



Wisconsin 4-H Afterschool Design Elements

Is it 4-H Afterschool or is it a 4-H club? Maybe it's a 4-H club within an after school program. Whatever it is called, if it's 4-H, you can expect to find similarities among all the different program models. Because 4-H programming is responsive to local needs and situations, there is no one "typical" 4-H Afterschool program or one model that fits everyone's needs. See the 4-H Afterschool Story Board as an introduction to a few of the ways that 4-H is meeting local needs. See Wisconsin 4-H Afterschool Stories at <http://www.uwex.edu/ces/4h/afterschool/clubs.cfm>.

The National 4-H Impact Assessment Project reports that there are eight critical elements included in quality youth programming www.national4-hheadquarters.gov/about/impact/impact1.pdf. These eight elements are listed below & categorized into the four essential elements of 4-H Youth Development. http://4h.wsu.edu/ws4h/elements_distillation.pdf

Included are ideas of what the element might look like in 4-H Afterschool and resources that might provide helpful for incorporating them into your 4-H Afterschool program. It is important to remember that the potential impact of these essential elements becomes stronger the longer that a child is involved in the program. While you may see impacts after a child has been in a 4-H program for only a short while, it is more likely that you would do so in youth have re-enrolled in subsequent sessions or who have joined an on-going 4-H club.

Programs can also be evaluated using the critical elements:
<http://4h.uwex.edu/afterschool/curriculum/evaluation.cfm> (Packet 2)

Belonging

| Critical Element* | What might it look like in 4-H Afterschool? | For more information |
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| <p>Positive Relationship with a Caring Adult <i>The afterschool environment is a place that provides reliable, consistent, screened and trained afterschool staff. It gives youth the chance to form long term relationships with adults.</i></p> | <ul style="list-style-type: none"> • Staff (paid and volunteer) training that includes: behavior management, child development, and ages and stages of youth. • Consistency of staff: Provides at least one consistent staff person that knows and greets each child. • Staff develops a positive relationship with each child. <ul style="list-style-type: none"> ○ Members are addressed by name ○ Listens attentively ○ Sets limits ○ Uses encouraging language and behavior | <p>Guiding Growth: (Designed to be used by Extension professionals to train after-school program staff to improve the quality of after-school programming) http://www.4hafterschool.org/uploadedFiles/AfterschoolDocuments/growth_web.pdf</p> <p>National AfterSchool Association: (national leader in afterschool standards and accreditation) http://www.naaweb.org/</p> |
| <p>A Welcoming Environment <i>A welcoming environment promotes a sense of belonging in all members. It encourages and supports the members and offers encouragement with positive and specific feedback</i></p> | <ul style="list-style-type: none"> ▪ Consistent instructors/adults ▪ Consistent youth attending ▪ Visible 4-H logos (banners, flags, signs, etc) ▪ Basic Rules/Expectations posted ▪ A posted schedule of daily/weekly/monthly happenings ▪ Appropriate supplies and environment (furniture, games, etc) ▪ Environment is respectful of culture and diversity ▪ Personal space for those in attendance to place their belongings ▪ Structured and organized to avoid chaos ▪ Youth and adult interactions (playing games together, talking, etc) | <p>Download 4-H emblems here: http://www.national4-headquarters.gov/emblem/4h_emblems.htm</p> <p>For Younger members: <u>Exploring the Treasures of 4-H</u> www.4hccsprojects.com/exploring4h/</p> |

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| <p>An Emotionally and Physically Safe Environment</p> <p>Youth should not fear physical or emotional harm while participating in a 4-H experience whether from the learning environment itself, adults, other participants or spectators</p> | <ul style="list-style-type: none"> • Youth to adult ratio is low and meets or exceeds state child care limits. • 4-H Volunteer screening for ALL volunteers and staff • Youth have "posted" rules and expectations. • Bullying, hazing, cliques and put downs are not tolerated. • Positive interactions between staff and youth, and youth to youth. • Youth have space that is conducive for learning and appropriate for all activities. | <p>Follow all Wisconsin 4-H Youth Protection Policies: www.uwex.edu/ces/4h/resources/mgt/index.cfm as well as local policy for "staff".</p> <p>Wisconsin 4-H Policies: uwex.edu/ces/4h/resources/policies/index.cfm</p> <p>National AfterSchool Association: (national leader in afterschool standards and accreditation) naaweb.org/</p> <p><u>Teaching Tolerance in Preschool and the Early Grades</u>. Produced by the Teaching Tolerance Project of the Southern Poverty Law Center. tolerance.org/teach/index.jsp - for ordering free materials.</p> <p>Great website about bullying: <i>About Bullying</i> (from U.S. Dept of Health and Social Services (mentalhealth.samhsa.gov/15plus/aboutbullying.asp) is part of the 15+ Make Time to Listen... Take Time to Talk initiative to promote healthy child development and to prevent youth and school-based violence.</p> |

