



SESSION 1 - The Key Ingredients (An Overview Lesson)

Introduction to Session

Each of the eight Essential Elements is vital to the growth and development of youth. It is the combination of the elements that creates a positive environment for youth development to occur. By intentionally including these elements in program design, youth have the ability to participate experientially in activities and events, feel nurtured in a safe environment, master new skills and abilities, and feel that they are contributing to their environment and communities in a positive way.

Goal of Lesson

To help adults working with youth gain awareness of the eight Essential Elements of positive youth development, as well as their role in intentionally planning, implementing and achieving a balanced youth development program

Objectives

Participants will:

- List the eight key elements of positive youth development used by 4-H
- Give a definition or an example of each element
- Relate the model to one's own experiences in working with youth

Materials Needed

- Cardstock (one sheet per participant)
- Markers
- Large outline of a pizza divided into 8 slices, drawn on chart paper, taped to wall
- Blank pizza handout
- Pencils
- Sticky notes
- Pizza slice visuals (8 total)
- Masking tape
- Props such as a chef's hat and/or apron
- Program Characteristic cards (Duplicate Program Characteristic cards. Cut apart. One set of cards per group.)
- Essential Elements pizza slices handouts (Duplicate on card stock. One copy of each pizza slice handout per group.)

Note to presenter: Copying materials on cardstock and laminating will allow for future reuse of materials.



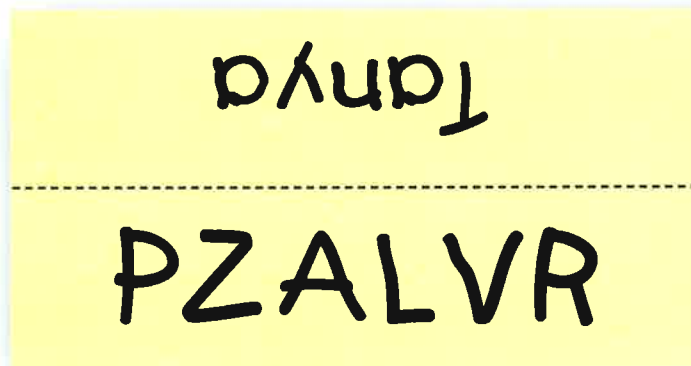
Time to complete lesson: Approximately one hour

Getting Acquainted: Design a Personalized Vanity Plate

Do the Ice Breaker

All participants will fold a sheet of card stock in half lengthwise. On one side of the fold, participants will write their first name on the cardstock. On the other side, they create a vanity license plate that describes something about themselves (likes, hobbies, family, talents, etc.). A vanity plate can be a combination of up to eight letters and numbers.

Example: In this example, we learn that Tanya is a pizza lover.



Once all participants have created a vanity plate, participants will share their vanity plates and their significance.

Activity One: Sorting the Toppings

Do the Activity

1. Give a general introduction to the session and its purpose. Ask participants how pizza and youth development are similar.
2. Make an analogy with key ingredients of pizza and positive youth development.
3. Compare what pizza and the essential elements for youth development have in common as suggested below.

“Just as there are key ingredients needed for making good-tasting pizza, there are key “ingredients” or elements for quality youth programs. There are many different ways to make a pizza (pepperoni, vegetarian, thick or thin crust, different cheeses, etc.). Even though all pizzas are

not alike, we still recognize them as pizza. Just as not all pizzas are alike, not all 4-H (or youth) programs look the same either. We can recognize these different varieties of pizza as PIZZA because they contain some basic ingredients in common, and we can identify certain common, key ingredients that make quality youth programs.”

4. Go around the room and ask individuals to share something about their 4-H background. The participants are the “key ingredients” of this session, so it is important to know some information about them. If the participants are familiar with each other, it is still important to take this step. You can facilitate this sharing by asking them to complete a specific statement,



such as: “The thing I like best about 4-H. . .,”
“One of my most memorable 4-H moments was. . .,”
“The reason I am a 4-H adviser is. . .” and so
forth. If time is limited, you may have to move
the discussion along more quickly.

