Outcomes: Participants will:
- Define program planning and its importance
- Understand how to engage youth in a program planning process
- Use decision-making tools and strategies to develop an action plan that leads to a completed program plan.

Definition of 4-H Program Planning
- 4-H program planning is a process in which youth and adults partner to establish group goals and steps to reach them. This process results in connected experiences that include meaningful reflection.

Lesson Outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Welcome Activity</td>
</tr>
<tr>
<td>00:05</td>
<td>Continue Welcome Activity until 5 min into start time</td>
</tr>
<tr>
<td>:05-20</td>
<td>Welcome, Introductory Activity, Essential Elements, and Defining Program Planning</td>
</tr>
<tr>
<td>:20-35</td>
<td>VIDEO: Introduction, Video and Reflection</td>
</tr>
<tr>
<td>:35-45</td>
<td>Youth Program Quality Assessment</td>
</tr>
<tr>
<td>:45-55</td>
<td>Steps of 4-H Program Planning</td>
</tr>
<tr>
<td>:55-80</td>
<td>Group Planning Time</td>
</tr>
<tr>
<td>:80-90</td>
<td>Reflection, Evaluation, door prizes</td>
</tr>
</tbody>
</table>

Suggested Details:
- 1.5 hours – local county could add more time on for other topics
- Pre-meeting activity begins 15 minutes prior to official start and finish 5 minutes into start
- Tables
- Local staff assist in teaching
- Use pocket folders for participant materials
- Door prizes could help to encourage participants to stay to the end.-consider markers, dots, sticky notes, or other supplies to use in planning and reflection activities.- back to school sales can help with costs
Materials/Supplies Needed

- 5 Flip chart sheets labeled and ready to post-
  - 1. Identified Needs (areas needing attention, trends, data)
  - 2. Goals
  - 3. Activity ideas (service projects, educational programs, etc)
  - 4. Project learning activities (field trips, topics, etc.)
  - 5. Resources (speakers, curriculum, sources of donations, etc)

- Colored pencils, crayons and/or fine point markers for each table
- Sticky notes (3”x3”) for each table (enough for pre-meeting activity and “What is Success” activity)
- Yellow sheet of 8 ½ X 11 paper (or legal if preferred)—one for each table
- Extra paper for participants to use if needed
- Equipment to present PowerPoint (ppt) and Video,
- Items found on the wiki [https://wiki.umn.edu/view/MN4HStaff/WebHome](https://wiki.umn.edu/view/MN4HStaff/WebHome)
  - Design it Together: A Plan for 4-H Success ppt
  - Design it Together: A Plan for 4-H Success Video
  - Welcome Sign
  - Sign in sheet
  - Name tags
  - Colored Table tent for each table with “Essential Elements, YPQA, Mission/Vision”
  - 4-H Program Planning Definition cards for 5 volunteers (suggest cutting apart and laminating)
  - Handouts (one copy for each person)
    - Program Planning & Reflections Activities (1/2 page booklet: Suggest using card stock)
    - Evaluation (suggest combing with individual teaching evaluation)
    - Black and white table tent with “Essential Elements, YPQA, Mission/Vision”
    - Certificate
    - Steps of 4-H Program Planning Packet (one document can print 2-sided))
      - Steps of 4-H Program Planning
      - Steps of 4-H Program Planning Worksheet
      - Design Your Own Clover
      - Smart Goals
      - 4-H Goal Setting Worksheet
      - 4-H Club Annual Plan
      - Sample Annual Plan
      - The 8 W’s of Project Planning
      - 4-H Activity Planner
      - Planning Tool: Plan the Worst Event in 4-H History
Welcome Activity 15 minutes before training, ending 5 minutes into start

Slide: Welcome and directions

Purpose: Provide participants an opportunity to share things they have done in their clubs, committees and other 4-H groups. Also serves as a transition for participants to begin to focus on “4-H Program Planning”.

