

North Carolina 4-H School Enrichment Guide

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Table of contents

What is school enrichment.....	3
Rules and regulations, and the overall process	
Ways to get in the door.....	4
School enrichment timeline.....	5
Sustaining the school enrichment process.....	6
Marketing School Enrichment.....	6
Curriculum (Introduction, why, how, & where).....	7
4-H School Enrichment Offerings.....	10
Bug Out.....	10
Embryology.....	10
Soil Solutions.....	11
Magic of Electricity.....	12
Eco –Wonders – Exploring Your Environment.....	13
Vermicomposting.....	14
Energy Conservation.....	14
Down to Earth.....	17
Safety through Design.....	19
Appendices.....	20
Class Roster.....	21
Parent Letter.....	22
CEU Certification.....	23
Evaluation.....	24

Logistics for School Enrichment Programming

What is School Enrichment? By definition, school enrichment is a sequence of learning experiences, for a minimum of 6 hours, for groups of youth, in cooperation with school officials during school hours to support the school curriculum. Direct teaching is conducted by teachers, who are trained volunteers for 4-H as Extension does not pay their salary.

What are the rules and regulations?

In order for 4-H professionals to provide school enrichment there are several requirements that must be met. The following list should be followed:

Musts

1. Curriculum must meet the current standard course of study (changes occur approximately every 5 years).
2. School Enrichment is used primarily as a marketing tool for the larger 4-H program in addition to academic enhancement.
3. Extension 4-H Professionals **ARE NOT** to teach the lessons. Teachers/volunteers must be trained in the relevant subject matter.
4. 6 hours of instruction must be delivered within the specified subject matter, within an agreed upon timeframe.
5. Teachers need to be counted as volunteers under the direct delivery portion of the ES 237.
6. Volunteers, who are not teachers, and used in this delivery mode are likely to be supervised by the teacher and shall possess the appropriate volunteer screening. This screening may be provided by Extension and accepted by the school; or will be conducted by the school.
7. Teachers will need to fill out the episodic volunteer form only – as they have already undergone an extensive background check.

If you are working with your school system and the program does not meet the above criteria, the program should be reported as a special interest program (providing special interest criteria is met).

What does the overall process look like?

While every county will have a variation on the overall school enrichment process, there are specific steps that need to be taken by the 4-H professional.

- 1) Determine how school enrichment will help impact the county 4-H program (For example, market and grow your program, enhance classroom learning)
- 2) Learn about the curriculum and supporting resources designed for school enrichment
- 3) Go on a “school enrichment tour” by visiting other counties during school enrichment
- 4) Attend training on specific curriculum for school enrichment
- 5) Identify ways of creating relationships with school system and community groups (ie local home school associations)
- 6) Create an “Intro to School Enrichment” packet for introductions (see appendix)
- 7) Meet with school and community contacts to recruit volunteers and establish an implementation calendar
- 8) Determine curriculum and resource needs.
- 9) Train teachers on curriculum and confirm dates for implementation
- 10) Plan a time to provide a “4-H commercial” before, during, or at the close of the school enrichment program to promote other aspects of the 4-H program.

11) Evaluate the impact of the school enrichment process from the youth, educator and 4-H professional's perspective

What are ways I can get in the door?

The following examples are suggestion on how to “get in the door” with your school system. Please realize that every school system is different- however one element rings true everywhere- the relationship is everything!

Technique	Advantages	Disadvantages
<p>Administration: High level administration- superintendent, principals, school board</p> <p><i>*If administration doesn't work, re-examine your approach and presentation and talk to some teachers, parents, councils</i></p>	<ul style="list-style-type: none"> -May have greater influence over educators/ curriculum specialist -More resources (\$) -Principals can influence training participation 	<ul style="list-style-type: none"> -May dictate a different course for program -Not the quickest route -If interest isn't there or professional not prepared could close a door to a relationship
<p>Curriculum Specialist:</p> <p><i>*Counties may have a specialist responsible for all curriculum used through the entire school system or be separated by grade level, discipline or both</i></p>	<ul style="list-style-type: none"> -May possess more “power” over curriculum choices -May have additional resources and funds -Able to create cluster trainings- assistance with calendar for implementation -Strong system advocate -“One stop shop” 	<ul style="list-style-type: none"> -Potentially hard to get in to meet with -Not a “quick” approach- need a long time frame and professional needs to be prepared to share all options for curriculum
<p>Educator: Individual contact educators</p> <p><i>*May be breaking the rules by not working through administration and as such should be the last method used</i></p>	<ul style="list-style-type: none"> -Cuts-out the middle players with direct interaction with educators. -Good introduction to the school system (a little less scary) -Good potential for word of mouth 	<ul style="list-style-type: none"> - If School Enrichment is supposed to grow- may not trickle throughout system -Educators may not have funds or enough power to support growth - Can be time consuming
<p>Community Supports: Parents, PTA, volunteers, homes school association, councils, elected officials</p> <p><i>*If you have strong community support, you should be strong in clubs and special interests</i></p>	<ul style="list-style-type: none"> -May become strong advocates with lots of voices of support -May have available funds and resources 	<ul style="list-style-type: none"> -Considered the weakest approach because not the strongest voice at the table -Potential interference of parents' interests

