

# Design for Learning 2013

Assignment 1: Identify a topic you plan to teach/facilitate in the near future. Answer the following questions- as they relate to your topic. You will use the information to apply the principles you will learn during the Design for Learning sessions.

## BJ Adair

- 1. Title:** Where do I Stand?
- 2. Why is the teaching/learning activity needed?**  
Everyone is different. Calorie needs depend on a variety of factors including age, gender, and activity level.
- 3. Who is the target audience and what are their characteristics?**  
Youth, parents of young children, adults and seniors
- 4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)  
Some limiting beliefs about consuming a healthy diet, some limiting beliefs about physical activity
- 5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)  
Practicing proper nutrition can help you achieve a higher level of satisfaction, there are lots of ways to stay active outside the confines of a traditional exercise facility.
- 6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)  
Facilitate four sessions, once a week
- 7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)  
Staff, PowerPoint, computer and projector, handouts, sample a nutritious snack
- 8. What major program effort in your state is this teaching/learning activity related to?**  
Kansas - Family Nutrition Program
- 9. Identify with whom and how you plan to share the results.**  
Extension Board meetings, Agent and KSRE-Program Impacts Collection System (K-PICS)
- 10. What is the ultimate social, economic, civic or environmental impact for clients?**  
Influence healthier behaviors through educating the community about nutrition and physical fitness.

## Leacey Brown

- 1. Title:** Teens Monitoring Seniors in Technology
- 2. Why is the teaching/learning activity needed?**  
The number of adults over the age of 65 in the workforce is expected to increase. It is important to develop skills in youth to work with older adults. These skills include an understanding of the physical and sensory limitations that sometimes accompany an advanced age. The cultivation of these skills in today's youth will equip them with skills necessary to function in an older workforce.
- 3. Who is the target audience and what are their characteristics?**

The target audience is 4-H youth who are middle school and high school aged.

**4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)

I expect the participants in this program to gain a better understanding of what it is like to be a person of an advanced age. Developing empathy for seniors. A natural by-product of this program is to develop an affinity between different generations.

**5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)

With the knowledge gained, learners will be able to identify barriers preventing seniors from accessing goods and services (e.g. a web site poorly designed for a person with visual limitation). In addition, they will be able to communicate more effectively with people of an advanced age.

**6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)

- A meeting will be held with 4-H youth to get feedback on the program as it has been designed to date to see if they can offer any suggestions.
- Extension personnel will locate a computer curriculum to guide 4-H youth, including four basic computer lessons (on/off procedure, keyboarding skills, internet skills, and email).
- Extension personnel will locate and modify sensitivity curriculum to meet the goals of our program.
- High school level 4-H members will be trained to deliver the sensitivity curriculum to middle school 4-H members.
- Prior to sensitivity training, an assessment about aging knowledge will be administered.
- Once sensitivity skills have been developed, 4-H youth will be provided computer curriculum.
- SDSU Extension will partner with senior housing communities to coordinate one-on-one training sessions at communal computer within the community.
- After completion of the computer curriculum (4 lessons), seniors can request additional assistance with technology (e.g. learning how to download pictures from a digital camera).
- 4-H youth will record hours to document their time.
- Extension personnel will facilitate a discussion group with 4-H youth to reflect on experience.
- After completion of the program, 4-H will take the assessment about aging to help gauge the amount of knowledge gained by participating in the program.
- This program will be piloted in two locations. The level of success will determine if it is expanded statewide.

**7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)

Extension personnel, volunteers (4-H youth, senior citizens), materials (paper, materials for sensitivity kit), partners (senior housing communities), technology (projector, computer, etc for 4-H youth training sessions).

**8. What major program effort in your state is this teaching/learning activity related to?**

South Dakota: 4-H Youth Development

**9. Identify with whom and how you plan to share the results.**

The results will be shared with extension personnel in SDSU. In addition, the findings will be submitted to the Journal of Extension for consideration. Results will also be presented at a business conference.

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

The ultimate goal is for the youth of today to be prepared to enter a workforce that on average will be older than it was in the past.

**Liz Brunscheen-Cartagena**

**1. Title:** Opportunity Knocks - I'm moving, I'm Learning

**2. Why is the teaching/learning activity needed?**

Obesity in young children is increasing in a manner and is a huge concern

**3. Who is the target audience and what are their characteristics?**

Childcare providers, staff and parents of young children in preschools.

