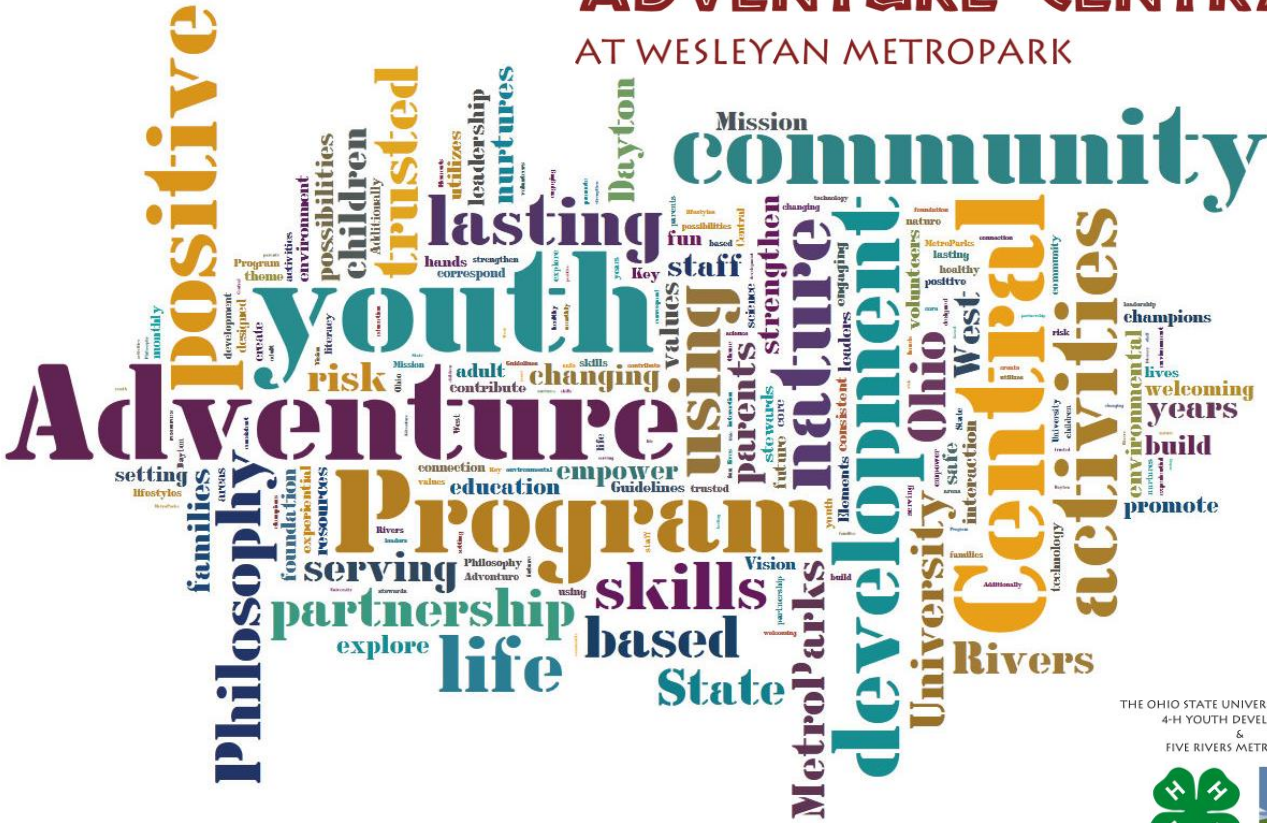


# Program Plans 2014 - 2015



AT WESLEYAN METROPARK



THE OHIO STATE UNIVERSITY EXTENSION  
4-H YOUTH DEVELOPMENT  
&  
FIVE RIVERS METROPARKS



*"PARTNERS IN POSITIVE YOUTH DEVELOPMENT"*

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*“Empowering Life-Changing Adventure”*



# Adventure Central Program Philosophy

## *Adventure Central is*



### Opportunity & Possibility



### Partnership & Support



### Learning Through Nature



### Reliable Safety



### Lasting Value



## What we are

Adventure Central is a trusted, community-based, positive youth development partnership of 4-H, Ohio State University and Five Rivers MetroParks. Adventure Central has been serving at-risk children and their parents in the West Dayton community for over 10 years. Using nature, staff nurtures families in life-changing activities that strengthen values, build lasting life skills, and empower youth to explore life's possibilities.

## Our Mission

To promote positive youth development education and leadership skills using an environmental foundation in a welcoming, safe, fun, active setting that utilizes volunteers and community resources with adult and youth interaction.

## Our Vision

Adventure Central youth are the future leaders of the community, stewards of the environment, and champions of their own lives.

## Program Guidelines


Programming at Adventure Central should always contribute to positive youth development as is consistent with the 8 Key Elements of Positive Youth Development (4-H). Activities should be hands-on, engaging, experiential and designed to create a lasting connection with nature. Additionally, activities should correspond to the monthly theme and one or more of the core program areas: science, nature, technology, healthy lifestyles and literacy.


# Program Plans User Guide


Adventure Central program plans are written for two main audiences:


- ✚ The **primary audience** is our internal staff who will use this to guide them as they research and develop programs.
- ✚ The **secondary audience** is anyone else who seeks to learn more about Adventure Central programs or glean ideas for their own out-of-school time programs.


Each plan is structured using objectives, tactics and/or methods, and resources. Some plans include a timeline.


 **Themes** are assigned to program units and months to tie activities together in a logical and engaging way. Changing themes keeps programming new and fresh.

 **Objectives** are the main goals of the program. They include what the participants should have learned or be able to do as a result of completing the unit.

 **Tactics** are *how* we accomplish the objectives. They are the keys to achieving our mission and vision.

 **Resources** are the curriculum, books, websites, community partners, or other means of support needed to develop the program.

 **Ideas for Group Projects** are just what they sound like. These are intended to help get the creative juices flowing.

 **Family Engagement Events** These events get the whole family involved in the AC experience. They usually follow the theme for the specific unit or month.

## *Look for these Symbols*



Themes



Objectives



Tactics



Resources



Group Project Ideas



Family Engagement





## The Group Leader's User Guide

How to use the program plan for successful lesson planning

### Step 1 - Understand the unit's themes and objectives.

Take time to learn about and understand the themes and the overall goals (objectives) for the unit. What should the youth be able to do or know by the end of the unit? The unit's themes should be easily reflected in the lessons.

### Step 2 - Look over the tactics for each unit.

The tactics reflect the core focus areas of Adventure Central which are: nature, science, literacy, healthy lifestyles, and technology. Each tactic is color coded so that when the Afterschool P.A. (Program Assistant), or any other staff member reviews the lesson plans, they can easily identify how the activities meet the tactic requirements. Please highlight each activity that meets a tactic in the corresponding color.

#### Example Tactics and Explanations

- ✓ **Complete 30 minutes of structured outdoor programming/day:**  
Ensures youth are getting ample time outside each day – this both enhances their ongoing connection with nature and provides a variety of social, emotional, and physical benefits.
- ✓ **Complete at least 2 discovery hikes or creek explorations/month:**  
This tactic also encourages outdoor time, but is designed to capitalize on use of the entire park, hands-on learning, and opportunities for processing experiences.
- ✓ **Complete 1 nature-focused inquiry-based learning activity/ week:**  
Enhances connection with nature by building knowledge and curiosity. Questions and discovery are emphasized rather than leader-directed activities.
- ✓ **Complete 1 technology based activities/month**  
Enhances skills in emerging technology as well as basic technology applications (i.e. typing, word processing, conducting an internet search).
- ✓ **Complete at least 2 literacy focused activities per week**  
Builds skills in reading literacy – makes incorporating literacy in lessons intentional.
- ✓ **Complete 1 activity focused on social responsibility/month**  
Focuses on a particular 21<sup>st</sup> Century Skill (similar to life skills). Designed to help youth develop the skills they will need to be successful in the 21<sup>st</sup> Century workforce.

### Step 3 - Seek, find, and use the resources.

Before putting pen to paper (or hands to keys), look at the "Primary Resources" section of the resource list. All of the curriculum in this section is researched-based and offers activities and lessons for all age levels.

### Step 4 - Read and implement ideas for group projects.

Finally, read through the list of group projects. At least one group project is required each month. With this in mind, a partial list of ideas was developed to "jump start" the creative batteries.

## The Group Leader's User Guide Continued



### Step 5 - Refer to the Program Calendar...Often

The program calendar includes important dates that may affect your planning such as school closings, educational consultants, due dates, etc. It's important to note these items in your lesson plan to ensure that another activity is not planned during this time period. It is helpful to have the program calendar alongside the program plans when developing lesson plans so that all of the necessary information is at hand.



