

## **Slide Guide:**

- 2-6      *Land Grant University and Education at turn of 20<sup>th</sup> Century***
- 7-14     *Early 4-H Pioneers and Kansas Leaders that shaped 4-H***
- 15-16   *Experiential Learning Model (Kolb)***
- 17       *Life Skills Model (1998)***
- 18-19   *4 Needs of Youth (1990) and Essential Elements (1997)***  
***integrated into National 4-H in 2003***
- 19-20   *5 C's of Youth Development & Lerner/Lerner's 4-H***  
***Longitudinal Study (Impact Data)***
- 21-22   *What are employers looking for?***
- 23-34   *4-H Formula in Kansas breakdown***

***Please use parts as you see fit and ask questions if the notes below are not clear. - Wade***



**If you were to design a youth development program intended to assist young people to become healthy, problem-solving, constructive adults...**

*what would it look like?*



# Discoveries about Youth Development over the years:

*Children and youth learn best when they can “do” – Experiential Education*

*Leading by Example – Youth are early adopters and will change their communities*

*Some things cannot be taught, but must be experienced.*



# Convergence of Local Education & Land Grant University Mission

***"Let the school teach, we say, what is most likely to prepare the child to be a good citizen, an intelligent and active man... Not by the means of the three R's, but rather by the means of the three H's - head, heart and hand - and make him fit for self-government, self control and self-help, a living, a thinking being."***

- M. Buisson of the French Ministry of Education, speaking at the International Congress of Education at Chicago on July 26, 1893



# Convergence of Local Education & Land Grant University Mission

## EMERGING TRENDS in 1890-1900

- Colleges wanted to disseminate their latest research and improved practices to the farmer by exposing and training youth to hybrid seed corn, milk sanitation, more safe canning procedures and so on.
- The educators wanted to involve teachers in teaching more than the 3 R's (reading, writing and arithmetic), involving more practical education and manual training.

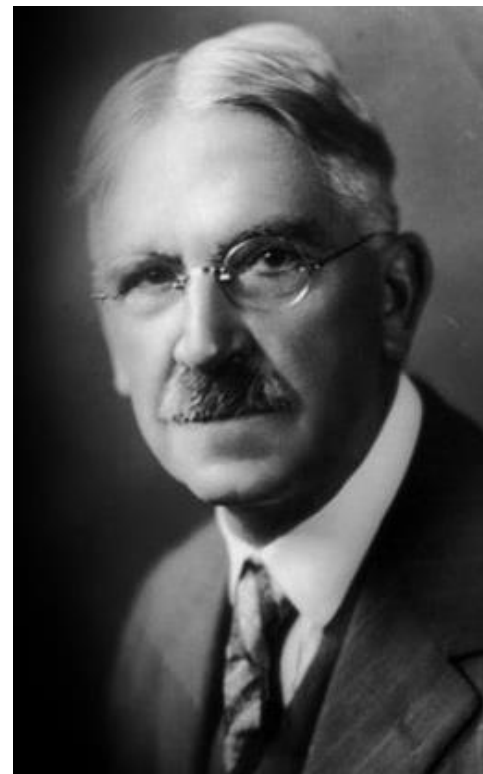


## Learn By Doing- John Dewey's Influence

Since its beginning in the early 1900's, 4-H was influenced by the learning theory of John Dewey (1900, 1938) who advocated for grounding learning in real-world experiences within the local community.

Children have

- A **constructive** instinct to make and shape real-world materials;
- An **inquiry or investigation** instinct – do and see what happens;
- A **social** instinct and the desire for conversation and communication;
- An **artistic** instinct that grows out of communicating and constructing.



## Creativity Emerges – Boys and Girls Clubs

- Boys and Girls Club Work (4-H... or, 3-H) was an integral part of the public school system in many counties during the early 1900's.
- ***While county school superintendents are credited with starting the 4-H program in many parts of the country***
- A. B. Graham (seen on slide) started a boys and girls club in Ohio in January, 1902;
- O. H. Kern started a similar club program in Winnebago County, Illinois in February, 1902;
- other educational leaders across the country, often independent of one another, are credited with starting similar activities. These early pioneers would include J. C. Hetler in North Dakota; Oscar H. Benson, Cap Miller and Jessie Field in Iowa; J. F. Haines of Indiana and Louis R. Alderman of Oregon.



