MODULE 3 – CREATING AND IMPLEMENTING A HIGH-QUALITY PROGRAM

PRIMER FOR 4-H SHOOTING SPORTS INSTRUCTORS

Promoting Positive Youth Development through Comprehensive Education, Life-Long Recreation, and Healthy Competition

National 4-H Shooting Sports

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Introduction

Volunteers are an important part of what we do, and how we do it.

Across the nation, 4-H Youth Development relies on the passion and generosity of nearly 500,000 volunteers to fulfill the educational goals of the program.

It is important to understand that 4-H is not simply an activity provider but rather a Youth Development program that utilizes research-based information and best practices in positive youth development to design and conduct our 4-H educational program. 4-H Volunteers are volunteer educators for the Land Grant University system.

Overview of what will be covered in this module:

1. What is Positive Youth Development?
2. Creating a High-Quality Program
3. Elements of a quality program setting
4. Solid Teaching Principles
5. Strategies for Effective Teaching
6. Ages and Stages of Youth Development
7. Art of Teaching Kids

4-H is a global network of youth organizations whose mission is "engaging youth to reach their fullest potential while advancing the field of youth development."

Positive Youth Development is…[2]

1. **Intentional**,
2. **Pro-social approach** engaging youth within their communities, schools, organizations, peer groups, and families,
3. **Productive and constructive**,
4. **Focused** on **youths' strengths**,
5. **Promoting positive outcomes** for young people by:
   a. **providing opportunities**,
   b. **fostering positive relationships**, and
   c. **providing the supports** to build youth leadership skills.

The 4-H Shooting Sports Program engages youth through comprehensive education, life-long recreation, and healthy competition.

This means each level of the Priority Pyramid plays an integral role in Positive Youth Development. What you do at the club level to integrate education, recreation, and competition has a significant impact on youth as they mature from early childhood and transition into adulthood.

Competition

Recreation

Education

PYD is possible at all levels of the Pyramid.

The 4-H Thriving Model

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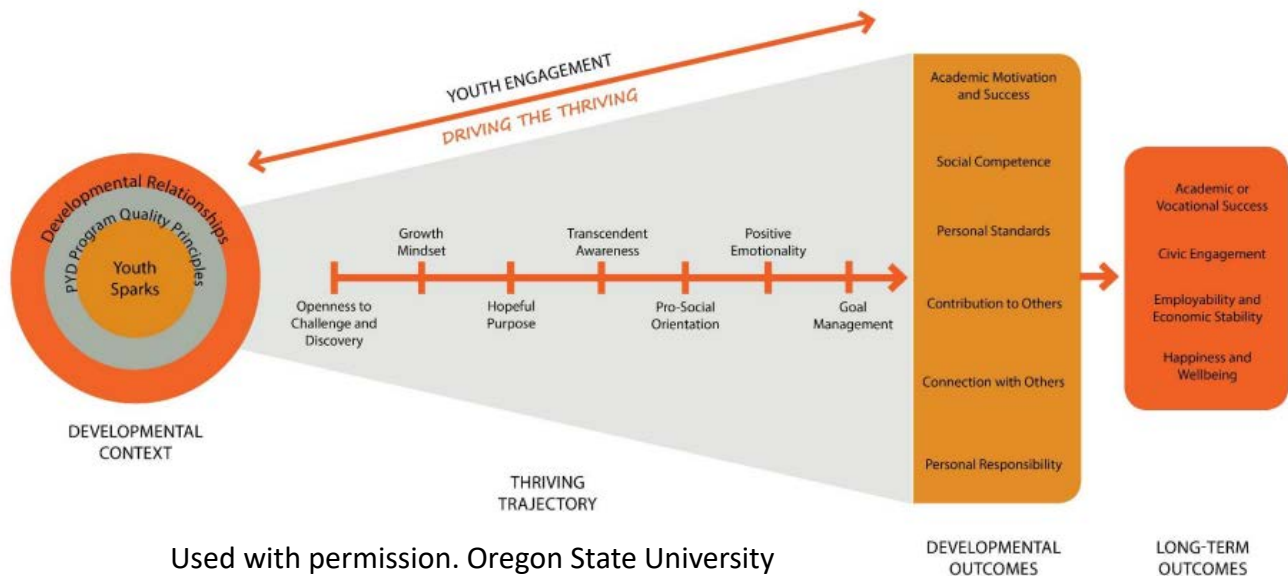
Developmental Context

