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THE TOP TEN REASONS TO OFFER CREATIVE ART EXPERIENCES TO CHILDREN

Mary S. Averbeck*

ABSTRACT:

Creative art experiences promote positive youth development in all areas of growth: social, emotional, intellectual, and physical. In addition, creative art experiences encourage children to respect the uniqueness and individuality of different people. This workshop is geared for those who work directly with preschool or school age youth or educate or supervise adults that work with these age groups. During this ands-on seminar, experience creative art activities that enhance creative thinking, communication, problem-solving skills, decision-making skills and self-esteem. This seminar will also address the difference between a "craft" and "art' and the developmental advantages for youth to produce art. One goal of this seminar is to help creatively challenged adults understand the importance of offering creative art experiences and present ways to adapt art experiences for children aged two through twelve. Whether your art supply budget is healthy or non-existent, various resources and activity ideas will be provided to meet your needs. Plan to get your hands dirty and enjoyyourself!

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"BREAK THROUGH" TO KIDS WITH REAL-WORLD SCIENCE FUN

Keith G. Diem Ph.D.*, Betty Jean, Jesuncosky Webersinn, Kevin Mitchell and James Nichnadowicz

ABSTRACT:

Science provides a great medium for discovery and a transparent means to teach life skills to youth. And, despite its reputation as being technical and boring, it can even be fun! The NJ 4-H Science Discovery Series curriculum has been successful because it uses a variety of real-world topics to teach youth, grades 2-10. By exploring subjects as diverse as geology and weather, whales and spiders, trash and trees, oceans and space, youth gain important knowledge and transferable skills. Easy-to-use, hands-on activities will be demonstrated that can be used in school classrooms, after-school programs, in 4-H clubs, at camp, and more. Find out how simple and effective science can be to "break through" to kids, including at-risk audiences and special needs students. You'll be introduced to a sampling of activities from the following units: Weatherwise (Meteorology); What Is That Tree I See? (Leaf & tree identification); Spiderrific (Spiders); Mountains High, Oceans Deep (Oceanography); Exploring Planet X (Space exploration); Where Does Your Garbage Go? (Waste management alternatives & environmental conservation). Supporting resources are available online at <www.discoverscience.rutgers.edu>.

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TEACHING CONFLICT RESOLUTION THROUGH CHILDREN'S LITERATURE

Linda K. Earley*

ABSTRACT:

This conflict resolution program involves teens facilitating sessions for children in grades one and two. It is based on an approach called The Peaceable Classroom Model, which looks at the classroom as a caring and respectful community. Teens attend training sessions and then visit "their" classroom four to eight times. Included in the sessions are an introduction to the topic, related children's books, and reinforcement activities. Five themes are emphasized in this program: cooperation, communication, emotional expression, appreciation for diversity, and conflict resolution.

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CURRICULUM RESOURCES FOR ENVIRONMENTAL AND NATURAL RESOURCE EDUCATION

Barry W. Fox *

ABSTRACT:

Environmental and natural education involves planning programs in a variety of ENR topics. These topics often involve important environmental concepts and issues. The agent or volunteer leader instructor may not always have the expertise to do justice to the topic. In addition, lecture presentations, even with audio-visuals, are often not well received, especially with youth audiences. It is important that the audience not be lost to the doldrums of terminology, concepts and data. It is said that a picture is worth a thousand words. The same can be said for the interactive presentation versus the lecture. The challenges are to: presentation about(1) make an accurate and understandable the topic and (2) get the audience involved in the presentation. Fortunately, there are dozens of wellwritten curricula that offer a wide variety of interactive games and hands-on activities. National Projects Learning Tree, WILD, and WET are curricula that are widely used in ENR instruction. They present ENR topics with a variety of entertaining games and hands-on activities. However, they lack content for many of the environmental issues we see today. This session will present a summary of more than twenty curricula that address some of the more pressing environmental issues that are currently emerging. Some of these include: global warming, ozone depletion, sea level rise, biological and genetic diversity, bio-magnification, solid-waste management, air quality, environmental economics, population pressures and others. The curricula are designed for audiences from upper elementary to adult. Participants will receive an annotated bibliography of the resources and examples of real-world data/situation integration into several activities.