### Step 6 - Read and prepare for Family Engagement Events.

Each unit has at least one and up to three Family Engagement Events. These often tie into the monthly themes and units. Read the summary carefully to see what your group might need to prepare for upcoming events (such as a project that will be on display during the event).

### Step 7 - Let the Writing Begin!

#### **Where to find the Lesson Plan Template**

- From desktop, click My Computer
- Then click, Advpublic drive (May be V or H drive on your computer)
- Then look for the "Program" folder and open it
- Next, look for the "Lesson Plans" folder and open it
- Next, go to "Lesson Plan Schedules" folder and open it
- Then, you need to look for "Afterschool 2014-15" folder and open it
- Finally, you will see the "New Afterschool Lesson Plan Template"

#### **Where to Save Lesson Plans**

- Follow the first 6 steps above
  - Then open the "Afterschool 2014-15" folder
  - You will see a folder for your group; this is where you should save all plans so they can be accessed when needed.
- \* *Sample lesson plan template can be found in Appendix a.*



## The Group Leader's User Guide Continued

### Lesson Plan Do's

- ✓ Read the program plan for each unit. All lesson plans are evaluated by the Program Assistant using the program plan as a rubric.
- ✓ Submit plans by or before the due date. Lesson plan due dates can be found on the monthly program calendar in red. Plans should be turned in to the appropriate group tray.
- ✓ Be sure to highlight lesson plans with appropriate colors.
- ✓ If an activity or lesson plan came from a source (i.e. internet, books or previously written lesson plans), please **attach a copy of the activity** to your weekly lesson outline.
- ✓ If you develop an activity yourself, please write a brief explanation of what the activity is, and how it is implemented. Attach a copy of it to your weekly lesson plan template.
- ✓ Begin writing the objective with: **“Group members will be able to ...”** or **“Participants will be able to...”** This is a guide to help the writer explain exactly what the group should gain from that week's lessons, and what they should be able to do by the end of the lesson.
- ✓ Lesson plans will be evaluated in the following ways:
  - In the upper right hand corner, in the gray box, the Program Assistant will evaluate the lessons to see what the lesson reflect.
  - If an item is checked, then that means it was evident in that week's lessons
  - If an item is circled, then it was not evident in that week's lessons.
  - Some items must appear weekly, while others only have to appear monthly. Please refer to the Program Plan to know the frequency of when an item should appear in a lesson
  - Lesson plans may be subject to revisions and resubmission for the following reasons: Items missing from the plans, lessons do not reflect the monthly theme, items are not highlighted, further clarification or explanation needed of planned lesson or activity.
- ✓ Write lesson plans as if **SOMEONE ELSE HAD TO DO THEM!** Be specific and clear about your activities so that if someone has to lead your group, they will be able to just pick up your plans, read and implement!

### Lesson Plan Don'ts

- ✓ Wait to the last minute to begin writing lesson plans. **Lesson plans are due every Thursday unless otherwise communicated.** Please use your time wisely to research and write your lessons. Fridays are a great opportunity to get ahead with your planning. Group leaders that chronically submit late lesson plans will be reported to the Program Director.
- ✓ Forget to list all materials needed to facilitate the lesson. This is used by the Program Assistant to develop a list of items to check for in the supply closet or purchase. Make the list as complete as possible to be sure you have what is needed to make your lessons successful.
- ✓ Forget to list at least **3 review questions**. This is an important tool to evaluate what the group actually learned during the week, as well as to check to see if the objective was met.
- ✓ Forget to include the source(s) of where the lessons came from. Include these in the upper left hand corner of the template or the day in which the lesson is to be done. This is helpful for future reference and to give credit where credit is due.
- ✓ **GET FUSTRATED!!!** These are fun and educational activities to do with youth! Take your time, use your resources that are available to you (including your fellow co-workers and previously written plans.)

#### Remember:

- ✓ Have FUN!
- ✓ Ask questions
- ✓ Take your time
- ✓ Plan! Plan! Plan!

## The Group Leader's User Guide Continued

### Sample Lesson Plan

|  |   |   |  |   |
|--|---|---|--|---|
| <b>Theme:</b> It's all creek to me<br><b>Date:</b> 9/24 - 9/27<br><b>Group:</b> Pink<br><b>Source:</b> Pbskids.org<br><b>Page:</b><br><b>Total time:</b><br><b>Staff writer:</b> S. Blackford                    | <b>Afterschool Lesson Plan</b>  |   |  | <b>Lessons Reflect:</b><br><i>(Completed by Prog. Asst.)</i><br>Clear Objective<br>Evidence of theme<br>Independent Activities<br>Hands on Engaging<br>Social Interaction<br>Nature/Conservation<br>Technology Activities<br>Literacy/Math Activities<br>Workforce Prep Activity<br>Back up/Early bird Activity |
|  | <b>Objective :</b> Participants will be able to define civic duty and describe its importance<br><br><b>Materials:</b> Internet, Pencils, paper, Handouts |   |  |   |
| <b>Monday</b>  | <b>Tuesday</b>  | <b>Wednesday</b>  | <b>Thursday</b>  |   |
| <i>4:30-5:00 Dinner</i>  | <i>4:30-5:00 Dinner</i>   | <i>4:30-5:00 Dinner</i>   | <i>4:30-5:00 Dinner</i>  |   |
| <i>5:00-5:30</i>   | <i>5:00-5:30</i>  | <i>5:00-5:30</i>  | <i>5:00-5:30</i>   |   |
| <b>To Vote Or Not to Vote</b><br><br><b>Instructions Attached</b>  | <b>How Does Government Affect Me</b><br><br><b>Pbskids.org</b>  | <b>To Vote or Not to Vote</b><br><br><b>Instructions Attached</b> | <b>How does Government work?</b><br><br><b>Instructions Attached</b> |   |
| <i>5:30-6:00</i>   | <i>5:30-6:00</i>  | <i>5:30-6:00</i>  | <i>5:30-6:00</i>   |   |
| <b>Creek Clean - Up</b>  | <b>Personal And Civic Responsibility</b><br><b>Instructions Attached</b>  | <b>Personal And Civic Responsibility Cont.</b>                    | <b>Keeping The Earth Clean!!!</b><br><b>Instructions Attached</b>    |   |
| <i>6:00-6:30</i>   | <i>6:00-6:30</i>  | <i>6:00-6:30</i>  | <i>6:00-6:30</i>   |   |
| <b>Ultimate Frisbee</b>  | <b>Soccer Dodge ball</b>  | <b>Tarp Turnover</b>  | <b>S.O.S</b>   |   |
| <b>Review Questions: (At least 3)</b><br>1. What is the relationship between our community and our environment?<br>2. What does it mean to be a member of a community?<br>3. How important are our civic duties? |   |   | <b>Date Lesson Rec'd:</b><br><br><b>P.A. Initials:</b>               |   |





## Afterschool Program Unit 1

AC and STEM Foundations

 **September:** The Name of the Game is...

 **October:** Leggo My Eco Bot

*Participants will learn about the history of Adventure Central and its partners as well as the basics of engineering design and programming concepts. Highlights include creating hands-on interactive games about AC's partners and using Lego-Bot and Eco-Bot kits.*



**Objectives:** Participants will be able to...

- ➔ Research, learn and be able to discuss the history of 4-H, FRMP and OSU Extension.
- ➔ Research, develop and construct games based on the theme(s) conservation, FRMP, 4-H or OSU Extension. These will later be presented at AC Open House.
- ➔ Name the 2- creeks and 3- rivers that make up the “five rivers” of Five RiversMetroparks.
- ➔ Identify the following: The founder of 4-H, the year 4-H was founded. Explain the core concepts and fundamentals of 4-H.
- ➔ Identify the year and reason OSU Extension was established.
- ➔ Identify the founder of Adventure Central and the year the program was established.
- ➔ Demonstrate increased interest in STEM through hands-on experiments involving robotics, programming and problem solving.
- ➔ Recognize what robots can do, how they are controlled and the role they serve in solving environmental problems.
- ➔ Utilize the engineering design process and apply it to create control surfaces for the Lego-Bots and Eco-Bots.



### Ideas for Group Projects:

- Create a hands-on interactive game to share with other groups and present during AC Open House.
- Create Lego-Bots and Eco-Bots.



### Family Engagement Events:

- **Parent Round-Ups:** September 23, September 25, September 27  
**Overview:** Provide three separate presentations at various dates and times so that all parents have an opportunity to attend this mandatory parent meeting. Presentation will include important program information and expectations of parents, youth, and staff.
- **AC Open House:** October 14  
**Overview:** Parents will be welcomed to tour Adventure Central classrooms and get to know AC staff as well as other parents. Youth will display a project that they completed during the first month of program and highlight literacy components. Information will also be provided on Dayton Public Schools 3<sup>rd</sup> grade reading initiative.

