Educational Design and Delivery: USE OF AGES AND STAGES IN CREATING DEVELOPMENTALLY APPROPRIATE PROGRAMS: LET'S START WHERE YOUTH ARE
Activities

Where Youth Are

This activity is meant to help individuals review and better understand expected typical behaviors with a youth's age and stage.

1.) Distribute Handout 1 and 2.
2.) Ask participants to match up the behaviors described on the left with the age group on the right.
3.) Distribute Handout 3 and 4 which are the answer keys.
4.) Ask participants to share how they did? Did their responses match the answer key? If not, ask them to share why they thought differently?
5.) Remind the group that each youth grows physically, socially, and cognitively at their own pace and how they progress may vary from what is typical.
6.) Refer back to the "Working With 4-H" factsheet tables as needed.

Handout 1.

ACTIVITY 1
Where Youth Are - Social Development Matchup

Below is a list of typical behaviors from youth ages 5-18. After each behavior, circle the age group (Ages 5-8, Ages 9-11, or Ages 12-18) you would expect the behavior from.

Behavior	Age Group		
	Cloverbuds	Junior 4-H'ers	Jr. & Sr. 4-H'ers
Want to be liked, especially by older youth and adults	Ages 5-8	Ages 9-11	Ages 12-18
Wants to make their own decisions – freedom from parental control	Ages 5-8	Ages 9-11	Ages 12-18
Prefer same gender friendships of short duration	Ages 5-8	Ages 9-11	Ages 12-18
Able to share – like the use of a tool while working together	Ages 5-8	Ages 9-11	Ages 12-18
Learning about friendships and how to get along with others	Ages 5-8	Ages 9-11	Ages 12-18
Participates as a member of a group and contributes to the group effort	Ages 5-8	Ages 9-11	Ages 12-18
Seeks peer group acceptance, plus now, status matters	Ages 5-8	Ages 9-11	Ages 12-18
Want to be liked, especially by older youth and adults	Ages 5-8	Ages 9-11	Ages 12-18
Sees mutual benefits of sharing and working together	Ages 5-8	Ages 9-11	Ages 12-18
Tends to be self-centered, but starting to form a concept of "self" with individual efforts	Ages 5-8	Ages 9-11	Ages 12-18
Learning about "self" competence through interactions with others	Ages 5-8	Ages 9-11	Ages 12-18
Developing their self-identity – discovering/ forming their own uniqueness, values, abilities, etc.	Ages 5-8	Ages 9-11	Ages 12-18

Handout 2.

ACTIVITY 1
Where Youth Are – Cognitive Development Matchup

Below is a list of typical behaviors from youth ages 5-18. After each behavior, circle the age group (Ages 5-8, Ages 9-11, or Ages 12-18) you would expect the behavior from.

Behavior	Age Group		
	Cloverbuds	Junior 4-H'ers	Jr. & Sr. 4-H'ers
Interested in fairy tales and fantasy	Ages 5-8	Ages 9-11	Ages 12-18
Enjoys exploring ideas and these can be abstract or virtual	Ages 5-8	Ages 9-11	Ages 12-18
Likes to explore ideas especially if related to a hand-on or concrete experience	Ages 5-8	Ages 9-11	Ages 12-18
People are seen as objects with thoughts, ideas, beliefs, and values	Ages 5-8	Ages 9-11	Ages 12-18
Sees people like objects such as a boy or girl	Ages 5-8	Ages 9-11	Ages 12-18
Learns best when new ideas are linked to their interests	Ages 5-8	Ages 9-11	Ages 12-18
Learns best when new ideas are related to a previous idea and/or experience	Ages 5-8	Ages 9-11	Ages 12-18
Does simple sorting and categorizing	Ages 5-8	Ages 9-11	Ages 12-18
More complex understanding of exchange -like when it is beneficial	Ages 5-8	Ages 9-11	Ages 12-18
Understands that there is a reason for right and wrong and can apply it	Ages 5-8	Ages 9-11	Ages 12-18
Concerned about right and wrong	Ages 5-8	Ages 9-11	Ages 12-18
Challenges norms, questions what is right and wrong, reasons, etc.?	Ages 5-8	Ages 9-11	Ages 12-18

Handout 3 (Answer Key).