Preparation and Setup:
Post 5 flip chart papers on the wall labeling each with one of the following:
- Identified Needs (areas needing attention, trends, data)
- Goals
- Activity Ideas (service projects, educational programs, etc)
- Project Learning Activities (field trips, topics, etc.)
- Resources (speakers, curriculum, sources of donations, etc)

As each person arrives invite them to use sticky notes or use markers to write directly on the flip chart sheets examples of
1. What they have done in each of these areas in their clubs or committees.
2. Or what new ideas they have heard about
3. Or questions they have.

Encourage participants to read what others have posted.
(Suggestion: Collect information on sheets for potential future use.)
Lesson Plan

Guiding Notes:
Script: Content to present
() are notes to instructor
Slide: Topic on power point slide

Slide: title

Script:
Welcome to Design it Together- A 4-H Plan for Success. We’re so glad you are here! Let’s begin by pulling that title apart a little. I’m going to ask you to do some quick thinking and just shout out (or raise your hand first) what comes to mind when you hear the words:
“Design it”—allow for a few responses
“Together”—allow for a few responses
How about when you hear the words: “A Plan”—allow for a few responses
“Success”—allow for a few responses.

The words you came up with help support our goal as well—This training was designed to bring groups together to design or plan for what you want your 4-H year to be….the learning and experiences you want to happen in the name of 4-H…and to give you time together to make a plan to meet goals you decide on, or at least to get started on making that plan!

So…we’re going to take a few minutes within your team (or for individuals here without a “group”, to talk together) to think about what success looks like to you. We’d like each person to use one post it note and the blank yellow sheet on the table. Would each of you take a moment and imagine: What is one thing a successful 4-H year looks like for your club, committee or group? Write that one thing down on a post it note and stick it on the yellow sheet.

(If participants need further clarification, you could say: “Since we say we are planning for success, think about what success is to you. What does success look like or feel like for you and your club or committee?”)

(After groups complete this (about 1-3 minutes), instruct them 😊)

Script
Please take a few minutes to go around your group and have each person share: “A successful 4-H year to me is…."
(Suggestion: Collect yellow sheets for potential future use.)
(After groups complete this activity, say 😊)

Researched, developed, designed, and written by Susan Beaulieu, Ann Church, Anita Harris, Jill Grams, Barb Piehl, Barb Sorenson, and Anne Stevenson, University of Minnesota Extension and Center for Youth Development, 8/2010
slide: Essential Elements box diagram

script
As you can see, there are many ways you could define success. In 4-H, we focus on 4 areas research says that youth need in order to grow into competent and caring people. We call these the 4 Essential Elements of positive youth development.

script
You'll see these are on your table tents. The Essential Elements are: (facilitator reads, Belonging, Mastery, Independence, and Generosity)

script
Whenever we plan programs in 4-H, we need to think about this bigger picture—what essential element are we building in the lives of young people by doing this event or activity?? Planning for success involves working together-youth and adults-to decide what you want to happen in your group, to set group goals and decide how you will reach those goals.

As you arrived, we asked you to post ideas about many of the program ideas that lead to success in your year. You shared needs, goals, activity ideas, project learning activities, resources, and much more! All of these are potential building blocks for program planning for your year ahead. We’ll talk more about those later!

We’ll be spending time looking at how to plan together for success. We’ll hear from some real voices of 4-H volunteers and how they’ve done program planning in their group, and how youth and adults have worked together. We’re going to revisit ideas for getting youth and adults working together and ways to encourage people to be actively involved—we call this youth engagement. We’ll look at tools to help you plan for a great year and make decisions together. Then, you will have time to work with the team you came with—it might be your club, a committee, or if you are the only person from your group, you will have the rich opportunity to talk with others and plan for how you can engage your own group after this training. We’ll also spend a little time on how to enhance the learning of young people through some easy reflection activities, and why it is so important for all of us to reflect on our experiences.

