

# A Delivery Approach to Family Enrichment 4-H Programming

## Staff Guide

**We are excited that you are interested in partnering with an organization to offer the children and families in your community a family enrichment program. This guide will offer suggestions to getting started.**

**The Heads In, Hearts In family enrichment program encourages families to use their minds (putting their “heads in”) as a tool to expand their knowledge around a variety of topic areas. By creating a shared educational experience, the family unit will work, grow and learn together, putting their “hearts in” to the process.**

### Description and Purpose:

Family enrichment programming is an approach to education that involves youth and their families learning together as they focus on a topic. Family enrichment programs can occur in in-school settings, after-school settings or both. Family enrichment programs are designed to be low-pressure, easily accessible opportunities for young people and their families to engage in educational activities based on a chosen topic area such as literacy, science, early childhood or healthy living.

### The 4-H Connection:

4-H’s mission is to empower youth to reach their full potential, working and learning in partnership with caring adults. One goal to achieve that mission is to connect in-school learning with out-of-school-time opportunities that enhance learning. That’s precisely the focus of family enrichment programs. These programs unite families and enrich their in-school and after-school educational experiences by bringing the practical research and expertise of the university directly to the local community. Families who engage in enrichment programs are working, growing and learning together. When they participate in 4-H-sponsored family enrichment programs, they also experience the core values of 4-H youth development programs.

## Partners:

In this guide, “partner” refers to the people, person or audience you’ll be working with. A variety of partners are great fits for family enrichment programs. Ideas for partnerships include:

- ▶ Schools (specifically Title 1 schools where cost recovery may be a natural conversation because of the school’s obligation to improvement around family engagement programming)
- ▶ Child care (both in homes and in centers)
- ▶ Homeschool groups
- ▶ Fairs and festivals
- ▶ Camps
- ▶ Play groups
- ▶ YMCA/YWCA
- ▶ Boys and Girls Clubs

## Flexible Programs:

Family enrichment programs are designed with flexibility. You can deliver them in a variety of ways based on your partner’s needs. Providing one or two activities may be appropriate for your venue, while other venues may require 10 to 15 activities depending on how many families participate. Often times, activities are structured as independent stations where families can walk up to the table, read the instructions and learning objective, and then do the activity. At other times, activities are facilitated, meaning that a staff person or volunteer introduces the family to the learning objectives,



and then provides instructions for completing the activity. Whether the family enrichment program takes place at a school, in a community library or in a child care setting, the goal is to have families engaged in an educational experience together.

## Program Awareness:

The first step in planning is to let your partner know that you have an amazing opportunity to offer them – family enrichment programs! That first communication can occur by meeting face to face with an administrator or program director, sending an email or dropping off a flier telling about the opportunity. One method might prove successful, but you may also need to try a combination of methods to create a sense of awareness for family enrichment programs. Since it’s your community and you know your partners best, deciding the method(s) of program awareness is up to you. We’ve included in this document a suggested flier on page 9 and sample emails on pages 6–8, for your reference. Regardless of the method of communication, be sure to leave your contact information so your partner can contact you.

## Topics:

Family enrichment programs can focus on a single topic (for example, science or math) or can include a variety of topics (for example, career exploration or math, science and literacy). Find out the needs of your partner, then discuss a topic or group of topics that meets those needs. Included are activities related to science, literacy, healthy living and early childhood. MSU Extension and National 4-H Council offer a variety of curricula that can easily provide activities for a family enrichment program. Examples of topics might include:

- ▶ Animal and Agricultural Science
- ▶ Business and Citizenship
- ▶ Cloverbuds (ages 8 and under)
- ▶ Creative Arts
- ▶ Diversity and Inclusion
- ▶ Entrepreneurship
- ▶ Environmental and Outdoor Education
- ▶ Healthy Living and Foods
- ▶ Professional Development

- ▶ Science, Technology, Engineering and Math
- ▶ Various Skill Building

## Activity Adaptations:

The included science, literacy, healthy living and early childhood activities are appropriate for a variety of ages of children, youth and adolescents. Target ages for each activity are not specified (although in some activities, grade levels are given as a guide) because family enrichment programming engages the entire family. Staff or volunteers may adapt activities as they see fit to best meet the needs of the partner or target audience. It's most important to match the skill and ability of the young person or people to the activity.

Each activity includes instructions for the facilitator with a supply list and steps for preparation. Each also includes a printable Guide for Families, which features the learning objectives (what participants need to know, and what they will do and learn in the activity) as well as step-by-step instructions to perform the activity. Many include additional handouts or worksheets where applicable.