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OUTDOOR SUMMER SCIENCE SCHOOL

Kevin Heaton*

ABSTRACT:

By partnering with local elementary teachers, USU extension has been able to help educate students about environmental and natural resource issues through the Outdoor Summer Science School (OSSS). The OSSS is a 7-week course that provides students hands-on learning experiences. Identifying the need for equipment, such as water quality testing kits, digital cameras, binders, backpacks, the partners wrote and received grants over \$7,500.00. Through grant funding and support from Garfield County School District the OSSS was held three consecutive years. Over 130 youth, grades 4-6 enrolled during the three years. Each week students spend one day in the classroom learning about an issue and one day out in the field completing their education. The "out-of-doors" learning experience usually revolves around a project such as restoring a stream or an activity such as shooting sports. Students document with photos and text what they learned on activity pages. Several students have entered them in the local county fair and some have entered them in the state fair. Summer science school has included the following 4-H sponsored activities: sport fishing, shooting sports, aerospace, environmental science, soils, wildlife management, watershed restoration, and water quality testing. The OSSS has demonstrated the benefits of partnering with local elementary teachers. By combining resources and vision for teaching youth about natural resources, the environmental and 4-H programs, youth have increased skills, confidence, and interest in environmental education.

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LEARNING CAN BE FUN WITH 4-H GAME SHOWS

Cynthia Higgins*, William Heltemes and Nancy Moores

ABSTRACT:

Learning 4-H subject matter materials can be an enjoyable experience when combined with a friendly competitive atmosphere. Several game shows were developed by agents to teach both youth and adults on a variety of 4-H subjects. There are many different ways to use this method to teach, reinforce and reflect material learned. Agents use this method of teaching when training 4-H camp counselors for their residential camping program and have found this method to be quite effective when reinforcing skills and information learned. Agents will demonstrate, with audience participation, how game shows are used, and will give written instructions on how to make game show boards to take back to their counties, along with a variety of ideas for use. Game show formats will include; Wheel of Wonder, Family Feud and 4-H Concentration. "Learning with Game Shows" was presented at the Southern Region Leaders Forum and received an evaluation score of 4.9 out of 5 from volunteers attending the conference.

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THE ABCS OF ENTOMOLOGY: A CLASSROOM ADVENTURE!

Joy Jordan* and Alison Neeley

ABSTRACT:

The ABCs of Entomology is new school enrichment curriculum produced by the University of Florida for 4-H aged youth (8-12), especially those in 4th and 5th grade. The curriculum can be applied in many different educational settings including 4-H day camps, after school clubs, home school groups, museums and nature centers, or other youth groups. Since insects are ubiquitous, this curriculum can be used effectively in both urban and rural settings. The ABCs of Entomology is activity based and uses the experiential learning model to help develop life skills as well as project skills. In addition, the curriculum is interdisciplinary and has activities that can be used in science, math, language arts, health, art, and music. Did you now that insects are keystone species in almost every ecosystem in the world? Over 80% of all animals are insects, and with nearly one million species already identified, they outnumber all other described organisms combined. This curriculum was designed with the belief that 4-H can play a major role in increasing appreciation for insects, dispelling misconceptions about them, and in decreasing general fear by providing opportunities for the youth to interact with insects in a non-threatening way. Through hands-on activities stressing the positive and unique aspects of insects, participants' understanding and appreciation increases. The poster session will showcase the curriculum, provide sample lesson plans and fun things to do support this topic in the classroom, 4-H club, school garden or other camp setting!

