attention in a normal voice.

For an attention getter to be effective you need to introduce it at the beginning of the session. Give instructions on what is expected of them as a response. Let us practice one now. I will say, clap once if you hear me now. You will clap your hands once if you hear me. Then I will say, clap twice if you hear me now. You will clap your hands twice if you hear me. At the end I will say, clap three times if you hear me. You will clap your hands three times. By the end, I should have everyone's attention.

** Practice this attention-getter with the group now.*

ATTENTION GETTERS

RESOURCE

TRY Team
Manual—
Chapter 5

WHAT TO DO

PPT Slide 49

WHAT TO SAY

There are many different attention getters. It will be important to use attention getters that are age-appropriate. For example, younger children will enjoy chants, while an older youth may find chants silly.

Verbal: One type of attention getter is an interactive response from the crowd. It is a chant to see who is listening. It only takes one participant to hear you and the others will soon follow suit.

An example is like the one we just did:

- Teacher says match in the gas tank...
- Students say BOOM, BOOM.

Action: In this type of attention getter, students respond to an action, or respond with an action. For example, you may yell “stampede.” The students return to their workstation and begin stomping their feet.

Tools: Flipping the lights on and off or making a sound like a whistle, bell or buzzer might be the key to get their attention and get them back into their seats.

You will find a list of various attention getters in your TRY manual, or you may have some in mind that your teachers have used. At this time, I would like your team to select an attention getter and then come to the front and utilize it with our group.

Before you begin, make sure to let us know what age group you want us to pretend to be. Remember, you will need to explain what an attention getter is, what we are to do when we hear it, and practice the activity with us, your “students.” You will have 3 minutes to select an attention getter and prepare to teach it to the group.

** Allow each team to come forward and practice utilizing the attention getter with the group.*

CONE OF EXPERIENCES

RESOURCE

TRY Team Manual—Chapter 5

WHAT TO DO

PPT Slide 50

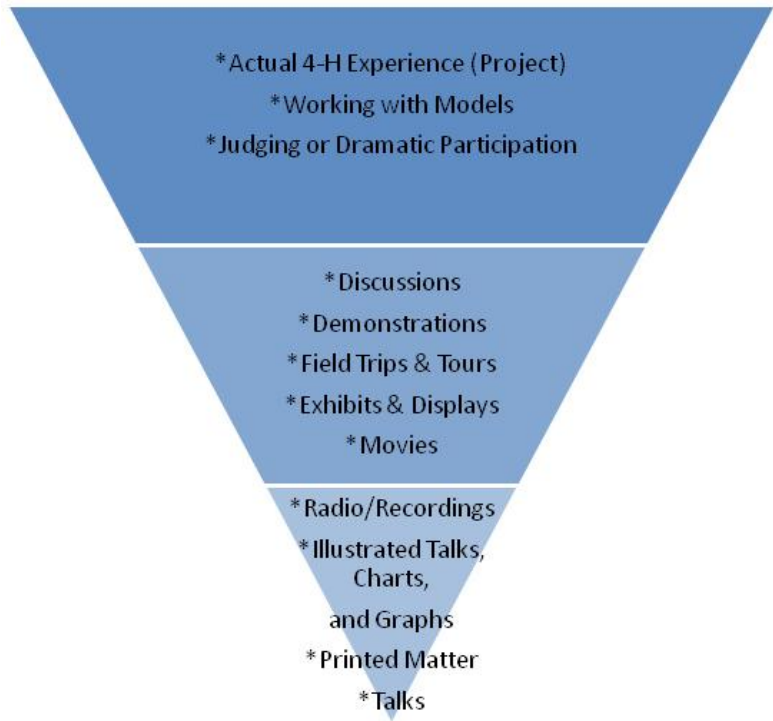
WHAT TO SAY

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

Here 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.



LISTENING > SEEING > DOING

EXPERIENTIAL LEARNING

RESOURCE

TRY Team
Manual—
Chapter 5

WHAT TO DO

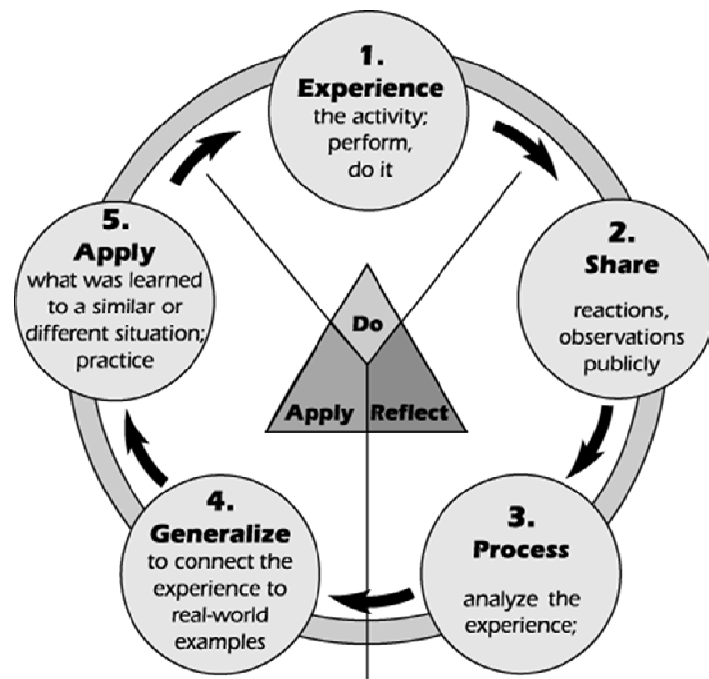
PPT Slide 51

WHAT TO SAY

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. However, retention goes up to 90% when the audience is involved in learning-by-doing. In 4-H, we call this experiential learning.

PPT Slide 52

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



PPT Slide 53

DO:

- Students participate in a learning experience.

PPT Slide 54

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?

EXPERIENTIAL LEARNING

RESOURCE

TRY Team
Manual—
Chapter 5

WHAT TO DO

PPT Slide 55

WHAT TO SAY

APPLY:

- **Generalize:** Students generalize to connect the experience to real-world examples.
 - ◆ What did you learn from the experience?
 - ◆ How does this relate to other things you have been learning about?
- **Apply:** Students apply what was learned to other situations.
 - ◆ How can you use what we learned today?
 - ◆ How can you apply this skill in the future?