ACTIVITY 1
Where Youth Are - Social Development Matchup

Below is a list of typical behaviors from youth ages 5-18. After each behavior, circle the age group (Ages 5-8, Ages 9-11, or Ages 12-18) you would expect the behavior from.

Behavior	Age Group		
	Cloverbuds	Junior 4-H'ers	Jr. and Sr. 4-H'ers
Want to be liked, especially by older youth and adults	Ages 5-8	Ages 9-11	Ages 12-18
Wants to make their own decisions – freedom from parental control	Ages 5-8	Ages 9-11	Ages 12-18
Prefer same gender friendships of short duration	Ages 5-8	Ages 9-11	Ages 12-18
Able to share – like the use of a tool while working together	Ages 5-8	Ages 9-11	Ages 12-18
Learning about friendships and how to get along with others	Ages 5-8	Ages 9-11	Ages 12-18
Participates as a member of a group and contributes to the group effort	Ages 5-8	Ages 9-11	Ages 12-18
Seeks peer group acceptance, plus now, status matters	Ages 5-8	Ages 9-11	Ages 12-18
Want to be liked, especially by older youth and adults	Ages 5-8	Ages 9-11	Ages 12-18
Sees mutual benefits of sharing and working together	Ages 5-8	Ages 9-11	Ages 12-18
Tends to be self-centered, but starting to form a concept of "self" with individual efforts	Ages 5-8	Ages 9-11	Ages 12-18
Learning about "self" competence through interactions with others	Ages 5-8	Ages 9-11	Ages 12-18
Developing their self-identity – discovering/ forming their own uniqueness, values, abilities, etc.	Ages 5-8	Ages 9-11	Ages 12-18

Handout 4 (Answer Key).

ACTIVITY 1
Where Youth Are – Cognitive Development Matchup

Below is a list of typical behaviors from youth ages 5-18. After each behavior, circle the age group (Ages 5-8, Ages 9-11, or Ages 12-18) you would expect the behavior from.

Behavior	Age Group		
	Cloverbuds	Junior 4-H'ers	Jr. & Sr. 4-H'ers
Interested in fairy tales and fantasy	Ages 5-8	Ages 9-11	Ages 12-18
Enjoys exploring ideas and these can be abstract or virtual	Ages 5-8	Ages 9-11	Ages 12-18
Likes to explore ideas especially if related to a hand-on or concrete experience	Ages 5-8	Ages 9-11	Ages 12-18
People are seen as objects with thoughts, ideas, beliefs, and values	Ages 5-8	Ages 9-11	Ages 12-18
Sees people like objects such as a boy or girl	Ages 5-8	Ages 9-11	Ages 12-18
Learns best when new ideas are linked to their interests	Ages 5-8	Ages 9-11	Ages 12-18
Learns best when new ideas are related to a previous idea and/or experience	Ages 5-8	Ages 9-11	Ages 12-18
Does simple sorting and categorizing	Ages 5-8	Ages 9-11	Ages 12-18
More complex understanding of exchange -like when it is beneficial	Ages 5-8	Ages 9-11	Ages 12-18
Understands that there is a reason for right and wrong and can apply it	Ages 5-8	Ages 9-11	Ages 12-18
Concerned about right and wrong	Ages 5-8	Ages 9-11	Ages 12-18
Challenges norms, questions what is right and wrong, reasons, etc.?	Ages 5-8	Ages 9-11	Ages 12-18

