

**Design for Learning**  
**“First Assignment” - compiled**

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.

Cindy Adams

1. **Title:** Healthy Choices
2. **Why is the teaching/learning activity needed?** I need to be able to engage my learners in the best ways to help them better absorb the lessons.
3. **Who is the target audience and what are their characteristics?** I work with low-income families with children. The students I teach have many different learning patterns. I have many in my classes who do not do well with “traditional” teaching styles. I have several with learning disabilities and some who have “fallen through the cracks.”
4. **What do you expect participants to learn?** I expect my learners to absorb the knowledge, awareness and the skills to make positive behavior changes in regards to health and nutrition.
5. **What do you want participants to do as a result of what they’ve learned?** Make positive behavior changes in regards to health and nutrition. I want them to absorb, adapt, practice and make more informed decisions in regards to health and nutrition lifestyles.
6. **What will you do to carry out this teaching/learning activity?** I will use and implement into the workshops, meetings, facilitation of groups, home visitations, assessments, reporting, development of new material, media, recruitment and training sessions to do for the Expanded Food and Nutrition Education Program, in which I teach for.
7. **What specific resources will be invested?**  
staff, volunteers, time, money, materials, equipment, technology, partners
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus - Expanded Food and Nutrition Education Program
9. **Identify with whom and how you plan to share the results?** I will apply what I learn in to all the programs and activities I have listed above.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Make positive behavioral changes in regards to health and nutrition. By educating the community, they will be able to make healthy lifestyles changes that will impact the US in regards to health, money spent on health care and reducing the rate of chronic diseases.

**Carol Blocksome**

1. **Title:** Burn Workshops
2. **Why is the teaching/learning activity needed?** Prescribed burning is an important tool but needs to be used safely and carefully to achieve the desired result. Burn workshops cover the reasons for burning and techniques to made the burn successful.
3. **Who is the target audience and what are their characteristics?** The target audience consists of producers, landowners, and county agency staff (NRCS, FSA, Conservation District, fire department).

4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Participants are expected to become aware of the various regulations they need to follow when conducting a prescribed burn and how to find weather information that will allow them to burn more safely. They gain knowledge about firing techniques, tools, and procedures. Their attitude towards fire will move from the extremes to the middle (i.e., from careless use of fire and fear of fire towards acknowledgment of fire as an important tool that needs to be used carefully. By using a hands-on planning tool, they learn to apply what they have learned to a real-life situation.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) As a result of attending this workshop, participants hopefully will use prescribed burning in all situations where it is the appropriate tool. They will consider safety and regulatory factors when burning. They will carefully think through how they will conduct the fire and create a burn plan that increases the chances of a successful burn.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Flyers, radio interviews, press releases, and email distribution lists are used to publicize the workshops. Several workshops (between 7 and 15) are held around the state at the request of local agency hosts. Facilitation is done by Kansas State University, in partnership with the local hosts. Short surveys are handed out at the end of the workshop to understand what messages were best retained and what improvements need to be made for the workshop. Presenter recruitment is done jointly by the facilitator and the local host.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) This learning activity is carried out as a joint partnership between several agencies (K-State Extension, Natural Resource Conversation Service (NRCS), National Weather Service, Kansas Department of Wildlife and Parks, Farm Service Agency, and local fire departments and conservation districts, all of which participate in each workshop.

Planning and conducting the workshop requires a time commitment from those hosting, presenting, and attending the workshop, as well as travel costs. Presentations must be updated or created each year. Money is spent for the facilitator, for travel and presentation equipment costs, and sometimes for meeting space. Local workshop hosts must pay for a meal and for burn workshop materials, usually through the collection of a registration fee or finding sponsorship from a local business. Materials used in the workshop include PowerPoint presentations, a notebook, handouts, and a sandtable, as well as tables and chairs meeting space. A laptop computer and a projector are also required.