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.

ONE FOOT FORWARD

WHAT TO DO

PPT Slide 56

Allow time for each partner to teach and ask reflective questions. You may substitute any learning activity for this activity. It would be good to have the activity relate to the topic in which the team is being trained (i.e., a science activity for a team being trained in Science Palooza).

WHAT TO SAY

Now you are going to have an opportunity to practice being facilitators of an activity using the Experiential Learning Model.

1. Pick a partner.
2. At some point in your life, you have all had tie shoes. When you first got them you had to learn to tie a bow. Most children learn to tie their shoes when they are from 5 to 7 years old. I have given you all a string and want you to teach your partner how to tie a bow onto your finger or a pencil. As the teacher, I want you to guide the activity through the Do, Reflect and Apply steps by asking reflective questions following the experience.
3. Partners do not do any part of the bow unless instructed to do so even though you already know how to do it.
4. After 5 minutes you will switch and your partner gets a turn to be the teacher.

Estimated Time: 30 min.

BEING PART OF A SUCCESSFUL TEAM



OBJECTIVES:

- Learn strengths, weaknesses and interests of team members
- Discover leadership styles
- Develop planning skills
- Learn how to utilize participant evaluations to improve teaching

MATERIALS:

- LCD projector, laptop and screen
- Blank paper, poster board or wall-size post-it notes for drawing
- Markers/colored pencils
- Tape
- Copies of *Team Planning Worksheet*

BACKGROUND INFORMATION:

The amount of time needed in the teamwork section will depend on how well teams already know each other. If you have allowed teams to self-organize, they probably selected friends, siblings or neighbors to be on their team. Their coach is most likely a parent or volunteer in which they are already well-acquainted.

If the team is made up of an existing group, such as 4-H Teen Council officers, then again, they have probably already worked with each other. However, if the team is made up of teens who do not already know each other well, then you need to spend a lot more time developing team trust, learning about each member's strengths and weaknesses and communication skills.

Although they may already know each other, even a group of friends will need some help and practice in planning and organizing an event. In this section, they will take their first real step in planning an activity together as a team—planning the details for their “pitch” to a potential youth group.



GETTING TO KNOW YOU

RESOURCE

WHAT TO DO

WHAT TO SAY

Teams are common in everyone's life. You may be a member of a sports team, 4-H officer team, community advisory team, or family team. Throughout our lives, we will serve as team members at home, community and work. It is important to learn to be the best team member possible. The first step towards becoming a better team member is knowing yourself and sharing your uniqueness with others.

Your team may be made up of individuals who do not know each other very well, or you may have come here today as a group of friends who have elected to be a team. In either case, there are probably many things you do not know about each other.

ACTIVITY: Getting to Know You

Within a team, have members divide into groups of two.

Distribute art supplies to teams.

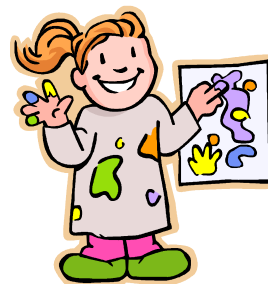
Everyone needs to get a partner. You are going to do an interview and write down or draw things you learn about your partner on the paper. It can be pictures or words.

Be creative and show your reflection of the person in your artwork. Your coach is included as a team member and should be included in the interviews.

You will have 10 minutes to interview each other. There are 5 minutes allotted for work time after concluding your interviews.

When I flip the lights, you will each present the picture you drew to the rest of your team. Compare the results and see what you may have in common with other team members.

Have them hang the pictures on a wall so that everyone can see the results during free time.



PLAYING A ROLE

RESOURCE

TRY Team
Manual—
Chapter 6

WHAT TO DO

PPT Slide 57

WHAT TO SAY

Each of you have unique talents and personalities to share with your TRY team. Some of your uniqueness will help the team move easily toward team goals, while some of your uniqueness will tend to 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 who feel good about their accomplishments.

PPT Slide 58

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.

Let's do this now.



RESOURCE

TRY Team
Manual—
Chapter 6

WHAT'S YOUR RAP?

WHAT TO DO

Have youth work individually, then share results with their team.

WHAT TO SAY

You will each have 5 minutes to complete the *RAP (Role Assessment & Preference Inventory)* page located in Chapter 6 of your manual. Then you will have 10 minutes to discuss your RAP inventories with your fellow team members. In your discussion, consider these questions:

- Does your team have a good balance of the skills needed to organize and teach workshops for other youth?
- Are there areas where no one has the skills needed? If so, what can the team do to develop these skills?
- Do team members have some interests or skills that the team was unaware of, and if so, how can these interests be utilized to benefit the team?

CREATING THE PLAN

WHAT TO DO

PPT Slide 59

WHAT TO SAY

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 with 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.

CREATING THE PLAN (CONTINUED)

RESOURCE

TRY Team Manual—
Appendix:
Team Planning Worksheet

WHAT TO DO

Distribute copies of the *Team Planning Worksheet* from the Appendix for each team to use for this activity.

PPT Slide 60

WHAT TO SAY

To help get you started in your planning efforts, we are going to have you plan the first step—recruiting a youth audience and securing a date, equipment and facility.

For the next 15 minutes, we want your team to complete the *Team Planning Worksheet* assigning roles to ensure you:

- Identify a potential youth audience
- Present your project to the group's leader and complete the participation agreement
- Select a date and time
- Secure a facility
- Secure necessary equipment
- Follow-up with group's leader

EVALUATING THE WORKSHOP

WHAT TO DO

PPT Slide 61

WHAT TO SAY

Once you teach your workshop, as a team you will want to evaluate your efforts. This will help you identify areas where you can make improvements for the next time you teach.

There are several sample participant evaluation forms located in the TRY Team Report Forms section of the manual. There are different evaluations designed for different age levels, so use the one appropriate for your audience. 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.

Following each teaching experience, as a team discuss student involvement and teamwork during the workshop and evaluate ways to make improvements. Make sure to take notes so you will remember what worked great and what needs to be changed.