Highlighted answers (correct answers):
- Interested in fairy tales and fantasy: **Ages 5-8**
- Enjoys exploring ideas and these can be abstract or virtual: **Ages 12-18**
- Likes to explore ideas especially if related to a hand-on or concrete experience: **Ages 9-11**
- People are seen as objects with thoughts, ideas, beliefs, and values: **Ages 9-11**
- Sees people like objects such as a boy or girl: **Ages 5-8**
- Learns best when new ideas are related to a previous idea and/or experience: **Ages 9-11**
- Does simple sorting and categorizing: **Ages 5-8**
- More complex understanding of exchange -like when it is beneficial: **Ages 12-18**
- Understands that there is a reason for right and wrong and can apply it: **Ages 9-11**
- Concerned about right and wrong: **Ages 5-8**
- Challenges norms, questions what is right and wrong, reasons, etc.?: **Ages 12-18**

"So What" of Ages and Stages

This activity is meant for participants to review the implications and decide if the suggested actions are applicable to one or more age groups.

1.)   Distribute Handout 5 and 6.
2.)   Ask participants to read the implication, and then circle one or more of the age groups (Ages 5-8, Ages 9-11, or Ages 12-18) that the suggestion would apply to.
3.)   Distribute Handout 7 and 8 which are the answer keys.
4.)   Ask participants to share how they did? Were there cases that did not match the answer key? Discuss as a group why the implication could be applicable to more than one group.
5.)   Refer back to the "Working With 4-H" factsheet tables as needed.

Written by: Charles Go, Ph.D., University of California Agriculture and Natural Resources
References
Lee, F. and Go, C. (2002). *Developmental stages*. UC ANR 4-H Youth Development Program.
Marshall-Wheeler, N. and Miner, G. (2021). *The UC 4-H Volunteer Educators' Guide: For Volunteers Facilitating 4-H Projects and Other Educational Experiences.* UC ANR 4-H Youth Development Program.
Pleskac, S. (2000). *Educational design and delivery: Use of age-appropriate activities*. VRKC.

Handout 5.

ACTIVITY 2
"So What" of Ages and Stages – Social Development Matchup

Below is a list of social implications for creating developmentally appropriate activities for youth ages 5-18. After each implication, circle one or more of the age groups (Ages 5-8, Ages 9-11, or Ages 12-18) that the suggestion would apply to. Note, the answers or implications are open to discussion as most can be adapted to work for all ages.

Implication	Age Group		
	Cloverbuds	Junior 4-H'ers	Jr. & Sr. 4-H'ers
Help youth identify "what they are good at"	Ages 5-8	Ages 9-11	Ages 12-18
Keep activities cooperative that fosters sharing and encouragement	Ages 5-8	Ages 9-11	Ages 12-18
Engage youth in healthy living discussions about self-image and puberty	Ages 5-8	Ages 9-11	Ages 12-18
Provide opportunities to share, learn and explore people's different values, abilities, uniqueness, etc. so they can begin to identify their own	Ages 5-8	Ages 9-11	Ages 12-18
Provide opportunities for youth to create groups and decide which groups they want to be in	Ages 5-8	Ages 9-11	Ages 12-18
"Set-up for success" – plan or adapt activities for every youth to be able to complete and feel competent	Ages 5-8	Ages 9-11	Ages 12-18
Extend the teamwork discussion and encourage youth to talk about different roles and the status we attach to these roles.	Ages 5-8	Ages 9-11	Ages 12-18
Build in unstructured time or play time	Ages 5-8	Ages 9-11	Ages 12-18
Build-in or plan for opportunities where youth can recognize each other's accomplishments	Ages 5-8	Ages 9-11	Ages 12-18
Give youth the opportunity to plan, implement and evaluate 4-H activities.	Ages 5-8	Ages 9-11	Ages 12-18
Focus accomplishments at the individual youth level like comparing current vs. past accomplishments - avoid comparing between youth.	Ages 5-8	Ages 9-11	Ages 12-18
Limit activities to small groups that allow for peer and adult interactions	Ages 5-8	Ages 9-11	Ages 12-18

Handout 6.

ACTIVITY 2
"So What" of Ages and Stages – Cognitive Development Matchup

Below is a list of cognitive implications for creating developmentally appropriate activities for youth ages 5-18. After each implication, circle one or more of the age groups (Ages 5-8, Ages 9-11, or Ages 12-18) that the suggestion would apply to. Note, the answers or implications are open to discussion as most can be adapted to work for all ages.