8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas - Area of Program Focus: Natural Resources
9. **Identify with whom and how you plan to share the results?** The end-of-workshop survey results are shared with the burn workshop hosts and facilitator. No other results are measured.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Social impacts include achieving desired results with prescribed burning while reducing the chance of wildfires and minimizing smoke impacts. Economic benefits include increasing and maintaining healthy grasslands for livestock production and improved vegetation. Civic benefits include following regulations to minimize fire department deployment and citizen safety. Prescribed fire maintains open, tree-free, health prairies that provide ecosystem functions including water infiltration, decreased erosion, carbon storage, wildlife habitat, and aesthetic beauty.

**Kim Braulick**

1. **Title:** Nourish Your Muscles
2. **Why is the teaching/learning activity needed?** To teach adults about the importance of nourishing their muscles, and how they can go about doing that.

3. **Who is the target audience and what are their characteristics?** Adults, in particular the homemakers and aging adults in the county.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) An understanding of how to nourish their muscles; including basic concepts and steps that they can easily apply to their life.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Be more conscious of what they are eating, and making sure they are consuming enough protein for their age/gender. I would like them to make a habit of healthy eating and living a healthy life style.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshop, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) I will offer this training to the homemaker clubs and aging council in the area. I will plan an activity that provides the needed information in the setting provided—being sure to include points about eating habits and healthy lifestyles.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Resources such as time, travel, food models, and copies for the lesson will be invested.
8. **What major program effort in your state is this teaching/learning activity related to?**  
North Dakota – Signature Programs, Core Programs and Pilot Programs, Signature Program.
9. **Identify with whom and how you plan to share the results?** I will share the results with local stakeholders as well as state program leaders through surveys, our county narrative, and other sources as they fit the situation.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** The ultimate impact is to improve eating habits and healthy lifestyles among the adults in the county. It is also important to make adults aware of the importance of nourishing their muscles.

#### **Rhoda Burrows**

1. **Title:** Pruning Grapevines
2. **Why is the teaching/learning activity needed?** Pruning is an essential practice for commercial vineyards, but one that is often not very well understood, particularly by beginning growers.
3. **Who is the target audience and what are their characteristics?** Commercial grape growers in South Dakota; many will be new growers unfamiliar with basic vine growth habits. Most grow grapes in addition to a full-time day job, so have limited time to come to workshops. Most have access to a computer. They are mostly middle-aged or even retired, as more time and discretionary \$ (or inherited land) are available to that at that stage. Few are traditional farmers, though they may have grown up on farms. They tend to be somewhat adventurous (you have to be to grow grapes in South Dakota!), and most have at least some college education.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Knowledge of how a grapevine grows, how removing portions of the vine affects the growth, fruit quality, and even winter survival of the vine. Then, how to apply that knowledge to optimize fruit quality and yield over time by directing vine growth with pruning.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Use good pruning practices in their vineyard.
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 typically involve an indoor component to explain practices, followed by hands-on training in the vineyard.

7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) My time, maybe bring in an outside speaker, travel \$, time, volunteer vineyard, growers association, facility for indoor meeting, printed handouts.
8. **What major program effort in your state is this teaching/learning activity related to?**  
South Dakota – Capstone Program Agriculture/Natural Resources
9. **Identify with whom and how you plan to share the results?**
10. **What is the ultimate social, economic, civic or environmental impact for clients?** More economically sustainable vineyard enterprises; decreased use of fungicides; better fruit quality for wineries, which translates to premium wine products.

**Kylie Dicket**

1. **Title:** 4-H Project Leader Training
2. **Why is the teaching/learning activity needed?** 4-H volunteers need to know expectations and how to lead successful project meetings.
3. **Who is the target audience and what are their characteristics?**  
Audience: 4-H volunteer project leaders  
Characteristics: variety of experience with 4-H, variety of experience as a project leader, mostly new to the position of project leader.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) basic format for meetings, resources for project leaders, how to work with youth ranging in age from 7-18, how to incorporate the experiential learning model, how to create safe learning environments.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions)  
Lead successful, relevant and engaging 4-H project meetings for youth.
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 workshop, video, website with resources.
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 – Area of Program Focus: 4-H Youth Development/Volunteer Development
9. **Identify with whom and how you plan to share the results?**  
Staff, governing board, PDC members, other volunteers.
10. **What is the ultimate social, economic, civic or environmental impact for clients?**  
Participants will learn and improve facilitation and educational techniques for use with youth which can be used in other non-4-H roles to improve their communities.