TRY Team Manual—
Appendix:
Participant Evaluations

EVALUATING THE TEAM

RESOURCE

TRY Team
Manual

WHAT TO DO

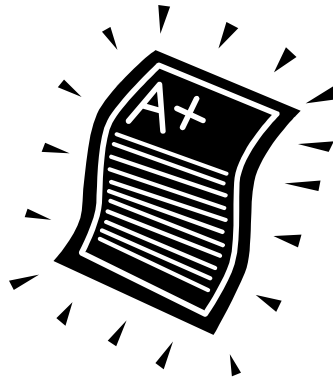
PPT Slide 61

WHAT TO SAY

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. After the workshop is over, as a team discuss the following:

- What was the students' 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.



4-H Teens Reaching Youth (TRY) Program



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

4-H TRY PROGRAM BASICS



TRY training includes:

- How to teach youth as part of a team
- In-depth training in subject area



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

TRY PROGRAM OBJECTIVES



- To empower teens to make a difference in the lives of others (especially younger youth) through teaching opportunities.
- To empower teens to contribute to their community through volunteerism and service.
- To help TRY team members and their students develop life skills as they learn about new projects.
- To engage new youth audiences in 4-H through the TRY program.

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

Teens Reaching Youth (TRY) Program



The Teens Reaching Youth (TRY) Program was developed in 1986 in North Carolina to give leadership and teaching opportunities to teens.

- Follows a peer helper model.
- By 1992, more than 2,000 NC teens had completed the program.
- Program spread to many other states.



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

Teens Reaching Youth (TRY) Program



- Reintroduced in Utah in Salt Lake County in 2006
 - Dannon Company's Next Generation grant
- Spread to Weber, Utah and Washington counties
- Fall 2009 statewide launch:
 - Governor's Office of Economic Development WIRED Initiative
 - Walmart Healthy Living Initiative



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

4-H TRY TEAMS



- A TRY team consists of:
 - 2 to 4 teens (8th-12th grades)
 - 1 adult coach
- Youth do not need prior 4-H involvement to be part of the 4-H TRY program



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

TRY TEAM RESPONSIBILITIES



- TRY teams attend training
- TRY teams sign "contract"
- Team teaches the curriculum to at least 15 youth, providing a minimum of 6 hours of instruction to each youth audience.
 - Recruit their own youth audience (church, school, scouts, 4-H, Boys and Girls Club, neighbors, etc.)
 - Organize the logistics for teaching their workshop (schedule, facility, equipment, supplies, etc.)
- Submit report of teaching experience after teaching
 - TRY team report
 - Student roster
 - Evaluations

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

TRY TEAM RECOGNITION



- Each member and coach earns a certificate upon completion of training.
- Each member is honored at 4-H Achievement Night with a certificate based upon the number of youth he or she has taught during the year:
 - Bronze Level: 5-15 youth
 - Silver Level: 16-30 youth
 - Gold Level: 31 or more youth



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

THE ESSENTIAL ELEMENTS OF 4-H



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

BELONGING



- Research shows that is important for youth to have opportunities for long-term consistent relationships with adults other than their parents.
- Belonging may be the single most powerful positive ingredient we can add to the lives of children and youth.

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

MASTERY



- Includes the development of skills, knowledge, and attitudes followed by the competent demonstration of these skills and knowledge.
- Settings that promote self-efficacy and mastery encourage youth to try new things, seek out challenges and focus on self-improvement rather than comparing themselves to peers.

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

GENEROSITY



- Young people need to feel their lives have meaning and purpose.
- They need opportunities to connect to their communities and learn how to give back to others.



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

INDEPENDENCE



- Independence refers to a child's growing ability to think, feel, make decisions and act on her or his own.
- Youth need to know they are able to influence people and events through decision-making and actions.



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

Let's Talk About It



- ✓ How can you make someone feel safe?
- ✓ How can you make someone feel like they belong?
- ✓ How can you help a student develop and demonstrate mastery of the project you are teaching?
- ✓ How you can include opportunities for students to help others?
- ✓ What can you do to help youth experience independence?

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

Marketing Strategies



Your TRY team will determine:

- Who you teach
- When you teach
- Where you teach



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

MARKETING STRATEGIES



- Identify groups who need our program
- Practice explaining the program to potential groups
- Learn to schedule and make arrangements



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

POSSIBLE CONTACTS



- Youth groups—4-H clubs, scouts or Boys & Girls' Club
- Church youth groups
- Schools
- Day care centers
- After school programs
- Friends and family
- Neighborhood



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.


FACILITY CONSIDERATIONS



- How large is your group?
- How much space do you need for games & activities?
- Specific needs:
 - Tables and chairs?
 - Kitchen equipment, refrigerator for lunches, sink for clean up?
 - Electricity? If so, are there enough outlets?
 - Will you be using a LCD projector? Do you need a screen?
 - Is the project messy?
 - Can the project be done outdoors?
 - Easy access for students with special needs?
 - Bathrooms?

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

"THE PITCH"



INTRODUCTIONS:

- Who are you?
- Who do you represent?

PROGRAM MISSION:

- What do you offer?

FOCUS / GOALS:

- What will student be doing?
- How will students benefit?

RESOURCES:

- What equipment, curriculum or resources will TRY provide?

FACILITIES:


- Where will you teach?

COSTS:

- What will the group need to provide?
- Is there a fee?

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

EVENT CHECKLIST



- 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?

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.


EVENT CHECKLIST




- If you will be teaching at the group's facility:
 - Who will meet you to let you in the facility?
 - What time can you arrive to set up?
 - Time to clean up?
 - 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?

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

TEACHING AGREEMENT



Sign On The Dotted Line!



- By putting it in writing, you help reduce miscommunication
- Make a copy of the "contract" for you and for the organization.

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

Let's Talk About It




Let's evaluate each team's presentation:

- Team confidence
- Introductions
- Clear communication
- Adequate details provided
- Opportunities to ask questions
- Teamwork
- Closure to pitch
- Clear follow-up plan or signed agreement





Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

AGES & STAGES



Understanding Childhood Development





Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

Understanding Youth Development



Four Types of Characteristics:

- Physical
- Social
- Emotional
- Intellectual



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

Understanding Youth Development



The four developmental groups for school-aged children are:

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



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

PRINCIPLES OF DEVELOPMENT



- Development is orderly, not random.
- Development is a continuous and gradual process.
- Development is most rapid during the early stages of infancy and the adolescent years.
- Not all children develop at the same pace.
- Not all children possess the same temperament.