The above 4-H Thriving Model is the first predictive model to explain how Positive Youth Development works within the context of the 4-H program. Note the 4-H Thriving Model[4] has four sequential sections: **Developmental Context, Thriving Trajectory, Developmental Outcomes, and Long-Term Outcomes**. Developmental Context is the piece of the model a volunteer has the most influence over. The Developmental Context contains the components of a High Quality 4-H program or club. This is where the good things happen. When Developmental Context is done right, youth will thrive and thriving youth will achieve developmental and long-term outcomes.

Developmental Context is the piece of the model a volunteer has the most influence over. The Developmental Context contains the components of a High Quality 4-H program or club. This is where the good things happen. When Developmental Context is done right, youth will thrive and thriving youth will achieve developmental and long-term outcomes.

Up next is a closer look at some of the components within Developmental Context.
https://health.oregonstate.edu/sites/health.oregonstate.edu/files/thriving-model/pdf/2018-thriving-model-summary-booklet.pdf

Creating a High-Quality Program

Thriving Model - Developmental Context[4]
4-H Programs done well help youth thrive by…

Sparks • Providing a place for youth to explore their interests and passions – their **sparks!**

Program Quality • Offering programs that follow youth program quality principles with a focus on youth **belonging**

Youth-Adult Relationships • Emphasizing **developmental relationships** with adults who are caring, challenge growth, and share power

Used with permission, Oregon State University

There are three components of the Developmental Context of a quality 4-H Youth Development Program. Think of Developmental Context as the setting or makeup of a 4-H club or program. A high quality 4-H Program includes: Opportunities for youth to find or foster their SPARK, a focus on creating a sense of BELONGING for youth, and the cultivation of DEVELOPMENTAL RELATIONSHIPS with adults.

More information about the 4-H Thriving Model can be found at:
https://health.oregonstate.edu/sites/health.oregonstate.edu/files/thriving-model/pdf/2018-thriving-model-summary-booklet.pdf

Encouraging Youth Engagement

The last piece of creating a quality program is encouraging youth engagement. "4-H has its greatest impact on positive youth development when youth are fully engaged in the program, especially when youth participate for multiple years. Youth should be encouraged to participate in 4-H actively and regularly, as well as participate in extended 4-H learning opportunities at the local, state, national, and even international level'.[5]

Engagement includes the Duration, Intensity and Breadth of the experience for the 4-H member.

Research shows that intentionally providing the Developmental Context of a High Quality Program and Encouraging Youth Engagement in 4-H programs will set youth on the Thriving Trajectory that ultimately leads to both positive Developmental and Long-Term Outcomes that benefit youth in their transition to adulthood.

More information about the 4-H Thriving Model can be found at:
https://health.oregonstate.edu/sites/health.oregonstate.edu/files/thriving-model/pdf/2018-thriving-model-summary-booklet.pdf

Over time, solid teaching principles have been developed to help educators engage the audience, deliver an impactful message, and promote a high quality program. This section will illustrate how these principles work within the Developmental Context of the 4-H Program.