## **Stu Duncan**

1. **Title:** Growing Soybeans Profitably in Kansas
2. **Why is the teaching/learning activity needed?**  
Kansas soybean acreage has doubled in the last 10 years  
The bulk of the growth in acreage was rarely, if ever, planted to soybeans  
K-State research has been conducted in these areas
3. **Who is the target audience and what are their characteristics?**  
Current & potential soybean growers with a wide range in age, experience and physical characteristics and capabilities.  
Agriculture industry suppliers and consultants with a wide range of products to sell and good to limited knowledge of soybean production  
Agricultural advisors and lenders with an economic stake in the farmer
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills)  
Participants will learn:  
Proven production practices that will apply to their fields  
Discernment in selecting methodologies and products
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions)  
Participants will:  
Utilize appropriate cultural practices for their individual fields  
Raise a profitable crop
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 a series of Soybean Schools  
Promote appropriate Field Days  
Seek Cooperators for follow-up demonstrations
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners)  
County agents will arrange venue and meals. Area and State Specialists will provide information and materials. Kansas Soybean Association, chemical companies and other input suppliers will sponsor meal and snacks. Willing farmers will provide field space for demonstrations and tour.
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus: Crop Production
9. **Identify with whom and how you plan to share the results?**  
Farmers, input suppliers, legislators, soybean association leadership, state and local news media, electronic media, website.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Soybeans will be grown profitably with a short learning curve.

## **Pat Gerhardt**

1. **Title:** Master of Memory
2. **Why is the teaching/learning activity needed?** As people age, the skills of remembering things can deteriorate. With the growing elderly population of the 4 counties I serve, helping people develop skills to remember better is/will be more and more important.

3. **Who is the target audience and what are their characteristics?** Recently retired (the young-old)
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Practical skills of things people can do to remember better.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) The class identifies how people learn best using their senses (visual, hearing or tactile). I want class participants to make better use of all three senses so they will retain information better.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) MoM consists of 5-6 classes. One and ½ hour classes are scheduled to begin in March in Clay Center and Washington for 6 weeks.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Myself, MoM PowerPoint and handouts, "brain teaser" activities.
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Family and Child Development
9. **Identify with whom and how you plan to share the results?** With my Extension Executive Board, progress reports and impact reports.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Improved mental acuity.

#### **Marietta Good**

1. **Title:** Nourish Your Body Series
2. **Why is the teaching/learning activity needed?** To ensure that adults are aware of the role good nutrition and exercise play in keeping their bodies healthy as they age.
3. **Who is the target audience and what are their characteristics?** Senior adults age 50 and older. Some have physical limitations, hearing and/or sight impairment, on limited incomes.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Understand the importance of good nutrition and exercise.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Apply monthly learning by increasing exercise, increasing water intake, reading nutrition labels, making healthier food choices.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Recruit participants and conduct nine monthly lessons.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) PowerPoint, laptop, projector, screen, nutritious snacks, water, incentives.
8. **What major program effort in your state is this teaching/learning activity related to?**  
North Dakota – Signature Programs, Core Programs and Pilot Programs *Nourish Your Body*
9. **Identify with whom and how you plan to share the results?** Extension: monthly surveys, county commissioners, District Directors, legislators: monthly newsletters.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Healthier older adults.

## Kylee Harrison

1. **Title:** Ag in the Classroom
2. **Why is the teaching/learning activity needed?** To teach youth about agriculture resources
3. **Who is the target audience and what are their characteristics?** 2<sup>nd</sup> and 3<sup>rd</sup> graders. They have short attention spans, and get off track easily.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Participants will learn knowledge of a new aspect in agriculture that they can relate to everyday products that they use or consume.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) I always encourage the kids to take the lesson home and show their families. I usually have them do some sort of craft or experiment that relates to an ag topic. This way they can become a teacher to their family members.
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 present in classrooms for 30-45 minutes in each class. A total of 4 different classrooms.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Time, money, materials, partnership with two different school districts.
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus - Developing tomorrow's leaders, and helping to make a viable community
9. **Identify with whom and how you plan to share the results?**  
I will share the results with:
  - Extension Board through monthly Board reports
  - County Commissioners-verbally by attending their meeting
  - KSRE-through quarterly impact reports
10. **What is the ultimate social, economic, civic or environmental impact for clients?** The anticipated overall impact would be to educate the community on exactly what agriculture resources they consume on a daily basis. Even though our biggest employer in our county is agriculture, the majority of our stakeholders are very uneducated in basic agriculture aspects.