## Planning and Logistics:

Once a partner has agreed that they would like MSU Extension to host a family enrichment program, you'll need to work out a few details. A suggested list of discussion points you'll want to cover follows:

- ▶ **Date:**  
Choose a date that works well for both organizations. Be sure to consider other activities that might be taking place that week, such as sporting events, that would conflict with the family enrichment program.
- ▶ **Time:**  
Discuss what time works well for you and your partner. If your partner organization is a school, you'll want to discuss in-school versus after-school opportunities. MSU Extension suggests that family enrichment programs that occur in after-school or evening stand-alone settings are done in a drop-in format and have a duration

of 1 to 2 hours. This flexibility allows families to experience the program, yet remain flexible to other obligations. Family enrichment programs that take place in in-school settings can last up to a half day or can be used in short time frames to fulfill lesson requirements for teachers.

- ▶ **Location:**  
The location of your family enrichment program should be easily accessible, convenient and familiar to the audience. Consider using a school lunchroom, gymnasium or library.
- ▶ **Number of Activities Offered:**  
The number of activities offered will depend on the topic as well as the needs of the partner and the audience. A large event such as one involving an entire school might offer 10 to 15 activities. A smaller event such as for a school's specific grade might offer 5 to 10 activities. A private event at a day care may offer one to five activities in which families participate.
- ▶ **Volunteers:**  
Some activities can be "self-serve." Children and their parents read the instructions and learning objectives, and complete the activity on their own. Other activities will require volunteers to facilitate. Often times, the partner organization will supply volunteers (such as teachers, parents, child care workers and others). At other times, you may need to ask 4-H volunteers or teen leaders to help facilitate the activities.
- ▶ **Cost and Financial Details:**  
The financial details such as cost recovery, purchase of supplies and materials, printing and staff travel are all examples of details that should be included in program delivery. Staff should consult their institute director(s) to discuss all financial details related to this program delivery model.
- ▶ **Sign-in sheets:**  
Be sure to have participants sign in. Offer the typical sign-in sheet or feel free to be creative. Sign-in sheet alternatives might include having participants put their names on pieces of paper to be drawn for a prize or having them put their names on labels to become part of a display

board. Discuss with your partner what works best. When the family enrichment program is complete, provide your partner with a list of names of those who attended. Often times, a computer-generated list works well.

▶ **Demographics:**

When possible, collect demographic information. Aside from the information we attempt to collect for the Michigan Extension Planning and Reporting System (MIPRS), discuss with your partner organization any additional demographic information it may feel is important. When the family enrichment program is complete, compile the demographic information and provide that data to your partner. For example, you should be able to say that “53% (n=67) family enrichment program participants were female and 47% (n=59) were male.”

▶ **Evaluation needs:**

Discuss with your partner the need for evaluation. When possible and as the topic of the family enrichment program permits, you should try to use evaluation questions that tie to a work group. For instance, if the program topic is fitness, you’ll want to check with the healthy living team for evaluation questions. If the topic is science, you’ll check with the science work team; literacy, you’ll check with the early childhood work team; entrepreneurship, you’ll check with the career and workforce preparation work group, and so on.

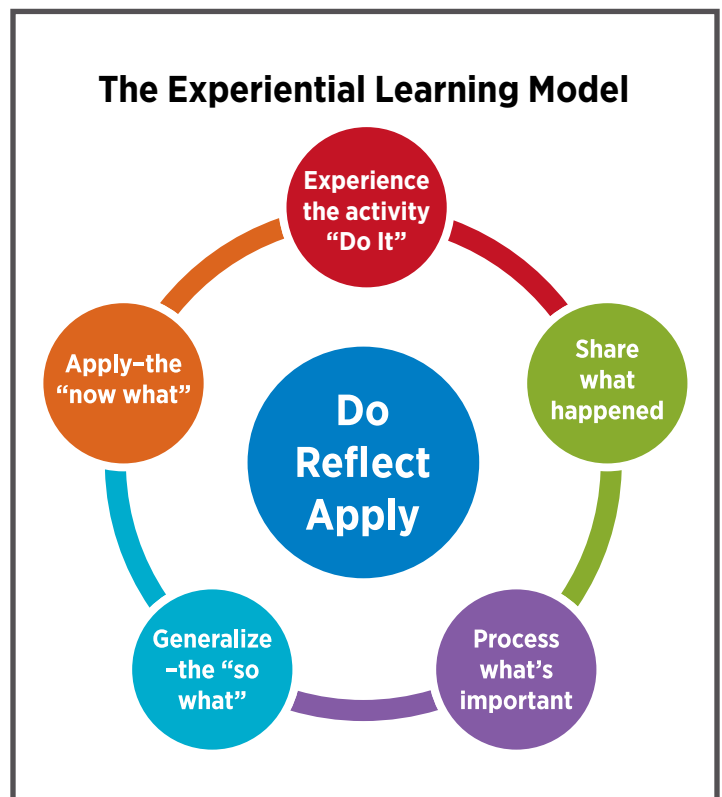
However, it’s also important to ask your partner organization what types of evaluation questions it might find important. Once the program is complete, be sure to compile evaluation data into a comprehensive document that can be shared with your partner.

