



LW
Extension
University of Wisconsin-Extension

Youth First Impression – Coordinator’s Handbook



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What is Experiential Learning?

Experiential learning takes place when a youth is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to perform another activity. 4-H uses this hand-on learning approach to teach new topics and life skills. 4-H activities use a hands-on learning approach to teach both new topics and life skills. A five-step experiential learning model guides the process turning activities into fun learning experiences. The Visual Arts series from 4-H CCS combines two of the five steps into a three-step model of Do, Reflect, and Apply. In the art activities the steps are labeled Create, Reflect, and Imagine. By following the experiential model youth learn new topics, practice the elements and principles of design (content skills), as well as learn and develop skills that will last a lifetime.

Providing an experience alone does not create “experiential learning.” The activity comes first. The learning comes from the thoughts and ideas created as a result of the experience. This is a “learn by doing” or experiential process. Each step in the process needs to be followed to create a total learning experience.

Experience – Do

Create this is the exploring part of the activity focusing on engaging the youth in the creative process. The art helper facilitates the exploration, guiding the youth through the activity steps. It is important the art helper have the supplies ready and is prepared to start the activity. Reading the Artist Notes and art-i-fact information, and understanding the elements and principles of design in each activity helps in the preparation.

Share and Process - Reflect

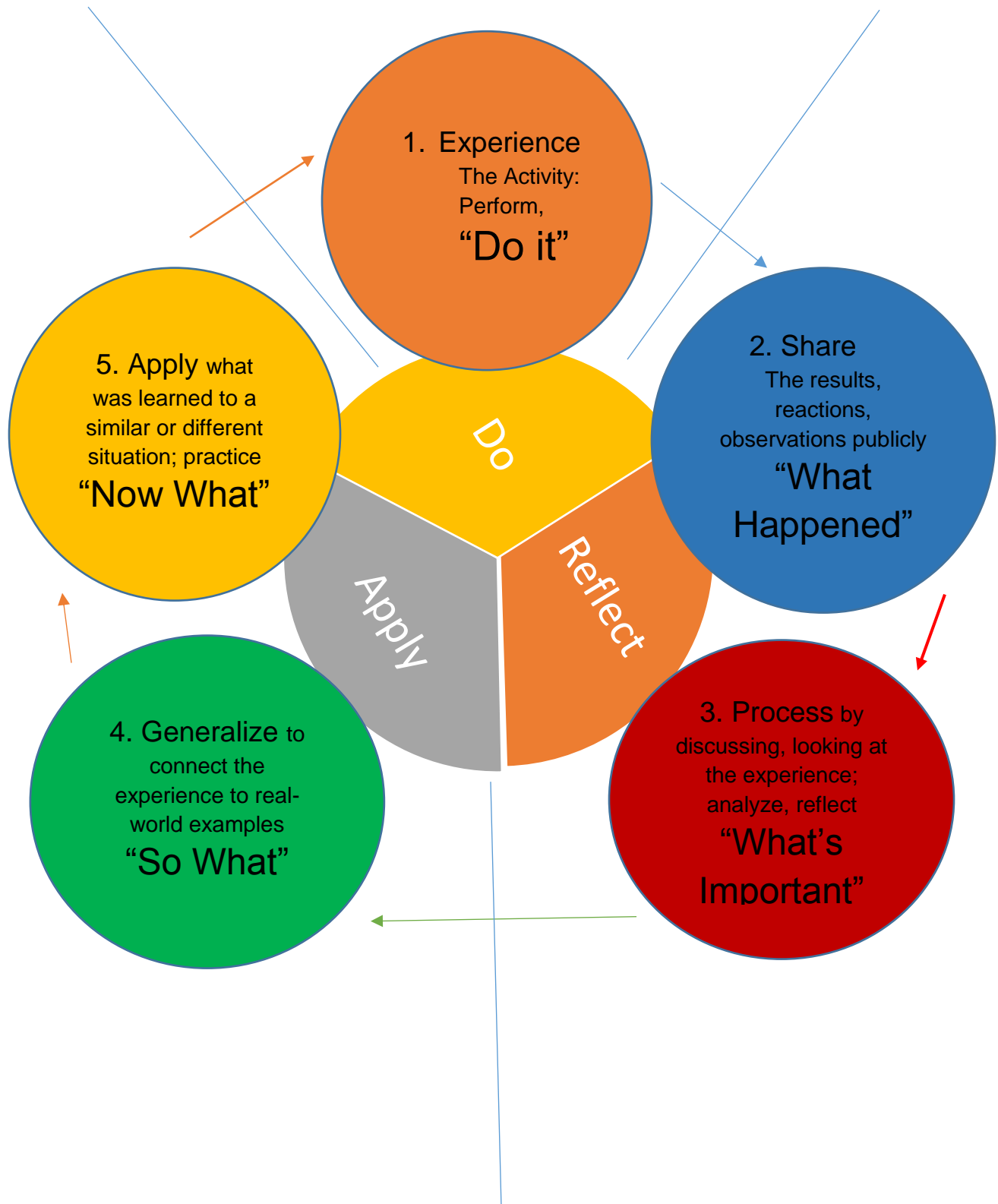
Reflect using the reflection questions the youth describe what happened in each art activity. It allows them to process their art experiences and to analyze and reflect upon what happened during the activity. This process becomes the beginning of critiquing their artwork. Critiquing one’s artwork is a valuable skill. It helps the artist grow in developing compositions, techniques and skills. Critiquing builds a sense of appreciation and understanding for art. Learning to assess one’s artwork builds the life skills, which can then be transferred to other learning situations.