## Megan Janssen

1. **Title:** Team Nutrition
2. **Why is the teaching/learning activity needed?** To teach/educate children the importance of eating a balanced diet. Eating more fruits/veggies, drink more milk to build strong bones, eat lean meats to build muscles, and make half your grains whole grains.
3. **Who is the target audience and what are their characteristics?** Elementary students
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Learn what foods are healthy
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Behavior changes regarding food choices
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Lessons once a month

7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Extension Agents, School Nutrition Coordinator, Lunch ladies.
8. **What major program effort in your state is this teaching/learning activity related to?**  
North Dakota – Signature Programs, Core Programs, and Pilot Programs - Team Nutrition is through the USDA
9. **Identify with whom and how you plan to share the results?** My co-workers, District Directors, State agencies
10. **What is the ultimate social, economic, civic or environmental impact for clients?** The ultimate impact would be to increase the knowledge among children on the importance of eating healthy.

### Becky Jensen

1. **Title:** KidQuest Training
2. **Why is the teaching/learning activity needed?**
  - Minimize amount of time and effort required by the KidQuest Leader in preparation for the KidQuest lessons.
  - Maximize KidQuest program understanding, enhancing the quality of lesson delivery while protecting the integrity of the program.
    - Enable the ability of extension to track, collect demographics and assess efficacy of participants who have engaged in the KidQuest training.
3. **Who is the target audience and what are their characteristics?**
  - A Personnel of Extension system, (adults, likely family and consumer science or 4-H staff or staff working with the SNAP-Ed program)
  - Personnel working in public and/or private school systems (adult, classroom teacher, PE/Health teacher)
  - Community members engaged in wellness efforts (adult, volunteers)
  - Undergraduate or Graduate University Students (adult, likely students engaged in health sciences or education related curricula.
  - Teens (youth in school systems engaged in peer mentoring or cross-age teaching opportunities)
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills)
  - Basic nutrition, MyPlate, Dietary Guidelines and label reading
  - How KidQuest works (overall structure, key elements and optional features)
  - Basic strategies for lesson delivery for the intended KidQuest audience of 5<sup>th</sup> and 6<sup>th</sup> graders
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions)
  - Provide KidQuest lessons in their entirety to the appropriate age group
  - Evaluate efficacy of their lesson delivery
  - Provide feedback to SDSU Extension regarding their training and actual implementation of the program
  - Sustain the program by providing on a continual, planned basis.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)
  - Recruit and market the training opportunity.
  - Train exclusively online to maximize reach with minimal staff and cost inputs.
  - Evaluate efficacy of this training model.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Staff time in development of the course as well as technology for quality video development.
8. **What major program effort in your state is this teaching/learning activity related to?**  
South Dakota – Capstone Program: Food & Families/Health and Nutritional Sciences/KidQuest Nutrition and Physical Activity Program



9. **Identify with whom and how you plan to share the results?** I would share the results both internally as well as prepare a professional manuscript for a peer-reviewed journal.
10. **What is the ultimate social, economic, civic or environmental impact for clients?**  
If the question is referring to the impact of the clients receiving the training, the following are potential impacts:
  - Increased understanding of healthy food and activity choices
  - Improved food and activity choices
  - Increased self-efficacy in providing an effective lesson.