Implication	Age Group		
	Cloverbuds	Junior 4-H'ers	Jr. & Sr. 4-H'ers
As much as possible, conduct "hands on" activities where youth can physically manipulate to learn	Ages 5-8	Ages 9-11	Ages 12-18
Encourage youth to identify their interests, and further explore them by allowing them to select their projects, events, etc.	Ages 5-8	Ages 9-11	Ages 12-18
Keep youth engaged by using breaks, including group and individual time, or different teaching methods (e.g., hands on, watch a video, pair off, etc.)	Ages 5-8	Ages 9-11	Ages 12-18
Present a new idea or activity by referring to things that the youth already know	Ages 5-8	Ages 9-11	Ages 12-18
Engage youth in exploring what a positive body image, self-esteem, identity, etc. looks like – focus on many answers and this differs for each person plus it is up to each individual to decide	Ages 5-8	Ages 9-11	Ages 12-18
Engage youth in planning but set reasonable expectations - do not expect them to plan a whole event	Ages 5-8	Ages 9-11	Ages 12-18
Take time to recognize youth accomplishments	Ages 5-8	Ages 9-11	Ages 12-18
Extend the teamwork discussion and encourage youth to talk about different roles and the status we attach to these roles.	Ages 5-8	Ages 9-11	Ages 12-18
Help youth identify "what they are good at"	Ages 5-8	Ages 9-11	Ages 12-18
"Set-up for success" – plan or adapt activities for every youth to be able to complete and feel competent	Ages 5-8	Ages 9-11	Ages 12-18
Limit activities to small groups that allow for peer and adult interactions	Ages 5-8	Ages 9-11	Ages 12-18
Provide opportunities to share, learn and explore people's different values, abilities, uniqueness, etc. so they can begin to identify their own	Ages 5-8	Ages 9-11	Ages 12-18

VOLUNTEER
Research Knowledge Competency

Handout 7 (Answer Key).

ACTIVITY 2
"So What" of Ages and Stages – Social Development Matchup

Below is a list of social implications for creating developmentally appropriate activities for youth ages 5-18. After each implication, circle one or more of the age groups (Ages 5-8, Ages 9-11, or Ages 12-18) that the suggestion would apply to. Note, the answers or implications are open to discussion as most can be adapted to work for all ages.

Implication	Age Group		
	Cloverbuds	Junior 4-H'ers	Jr. & Sr. 4-H'ers
Help youth identify "what they are good at"	Ages 5-8	**Ages 9-11**	Ages 12-18
Keep activities cooperative that fosters sharing and encouragement	**Ages 5-8**	Ages 9-11	Ages 12-18
Engage youth in healthy living discussions about self-image and puberty	Ages 5-8	Ages 9-11	**Ages 12-18**
Provide opportunities to share, learn and explore people's different values, abilities, uniqueness, etc. so they can begin to identify their own	Ages 5-8	Ages 9-11	**Ages 12-18**
Provide opportunities for youth to create groups and decide which groups they want to be in	Ages 5-8	Ages 9-11	**Ages 12-18**
"Set-up for success" – plan or adapt activities for every youth to be able to complete and feel competent	Ages 5-8	**Ages 9-11**	Ages 12-18
Extend the teamwork discussion and encourage youth to talk about different roles and the status we attach to these roles.	Ages 5-8	Ages 9-11	**Ages 12-18**
Build in unstructured time or play time	**Ages 5-8**	Ages 9-11	Ages 12-18
Build-in or plan for opportunities where youth can recognize each other's accomplishments	Ages 5-8	**Ages 9-11**	Ages 12-18
Give youth the opportunity to plan, implement and evaluate 4-H activities.	Ages 5-8	Ages 9-11	**Ages 12-18**
Focus accomplishments at the individual youth level like comparing current vs. past accomplishments - avoid comparing between youth.	Ages 5-8	**Ages 9-11**	Ages 12-18
Limit activities to small groups that allow for peer and adult interactions	**Ages 5-8**	Ages 9-11	Ages 12-18

Handout 8 (Answer Key).