Sparks • Providing a place for youth to explore their interests and passions – their **sparks!**

First Shot Fundamentals

Specific to Shooting Sports, but applicable in all projects areas, is the concept of First Shot Fundamentals. Learn by Doing is an important concept in 4-H. In fact, it is the 4-H slogan. Without the experience and knowledge acquired by doing a particular task, it is very hard to understand and comprehend what the educator is teaching. Put another way, if the student has never held or fired a pistol, it is really difficult for them to understand the intricacies of grip, stance, breath control, sight picture, and sight alignment. To assist the student in the learning process 4-H Shooting Sports educators practice First Shot Fundamentals. First Shot Fundamentals simply recognizing the value of getting youth to the line quickly, and safely, to fire successful first shots. Once a youth has successfully fired a shot or two they have a much better comprehension of what the firearm feels like in their hand, how it will behave once fired, and what it feels like to try to align the sights or control breathing. The practice of First Shot Fundamentals will potentially allow youth to find their spark, and more importantly make sure that the spark isn't prematurely extinguished by hours of tedious rote learning that isn't applicable without the experience of having fired shots in the beginning.

• Offering programs that follow youth program quality principles with a focus on youth **belonging**

Program Quality

Rules, Policies and Procedures

Program Quality extends beyond just Belonging and how 4-H programs are planned and led. Leaders will be often called upon to act as an authority. A leader's knowledge of 4-H Club Rules, 4-H Shooting Sports Contest Rules, and 4-H Policies and Procedures is important. Whether being asked by a youth member, a parent or the media, it is important that leaders are able to give clear, precise and accurate answers. Take the time to learn about the local 4-H Program, and the applicable rules, policies and procedures.

It's OK not to know all the answers. It's always better for volunteers to say "I don't know but I will find the answer." Don't ever espouse something as fact if the facts are not known. People generally allow leaders to find the right answer, and tolerate that much better than giving an answer that later proves to be wrong.

POLICY
GUIDELINES
PRACTICES
STANDARDS
RULES
REGULATION
COMPLIANC

• Offering programs that follow youth program quality principles with a focus on youth **belonging**

Program Quality

Appearance
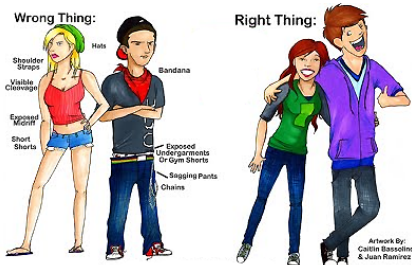
Most 4-H programs have a dress code for 4-H youth. Leaders should always adhere to the same dress code as the youth, and be ready to explain why the way 4-H'ers dress is important – Safety and Professionalism are but two reasons to dress the part when participating in a 4-H activity.

Wrong Thing:
Hats
Shoulder Straps
Bandana
Visible Cleavage
Exposed Midriff
Short Shorts
Exposed Undergarments Or Gym Shorts
Sagging Pants
Chains

Right Thing:
Artwork By:
Caitlin Bassolino & Juan Ramirez

Solid Teaching Principles and Strategies

- Offering programs that follow youth program quality principles with a focus on youth **belonging**

Program Quality

Behavior and Sportsmanship

Program Quality also promotes Positive Social Norms including good behavior and sportsmanship. It is easy, especially in the heat of competition, to forget the reason for being involved in the 4-H Program. Adults want 4-H youth to perform well and be successful. But successful outcomes in the program are often much, more subtle than a champion ribbon or a state medallion. A youth that models good behavior in the face of a disappointment or demonstrates great sportsmanship are much more meaningful long term behaviors gained in the 4-H Youth Development Program.

Youth learn those behaviors and traits from the people that they look up to, or aspire to be like. And, likely that person will be the leader! Remember, the youth are watching. Always model good behavior, and emphasize the importance of Sportsmanship.

- Offering programs that follow youth program quality principles with a focus on youth **belonging**

Program Quality

Hands-on Technique

From the beginning 4-H has recognized the benefit of Hands-On or Experiential Learning. Learning based on real-life situations where youth are interacting with and actively engaged in the experience. The 4-H Slogan is, "Learn by Doing" and 4-H Educators value and adhere to that practice. Try to incorporate the use the Hands-On approach to learning.