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

PHYSICAL CHARACTERISTICS: 6-8



- Growing slowly
- Learning to master physical skills
- Can control large muscles better than small muscles



Implications:

- Messy with meals, arts/crafts
- Conduct activities that encourage large muscle use

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

SOCIAL CHARACTERISTICS: 6-8



- Learning how to be friends; may have many best friends
- Fighting occurs – doesn't last long
- Begin to have empathy for others—begin to notice others around them and their peers opinions
- Children this age love to do role playing, skits, and plays

Implications:

- Small groups encourage social interaction
- Role playing encourages empathy
- Mixed gender activities



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

EMOTIONAL CHARACTERISTICS: 6-8



- Self-centered and have a hard time seeing others point of view
- Seeking approval from adults and will do anything to avoid punishment—telling lies, blaming others, hiding
- Sensitive to criticism; don't like failure and are easily frustrated

Implications:

- Be positive!
- Plan activities that promote success
- Foster cooperation, not competition



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

INTELLECTUAL CHARACTERISTICS: 6-8



- Concrete thinkers – base thinking in reality
- Can't multi-task well and have a hard time focusing on a task
- More interested in doing things than the end result and this may frustrate adults

Implications:

- Plan short activities
- Focus on process, not final product
- Allow for exploration and inquiry



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

PHYSICAL CHARACTERISTICS: 9-11



- Moving all the time—can't sit still with boundless energy!
- Growth spurt – beginning adolescence maturing at different rates
- Females mature before males

Implications:

- Provide active learning experiences
- Avoid competition between boys and girls



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

SOCIAL CHARACTERISTICS: 9-11



- Joining clubs; same sex groups and enjoy talking in passwords and codes
- Admire and imitate older boys and girls
- Like to please adults with successful project completion

Implications:

- Use group learning with same sex members
- Encourage older mentors to work with the group



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

EMOTIONAL CHARACTERISTICS: 9-11



- Want everything to be fair
- View ideas in absolutes—wonderful or disgusting
- Need to feel part of something important
- Begin to question authority but still want guidance

Implications:

- Don't compare youth to each other
- Help them identify their strengths
- Emphasize progress made from previous performance



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

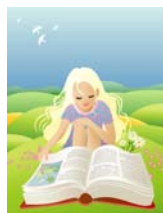
INTELLECTUAL CHARACTERISTICS: 9-11



- Easily motivated with many interests.
- Start collecting and finding new hobbies
- May change interests frequently.
- Vary greatly in academic and reasoning abilities

Implications:

- Use simple, short directions and brief learning experiences
- Offer a wide range of activities to ensure success



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

PHYSICAL CHARACTERISTICS: 12-14



- Entering puberty with rapid physical changes
- Boys may still be growing; boys usually reach maximum height by 16, girls by 14
- Concerned with body image

Implications:

- Be willing to answer questions
- Avoid comments that criticize or compare youth physically



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

SOCIAL CHARACTERISTICS: 12-14



- Looking for activities involving opposite sex
- Look more to peers than parents
- Tend to reject solutions from adults in favor of their own

Implications:

- Let them plan own programs
- Establish climate that is conducive to peer support
- Emphasize personal development



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

EMOTIONAL CHARACTERISTICS: 12-14



- Compare themselves to others
- See themselves as always on center stage
- Wide fluctuations in mood
- Want to be autonomous from parents
- Seek recognition from peers



Implications:

- Let teens assume responsibility – expect them to follow through
- Help them explore identity, values, beliefs
- Help them develop individual skills
- Encourage youth and adults working together

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

INTELLECTUAL CHARACTERISTICS: 12-14



- Learning abstract thinking
- Ready for in-depth, long-term experiences
- Like to set goals based on their needs
- Moved from fantasy to realistic focus on their life's goals

Implications:

- Give them real-life problems to solve
- Let them make decisions and evaluate outcomes
- Encourage service learning
- Plan career exploration activities



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

PHYSICAL CHARACTERISTICS: 15-18



- Concerned about body image
- Exhibit smaller range in size and maturity among peers
- Tend to have realistic view of limits to which body can be tested



Implications:

- Be willing to answer questions
- Avoid comments that criticize or compare youth
- Set a good example for health and physical fitness

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

SOCIAL CHARACTERISTICS: 15-18



- Desire status among peers
- Want to belong to group, yet desire individualism
- Enjoy coeducational events; dating increases
- Makes commitments and can follow through
- Desire respect; wants adult leadership roles
- Are apt to reject goals set by others

Implications:

- Let them plan own programs
- Establish climate that is conducive to peer support
- Emphasize personal development and leadership



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

EMOTIONAL CHARACTERISTICS: 15-18



- Desire respect
- Accepting their own uniqueness but still seek approval from peers
- Developing own set of values and beliefs
- Can initiate and carry out tasks without supervision



Implications:

- Let teens assume responsibility – expect them to follow through
- Help them explore identity, values and beliefs
- Encourage youth and adult partnerships

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

INTELLECTUAL CHARACTERISTICS: 15-18



- Are mastering abstract thinking
- Can imagine impact of present behavior on future
- Enjoy demonstrating acquired knowledge
- Will lose patience with meaningless activities

Implications:

- Give them real-life problems to solve
- Encourage service learning
- Plan career exploration activities
- Let them make decisions and evaluate outcomes



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

PRACTICAL IMPLICATIONS: 6-11



- Understand that young children are limited by their developmental capacities
- Organize age-appropriate activities and events
- 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



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

PRACTICAL IMPLICATIONS: 12-18



- Encourage emerging independence, but maintain structure, boundaries, 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



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

TEACHING OTHERS



Be positive and get a positive response!



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

ESTABLISHING CLEAR RULES



- Set clear rules at the beginning.
- Allow them to have fun while still being respectful to you, the facility and other participants.
 1. Respect yourself.
 2. Respect others.
 3. Be responsible for your actions.
- Give clear directions.
- Be consistent throughout and follow through.

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

ARE THEY ENGAGED?