ACTIVITY 2
"So What" of Ages and Stages – Cognitive Development Matchup

Below is a list of cognitive implications for creating developmentally appropriate activities for youth ages 5-18. After each implication, circle one or more of the age groups (Ages 5-8, Ages 9-11, or Ages 12-18) that the suggestion would apply to. Note, the answers or implications are open to discussion as most can be adapted to work for all ages.

Implication	Age Group		
	Cloverbuds	Junior 4-H'ers	Jr. & Sr. 4-H'ers
As much as possible, conduct "hands on" activities where youth can physically manipulate to learn	Ages 5-8	Ages 9-11	Ages 12-18
Encourage youth to identify their interests, and further explore them by allowing them to select their projects, events, etc.	Ages 5-8	Ages 9-11	Ages 12-18
Keep youth engaged by using breaks, including group and individual time, or different teaching methods (e.g., hands on, watch a video, pair off, etc.)	Ages 5-8	Ages 9-11	Ages 12-18
Present a new idea or activity by referring to things that the youth already know	Ages 5-8	Ages 9-11	Ages 12-18
Engage youth in exploring what a positive body image, self-esteem, identity, etc. looks like – focus on many answers and this differs for each person plus it is up to each individual to decide	Ages 5-8	Ages 9-11	Ages 12-18
Engage youth in planning but set reasonable expectations - do not expect them to plan a whole event	Ages 5-8	Ages 9-11	Ages 12-18
Take time to recognize youth accomplishments	Ages 5-8	Ages 9-11	Ages 12-18
Extend the teamwork discussion and encourage youth to talk about different roles and the status we attach to these roles.	Ages 5-8	Ages 9-11	Ages 12-18
Help youth identify "what they are good at"	Ages 5-8	Ages 9-11	Ages 12-18
"Set-up for success" – plan or adapt activities for every youth to be able to complete and feel competent	Ages 5-8	Ages 9-11	Ages 12-18
Limit activities to small groups that allow for peer and adult interactions	Ages 5-8	Ages 9-11	Ages 12-18
Provide opportunities to share, learn and explore people's different values, abilities, uniqueness, etc. so they can begin to identify their own	Ages 5-8	Ages 9-11	Ages 12-18

Educational Design and Delivery: UTILIZATION OF MULTIPLE TEACHING STRATEGIES
Activities

Practicing Application

Put the cognitive learning strategies into practice. Pick a lesson from a 4-H curriculum piece that you can find at your local Extension office or online at https://shop4-h.org/. Make a plan for how you would teach this lesson in an after-school setting with a small group and with a large 4-H club. In your plan choose one active learning strategy (https://teaching.berkeley.edu/active-learning-strategies) which will help you intentionally target how youth learn. For example, using a "Think-Pair-Share" (from the link provided) would be a great way to try out the retrieval practice strategy. Would your plans be exactly the same for each situation? How could you tailor the actions to best fit the group and learning strategy targeted?
Author: Shane Potter, Kansas State Research and Extension

Sources: https://teaching.berkeley.edu/active-learning-strategies

Planning Makes Things Easier

Success in inspiring deep long term learning takes planning and intentionality. Everyone has their own way they have learned to organize and plan. Use the knowledge of your group to find out what are the different ways in which people plan for their youth programming. Break the larger group into smaller discussion pods. If you have enough people, give each pod one of the learning strategies and ask them to create a plan for how they will incorporate that strategy into their program year plan. Each group can then report to the whole with the ideas they came up with and their chosen example plan.

Author: Shane Potter, Kansas State Research and Extension

Educational Design and Delivery: UNDERSTANDING DIFFERENCES IN LEARNING STYLES THE LEARNING MINDSET
Activities

Spectrum Introspection

Do you know where you are on the mindset spectrum? Before we can help youth thrive, we need to know whether we have a growth mindset or a fixed mindset.