However, it is important to remember that education that takes place in real-life situations has huge impact on the youth, but also comes with some inherent risk. One of the ways to manage risk when working with youth is by using appropriate "Hands-on" technique. Managing that risk, is part of module 4.

Solid Teaching Principles and Strategies

Sparks
• Providing a place for youth to explore their interests and passions – their **sparks!**

Experiential Learning[6]

Learn by Doing has long been the process of 4-H Youth Development – in fact, as mentioned previously, it is our slogan.

Youth (and adults) often learn best by hands-on activities that engage them in the learning process. For this reason, leaders employ the Experiential Learning Process whenever possible.

Experiential Learning is really quite simple. Start with any hands-on activity. Do the activity, reflect on what was done, then apply that learning to real-life situations. Do, Reflect, Apply.
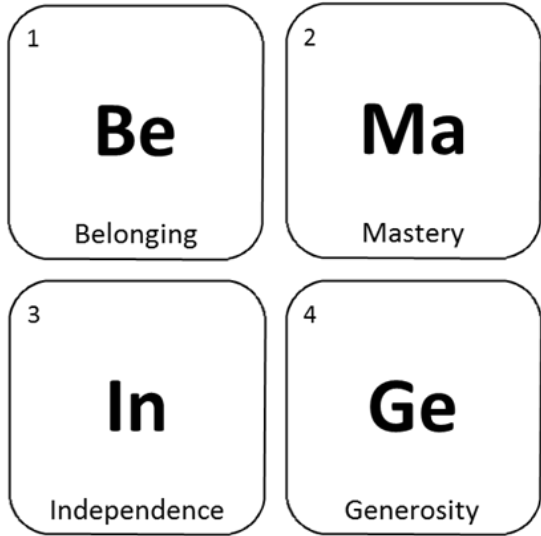
For example, when teaching kids about sight alignment, an instructor could stand in front of them and lecture about how to properly align the sights of a firearm. Or, the Instructor could use the Experiential Learning Process. Use Experiential Learning to conduct a hands-on activity – maybe having teams make large front and rear sights out of cardboard, then demonstrate how to properly align them – up and down, left and right (This is the DO part of Experiential Learning). Once youth have mastered aligning the sights, REFLECT on what was learned or why that is important – If sights aren't properly or consistently aligned, it is not possible to hit the same place twice except by accident. Then APPLY that learning by doing an exercise like the "Triangulation" exercise that can be found in the 4-H Shooting Sports Pistol or Rifle curriculum.

Do, Reflect, then Apply will create a circle of mutually reinforcing activities that will help the 4-H members to retain and perform the required steps to be successful.
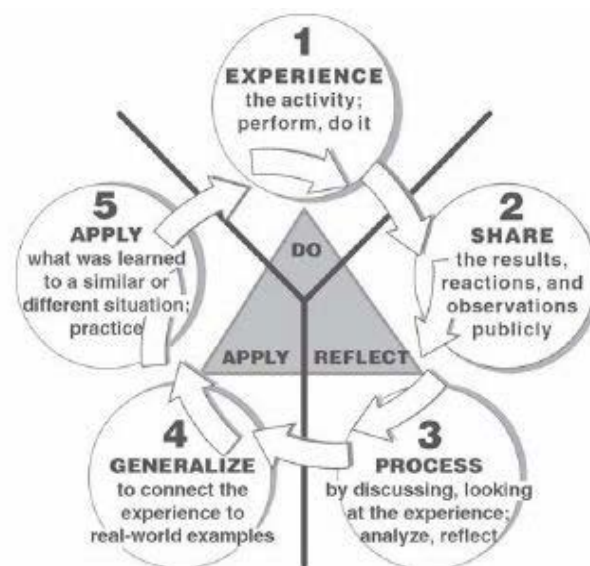
Solid Teaching Principles and Strategies

Sparks
- Providing a place for youth to explore their interests and passions – their **sparks!**

1
Be
Belonging

2
Ma
Mastery

3
In
Independence

4
Ge
Generosity

Targeting Life Skills wheel

With the introduction of the 4-H Thriving Model[4] of positive youth development, many of you may be wondering the whereabouts of the Essential Elements [7] of Youth Development and Targeting Life Skills Wheel[8] – two other models that have been used extensively in 4-H for the past few decades.