Slide Objectives of the training

script
Our objectives for today’s training are:

- Define program planning and its importance
- Understand how to engage youth in a program planning process
- Use decision-making tools and strategies to develop an action plan that leads to a completed program plan.
As we’ve discussed, there are several different elements to program planning. When I think of making a plan, I think about “what is the end result or outcome I’m looking for?” Or “where am I trying to go?” If I’m planning a family vacation, I know where I want to go, perhaps some things I’d like to do or learn while on vacation, and I make a plan for how to get to where I want to go. You’ve probably heard the saying: “If you don’t know where you’re going, you’ll probably end up somewhere else.” If we think about this with our 4-H cub or our project committee, it’s important to think about what we want out of this year for our members or our committee, otherwise we will probably fall into doing the same things we’ve always done and perhaps not meeting the needs or interests of our group. (Optional: Facilitator may tell a brief story about when they have experienced this or seen this.) Another hazard of not planning or having clear goals is that we may stay very busy, but we aren’t necessarily clear about the purpose of all the activity!

I’ve asked 5 people to volunteer for this next segment. Could you 5 please come to the front?

(Make sure your 5 volunteers are standing in order at the front and have their portion of the definition in hand).

Let’s define what program planning means. Volunteer #1-please go ahead. (Volunteers read loudly their piece of the definition, which is also shown on the slide).

Script: So program planning is a process…with youth and adults working together, thinking together, sharing ideas, and then identifying your goals. Connected experiences means that you are purposeful about why you do something—that you help young people learn throughout the year, and that you create opportunities for members and volunteers to think about and reflect on their experiences.

(Thank volunteers for their help and have them return to their seats.)

Slide: Video: What Do Volunteers Say?
So now let’s hear what some real 4-H volunteers have to say about program planning! The people in this video were asked to tell about how they set goals as a group, how they engage youth and adults, and why program planning is useful.

Here are a few questions we’d like you to think about as you watch the video:
1. What did you hear about planning?
2. What did you hear about youth and adults working together?
3. Did you hear any tips about what helps their group be successful?

**Script:** (After video: take a few minutes to solicit feedback from the audience.)
Did any of the stories speak to you? What did you hear about planning? What did you hear about youth and adults planning together? Did you hear any suggestions that you found helpful? (Allow time for brief comments and discussion…)

**Slide:** YPQA Diagram

**Script:**
4-H is a youth organization. On your tables and in your materials you can find the Minnesota 4-H Mission and Vision. (You may want to read the mission and vision) Youth are supported by caring adults as they grow in their learning and leadership skills. Let’s look at this topic of youth engagement…..

**Script:**
National studies have found that 4-H quality increases by engaging in opportunities listed within this diagram. It is called the Youth Program Quality Assessment or YPQA. Does it look familiar? You may have seen it in other 4-H trainings. Let’s take a closer look at what this says about the research.

We know that youth programs are most successful at accomplishing the safe environment and supportive environment sections of the pyramid. ‘Safe environment’ is about providing healthy snacks, emergency procedures, physical and emotional safety among others in the foundation or base of our 4-H work.

As we move up to ‘supportive environment’ we find encouragement, skill building, welcoming environments, re-framing conflict and more. Many of our club activities, project experiences, and county trainings easily fit here.

The challenge often is for youth groups including 4-H clubs and committees to have quality interaction and engagement. Studies have shown that youth describe the best youth group experiences as having characteristics from the engaging and interactive levels. Today as we work on 4-H program planning think about how you can build into youth experiences more interaction and engagement. Let’s spend a little more time on these two areas.

**Slide:** Interaction
- Leading and mentoring
- Mixing in small groups
- Partnering with adults
- Experience belonging

**Script:**

Interaction is about planning for and arranging so that communication or joint activity between people happens purposefully. It is about asking “what are we doing in our plan so that interaction happens?”

Close your eyes and visualize your club or group. Are there ways you could arrange the way people are sitting to encourage listening and sharing ideas? What if the officers/chair were not in the front of the room but in a circle with the others? Looking at people’s faces can help increase a person’s ability to listen and contribute. As you open your eyes you may want to write a note to remember your idea of how your club or group could sit differently.

Interaction happens through leading and mentoring, mixing in small groups, youth partnering with adults and finding ways for participants to feel belonging. This section on the diagram is not about informal conversation. This area challenges us to be intentional and purposeful.

**Slide:** Program Planning & Reflection Activities

**Script:**

(Ask participants to find the “Program Planning & Reflection Activities” in their handouts. Then verbally walk through a few examples of how to identify activities better for interaction, etc.)