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4-H'ERS LEARN HOW TO PROTECT LIVESTOCK QUALITY

Cindy A. Kinder*

ABSTRACT:

Injection site blemishes and pharmaceutical withdrawal times are a major concern for livestock producers. Improper use of equipment and pharmaceuticals could lead to unsafe meat quality, loss of value or condemned animal carcasses. The objective was to strengthen families and communities through current research based knowledge of a variety of topics. Multiple activities throughout the 4H year were provided to youth and adults involved in livestock projects. Topics included: locations of wholesale and retail cuts of meat, livestock ultrasound, and the proper use of animal health products. Youth learned about needle sizes and uses, syringe types, and pharmaceutical selection. Members discovered the importance of reading labels, proper injection site locations, and the result of bad injections. Other topics taught were meat quality: color and marbling, fat deposits, feeding your project animal, profit and loss, and market value. 4-H members were able to do hands-on activities that helped reinforce the topics discussed. They were able to see how medications move through muscle by dissecting a chicken carcass that had been injected with various colored liquid. Impact: By providing multiple activities for youth and adults, knowledge was obtained about livestock quality. Three youth presented demonstrations to their clubs about injection sites. Two adults commented that they had never been allowed to give injections to a live animal, but felt that they could now. Also according to a post survey 50% of the participants stated they learned what marbling was and how it contributed to meat quality.

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4-H PROGRAM DELIVERY TO HOMESCHOOLED YOUTH

Mike Knutz* and Tammy Skubinna

ABSTRACT:

How can your County 4-H Program reach the ever-growing number of homeschooled students? Learn from two county 4-H Agents what they are doing in their counties to reach this often-overlooked audience. An estimated 1.2 million students or 2% of the school age population are receiving their education at home. These young people often have more time to include 4-H activities and educational projects into their schedule. They are also available during school hours for educational programming. From field trips to 4-H Homeschool Enrichment Programs, see how you can meet the needs of this new audience. This poster session will share ways to connect with homeschool families, types of programming to serve homeschoolers, and the demographics of the homeschool audience. Examples of existing clubs, special interest activities, and curriculum that work well with homeschoolers will be shared. Contact information for homeschool associations will also be provided.

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"GIVE DRINKING WATER A HAND" WATER CONSERVATION POETRY CONTEST

Theresa C. Mayhew*

ABSTRACT:

Now entering its eighth year, the "Give Drinking Water a Hand" Water Conservation Poetry Contest helps teach children about the importance of conserving and preserving our drinking water supply. Geared to public and private school third and fourth graders, teachers receive an informational packet containing contest rules, sample poems, prize information and a water conservation lesson plan. An optional three-part classroom presentation, "Water: Good to the Last Drop" complements the contest, but is also offered as a stand-alone program. The contest is promoted through the media, resource flyers and CCE publications. Partial funding is provided by the county water quality coordinating committee. Since the contest began, 1,479 poems have been submitted, and five out of the seven public elementary schools have regularly participated. Contest judges represent the agricultural community, county health department, county government, county water quality coordinating committee, county environmental management committee and general public. Prizes include U.S. Savings Bonds and passes to a local water park. Winners are honored at an awards reception held during National Drinking Water Week in May. Winning poems have been published in various media outlets, displayed at our county fair, CCE office and county Soil & Water Conservation District office located in our local USDA Customer Service Center.

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THE HUNGRY CATERPILLAR

Margaret Mahoney McKee* and Linda Strieter

ABSTRACT:

A 4-H enrichment program that addresses agricultural topics: The Very Hungry Caterpillar by Eric Carle introduces preschool and early elementary school children to the idea of insects in competition for our food supply. By bringing this popular story to life, facilitators teach children about the positives of fruits and vegetables, from taste and nutrition to the fun of "pick your own." Children also learn about the relationship between insects and produce as they follow the caterpillar puppet on its 'hungry" journey to becoming a butterfly. After hearing and interacting with the story, children match puzzle pieces to a puzzle board and have an opportunity to tell the class their favorite fruit or vegetable. The children are also provided with a sequencing worksheet to help them follow the life span of the caterpillar into a healthy butterfly.