**4. What do you expect participants to learn? (e.g. awareness, knowledge, attitudes, skills)**

Obesity prevention should begin early in life when preferences are being formed. Awareness on current research related to obesity prevention and recommended strategies to improve the quality of physical activity and nutrition choices for young children and their families. Awareness on key elements, strategies, and resources needed to increase moderate to vigorous physical activity in classroom routines and augment high-quality developmentally appropriate movements and nutrition choices.

**5. What do you want participants to do as a result of what they've learned? (e.g. behavior, practice, decisions)**

Increase and improve quality of moderate to vigorous physical activities during daily routines facilitated by teachers and parents or any adult in charge. Provide healthy food choice each day.

**6. What will you do to carry out this teaching/learning activity? (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)**

Trainings, workshops, media, recruitment, meetings.

**7. What specific resources will be invested? (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)**

Staff, time, money, materials, equipment, technology.

**8. What major program effort in your state is this teaching/learning activity related to?**

Kansas - Family Development-Childcare

**9. Identify with whom and how you plan to share the results.**

Extension board- at regular meeting; advisory-following meeting; commissioners-review at quarterly meeting; media: newsletter, news columns, website, TV, Facebook, Radio.

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Childcare providers, staff and parents intentionally providing young children with Moderate to Vigorous Physical Activities and healthy eating choices to decrease the obesity in young children.

**Holly Dickman**

**1. Title:** Basic Principles of Water Management/Water Conservation in the Landscape

**2. Why is the teaching/learning activity needed?**

The area is under an exceptional drought and water restrictions (which are currently a part of the culture) will continue to become stricter if the drought persists.

**3. Who is the target audience and what are their characteristics?**

Home and business owners in Ellis County and surrounding area. Adults of all ages, many conservative by nature, several resistant to change.

**4. What do you expect participants to learn? (e.g. awareness, knowledge, attitudes, skills)**

An awareness of the amount of water they are using in the landscape; the knowledge to properly water the plants in their landscape to make most efficient use of the water they have; how to save money and water by watering

correctly and efficiently; how to choose plants for their landscapes that will tolerate drought and the environmental conditions of the area.

- 5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)  
Reduce water usage in the landscape; reduce their water bills as a result of reduced water usage; stop carelessly wasting water; choose landscape plants that are adapted to the area and drought tolerant.
- 6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)  
Radio and TV spots; news articles; personal consultations; workshops; displays at home and garden shows and other public venues.
- 7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)  
Staff time; volunteer (Master Gardener) time; local media outlets; lap tops, projectors, PowerPoint software, iPad.
- 8. What major program effort in your state is this teaching/learning activity related to?**  
Kansas - Horticulture
- 9. Identify with whom and how you plan to share the results.**  
Extension board through monthly meetings, county commissioners at one of their weekly meetings, local media outlets, quarterly reports to K-State Research and Extension.
- 10. What is the ultimate social, economic, civic or environmental impact for clients?**  
A lessened strain on local water supplies and continued availability of water resources for landscape use.

#### **Andrea Feldkamp**

- 1. Title:** Show Me the Nutrition
- 2. Why is the teaching/learning activity needed?**
  - Increase nutrition educator confidence in teaching MyPlate concepts.
  - Transition educators to teach nutrition concepts with new approved curriculum.
- 3. Who is the target audience and what are their characteristics?**
  - Nutrition Assistants, program Assistants, and Extension Agents who manage, plan and deliver SNAP-Ed programming
  - The audience is entirely female, of diverse race, ethnicity and financial backgrounds and are located throughout the state of Kansas
  - The audience varies in nutrition knowledge, teaching experience and environments they live and work within.
- 4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)
  - Develop positive attitude surrounding the use of a new nutrition curriculum for SNAP-Ed programming.
  - Increase awareness about curriculum resource availability.
  - Increase knowledge regarding instruction with new curriculum resources.
- 5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)
  - Phase out utilization of outdated nutrition education curriculum.
  - Utilize MyPlate themed curriculum for all SNAP-Ed programs.
- 6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)