We have for you a booklet of activities called “Program Planning & Reflection Activities” to encourage interaction. While not a new list, it is great to have as you name in your program plan what specific interaction activities you will use at your club meeting, committee meeting or 4-H activity. You will see planning and reflection identified. Each one of these activities purposefully causes interaction.

We are talking about interaction. Build in some get-to-know-you activities, ways to publicly acknowledge individual and team achievements, etc. Find ways for all ages to have input into decisions and in sharing leadership. Recreation and having fun are intentional ways helping to accomplish this section of the pyramid.

**Slide:** YPQA diagram

**Script:**

Researched, developed, designed, and written by Susan Beaulieu, Ann Church, Anita Harris, Jill Grams, Barb Piehl, Barb Sorenson, and Anne Stevenson, University of Minnesota Extension and Center for Youth Development, 8/2010
The top of the diagram is the most difficult to accomplish. Engagement includes youth planning, making choices and reflecting. It can feel like it takes more time than we have. One 4-H club organizational volunteer said, “But the parents want to get the meeting done so they can go home.”

So the challenge is to find ways to build engagement into whatever you are doing. It will probably look and feel different for younger members than it does for older youth. It means selecting activities that intentionally have engagement included. It could mean building it into what you planned for interaction.

Youth often describe their best experience with what is recognized as characteristics of engagement. They feel ownership, commitment and a desire to stay connected.

Look at the “Program Planning & Reflection Activities” again to find some activities that can help with engagement. Choose tools that are fun to use in planning that engage youth in helping to decide what the program plan will be. Reflection is a major part of engagement that gives closure and guidance. This process helps youth think about what they just did and how it affects them.

(Point out an example in the activity booklet of an activity and how it is about engagement.)

Reflection has no right or wrong answers. It is different than evaluation. It is a personal story or thoughts about the effects of the experience.

As you make a club plan for the year, write down some open ended questions to ask at the end of an activity. Your questions should help youth process what has happened as it relates to your goal and why you were doing the activity. By putting that in your plan, it is much easier to make it happen.

An example might be that your club goal is about generosity and the youth have put together birthday boxes and did a field trip to deliver them to the local food shelf. Plan a time to gather right after delivery, or at the next meeting, to discuss and share about the experience. Having a list of open ended questions ready in your program plan helps assure reflection will happen.

**Slide  Bridge graphic**

**Script:**

Wow! There sure is a lot to program planning! We just explored what “success” looks like, defined what 4-H program planning is, talked about the Essential Elements, were introduced to planning and reflection activities that encourage interaction and engagement, and looked at what research says about YPQA- Youth Program Quality Assessment.
Now we are going to look at what the steps are in program planning, explore writing goals, learn about some tools and begin to work on the process.

**Slide: Steps to 4-H Program Planning**

**Script**

Find your “Steps to 4-H Program Planning Packet”. 4-H program planning happens in several steps. All of us can name many activities and programs in our clubs, committees and other 4-H places. When you came today you listed on the flip chart sheets many of them. But it is not so easy to explain why we are doing these activities or what happens because we are doing them? How does this activity connect to other efforts and how do they help to reach a goal? Oh, and what is the goal? By following the “Steps of 4-H Program Planning” youth interact and engage in what will happen in your club or committee. Let’s take a closer look.

(Using the “Steps of 4-H Program Planning” packet describe the steps and introduce the various tools and resources attached.)

Step 1: Assess the needs. Gather information from members and adults.

**The Essential Questions are**
- What are members interested in?
- What goals do members have for their year?
- What are the national, state and county 4-H goals?

**Some Tools/Resources**
- Design your own Clover
- “Green Light, Yellow Light, Red Light” from Program Planning Activities
- Program Planning & Reflection Activities

Step 2: Know the big why

**The Essential Questions**
- Which Essential Element are you strengthening?
  - * Belonging
  - * Mastery
  - * Independence.
  - * Generosity
- How will you intentionally plan for engagement, interaction, supportive environment, or safe environment?