These two models still have value in the 4-H program. Many experienced leaders may recognize Opportunities to Belong (the emphasis of Program Quality) as one of the Essential Elements of Positive Youth Development. It is still critically important to create a space for Belonging, Mastery, Independence and Generosity into a 4-H Project. Likewise, youth in a well run program are constantly honing skills that are found in the Targeting Life Skills Wheel and gaining new 21st century competencies. This wheel reminds us of the way in which those skills and competencies are connected.

We hope youth gain these skills as a result of their engagement in 4-H.

• Emphasizing **developmental relationships** with adults who are caring, challenge growth, and share power

Youth-Adult Relationships

Teaching for Early Success

Teaching for early success is important in the promotion of Developmental Relationships. Quality education allows student to feel successful in their new knowledge and skills and uses confidence and success as building blocks to achieve Increasingly difficult goals. Recognizing and rewarding early successes will allow youth to gain the confidence needed to master increasingly difficult tasks and will challenge the growth of 4-H members

Modeling Behavior

4-H members are like sponges that are soaking up information on the way adults behave, dress, talk and act.   4-H leaders are role models for young people. What is said and done, actions, and even the things posted on social media sites, will be modeled by youth.

4-H instructors must always be professional in their actions, and interactions with 4-H members and the community. Be a positive influence on these young peoples' lives.

• **Engaging youth** with sufficient program dosage, intensity and duration

Youth Engagement

Concise Step-by-Step Instruction
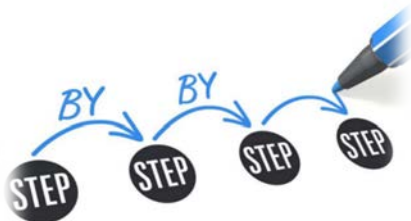
By and large, educators are passionate about the subject they teach and they generally have a huge wealth of knowledge about that subject. Always remember, that it is easy to overwhelm your students. Always practice concise, step-by-step instruction – just enough information when the student needs to know it. Give the student time to understand, learn and practice the simple steps before moving onto new, more difficult techniques.

Youth-Adult
Relationships

- Emphasizing **developmental relationships** with adults who are caring, challenge growth, and share power

Early Childhood, 5-8 years of age-

Children of this age are learning to master physical skills by using large muscle groups for-running, jumping and climbing. They are just beginning to develop their fine motor skills like tying their shoes. When working with this age group in relation to their physical development, focus on activities that encourage the use of large motor skills more than fine motor skills.

Socially these children are learning to develop relationships and may have several best friends. They can fight with each other, but they get over those fights quickly.

Emotionally these children are very focused on themselves, they have a hard time understanding someone else's point of view.

Intellectually these youth base their thought in the concrete ideas, not abstracts.

Needless to say, for a variety of reasons, don't allow these youngest youth to participate in 4-H Shooting Sports Programs. Check with your local Extension Agent for your state's shooting sports age requirements.

• Emphasizing **developmental relationships** with adults who are caring, challenge growth, and share power

Youth-Adult Relationships

Middle Childhood, 9-11 years of age-

This age group is active they cannot sit still easily or for long periods of time. Girls will mature before boys. Active learning experiences are essential.

Socially, children of this age want to be with their own sex, boys with boys, girls with girls – after all, boys have cooties!