Ask yourself the following questions:

		Strongly agree	Agree	Disagree	Strongly disagree
1	No matter how smart or skilled you are, there is always an opportunity to improve				
2	You can learn a lot of new things, but overall, you can't improve your intelligence level				
3	I enjoy situations that require me to think or work harder than normal				
4	I prefer situations where I don't have to think or work too hard.				
5	I prefer situations that challenge me, even if it means I will make mistakes				
6	I prefer situations where I can complete tasks without making mistakes				

If your answers to the odd numbered questions were mostly "agree" or "strongly agree" then you most likely have a growth mindset. If your answers to the even numbers questions were mostly "agree" or "strongly agree" then that indicates you may have a

fixed mindset. If you had a mix of answers, then you are probably somewhere in the middle.

After answering the questions above, find a partner and share the following:

1. Where do you fall on the mindset spectrum?
2. Were you surprised about where you fall on the spectrum?
3. Are there areas where you would like to develop more of a growth mindset? If so, how might you go about it?
4. How might you use what you learned about yourself to help the youth that you serve?

Written by: Heather C. Kent, University of Florida Institute of Food and Agricultural Sciences Extension
References
Dweck, C. S. (2006). *Mindset: The new psychology of success.* New York: Random House.

Spectrum Scaffold

Think about a youth you know who has a fixed mindset about a subject or skill. How might you structure experiences in 4-H to help that youth develop a growth mindset over time? Share your approach with another volunteer (or the group) without naming the youth.

Written by: Heather C. Kent, University of Florida Institute of Food and Agricultural Sciences Extension
References
Dweck, C. S. (2006). *Mindset: The new psychology of success.* New York: Random House.

Educational Design and Delivery: KNOWLEDGE OF SUBJECT MATTER
Activities

Mastery Discovery

Have each person identify a subject they are good at or teach as a 4-H volunteer. This could be a project they provide leadership for. The next step could be done in groups or as individuals. Identify a 4-H resource (curriculum, handout, etc) they could use to guide the teaching of this subject. In the margin of the resource have the participants outline what personal knowledge they will add to strengthen the lesson. A real life story to make the content more real would be a good example. On flip paper record some of the ways volunteers used their own experiences and knowledge to plan for an exceptional learning experience.

When volunteers bring a strong mastery of a particular subject matter, this strength can be used to help youth recognize how to approach subject matter accurately and to guide a young person's inquiry process. A volunteer's knowledge of subject matter can also be a resource to youth as they search for questions to investigate. Finally, volunteers have networks of social and professional connections that can be accessed by youth to further their learning. Role modeling how adults form "social capital" in order to pool knowledge and resources is an important skill that adults can help youth develop.

Participation in 4-H Youth Development programs encourages the exploration of subjects and projects that can lead youth to lifelong learning and enjoyment. We all know youth and adults who love their hobbies, talents, skills, or subjects so much that they become completely engaged in them. You can make a difference in a young person's life by encouraging him or her to develop lifelong learning practices that engage him or her fully and increase their quality of life. Volunteers can expect ongoing training and support to become more knowledgeable in the subjects that interest you. In addition, 4-H project curricula include research based guides for leaders that apply hands-on teaching experiences for youth in the specific subject matter and give directions for facilitating and processing those experiences to develop specific life skills.

Source: Pam Larson Nippolt, *(2008). Educational Design and Delivery: Knowledge of Subject Matter Lesson Plan. VRKC: Volunteer Research Knowledge Competency. 4-H.org*

Personal Learning Plan

Just like writing down goals helps them become a reality, writing out steps to a learning plan make it more real and likely to happen. Using the knowledge of your group, brainstorm different pieces individuals could include in their personal learning plan. To frame the discussion, introduce the idea of a fixed or growth mindset. Try to approach the development of your plan from a growth mindset where learning and success come through attitude and effort. As a final step pair the group up into accountability partners to check back in to see how progress has gone.

