1. **Title:** *Your Will from Start to Finish*

2. **Why is the teaching/learning activity needed?**
   To ensure that individual wishes are known and implemented regarding end of life financial wishes and decisions

3. **Who is the target audience and what are their characteristics?**
   Parents of young children, mid-career and retirement age adults

4. **What do you expect participants <u>to learn</u>?**
   (e.g., awareness, knowledge, attitudes, skills)
   Participants in this workshop will learn:
   Important questions to ask an attorney
   How and when to involve family in the process
   What a will can do for them

5. **What do you want participants <u>to do</u> as a result of what they've learned?**
   (e.g., behavior, practice, decisions)
   Participants in this workshop will:
   Discuss their wishes with family members
   Meet with an attorney to begin the process
   Complete a will

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

   How will you prepare the learning environment for the participants?
   Secure meeting room that is appropriate size for the number of participants
   Arrange tables and chairs—flexible set up for lecture to small group work, U-shape
   Prepare speakers to use terminology participants will understand
   Provide beverage and healthy snacks

7. **What specific resources will be invested?**
   (e.g., staff, volunteers, time, money, materials, equipment, technology, partners)
   PowerPoint, computer and projector
   Sample forms
   Speaker – possibly an estate attorney

8. **What major program effort is this teaching/learning activity related to?**
   Examples for each state:

   - *Kansas – Area of Program Focus ___<u>Family Resource Management</u>_____*
   - *North Dakota - Signature Programs, Core Programs and Pilot Programs <u>Estate Planning</u>*

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 (e.g., newspaper, radio)

10. **What is the ultimate social, economic, civic or environmental impact for clients?**
    Financial security through pre-planning; open communication among family members

EXAMPLE

1. **Title:** *Understanding Appropriate Herbicide Application*

2. **Why is the teaching/learning activity needed?**
   Weed control can affect crop yield
   Profit is impacted
   Choices affect environment

3. **Who is the target audience and what are their characteristics?**
   Ag producers with field crops, range in age from 20-75, some have physical limitations and are hearing impaired

4. **What do you expect participants <u>to learn</u>?**
   (e.g., awareness, knowledge, attitudes, skills)
   Participants will learn:
   What affects herbicide application – rate, timing
   Correct droplet size for application

5. **What do you want participants <u>to do</u> as a result of what they've learned?**
   (e.g., behavior, practice, decisions)
   Participants will:
   Apply herbicide at the appropriate time and at appropriate rates
   Use appropriate techniques for herbicide application

6. **What will you do to carry out this teaching/learning activity?**
   (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)
   Recognize producers' availability and planting schedules when setting dates
   Onsite field demonstration; have a weather-related Plan B

   How will you prepare the learning environment for the participants?
   Create walking paths; provide instructions for driving, parking, and walking to site
   Signage of treatments for people to observe over time (before and after the demonstration)

7. **What specific resources will be invested?**
   (e.g., staff, volunteers, time, money, materials, equipment, technology, partners)
   Farmer provides field; chemical companies supply labor and multiple products; labor may be supplied by farmer, local ag business, or chemical company. . .
   Accurate label info with a disclaimer to NOT endorse a product (public and/or private)
   Microphones and speaker system; nutritious snacks

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

   - *Kansas – Area of Program Focus ___Crop Production_____*
   - *Nebraska – Signature Outcome ____Crop Watch_____*
   - *South Dakota - Capstone Program __Crops_____*
   - *North Dakota - Signature Programs, Core Programs and Pilot Programs <u>Crop Management</u>*

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

10. **What is the ultimate social, economic, civic or environmental impact for clients?**
    Crop production will be profitable and environmentally sustainable

EXAMPLE

1. **Title:** *New 4-H Family Orientation*

2. **Why is the teaching/learning activity needed?**
   - *Families have a limited perception of opportunities in 4-H*
   - *Many families drop out of 4-H after the first year*
   - *4-H can be confusing to new families with the multitude of info (e.g., projects and activities)*

3. **Who is the target audience and what are their characteristics?**
   - *4-H parents of 1st – 3rd year members who are 7-9 years old*

4. **What do you expect participants <u>to learn</u>?**
   (e.g., awareness, knowledge, attitudes, skills)
   Participants will:
   - *Gain awareness of the opportunities of 4-H for 7-9 years olds*
   - *Understand the importance of parental involvement with the member in the program*

5. **What do you want participants <u>to do</u> as a result of what they've learned?**
   (e.g., behavior, practice, decisions)
   Participants will:
   - *Choose/enroll in projects related to age and ability of their children*
   - *Parents attend meetings with their children*

6. **What will you do to carry out this teaching/learning activity?**
   (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)
   Work with small number of new families (set up room for small discussion groups)
   Prepare one page handout including basic information (e.g., projects, leaders, meetings, locations)
   Plan get-acquainted activities, experiential learning and discussion questions

   How will you prepare the learning environment for the participants?
   Gather information about their experiences from parents who joined in the previous two years
   Arrange tables for small group discussions and provide refreshments so participants will feel welcome and comfortable to visit and ask questions

7. **What specific resources will be invested?**
   (e.g., staff, volunteers, time, money, materials, equipment, technology, partners)
   Current volunteers will help plan and host the event; nametags and visual aids

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

   - *Kansas – Area of Program Focus ___Youth Development*
   - *Nebraska – Signature Outcome ____4-H Youth Development*
   - *South Dakota - Capstone Program __4-H Youth Development*
   - *North Dakota - Signature Programs, Core Programs and Pilot Programs _4-H Youth Development*

9. ***Identify with whom and how you plan to share the results?***
   Extension board, 4-H leaders, colleagues, 4-H Council, County Commissioners, PDC/ advisory committee

10. **What is the ultimate social, economic, civic or environmental impact for clients?**
    - *Families will have a successful 4-H experience*

EXAMPLE