## The Experiential Learning Model:

Think for a moment about one of 4-H’s slogans: “Learn by Doing.” We already know that youth learn and retain more when action is involved in teaching. As a 4-H leader or staff member, you can help youth recognize that they are learning when they are doing.

“You can become a more effective teacher by posing simple questions to youth while they are doing an activity. Combining activities with questions to help youth learn is called ‘experiential learning’” (Oregon State University Extension Service, 2002, p. 3).

Experiential learning helps youth to be engaged in their own experiences. Rather than telling youth what they should learn and how they should feel about an experience, they have the opportunity to discover their own learning through a guided process. Remember to use experiential learning throughout the family enrichment programming. You can also help parents understand how to use processing questions with their own kids.





## Post-Program Follow-Up:

Your partner organization needs to know what follow-up information it can expect from you and the timeframe for delivery after the program. For instance, you may need to provide your partner with sign-in sheets, or compiled evaluation data and other information within two weeks. You may also want to have a meeting to discuss what went well and suggest changes for next time.

## Educational Standards:

You may notice that the hands-on activities are not tied to educational standards. That's deliberate because family enrichment programs and the activities that accompany them aren't intended to directly connect to grade content expectations. Family enrichment programs are designed to engage youth and their families to learn together around a focused topic in a nonformal educational setting. However, connections can most certainly be made between the activities and educational standards.

## Sample Communications:

### Email to send to partners near the close of the school year

Here is a sample email that MSU Extension staff would send in May (close to the end of the school year) so administrators can consider adding family enrichment programs to their budgets.

*Dear [name of administrator]:*

*I realize that school will be out soon, but it's likely that you're already planning for the 20\_\_-20\_\_ school year. Please continue to keep MSU Extension programs in mind for in-school and after-school classroom and family enrichment programming. We truly enjoy our partnership (or "We look forward to developing a partnership") with [name of school or school system].*

*I'm attaching our flier for our programming options. Please let me know if you have any questions. Also, I'm wondering if you would be willing to pass this information on to your colleagues who might also enjoy our programming opportunities.*

## Sample Communications, Continued:

### Email to send to partners near the beginning of the school year

Here is a sample email that MSU Extension staff would send at the beginning of the school year. Typically it's enticing for partners to be offered a discount if they schedule programs by a certain date, although that's certainly not required for programming success. This email is written to a school system that had previously used MSU Extension programming services.

*Dear [name of administrator]:*

*Thank you for your past partnership with Michigan State University Extension.*

*I hope all is well! I'm attaching our flier for programs that MSU Extension is offering for the 20\_\_-20\_\_ school year.*

*We offer these types of programs in two main ways: 1) whole school or 2) whole grade. Either of these types of programs can be offered in an in-school (during school hours) or an after-school (evening family event) setting. We are flexible with our programs and want to meet the needs of the teachers and school. For instance, if there is a certain topic or theme, within the subject areas of science (such as plant science or landforms) and literacy (such as writing stories or learning parts of speech) that you want covered, we will be sure to do that.*

*The cost of the programming includes supplies for [all hands-on activities, instructions and learning objectives for each activity, sign-in sheets, evaluations and tablecloths.] We ask that schools supply tables and some volunteers (teachers or parents) to help direct some of the activities. At the end of our programs, we compile the data from the evaluations and provide the school with the impacts and feedback.*

*Typically, after-school programs are offered in a drop-in fashion and last about an hour and a half. In-school programs can be done in a variety of ways that we can discuss if you'd like.*

*Please feel free to pass this information on to teachers in your building or colleagues in other buildings. Let me know if you have any questions. We would be thrilled to work with you and the staff at [name of school or school system] again.*

## Sample Communications, Continued:

### Email to send to partners upon program completion

Here is a sample email that MSU Extension would send to the administrator following a program.