- Make it age appropriate:
 - Speak at their grade level
 - Match activities to age and skill level
 - Keep it hands-on
- Limit discussion time
- Have adequate breaks
- Allow for “social time”



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

THREE TYPES OF ATTENTION GETTERS

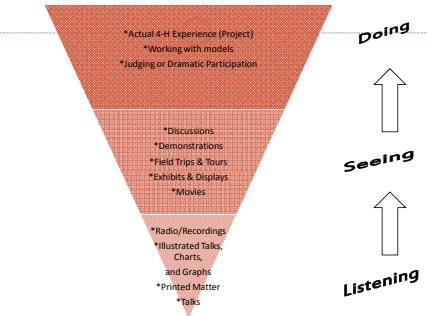


- **Verbal**—Chants
- **Action/Response**—Perform an action and they follow
- **Tools**—Bells, buzzers, lights, balloons



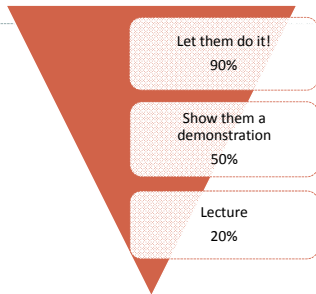
Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

CONE OF EXPERIENCE



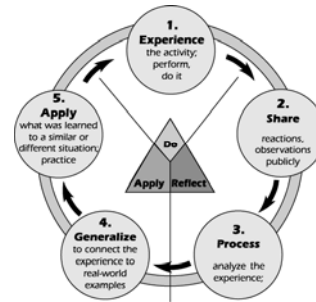
Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

LEARNING RETENTION



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

EXPERIENTIAL LEARNING MODEL



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

DO



- Have your students participate in a planned learning experience.
 - Keep the experience as hands-on as possible.



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

REFLECT



- **SHARE:** Have students share their reactions and observations
 - What did they see, feel, hear or taste?
 - What was the most difficult? Easiest?
- **PROCESS:** Analyze the experience
 - How did it work?
 - How were problems addressed?



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

APPLY



- **GENERALIZE:** Connect the experience to real-world examples.
 - What did you learn from the experience?
 - How does this learning relate to other things you have been learning about?
- **APPLY:** How will they use what was learned?
 - How can you use what we learned today?
 - How can you apply this skill in the future?



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

EXPERIENTIAL LEARNING PRACTICUM



- **DO:**
 - Have students participate in a hands-on activity.
- **REFLECT:**
 - **SHARE:** Have students share their reactions and observations.
 - **PROCESS:** Analyze the experience.
- **APPLY:**
 - **GENERALIZE:** Connect the experience to real-world examples.
 - **APPLY:** How will they use what was learned?

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

I AM PART OF A TEAM



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

WHICH DO YOU PREFER?



Goal Directed Roles

- Planning
- Presenting
- Tending to details
- Focusing on outcome

People Directed Roles

- Encouraging
- Coaching
- Praising
- Peacekeeping

Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

CREATING THE PLAN



- Every member of the team needs to be involved.
- The plan needs to be specific
- Utilize individual strengths; improve areas that are weak
- Make sure each person know his or her role
- Make sure everyone is prepared



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

TEAM PLANNING PRACTICUM



- Identify a potential youth audience
- Present your project to the group's leader and complete the participation agreement
- Select a date and time
- Secure a facility
- Secure necessary equipment
- Follow-up with group's leader



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer – Weber County 4-H, 2009.

EVALUATE EACH TEACHING EXPERIENCE



- What can our team do to increase student involvement?
- Did our team successfully work towards and accomplish our objectives?
- What impact did our team make on the students we taught at this event?
- What changes would help improve our presentation for next time?



Presentation developed by Donna Carter, USU Associate Extension Professor and Katrina Pearce, 4-H Volunteer -- Weber County 4-H, 2009.

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



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:



Utah 4-H Teens Reaching Youth Program *recognizes*

for successful completion of 4-H TRY training.

Project: _____



Director, 4-H and Youth Programs

County 4-H Agent

Date Issued



Presented to

In recognition of teaching the _____ curriculum
for six or more hours to 5-15 youth as a 4-H TRY Team Member.

4-H TRY BRONZE AWARD

Director, 4-H and Youth Programs

County 4-H Agent

Date Issued





Presented to

In recognition of teaching the _____ curriculum
for six or more hours to 31 or more youth as a 4-H TRY Team Member.

4-H TRY GOLD AWARD

Director, 4-H and Youth Programs

County 4-H Agent

Date Issued





Presented to

In recognition of teaching the _____ curriculum
for six or more hours to 15-30 youth as a 4-H TRY Team Member.

4-H TRY SILVER AWARD

Director, 4-H and Youth Programs

County 4-H Agent

Date Issued



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.

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?

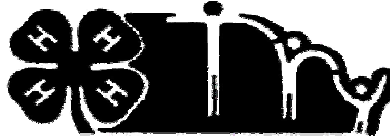
Don't forget to end the meeting by "sealing the deal."

- 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

Jamie Tomek, Extension Assistant

Mary Jo Williams, State 4-H Youth Development Specialist

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>

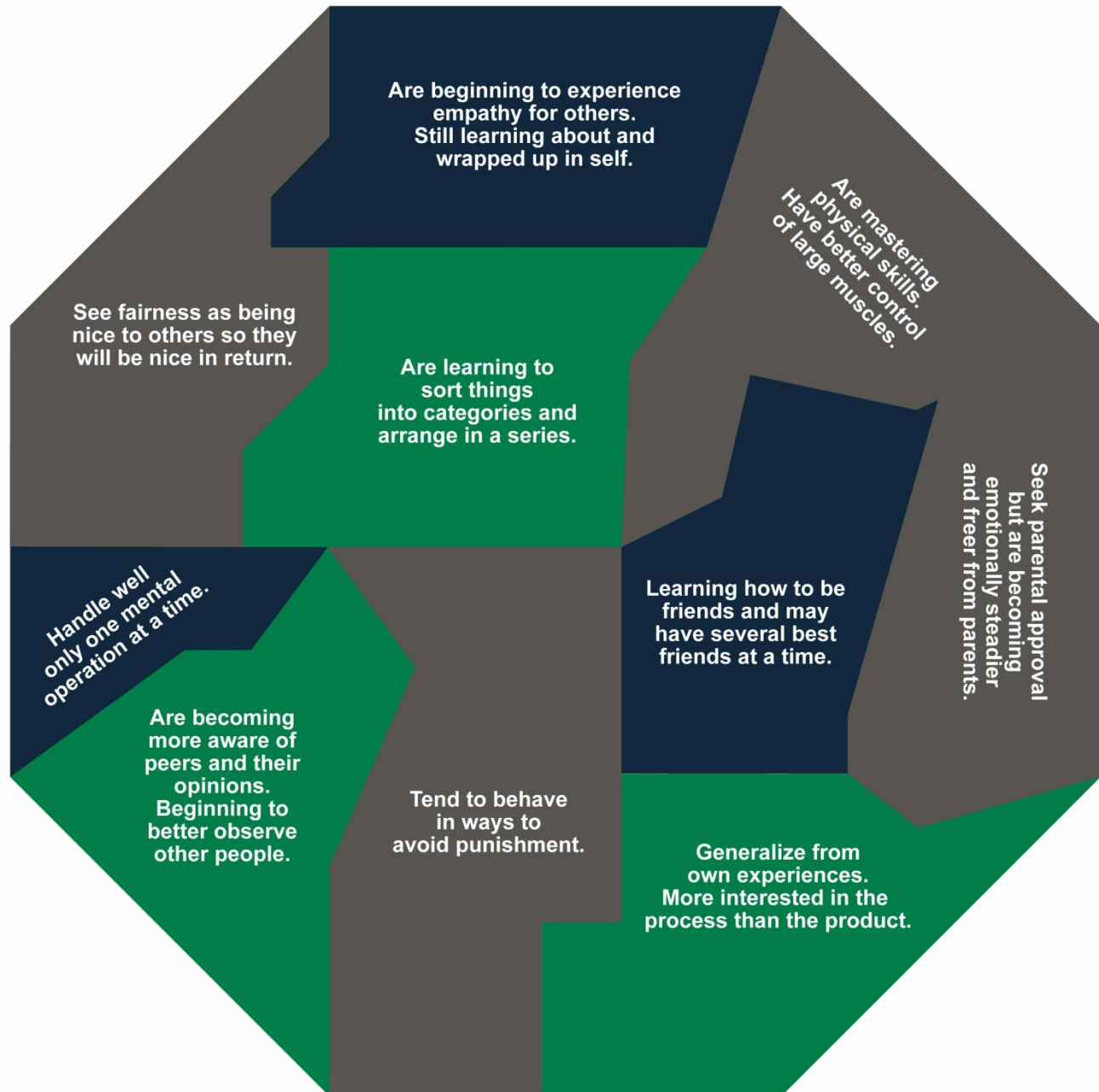


OUTREACH & EXTENSION
UNIVERSITY OF MISSOURI
COLUMBIA

■ Issued in furtherance of Cooperative Extension Work Acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture. Ronald J. Turner, Director, Cooperative Extension, University of Missouri and Lincoln University, Columbia, MO 65211. ■ University Outreach and Extension does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or status as a Vietnam era veteran in employment or programs. ■ If you have special needs as addressed by the Americans with Disabilities Act and need this publication in an alternative format, write ADA Officer, Extension and Agricultural Information, 1-98 Agriculture Building, Columbia, MO 65211, or call (573) 882-7216. Reasonable efforts will be made to accommodate your special needs.

6-8 YEAR OLD PUZZLE

(New Puzzle Design)



9-11 YEAR OLD PUZZLE

(New Puzzle Design)