- A state-wide hands-on workshop will be delivered to the nutrition education professionals featuring new curriculum.
  - Lesson activities will be highlighted from various age categories.
- 7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)
- SNAP-Ed staff to develop and deliver lesson activity materials.
  - Materials including copies, food tasting supplies, and food prep equipment.
- 8. What major program effort in your state is this teaching/learning activity related to?**  
Kansas - Nutrition, Food Safety, and Health
- 9. Identify with whom and how you plan to share the results.**
- Results will be shared with FNP educators and SNAP-ED administrators.
  - Results will be collected through K-PICS and shared through reports generated from K-PICS.
- 10. What is the ultimate social, economic, civic or environmental impact for clients?**
- Increase confidence regarding adaption of new materials.
  - SNAP-Ed program recipients will receive the most current information, by attending educational activities, led by Kansas nutrition education professionals.

### **Carol Fink**

**1. Title:** Navy Staff Training

**2. Why is the teaching/learning activity needed?**

Currently Child and Youth Program (CYP) staff is receiving training from four different providers: Kids Included Together (KIT), Boys and Girls Club of America (BGCA), 4-H, and online Department of Defense (DOD) modules (risk management, cognitive, physical, and social development). Navy has never brought together their partners to evaluate what is being taught, how it is being delivered and the impact of the training.

**3. Who is the target audience and what are their characteristics?**

Navy Child and Youth staff provide programming for Navy youth before and after school, and through the summer. Staff background varies greatly throughout the system. Staff background varies greatly throughout the system. Staff must be 18 years of age and graduated from high school. Trainers & Curriculum (T&C) and Director staff must have a BS degree with a majority currently in early childhood education. Most staff have a spouse in the military and the CYP employment follows the base assignment which can vary from 18 months (primarily found overseas) to 4-6 years.

The amount of time trainers spend in the CYP varies from 1 afternoon a month to 3-4 hours per week. Staff with an early childhood degree often don't feel comfortable with children above the age of 5, especially teens.

Currently online modules focus on youth 5-12 years of age that includes mental, physical, and social development and risk management.

**4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)

Delivery Staff

Gain knowledge in:

- Age appropriate activities
- The importance of creating an environment that supports the 4-H Essential Elements

Skills to:

- Deliver activities through Experiential Learning
- Create an environment in which youth feel they belong, have independence, and have a sense of generosity and mastery.

## Trainers

Gain knowledge in:

- Positive youth development

Develop skills to:

- Design an annual plan that builds on positive youth development.
- Train direct delivery staff in Experiential Learning and the Essential Elements.
- Implement a program that supports the development of life skills.

### **5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)

CYP staff will create an environment that supports positive youth development

- Staff will develop lesson plans that include Experiential Learning process.
- Staff will deliver programming using Experiential Learning process.
- 4-H Club meetings are supported by adults who encourage members to make decisions and gain leadership skills.
- Create an environment that supports the Essential Elements.

### **6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)

Training (in person and online), product development, newsletters.

### **7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)

CYP Staff, materials, technology, military partners - 4-H, BGCA, DOD, KIT

### **8. What major program effort in your state is this teaching/learning activity related to?**

Kansas - Youth Development

### **9. Identify with whom and how you plan to share the results.**

A survey will be developed for CYP direct delivery staff and Training and Curriculum/Directors to identify training needs. Once the training needs are identified, a plan will be put in place to training staff.

### **10. What is the ultimate social, economic, civic or environmental impact for clients?**

Navy CYP youth will develop life skills that help them to become capable adults with the skills and physical capabilities to become a member of the Navy.

## **Saundra Frerichs**

### **1. Title:** Robotics Workshop

### **2. Why is the teaching/learning activity needed?**

Robotics is a growing project area in 4-H and offers many benefits to local 4-H programs. 4-H professionals volunteers are often tentative about getting started in robotics, so a workshop that increases confidence and prepares them to be effective is needed. Many organizations offer robotic activities, professionals and volunteers working with 4-H robotics programs need to understand what makes their program unique in this array of opportunities for youth.

### **3. Who is the target audience and what are their characteristics?**

This workshop has three different target audiences and each workshop may include two or three of these audiences.

- 4-H educators, assistants, agents who work at the local level with robotics programs.
- 4-H volunteers (adult and teen leaders) who lead robotics teams or clubs.