#### Janice Jones

1. **Title:** Have a Healthy Baby
2. **Why is the teaching/learning activity needed?** To teach clients to eat wise, learn about food safety during pregnancy, learn what medications and foods to avoid while pregnant.
3. **Who is the target audience and what are their characteristics?** Pregnant teens and young adults.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) What goes on at each stage of pregnancy, breast feeding tips/proper bottle feeding, oral hygiene for mom and baby, preparing healthy meals for self and family.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Gain needed weight, drink caffeine free beverages, build self esteem, try new recipes.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Meet with them at every prenatal appointment and continue to provide encouragement and updates with handouts and DVDs.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Materials, time, staff and equipment and ongoing training along with the Mocha Breast Feeding Support Group.
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus - Nutrition Education
9. **Identify with whom and how you plan to share the results?** The women's clinic staff, my supervisor, co-workers who work in the same area, Extension Board and University Staff in area working closely with.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** To have a healthy baby and a healthy pregnancy.

#### Cindy Klapperich

1. **Title:** Stepping On
2. **Why is the teaching/learning activity needed?** To help people develop strength and balance as a way to reduce the risk of falling and avoid the complications of injuries that can occur as a result of falling.
3. **Who is the target audience and what are their characteristics?** Senior citizens.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Awareness, knowledge, skills.

5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Exercise to develop core strength and balance.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Interactive, hands-on workshops with teaching/information.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Staff, time, materials, equipment, Dept of Health partner.
8. **What major program effort in your state is this teaching/learning activity related to?**  
North Dakota – Core Program
9. **Identify with whom and how you plan to share the results?** County commissioners, district director, general public.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Able to remain in and live independently in their own home, and save the money that otherwise would have to be dedicated to health care and/or a health care facility or nursing home.

#### Andrea Knox

1. **Title:** Essential Elements of 4-H Youth Development Programs
2. **Why is the teaching/learning activity needed?** There is often an inconsistent understanding of the importance of positive youth development and just how it can be fostered within 4-H programs.
3. **Who is the target audience and what are their characteristics?** 4-H Staff as well as volunteers.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Increased awareness and knowledge base of what the eight essential elements of 4-H are and how we can ensure they are incorporated into programming.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Incorporate the essential elements into their programming and interaction with youth. Utilize the ideas and discussion held on the topic.
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 teaching will take place in a workshop style likely a combination of in person, online, and utilizing the Dakota Digital Network (DDN) system.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Staff, time of all participants, technology to utilize online trainings and DDN as well as presenting the information in person, materials used for hands on activities.
8. **What major program effort in your state is this teaching/learning activity related to?**  
South Dakota – Capstone Program Youth & Community Development - 4-H Youth Development
9. **Identify with whom and how you plan to share the results?** Results will be shared with participants, SDSU Extension staff, 4-H volunteers and families, as well as other stakeholders.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** The ultimate impact is positive youth development with youth growing up to be positive, contributing citizens in our communities, country and world.

## **Patsy Maddy**

1. **Title:** VIP Orientation

2. **Why is the teaching/learning activity needed?** This activity is necessary to certify all our 4-H volunteers and leaders who work in direct contact with our youth to assure a safe environment for our youth.
3. **Who is the target audience and what are their characteristics?** Target audience will be 4-H volunteers and leaders who work directly with our youth. Characteristics will range from a variety of age groups, experience levels, positive or resistant attitudes in completing the orientation.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Participants will learn importance and necessity of orientation and VIP (Volunteer Information Profile) screening process for the safety of our youth as well as the protection of our adults. Participants will be made aware of changes in volunteer roles, gain knowledge about expectations, understand attitude of implementation of the VIP process, and develop skills regarding working with youth.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) The expectation is for volunteers to understand the VIP process and its importance and hopefully remove the resistance in completing the screening. Participants will also become aware of making good decisions and practice acceptable behaviors while working with youth.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) My goal is to have all current volunteers certified by the beginning of the 2014-2015 4-H year. Group or individual meetings will be conducted as well as using online orientation. Review committees will be established in all three counties in my district to evaluate volunteer applicants. New volunteers will be recruited to continue the improvement of the 4-H program in our district.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) The following resources will be invested: Extension staff, volunteers, time, materials, computer/video equipment, hand-out materials.
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus - 4-H Youth Development
9. **Identify with whom and how you plan to share the results?** Results will be shared with District Extension Agents, Extension Board, and 4-H staff at K-State Research and Extension.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Social impact will result in a safe environment for our 4-H youth as a result of a diligent screening process that will educate as well as protect our adult volunteers. We also have a civic duty to protect our most valuable resource— our children. Taking precautions by certifying volunteers who work with our 4-H Youth is extremely important and takes a high priority.

