

# VISION AND GUIDING PRINCIPLES FOR 4-H Youth Development Curriculum

## Vision

To make a positive difference in the lives of youth and communities through:

- Delivering current/sound, research-based educational curriculum/materials from UF/IFAS, National 4-H and/or other Land Grant Universities (LGUs) to clients.
- Providing training using current adult learning principles and practices to our volunteers, agents and specialists.
- Integrating resources with other UF/IFAS programs when it fits with both entity priorities.
- Being a valued partner within the UF/IFAS Community and within the Florida youth formal and non-formal educational community.
- Incorporating youth development principles and practices and priority life skills in the adoption, adaptation, revision, creation and accuracy of curriculum materials.

## Guiding Principles

**Client need and navigation is critical to the success of IFAS/4-H.**

Service to our clients includes access on how to navigate our program, access to training and materials and includes an on-going dialog about how to improve. Please use the curriculum earringhouse when recommending materials to clients

**Content is based in current Land Grant University (LGU) knowledge and research.**

The LGU partner role within Cooperative Extension is to bring its expertise to the local level. This expertise includes trustworthy, balanced views of specialized information and education (NIFA, 2013). The curriculum 4-H uses does matter as it reflects upon the reputation of all partners (USDA, UF/IFAS and the county partner).

**Delivery of curriculum is based in current LGU knowledge and research.**

Using sound educational practices based on current research is paramount to the Extension mission. For 4-H this means staff and volunteers are using learner-centered practices to share LGU knowledge and youth development principles and practices to assist youth in their overall development.

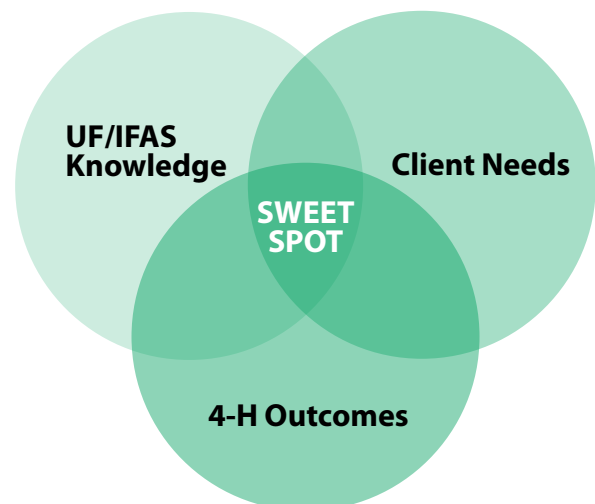
**Priority topics are based on local, state, and national consensus.**

The educational foundation for 4-H nationally lies in three mission areas tied to the knowledge base of the Land Grant University and USDA:

- Science
- Healthy living and
- Citizenship, Leadership, and Communication.

These same National priorities were identified as Florida 4-H priorities during long range planning. Local needs should be determined by county advisory committee input and data analysis. Our focus should be on the sweet spot (see illustration below) where client needs, IFAS or LGU knowledge, and state and national 4-H outcomes meet.

*Curriculum 4-H Priorities "Sweet Spot" Illustration*



Integration of 4-H and UF/IFAS resources in curriculum development and delivery is essential. IFAS has limited financial and staff resources, using these resources wisely to reach priority youth audiences will improve overall youth reach on overlapping 4-H and UF/IFAS departmental priority goals.

Processes for curriculum adoption, adaptation, revision and creation are rooted in best practices, yet provide for innovation and multiple deliveries.

## Curriculum Development Process

The following guide should be used when a curriculum need arises or is requested. To submit a request or for questions regarding the curriculum process please contact the Curriculum and Evaluation SSA or an Action Team Chair.

### Curriculum and Evaluation SSA

*Sarah Hensley*

### Science Action Team

*Heather Kent, Brent Broaddus, and Shane Michael*

### Healthy Living Action Team

*Vanessa Spero*

### Citizenship, Leadership, and Communication Team

*Stacey Ellison and Grace Carter*

### What is 4-H Curriculum?

It is the sum of all planned intentional learning experiences. This encompasses the sequence of all the knowledge and experiences we provide for youth through 4-H.