- 4-H educators, specialists, agents who work at the state level to organize, promote and grow robotics programs.

**4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)

Participants in a robotics workshop will:

- Be familiar with the structure, purpose and activities of the 4-H robotics curriculum.
- Know how to begin implementing the 4-H robotics curriculum with youth.
- Increase the confidence in implementing the 4-H robotics curriculum.
- Be prepared to focus on positive youth development in their robotics program.

**5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)

Participants in a robotics workshop will:

- Experience hands-on robotics activities.
- Contribute to the growth of the robotics program in their state (increase youth involved, increase clubs/teams, deepen the impact of robotics activities).

**6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)

- Provide local workshops can accommodate 12-36 participants.
- Create on-going support for workshop participants which may include webinars or on-line learning.
- Provide personal support via email/phone conversations by local 4-H staff who lead the project, and the training team.
- Impact evaluation is being added this year.

**7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)

- Each workshop is led by at least two members of the regional training team.
- Local 4-H staff plan and recruit participants for the workshop.
- Basic expenses for the workshop include general costs (less than \$200), curriculum (up to \$50 per person), supplies (kits, computers, building supplies)
- Some activities require computers and robotics kits.

**8. What major program effort in your state is this teaching/learning activity related to?**

Nebraska: 4-H Science (Developing science interests, skills and abilities in areas of agriculture, energy, environmental stewardship and technology. Helping youth think and problem solve within a scientific framework and encouraging an excitement for science).

**9. Identify with whom and how you plan to share the results.**

- Regional 4-H robotics training team
- Local state leaders of robotics projects
- 4-H professionals and volunteers who attend workshops
- National 4-H robotics training team, National 4-H Council, National 4-H Headquarters.
- Funders, Industry partners
- 4-H professionals who are interested in beginning robotics.

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Youth will develop 21<sup>st</sup> Century skills, science and engineering skills and knowledge; communities will come together around science and technology; positive youth development through youth-adult partnerships around robotics; 4-H programs will grow and recruit new youth, volunteers and community partners who are interested in robotics.

## Alicia Harstad

1. **Title:** Private Applicator Pesticide Training
2. **Why is the teaching/learning activity needed?**

Pesticides applied improperly can cause physical damage to the applicator, bystanders, and the environment. The purpose of this training is to teach pesticide applicators how to apply pesticides safely. The training is also an opportunity to update applicators on new pesticide products, application technology, and other hot topics related to pesticide application.
3. **Who is the target audience and what are their characteristics?**

The target audience is private applicator license holders and people wanting to obtain their pesticide applicator license. This includes farmers who spray their own fields and hired farm workers.
4. **What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)
  - Learn the required Personal Protective Equipment (PPE) for a safer pesticide application
  - Know the consequences of careless pesticide application
  - Be aware of current pesticide products and hot topics such as temperature inversion.
5. **What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)

I want the applicators to become aware of their unsafe habits and make steps to correct them.
6. **What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)

Hold pesticide training meeting and also include pesticide safety information every once in a while in the weekly Extension newspaper article and producer newsletter.
7. **What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)

Computer and projector for PowerPoint presentation, Turning Point questions and videos; pesticide training packets; money to advertise the training meetings and to provide coffee and rolls at the meetings.
8. **What major program effort in your state is this teaching/learning activity related to?**

North Dakota: Using Farm Chemicals Safely/Pesticide Program
9. **Identify with whom and how you plan to share the results.**

County Commissioners, District Directors, and fellow Extension Ag Agents
10. **What is the ultimate social, economic, civic or environmental impact for clients?**

That there will be less farm accidents, personnel injury, number of drift complaints, and amount of environmental damage caused by the miss application and/or handling of pesticides.

## Kari Helgoe

1. **Title:** Safely Laundering Pesticide Contaminated Clothing
2. **Why is the teaching/learning activity needed?**
  - Incorrect cleaning/laundrying methods can impact health and personal safety
  - Reduce pesticide exposure to individuals (applicator and family)
  - Improve pesticide applicator's protection needs

**3. Who is the target audience and what are their characteristics?**

Pesticide applicators - homeowners, gardeners, farm application, commercial applicators.