## Afterschool Program Unit 1 Continued



### Tactics:

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete at least 2 discovery hikes or creek explorations/month
- ✓ Complete 1 nature-focused inquiry-based learning activity/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy/math focused activities per week
- ✓ Complete at 1 STEM focused activity/month



### Primary Resources:

- 2012 National Science Experiment 4-H Eco-Bot Challenge
- LEGO® Mindstorms® NXT technology
- LEGO® Education WeDo



### Additional Resources:

- Memories and Milestones of Ohio State Extension 1905-2013
- Cloverbuds: A 4-H Discovery Program for six to eight year olds
- 4-H Robotics Module 4 Training Guide



### Online Resources:


- Five Rivers MetroParks Official Site: <http://metroparks.org>
- 4-H Historical Timeline: <http://www.4-h.org/about/4-h-history/>
- Ohio History of 4-H: <http://ohioline.osu.edu/4h-fact/0001.html>
- 4-H Fundamentals: <http://www.ohio4h.org/node/72>
- OSU Extension, History: <http://extension.osu.edu/about-osu-extension/osu-extension-a-brief-history>
- How to make your own board game: <http://www.wikihow.com/Make-Your-Own-Board-Game>
- How to make your own board game: <http://gamedevelopment.tutsplus.com/articles/how-to-learn-board-game-design-and-development--gamedev-11607>
- Discover Coding 4-H Curriculum (also see print copy available in office area): <http://utah4h.org/files/uploads/FeaturedPrograms/Discover4HClubs/ComputerScienceCurriculum.pdf>
- Interactive Games and Challenges in Design from PBS: <http://pbskids.org/designsquad/>






## Afterschool Program Unit 2

### Healthy Lifestyles

 **November:** Ready...Set... Go Healthy!

 **December:** Resolve to be Peaceful, Happy, and Whole (Conflict Resolution, Problem Solving)

*The focus of this unit is to provide participants with the tools to obtain and maintain lifestyle choices that promote physical and emotional wellbeing for them and their family that can last a lifetime.*



**Objectives:** Participants will be able to...

- ➔ Participate in a wellness program that will focus on the importance of maintaining a balanced and active lifestyle to increase their ability to make healthy habits part of their everyday lives.
- ➔ Learn new strategies for making better food choices and incorporating exercise in their daily routine.
- ➔ Create a *Get Healthy, Stay Healthy* family challenge for the holiday/winter season, incorporating a “no gain, maintain” weight initiative.
- ➔ Discuss Nonviolent Refusal and Conflict Resolution as it relates to Dr. Martin Luther King, Mahatma Gandhi and the Civil Rights Movement. Investigate, learn and demonstrates techniques of conflict resolution.
- ➔ Create a visual timeline of important events that occurred during the Civil Rights movement. (Include the signing of the Civil Right Act of 1964).
- ➔ Identify alternative method(s) to calm ones’ self when dealing with frustration or a stressful environment.



### Ideas for Group Projects:

- Participants could give each week a theme for the family challenge (i.e. no sugar week, no fast food week, reduce sodium week, drink 8 glasses of water a day week, 500 steps a day week).
- Create an exercise routine. Video record the routine and upload to AC Facebook page to share with family and friends.



### Family Engagement Event:

- **AC Fall Festival:** November 13  
**Overview:** This program will provide and fun, family atmosphere while promoting nature. Highlights include a luminary trail and s’mores made over a campfire.

## Afterschool Program Unit 2 Continued



### Tactics:

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete at least 1 discovery hikes or creek explorations/month
- ✓ Complete at least 1 nature-focused inquiry-based activity/week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy/ math focused activities/week
- ✓ Complete activity that focuses on Healthy Lifestyles( Physical and Emotional)/month



### Primary Resources:

- Team Up for Good Nutrition, *The Ohio State University Extension Curriculum*
- Getting into a Food Mood, *4-H Extension*
- *Peaceful Piggy Meditation*, by Kerry Maclean
- *Planting Seeds, Practicing Mindfulness with Children*, by Thich Nhat Hanh
- *Daily Reflections for Highly Effective Teens*, by Sean Covey




### Online Resources:


- Food Inc. Lesson Plans from PBS: [http://www.pbs.org/pov/foodinc/lesson\\_plan.php](http://www.pbs.org/pov/foodinc/lesson_plan.php)
- Lesson Plans from the Freedom Center: <http://freedomcenter.org/educators/lesson-plans>
- Utah 4-H Healthy Kids curriculum: <http://utah4h.org/files/uploads/FeaturedPrograms/Discover4HClubs/FitnessCurriculum.pdf>
- Health related lesson plans from reputable sources: <http://kids.usa.gov/teachers/lesson-plans/exercise-fitness-and-nutrition/index.shtml>
- Nutrition Lesson Plans: [https://www.wholekidsfoundation.org/index.php/kids-activities/better-bites?gclid=CjwKEAjw1ZWgBRD-n6ew0oan1xwSJABAbf8pa6dzf66nXXbdJ1GJeVHqpbgOpclHnzhafmvS-IAY\\_RoC-avw\\_wcB](https://www.wholekidsfoundation.org/index.php/kids-activities/better-bites?gclid=CjwKEAjw1ZWgBRD-n6ew0oan1xwSJABAbf8pa6dzf66nXXbdJ1GJeVHqpbgOpclHnzhafmvS-IAY_RoC-avw_wcB)
- Lesson Plans from TeachingTolerance.org: <http://www.tolerance.org/classroom-resources>
- Lesson Plans on MLK from National Education Association: <http://www.nea.org/tools/lessons/mlk-day.html>
- Good Background Info on Gandhi: [http://www.teachindiaproject.org/Mahatma\\_Gandhi\\_Lesson\\_Plan.htm](http://www.teachindiaproject.org/Mahatma_Gandhi_Lesson_Plan.htm)




## Afterschool Program Unit 3

### Fun with Science

 **January:** The Mystery of Forensic Science

 **February:** Yuck! That's Gross! (Grossology: The Impolite Science of Animals)

 **March:** Science Expo

*Having fun with science is the focus of this unit. Participants are encouraged to use problem solving, critical thinking skills and the scientific method to uncover the mysteries of nature.*



**Objectives:** Participants will be able to...

- ➔ Learn and demonstrates the steps of the Scientific Method.
- ➔ Use the scientific method to examine and explore scientific forensic techniques.
- ➔ Practice problem-solving and deductive reasoning through inquiry-based activities.
- ➔ Discuss topics related to insect/animal behavior and survival techniques.
- ➔ Describe at least two scientific/medical discoveries made through using or observing the behaviors and/ or bi-products of insects/animals.
- ➔ Conduct scientific experiment to be presented and judged for the Science Expo (additional information will be provided).



### Ideas for Group Projects:

- Create a “whodunit” for other groups to solve.
- Research a particular forensic technique and how FRMP Rangers may apply it to their jobs working in the parks.



### Family Engagement Event:

- **Family Ice Skating:** February 19  
**Overview:** Families will enjoy an evening of ice skating and family fun at RiverScape Ice Rink.

**AC Science Expo:** March 26

**Overview:** Family members will be invited to observe the annual Science Expo. Youth will describe their science projects that will focus on the theme: “I like to move it, move it: Newton’s laws of gravity.”



## Afterschool Program Unit 3 Continued



### Tactics:

- ✓ Complete 30 minutes of structured outdoor programming or vigorous activity/day
- ✓ Complete 1 nature-focused inquiry-based learning activity/ week
- ✓ Complete 1 theme focused inquiry-based learning activity/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy/math focused activities/week
- ✓ Complete 2 hands on scientific experiments/ month



### Primary Resources:

- *Animal Grossology*, Sylvia Brnzei
- *Oh, Yuck! The Encyclopedia of Everything Nasty*, Joy Masoff



### Online Resources:


- Forensic Science Lesson Plans <http://sciencespot.net/Pages/classforsci.html>
- Mystery Lessons [http://www.educationworld.com/a\\_lesson/lesson299.shtml](http://www.educationworld.com/a_lesson/lesson299.shtml)
- Forensic Science Links <http://www.moisd.org/sp/csi.htm>
- Ed Head's Crash Scene Investigation (interactive web detective activity)  
[http://www.edheads.org/activities/crash\\_scene/swf/index.htm](http://www.edheads.org/activities/crash_scene/swf/index.htm)
- CSI Science: Get the Prints! [http://www.education.com/activity/article/Get\\_Prints\\_high/](http://www.education.com/activity/article/Get_Prints_high/)
- Utah 4-H Crime/ Spy Curriculum:  
<http://utah4h.org/files/uploads/FeaturedPrograms/Discover4HClubs/CrimeSpyScienceCurriculum.pdf>
- Scientific Method Rap: <https://www.youtube.com/watch?v=bUa-ilQgEv0>
- Another Scientific Method Rap: <https://www.youtube.com/watch?v=wlb7tLJy5AI>






## Afterschool Program Unit 4

### Service and Diversity

 **April:** It Takes a Team to Build a Dream  
(Service Learning and Social Responsibility)

 **May:** Celebration of Nations (Cultural Awareness, Diversity Appreciation)

*This unit is about demonstrating social awareness and responsibility: Caring for each other and the environment as well as appreciating differences.*



**Objectives:** Participants will be able to...

- ➔ Define and discuss: service learning and social responsibility.
- ➔ Participate in a service learning project that focuses on nature and conservation.
- ➔ Define and discuss: diversity, culture, inclusion, and tolerance.
- ➔ Become subject matter experts about one country around the world.
- ➔ Discover the reason we celebrate Earth Day. Identify three ways you can make it “earth day every day.”



