

CAMP SCENARIO

lay by day lesson plans on what should be a competition between the cohorts. The boat must hold all 4 members and row on the lake to and from shore. Each day any ties.

They have named their tribe the "Crazy" and the main goal is to help campers on their boat and go through the other camp. Campers care about each other and their turn around the first time a camper calls campers the first time they ask, is one of the

...tting to know each other. They learn that
...s a way of life for them, while none of the
...swim time, one of the campers, Emily, only
...required to wear a lifejacket anytime

from Josiah will make her change her
even if their boat wins. They complete the
ts being disappointed, angry and sad.



4-H CLUB SCENARIO



Kaitlyn is an adult volunteer in rural Colusa County in Northern California. She leads a 4-H Animal Science Club called “Colusa Critters,” a multi-species club for 4-H teens in the county. A major focus of the club this year will be on the humane care and treatment of animals. Kaitlyn believes that a focus on the humane care and treatment of animals will also help youth advance and reinforce positive social

norms they can apply to their daily lives with family, friends, and others in their schools and communities. This year, most of the 14 club members (aged 13–18) are raising meat goats; however, two youth have beef calf projects, one youth is raising poultry, and another youth member is raising show rabbits. Kaitlyn’s two daughters are club members and raise goats. In addition to Kaitlyn’s daughters, there are 9 other girls and 3 boys. Of the 14 youth members, all are white except for Alba who is Latina. Alba is 14 years of age and is raising a meat goat.

Club meetings are held typically at Kaitlyn’s farm. Kaitlyn and her family raise and sell meat goats and many times opportunities arise for club members to work directly with these animals. These occasions provide the youth with excellent hands-on experiences to help them learn about topics such as animal health assessments, nutrition, housing, and enrichment. Before youth are allowed in the barn to work with her goats, however, Kaitlyn reminds them of protocols for handling animals safely. Although Kaitlyn is an expert in meat goats, she knows little about other species. She hopes that the youth in her club raising beef calves, poultry, and rabbits can gain some knowledge and skills they can apply to their projects.

The structure and function of the Colusa Critters Club meetings tend to be fairly organic in nature. Kaitlyn looks at teens as emerging young adults and believes that less structure and monitoring provides them room for personal growth. However, Kaitlyn has noticed that the conversations during club meetings tend to be focused mainly on meat goats and are dominated by the older youth who are raising goats for this year’s fair.

To address the focus of the Colusa Critters Club this year, Kaitlyn has made the decision to implement a cross-species curriculum that focuses on animal husbandry and biosecurity. In her mind this might help the youth interact more since the concepts are general and apply to all types of 4-H Animal Science projects. Additionally, the curriculum concepts can be applied at home with other livestock animals or poultry, as well as at fairs when showing their project animals. Kaitlyn has not yet told the club members about her decision to implement this curriculum, but she thinks everyone will be on board with it.

When implementing any curriculum activities with her club members, Kaitlyn focuses on following the directions as precisely as possible. She answers questions youth pose during the activities, but it is her opinion that activities will be most effective if they are implemented as they were written.

Kaitlyn provides time at the beginning and end of each 4-H club meeting for youth to socialize. Kaitlyn believes that “teens are teens,” and that unstructured social time is best. She does notice, however, that smaller groups sometime form during social time, often by age or which school the youth attend. When this happens, two or three members typically end up sitting by themselves either waiting for the meetings to begin or waiting for a ride home after the meetings have concluded.



IN SCHOOL PROGRAM SCENARIO

Maria is a nutrition educator that delivers programming once a week to elementary students in their regular classroom. She is a bilingual bicultural educator that delivers lessons in Spanish in dual language classrooms. Over 50% of the students qualify for free or reduced meals and come from Latinx households.

She arrives to the 5th grade classroom with enough time to set up her teaching station and displays. While finishing set up the students return from the library. Maria greets the students by name and warmly welcomes them with "Hola! Como estas?". Most of the students answer in Spanish.

On the front table are cards representing a variety of beverages from fruit juices, soda, sport drinks, coffee, milk, and energy drinks. Maria asks the students to come up, pick a drink card representing their beverage of choice, and return to their tables to discuss with other students at their table why they like that particular drink. The students eagerly file in line up to the front table. Maria encourages those students who are taking their time to make a decision so others can do the same. Maria complements students who let others go before them. Following a brief discussion where students share why they chose the drink Maria asks for a volunteer from each table to come get a drink fact sheet for each person at their table. At the close of the lesson, she asks for new volunteers to collect the drink cards and bring them to the front. She thanks all the students for being attentive and engaged and especially those who served their peers at their table.



AFTERSCHOOL PROGRAM SCENARIO



Mary and Elliot are adult 4-H volunteers in Puyallup County in Washington state. Together, they lead a 4-H afterschool program at a local elementary school in the city of Puyallup. The focus of their programming efforts currently is the implementation of a peer-reviewed curriculum from National 4-H Council that is designed to help upper elementary-aged youth learn about healthy foods and eating habits. With the theme of "Make Healthy Foods a Habit," Mary and Elliot engage youth in grades 4, 5, and 6 in fun, hands-on activities that have direct applications to their lives in and outside of school.

Currently, Mary and Elliot have 28 youth who attend their 4-H afterschool program on most days of the week. The youth are divided fairly evenly by grade, although there are more fourth (9) and fifth graders (11) than sixth graders (7). When youth arrive after school, Mary and Elliot provide approximately 15 minutes of "down time" before starting a short "icebreaker" activity to re-engage everyone. Their icebreaker activities focus on positive occurrences during the day, such as "Share one thing you did to help a classmate, your

teacher, or your school today." Everyone is encouraged to share, even Mary and Elliot!

Youth work in small groups of 3-4 for each activity. The activities tend to be exploratory in nature where youth work to understand a problem or a situation. Today's activity involves reading food labels. Mary and Elliot have brought several different types of packaged foods, including canned and bottled goods, frozen fruits and vegetables, pre-packaged breads, pre-packaged pastas, etc. that are "typical" for a U.S. household. The youth are asked to look at the different food labels and make comparisons, particularly among similar foods (e.g., three different types of breads; three different types of canned beans; or three different types of bottled juices). Because the 4-H youth have already completed activities on the major nutrients found in foods, and MyPlate that introduced them to different food groups and recommended portions, they are ready to try to understand food labels and make some healthy choices! The goal of the activity is for each group to read the food labels, compare them, and then choose what they believe is the healthiest food among each different type represented (healthiest bread, canned beans, bottled juices, etc.).

When implementing the curriculum Mary and Elliot work hard to follow the directions as precisely as possible. Once the groups have completed the exploration phase of the activity, they ask each group to share which foods they chose and to explain why they made the choices they did. The groups are also asked to explain where each food would fit on MyPlate. Mary and Elliot encourage the youth to take turns sharing rather than having one spokesperson for each group. After all groups have shared, there is a general group discussion about food labels. Youth are then encouraged to go food shopping with their parents or guardians and help choose healthy food options by reading food labels in the grocery store.

Although there is a scheduled snack time afterwards, youth bring their own food. Mary and Elliot are aware that a few of the youth have food allergies, thus the foods that were part of this activity are not consumed. They do not want to risk any problems, so Mary and Elliot will simply take the foods home with them.