## Learn By Doing - Jessie Field Shambaugh

Educational pioneer starting in Page County, Iowa, in establishing the clubs that grew into one of the greatest youth movements in the 20th century, making her "the Mother of 4-H."

- By integrating the practical work with which farm boys and girls were already familiar into the school curriculum, she brought about a significant change in rural school teaching.
- Designed a three-leafed clover with a letter H on each leaf. The H's stood for Head, Heart, and Hands, with the motto "Learning by doing, to make the best better."
- She worked with O. H. Benson of Wright County.
- Benson's later work as a national leader in organizing youth clubs popularized Jessie Field Shambaugh's ideas, and the 4-H emblem was adopted as the national symbol of rural clubs.





## Learn By Doing - Oscar H. Benson

- Wright County, Iowa school superintendent in 1906-11
- Introduced agriculture and domestic science into his teaching
- Encouraged youth to exhibit their work at school fairs
- Benson and Jessie Field in Page County created a **3 leaf clover** symbol on pins and pennants awarded to students.
- First federal agent employed in Washington D.C. to develop boys' and girls' club work in the North and West (1912-20). Led to the inclusion of youth work in the 1914 legislation that created the Cooperative Extension Service.





## Gertrude L. Warren "Mother of 4-H"

Known as the  
**1st national leader**  
of 4-H at USDA

1st to use the term  
**"4-H Club" in 1918**



Pictured: Maryland 4-H member Gladys Bull with Gertrude Warren 1928 after testifying in Congress to pass the **Capper**-Ketchum Bill to add funding and affirm 4-H Youth Development in Extension work!

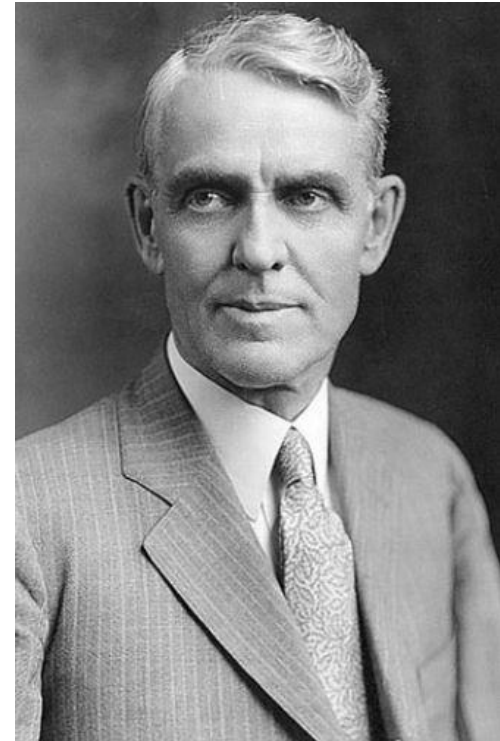
- National Program Leader from 1917-52
- Advocated for "4-H" to replace the earlier title "Boys and Girls Club Work" at USDA by which the program was known until the early 1920's.
- Leadership in having the 4-H emblem copyrighted by Congress.

## Kansas 4-H – Leading the Nation – Leaving a Legacy – Arthur Capper

- Kansas Governor (1915-19); Senator (1919-49), Publisher and Philanthropist.
- Capper's support established the first boys' corn clubs in the West (1907). Capper organized the national committee on Boys' and Girls' Club Work in 1918 and helped to get government backing for 4-H.
- He sponsored the Capper-Ketchum Act that provided permanent federal appropriations for financial support for the 4-H Club work through agricultural extension.

**"To strengthen self-confidence, one must be given responsibility and an opportunity to solve problems and reach goals in his or her own manner."**

**- Arthur Capper**



## Kansas 4-H – Leading the Nation – Leaving a Legacy - Otis E. Hall

The author of the 4-H Pledge & First Kansas State 4-H Leader

- Served Sept. 1, 1914 to March 31, 1920.
- In Kansas less than a month, he began recommending a canning factory in every community.
- Hall organized the first canning club in the nation in Leavenworth County, KS.
- During the spring of 1915, project clubs were organized in corn, sorghum, pig, poultry, tomato, potato, gardening and canning, cooking, sewing and farm and home handicraft.
- In 1915, 247 clubs were organized and 805 boys and girls completed work, and by 1917 membership grew to 13,321.