Once I'm in the door, now what?

What you take with you when you first meet depends on your audience. Before walking into the initial meeting be sure you have established a plan, have done your homework, and you are completely prepared. Remember the first impression is key!

The very first meeting should orient everyone to 4-H and the school enrichment process, addressing the following areas:

- What is 4-H?
- Why are we (4-H) a good match?
- Contact for information additional resources and 4-H general program opportunities
- Curriculum offerings that meets the standard course of study?
- How have students been impacted by 4-H curricula?
- What objectives 4-H will meet by going into the school?

Introduction packets should include:

Business card/ Contact info
The most recent flyers on 4-H FAQ
School enrichment bookmarks
Standard course of study descriptions for each grade level
Curriculum and resources
Training agenda
Memorandum of Understanding

Once you've got your commitment to start the school enrichment process you have some questions you need answered:

- When does the educator teach the competencies addressed in the curriculum?
- When could the training be scheduled?

Once you have the answers to the above questions, training needs to be scheduled for all interested educators. Training should include an introduction to the experiential process and the curriculum. The time required for this training will depend on the complexity of the subject matter and the teacher's prior experience. Prior to leaving a schedule needs to be agreed upon and necessary supplies (including curriculum) provided to the teacher. If the teacher is not using curriculum immediately after the training, arrangements should be made to schedule pick-up of materials. When creating the time line with the teacher be sure to consider the following

- Ordering items
- Training
- Start and stop dates
- Deadlines for registration forms
- Report / Evaluation deadlines

An adequate training timeframe for delivering the training and curriculum needs to be included:

- Introduction to school enrichment process (see PowerPoint)
- Introduction to the unit and assessment
- Walk through the curriculum with hands-on experiences
- Exploration of the training packet

The training packet distributed should include:

- Episodic volunteer application
- Evaluation forms
- Group Enrollment form
- Letter to parents (appropriate number of copies)
- Copies of Powerpoint
- Future opportunities; going beyond School Enrichment
- School Enrichment Certificates (appropriate number of copies)

Teachers can receive certificates for continuing education credits. You can distribute certificates at the closing of the training, awarding 0.10 CEU's for every contact hour of training. The teachers are responsible for submitting the CEU's to their school administration for decisions concerning approval.

Sustaining the school enrichment process

Once you've trained your educators and they are comfortable with the material, schedule a follow-up time to collect evaluations, feedback and share success stories. Before those educators walk out the door, make sure that you have all of the needed contact information to add all youth to your databases. During their implementation process, be sure to make contact with your educators at least once. Educators should be included in your volunteer appreciation events.

Within two weeks following the conclusion of the school enrichment experience be sure to send a follow-up note expressing your appreciation for utilizing the program and the opportunity to work together again next year. Include their certificate for continuing education credits and upcoming events. When it comes to training, don't assume that because they participated once that they would participate every year! It may be difficult to get that same teacher back to training, so be sure to think of incentives and training opportunities that meets their needs. In some cases it may not be necessary for the teacher to attend this training if they have had good success with the program.

Marketing

Marketing school enrichment is a year-round task. School systems and community groups need to know what you are able to offer and when. If appropriate, consider sending pictures of classrooms working on projects to the newspaper (make sure you have permission first!) Elected officials love to see their school systems partnering with local resources to enhance academics.

In addition to marketing school enrichment itself- be sure to use school enrichment as a marketing tool! All students who participate should be introduced to the world of 4-H and recruited for the endless possibilities that await them. Parents should receive letters telling them about their youth's recent involvement in 4-H in the classroom and how they can get their youth involved in other aspects of the program such as camp or clubs. Make sure that each student knows that he has not only had a fun time learning about things such as electricity, but that he has become a part of a much larger learning experience in 4-H.

When creating letters or other marketing blurbs to send home to families of school enrichment participants remember to use common marketing approach language. Approach language is a statement or question that attempts to focus the audience on the value of the program. Below are some examples of common approach language used to market the 4-H School Enrichment program.