Questions to discuss with the group:

1. How do you determine what you want to learn - the learning goal?

2. How will you learn the new information - what is your strategy?

3. How will you know you were successful - how will you measure?

4. Who or what could help you - making connections and overcoming barriers?

Source: Pam Larson Nippolt, *(2008). Educational Design and Delivery: Knowledge of Subject Matter Lesson Plan. VRKC: Volunteer Research Knowledge Competency. 4-H.org*

Educational Design and Delivery: TEAM BUILDING SKILLS
Activities

Group Norms

1. Have a piece of large paper for everyone to see and a writing utensil.
2. Ask to group what a well working team looks like.
3. Record responses. (Examples: arrive on time, follow through on committee work, listen to others options, recognize whose voices are not at table and how to get other perspectives, youth's voice, demographics etc.)
4. Ask what ideas on the brainstormed list that could be implemented within their group.
5. Post group norms at each meeting so they can be reviewed and adapted by the group.

Written by: Kathleen Bohde, 4-H Youth Development Extension Educator, Purdue University

---

Get Acquainted

The leader calls out, "Find someone with the same (provide an example) and discuss (give another example). This activity gets people moving and discussing.
   a. Examples—number of children or siblings, favorite color, size of hometown, color of cell phone or provider, etc.
   b. Then discuss your favorite book, outdoor interests, fun things the committee could do, etc.

Source: Judy Levings, (2008). Educational Design and Delivery: Team Building Skills Lesson Plan. VRKC: Volunteer Research Knowledge Competency. 4-H.org

---

Introductions

Pretend you are hosting a party where no one knows anyone else. Have everyone standing in no particular order. In a party spirit, walk up to one of your "guests" and introduce yourself by name. For example:

a. "Hi, I'm Karly. What's your name? Gabrielle? Hi, Gabrielle, glad to meet you. Come on, there's someone I want you to meet." You then take Gabrielle to meet another "guest."

b. "Hi, what's your name? Paul? Hi, Paul; this is Gabrielle. Gabrielle, this is Paul." Gabrielle and Paul play it up. They smile, shake hands and say "Glad to meet you."

c. Try to "introduce" everyone in three minutes.

Source: Chapin, Julie A. (2004) Volunteer and Club Development: Group-Building Ideas for 4-H Club and Group Meetings. https://www.canr.msu.edu/uploads/236/67551/4-HGroupBuildingIdeas2.pdf

A Pat on the Back

Here's an activity that can help members learn to notice positive qualities in others and communicate positive messages to them. And, it can help to improve an individual member's self-esteem!

1. Each participant draws an outline of their hand on a piece of paper and writes their name across the top of the paper.
2. The papers are then passed around the room. Each member is asked to write down something positive about that person on their sheet.
3. After they have been around the room, the papers are returned to the leader. The leader should check the papers to be sure the comments are positive and appropriate.
4. Papers are given back to owners so they can read what others have said about them.

Source: McKinley, Steve (2018). 4-H Club Recreation and Team Building Activities. https://api.ag.purdue.edu/api/DepotWS/File.ashx?t=f&i=65263

Educational Design and Delivery: APPLICATION OF EXPERIENTIAL LEARNING
Activities

Asthma Attack

This activity is meant to help individuals better understand what happens when people who have shortness in breath (ex. Asthma attack) occurs for individuals.

1. Ask participants to get a mask or a straw. You can also provide them as part of a 4-H project kit.
2. Next ask them to breathe only through the mask or the straw.
3. Then have participants do a stationary run for 30-60 seconds.
4. Discuss using the Experiential Learning Model.
    1. *Experience* – Do it
    2. *Share* – Ask for their initial responses, observations, feelings… As relevant to the experience, you may want to ask youth, what did you smell, taste, hear, and/or touch? Share observations with the group and let the group acknowledge the ideas generated.
    3. *Process* – Ask for the secondary response, or second thoughts about what happened? Are there things from your previous experiences and culture that could play a role in how you interpret the current experience? For example, youth who have experienced breathing difficulties or have had an asthma attack in the past may feel panicked or anxious. Did you notice any recurring response? Was there anything similar? Are there themes?
    4. *Generalize* – Has there been a time when you were unable to participate due to a physical condition? Could you identify a "real life" principle from the themes? What did you learn about yourself through this activity?
    5. *Apply*- Based on what you learned; how can you apply the knowledge to your life? What would you do differently? For example, when wearing a mask, be aware of breathing difficulties and reduce or slow down your physical activity to accommodate.