Generalize and Apply

The Imagine questions allow the youth to generalize and apply the art techniques learned in each activity. Having youth generalize from their experiences allows them to form principles or guidelines that can be used in real life situations. This is the beginning of relating the experience to life skills. Application of the experience focuses the youth on their accomplishments and how they can take the skills and techniques learned and apply them to a different situation. Application can lead back to creating. With art it is a good idea to repeat the art activity more than once and allow the youth to build on each new skill learned.

**National 4-H Council*

Experiential Learning Model



For the Coordinators: Programming with Youth

Planning a First Impression Exchange which involves minors requires a few additional steps. The University of Wisconsin Extension and the 4-H program have certain policies in place, which need to be considered when engaging minors in this community development process. These policies are designed to ensure the health and safety of all participants (both youth and adult). Many policies are mandated by state law. Citations of DHS 175 refer to State of Wisconsin code of administrative rules regarding recreational, and educational camps and programming. By outlining these policies in this manual we are highlighting best practices when programming with young people below the age of 18. For more information please consult your county's 4-H Youth Development Agent/Educator.



Do this First

Assign a Program Coordinator:

The visiting team should assign a program coordinator at the beginning of the planning process. This person will be responsible for collecting and maintaining records related to the Youth First Impression participants. All records should be collected and stored in a safe place and brought along with the group during the trip. This is also the person that is responsible for any disciplinary issues that may arise during the activity.

All necessary paperwork is available in the appendices

Health form: (Youth)

<http://iron.uwex.edu/files/2010/06/HealthFormFirstImpression.pdf>

Assumption of Risk: (Youth)

<http://iron.uwex.edu/files/2010/06/Agreement-for-Assumption-of-Risk.pdf>

General Permission/Photo Release: (Youth)

<http://iron.uwex.edu/files/2010/06/photo-release-permission-form.pdf>

Volunteer Expectation Form: (Adult & Youth)

<http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=45574>

YOUTH PROTECTION POLICIES:

1. 4-H Youth Development programs and activities must be supervised by an adult, 18 years of age or older, who has completed the Youth Protection program. However, chaperone for overnights experiences must be at least 21 years of age.