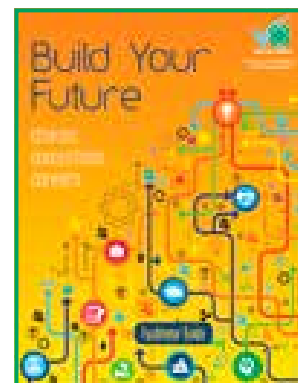
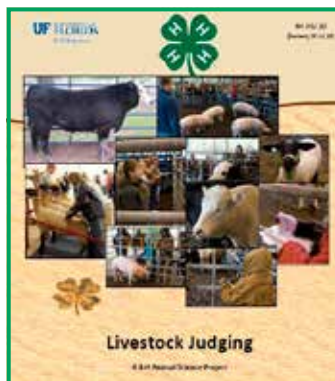
### Components of Effective 4-H Curriculum

4-H Curriculum is key to the 4-H positive youth development program. Curriculum includes outputs such as:

- educational print and on-line learning materials that are intentional for youth and adults;
- planned educational activities: events, workshops, trainings, field trips all delivered in the contexts of club, school enrichment, special interest programs, day or residential camps, and
- after-school programs in community, school, or military installation settings across the state (National 4-H Headquarters, 2013).

## Curriculum Standards

- Content
  - Is research based and developed/supported by IFAS or another LGU
  - Leads to attaining 4-H youth development outcomes
  - Up-to-date, current, and relevant
- Learning
  - Is based and supported by IFAS, LGU or by reputable research
  - Uses experiential learning cycle
  - Engages youth in thinking, problem solving, or skill building followed up by reflection and action
  - Addresses essential elements of youth development (belonging, mastery, independence and generosity)
  - Is age appropriate
  - Is culturally sensitive
- Delivery
  - Addresses various delivery modes and their differences or is specific to its use (club, afterschool, camp, cloverbud, military sites).
  - Addresses that various people may be delivering the curriculum (volunteers, youth, professional educators or parents).



# Curriculum Development Process

→ **Option 1 Adopt:** Curriculum materials can be adopted from existing Florida 4-H/IFAS materials, National 4-H or another LGU. This is the preferred course of action.

→ **Option 2 Adapt:** Curriculum materials can be adapted from existing Florida 4-H/IFAS materials or from other LGU materials making only minor changes.

→ **Option 3 Revise:** Curriculum materials can be revised from another LGU, internal county publication, or a dated state publication with **written permission**.\*

→ **Option 4 Create:** Curriculum materials can be created from scratch or from existing materials needing a major revision.\*

*\*To revise or create new materials requires permission from any existing authors, review of content by a state specialist, and adherence to Florida 4-H Curriculum Standards.*

**Depending on the choice made above you will follow one of the following processes:**

**Option 1 Adopt**  
or  
**Option 2 Adapt**

1. Determine Need (based on data)
2. Conduct review of existing curriculum (Florida 4-H Curriculum Clearing House, EDIS, IFAS Bookstore, My4-H, other LGUs)
3. Send to Action Team to review if meets current curriculum standards.
4. Specialist Approval of content.
5. Presented to Action team & Curriculum and Evaluation SSA for approval.
6. RSA/SSA adds to Curriculum Clearing House.
7. Action Team and author will provide curriculum promotion and training in materials

**Option 3 Revise**

- Follow steps 1 & 2 from above **PLUS**
- **Secure written permission from any existing authors.** Make changes to reflect Florida Curriculum Standards, and update subject matter content. Peer review by content specialist.
- **THEN** follow steps 3-7 from above

**Option 4 Create**

- Follow all of the above steps **PLUS**
- Approval by the Curriculum and Evaluation SSA. Only essential materials will be accepted for new creation.