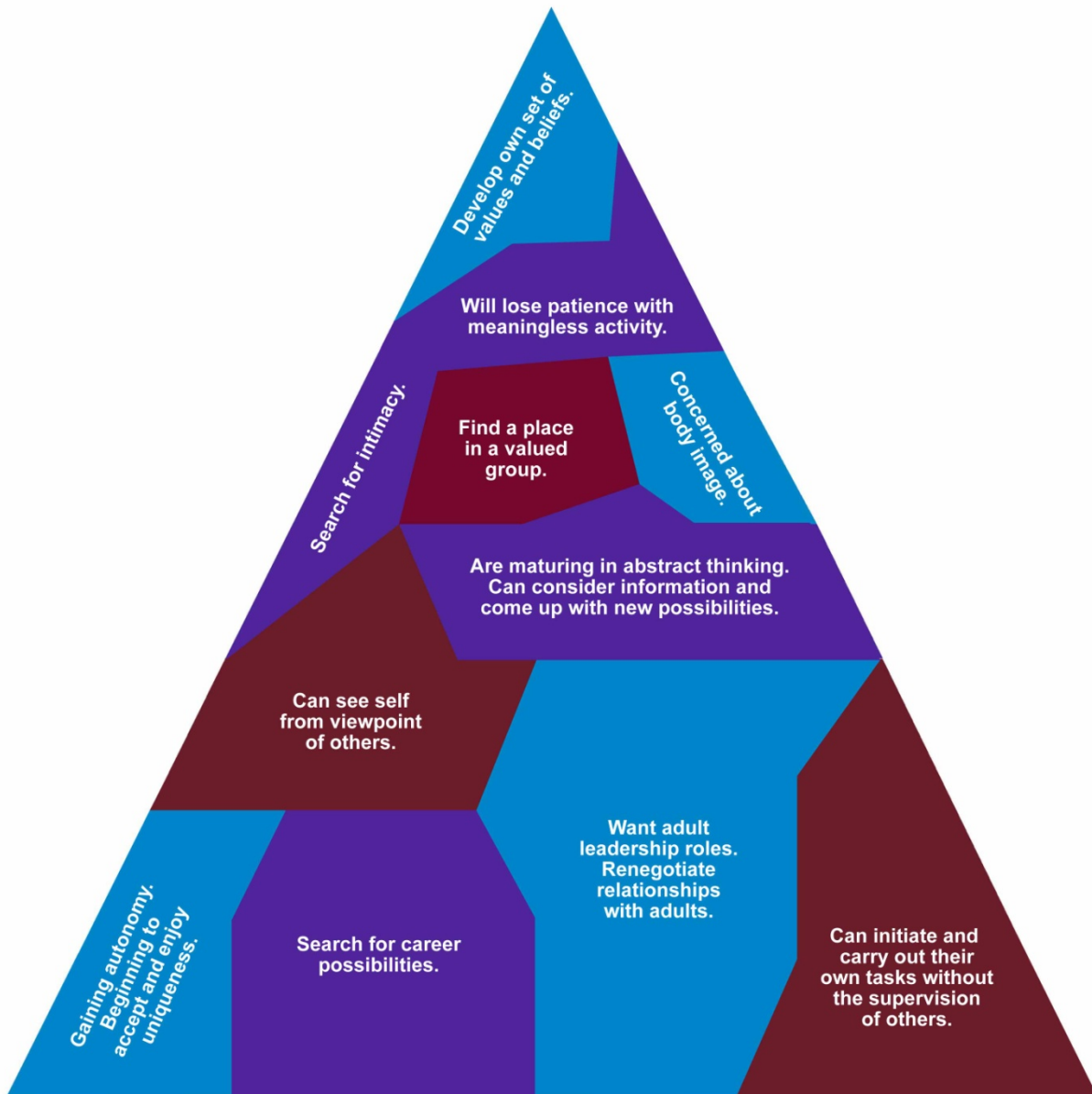


12-14 YEAR OLD PUZZLE

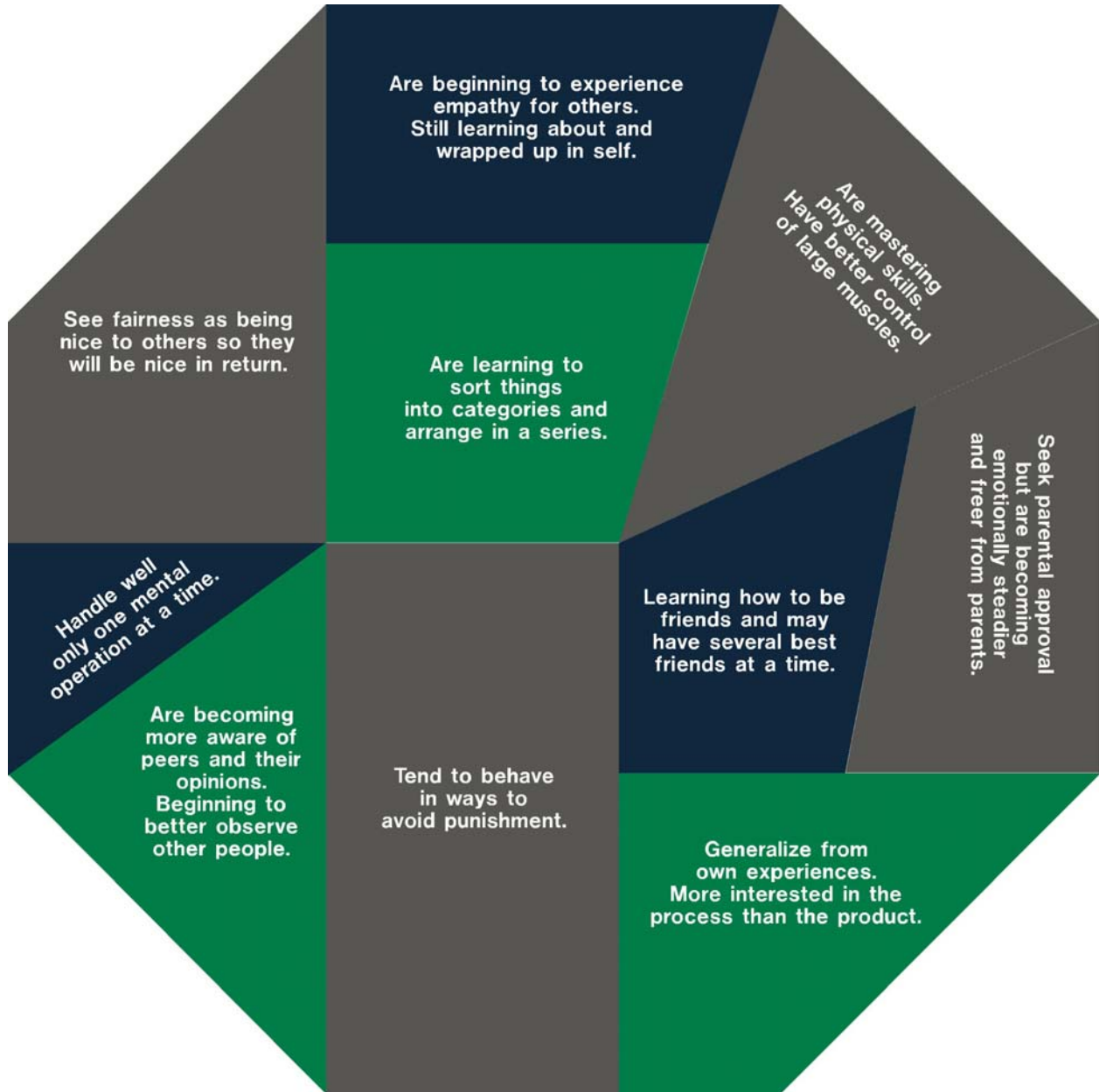
(New Puzzle Design)



15-18 YEAR OLD PUZZLE (New Puzzle Design)



6-8 YEAR OLD PUZZLE (Old Puzzle Design)