Mindful Eating - Fruit

Each time you eat, you have the opportunity to eat mindfully. It does not matter if you are sitting down to a full dinner or just having a quick bite to eat. As you practice mindful eating, you can increase your enjoyment of food, make healthier choices, and recognize how much food you are eating.

1. Ask or provide participants with a fruit.
2. Tell them to take three deep breaths before you begin to eat, counting each time you breath in and out.
3. Look at the fruit. What colors is it? What textures? What do you smell?
4. Notice your feelings. How do you feel about the fruit? Are you excited? Disappointed? Worried? Hungry?
5. Take a bite. What did you hear?
6. Before you swallow, keep the bite of fruit in your mouth for a few seconds. How does it taste? What does the fruit feel like? What are you feeling?
7. Think about the origins of the food. Where in the world did the food come from? Who was involved in growing, raising, or preparing it? How did it travel to you?
8. Discuss using the Experiential Learning Model.
    1. *Experience* – Do it
    2. *Share* – Thinking of your five senses (sight, smell, sound, touch and taste), what happened? Ask for the initial response
    3. *Process* – Ask for the secondary response, or second thoughts about what happened? Did you notice any recurring response? Was there anything similar?
    4. *Generalize* – Could you identify a "real life" principle from the themes? What did you learn about yourself through this activity?
    5. *Apply*- Based on what you learned, how can you apply the knowledge to your life? What would you do differently?

Written by *Charles Go, Ph.D., University of California Agriculture and Natural Resources*
References
Soule, K. (2016). *Save money and increase nutrition with mindfulness*. CA 4-H Money Talks.

Educational Design and Delivery: PROGRAM EVALUATION METHODS
Activities

Self-reflection Pair Share

Find a partner and take turns asking each other the leadership self-reflection questions listed in the fact sheet. What surprised you about your answers? Are there any areas you think you can improve? How might you "make the best better" as a club leader for your club or program?

Developed by: Heather C. Kent, University of Florida Institute of Food and Agricultural Sciences Extension

4-H Quality Check-up

Partner with another volunteer to observe each other's 4-H club or activity; give your partner a copy of the 4-H Quality Checklist. Ask them to identify which characteristics of positive youth development are happening during the meeting or event. Afterwards, reflect on the results. Which characteristics were present during your meeting? Which ones are opportunities for improvement? It might be helpful to discuss the results with your local 4-H professional to get help with strategies for any areas you may be struggling with.

Created by: Heather C. Kent, University of Florida Institute of Food and Agricultural Sciences Extension
References:

Arnold, M. (2021). 4-H Thrive Model of Positive Youth Development. https://helping-youth-thrive.extension.org/

Diaz, J. (2020). *Florida 4-H Club Quality Checklist.*

4-H Quality Checklist- Use this checklist to identify areas where positive youth development is strong in your 4-H club or group, and areas where there are opportunities to "Make the Best Better." This checklist was developed based on the developmental context of the 4-H Thrive Model (Arnold, 2021).

Sparks

Youth have opportunities to build subject matter expertise and skills about topics they care about

Youth are encouraged to set personal goals for learning

Youth are encouraged to share what they learned with others

Belonging

Volunteers welcome youth as they arrive

The physical environment is safe for all

Accommodations are made for youth with special needs

Volunteers recognize youth for their contributions

Relationships

Social time is encouraged for youth to build relationships

Volunteers give youth individual attention

Volunteers make youth feel known and valued

Volunteers take the ideas of youth seriously

Engagement

Activities are age appropriate

Youth are given the chance to reflect on how they can apply what they learned

Volunteers apply experiential learning to 4-H educational programs

Volunteers allow youth to make mistakes and learn from them

Activities integrate real-world experiences