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# Learning Strategies - Outreach / Programs

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### LIVING ON THE LAND: EDUCATING SMALL ACREAGE OWNERS ABOUT RESOURCES MANAGEMENT

Susan Donaldson\*

#### ABSTRACT:

Throughout the West, population dynamics are changing. As communities grow, land at urban fringes is being rezoned from large, agricultural enterprises to smaller, 1 to 40+ acre parcels. This growing audience of small acreage owners often is not well versed in land management practices. Many are professionals working in urban areas without prior experience in agricultural land and resource management who are hungry for information that will allow them to maintain their rural quality of life. We are challenged as professionals to develop programs that effectively target the specific needs and resource issues important to small acreage owners. With funding from the Sustainable Agriculture Research and Education Professional Development Program, professionals from eight western states including CA, OR, WA, UT, ID, NV, MT and CO teamed together to create a curriculum specifically aimed at the small acreage "lifestyler": the property owner who has purchased a small acreage property not as a source of annual income, but as a way of life. The team developed a series of five modules plus an instructor's guide. The modules address: (1) goal setting and property inventory; (2) soil properties and management and irrigation water management; (3) an introduction to water quality, protecting household drinking water, and evaluating and protecting watersheds, streams, and riparian areas; (4) forage production, weed control, and pasture renovation; and 5) animal management, avoiding animal impacts, and grazing system design. More than 900 copies of the curriculum have been distributed to 35 states and 4 foreign countries. This presentation will provide an introduction to using the "Living on the Land" curriculum for small acreage programming, and documentation of impacts.

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#### "PIPE" - A CREATIVE MODEL FOR TEACHING PROGRAM PLANNING

Niki Nestor McNeely\* and Sara Kleon

#### ABSTRACT:

Are you responsible for planning programs at camp? Perhaps your job responsibilities include training youth or adult counselors or camp staff how to plan camp programs? This session will use the "PIPE" model of camp program planning: planning + implementation equals positive evaluation. This hands-on session will have participants experience the lessons, receive "train the trainer" ideas for utilizing the lessons as well as a copy of the ready-to-use lessons. The focus will be on planning creative programs, training others to use this camp program planning model, and helping those we train to bridge the gap between ideas, planning, and implementation. A highlight of this interactive session will be the application of the key elements of positive youth development to camping programs. The key elements that will be discussed are taken from the National 4-H Impact study and include: (1) Positive relationship with a caring adult; (2) Safe environment; (3) Welcoming environment; (4) Opportunity for mastery of skills; (5) Engagement in learning; (6) Community service; (7) Self-determination; and (8) Future orientation. "High quality youth development just doesn't 'happen', but rather it occurs through careful planning and the deliberate inclusion of certain elements" (Astroth, 2000). This session will provide concrete examples how these elements can be incorporated into various aspects of 4-H camping programs. Although the session's examples are focused on camp, the lessons on program planning, creativity, and the eight key elements of positive youth development can be used with a variety of audiences in many extension education scenarios.

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## \$PEND SOME, \$HARE SOME, \$AVE SOME--A FINANCIAL LITERACY EDUCATION TOOL FOR LIMITED-RESOURCE AUDIENCES

Margaret Miller\*, Jane Frobose, Kenneth Grimes, Laurel Kubin and Kay Zimka

#### ABSTRACT:

Changes in demographics, personal finance and increases in consumer responsibility are key reasons for the current focus on financial literacy. (S. Braunstein & C. Welch, "Financial Literacy: An Overview of Practice, Research and Policy," Federal Reserve Bulletin November 2002). \$pend Some, \$ave Some, \$hare Some curriculum equips Cooperative Extension educators with tools to teach financial concepts that move learners toward understanding that choices and decision making are critical financial planning components. The curriculum is appropriate for adults/teens entering the workforce and those individuals with little experience in money management. Geared toward limited resource audiences, it can be three stand-alone workshops or a continuous series. Each session contains hands-on, interactive, experiential and engaging activities for participants, a session evaluation, plus a longer-term evaluation tool to document behavior change. Methods encourage participants to individually experience, share, progress, generalize, and apply learning concepts through personal activities, group discussions, and group activities. The curriculum incorporates the fundamental societal value that "Sharing" is an important aspect of human relationships. Program participants will be empowered to teach limited resource audiences to set realistic financial goals, increase the amount of available money for emergencies, keep credit obligations manageable, protect themselves against consumer fraud, and organize important papers, as well as identify ways that they can share personal resources.

