

Appendix E

4-H and the Public Schools

Effective 4-H School Enrichment Programs Agent Leadership

Establishing the program:

1. Begin by deciding what curriculum you can support.

Most of the 4-H programs and projects can be adapted for use in school program. Some group program manuals are most easily adapted for this use. The 4-H agent should be selective in deciding which programs will be supported by the particular county's Extension staff. Agents are encouraged to offer a limited number of programs that they are capable of supporting at any one time.

2. Start Small ... it is OK to do just one building.

The numbers of schools and school districts vary widely from county to county. Likewise, the resources of various county programs vary greatly. It is usually best to start with a smaller number of schools or districts and build the program gradually.

3. Know where the curriculum that you chose fits into the school's course of study.

Agents are encouraged to understand the overall requirements of the Ohio Department of Education, which provides a model course of studies, competency requirements, and lists the competencies that are tested at 4th, 6th, 9th, and 12th grade levels. An example is the Ohio Model Competency based Science Program.

4. Develop an effective collaboration with the schools and districts in which you will work.

Agents are encouraged to pay a courtesy visit to the Superintendent of Schools, the curriculum specialist, or another leader in the district before beginning or significantly altering school involvement. Share with the district administration an overview of the 4-H Youth Development program and the particular offerings you plan to make available in the county. Next let the building principal know your plans before contacting teachers.

Teacher Training:

Agents are most effective when they become a resource to teachers and provide training, volunteer support, and materials for classroom enrichment.

Research shows that teachers are aided most effectively when they experience training that is both experiential and inquiry based. Training where teachers experience the curriculum fully in the same way their students will gives the teacher a model for their own leadership of the curriculum. Teach it like you want it to be taught.

1. Offer three to four hours of in-depth training per curriculum area:

Do not rush the training. Turning the pages of the curriculum while the trainer gives an explanation is less effective than having the teachers view demonstrations of the activities. But most effective is giving the teachers a chance to do all of the activities they will have their students do.

2. Conduct training at a time and place convenient for the teachers. Often the week before school in August or the weeks after school in June are effective in-service days for teachers. Some districts have special in-service days throughout the year. Many teachers are willing to come to the Extension office or another convenient location after school if a snack or supper is provided. Saturdays may work well in some areas but often are difficult days for teachers to start out again.
3. Arrange for Continuing Education Units (CEU's) to be offered through the school board office or through the Extension state office.

Teacher Support:

County programs may tailor their support of school enrichment programs to the level of resources available and the expressed needs of the schools.

1. Loaning out a teaching kit that is complete with the curriculum and supplies for a particular unit is a valuable service to busy teachers.
2. Follow-up support for the teachers on a regular basis is an effective way to build strong cooperative relationships with teachers.
Support may include:
 - phone calls
 - classroom visits.
 - teachers will look on you as their supervising instructor.
 - observe teachers and provide positive feedback.
3. Teaching support for the classroom presentation of the 4-H curriculum to the students is often appreciated by teachers:
 - Agents themselves can team-teach the material with the teacher. This is a time-intensive method of teacher support and often limits the agent's ability to serve a wide variety of schools and programs.
 - Program assistants or volunteers from the community may be included in the training for the program and matched as classroom partners with individual schools or teachers.
 - be sure that the teacher and the partner negotiate who is teaching what.
 - follow up with partners to be sure that they are doing what they have agreed.

Program Closure:

Agents can support school programs by bringing 4-H methods of educational delivery, evaluation and recognition to school programs. This is often effective in helping the teacher to celebrate the completion of a unit with the students. Such celebrations help students to see themselves as part of something special. They also promote the fact that the students are entitled to all the privileges of 4-H membership.

1. 4-H Skill-a-thon type activities are effective alternatives to traditional testing in evaluation of student learning during enrichment activities.
2. A culminating activity that is related to the curriculum can be an effective way to bring the units to a culmination. Examples:
 - Go Plants – plant a garden
 - Rockets Away – have a launch day
 - Incredible Egg – have a farewell party for the chicks, etc.

Values of 4-H Presence in the Schools

Staff Development:

- Presentation of proven enrichment curriculum material to teachers will give them greater confidence in their teaching. This has been particularly shown with 4-H science enrichment curricula.
- Some teachers have shown anxiety toward teaching certain subjects such as science. Again, proven and well-presented curricula can reduce such anxiety.
- Agents may provide continuing education units towards teacher re-certification.