## **Margarita Munoz**

1. **Title:** Feeding Families Cooking Class

2. **Why is the teaching/learning activity needed?** Teaching and learning how to stretch food budget, preparation of healthy meals, food safety, and new helpful cooking skills.
3. **Who is the target audience and what are their characteristics?** Families that have economical struggles wanting to spend more time around the kitchen and eating together.

4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Planning and preparing more meals at home following recipes and using what they have on hand.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Enjoying meals with a well balanced diet and not skipping meals.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Meet with them every Tuesday for four weeks, I take a displays set and handout for each lesson, cooking items.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Kitchen equipment, volunteers staff for childcare, food staples to cook dinner.
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus - Nutrition Education
9. **Identify with whom and how you plan to share the results?** Supervisor and co-worker who work in the same area, Extension Board, University Staff.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Use of the monthly menu book to prevent running out of the food before the end of the month.

#### **Londa Nwadike**

1. **Title:** Food Safety at Farmer's Markets: Best Practices, Regulations, and Resources
2. **Why is the teaching/learning activity needed?** Farmer's Market vendors are often confused by which regulations they need to follow and how to ensure they are selling a safe product.
3. **Who is the target audience and what are their characteristics?** Farmer's Market vendors - adults, generally entrepreneurial/independent, may have a full-time job in addition to selling.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Knowledge of regulations, have an attitude that food safety is important and that good practices can be implemented, awareness of various resources available to them.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Utilize good food safety practices when selling foods, follow state regulations when selling at farmers markets.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Regional workshops, including this presentation, publication of guidelines.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) PowerPoint, computer and projector, Other speakers to present other topics related to farmers markets, making publications available, help with organizing workshop - registration, etc.
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?** Program Focus Team members at next PFT meeting, Media – send out press release about publication of guidelines; all Family and Consumer Sciences agents and specialists at next FCS Update.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Reduce foodborne illness in people consuming food sold at farmer's markets; improve income for vendors by reducing impact of food borne illness, impressing customers, etc.

**Deann Presley**

**1. Title:** Soil Science for Onsite Wastewater Systems

**2. Why is the teaching/learning activity needed?** Wastewater regulatory staff, as well as wastewater system installers, need training/refreshing on soil science as it pertains to the treatment of wastewater.

**3. Who is the target audience and what are their characteristics? Who is the target audience and what are their characteristics?** County regulatory staff. Much like extension, they range in their background, education level, and college majors. Generally, if they are from more populous counties, they will have a BS or MS degree and also be Registered Sanitarians. Usually they still would not have had much training in soil science, as RS degrees are more focused on human health science. The other audience members will be wastewater installers, They will generally have no college education, but have hands-on experience with digging in and installing wastewater systems for homeowners, and have a vested interested in “doing the job right the first time.”

**4. What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Both types of audience members need knowledge and skills. Awareness and attitudes are not applicable.

**5. What do you want participants to do as a result of what they’ve learned?** (e.g., behavior, practice, decisions)  
Participants will be equipped with practical skills needed to design wastewater systems that will protect the environment and treat wastewater. They will be able to put these skills to practice and will be more confident when making decisions.

**6. What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Two half-day workshops are planned and will be held during an association annual meeting. One session is for basics, the second session is for advanced training. These happen on consecutive days.

**7. What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) My role is to deliver content in a classroom setting, This training will take place in a conference center, and I will have access to a projector, computer, the internet, and speakers. I intend to use Powerpoint and YouTube videos. I will also have soil samples for hands-on demonstration of soil structure, soil color, and soil texture-by-feel. This requires two 8’ long tables, and lots of plastic drop cloths.