- How would you like to increase your student's comprehension of science concepts?
- Would you like to see your students actively engaged in learning science?
- Would increases in EOG's or EOC's be advantageous to you?

Curriculum

4-H has over 300 pieces of curriculum, but only the curriculum within this section have been aligned with the North Carolina Standard Course of Study (a requirement for use in your county school enrichment program.) With this alignment, 4-H curriculum has been matched with specific grade levels, competencies and subject matter. The North Carolina Standard Course of Study is reviewed every 5 years, with 2009 as the next revision year. The review may impact the current alignment, however the state 4-H curriculum and delivery teams will ensure the curriculum is appropriately matched with the proper level and competencies. 4-H will be notified when revisions are made.

Using the guide effectively

The curriculum portion of this guide has been developed for your use when planning, marketing, and training on the different 4-H curricula offered for school enrichment. Curriculum sections are divided by grade and provide an overview to the content and supporting resources available for your use. As of May 2008, this guide is a working document. Each section will ultimately have resources such as a PowerPoint for training teachers and online wiki support for teachers as well as 4-H professionals.

Why use 4-H curricula

Research by Strong, Silver and Perini (2000) offers compelling evidence in what the primary factors are in determining whether a child will learn. These researchers state that for youth to learn, the experience must be engaging. When we think about engagement in 4-H we are speaking of involving the 4-H member in what they are learning. Involvement in this context means active interaction with the chosen subject matter. Simply put – the child must do something. Secondly, the above researchers state that the chosen material must be of interest to the participant. This seems obvious, however often times volunteers will choose material based upon their competency as opposed to what the 4-H members may have an interest in. Lastly, these researchers concluded that for learning to take place the chosen material must be relevant. While, we realize that everything they are learning is relevant we often hear “why are we doing this” from our youth. They want us to help them see why what they are being asked to do should be important to them. If your members pick a project they are interested in, you can help them see the relevance of learning the materials to their life now or in the near future. If you then engage them in that learning as opposed to demonstrating or just telling them about it, you will have a successful experience.

Experiential learning

As curriculum is used in the classroom, educators need to keep in mind that doing the activity may be engaging and of interest it is not experiential. Experiential learning says that the 4-H member does something, sees how it is important to them and can apply it to other situations. Contrary to what some people say, becoming proficient in experiential processing is not difficult. Think about a young child and their never-ending list of questions – this is the model you should use. Following are a few examples of questions – all you will need to do is fill in the subject matter. All questions are taken from *Heads-on Hands-on The Power of experiential Learning (2003)* - pages 21-24

Share – It is important for youth to have the opportunity to share what they are doing in an activity. This is how they affirm their beliefs and express their joy or frustration. Possible questions are:

What did you like about this activity?

How did your group work together?
 What observations did you make during the activity?
 What skills do you need to do this activity?

Processing – Youth need to be able to question all aspects of the learning experience and it is important for you to provide an openness which invites this questioning.

How did you group decide to _____?
 What would you do if _____ were to happen?
 What might be another way to do this activity?
 Why is it important to think through your processes?

Generalize – Youth need to understand why this activity is important to them.

How will learning about _____ help you?
 When have you experienced this concept before?
 What did you learn about your own skill in making decisions?
 What do you feel you need to work on to become more effective at _____?

Apply - Youth need to develop the skill of making connections between what they are learning and how that learning could be used in a different situation.

How would you teach someone about this concept?
 Can you name some times when you will need to use your skills in _____?
 Describe a time when you might need the skills/knowledge you learned today?
 How will you use the thinking skills learned today to assist you in other facets of your life?

Where and when do I get it?

4-H professionals can order curriculum for reduced cost year round at www.NC4H.org by clicking on publications located in the top tool bar. If the curriculum is not available through our online site, visit www.4hmall.org (be aware of the higher price!). Curriculum from either of these sites is available immediately, if in stock. Both sites allow you to use a purchase order or you pay by invoice.

Timing when ordering large quantities of curriculum is essential. The pre-press order allows you to save 35% off your total curriculum order. Pre-press orders for curriculum and kits is only once a year, normally orders are due during the month of April. If you want to implement school enrichment in the fall, be sure to have visited with your schools by the end of March prior so you know what to include in your pre-press curriculum and kit order. Most pre-press orders are shipped by mid-August

Should I charge? How do I charge?