2. The Wisconsin 4-H Youth Development Youth Protection program process includes:

a. Completion of the Volunteer Application Form

As of 2013-2014 all enrollment is completed online. Participants are asked to create a profile at <https://wi.4honline.com/Login.aspx?403D4045547A474E6832424D4A6F3D>. For assistance please contact your county 4-H Youth Development Educator.

b. Background records check for arrest and conviction records through the approved channel.

A record causes concern when there is evidence of a conviction related to safety or fiduciary responsibilities. If the background check causes question with an individual, that individual will be contacted for additional information before a decision on volunteer status is made. To enhance statewide uniformity of implementation, decisions on questionable backgrounds may involve additional information review involving both state and county staff.

c. Participation in volunteer orientation

3. 4-H volunteers who have already had background checks and child abuse training as part of their employment or other volunteer experience will still need to complete the 4-H Youth Development process.

4. The driving record for applicants reporting loss or suspension of a driver's license will be checked using UW Fleet policies. In the event driving restrictions are placed on the volunteer regarding transportation of youth, the individual will be contacted regarding the driving record to verify the accuracy of the record. Restriction of volunteer driving privileges will be communicated in writing by either state or county staff.

5. If a volunteer applicant has lived in the state for less than three years references will be sought and checked.

6. If the coordinator has reason to believe a youth or a supervisor/chaperone has engaged in reckless or disruptive behavior, or engaged in behavior at any time that constitutes criminal child abuse or neglect, that coordinator will inform that youth or supervisor/chaperone of his/her reason for that belief and direct the individual not to attend. Such a youth or a supervisor/chaperone may not attend such events until such time as the youth or supervisor/chaperone provides reliable evidence that he/she did not engage in such conduct.

7. Adult to Student Ratio

State law requires that all groups must provide a 1:10 ratio of adults to youth at all times (DHS 175.13-1).

8. Restricted Items

Firearms/Weapons Policy

Employees and volunteers of UW System institutions are prohibited from carrying a firearm or weapon while acting in the course and scope of their employment or duties, either on or off university property, regardless of whether the employee or volunteer has a license to carry a firearm or weapon. This prohibition does not apply to those employed as a law enforcement officer or peace officer or to those who have the written approval of the chief administrative officer or his or her designee to carry a firearm or weapon while on duty.

For more information regarding 4-H risk management policies we have included some additional links:

- <http://www.uwex.edu/ces/4h/resources/mgt/documents/RiskManagementfor4-HVolunteers62011.pdf>

Why would we include Youth?

Adult Outcomes

The primary outcomes demonstrated by adults when youth are incorporated into community decision making:

1. Adults experienced the competence of youth first-hand, and began to perceive young people as legitimate, crucial contributors to organizational decision-making processes.
2. Working with youth served to enhance the commitment and energy of adults to the organization.
3. Adults felt more effective and more confident in working with and relating to youth.
4. Adults came to understand the needs and concerns of youth, and became more attuned to programming issues, making them more likely to reach outside the organization and share their new knowledge and insights. They gained a stronger sense of community connectedness.

Organizational Outcomes

Involving youth in decision-making helps change organizations for the better. Six positive outcomes were identified:

1. The principles and practices of youth involvement became embedded within the organizational culture.
2. Most organizations found that young people help clarify and bring focus to the organization's mission, and some organizations made this a formal role of youth.
3. The adults and the organizations as a whole became more connected and responsive to youth in the community. This investment and energy led to programming improvements.
4. Organizations placed a greater value on inclusivity and representation. They came to see that their programming benefits when multiple and diverse community voices are included in decision-making processes.
5. Having youth as decision-makers helped convince foundations and other funding agencies that the organization was serious about promoting youth development.
6. Including youth in decision-making led organizations to reach out to the community in more diverse ways (e.g. community advocacy, policy-making, and service.)