**8. What major program effort in your state is this teaching/learning activity related to?**  
Kansas: Natural Resources Program Focus Team

**9. Identify with whom and how you plan to share the results?** The Natural Resources Program Focus Team leader is Charlie Barden. I will provide him with a report after the training. This will include a description of the activity, number of participants, and results of an evaluation instrument (which still needs to be written).

**10. What is the ultimate social, economic, civic or environmental impact for clients?** The proper treatment of domestic wastewater protects environmental and human health, by reducing human and animal contact with bacteria. Secondly, the proper treatment of wastewater ensures that nutrients such as nitrates are held within the soil profile, rather than leaching into groundwater (nitrates) or running off into surface water (phosphorus). Finally, a properly sized, sited, and installed wastewater system is needed by the approximately 1 million rural households in the state of Kansas. The USEPA estimates that 10% of all wastewater systems are not functioning properly. Often, when a home is sold, malfunctioning wastewater systems can delay property transfers, due to negotiations between the buyer and seller, and the system must be replaced or repaired before occupancy. Replacement costs may exceed \$3000, depending on the size of the home and type of system needed (Williams et al., 2005, **Small Flows Quarterly**, pp. 38-47), and the soils and space dictate the size and type of system required, not the budget of the homeowner. In summary, correctly siting, sizing, and installing an onsite wastewater system has environmental, human health, and financial implications for homeowners.

## Jan Steen

1. **Title:** Social Media for Job Seekers
2. **Why is the teaching/learning activity needed?** 5% of residents in Reno County are unemployed. This percentage is figured to be approximately 3,250 individuals. This workshop will present several non-traditional resources and techniques to inquire and locate employment opportunities.
3. **Who is the target audience and what are their characteristics?** Unemployed residents of Reno County, and employed residents thinking of changing careers.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) How to use social media websites to follow companies' job postings, Ways to interact with these companies through social media outlets, Where job seekers can find computer access in the community.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Begin using Facebook, Twitter, LinkedIn and other social media sites as part of their job search routine.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Knowledge @ Noon workshops during the week.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Computer, projector, PowerPoint, Internet access
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus Community Development & Technology
9. **Identify with whom and how you plan to share the results?** Extension board (monthly report), area director, county commissioners (quarterly impact report)
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Extension board (monthly report), area director, county commissioners (quarterly impact report)

## Julie Traxson

1. **Title:** 4-H Community Leaders
2. **Why is the teaching/learning activity needed?** Many leaders today cannot make a 'lifetime' commitment, 4-H needs to have community leaders to continue, Teaming up or rotating thru one year is a doable commitment for most people.
3. **Who is the target audience and what are their characteristics?** Current community leaders and parents of all youth involved in 4-H
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) I expect the participants to have a better understanding of the club functions and what is necessary to have an active, healthy club. Being willing to step out of their comfort zone by learning new skills that will empower them to be strong community leaders.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) As a result of what they learn I would like to see participants become more involved in the running of their club. To commit one year as a community leader and be available for future leaders as a resource.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Wildcat Extension District (WED) will

be facilitating a leaders training to provide break-out sessions on various topics. There will be resources available in the extension office. Face to face consultation sessions will be available at any time.

7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) 4-H staff of WED will be facilitators, 4-H staff from the state office will be presenters as well as various 4-H staff from other local units in Kansas.
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus - Youth Development
9. **Identify with whom and how you plan to share the results?** WED Extension board, each 4-H Council in the district, PDC, PFT, 4-H Community leaders
10. **What is the ultimate social, economic, civic or environmental impact for clients?** Increased participation by the families in 4-H, Increased enrollment in 4-H clubs