### Ideas for Group Projects:

- People aren't the only ones who travel from place to place. Animals migrate too! Choose a migrating species of animal or insect and develop a service project to help conserve their population.
- Transport your class to your chosen country for the AC Around the World. Decorate the room, research authentic cuisine, customs, attire, etc. to share with families as they tour the Celebration of Nations.



### Family Engagement Events:

- **Spring Fling:** April 18

**Overview:** Team work makes the dream work during this family program. AC families will gather at Good Neighbor House to complete a service project followed by a pot-luck picnic.

**AC Around the World:** May 21

**Overview:** What better way to say farewell to the afterschool year than with a “Celebration of Nations.” Family members will be invited to view a showcase of class projects focusing on various cultures around the world.



## Afterschool Program Unit 4 Continued



### Tactics:

- ✓ Complete 30 minutes of vigorous physical activity/day
- ✓ Complete at least 2 discovery hikes or creek explorations/month
- ✓ Complete 2 inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy/math focused activities/week
- ✓ Complete 1 activity that focuses on Civic Responsibility/month



### Primary Resources:

- *Multicultural Myths and Legends*, Tara McCarthy
- Food, Culture and Reading, *National 4-H Curriculum*
- *Project Learning Tree*



### Online Resources:

- Background on diversity in the classroom from PBS: <http://www.pbs.org/kcts/preciouschildren/diversity/>
- Philanthropy Education Lessons: <http://learningtogive.org/>
- Great Lesson Plans from Teaching Tolerance: [www.teachingtolerance.org](http://www.teachingtolerance.org)
- Kid President, how one person can make a difference: <https://www.youtube.com/watch?v=6rOI3IDrON0>
- Kid president, how to change the world: [https://www.youtube.com/watch?annotation\\_id=annotation\\_2990549939&feature=iv&src\\_vid=EDpyuPV4fmg&v=4z7gDsSKUmU](https://www.youtube.com/watch?annotation_id=annotation_2990549939&feature=iv&src_vid=EDpyuPV4fmg&v=4z7gDsSKUmU)
- Service Ideas from Generation On: [www.generationon.org](http://www.generationon.org)
- Lesson Plans from the Earth Day Network: <http://www.earthday.org/edunetwork/edn-curriculum/>
- Downloadable Stories and activities from The Globe Program: <http://www.globe.gov/web/elementary-globe/overview>
- Learn all about migrating species: <http://www.learner.org/jnorth/>







# Teen Afterschool Program

(Royal Legacy)



## Objectives

Teens will be provided with experiences for positive growth and development through opportunities for leadership, voice, choice and service.

- Teens will demonstrate a commitment toward Adventure Central’s partner agencies’ goals.
- Teens will be behaviorally, cognitively, and affectively engaged in programming.
- Teens will become conservation leaders.
- Teens will develop 21<sup>st</sup> Century Skills:

Critical Thinking  
 Oral and Written communication  
 Teamwork/Collaboration  
 Diversity  
 Information Technology  
 Application

Leadership  
 Creativity/Innovation  
 Lifelong Learning/Self Direction  
 Professionalism/Work Ethic  
 Ethics/Social Responsibility – Community

## Methods:

- ✓ Participation in Royal Legacy Group activities
- ✓ Participation in service-learning with a conservation focus
- ✓ Participation in the JET program
- ✓ Participation in Camp Counselor program
- ✓ Opportunity to participate in AC Teen Volunteer program
- ✓ Participation in teen leadership opportunities including conferences, trainings, and field trips
- ✓ Participating in conservation efforts within Five Rivers MetroParks and adopting environmentally friendly habits



## Overall AC Teen Purple Group Thoughts:

- Teens will receive a High Expectations Form (for both themselves and parents) during the first week of programming.
  - \* A sample High Expectations form can be found in Appendix b.
- Each quarter Royal Legacy teens will be evaluated according to the High Expectations Form/Contract. Those teens who have been unable to maintain each of the criteria will meet with the Program Assistant to develop an action plan to help get them back on track in the group. This action plan will be revisited the following quarter during reevaluation. Teens who continue to display difficulty in maintaining Royal Legacy high expectations may be asked to join the Pink Group, apply to become a teen volunteer, or find an alternative in after school programming.
- The Royal Legacy Group will be led and facilitated in partnership between a Group Leader, and the Teen and Service-Learning Program Assistant. The Program Assistant will advise on service related projects, as well as coordinate service efforts and field trips, and provide overall guidance and support for the program. Group Leader(s) will plan and write lesson plans in consultation with Program Assistants providing a completed lesson plan at least 2 weeks in advance to each Program Assistant.

## Teen Afterschool Program Continued

- The Royal Legacy group will unite two important FRMP, 4-H and OSU Extension themes: Conservation and Service; as well as a third theme that goes hand in hand with the other two: Social Justice. Teens will explore issues of equality, diversity, and non-violence with the goal of becoming peacemakers for their communities (home, neighborhood, school, AC).
  - Teens will also be offered the opportunity to apply to join the AC Teen Volunteer Group where they will take on a leadership and mentor role for the youth of Adventure Central through modeling proper behavior, setting a positive example, serving in the kitchen, homework and unstructured time areas, and leading activities and service projects for the youth.
  - The Royal Legacy Group will complete an average of 1 service project per month chosen by the group in consultation with the group leader(s) and program assistant.
  - They will design and coordinate at least 2 Adventure Central service projects per year for all AC youth and/or the community. Typically, one will be in the Fall and the other the Spring.
  - Potential Service Projects:
    - ➔ Go Nuts with FRMP nut collection
    - ➔ Seed Broadcasting
    - ➔ Shoes 4 the Shoeless Sock Drive
    - ➔ Honeysuckle/Invasive Species removal in Wesleyan Park
    - ➔ Tree Monitoring/ Planting
    - ➔ Nature Play area extensions
    - ➔ Good Neighbor House Garden
    - ➔ “Bring it to the Table” Community Food Drive for Good Neighbor House
    - ➔ “AC Angel / Adopt-a-Local Agency”-Nursing Home, day care, food bank, shelter. Fill a need, provide a gift, do a visit, etc.
    - ➔ Write and present a proposal for a local conservation project to present to a specific audience-AC Program Team (if AC project), FRMP (if park project), City Council (Dayton project) etc.
    - ➔ “Adopt-a-Park”-FRMP
    - ➔ River Clean-Up
- Teens will have the opportunity to participate in various cultural experiences including field trips and/or camps both in and out of the Dayton, Ohio area. Selection of cultural experiences and field trips will be based on the overall program themes.
- Teens will evaluate the Royal Legacy program twice per year to provide ongoing feedback on how the program is doing overall and if it is meeting our goals for being engaging, challenging, timely, and positive. Evaluations will be administered in December and May.



### Themes

The overall theme for 2014-2015 will be **conservation**. This theme will guide the overall curriculum, individual units and lesson plans, service projects, field trips, etc. and will serve as a touchstone to revisit throughout the year for Royal Legacy.

#### Resources:

- <http://www.toolsformentoring.com/small-group/relationship-builders.html>
- <http://www.huddle.com/blog/team-building-activities/>
- <http://www.youthgroupgames.co.uk/imaginative-games-for-teenagers.html>
- <http://bradzockoll.tripod.com/youthworker/id3.html>
- <http://www.conversationstarters.com/101.htm>
- <http://www.ydnetwork.org/documents/Icebreaker%20files/Superpowers%20Relay%20Race.pdf>
- <http://www.ydnetwork.org/Icebreakers>
- 4-H Resource Library & Leadership Library (Office & Online)



## Teen Afterschool Program Unit 1

### Service

*Participants will learn the basics of service project planning and management while learning the history of Adventure Central and its partners.*

#### **September:** Service 101

Teens will be introduced to the concept of service-learning, explore opportunities to serve at AC and in their communities and begin planning as a group AC-wide service experiences.