4. Distribute the **blank** “pizza” handout. (page 18)
In each “slice” or space, ask participants to
write down what they think is one of the key
elements or “ingredients” of positive youth
programs.
5. After they have filled in the slices, ask each
person to pair up with another person and
compare notes (or a small group of three,
depending on the total group size). Give them
several sticky notes. Ask them to agree on
several ingredients and write down the word
or phrase on the sticky note paper, one idea
per paper. Tell them this information will be
used in the next part of the discussion.

Share

- Draw a large outline of a pizza, divided into
8 slices on chart paper.
- Ask participants to share what they have
written.
- As they share, put their sticky note with the
word or phrase in one of the large slices of
the pizza outline on the chart paper posted
in front of the participants.
- Put all similar responses in the same slice.
For example, if someone says “role model,”
put their sticky note on one of the slices that
you have designated as the slice for caring
adults; “provides guidance” would go in
the same slice. If the individual shares
“youth set goals,” this would go in the self-
determination slice.
- Continue this process, being sure that all in
the group are encouraged to give
responses.

Process

- Using the pizza slice visuals provided, (pp
20-27) begin the discussion of the first element.
Each slice of pizza has a key word for each
essential element to remind you of the main
concept of that element (e.g., “adults” for
positive relationship with a caring adult).
- As you talk about each element, tape the
corresponding slice to the large pizza outline
(circle divided into 8 slices) on the flip chart
paper, displayed so all can view. You can put
the pizza slices over the sticky notes or
assemble a new pizza on chart paper.
- Give a basic description of the element using
examples from your own experience as well as
the information provided in the participant
sharing activity (see the Overview of Essential
Elements in the Appetizers section of the
curriculum)

It may help to present the elements in the following
order:

1. ADULTS
 2. SAFE
 3. INCLUSIVE
 4. LEARNING
 5. MASTERY
 6. FUTURE
 7. SELF-DETERMINATION
 8. SERVICE
- Move on to the next element in a similar
manner. Continue until all eight elements
have been discussed.

Note: *Not all of what participants shared may be represented in this model within the 8 essential elements model (e.g., adequate funding, recruitment, transportation, etc.). If there are items identified that did not fit, add them around the edge of the large pizza model. Mention these briefly and explain why they are important. These are the parts of the program that might be considered more management or administrative, and they usually cut across the elements rather than relate to only one element.*



Generalize

- Think about another situation where you work with youth or have observed others working with youth. For example, consider a church youth group, a sports team etc.
- To what degree are the essential elements present?
- How would the incorporation of the essential elements impact the youth involved?
- How would the activities be different?

Apply

- What are some ways that you provide opportunities to develop <ELEMENT> in our county or club 4-H program?
- How could you do a better job with <ELEMENT> in your 4-H program?
- Which element do you consider a strength in your program?
- Which element could you strengthen or improve on?
- How can you implement those improvements?
- Summarize the discussion. Intentional inclusion of the essential elements will help to ensure that high quality youth development experiences are provided for our young people.

Activity Two: Small, Medium, or Large?

Do the Activity

1. Divide participants into groups of 4-5.
2. Distribute a set of the Program Characteristic Cards (see pp. 28-30) and an Essential Elements pizza handout, (see pg.19) with each element written on a slice to each group.
3. Have one group member read each Program Characteristic card aloud to his or her group.
4. Have the group sort the Program Characteristic Cards on to the Essential Element Pizza by the Essential Element (or slice) supported by that program characteristic.
5. Ask each group to discuss the cards and where they should be placed.

Share

Once all groups have placed the Characteristic Cards, lead a discussion with the large group to compare how each pizza was "topped". Ask each group to share the cards they have placed on a different essential element.

Process

In the large group, discuss the differences.

Generalize

Was it difficult to place the program practices and characteristics on only one essential element? Why or why not?

