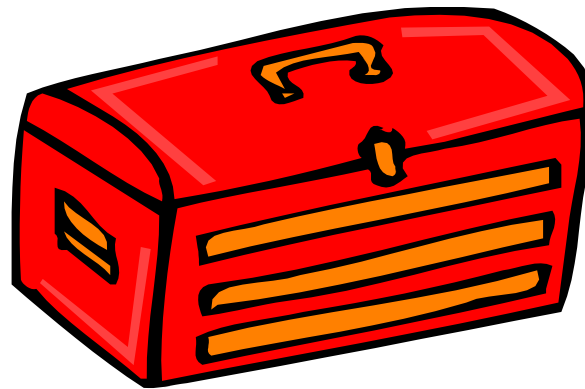


# Tools of the Trade

Giving Kids a Lifetime Guarantee



4-H Afterschool Training Guide©



## 4-H YOUTH DEVELOPMENT PROGRAM

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- ★ 4-H is a non-formal youth education program for young people (ages 5-19).
- ★ 4-H is present in almost all U.S. counties in urban, suburban, and rural communities.
- ★ In 2009, over 6 million youth participated in 4-H through 4-H clubs, afterschool programs, camps, and school enrichment activities.
- ★ 4-H is coordinated nationally through USDA National Institute of Food and Ag. and through each state's Land Grant University.



## STRENGTHS OF 4-H

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- ★ **Programs:** Hundreds of 4-H Staff partnering with thousands of adult volunteers to deliver programming to hundreds of thousands of young people.
- ★ **Curriculum:** Hundreds of high-quality, research-based curricula available; many for free.
- ★ **Professional Development:** 4-H Staff are experienced in facilitating workshops and trainings for a variety of audiences.



# BLUEPRINTS FOR POSITIVE YOUTH DEVELOPMENT

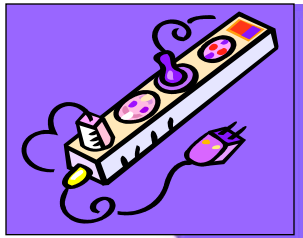


# BLUEPRINTS FOR POSITIVE YOUTH DEVELOPMENT

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## OBJECTIVES:

- ★ To learn basic needs of youth.
- ★ To identify core competencies of youth development workers.
- ★ To identify how afterschool programs can meet the needs of youth.
- ★ Discover new curricula that bridge youth development and health-related outcomes.

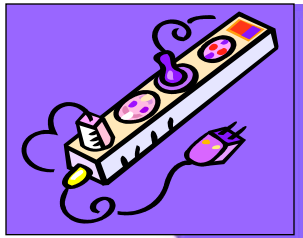


# THE POWER OF YOUTH WORKERS

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## BASIC NEEDS OF YOUTH:

- ★ To know that others care about them (Belonging).
- ★ To believe they are capable and successful (Mastery).
- ★ To know that they are able to influence people and events (Independence).
- ★ To practice helping others through their own generosity (Generosity).
- ★ Fun and stimulation.
- ★ A safe environment.
- ★ An education.
- ★ Healthy food.
- ★ Caring adults.

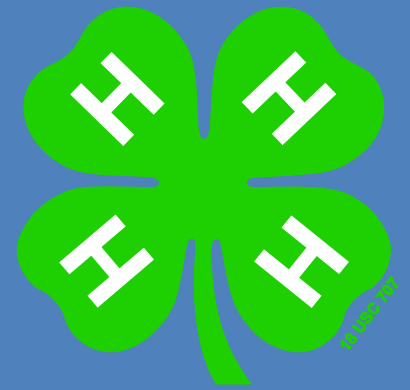


# THE POWER OF YOUTH WORKERS

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## YOUTH DEVELOPMENT WORKER COMPETENCIES:

- ★ Understands basic child and adolescent development principles.
- ★ Develops positive relationships with youth.
- ★ Evaluates and adapts age-appropriate activities.
- ★ Respects and honors cultural and human diversity.
- ★ Involves and empowers youth.
- ★ Identifies potential risk factors and takes measures to reduce them.
- ★ Involves families and communities.
- ★ Work as part of a team and shows professionalism.
- ★ Demonstrates the qualities of a positive role model.
- ★ Interacts with youth in ways that support asset building.