#### **October:** I am 4-H

Teens will learn more about 4-H, Five Rivers MetroParks and OSU Extension while taking on the role and responsibility of representatives of these institutions to the community.



**Objectives:** Participants will be able to...

- Identify service-learning projects and opportunities for Royal Legacy and Adventure Central for this program year.
- Understand the concept of service-learning and how it applies to them as Royal Legacy members and can impact their various communities.
- Research and select a service learning planning template to use for all service-learning projects this program year.
- Practice the service-learning planning process with the first service project: Go Nuts tree identification and seed collection in conjunction with FRMP Conservation department.
- View themselves as part of a 4-H club and the leaders of the Adventure Central community, and develop ideas and methods for how to become contributing members to their group, Adventure Central, and their local community.
- Research, learn and be able to discuss the history of 4-H, FRMP and OSU Extension.
- Name the 3- creeks and 2- rivers that make up Five Rivers Metroparks.
- Identify the following:
  - The founder of 4-H and the 4-H was founded as well as explain the core concepts and fundamentals of 4-H.
  - The year and reason OSU Extension was established.
  - The founder of Adventure Central and the year the program was established.
  - Adventure Central's Mission Statement



**Tactics:**

- Complete 30 minutes of structured outdoor programming/day
- Guide younger groups on at least 2 discovery hikes or creek explorations/month
- Complete 1 wellness-focused inquiry activity/month (teen-issue)
- Complete at least 1 nature-focused inquiry-based activity/week
- Complete 1 technology based activities/month
- Complete at least 2 literacy/ math focused activities/week
- Plan and implement 1 service-learning project
- Complete 1 activity focused on social responsibility/month
- Attend at least 1 educational/fun trip (Athletic)



# Teen Afterschool Program Unit 1



## Primary Resources:

- Raise Your Voice – 4H Service Learning
- 2012 National Science Experiment 4-H Eco-Bot Challenge
- FRMP Conservation Department



## Additional Resources

- Memories and Milestones of Ohio State Extension 1905-2013
- Health Rocks Empowering Your Community to Make a Difference
- The Self-Esteem Activities
- Still More Activities that Teach
- Leadership skills you never outgrow
- Tips and tricks in outdoor education
- Step Up to Leadership Mentor Guide for Grade 6-12
- Habitudes
- Community Problem Solving
- Agents of Change
- The Kids Guide to Service Projects
- Teens: What Do You Stand For?



## Online Resources

- Five Rivers MetroParks Official Site: <http://metroparks.org>
- 4-H Historical Timeline: <http://www.4-h.org/about/4-h-history/>
- Ohio History of 4-H: <http://ohioline.osu.edu/4h-fact/0001.html>
- 4-H Fundamentals: <http://www.ohio4h.org/node/72>
- OSU Extension, History: <http://extension.osu.edu/about-osu-extension/osu-extension-a-brief-history>
- National Youth Leadership Council: [www.nylc.org](http://www.nylc.org)
- Service Ideas from Generation On: [www.generationon.org](http://www.generationon.org)



## Ideas for Group Activities/Projects:


- Teens will partner with the Five Rivers MetroParks Conservation team to learn tree and nut identification as well as best methods of nut collection. Teens will return to AC to lead a Go Nuts campaign in Wesleyan park teaching the younger groups basic identification and collection strategies.
- Teens will plan, organize and implement a Join Hands Miami Valley/Make A Difference Day event of service at Adventure Central that reaches youth, parents, families and volunteers. Service projects may include honeysuckle removal, river clean-up, nut identification and collection, trail maintenance, etc. Teens should plan to present best conservation methods and practices at the event with an overview of the day's goals.
- Teens will their conservation knowledge gained over the unit to construct a game(s) based on the nut collection.
- Teens can choose a 4-H project book (leadership, service learning, etc.) to work through for the year with Program Assistant and Group Leaders acting as advisors. Teen may enter the competition at County or State Fair.




## Teen Afterschool Program Unit 2

### Healthy Lifestyles

*The focus of this unit is to provide participants with the tools to obtain and maintain lifestyle choices that promote physical and emotional well-being for them and their family that can last a lifetime.*

 **November:** Ready...Set... Go Healthy!

 **December:** Resolve to be Peaceful, Happy, and Whole (Conflict Resolution and Problem Solving)



**Objectives:** Participants will be able to...

- ➔ Participate in a wellness program that will focus on the importance of maintaining a balanced and active lifestyle to increase their ability to make healthy habits part of their everyday lives.
- ➔ Learn new strategies for making better food choices and incorporating exercise in their daily routine.
- ➔ Create a Get Healthy, Stay Healthy family challenge for the holiday/winter season, incorporating a no gain maintain weight initiative.
- ➔ Discuss Nonviolent Refusal and Conflict Resolution as it relates to Dr. Martin Luther King, Mahatma Gandhi and the Civil Rights Movement. Investigate, learn and demonstrates techniques of conflict resolution.
- ➔ Create a visual timeline of important events that occurred during the Civil Rights movement. (Include the signing of the Civil Right Act of 1964).
- ➔ Identify alternative method(s) to calm ones' self when dealing with frustration or a stressful environment.



**Tactics:**

- Complete 30 minutes of structured outdoor programming/day
- Complete at least 1 winter discovery hike and reflection activity/month
- Complete 1 wellness-focused inquiry activity/month (teen-issue)
- Complete at least 1 nature-focused inquiry-based activity/week
- Complete 1 technology based activities/month
- Complete at least 2 literacy/ math focused activities/week
- Complete 1 activity that focuses on Self Direction/month
- Finish planning the MLK Overnight and Service Project
- Attend at least 1 educational/fun trip (Freedom Center-National Underground Railroad Museum, Museum Center)



## Teen Afterschool Program Unit 2



### Primary Resources:

- Team Up for Good Nutrition, *The Ohio State University Extension Curriculum*
- Getting into a Food Mood, *4-H Extension*
- The Self-Esteem Activities
- Habitudes



### Additional Resources

- Still More Activities that Teach
- Skills to Pay the Bills
- Speeches that Changed the World (Smith, Davies)
- Eyes on the Prize Civil Rights Reader (Claiborn, Carson, Garrow, et.al.)



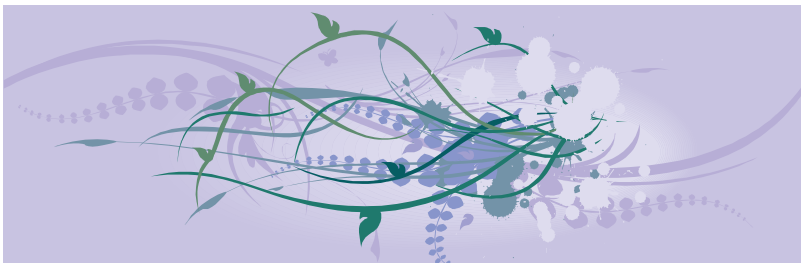
### Online Resources

- Financial Literacy Skills: [http://www.practicalmoneyskills.com/foreducators/lesson\\_plans/](http://www.practicalmoneyskills.com/foreducators/lesson_plans/)
- Food Inc. Lesson Plans from PBS: [http://www.pbs.org/pov/foodinc/lesson\\_plan.php](http://www.pbs.org/pov/foodinc/lesson_plan.php)
- Lesson Plans from the Freedom Center: <http://freedomcenter.org/educators/lesson-plans>
- Utah 4-H Healthy Kids curriculum:  
<http://utah4h.org/files/uploads/FeaturedPrograms/Discover4HClubs/FitnessCurriculum.pdf>
- Health related lesson plans from reputable sources: <http://kids.usa.gov/teachers/lesson-plans/exercise-fitness-and-nutrition/index.shtml>
- Nutrition Lesson Plans: [https://www.wholekidsfoundation.org/index.php/kids-activities/better-bites?gclid=CjwKEAjw1ZWgBRD-n6ew0oan1xwSJABAbf8pa6dzf66nXXbdJ1GJeVHqpbgOpclHnzhafmvS-IAY\\_RoC-avw\\_wcB](https://www.wholekidsfoundation.org/index.php/kids-activities/better-bites?gclid=CjwKEAjw1ZWgBRD-n6ew0oan1xwSJABAbf8pa6dzf66nXXbdJ1GJeVHqpbgOpclHnzhafmvS-IAY_RoC-avw_wcB)
- Lesson Plans from TeachingTolerance.org: <http://www.tolerance.org/classroom-resources>
- Lesson Plans on MLK from National Education Association: <http://www.nea.org/tools/lessons/mlk-day.html>
- Good Background Info on Gandhi:  
[http://www.teachindiaproject.org/Mahatma\\_Gandhi\\_Lesson\\_Plan.htm](http://www.teachindiaproject.org/Mahatma_Gandhi_Lesson_Plan.htm)



### Ideas for Group Activities/Projects:


- Teens will lead a center-wide Shoes 4 the Shoeless Sock Drive Campaign providing sock collection baskets/boxes for each group, assisting group leaders with keeping a tally of socks collected and reporting to all of AC regularly at announcements. Teens will also select a prize for the group who collects the most socks during the campaign.
- Teens will plan the MLK Overnight and Service Project Event.
- Teens can create a walking timeline for the Civil Rights Movement for the youth of AC. This could be part of the MLK Service Event.
- Teens can research and present a conflict management lesson to younger AC groups during group time. This could be part of the MLK Service Event.
- Teens can host activities during unstructured time and/or group time to get AC youth moving. Examples would be a kickball challenge, Zumba Dance Party, Hike through Wesleyan, jump-rope-athon, yoga, etc. This could evolve into a family engagement activity.