**4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)

Participants will learn:

- How to properly handle and store clothing exposed to pesticides (separately)
- Proper laundering techniques for pesticide-exposed clothing
- Tips to minimize exposure

**5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)

Participants will:

- Wear correct protective gear/clothing when applying pesticides
- Properly pre-rinse, wash and dry clothing exposed to pesticides
- Use appropriate measures to minimize other's (family members) exposure to pesticides from contaminated clothing

**6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)

- Collaborate with pesticide certification workshops - presentations with agricultural applicators - 4x in spring
- Prepare handouts with basic information
- Coordinate workshops with local garden nurseries in spring

**7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)

PowerPoint, computer, projector, microphone, examples of clothing fabrics, handouts

**8. What major program effort in your state is this teaching/learning activity related to?**

North Dakota: Crop Management

**9. Identify with whom and how you plan to share the results.**

Extension board, advisory, commissioners, media, news columns, radio, website

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Applicators and their family members will have better health due to decreased pesticide exposure.

**Mary Higgins**

**1. Title:** Healthy Sustainable Diets

**2. Why is the teaching/learning activity needed?**

To promote health of people, communities and the environment

**3. Who is the target audience and what are their characteristics?**

Adults - teacher, other professionals, community leaders, consumers

**4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)

Participants in this workshop will learn:

- What changes to make in their eating habits
- How to shop for foods using various "sustainability" criteria
- Many ways to have more sustainable food preparation behaviors

5. **What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)  
Identify behaviors that:
  - They are already doing, and then keep doing them
  - They intend to start to do soon, and then start doing them
  - They intend to add gradually
  
6. **What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)  
Workshops using a fact sheet and websites
  
7. **What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)  
Collaborating agencies to host workshops
  
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas: Nutrition, Food Safety and Health
  
9. **Identify with whom and how you plan to share the results.**  
Professional meetings of agencies such as the Hunger and Environmental Nutrition group and/or an Extension group
  
10. **What is the ultimate social, economic, civic or environmental impact for clients?**  
Improved health, cost savings, improved use of natural resources, increased vitality of communities

**Jody Holthaus**

1. **Title:** BRANDS-Ration development software program
  
2. **Why is the teaching/learning activity needed?**  
Producers need good nutritional advice and learn least cost rations.
  
3. **Who is the target audience and what are their characteristics?**  
Beef producers of all ages.
  
4. **What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)  
Participants will learn the best ration for the feedstuffs they have, they will learn basic nutrition principles. They will learn this is a valuable service, free to them.
  
5. **What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)  
Use the ration developed from them, learn to forage test and a yearly check on their winter rations.
  
6. **What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)  
I will promote this program at public meetings. The teaching will be basically one on one, using input forms for the initial information. Report the impact on KPICS.
  
7. **What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)  
Computer, staff time.
  
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas: Livestock Production

**9. Identify with whom and how you plan to share the results.**

Ration consultation is shared in monthly board reports to Executive Board, with Ag PDC and on KPICS.

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

To make their beef operation financially sustainable and proper nutrition for their cattle so that we may feed the world.

**Katie Johnke**

**1. Title:** Skills4Life

**2. Why is the teaching/learning activity needed?**

A probation officer called NDSU Extension inquiring about classes offered on basic life skills, He found that many of his clients lacked some basic skills such as cooking and stretching their food dollar, among many other things.

**3. Who is the target audience and what are their characteristics?**

Adults that have been referred by a parole officer, caseworker, agency or judge

**4. What do you expect participants to learn? (e.g. awareness, knowledge, attitudes, skills)**

Learn how to make simple, positive adjustments to their lifestyles which help improve their physical and mental health.

**5. What do you want participants to do as a result of what they've learned? (e.g. behavior, practice, decisions)**

Participants will make healthier food choices, stretch their food dollar and use the food safety tips.

**6. What will you do to carry out this teaching/learning activity? (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)**

Facilitate 5 sessions using the "Stretching Your Food Dollar" curriculum by NDSU Extension Service. Activities include: cooking stations, menu planning, unit pricing, comparing similar products, smart shopping strategies, and food safety tips.

**7. What specific resources will be invested? (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)**

Local community partners, time, food supplies

**8. What major program effort in your state is this teaching/learning activity related to?**

North Dakota: County Program

**9. Identify with whom and how you plan to share the results.**

EFNEP enrollment and graduation form, Skills4Life evaluation survey

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Participants will make healthier food choices, become aware of the cost of food and the importance of food safety.