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TAKING WATER EDUCATION OUTDOORS

Nancy Mesner* and Andree Walker

ABSTRACT:

This seminar will introduce participants to hands-on activities that educate youth on water quality and watershed concepts. Participants will be introduced to some basic watershed principles, participate in several activities and receive lesson plans for those activities. A River Runs Through Us works with middle and high school youth within a watershed area. We train students and their teachers and non-formal educators on monitoring techniques and interpretation and support their monitoring programs. The students collect data and share their results with their communities and with the other monitoring teams through a common web page, an on-line database and an annual watershed festival. The monitoring itself serves to introduce students to watershed functions and the link between human activities and water quality. Youth develop a sense of place in their community and in their natural environment, and become actively involved through service projects and outreach activities. Many groups expand to water-related art, writing, and local history projects. We are currently developing a 9th grade earth sciences curriculum and a 4H curriculum from these materials. Our Bugs Don't Bug Us program introduce K-6 youth to water resource concepts through hands on activities involving stream invertebrates ("bugs"). We provide a series of fun activities ranging from directly exploring streams and their inhabitants to our popular "build a bug" and bug relay races. We train leaders and teachers and also work with an average of 3,000 children annually through 4H and other camps, water festivals, and classrooms.

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HANDS-ON EDUCATION WITH LIVESTOCK DAY CAMPS

Scott Nash*, Steve Harriosn, Rauhn Panting and Joel Packham

ABSTRACT:

In southeast Idaho the 4-H market animal program continues to be popular with traditional 4-H youth and parents. This popularity has spread to non-traditional families. Thirty percent of new participants have no livestock project experience. Youth participate to learn responsibility, work with animals, set goals and finish a job. The addition of inexperienced members has required recruitment of inexperienced leaders. Parents, youth, and 4-H leaders have limited knowledge and limited time for educational meetings and activities. To address these issues, extension educators developed livestock day camps to provide life-skill and quality livestock education within a compact time frame. Subjects are geared to the needs of 4-H participants. They include ethics, fitting, showmanship, feeds, nutrition, decision making, public speaking, judging, record keeping, quality assurance, ultrasound, meat cuts, and breeds. The subjects are taught using hands-on curricula. For example, youth mixed feed rations using real feed, learned quality assurance by giving injections of colored water to bananas, and used a beanbag toss to learn cuts of meat. To evaluate impact, a pre- and post-tests were given. Average pre-test scores were 33.7, and average post-test scores were 84.8-a 51 percent increase in knowledge gained. Participants received credit for meeting attendance and left the camps with needed information.

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HOOFBEATS AND HEARTBEATS

Valdasue Steele* and David Clark

ABSTRACT:

The University of Idaho Extension Faculty in Benewah County and the Coeur d'Alene Reservation have developed a curriculum called "Hoofbeats and Heartbeats." This curriculum will provide a step-by-step, hands-on method using equine partners to teach leadership, communication, and to build confidence and trust in youth. This tried and true method will tame the toughest kid and bring a timid child out of their shell. It has been used successfully with several youth audiences including alternative high school youth and Native American youth. The curriculum can be used anywhere an equine can go including in school, at camp, and in community settings. It can be integrated with existing programs, or it can be a stand-alone activity, and can be used in 1 - 4 hr sessions. Ideally, there are two to four youth per horse. The curriculum begins by asking youth to consider the horse in its natural environment and to make observations about its characteristics. Youth begin by touching and grooming, which includes picking up feet, then progress to leading, tacking up, and sitting on the horse while being lead by a partner. All youth are asked to make a commitment at the beginning to try everything the presenter asks them to do. If they refuse any step then they cannot progress to the next. Many youth overcome fears, build confidence and trust, and want to share what they have learned with others as a result of their participation. Workshop participants will receive a free copy of the curriculum.