Emotionally they want everything to be fair or equal, and they often judge things in absolutes with very little middle ground. An idea is either wonderful, or disgusting.

Intellectually, this group is easily motivated and eager to try new things – however they may lose interest quickly too. Simple, short lessons are importation for this age group, keep the learning experiences brief. Provide a variety of learning experiences and activities that ensure success for each child.

Youth-Adult Relationships
- Emphasizing **developmental relationships** with adults who are caring, challenge growth, and share power

Early Adolescence, 12-14 years of age-

Children between ages 12 to 14 are experiencing many physical changes. They are entering puberty, boys' voices are changing. Boys are experiencing growing spurts in which they overtake the girls in stature. Both boys and girls are concerned about their body image. When working with this age group, be sensitive to their feelings and avoid comments that criticize or compare youth physically. Watch for youth who are making fun of others and put a stop to it, to avoid hurt feelings.

Socially, children at this age prefer activities that include both boys and girls. They are more interested in what their peers say than their parent's advice. They are becoming more opinionated and independent and tend to reject solutions from adults because they feel their solution is better. It is important to select activities they can do with their peers. They are also ready to begin working on individual goals they want to achieve, instead of just focusing on group goals.

Children at this age still tend to compare themselves to others. They are sometimes characterized as the drama kings or queens. Their emotions are all over the place—one minute happy and having a great time, the next, the world is against them. Be careful not to embarrass or criticize these children. Help them explore their identity, values and beliefs by providing activities that challenge their thinking in these areas. Let these early teens assume responsibility for planning events and activities and set expectations that they follow through with their duties.

The intellectual development of 12 to 14-year olds is expanding to include more abstract thinking. They are beginning to understand cause and effect and they are ready for more in-depth, and long-term experiences. When working with this age group on their intellectual development, begin to give them real-life problems to solve. Let them make decisions and evaluate the results, so that they can learn from mistakes and celebrate achievements. This age group will thrive with service-learning projects where they can identify an area of need and put a total plan together to address that need.

Ages and Stages of Youth Development

- Emphasizing **developmental relationships** with adults who are caring, challenge growth, and share power

Youth-Adult Relationships

Teens, 15-18 years of age-

Typically, teenagers are approaching maturity with their physical development and are concerned frequently about their body image. Acne, weight, physical activity, and other issues are concerns to them. They are impressionable where physical appearance is concerned and can be easily misguided by advertising and the emphasis our society places on physical appearance. While working with teens. it is important to avoid comments criticizing their appearance or implying that their physical appearance is related to who they are inside or their success and happiness.

In their social development, 15 to 18-year olds desire status among their peer group. Although they want to be part of a group, they also want to be recognized as individuals. They are interested in coeducational activities and dating. They are learning how to make commitments and follow through. Encourage their social development by involving them in planning their own programs and holding them accountable for the success or failure of their plans. Emphasize personal development and leadership skills with teens.

Their emotional characteristics center around respect, developing confidence and developing independence. They are looking for ways to express their uniqueness but still want approval from their peers. They are also developing their own set of values and beliefs. As teens mature, encourage their emotional development by letting them assume more responsibility. Continue to challenge their thinking on identity, values, and beliefs. Encourage them to work in youth/adult partnerships to achieve common goals.

Some intellectual characteristics of the 15 to 18-year-old age group include mastery of abstract thinking and their ability to imagine how their behavior can impact the future. They like to show others what they have learned. This age group does not do well with meaningless activities or things that just take up time. To keep teens engaged intellectually, provide real life problems for them to solve. Career exploration is important as this is when they are thinking about whether they will go to college, what career they will pursue, and other important decisions.

The Art of Teaching Kids is a publication put together by Dr. Jeff Goodwin in 2000 while he was the State 4-H Specialist University of Idaho and also Member of the National 4-H Shooting Sports Committee.