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# SMALL GROUPS AND MENTORS FOSTER RELATIONSHIPS DURING SUMMER PROGRAM

Ruthellen H. Phillips\*, Margaret Miltenberger, Susan Gamble and Brenda Pruett

#### ABSTRACT:

A successful summer program must afford opportunities for building relationships to enhance learning. Ruby Payne (1998) states, "The key to achievement for students from poverty is in creating relationships with them." A national longitudinal study and America's Promise (U.S.D.E. 1997) identified "a relationship with a trusted, caring adult" as one of five resources for youth. Energy Express is a six-week program to promote the school success of children living in low-income communities by maintaining their reading. Two program components were designed to create opportunities to build relationships: college-student AmeriCorps members serving as mentors to children and small groups. The ratio of eight children to one mentor creates opportunities for children to receive individual attention, to build strong relationships with trusted adults, and to help children become supportive group members. The opportunity to make strong connections is enhanced by eating meals together and engaging in reading, art, drama and recreation. A noncompetitive environment creates a safe place where children feel comfortable cooperating to achieve group goals. Gains in reading scores confirm children's reading achievement. However, does Energy Express provide opportunities to develop relationships which enhance learning? Do children connect with each other and build cooperative skills? A qualitative research design was used to collect data by interviewing a sample of 43 parents and school personnel from 10 sites in seven counties. The study found that the mentor and small group models provide important opportunities for children to build connections and relationships that support learning. Implications for the Extension Service and school partners are that (1) relationships are an important component of successful programs, (2) college-student mentors and small groups are useful model for other programs, and (3) qualitative research compliments quantitative data and improves understanding of stakeholders.

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### OH, HOW TIMES HAVE CHANGED: FOOD SAFETY FOR SENIORS

Carol Schwarz, R.D.\*, Susan Brown, Cheryl Tickner and Cami Wells

#### ABSTRACT:

Foodborne illness is a major threat with senior citizens a high risk population for food borne illness. There are several barriers that can be used to prevent food borne illness including the control of time and temperature. Senior citizens who decrease the amount of time perishable food sits out for more than two hours decrease their risk for foodborne illness and possibly death. One of the main problems when working with senior citizens and food safety is their reluctance to change. They have been using the same practices for years, have never become sick, so they think, "So, why change?" To overcome this obstacle a new learning strategy was needed. The approach used by a team of educators from central Nebraska was to create an interactive food safety game with an emphasis on why food safety practices need to change with the times. To spark participants interest before the presentation "An Ounce of Prevention is Worth a Pound of Cure," placemats were designed and distributed to senior centers to use the week of the program. Twelve presentations were given to 410 seniors in seven counties. Evaluations indicated 36 percent of participants were leaving perishable food sit out for more than two hours. After the program there was a 21 percent decrease in the number who would continue this practice.

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## UTILIZATION AND EVALUATION OF A STATEWIDE 4-H VOLUNTEER NEWSLETTER

Bruce P. Zimmer\*, Scott D. Scheer, Ph.D. and Joyce A. Shriner

#### ABSTRACT:

The 4-H Cloverbud Connections Newsletter is an innovative, statewide publication targeted specifically for volunteers working with K-2 youth. The newsletter has been published quarterly since 1997 for adult volunteer leaders and Extension professionals. Recently, it has been made accessible over the Internet to new audiences. It contains five sections: a headline article, Cloverbud activity section, campus connection, children's recipe, and educational articles. Recently, two statewide surveys were conducted to measure the usefulness and utilization of the newsletter from 4-H volunteers (n=205) and 4-H professionals (n=77). Quantitative and qualitative research methods were employed to gather the data. The volunteer survey indicated that 81% had five years or less of volunteer 4-H service. Most of the volunteers, 89%, indicated they "use or read or file" the newsletter. On a 4-point Likert-type scale measuring usefulness, 99% rated the newsletter as very useful (highest rating) and useful. The activity section was ranked most useful, followed by educational articles. Ninety-seven percent of the volunteers want to continue to receive the newsletter. Ninety-five percent of the professionals reported the newsletter's contribution to K-2 programming as excellent (highest rating) or good, 97% rated its usefulness for Cloverbud volunteers as excellent/good. 73% indicated they accessed the newsletter 1-6 times per year for information and 97% want the newsletter to continue as a resource. Half, 50% are willing to contribute an article. The research team identified several recommendations to improve the usefulness of the newsletter. They will be shared during the presentation.

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