## Teen Afterschool Program Unit 3

### Science

*Having fun with science is the focus of this unit. Participants are encouraged to use problem-solving, critical thinking skills, and the scientific method to uncover the mysteries of nature.*

 **January:** The Mystery of Forensic Science

 **February:** Yuck! That's Gross! *Grossology: The Impolite Science of Animals*

 **March:** Science Expo



**Objectives:** Participants will be able to...

- ➔ Learn and demonstrates the step of the Scientific Method
- ➔ Use the scientific method to examine and explore scientific forensic techniques
- ➔ Practice problem-solving skills/deductive reasoning through inquiry-based lessons and activities
- ➔ Discuss topics related to insects/animals behaviors and survival techniques
- ➔ Describe at least two scientific/medical discoveries made through using or observing the behaviors, habits and bi-products of insects/animals
- ➔ Conduct scientific experiment to be presented and judged for the Science Expo
- ➔ Learn and discuss scientific/medical discoveries made through using or observing the behaviors, habits and bi-products of insects/animals.
- ➔ Research conservation concepts and techniques of Cover Mapping and Basement Conservation applying that knowledge to two service projects.



**Tactics:**

- Complete 30 minutes of structured outdoor programming or vigorous activity/day
- Complete 1 nature-focused inquiry-based learning activity/week
- Complete 1 wellness-focused inquiry activity/month (teen-issue)
- Complete 1 theme focused inquiry-based learning activity/week
- Complete 1 technology based activities/month
- Complete at least 2 literacy/math focused activities/week
- Complete 2 hands on scientific experiments/ month
- Complete 1 activity that focuses on Problem Solving/month
- Complete 1 activity that focuses on Leadership/month
- Attend the Interview and Applications Skills workshop and fill out a JET application
- Plan and implement 1 service-learning project (2 Groups)
- Attend at least 1 educational/fun trip (Cultural)



## Teen Afterschool Program Unit 3



### Primary Resources:

- FRMP Conservation Department
- Animal Grossology, Sylvia Branzei
- Oh, Yuck! The Encyclopedia of Everything Nasty, Joy Masoff
- The Science Spot: Forensic Science Lesson Plans  
<http://sciencespot.net/Pages/classforscilsn.html>
- Forensic Science Lesson Plans  
<http://sciencespot.net/Pages/classforscilsn.html>
- Forensic Science Lesson Plans  
<http://sciencespot.net/Pages/classforsci.html>
- Invent: An African American Inventors Curriculum, *The Ohio State University Extension Curriculum*



### Online Resources

- Hip Hop/ Rap Resources: [www.youtube.com](http://www.youtube.com)
- Hip Hop/ Rap Resources: [www.flocabulary.com](http://www.flocabulary.com)



### Ideas for Group Activities/Projects:

- Teens will divide into two research groups to take on two service projects. The first group will research Cover Mapping and develop a plan for updating the cover map of Wesleyan Park. This group will need to interview experts on cover mapping and develop a process for updating the park's cover map that includes training in GIS/GPS, spring flower and tree identification. The second group will research basement conservation and how to grow seedlings in the Adventure Central basement. This will involve interviewing experts on what materials will be needed, research on the life cycle of a tree, and the environment required to make this happen. A proposal will need to be presented to the AC and Five Rivers MetroParks community.
- Teens can create a rap/hip hop song with an accompanying presentation (ppt, prezi, video) that teaches the Scientific Method or African American Inventors a la Flocabulary style. This would be used as an educational tool for younger AC groups in preparation for AC Science Expo and would also be displayed at Science Expo.






## Teen Afterschool Program Unit 4

### Diversity

*The focus of this unit is social awareness, responsibility for each other and the environment, as well as appreciating the differences in one another.*

 **April:** It Takes a Team to Build a Dream - *Service Learning and Social Responsibility*

 **May:** Celebration of Nations - *Cultural Awareness, Diversity Appreciation*



**Objectives:** Participants will be able to...

- ➔ Identify teamwork as an essential element of the service-learning process.
- ➔ Practice teambuilding strategies and best methods. Role Model for other groups.
- ➔ View themselves as leaders and agents of change for Adventure Central and its community by creating a hands-on, real world service-learning project.
- ➔ Participate in a service learning project that focuses on nature and conservation
- ➔ Define and discuss: diversity, culture, inclusion, and tolerance.
- ➔ Research and explore the diversity of Dayton asking the questions: Who is my neighbor? What makes us alike and what makes us different? Where did my neighbor and/or his people come from and why? How does this diversity make Dayton awesome?



**Tactics:**

- Complete 30 minutes of vigorous physical activity/day
- Complete at least 2 discovery hikes and create a get-lost-in-nature game to share with other groups
- Complete 1 wellness-focused inquiry activity/month (teen-issue)
- Complete 2 inquiry-based learning activities/week
- Complete 1 technology based activities/month
- Complete at least 2 literacy/math focused activities/week
- Complete 1 activity that focuses on Diversity and/or Civic Responsibility/month
- Complete 1 activity that focuses on Teamwork/month
- Plan and lead an AC-Wide community volunteer event. (Adopt-a-Park)
- Attend at least 1 educational/fun trip (Carriage Hill/Horseback Riding)



## Teen Afterschool Program Unit 4



### Primary Resources:

- Multicultural Myths and Legends, *Tara McCarthy*
- Food, Culture and Reading, *National 4-H Curriculum*



### Online Resources

- Dayton History Resources: <http://www.daytonhistorybooks.com/index.html>
- Dayton History, Video: [http://wn.com/dayton\\_ohio\\_history](http://wn.com/dayton_ohio_history)
- Mapping Cultural Diversity in Dayton: <http://daytonology.blogspot.com/2008/08/mapping-cultural-diversity-in-dayton.html>
- Dayton Human Relations Council: <http://www.daytonohio.gov/departments/hrc/Pages/default.aspx>
- Welcome Dayton: <http://www.welcomedayton.org/>
- Background on diversity in the classroom from PBS: <http://www.pbs.org/kcts/preciouschildren/diversity/>
- Philanthropy Education Lessons: <http://learningtogive.org/>
- Great Lesson Plans from Teaching Tolerance: [www.teachingtolerance.org](http://www.teachingtolerance.org)
- Kid President, how one person can make a difference: <https://www.youtube.com/watch?v=6rOI3IDr0N0>
- Kid president, how to change the world: [https://www.youtube.com/watch?annotation\\_id=annotation\\_2990549939&feature=iv&src\\_vid=EDpyuPV4fmg&v=4z7gDsSKUmU](https://www.youtube.com/watch?annotation_id=annotation_2990549939&feature=iv&src_vid=EDpyuPV4fmg&v=4z7gDsSKUmU)
- Service Ideas from Generation On: [www.generationon.org](http://www.generationon.org)
- Lesson Plans from the Earth Day Network: <http://www.earthday.org/edunetwork/edn-curriculum/>
- Downloadable Stories and activities from The Globe Program: <http://www.globe.gov/web/elementary-globe/overview>



### Other Resources

- Raise your voice – 4H service learning
- Community Problem Solving
- Raise Your Voice
- Agents of Change
- Icebreakers and Team Builders



### Ideas for Group Activities/Projects:

- Teens will plan and lead an AC-wide volunteer event for Adopt-a-Park using conservation knowledge and experience gained throughout the year. This could include implementing plans for Cover Mapping and Basement Conservation where teens are teachers, or focus around park clean up and maintenance. Coordinate with Park Services department.
- Teens can practice leading team builders for other groups.
- Teens can plan their AC Around the World project on the diversity of Dayton and/or their neighborhood. Groups represented in Dayton should be researched and represented in the presentation. This should be like a mini AC Around the World within AC Around the World.
- Teens can create a diversity quilt showing how all of Dayton's communities come together to make Dayton what it is today and what it is becoming. Metaphor could be the life of a tree.