# 4-H PLEDGE

## Kansas 4-H – Leading the Nation – Leaving a Legacy - Otis E. Hall

The author of the 4-H Pledge (1915 & First Kansas State 4-H Leader

I pledge my **HEAD** to clearer thinking,  
my **HEART** to greater loyalty,  
my **HANDS** to larger service,  
and my **HEALTH** to better living,  
for my club, my community,  
my country, and my world.



## Kansas 4-H – Leading the Nation – Leaving a Legacy - Otis E. Hall

The author of the 4-H Pledge & First Kansas State 4-H Leader

**“We're not trying to make farmers out of all these boys. We don't care how many hogs or cabbages he raises; it's the boy we're interested in. We're trying to build self-reliance, good judgment and character. For many, 4-H is a stepping stone.”**

- Otis E. Hall





As 4-H moved toward a youth development focus in 4-H project work during the 1980's, 4-H curriculum began to be modeled after David Kolb's (1984) theory of experiential learning. In Kolb's model, the experiential learning process begins with a concrete experience, followed by learner reflection. The learner processes the learning experience and applies the knowledge or skills in new situations.

## 4-H EXPERIENTIAL LEARNING MODEL



Based on the Kolb Learning Model (1975) and Bybee's Learning Cycle (1977)

The experiential learning model was further informed by constructivist learning theory (Brooks & Brooks, 1993). Constructivist learning theory identifies three roles for learners. First is the active learner who engages in discussion, predictions, investigation, and formation of opinions. This requires a social influence on knowledge that is created in interaction with others. The final role is the creation of knowledge for self.

## 4-H EXPERIENTIAL LEARNING MODEL



Based on the Kolb Learning Model (1975) and Bybee's Learning Cycle (1977)



## The Targeting Life Skills Model (1996)

*35 identified skills collapsed into...*

*5 Life Skills Emphasized in KS 4-H*

- *An Inquiring Mind*
- *A Positive Self Concept*
- *Sound Decision Making*
- *Healthy Interpersonal Relationships*
- *A Concern for the Community*



# Eight Essential Elements and Four Basic Needs of Youth

Four Essential Elements of Youth Development, were originally proposed as the “Circle of Courage” in a 1990 book (Brendtro, Brokenleg, & Van Bockern, 1990).

Eight elements, which were identified by a 1997 4-H task force and validated by the Impact Assessment Project.

Following the publication of the National 4-H Impact Assessment Project report, Kress synthesized the eight critical elements into the four Circle of Courage Characteristics (2003).



## belonging

- Positive relationship with a caring adult
- A safe environment
- An inclusive environment



## mastery

- Engagement in learning
- Opportunities for mastery

- Opportunities to see oneself as an active participant in the future
- Opportunities for self-determination

## independence

- Opportunities to value and practice serving others

## generosity

**4 Needs of  
Youth &**

**8 Essential  
Elements**

**within 4-H!**

[kansas4-H.org](http://kansas4-H.org)

**K-STATE**  
Research and Extension







## The Five Cs of Youth Development – Lerner & Lerner (2006)

- First identified in 1989 by Carnegie Council on Adolescent Development
- The Positive Development of Youth: Comprehensive Findings from the 4-H Study of Positive Youth Development (2013) tested these within the 4-H Context.

\* In his 2007 book  
"The Good Teen,"



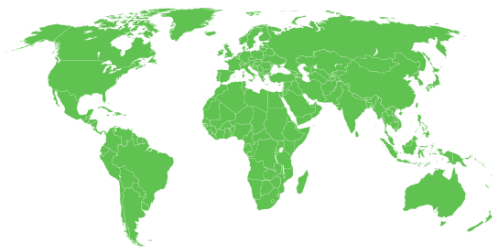
**2X**  
**THE IMPACT**

4-H'ers are 2X more likely to participate in STEM activities outside of school\*



**2X**  
**THE IMPACT**

4-H'ers are 2X more likely to make healthier choices.\*



**4X**  
**THE IMPACT**

4-H'ers are 4X more likely to contribute to their communities\*

# JOB OUTLOOK 2019

NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

## Top Attributes Employers Seek On Resumes

- Communication Skills
- Problem-Solving
- Ability to Work in Team
- Initiative
- Analytical/Quantitative Skills
- Leadership



# Key Skill Domains Employers Value:

1. Social Skills
2. Communication
3. Higher-Order Thinking
4. Self-Control
5. Positive Self-Concept

(Lippman, Ryberg, Carney, & Moore, 2015)





# Kansas 4-H Formula (2018)

The formula is a one page compilation of research of the positive youth impact as a result of the what, why and how of 4-H Youth Development.

## 4-H FORMULA

Empower youth to reach their full potential through youth-adult partnerships and research-based experiences.



[kansas4-H.org](http://kansas4-H.org)

**K-STATE**  
Research and Extension



\*Impact of Five C's of Youth Development Identified by: Lerner & Lerner in Comprehensive Findings of 4-H Study of Positive Youth Development (2015), Tufts University (<https://4-h.org/about/research/>)

Kansas State University Agricultural Experiment Station and Cooperative Extension Service K-State Research and Extension is an equal opportunity provider and employer.

**K-STATE**  
Research and Extension

 4-H Youth Development



WHY



**BELONGING**  
**MASTERY**  
**INDEPENDENCE**  
**GENEROSITY**

Brendtro, L., Brokenleg, M., and Van Bockern, Steve (1992). Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN: Solution Tree.



NEED

HOW



**1** ENGAGED  
LEARNING

**2** SAFE  
ENVIRONMENT

**3** SERVICE  
OPPORTUNITIES

**4** INCLUSIVE  
SETTINGS

**5** CARING  
MENTORS

**6** PLANNING FOR  
THE FUTURE

**7** OPPORTUNITY  
FOR MASTERY

**8** BUILDING  
SELF-CONFIDENCE

8 ELEMENTS

National 4-H Headquarters (2001). Prepared and Engaged Youth: National 4-H Impact Assessment Project.

# Kansas 4-H Formula (2018)

## Project Priority Pathways –

### \*Yes Projects but also Process



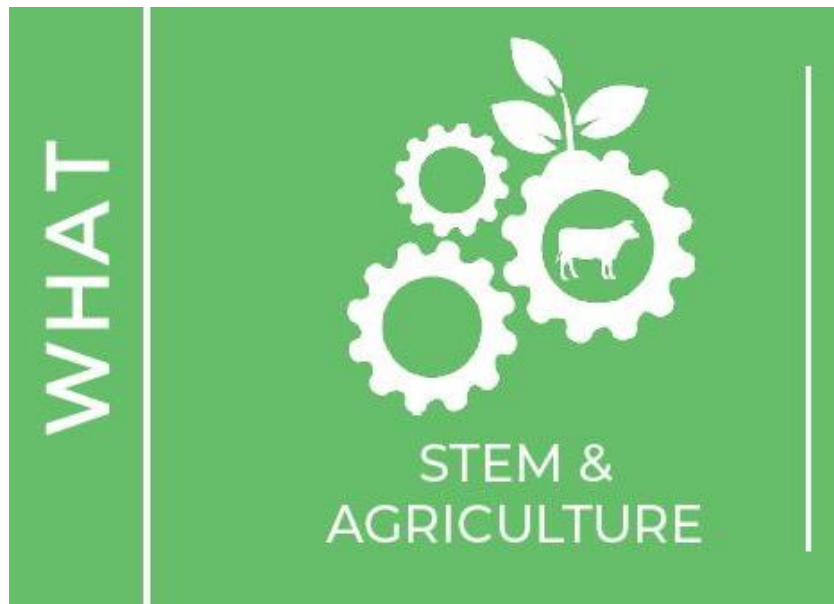
[kansas4-H.org](http://kansas4-H.org)

**K-STATE**  
Research and Extension



# Kansas 4-H Formula (2018)

## Project Priority Pathways –



- \*Start by learning in your environment**
- \* Higher-Order Thinking**
- \* Analytical/Quantitative**
- \* Inquiry/Curiosity**
- \* Self-Awareness**



# Kansas 4-H Formula (2018)

## Project Priority Pathways –



- \* Communicate/Express what you have learned**
- \* Various mediums**
- \* Awareness & Social Skills**
- \* Foundation for working with others**



# Kansas 4-H Formula (2018)

## Project Priority Pathways –



- \* Make a decision for self from what you have learned.**
- \* Self-Control/Regulation**
- \* Initiative**
- \* Problem Solving**



# Kansas 4-H Formula (2018)

## Project Priority Pathways –



- \* Engage or Lead others to benefit from what you have learned.
- \* Engage your neighbor
- \* Ability to work in team
- \* Leadership for others





# Kansas 4-H Formula (2018)

## Project Priority Pathways –

### \*Yes Projects but also Process



[kansas4-H.org](http://kansas4-H.org)

**K-STATE**  
Research and Extension



# Kansas 4-H Formula (2018)

## Youth Impacts – they will grow to be...



[kansas4-H.org](https://kansas4-H.org)

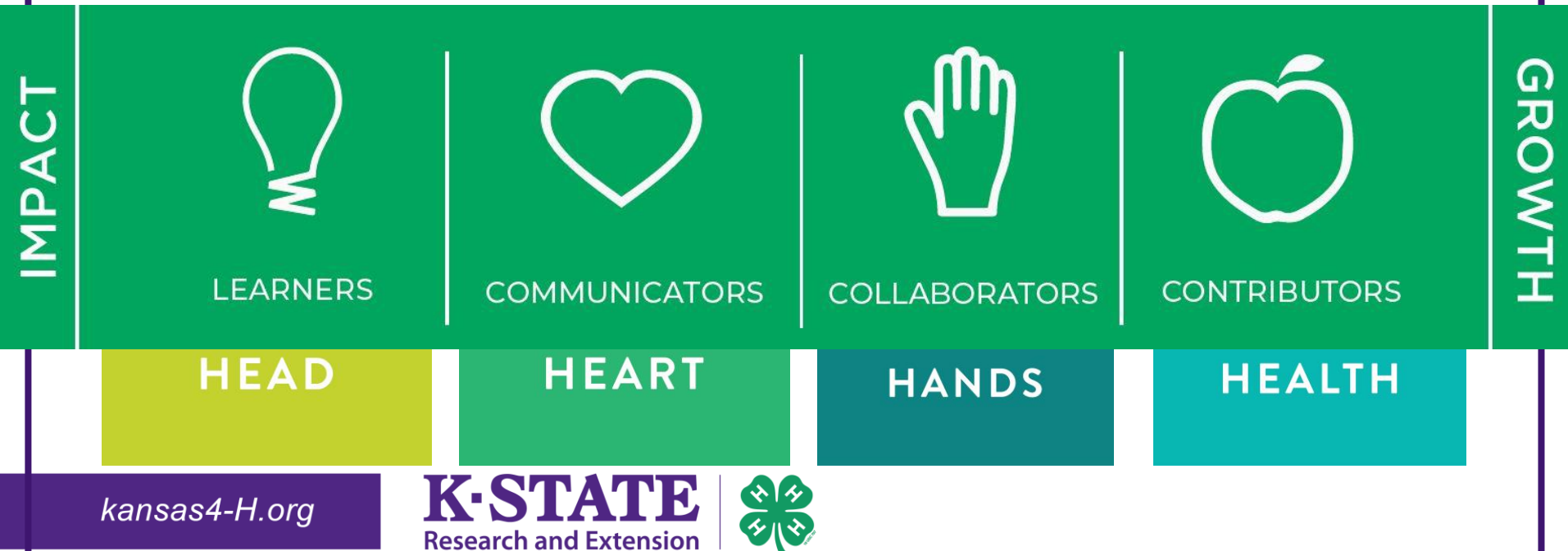
**K-STATE**  
Research and Extension





Kansas 4-H Formula (2018)

# The progression of learning illustrates the goal of every 4-H Learning experience



**If you were to design a youth development program intended to assist young people to become healthy, problem-solving, constructive adults... *it would look a lot like 4-H?***

**K-STATE**  
Research and Extension



4-H Youth  
Development