**Beth Lyon**

**1. Title:** 4-H Teen Leadership Training

**2. Why is the teaching/learning activity needed?**

- Teen Leaders are eager to take the lead with younger 4-H members
- They feel uncomfortable doing so due to lack of direction and knowledge
- Leadership training will provide support as they grow their leadership skills

**3. Who is the target audience and what are their characteristics?**

4-H Teen Leaders, ages 16-18. Eager to lead, but unsure of what to do while leading

**4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)

- Greater understanding of own strengths
- Qualities of leaders
- How to take on leadership roles with confidence

**5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)

Become active in the leadership of their clubs, as assistants to the club leader or as mentors/project leaders for younger youth. Become more self-determinant in seeking leadership roles on the county level. Recognize themselves as potential leaders.

**6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)

- Plan short workshops so that participants are invested and feel they have accomplished something concrete each session
- Conduct short workshops as part of monthly Teen Leader meetings
- Individual mentorship as needed

**7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)

- Up to 2 hours per month to plan
- 4-H Leaders buy participants' meal (we meet at lunch time)
- University of Florida's "Developing Skills for Youthful Leaders" modules
- Handouts

**8. What major program effort in your state is this teaching/learning activity related to?**

South Dakota: Youth & Community Leadership

**9. Identify with whom and how you plan to share the results.**

- Extension Promotion & Expansion Committee, at quarterly meeting
- Local 4-H Leaders Association, at regularly scheduled meetings
- Participant's club leaders, as appropriate

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Greater involvement in 4-H club and local community. A greater sense of self-worth and belonging through active participation and leadership in high school & community life.

**Julie Niehage**

**1. Title:** Turf Tips - Ideas for Healthy Lawns

**2. Why is the teaching/learning activity needed?**

For homeowners to learn the proper lawn care, maintenance, watering, fertilizing, and mowing, and planting techniques of their home lawn.

**3. Who is the target audience and what are their characteristics?**

Homeowners, landscapers, maintenance workers; anyone who enjoys landscaping and/or lawn care

4. **What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)
  - The simplest and most cost effective way to have an eye appealing, weed free, healthy lawn
  - What varieties of grasses are recommended for the area & the amount of labor required for each variety of grass
  - The overall Best Management Practices of turf
  
5. **What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)  
Apply the information they learned in their own lawn care practices
  
6. **What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)  
Hold workshops, prepare handouts, answer specific questions
  
7. **What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)  
Time, money, materials, equipment, volunteers, partners, research
  
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas: Horticulture
  
9. **Identify with whom and how you plan to share the results.**  
News media, PDC, major population centers within the district
  
10. **What is the ultimate social, economic, civic or environmental impact for clients?**  
Homeowners in the Golden Prairie District will learn and implement these best management practices to maintain a healthy, eye appealing lawn that can withstand disease and drought and nay other adverse conditions.

**Lisa Newman**

1. **Title:** Great Beginnings for Families - Guidance and Discipline
  
2. **Why is the teaching/learning activity needed?**  
Helps to show parents effective ways to raise more responsible and respectful children
  
3. **Who is the target audience and what are their characteristics?**  
Parents of pre-school to school-age children
  
4. **What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)  
Parents will learn about three parenting styles, which parenting style encourages positive behavior in children, and effective discipline methods
  
5. **What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)  
To take some of the discipline teaching tools learned and use them with their child(ren)
  
6. **What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)  
One session with local Head Start parents with handouts, a group activity and discussion questions
  
7. **What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)  
Head Start staff providing meeting space and accommodations. I will supply easel, paper pad, markers, tool box and assorted items for prop tool box

**8. What major program effort in your state is this teaching/learning activity related to?**

Kansas: Quality Early Childhood Experiences

**9. Identify with whom and how you plan to share the results.**

Extension board, PDC, PFT

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Parents will choose parenting strategies based on love and limits to help their children grow into responsible and respectful young people.