The Art of Teaching Kids is a compilation of simple, time-tested strategies, that are easy to understand and employ in daily activities with 4-H Youth. Each strategy comes with a representative picture to help visual learners remember the strategy. Often these graphics are posted on large format paper around the room so they can be referred to when reinforcing a topic or lesson. Try to remember to use some of these in programming efforts and pay attention to the successes.

Youth-Adult Relationships
• Emphasizing **developmental relationships** with adults who are caring, challenge growth, and share power

Ability Balanced with Challenge – ABC's[10]

The model works like this. Start with a child who is capable of only handling a small challenge that is within their low ability level. They are at the lower left quadrant of the model.

To move this youngster through the zone of learning to a higher level of knowledge and capability, first challenge them just a bit– enough to make them slightly uncomfortable, then let them practice until they improve their skills and are back in their comfort zone---the zone of learning. Then let them experience a higher challenge, then let their ability catch back up. Repeat this sequence until they are ratcheted up to having the ability to handle challenging situations.

The result looks like a staircase of small successes that put the child on a thriving trajectory and give them the ability to handle increasingly challenging situations.
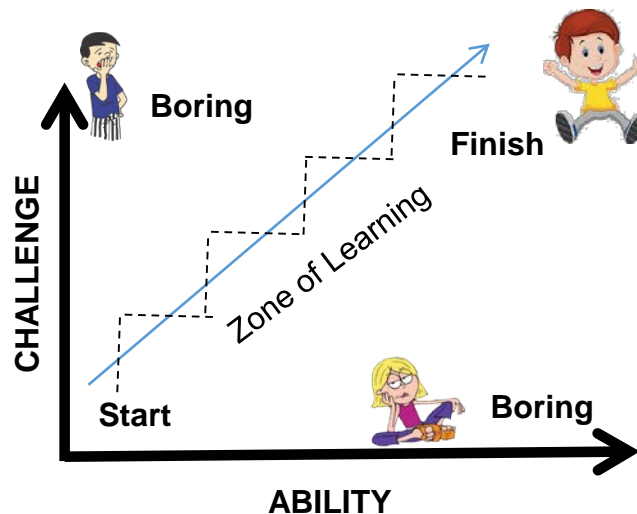
The Art of Teaching Kids

- Offering programs that follow youth program quality principles with a focus on youth **belonging**

Focus on the Kids

This graphic expresses the need for leaders to focus on the kids. The kids are the leader's audience and should be the priority. It's easy for adult leaders to forget that the kids have fewer life experiences. It is easy to talk beyond their comprehension. It's important to always teach to the audience, not above them and to realize that the program is all about the youth.

- **Engaging youth** with sufficient program dosage, intensity and duration

Teachable Moments

TM stands for "Teachable Moment."
The trademark of an effective educator is the ability to devise and utilize the teachable moment. To set up a teachable moment is actually like setting a trap, then springing the trap at the opportune moment. When the trap has been sprung, the student knows that they have been had, or in the case of education, they know what the point is as it is being made.

TM

Educators must make the effort to both set the trap and spring it at the right moment. Teachable Moments don't just happen. Educators must be intentional about planning and setting those educational traps. More teaching means finding consistent places to set educational traps for maximized results.

The Art of Teaching Kids

• **Engaging youth** with sufficient program dosage, intensity and duration

Youth Engagement

No No-Mistakes

NO-MISTAKES

This double negative is a reminder that its OK for adults to make mistakes and allow kids to make mistakes as long as they are in a safe and controlled environment. If teaching someone to operate a chain saw, it's best not to let them let them screw up too badly.

The true life-long lessons that stick with youth are those in which youth have learned from their mistakes. Many times adults want to rescue kids from adversity. When that is done, young people are robbed of powerful learning experiences.