Youth Outcomes

Involving young people in community decision making:

1. Provides them with essential opportunities and supports (i.e. challenge, relevancy, voice, cause based action, skill-building, adult structure, and affirmation) that have been shown to allow young people to achieve Mastery, compassion and health

Appendices:

Table of Content

- A: Youth Program Participant Health Form
- B: Assumption of Risk Form
- C: Participant Permission/Photo Release
- D: Training Modules
 - Postcard Stories
 - A Trip Down Memory Lane
 - Where does it Rank
- E: My Favorites Worksheet
- F: Critical Thinking Skills Reference Sheet
- G: Taking it to the Streets



Youth First Impression Training Module:

<p>Activity 1: A trip Down Memory Lane Time: 60 minutes Summary of Lesson This activity will help First Impression Teams identify the things in their lives that they hold dear and the reasons why they hold them with such reverence.</p> <p>Theme: Special places and connections</p> <p>Project Skills: Participants will learn to take into consideration the feelings of community when assessing suggestions for community change.</p> <p>Life Skills: Nurturing relationships Empathy Concern for others Sharing</p> <p>Supplies Needed: Worksheet 2A Activity Guide</p> <p>Preparation: Print out Worksheet 2A (enough for each participant)</p>	<p>WHAT TO DO</p> <ol style="list-style-type: none">1. This activity ask participants to be open about personal memories and possibly feelings related to important memories from their childhood. This may be uncomfortable for some and it should be noted that they are free to decline or to share as much as they feel comfortable. There should be a discussion about respecting each others feelings and perhaps include a “what happens in this room stays in this room” speech.2. Each participant should get one copy of the “My Childhood Favorites” worksheet. Ask everyone to fill out the worksheet and be as open as they feel comfortable. Reassure everyone that this is a safe environment and we will respect everyone’s answers.3. Provide enough time for everyone to complete their forms before you begin to share answers.4. Remind participants that they should keep in mind the feelings that are associated with that place, person, activity, etc... These physical people, places and things are only superficial, the important aspect to these things is the emotions that we connect to them and make them important.5. Have each person share their favorites with the group.<ol style="list-style-type: none">5.1. How did you feel while you reminisce about your favorites?5.2. Do you share these or have these things in common with anyone else?6. Ask everyone to answer some follow up questions.<ol style="list-style-type: none">6.1. How would you feel if that place disappeared, or if it no longer exists?6.2. How did you feel when you found out it was gone?6.3. How would you feel if someone criticized your favorite things?
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<p>Adapted by: Neil Klemme 4-H Youth Development Educator-University of Wisconsin Cooperative Extension</p>	<p>WRAP IT UP</p> <p>Reflect: [Share questions – <i>What happened?</i>]</p> <p>How does this activity relate to conducting a Youth First Impression Survey of a community that might have traditions we find odd?</p> <p>[Process questions – <i>What’s important?</i>]</p> <p>What traditions or community values your community have that be considered odd?</p> <p>Does this make you think about your community traditions?</p> <p>Apply: [Generalize questions – <i>So what?</i>]</p> <p>How might you word your report as to not offend people, or hurt their feelings?</p> <p>[Apply questions – <i>Now what?</i>]</p> <p>Should these be included in your final report?</p> <p>SOURCES: [Titles of resources (with authors’ names) and anything else used for this lesson.]</p> <p>HELPFUL HINTS:</p>
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Activity 2: Postcard Stories

Time: 30 minutes

Summary of Lesson

Through participation in this activity participants will practice skills needed to critically look at a picture and tell the story of what is happening in the picture.

Theme:

Identifying assets and areas needing improvement when assessing communities..

Project Skills:

They will learn to look at a snapshot of an event of location and be able to talk about why they felt something is a strength of a community or why it might be a weakness.