# 4-H HEALTHY LIVING CURRICULA

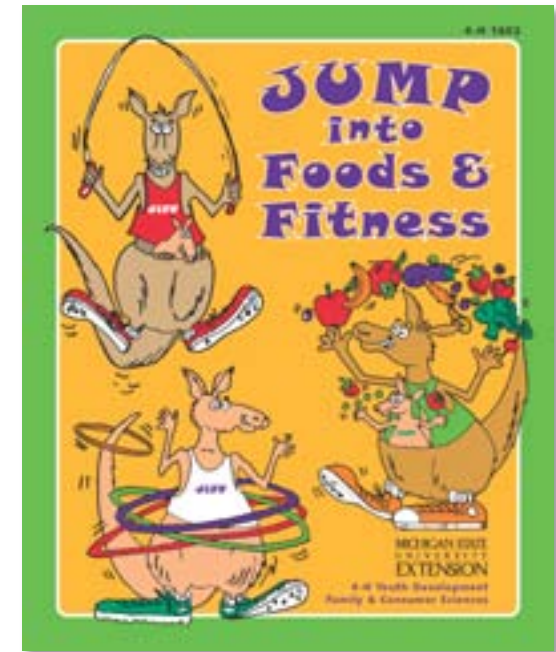




# JUMP INTO FOODS AND FITNESS

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- ★ Developed by Michigan State University
- ★ Teens as teachers model
- ★ Grades 3-5
- ★ Includes background info, attention getters, activities, food safety feature, snack suggestions, family newsletters and evaluation tools





# FITNESS SCAVENGER HUNT

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## DIRECTIONS:

- ★ Each team's scavenger hunt card has a set of activities listed on it.
- ★ The cones out in the playing area have index cards under them with activities printed on them.
- ★ Your challenge is to find and do the activities under the cones in the order printed on your teams card.
- ★ Remember to travel safely as a group as you move from cone to cone!



# FITNESS SCAVENGER HUNT

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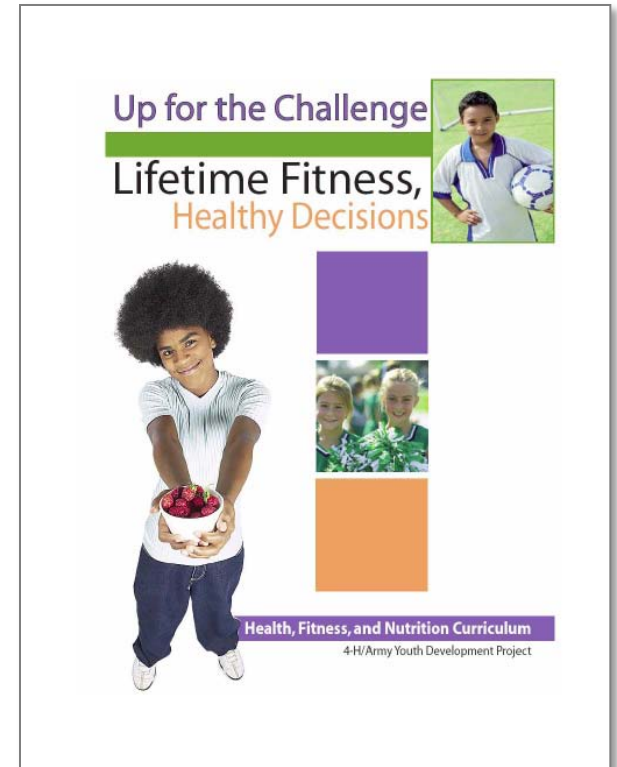
## DISCUSSION:

- ★ What activities were the most challenging?
- ★ What activity was the most fun for your team?
- ★ What fitness abilities did you need?
- ★ What types of people skills did you need?
- ★ What adaptations would you make for the youth in your afterschool program?



# UP FOR THE CHALLENGE

- ★ Activities for school age, middle school and teens
- ★ Free, 290-page curriculum
- ★ Partnership between University of Maryland, National 4-H Council and the Army Child and Youth Services





# SLOW, GO, WHOA!

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## HOW WOULD YOU CATEGORIZE THE FOLLOWING FOOD LABELS?

**GO**

Eat almost anytime; lowest in fat, added sugar, and calories.  
Example: English muffin pizza with low-fat cheese.

**SLOW**

Eat sometimes; higher in fat, added sugar, and calories.  
Example: Slice of regular vegetarian pizza.

**WHOA**

Eat once in awhile; very high in fat, added sugar, and calories.  
Example: Slice of deep dish pepperoni pizza.



# SLOW, GO, WHOA!

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## DIRECTIONS:

- ★ Relay teams will start in the back of the room.
- ★ One at a time, a player will run to the front, picking up a food item along the way.
- ★ Player determines how to categorize their food as “slow,” “go,” or “whoa.”



# SLOW, GO, WHOA!

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## DISCUSSION:

- ★ What criteria did you use to categorize food?
- ★ How did food preparation influence your decision?
- ★ What adaptations would you make for the youth in your afterschool program?



## LINE 'EM UP

### DIRECTIONS:

- ★ Each person will receive a slip of paper identifying a popular fast food item.
- ★ Line up from the estimated highest calorie item to the lowest.







## LINE 'EM UP

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### DISCUSSION:

- ★ Were you surprised by the calorie counts for the fast food items?
- ★ What else might you consider when choosing healthy foods?
- ★ What adaptations would you make for your program?



## 4-H RESOURCES

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### **California 4-H Youth Development Program**

[www.ca4h.org](http://www.ca4h.org)

### **National 4-H Council**

[www.4-h.org](http://www.4-h.org)



## CONTACTS

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