## Activity Night



Get to know Adventure Central

*Activity Night serves as an introduction to AC programs. Emphasis is on learning AC culture and expectations, building relationships with youth and families, and ultimately integrating youth into Afterschool or Day Camp Programs.*



### Objectives for Program

- Adventure Central will serve a drop-in audience
- Staff will observe behavior and select youth to be added to ongoing AC programs
- Youth will demonstrate respectful behavior and engagement in learning
- Parents will demonstrate engagement and participation
- Both youth and parents will gain an understanding of Adventure Central programs and philosophy



### Tactics:

- Youth will be introduced to and review the code of conduct one time/ week
- Youth will participate in activities that are aligned with the five AC program areas: science, nature, healthy lifestyles, literacy and technology
- Leaders will use lesson plans that are located in the Activity Night binder or another lesson that has been previously approved in weekly lesson plans
- Leaders will communicate lesson plans with assistants at least one week prior to implementation
- One staff person will observe youth (complete a formal observation sheet) each Activity Night program while another group leader leads the activity.
- Teens or volunteers may also take the lead in planning and delivering activity night lessons.



## Teen Volunteer Program

*The Adventure Central Teen Volunteer program is an opportunity for teens ages 14-18 to come together as leaders in service for Adventure Central and its community partners.*



### Member Expectations and Requirements

- Teens will become positive role models for the youth of Adventure Central through regular weekly service in the afterschool program at least one hour per week. Teens must be on time for their scheduled service.
- Teens will complete at least 1 service project per month as a large group. These “Service Saturdays” will be chosen by the group in consultation with the Program Assistant. Teens help plan, facilitate, and serve in at least 4 Service Saturdays per year.
- Teens will design and coordinate at least 2 service projects per year on their own or in small groups. Projects will benefit all Adventure Central youth and/or the community.
- Teens will attend a Teen Volunteer Group meeting each month and will take turns leading this meeting. They may do this in pairs or individually, but everyone will lead at least once.



### Recruitment and Enrollment

- Teens ages 14-18 may apply.
- Applications will be available on a rolling basis with potential participants being considered at each official monthly meeting.
- An informational meeting will be held at Adventure Central to share the program with potential applicants. Applications will be distributed at this meeting.
  - Former AC participants will be invited by letter to this meeting
  - The Program Assistant will speak to the Teen/Purple group to share this opportunity
  - Program Assistant will present the program at the CJ Fair and accept applications.
- Initial selection of the group will be made by the Program Assistant in consultation with the Program and Center Directors. As the group continues to grow, applicants will be interviewed informally by the group which will then make a collective decision to admit or defer admittance to the group until specified criteria are met.



### Timeline:

- Program Time Span: October-May each year.
- Target window for informational meeting: late September-early October.
- Target window for admittance of initial group: mid October.
- Target window for beginning AC Teen Volunteer service projects: late October (Halloween).
- Target window for first Service Saturday: November.



## Teen Volunteer Program Continued



### Process, Planning and Opportunities:

- **Monthly Meetings:** There will be a regular monthly meeting for all teen volunteers to attend. This will provide a time to check-in and chance for reflection on on-going service, as well as a forum to discuss and plan upcoming service opportunities. This will also be an opportunity to teach and practice new skills.
  - Each meeting will include a share and reflect activity, a team-builder, and a mini skill-builder lesson. At the start of the year the Program Assistant will lead each meeting, but will gradually ask the teens to step up and take on the challenge of planning and leading the meetings.
- **Communication and Planning Tools:** A Teen Volunteer Service calendar via Google Calendar will be provided for teens to sign up to volunteer for specific and on-going service projects in and out of AC. Teens will also be able to sign up at the front desk of Adventure Central or by emailing/calling the Program Assistant.
  - Teen Volunteers will also access the Volunteer Board and the Volunteer Facebook page for information and communication about service opportunities.
- **Additional Opportunities:** Teens will have opportunities to participate in field trips and conferences as available. Past examples include the Ohio 4-H Teen conference, The Ohio State Hip Hop Literacies Conference, 4-H Teen Leadership Camp, National Service Learning Conference, and the presidential inauguration.
  - Teens from this program will feed into our JET (Job Experience and Training) Workforce Prep program as well as our Camp Counselor program and, potentially, on to our AmeriCorps and staff programs.



### Service Project Idea Bank:

- **Adventure Central Ongoing Projects:**
  - Nutrition/Kitchen
  - Youth Education
  - Homework Assistance
  - Unstructured Time (Indoor/Outdoor Play)
  - Landscaping/Gardening
  - Admin/Clerical
- **Adventure Central Special Projects:**
  - Nature Play area extensions
  - Design and facilitate new outdoor games.
  - Research/write new camp songs.
  - Develop and facilitate lesson or activity for an AC Group in consultation with group leader.
  - Write and present a proposal for a local conservation project to present to a specific audience-AC Program Team (if AC project), FRMP (if park project), City Council (Dayton project) etc.
  - Individual service projects for the year using 4-H Service Learning Guide
  - Highlight the “Best of Adventure Central” in the lobby display case by changing it regularly to feature group lessons and experiments, information about upcoming programs, and/or acknowledging excellent volunteers.



## Teen Volunteer Program Continued



### Service Project Idea Bank Continued:

- **Adventure Central-Service Saturdays**

- Fall

- Plan and facilitate an AC Family Service Project
- Join Hands Miami Valley Make A Difference Day
- Adopt-a-Local Agency-Nursing Home, day care, food bank, shelter. Fill a need, provide a gift, do a visit, etc.
- MLK March & Service Event

- Spring

- “Adopt-a-Park”-Five Rivers MetroParks
- Wolf Creek Clean-Up
- Tree Inventory/Monitoring/Planting
- Adopt-a-Local Agency-Nursing Home, day care, food bank, shelter. Fill a need, provide a gift, do a visit, etc.
- Plan and facilitate an AC Family Service Project
- Honeysuckle/Invasive Species removal in Wesleyan Park
- Five Rivers MetroParks Conservation Initiatives





## Staff Development

*Growth and development is a priority at Adventure Central. Staff benefit from a comprehensive training and development program.*



### Objectives

- ➔ Staff will demonstrate commitment to AC and partner missions and AC culture
- ➔ Staff will demonstrate comfort and skill in leading inquiry-based nature exploration
- ➔ Staff will demonstrate commitment to and understanding of Positive Youth Development
- ➔ Staff will develop both professionally and personally



### Tactics

- ✓ Orientation: An orientation that provides the foundation philosophies, missions, policies, and procedures will be provided to each new employee. Orientation materials include:
  - Adventure Central, OSU Extension, and FRMP missions.
  - Eight Key Elements for Positive Youth Development
  - Adventure Central Code of Conduct and Behavior Management Procedures
  - Emergency Procedures, Risk Management, and Youth Protection
  - In-take log
- ✓ Trainings:
  - Sessions are designed to address specific applied skills including technical and 21<sup>st</sup> century skills. Both staff members and outside facilitators will develop and teach sessions.
  - Sessions will be held on a weekly basis and may increase or decrease in frequency depending upon need.
- ✓ Observations & Coaching Sessions:
  - Observation tools to evaluate program quality will be used.
  - Observations will happen on a monthly basis and will be followed by individual coaching sessions.
- ✓ Goal Setting:
  - Staff will set personal and professional goals that will help them in their current position and in future endeavors.
  - Staff will create a score board of approximately five team goals. Progress will be visibly tracked using a chart posted in a common area.
- ✓ Program Content Oversight:
  - Program content (lesson plans) will be created using the 2014-2015 Afterschool Program Plan objectives and tactics as a framework. Oversight of individual lesson plans will be provided by the Afterschool PA.
  - A schedule of lesson plan deadlines will be implemented and feedback will be provided in written form and/ or individual coaching sessions.
  - Program Director and Afterschool PA will observe groups sporadically to ensure plans are being implemented.