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TEENS AS TEACHERS

Cynthia Warner* and Cassandra Corridon

ABSTRACT:

The Teens as Teachers (TAT) program is a statewide effort in Maryland to engage teens in meaningful programs that help them make connections to their communities. Developed by the 4-H youth leadership team in Maryland, the program began with a weekend learning experience that brought youth and adults together to learn leadership, team building, teaching, and self-empowerment skills. Twenty teams (3-5 youth and 1-2 adults) received specialized training in group dynamics, communication skills, conflict resolution, creative teaching techniques, program planning and promotion to support their work as teen teachers and leaders. Topics for the Teens As Teachers Program addressed issues and concerns facing Maryland communities today and were identified through a survey of teens. These included agricultural literacy, social issues, sports ethics and nutrition, Dads Make a Difference, teens on boards, and bridging the digital divide.4-H, Ag and FCS educators provided subject-matter training and resources. This highly interactive workshop will begin with a learning-center approach to share the educational materials that teens have used to conduct local programs. The presenters will demonstrate vouthdesigned games and activities to teach others and discuss the ways teens are making a positive impact in their communities. Workshop participants will gain knowledge and skills to implement the Teens as Teachers program, understand the essential elements of successful teen teaching and peer education programs, and learn how to build youth/adult partnerships and community collaborations for successful promotion and implementation of programs that address youth issues. Sample teaching packets and creative ideas for engaging youth in teaching will be shared.

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WHAT IS FORESTRY--CONNECTING COMMUNITIES: A WEB-BASED NATIONAL EDUCATION PROGRAM

Dr. Bob Wheeler* and Marcell Szymanski

ABSTRACT:

"What Is Forestry: Connecting Communities" is a national pilot project that examines the impact of using community-based information and the Internet to teach issues and opportunities in forest management. It is designed to explore new ways to reach young people who need basic forestry information, to ensure comprehension of natural resource issues, and to capture their imagination. Through the WIF-CC program we have sought to empower elementary students with the knowledge to understand alternative options and assist in making sound decisions on forest management issues both locally and nationally. To bring forest management concepts and transfer technology to a broader cross-section of present and future forest users. This program is designed to connect schools with community forestry issues and to share student activities and forestry-related culture through the use of the Internet resources as a learning tool. A key component of these activities has been the sharing of culture and heritage between communities/schools via the Internet which has facilitated better understanding of related forestry issues in other regions of the United States. The project is especially relevant to rural communities because it provides a new mechanism to facilitate a connection between forest management opportunities both locally and nationally.

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4-H PROGRAM AND HOMESCHOOLING: A PERFECT MATCH

Lori Wiggins*

ABSTRACT:

Each year, more and more parents choose to homeschool their children. They do so for a variety of reasons and they do so with a varying amount of skill and experience in planning, curriculum development, and time management. Even the most skilled and experienced homeschooling parent should welcome the resources that the 4-H program can bring to families. County Extension staff can work with parents to use 4-H curriculum resources that are research-based and age appropriate, and that encourage inquiry-based learning with hands-on fun activities. 4-H has an extensive number of informational/educational packets that are available at no cost to members that can be incorporated into the homeschoolers school curriculum. 4-H youth are encouraged to keep project records, effectively documenting their progress and easily incorporated into the homeschoolers portfolio. Project records help youth to understand the process involved in doing a project, from planning and resource management, all the way to evaluation. Project records also help youth to improve their critical thinking and writing skills. In addition, the 4-H program provides opportunities to participate in many activities and events that promote social and learning experiences. 4-H Homeschool Club members can also participate in a both a Science and History Fair along with a variety of weekly educational classes organized by the Extension Staff and Homeschooler parent volunteers. The 4-H program is for the entire family and a perfect match for homeschooling families.

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