**Some Tools/Resources**
- *Essential Element Chart
- *Youth Program Quality Assessment
- *Life Skills Wheel

Step 3: Setting Goals – Specific, measurable, attainable, realistic, and have a timeline

Researched, developed, designed, and written by Susan Beaulieu, Ann Church, Anita Harris, Jill Grams, Barb Piehl, Barb Sorenson, and Anne Stevenson, University of Minnesota Extension and Center for Youth Development, 8/2010
The Essential Questions
What do we want to make happen this year? How will we know we’ve reached our goal?

Some Tools/Resources
SMART Goals
4-H Goal Setting Worksheet
Club Charter

Step 4: Steps to Reaching Goals

The Essential Questions
What do we plan to do and how do we do it?

Some Tools/Resources
*4-H Club Annual Plan
*8 W’s of Program Planning
*4-H Activity Planner
*Plan the Worst Event in 4-H History

Step 5: Reflect and Evaluate

The Essential Questions
Reflection: What did you learn? What parts were challenging? What advice would you give others?

Evaluation: Have we reached our goals? What steps worked well? What steps needed improvement?

Some Tools/Resources
*4-H Program Planning & Reflection Activities

Slide: Program Planning Time

Script
It is time to get to work. In the next 15-20 minutes we ask that you do several things.

1. Decide on your next steps
2. Begin working on your plan.

If you are here with a team of 2 or more, you will meet with your team. If you are the only person here from your group, we ask that you come together with the other individuals and (facilitator’s name) ______will meet with you to get you started. Don’t move yet!

For those of you here with a team, we suggest you begin with either needs assessment (Step #1 of the footprints) or by looking at goals (step #3 of the footprints). Then choose a tool to get started!
OR you can begin by making a plan for your club or committee as to the next steps you will take to do information gathering/needs assessment and your program planning as a group.

Let’s move now—gather with your team, or for those of you here as individuals, please gather (name location to move to)__________________.

For facilitator of the group of individuals… gather them as a group and explain:

Script

Begin by thinking about several steps you will take after this training to pull a small group together for planning within your club or committee—have a plan when you leave tonight as to 1) How you will share this information and tools from this training and 2) How you suggest your group begin doing needs assessment or goal setting. What tools do you think might be most helpful to your group? Etc. . . .

Facilitator should mingle with this group to help answer questions, make suggestions, help them think through their role to “take it back” to their club or committee…

(Give group 15-20 minutes or whatever time works for you)
(When about 1-2 minutes remain, give a time signal to the groups that they have about 2 minutes to wrap up their work for now and remind them to be clear on their plan for engaging others after this training…)

When time is up, gather full group together again for final activities

Slide: Objectives

Script

We know many of you were just getting started! From the buzz in the room we could tell a lot of great discussion was going on! Since we are getting closer to the end of the training about program planning, we’re going to take a little time to reflect.

Today we

- Defined program planning and its importance
- Discussed how to engage youth in a program planning process
- Used decision-making tools and strategies to develop an action plan that leads to a completed program plan.

As a last activity, let’s do a short reflection piece. This is called “Chat With Your Neighbor”.

Turn to the person next to you so that you have a partner. Each takes a turn and shares your answer to this question: (Allow a minute for each person to answer)

✓ Name one new thing you learned in this workshop
Next turn to the person on the other side of you so that you have a new partner and share your answer to this question.  
(Allow a minute for each person to answer)

✓ Where and how could you use something you learned today? This could be in school, at work, in your family, with another group, in your personal decisions, etc.

In a large group ask if anyone would like to share something from their “Chat with their Neighbor” with the whole group?

Script
Reflection is all about giving time to think about what was just experienced and wonder about how to apply the learning.

Evaluation helps us know if the goals for today have been reached and how we can improve what and how we teach. So please take a few minutes now to fill out the evaluation form.

(Door prizes if desired)

Script
Know that 4-H staff in the county office (as well as Regional Programs and Volunteer and Partnership Development Extension Educators) are available as resources as you continue this planning process. Thanks for being here!

(Collect flip charts, sign in sheet, yellow success sheets, evaluations- suggest compiling answers and input for potential later use.)

(Report attendance and evaluation results to Melissa Kain Varno at mkain@umn.edu. Give leadership for “My Programs” report)