## Staff Development Timeline

| <b>Adventure Central Basics</b>   | September | October | November | December | January | February | March | April | May |
|-----------------------------------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|
| Risk Management, Safety           | X         | X       |          |          |         |          | X     |       |     |
| 8 Key Elements                    | X         |         |          |          | X       |          |       |       |     |
| Intro to Theme Units              | X         | X       |          | X        |         |          | X     |       |     |
| Building Relationships with Youth |           | X       |          |          |         |          |       |       |     |
| Classroom/ Behavior Management    | X         |         |          |          |         |          |       |       |     |
| 4-H 101                           |           | X       |          |          |         |          |       |       |     |
| Five Rivers MetroParks 101        |           | X       |          |          |         |          |       |       |     |
| Meal Program                      |           |         | X        |          |         | X        |       |       |     |
| Introduction to JET               |           |         |          |          |         |          | X     |       |     |
| Utilizing Volunteers              |           | X       |          |          |         |          |       |       |     |

| <b>Program Delivery Methods</b> | September | October | November | December | January | February | March | April | May |
|---------------------------------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|
| Project planning/ management    |           | X       |          |          |         |          |       |       |     |
| Inquiry-based learning          | X         |         | X        |          |         |          |       |       |     |
| Incorporating literacy          |           |         | X        |          |         |          | X     |       |     |
| Incorporating technology        |           |         |          | X        |         |          |       |       |     |
| Teens as teachers               |           |         |          |          |         | X        |       |       |     |
| Experiential Learning           | X         |         |          |          |         |          | X     |       |     |

| <b>Nature and Conservation</b>      | September | October | November | December | January | February | March | April | May |
|-------------------------------------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|
| Hiking AC Trails                    | X         | X       | X        | X        | X       | X        | X     | X     | X   |
| Creek Exploration                   | X         |         |          |          |         |          | X     | X     | X   |
| Outdoor Inquiry                     | X         | X       | X        | X        | X       | X        | X     | X     | X   |
| Winter Outdoor Inquiry              |           |         | X        | X        | X       | X        |       |       |     |
| Tree Identification                 | X         | X       |          |          |         |          |       |       |     |
| Birding for Beginners               |           |         | X        | X        |         |          |       |       |     |
| Incorporating Tech. in Outdoor Time |           |         |          |          | X       | X        |       |       |     |
| Nature Play                         |           | X       |          |          |         |          |       |       |     |
| Gardening                           |           |         |          |          |         |          | X     | X     | X   |

| <b>Professional, Personal Development</b> | September | October | November | December | January | February | March | April | May |
|---|-----------|---------|----------|----------|---------|----------|-------|-------|-----|
| Communication                             |           |         |          |          |         | X        |       |       |     |
| Time Management                           |           |         |          |          |         |          |       |       |     |
| Public Speaking                           |           |         |          |          | X       |          |       |       |     |
| Technology for Professional Use           |           |         |          | X        |         |          |       |       |     |
| Planning/ Leading Meetings                |           |         | X        |          |         |          |       |       |     |
| Goal Setting                              |           | X       | X        | X        | X       | X        | X     | X     | X   |
| Team Building                             | X         |         |          |          |         |          |       |       |     |
| Diversity in the workplace                | X         | X       | X        | X        | X       | X        | X     | X     | X   |



## Job Experience and Training (JET) Timeline

| Month | January  | February   |
|-------|--|--|
| To Do | Update cover letter and JET Flyer                                    | Application and Interview Skills Workshop  |
|       | Get mailing list from Ms. Lois                                       | JET Open House - follows workshop  |
|       | Send Cover letter and JET flyer to Teens (will be 12 by June and Up) | Begin to check in with Supervisors on Teen Schedules for the summer to create calendar |
|       | Prep for Application and Interview Skills Workshop                   |  |

| Month | March  | April   |
|-------|--|---|
| To Do | Schedule Interviews  | Discuss and decide on teen placements   |
|       | Interview Teens throughout the month                                 | Call all teens for informal acceptance of positions   |
|       | Make schedule available for staff to sign up to help with interviews | Update acceptance and rejection letters   |
|       |  | Schedule site visits with those teens placed in offsite positions - try to schedule during intersession |
|       |  | Call teens and remind about success in the work place and get shirt sizes                               |
|       | Prep for Success in the Workplace                                    |   |

| Month | May  | June   |
|-------|--|--|
| To Do | Check in with Kevin Kepler on FRMP shirts and check AC shirt inventory         | Send JET supervisors reminders and info on the upcoming summer |
|       | Success in the Workplace Training  | JET orientation  |
|       | Make AC Teen group placements  | JET program begins - mid June                                  |
|       | Check in with all JET Supervisors make sure they plan on attending Orientation | First JET team meeting w/ Teens at AC                          |

| Month | July                                | August                         |
|-------|-------------------------------------|--------------------------------|
| To Do | 2nd JET Team meeting Delta/Plus DUE | End of Program Evaluations Due |
|       | 3rd JET Team meeting                | End of Program Celebration     |
|       | Ohio State Fair Workforce Prep Day  |                                |

| Month | September | October   |
|-------|-----------|---|
| To Do |           | Follow up w/ JET supervisors - reflections on past year and interest/plan for next year |
|       |           | Begin to set dates for next JET year  |



## Camp Counselor Timeline

| Month        | January  | February  |
|--------------|--|---|
| <b>To Do</b> | Check in on Overall Teen Opportunities   | MXC   |
|              | MXC and Teen Conference Participants Determined and Confirmed mid-month                | Teen Volunteer Conference                             |
|              | Choose Camp Directors  | Check in Meeting with Camp Directors                  |
| Month        | March  | April   |
| <b>To Do</b> | Buckeye Leadership Workshop  | Check in and finalize overnight camp planning retreat |
|              | Determine Camp Counselors  | Camp Theme Meeting – Senior Counselors                |
|              | Letters To Potential Counselors  | First overnight planning retreat                      |
|              | Reminder letter to all camp counselors about overnight planning retreat                |   |
|              | Planning Meeting for Camp Counselor Overnight  |   |
| Month        | May  | June  |
| <b>To Do</b> | Determine 4-H Leadership Camp Participants   | Check in Meeting w/ Camp Counselors                   |
| Month        | July   | August  |
| <b>To Do</b> | Reminder letter on overnight planning retreat  | Overnight Camp Prep Day (week before camp)            |
|              | 2 <sup>nd</sup> Overnight Camp Planning Retreat  | Overnight Camp  |
|              | 4-H Teen Leadership camp   |   |
|              | Bi-Weekly Meetings with Camp Directors   |   |
| Month        | September  | October   |
| <b>To Do</b> | Meeting with Camp Director(s) – check in on how camp went, updates/plan for next year. |   |

## Volunteerism and Service Learning Timeline

| Month   | August   | September   |
|---|--|---|
| To Do   |  | Volunteer Orientations  |
|   | SoS Orientation  | CJ Volunteer Fair   |
|   | RSVP to CJ Volunteer Fair  | Parent Round Up - Recruit parent volunteers                                 |
|   | Initiate contact w/ UD – Beta, Education Fraternity, BETA, Center for Social Concern | Continue Beta plans - set date for informational pledge meeting/orientation |
|   | FRMP Volunteer Recognition (Aug/Sept.)   | Past Beta Volunteer begin volunteering                                      |
|   | Update Application   | Recruit Volunteers October Family Event                                     |
|   | Update Orientation (paper and presentation)  | Plan and present Volunteer Staff Development                                |
|   | Work with Mound Street Academy   | Contact UD about Real Dayton  |
| Month   | October  | November  |
| To Do   | Beta Pledge Informational/Orientation Meeting  | Numbers spike in beginning  |
|   | Beta Volunteers begin regularly scheduled volunteering                               | Lower at end of month intersession/ Thanksgiving                            |
|   | Parent Volunteers Begin  | Volunteer Thank You - Bulletin Board  |
|   | CJ begins volunteering   | Parent Volunteers Cont.   |
| Month   | December   | January   |
| To Do   | Volunteers are here the first couple weeks this month                                | Numbers pick up a little quicker than first semester                        |
|   | Mid Year volunteer feedback conversation with staff and volunteers                   | Winter SoS Orientation  |
|   | Recruit Volunteers for Ice Skating in Jan.   | FRMP Volunteer Yearly Report Due  |
|   | CJ volunteer hours due   | Recruit science fair judges from current volunteers*                        |
|   | Parent Volunteer Hours DUE   |   |
| Month   | February   | March   |
| To Do   | Special thank you for Science Fair Vol.*   | Volunteer Bulletin Board Thank You  |
|   | Recruit Vol. for March Family Event  | Schedule meeting with Beta to discuss year and plans for future             |
| Month   | April  | May   |
| To Do   | UD #'s decrease - spring break, intersession and exams                               | SoS Summer Orientation  |
|   | UD Service-Learning Fair**   | No UD volunteers  |
|   | River Clean Up***  | CJ volunteers hours due   |
| * month may change depending on when event takes place **may not take place *** may not participate |  |   |