Mastery

| Critical Element | What might it look like in 4-H Afterschool? | For more information |
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| <p>An Opportunity for Mastery/Competency <i>Mastery is the building of knowledge, skills and attitudes and then demonstrating the competent use of this knowledge and skills in the manner of a proficient practitioner. The level of mastery is a process over time.</i></p> | <ul style="list-style-type: none"> ▪ Youth are engaged in activities that are appropriate for their age and development. ▪ Youth have opportunities to take on responsibilities for their group. ▪ Youth are engaged in high quality project experiences. ▪ Youth are encouraged to try new things and explore the options available to them. ▪ Youth are given positive feedback ▪ Youth have an opportunity to showcase their projects or skills. | <p>Use experiential learning - it's a fun, hands on way to provide educational experiences. An overview is provided at 4hafterschool.org/uploadedFiles/AfterschoolDocuments/act_web.pdf (p. 15)</p> <p>Wisconsin 4-H Afterschool materials incorporate experiential learning in a fun/engaging way! see: uwex.edu/ces/4h/afterschool/curriculum/activities.cfm</p> |
| <p>An Opportunity for Engagement in Learning <i>An engaged youth is one who is mindful of the subject area, building relationships and connections in order to develop understanding. The engaged learner has a higher degree of self motivation and an inexhaustible capacity to create.</i></p> | <ul style="list-style-type: none"> ▪ Youth are engaged in active learning. ▪ Youth are given the opportunity to process and reflect on the day's activities and projects. ▪ Youth appear excited about learning and eager to come back. ▪ Leaders have provided opportunities for engagement in learning through quality curriculum with clear educational objectives: prior planning is evident ▪ Leaders are involved as "guides" in the learning experience and encourage them in self-discovery. ▪ Youth are moved into teaching roles, whenever possible and appropriate. | <p>To learn more about the value of facilitating intrinsic motivation in youth see http://www.psych.rochester.edu/SDT/documents/2000RyanDeciIntExtDefs.pdf</p> <p>In recent years, a strong consensus has been forming from research on the importance of engaged, meaningful learning. This emerging consensus on learning, together with a recognition of the changing needs of the 21st century, has stimulated the development of specific indicators of engaged learning. Jones, et al. (1994), at NCREL, developed a list of eight indicators. This website includes a 15 minute self assessment tool on "Engaged Learning". However, the Technology Assessment Tool that follows is out of date and only appropriate for a classroom setting. http://www.arp.sprnet.org/admin/supt/eval.htm</p> |

Generosity

| Critical Element | What might it look like in 4-H Afterschool? | For more information |
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| <p>An Opportunity to Value and Practice Service to Others</p> <p><i>Finding one's role in society can begin with service to others. Service is a way for members to gain exposure to the larger community, indeed the world itself. It is clear that these experiences provide the foundation that helps us understand the "big picture" of life and find purpose and meaning.</i></p> | <p>Community Service may look significantly different than in community clubs.</p> <ul style="list-style-type: none"> ▪ Picking up around the AS program ▪ Youth are helping each other and/or the leader with projects or activities. ▪ Youth exhibit caring, kindness and respect for others in the school environment. This is evident and ongoing; i.e., maintenance workers, support staff ▪ Opportunities are evident for youth to assist others. ▪ Curriculum might include a service opportunity ▪ Older youth are engaged in mentoring or helping younger youth | <ul style="list-style-type: none"> ▪ Take some time to define "community" with the youth - Community will get larger and larger with increasing age. While "community" may be the 4-H group or classroom for little ones, high schoolers can aptly manage to care about their community in the broader, even global sense. ▪ 4-H Resources on Citizenship and 4-H Public Adventures: 4hccsprojects.com/publicadventures/ 4h.uwex.edu/onlinpro/citizenship.cfm#desc ▪ Kids Care Clubs: Points of Light Foundation sponsored groups. www.kidscare.org/About/about.jsp Register your group - mini grants available. ▪ Wis. 4-H Foundation Community Service Grant: (2007) 4h.uwex.edu/foundation/grantscomm.cfm ▪ Teens as Volunteer Leaders: a perfect fit for service learning. www.4hafterschool.org/uploadedFiles/AfterschoolDocuments/4HAS_Guide5.pdf |

Independence

| Critical Element¹ | What might it look like in 4-H Afterschool? | For more information |
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| <p>An Opportunity for Self-Determination <i>Believing that you have impact over life's events rather than passively submitting to the will and whims of others.</i></p> | <ul style="list-style-type: none"> ▪ Youth have evident choices in projects and activities. (Increasing with age and developmental level.) ▪ Leaders and staff offer choices throughout the program. ▪ Youth are given ample opportunities to express their opinions. ▪ Activities and projects are planned to allow for self exploration, as age allows. | <p>The link between intrinsic motivation and both competence (mastery) and autonomy (self-determination) is explained by Ryan and Deci at www.psych.rochester.edu/SDT/documents/2000RyanDeciIntExtDefs.pdf</p> |
| <p>An Opportunity to See One's Self as an Active Participant in the Future <i>The ability to see ones self in the future is to harness the hope and optimism to shape life choices to facilitate the transition into participation in the future.</i></p> | <ul style="list-style-type: none"> ▪ Youth seem excited to be in 4-H and express interest in coming back in the future. ▪ Youth look forward to sharing what they have learned with others outside of 4-H. ▪ Leaders share ways for youth to use their learning outside of 4-H. | <p>Motivation and challenge provided by youth program environments develop initiative and other traits as discussed by Reed Larson and colleagues at http://web.aces.uiuc.edu/youthdev/Int[1].hbk.larson.etal1.PDF</p> |

****** Adapted from the work of Cathann Kress:

<http://www.uwex.edu/ces/cty/grant/4hyouth/documents/EssentialElemnet.pdf>