**Becky Reid**

**1. Title:** Cooking for 1 or 2

**2. Why is the teaching/learning activity needed?**

Americans want fast and easy cooking but obesity rates show that a healthy choice is not always the first choice

**3. Who is the target audience and what are their characteristics?**

- Adults without children
- College students - busy, limited resources, need hands-on experiential learning since basic skills may be lacking, big ideas but not much common sense
- Empty nesters - busy, more financial resources, limited time
- Retired - more time, fixed resources, may not be motivated to cook at home

**4. What do you expect participants to learn? (e.g. awareness, knowledge, attitudes, skills)**

- Planning and preparation saves money
- Food safety basics for preparing and storing food
- Strategies that will work for their lifestyle and budget

**5. What do you want participants to do as a result of what they've learned? (e.g. behavior, practice, decisions)**

- Create a plan and prepare balanced and appropriate meals at home
- Find a support network
- Choose healthy meals and snacks

**6. What will you do to carry out this teaching/learning activity? (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)**

Presentations, hands-on food preparations workshops, iBook (interactive media) social media

**7. What specific resources will be invested? (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)**

iBooks author app, Keynote software, computer, LCD projector, iPad, social media apps, staff time, resources from USDA, and ChooseMyPlate.org

**8. What major program effort in your state is this teaching/learning activity related to?**

Kansas - Area of Program Focus: Nutrition, Food Safety and Health

**9. Identify with whom and how you plan to share the results.**

Food samples, photos and testimonials to Extension Board, Program Development Committee and County Commissioners. Results can also be highlighted in my weekly news column and via social media.

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Clients will make healthy food choices that will positively impact their overall health and wellness.

**Molly J. Soeby**

**1. Title: Positive Parenting for Parents at Risk**

**2. Why is the teaching/learning activity needed?**

I am working with young woman in a treatment facility.

- Many of them have no parenting skills.
- Captive audience but only for a short period of time.
- Many of them have no role models and have come from abusive relationships.

**3. Who is the target audience and what are their characteristics?**

Young women in treatment for drugs and/or alcohol.

- Many of them have lost custody of their children, some temporarily.
- Many have been incarcerated. They need to develop positive parenting skills.

**4. What do you expect participants to learn? (e.g., awareness, knowledge, attitudes, skills)**

Participants will learn to use empathy and consequences in raising responsible children.

**5. What do you want participants to do as a result of what they've learned? (e.g., behavior, practice, decisions)**

Learn positive ways to discipline children without abuse.

**6. What will you do to carry out this teaching/learning activity? (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)**

Facilitate discussion, provide training and consultation. This can include handouts, videos, and assessments.

**7. How will you prepare the learning environment for the participants?**

I go to the treatment center and we sit together in a room with couches and comfortable chairs.

**8. What specific resources will be invested? (e.g., staff, volunteers, time, money, materials, equipment, technology, partners)**

Time, staff, and materials will be invested.

**9. What major program effort in your state is this teaching/learning activity related to?**

North Dakota- Area of Focus: Prevent Child Abuse

**10. Identify with whom and how you plan to share the results.**

County commissioners, advisory council, staff meetings

**11. What is the ultimate social, economic, civic or environmental impact for clients?**

These woman will

- Learn there are resources available in the community to help them.
- Learn positive parenting skills.
- Make a connection with the Parenting Resource Center and the Parent Information Center

**Judy Speer**

**1. Title: Develop a Meals Without Meat display and handout**

**2. Why is the teaching/learning activity needed?**

To make the audience aware protein is available in other forms of food other than meat

**3. Who is the target audience and what are their characteristics?**

People with low resources and vegetarians

4. **What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)  
Participants will learn how to incorporate other forms of protein into their diets/meals
5. **What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)  
Participants should be able to fix a meal using forms of protein other than meat.
6. **What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)  
I will develop a display and accompanying handout for Agents, PAs, and NAs to use during their training sessions for participants
7. **What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)  
Resources invested will be the development time, which includes design and execution of the materials (printing, laminating and boxing) and the time invested by agents, PAs, NAs to deliver the message
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas: Nutrition, Food Safety and Health
9. **Identify with whom and how you plan to share the results.**  
Materials will be distributed to agents participating in the Family Nutrition Program to present to low resource participants
10. **What is the ultimate social, economic, civic or environmental impact for clients?**  
Clients will realize the healthful and financial benefits of eating other types of protein with meals.