Dear [name of administrator]:

*It was great to work with you last week to coordinate [name of event]. It was a great turnout and the evaluations indicate that it was an overall success! Attached you will find:*

- ▶ *Sign-in sheets*
- ▶ *Evaluation results*
- ▶ *Copy of the flier that was sent home with the students*

*I have [date] on our calendar for [name of event]. We hope attendance will be just as good as [name of event], if not better! It has been a pleasure working with you.*

## References:

Oregon State University Extension Service. (2002). *Active teaching – Active learning: Teaching techniques and tools*. Corvallis, OR: Oregon State University. Retrieved from <https://catalog.extension.oregonstate.edu/sites/catalog/files/project/pdf/4-h0259l.pdf>

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## Additional Resources:

- 4-H Animal Science Anywhere: [http://msue.anr.msu.edu/resources/4\\_h\\_animal\\_science\\_anywhere](http://msue.anr.msu.edu/resources/4_h_animal_science_anywhere)
- 4-H Backpack to Adventure: Youth Leaders in a Global World: [http://msue.anr.msu.edu/resources/4\\_h\\_backpack\\_to\\_adventure\\_cover4\\_h\\_backpack\\_to\\_adventure\\_youth\\_leaders\\_in\\_a](http://msue.anr.msu.edu/resources/4_h_backpack_to_adventure_cover4_h_backpack_to_adventure_youth_leaders_in_a)
- 4-H National Youth Science Day: <http://www.4-h.org/4-h-national-youth-science-day/>
- 4-H Science Blast in the Class: [http://msue.anr.msu.edu/program/info/science\\_blast](http://msue.anr.msu.edu/program/info/science_blast)
- Choose My Plate.gov: <https://www.choosemyplate.gov/>
- Cognition and General Knowledge in Early Childhood: [http://msue.anr.msu.edu/resources/cognition\\_and\\_general\\_knowledge\\_in\\_early\\_childhood](http://msue.anr.msu.edu/resources/cognition_and_general_knowledge_in_early_childhood)
- Communications Toolkit: Fun, Skill Building Activities to Do With Kids: [http://shop.msu.edu/product\\_p/bulletin-4h1560.htm](http://shop.msu.edu/product_p/bulletin-4h1560.htm)
- Family Book Sheets: [http://msue.anr.msu.edu/resources/family\\_book\\_sheets](http://msue.anr.msu.edu/resources/family_book_sheets)
- Inquiring Minds Want to Know: Science Activities for Young Minds: [http://msue.anr.msu.edu/resources/inquiring\\_minds\\_want\\_to\\_know\\_science\\_activities\\_for\\_young\\_minds](http://msue.anr.msu.edu/resources/inquiring_minds_want_to_know_science_activities_for_young_minds)
- Jump Into Foods and Fitness: [http://shop.msu.edu/product\\_p/bulletin-4h1602.htm](http://shop.msu.edu/product_p/bulletin-4h1602.htm)
- Language and Literacy in Early Childhood: [http://msue.anr.msu.edu/resources/language\\_and\\_literacy\\_in\\_early\\_childhood](http://msue.anr.msu.edu/resources/language_and_literacy_in_early_childhood)
- National 4-H Healthy Living: <https://4-h.org/parents/healthy-living/#!/features-panel-2>
- Social and Emotional Health in Young Children: [http://msue.anr.msu.edu/resources/social\\_and\\_emotional\\_health\\_in\\_youth\\_children](http://msue.anr.msu.edu/resources/social_and_emotional_health_in_youth_children)
- Teaching Science When You Don't Know Diddly-Squat: [http://msue.anr.msu.edu/resources/teaching\\_science\\_when\\_you\\_dont\\_know\\_diddly\\_squat\\_series](http://msue.anr.msu.edu/resources/teaching_science_when_you_dont_know_diddly_squat_series)



## HEADS IN, HEARTS IN: 4-H FAMILY ENRICHMENT PROGRAMS FOR CHILDREN AND YOUTH

### LEARN MORE:

- For additional 4-H resources, visit [http://msue.anr.msu.edu/topic/resources/4\\_h](http://msue.anr.msu.edu/topic/resources/4_h)
- For more information or to schedule a Heads In, Hearts In program in your school, please contact:

([Insert staff contact information here.]

### EARLY CHILDHOOD, HEALTHY LIVING, LITERACY AND SCIENCE PROGRAMS:

- Offered in two ways:
  - As a whole school program including up to 15 activities
  - As a whole grade program (choose any 5 activities or choose a theme)
- Costs will vary.
- 4-H staff provide instructions, supplies and learning objectives for each activity.
- Activities change annually.
- Volunteers will be needed for stations.



*Heads In, Hearts In* activities are free and downloadable for use by teachers, parents, day care providers and after-school programs to supplement existing curricula or to explore new topics.

Current available topics include:

- Early childhood
- Healthy Living
- Literacy
- Science

Additional activities available in 2019:

- Math
- Mindfulness



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