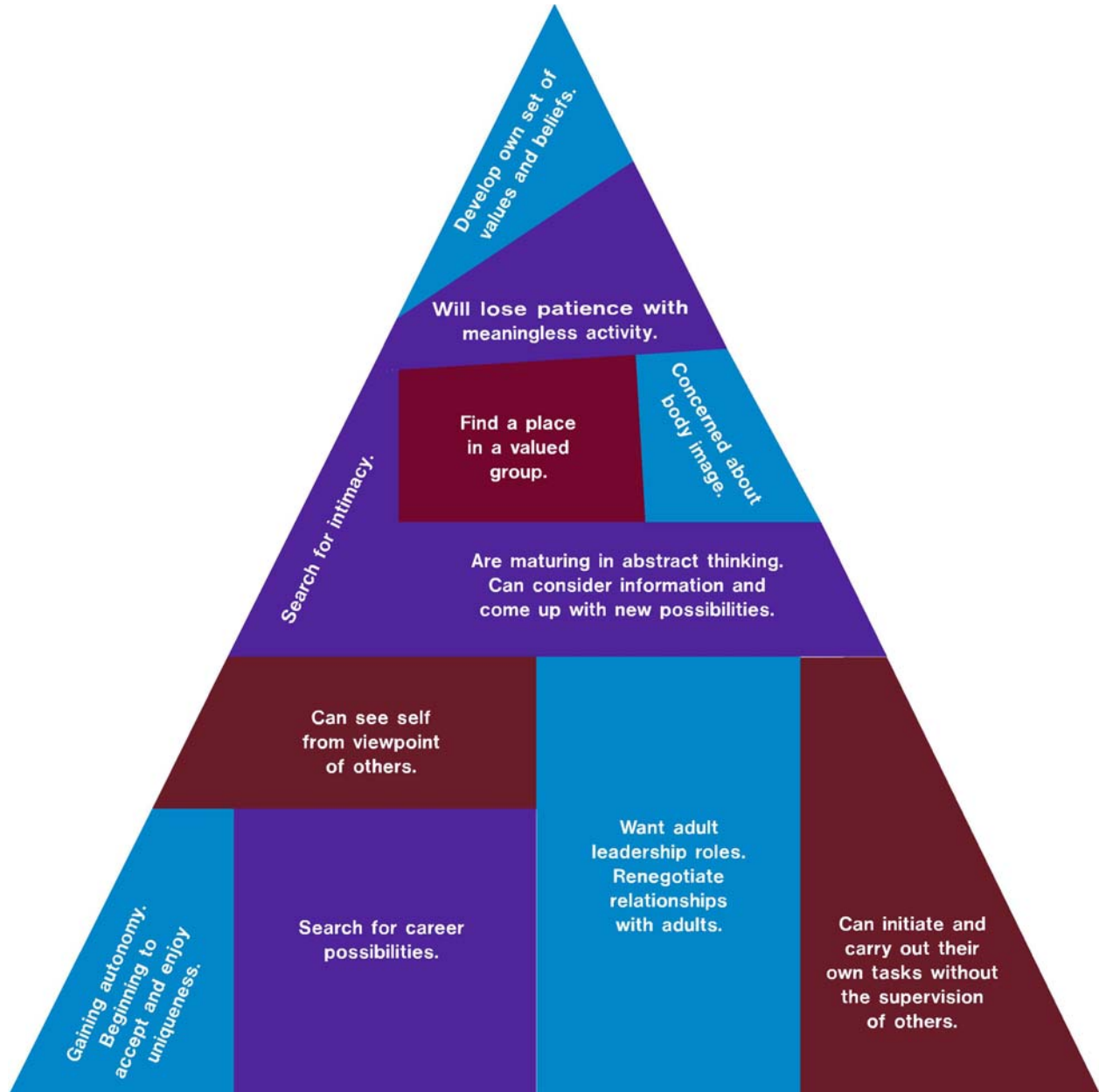
9-11 YEAR OLD PUZZLE (Old Puzzle Design)



12-14 YEAR OLD PUZZLE (Old Puzzle Design)



15-18 YEAR OLD PUZZLE (Old Puzzle Design)



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. |

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. |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |



UTAH 4-H TEENS REACHING YOUTH 2009-2010 Team Agreement

County: _____

We, the members and coaches of the _____ 4-H TRY Team, commit to developing the skills necessary to fulfill the objectives of the Utah 4-H TRY Program, which include:

- planning, organizing and teaching the Science Palooza / SET Project to a minimum of 15 youth,
- providing a minimum of 6 hours of instruction to each youth participant,
- fulfilling our teaching commitment no later than September 30, 2010, and
- submitting the Student Attendance Roster and the TRY Team report within one week of teaching a workshop.

The 4-H program will provide the following:

- training in the Science Palooza / SET Project,
- assistance in coordinating supplies for teaching the Science Palooza / SET curriculum,
- a TRY training completion certificate, and
- recognition based upon the number of youth you teach.

Signatures: _____

Date: _____

Coach

TRY Member

TRY Member

TRY Member

TRY Member

TRY Training Facilitator/4-H Extension Agent



UTAH 4-H TEENS REACHING YOUTH 2009-2010 Team Agreement

County: _____

We, the members and coaches of the _____ 4-H TRY Team, commit to developing the skills necessary to fulfill the objectives of the Utah 4-H TRY Program, which include:

- planning, organizing and teaching the Robotics Project to a minimum of 15 youth,
- providing a minimum of 6 hours of instruction to each youth participant,
- fulfilling our teaching commitment no later than September 30, 2010, and
- submitting the Student Attendance Roster and the TRY Team report within one week of teaching a workshop.

The 4-H program will provide the following:

- training in the Robotics Project,
- assistance in coordinating supplies for teaching the Robotics curriculum,
- a TRY training completion certificate, and
- recognition based upon the number of youth you teach.

Signatures: _____

Coach

Date: _____

TRY Member

TRY Member

TRY Member

TRY Member

TRY Training Facilitator/4-H Extension Agent



UTAH 4-H TEENS REACHING YOUTH 2009-2010 Team Agreement

County: _____

We, the members and coaches of the _____ 4-H TRY Team, commit to developing the skills necessary to fulfill the objectives of the Utah 4-H TRY Program, which include:

- planning, organizing and teaching the Recharge Project to a minimum of 15 youth,
- providing a minimum of 6 hours of instruction to each youth participant,
- teaching at least 12 of the 15 Recharge lessons,
- fulfilling our teaching commitment no later than September 30, 2010, and
- submitting the Student Attendance Roster, TRY Team report, and student/team evaluations within one week of teaching a workshop.

The 4-H program will provide the following:

- training in the Recharge Project,
- assistance in coordinating supplies for teaching the Recharge curriculum,
- a TRY training completion certificate,
- TRY team shirt for each member/coach of the TRY program,
- one \$100 Walmart gift card to purchase food, snacks and supplies for the Recharge workshops,
- recognition based upon the number of youth taught, and
- thanks to generous grant funding from the Walmart Healthy Living Initiative, each team member and coach will receive a Life Skills Incentive, which can be used towards the cost of any county, state or national 4-H activity. The incentive is conditional upon teaching the 6 hours of instruction to a minimum of 15 county youth. The amount of the Life Skills Incentive will be:
 - \$100 if students are taught and reports are submitted by March 1, 2010
 - \$50 if students are taught and reports are submitted by September 30, 2010
 - No Life Skills Incentive will be awarded if teaching commitment is not fulfilled by September 30, 2010

Signatures: _____

Coach

TRY Member

TRY Member

TRY Member

TRY Member

TRY Training Facilitator/4-H Extension Agent

Date: _____