### Michelle Strang

1. **Title:** Food Safety Map
2. **Why is the teaching/learning activity needed?**  
Many of our participants are unaware of the basic USDA food safety guidelines
3. **Who is the target audience and what are their characteristics?**  
New Americans, other limited-resource individual/groups
4. **What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)  
Participants will gain knowledge and skills that will help them purchase, prepare and store food safely.
5. **What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)  
Participants will use the knowledge and skills to prevent food-borne illness.
6. **What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)
  - Start each series with lesson using the food safety map
  - Discuss relevant food safety issues during each lesson
  - Distribute the USDA "Kitchen Companion" handbook to participants
7. **What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)  
Time, materials, equipment
8. **What major program effort in your state is this teaching/learning activity related to?**  
North Dakota - Signature Program

**9. Identify with whom and how you plan to share the results.**

Extension board (advisory council meeting); County Commissioners (impact report)

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Participants will prevent food-borne illness for themselves and their families.

**Jane Strommen**

**1. Title:** Livable Homes

**2. Why is the teaching/learning activity needed?**

North Dakota has a rapidly aging population and individuals have strongly expressed their desire to remain in their home and community as they grow old

**3. Who is the target audience and what are their characteristics?**

Older adults and their family members; adult community members

**4. What do you expect participants to learn? (e.g. awareness, knowledge, attitudes, skills)**

- What universal design and home modification means and what it can do for them to increase independence
- What home safety hazards are and how to apply techniques to correct the hazards
- What a home modification assessment is and how it can be

**5. What do you want participants to do as a result of what they've learned? (e.g. behavior, practice, decisions)**

- Assess their home for home modification techniques and apply the techniques that are appropriate for their home environment
- Assess their home for safety hazards and make the changes necessary to make the environment as safe as possible

**6. What will you do to carry out this teaching/learning activity? (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)**

Develop lesson plan on universal design, home modification, and home safety

**7. What specific resources will be invested? (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)**

- Staff time of two FCS agent who have volunteered to assist in the lesson development
- Ag Communications staff to finalize the document

**8. What major program effort in your state is this teaching/learning activity related to?**

North Dakota: Livable Home

**9. Identify with whom and how you plan to share the results.**

- Lesson plan will be disseminated to county FCS agents
- If needed, Live Meeting will be scheduled with the agents to review lesson plan and answer questions
- Lesson plan will be available on the "Aging & Wellness" webpage and other interested agencies/organizations will be notified of its availability for their use

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Older adults and other with disabilities will be able to stay in their home longer, which impacts their quality of life and delays and/or prevents the financial cost of moving to an alternative housing arrangement.

**Stacy Wang**

**1. Title:** "Cooking Skills: Essentials for the At-Home Cook"

**2. Why is the teaching/learning activity needed?**

To ensure safe and nutritious meals are being prepared by young adults

**3. Who is the target audience and what are their characteristics?**

Young adults who are preparing food for themselves and/or younger siblings

**4. What do you expect participants to learn?** (e.g. awareness, knowledge, attitudes, skills)

- Importance of following food safety recommendations in the kitchen
- Basic food preparation skills
- Importance of a nutritious meal

**5. What do you want participants to do as a result of what they've learned?** (e.g. behavior, practice, decisions)

- Follow food safety guidelines presented in the class
- Use basic food preparation skills learned in the class

**6. What will you do to carry out this teaching/learning activity?** (e.g. workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)

The class will consist of an interactive question/answer presentation, handouts and hands-on recipe preparation

**7. What specific resources will be invested?** (e.g. staff, volunteers, time, money, materials, equipment, technology, partners)

Two staff members and one dietetic intern will be facilitating the class. Food costs will be incurred by the outside entity who requested the program

**8. What major program effort in your state is this teaching/learning activity related to?**

North Dakota: Food Safety and Nutrition Education (Eat Smart Play Hard Programming)

**9. Identify with whom and how you plan to share the results.**

Each participant will fill out a skills assessment at the beginning of class and then fill out the same assessment at the end of the class. The results will be used to write an impact report which will be seen by NDSU Extension Administration as well as the North Dakota Legislature.

**10. What is the ultimate social, economic, civic or environmental impact for clients?**

Participants will be able to prepare safe and nutritious meals for themselves and others.