Life Skills:

Critical Thinking
Learning to Learn
Problem Solving
Decision Making

Supplies Needed:

50 Laminated Pictures of Town Events

Preparation: None

WHAT TO DO

1. You need a variety of interesting images in a physical format that people can handle conveniently. I use pictures cut from magazines and glued onto 5x8 index cards and then laminated.
2. Provide enough different images that each person can select one and there will still be 20+ remaining. For a group of 20 people you should have approximately 50 cards. This ensures that each participant has real choice in selecting the picture they will have to incorporate in a story. For this activity the pictures should be of events happening in a downtown.
3. Spread the postcards out on a table face up.
4. Ask each participant to select a postcard. Tell them they should find an image that lends itself easily to being described in a 2-3 sentence story.
5. Each participant gets 1-3 minutes to tell their postcard story. While telling their story, they should hold up their postcard so everyone else in the group can see the image.
6. I deliberately do not tell participants what type of story they should tell (true, made up, combination). By not providing specific direction, they can interpret their postcard their own way.

WRAP IT UP

Reflect:

Why did that picture stand out to you?

What about that spot make you decide if features were assets or needs?

Apply:

How do you make sure you tell the story without sounding judgmental?

Could you look at your own community and find its flaws?

SOURCES:

This activity was adapted from Postcard Stories by L. Booth Sweeney by Beverly Stencel, UW-Extension and then again for this training by Neil Klemme, Iron County 4-H Youth Development Educator.

HELPFUL HINTS:

Be sure to have enough variety of pictures so everyone can truly find a picture that speaks to them.



Activity 3: Where Does it Rank

Time 30 minutes

Summary of Lesson

Students will learn to look at aspects of communities and evaluate them using critical thinking skills. They will have the skills needed to complete the Youth First Impression Survey.

Theme:

Evaluation of components of communities based on one's first impressions.

Project Skills:

Components of town what to look for when completing the Youth First Impression survey

Life Skills:

Critical Thinking
Decision Making

Supplies Needed:

Photos of examples of each section of the Youth First Impression Survey.

Preparation:

Find and laminate pictures for various sections of the Youth First Impression Survey

WHAT TO DO

1. Break the group into even teams or have each participant work by themselves.
2. Hand out the Aspects of A Community Cards and assign each group or individual a different aspect to evaluate. (residential, parks, public spaces, government services, shopping, emergency services...)
3. Take a look at the aspects of a community cards that go with Activity 3.

WRAP IT UP

Reflect:

Why did you rate them the way you did?

What were you looking for in your favorites?

What made you put things in your least favorites?

What are some other factors to consider?

Apply:

How will you share this with the community we are evaluating?

How would you evaluate these thing in your own town?

HELPFUL HINTS:

Worksheet 2A:

My Childhood Favorites Were:

Friends _____

Adult _____

Food _____

Game _____

Toy _____

Story _____

Song _____

TV Show _____

Thing to Do _____

Article of Clothing _____

Hiding Place _____

My Nickname _____

Critical Thinking Reference Sheet 3A

- 1. Analyzing**
 - Separating or breaking a whole into parts to discover their nature, functional and relationships.
 - "I studied it piece by piece"
 - "I sorted things out"
- 2. Applying Standards**
 - Judging according to established personal, professional, or social rules or criteria.
 - "I judged it according to..."
- 3. Discriminating**
 - Recognizing differences and similarities among things or situations and distinguishing carefully as to category or rank.
 - "I rank ordered the various..."
 - "I grouped things together"
- 4. Information Seeking**
 - Searching for evidence, facts, or knowledge by identifying relevant sources and gathering objective, subjective, historical, and current data from those sources
 - "I knew I needed to lookup/study..."
 - "I kept searching for data."
- 5. Logical Reasoning**
 - Drawing inferences or conclusions that are supported in or justified by evidence
 - "I deduced from the information that..."
 - "My rationale for the conclusion was..."
- 6. Predicting**
 - Envisioning a plan and its consequences
 - "I envisioned the outcome would be..."
 - "I was prepared for..."
- 7. Transforming Knowledge**
 - Changing or converting the condition, nature, form, or function of concepts among contexts
 - "I improved on the basics by..."
 - "I wondered if that would fit the situation of ..."

Courtesy of B. K. Scheffer and M.G. Rubenfeld, "A Consensus Statement on Critical Thinking in Nursing," *Journal of Nursing Education*, 39, 352-9 (2000).