## Bill Wood

1. **Title:** Grazing Management for Horses
2. **Why is the teaching/learning activity needed?** We have a large number of people who own a few acres in the country and have horses. A majority of them have very little knowledge of grazing management and they allow the horses to kill out the grass. This is not good for the health of the horses, and many times causes erosion and movement of soil into our streams and rivers, ponds and lakes.
3. **Who is the target audience and what are their characteristics?** Horse owners who manage the property the horses graze on.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Participants in the class will gain an understanding of: How grass plants grow, how grazing affects the grass plants, how to manage grazing to maintain a healthy stand of grass.
5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions) Participants will change their management practices in order to maintain healthy grass. Examples of changes: Soil test and fertilize properly. Rest grass appropriately. Decrease number of horses on their pastures. Build fence and utilize rotational grazing.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training) Part of the training/teaching would be in a classroom utilizing publications and powerpoint presentations. A second part of the training would be to visit a farm where the landowner is utilizing good grazing management. The landowner would share their story of how they made the improvements and the benefits of them.
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Extension Staff to advertise, prepare for the class, and teach it, a volunteer landowner who is utilizing good grazing management, Publications (*Grass- The Stockman's Crop and How to Harvest More of it; Electric Fencing for Serious Grazers; Missouri Pasture Management Guide for Horse Owner*), Computer and projector for PowerPoint, Work with the NRCS, Conservation District, and neighboring Extension Agents.
8. **What major program effort in your state is this teaching/learning activity related to?**  
Kansas – Area of Program Focus Natural Resources
9. **Identify with whom and how you plan to share the results?** The results would be shared with my Extension Agriculture Program Development Committee, Extension Executive Board, KSRE reporting system, and possibly in our County Annual Extension Report which is shared with local and state elected officials.
10. **What is the ultimate social, economic, civic or environmental impact for clients?** The horse owners will benefit from healthier horses, more productive grasslands, and less erosion of their topsoil. This can be an economic benefit for the horse owner, an environmental benefit to the horse owner, and an environmental benefit for the general public (less erosion and better water quality in rivers and lakes).

## Chris Zdorovtsov

1. **Title:** Garden Educator development
2. **Why is the teaching/learning activity needed?** To support those involved in garden-based learning. Provide them follow-up ways to incorporate garden ed while meeting standards.
3. **Who is the target audience and what are their characteristics?** Garden Educators—School teachers, afterschool and summer garden program leaders, tribal garden program leaders, Master Gardeners, teacher helpers.
4. **What do you expect participants to learn?** (e.g., awareness, knowledge, attitudes, skills) Knowledge gained on



training topics of the participants' choice. Topics range from horticulture, STEM, safety, nutrition, team building and project development and management.

5. **What do you want participants to do as a result of what they've learned?** (e.g., behavior, practice, decisions)  
Knowledge gained from trainings will help them have confidence about taking next steps for garden development or enhancement. They will take new ideas back to the classroom to provide innovative learning opportunities for their students. They will have new questions and needs as they expand their knowledge base and request topics for future trainings.
6. **What will you do to carry out this teaching/learning activity?** (e.g., workshops, meetings, consultations, facilitation, assessments, product development, media, recruitment, training)
  - o Coaching of individual communities on garden start-up or enhancement will be provided.
  - o A collection of educational content
  - o Assistance in developing integrated curriculum plans (Garden curriculum and management master plans)
  - o A South Dakota Garden-based Learning Curriculum team to help review, develop and guide program
  - o Garden education communication through SDSU Youth Gardening LISTSERV, a monthly newsletter & social media.
  - o SDSU Extension Grant Support
  - o Monthly Youth in the Garden Webinars
  - o Face-to-Face Garden-Based Learning Trainings
7. **What specific resources will be invested?** (e.g., staff, volunteers, time, money, materials, equipment, technology, partners) Staff and volunteers to support program. Relationships with partners for project development. Partner funding for participant grants. Materials/equipment will be specific to training programs. Technology will be needed for webinars, social media and correspondence. Funds are needed for travel for project sites, training sites. New funding needed to hire additional staff would be helpful.
8. **What major program effort in your state is this teaching/learning activity related to?**  
South Dakota - Capstone Program - Community Development- Local Foods
9. **Identify with whom and how you plan to share the results?** Team, program leader
10. **What is the ultimate social, economic, civic or environmental impact for clients?**  
Public value: Communities will increase access to food and build community assets with the development of school and youth gardens. Increased access to high quality, fresh produce could help increase the consumption of fruits and vegetables in South Dakota, improving public health.

Private value: Individuals will have increased opportunity to produce their own food, reducing food costs and increasing food access through school and youth gardens. They will be provided access to fresh, flavorful and often unique products that may otherwise not have been available.