Every county 4-H program must decide on whether or not to charge for the resources needed to do school enrichment. Every county situation is different as well as the resources of the 4-H County program. There are various methods in which this situation is handled. While one county may pay for all of the supplies and materials, it is also common for counties to charge the school system for items such as kits, curriculum, possibly even training costs. School systems budgets vary much like the county 4-H program budgets- it all comes back to what the needs are in your county.

If you decide you want to charge your school district, be sure to be clear from the beginning what the charges are for. For example, if you decide to implement a rental fee, be sure to let your school contacts know the funds will be used to refurbish the kits, making sure everything is in good order. Some counties charge rental fees \$5 or more per classroom. If we charge, we are not trying to make a profit, rather provide a service that helps to ensure a quality experiential learning experience. If your school system wants to purchase kits they must order through the county 4-H professional. As the 4-H professional, you need to know who is using 4-H curriculum and work with them to maximize the learning experience. As with many other parts of the 4-H program, how you set up and maintain

your curriculum is a county-based decision. Some counties are replacing all consumables in their kits, while others require materials to be refilled upon return.

Citations:

Maxa, E. et al. (2003). Heads-on Hands-on The Power of Experiential Learning. NC State University.
Sliver, H.F., R.W. Strong, and M.J. Perini. (2000). *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Association of Supervision and Curriculum development, Alexandria, VA

Appendix/ Forms

The attached forms are for your use and can be adapted for your county. Be sure to review materials prior to printing, as some materials require text inserts (name, contact information) and may need signatures. Feel free to add your county logo or signature line on any of the following documents.

Class Roster sheet

Letter to parents- (what youth is involved in)

Certificate of completion

Evaluation

Powerpoints have been developed and will be dispersed via CD due to size of documents.

PPTs-

1) Intro to teachers- detailed and brief

2) Intro to classrooms- content specific and basic advertisement for students

3) Inquiry to learning

Class Roster for 4-H School Enrichment



Title:
School:
Grade:
Teacher:
Date: Month _____ Year _____

Student's Name, Mailing Address Gender Race

- 1.
- 2.
- 3.
- 4.
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TO: Parents/Guardians

FROM: Extension Agent
4-H Youth Development

DATE:

RE: 4-H School Enrichment

4-H is the youth development program of North Carolina Cooperative Extension. 4-H is for youth between the ages of 5 and 19 as of January 1st of the current year. The goal of 4-H is to assist youth and adults in becoming competent, coping, and contributing members of a global society, developing essential life skills through planned "learn by doing" experiences.

Your child is involved in the 4-H School Enrichment Program "(INSERT CURRICULUM NAME)." Youth will learn how to(INSERT BRIEF DESCRIPTION OF COMPETENCIES).

Enclosed is a 4-H Enrollment Card. I am requesting that each child complete the card and return it by (INSERT DATE) to (INSERT TEACHERS NAME.) Please note that the bottom of the form requests permission for someone to take your child's photo and use it in educational, promotional, or marketing materials. Returning the completed form also give permission for your child's name to be added to the 4-H mailing list.

The Informed Consent For 4-H Research is optional. The form requests permission to contact you or your child at a later date for feedback concerning the 4-H School Enrichment Program. If you decline to provide consent, your child will still be able to participate in 4-H School Enrichment.

Please feel free to contact me with any questions or comments at (INSERT PHONE NUMBER), Monday through Friday, 8:30 a.m. until 5 p.m. You may also contact me via e-mail (INSERT E_MAIL).

I look forward to your child participating in 4-H School Enrichment. Thank you for your support.

Sincerely,

This is to certify that

<Insert Educator name>

completed

**4-H “<Insert Curriculum”
Training**

on <Insert Date>

<Insert #> Hour Training Session

<Insert name>

4-H Extension Agent



4-H School Enrichment Evaluation



Circle the appropriate number to indicate what you think your students level of knowledge to be **before** and **after** this project.

before

How do you rate your students ability to:	BEFORE THIS Project					AFTER THIS Project				
	Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High
Make good decisions	1	2	3	4	5	1	2	3	4	5
Work in a team	1	2	3	4	5	1	2	3	4	5
Keep accurate records	1	2	3	4	5	1	2	3	4	5
Make observations	1	2	3	4	5	1	2	3	4	5
Relate science to real life experiences	1	2	3	4	5	1	2	3	4	5

Please circle the number that applies

Did this 4-H Project:	No	Maybe	Yes	Already doing this
1. Increase your student's science skills?	1	2	3	4
2. Improve student behavior?	1	2	3	4
3. Increase student's interest in the area of science?	1	2	3	4

Did this 4-H School Enrichment Project meet your expectation?

1. Yes

2. No

How could this project be further improved?