Apply

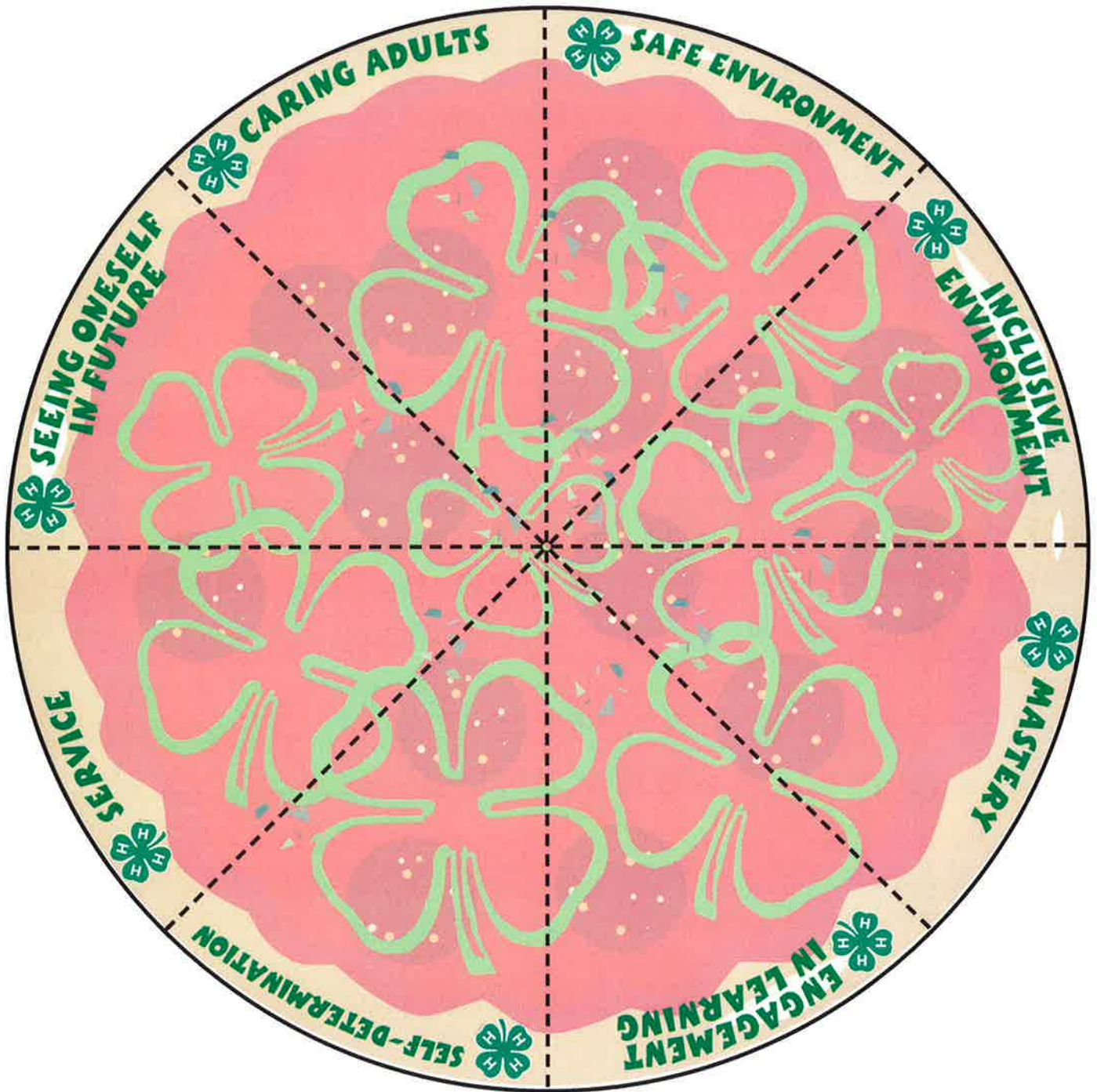
Ask each group to write 2-3 more program or volunteer characteristics that they feel would support one or more of the essential elements. Write these on the blank cards provided.

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.



Session 1, Essential Elements Pizza Handout





SESSION 1—EVALUATION—THE KEY INGREDIENTS

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
SD	D	N	A	SA	I can identify the key ingredients (Essential Elements) of Positive Youth Development.	SD	D	N	A	SA
SD	D	N	A	SA	I understand and can explain the essential elements to others.	SD	D	N	A	SA
SD	D	N	A	SA	I can discuss the essential elements with ease with other volunteers/staff.	SD	D	N	A	SA
SD	D	N	A	SA	I can lead discussions related to the activities used to teach an overview of the essential elements.	SD	D	N	A	SA
SD	D	N	A	SA	I can compare the different ingredients that make a youth program work.	SD	D	N	A	SA
SD	D	N	A	SA	I can distinguish each essential element from the others.	SD	D	N	A	SA