Leave them on a High Point

Leave them on a high point. Many times educators pull out their best educational tricks at the start of class. If the "best trick" is used in the first 10 minutes of the activity and the last 50 minutes are "Boring!," What will the kids remember on the way home? Of course they will remember the boring part. Conclude the activity with the "best trick." That's what will be remembered and that's what they will talk about on the way home. Leave them on a high point with a best trick and they will come back for more at the next educational event or activity – and they might even bring a friend!

Furthermore, recognize when the kid is in a good place to quit for the day. If a kid is struggling to hit the target, don't let them fail and send them home deflated. Set the stage for success. If that means moving closer to the target, or making the target bigger, do it! The minute they hit the target, congratulate the child and call it quits. Let that kid have some success to take home and remember.
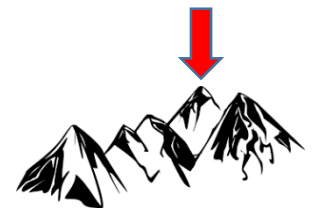
- Offering programs that follow youth program quality principles with a focus on youth **belonging**

Program Quality

Debrief

What does debrief have to do with teaching kids? Educators many times do a tremendous job of educating but then fail to stop and discuss what has just happened, and drive home their educational message in a good de-briefing session. De-Briefing is the second step in Experiential Learning, remember Do, Reflect, Apply. Too many times the plan is to set and spring the educational trap successfully, then let kids wander off without a thorough explanation of what just happened and why is it important. The good de-briefing session cements the educational event into the mind of the student so that they will never forget it.

The Debrief
1. How do you feel?
2. What happened?
3. What did you learn?
4. How does this relate?
5. What if ---?
6. What next?

- **Engaging youth** with sufficient program dosage, intensity and duration

Youth Engagement

Fun

Quality Educational Experiences for youth must incorporate Fun. Educational Experiences that don't incorporate fun will not be as effective as they could have been. And, if the educational event isn't fun there might be no one at the next scheduled event. Kids just want to have fun.

- Emphasizing **developmental relationships** with adults who are caring, challenge growth, and share power

Youth-Adult Relationships

FUN!!!

TSI
Tell me,
Show me,
Involve me!

TSI - Tell me, Show me, Involve me

This concept really goes back to the root of 4-H Youth Development and the premise that youth learn best when actively engaged in the learning process. The 4-H Slogan is "Learn By Doing." The Doing part is important. TSI, Learn by Doing, and Experiential Learning are different ways of saying the same thing.

Program Quality • Offering programs that follow youth program quality principles with a focus on youth **belonging**

Sneaky Preventative Education

Dr. Ron Howard, one of the Godfathers of the National 4-H Shooting Sports Program says it like this...

"Very few young people are interested in a program overtly focused on coping, competencies and contributory skills. The concept of life skills development is neither attractive nor exciting. As a result, these elements are imbedded in hands-on, experiential learning in subject matter that is FUN. Leaders and coaches must understand their role in teaching life skills, but they must carefully coat the medicine of life skills education with the easily swallowed activity of shooting and related interests."

In short, we don't always have to inform the youth exactly what we're doing, and why we're doing it. Yes, we involve them in the process. They give voice to the design of the program and share power. Much of the learning transferred is through the growth they've achieve and the skills they've acquired without even knowing it - not rote memorization. Make it fun and engage youth as active learners and leaders of their educational journey.

S.P.E

Conclusion

How are you doing? Some pretty heady stuff has been presented to you. So far you have learned about 4-H. It is important to know the roots of this great program. Next, you gained a better understanding of 4-H and Shooting Sports. Like any other project area, the subject matter is what brings youth to the 4-H program. You where just introduced to Creating and Implementing a High Quality 4-H Program. That was a lot of terminology and information for sure.

There is another area yet to be explored. As you might well imagine safety and responsibility go hand in hand. The next module entitled *Covering Your Assets* outlines in detail the fundamentals of risk management to insure the health and well-being of all who come in contact with the 4-H program, sustainability of program areas, and public image of 4-H, Extension Service, and Land Grant Universities.

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