Student Enrichment:

4-H enrichment activities can help students comprehend and apply difficult concepts using a variety of thinking and process skills.

These same programs can help prepare students for proficiency tests.

- Participation in school based 4-H activities can open the door to student participation in other 4-H club and community activities.

Staff Support:

- Teachers are generally pleased to have ready-to-use curriculum materials
- 4-H teaching equipment and supply kits facilitate the work of teachers and the learning of students.
- 4-H agents can often assist with the delivery of the curriculum either directly or with community school/partner volunteers.

- 4-H agents are often able to provide supervision and support for teachers in the delivery of these programs.

Development of Student Proficiency:

4-H enrichment curricula, in the sciences and in other fields, can help students develop proficiency and enthusiasm for learning. This development can lead to stronger proficiency test scores. 4-H activity sets often include:

1. Student-ready activities and worksheets.
2. Activities that provide opportunities to assess student comprehension and application of knowledge.
3. Opportunities to apply new knowledge to practical situations and to develop skills useful in daily living.

Relationship Between Classroom Teachers and the 4-H Program

Although the previous activity guide should be helpful when preparing adults as 4-H volunteers, additional considerations must be addressed for preparing teachers to function in 4-H school enrichment settings. Since we are asking instructors to integrate a unique set of 4-H teaching materials into their existing classroom curriculum, a specialized training approach must be implemented.

The following matrix has been designed to assist you in preparing classroom teachers for participation in a 4-H school enrichment program. This matrix addresses the important components for any teacher-training process, available resources in this handbook to support each training component and specific instructions.

Component	Resources	Considerations
Introduce teachers to the concept of 4-H school enrichment programs	Orientation	Overview
Prepare teachers for use of curriculum materials	School enrichment curricula Descriptions of resources provided by Extension Program	Include classroom partners as part of the training -Hands on activities -Follow-up -Assessment
Orientation of teachers to the role of 4-H and their role as a 4-H leader	Job description Application form	
Prepare volunteers for their role as classroom partners	Job description Application form	
Take time for classroom teachers and partners to schedule what to do and when	Planning form	

Classroom Teachers as 4-H School Enrichment Leaders

Role of the Teacher:

As a 4-H school enrichment leader, you can use the 4-H and other resources of Ohio State University Extension to help your students grow and develop in a rapidly changing world.

Your leadership is critical to the success of the 4-H program in your classroom. Young people need relationships with adults who see the need to develop positive self-esteem and meaningful relationships. The young people also need to acquire subject matter knowledge, physical skills and decision-making abilities, and wholesome attitudes toward self and others.

The good things that can happen through 4-H in your classroom will be visible in your students and you. Their confidence will grow as they learn a difficult concept or apply a new skill. They will begin to relate more effectively to other young people and adults.

- **Your Responsibilities:**

As a 4-H school enrichment leader – obtain materials and guides for your program from the county Extension office. If training is provided, attend these sessions before implementing the program. Also return completed 4-H student enrollment forms to your county Extension office. Students who participate in 4-H school enrichment programs are eligible to participate in all aspects of the 4-H program: e.g., camps, fairs, special events, and recognition.

- **Use of Classroom/Community Partners:**

Work together with your 4-H representative to gain assistance with the program. 4-H professionals may be able to provide trained community volunteers as community/school partners. Alternatively, room parents and other volunteers from your school may be able to join the training and then become a partner with the teachers in conducting school enrichment activities.

Role of the Extension Professional:

The Ohio State University Extension office in your county and the Extension Agent will provide some, if not all, of the following services in support of 4-H school enrichment activities:

- Teacher-ready curriculum materials.
- Teaching equipment and supplies.
- Curriculum supervision.
- Assistance with delivery of the curriculum.
- Partnerships with community resources.
- Materials for student evaluation and to bring closure and celebration to the unit.

Volunteer Position Description – Community Classroom Partner

Time Required:

- Training session with teachers – two to four hours
- Volunteer in school two days per month / two to four hours

Location:

- Training at Extension office or at a school in your community
- Volunteer at a school in your community

Skills needed:

- Basic classroom presentation skills
- Ability to work with minimum supervision
- Good communication skills
- Flexibility and enthusiasm

Responsibilities:

- Attend training session
- Work with teacher partner in planning sessions after training
- Participate with teacher in presentation of the session(s)
- Pick up and return materials to Extension office

Training provided by Extension professional:

Special equipment provided by Extension office: