

4-H Camp Comes to After School • Overview

OVERVIEW

Summer Camp has many benefits for youth. They are exposed to important life skills including communication, teamwork and accepting differences. One of the things that they will likely remember forever is the friendships that they make at camp. Youth who participate in summer camp programs grow in many ways including “develop(ing) more social skills that help them make new friends.” (Philliber Research Associates and the American Camp Association, 2005. Youth Development Outcomes of the Camp Experience: http://www.acacamps.org/research/research_books.pdf.) This series of lesson plans emphasizes the life skill of communication in the context of friendship: how we speak to our friends, how we listen to them and how we work together.

TARGETED LIFE SKILL

In this series of lesson plans, the targeted 4-H life skill is “communication” (Targeting Life Skills Model, Iowa State University www.extension.iastate.edu/4H/lifeskills/homepage.html).



PROJECT SKILL

These skills vary based on the objectives of each lesson.

WISCONSIN STANDARDS

Individual lessons are tied to relevant Wisconsin Standards (Wisconsin Department of Public Instruction).

TIME

Each lesson is planned to encompass about an hour.

TEACHING TIPS

Getting the Most from the Lessons

These lesson plans are designed for learners in third grade. Check the sections entitled “Enhance and Simplify” for suggestions on adaptations of the lesson for younger or older learners.

Talking It Over

Questions will help young, concrete learners get more from their experiences and make the connection to the targeted life skill. Using the 4-H Experiential Model as a guide, questions for this age group will include those from the level of *Reflect*, and, depending on the abilities of the learner, *Apply*. Sample questions from the *Reflect* and *Apply* levels are included for each lesson.

Advanced learners that are better able to handle abstraction will enjoy the challenges of questions that *Apply* the knowledge or skill that they have learned. See the 4-H Experiential Learning Model on page 3.

Youth Involvement

Create additional learning and leadership opportunities for individual youth through their involvement in the teaching process. Look for ways to move learners into teaching roles, however brief. Youth who have experience or show special ability in specific situations are good candidates for enhanced youth roles.

There are many opportunities for youth leadership in this curriculum. One of the ways is through song leadership. Assign each youth who wishes to participate a specific action for each verse of the song, “I Met a Bear.” When their verse is up, they take their place in the front as leader.



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EVALUATION

Project Skills

Each lesson has suggestions for evaluation (see *4-H Camp Comes to Afterschool, Evaluation*).

Life Skills

Because this series focuses on communication within the context of friendship, the indicators for this series of lessons are written to include the aspect of friendship. With the completion of this series of lesson plans, it is expected that youth will demonstrate a majority of the following indicators:

- Express an understanding about the ways in which friends are like them and different from them.
- Identify the ways in which they let their friends know they are listening.
- Explain a method of sharing ideas with another person.
- Explain a method of sharing ideas in a group
- Express their needs as a speaker.
- Work cooperatively in a group to solve a problem.

Suggestions for evaluation are included in *4-H Camp Comes to Afterschool, Evaluation*.



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EXPERIENTIAL LEARNING