Courtesy of B. K. Scheffer and M.G. Rubenfeld, "Critical Thinking: What Is It and How Do We Teach It?," *Current Issues in Nursing*, J.M. Grace, Rubl, H.K. (2001).

Taking it to the Street Activities

Participants are to divide into teams of 2-3 and select an aspect of the community they would like to assess. Each team member will take a portion of the Youth First Impression Survey found in the following pages and move around the town to complete the survey. This works best when you are holding the training in a section of a community where various aspect of the survey can be completed without driving.

Remind participants to take pictures of the aspects of the community that stood out to them as positives for the town as well as those things they discover that they consider to be negatives. Pictures are an important part of a First Impression Survey because they clearly tell a community what a visitor to their town liked and didn't like.

Provide teams with enough time to complete their portions of the survey, understanding that each section takes varying amounts of time. The time each surveyor takes will also vary.

Gather the group together and have each team share their answers. Pay close attention to their answers this is a good time to be sure each group has provide enough feedback with their answers or if they need to be asked follow up questions to clarify points.

A group (2-3) of Youth First Impression participants should be dropped off or guided to a retail centers. Locate grocery stores, hardware stores, clothing stores etc...

Retail

Grade and comment on the overall condition of the retail sector.

A B C D F

Describe and comment on the variety of retail shopping available in the community (malls, specialty shops, strip malls, big box stores, etc.).

What retail stores or services did you find that were unusual or unexpected?

What stores or services were missing that you would expect to find?

What retail goods do local residents appear to need to travel outside of the community to find?

Are there stores or other outlets where residents and visitors can go to reuse, resell, and/or recycle goods (e.g., clothing, electronics, household items)?

What stores in this community would you travel a distance of more than 30 miles to shop at?

Remember to take photos of the community's retail.

A group (2-3) of Youth First Impression participants should be dropped off or guided to the downtown to complete the following assessment. Try to identify if there might be multiple downtown centers.

Downtown

Grade and comment on the overall appearance of the downtown.

A B C D F

Grade and comment on the signage in the downtown.

A B C D F

Grade and comment on the quality (appearance, adequacy, etc.) of lighting in the downtown.

A B C D F

Grade and comment on the quality, availability, and necessity for parking in the downtown.

A B C D F

Grade and comment on the walkability (presence or absence of footpaths, sidewalks, pedestrian rights-of-way, crossings, building access, etc.) of the downtown.

A B C D F

Grade and comment on the variety of facilities and services (housing, professional services, retail, recreation, accommodations and food, industry, parks, etc.) in the downtown.

A B C D F

Grade and comment on the quality of the natural environment in the downtown (trees, shade trees, flower plantings, pocket parks, green spaces, etc.).

A B C D F

Grade and comment on the quality of social spaces in the downtown (cafés, outdoor seating areas, restaurants, etc.).

A B C D F

Grade and comment on the variety of recreational opportunities for youth in the downtown. Do you feel there are places where youth can meet up or hang out?

A B C D F

Grade and comment on the window displays in the downtown.

A B C D F

Grade and comment on the variety of shopping options in the downtown.

A B C D F

Grade and comment on the variety and quality of merchandise in the downtown shops.

A B C D F

Grade and comment on the customer service you received during your visit to the downtown.

A B C D F

Grade and comment on the accessibility of downtown merchants during evening and weekend hours.

A B C D F

Grade and comment on the variety of shopping opportunities for youth people in the downtown.

A B C D F

Does the downtown play a role in tourism? Is there potential for it to play a greater role? Why or why not?

Remember to take photos of the community's downtown

A group (2-3) of Youth First Impression participants should be dropped off or guided to the community's outdoor spaces to complete the following assessment. Look for parks, trails, outdoor dining, picnic areas, etc

Outdoor spaces

How would you describe the overall environmental health of the community (air quality, litter, noise pollution, etc.)?

Grade and comment on the availability and quality of the following outdoor amenities:

Benches	A	B	C	D	F	Not applicable
Shade areas	A	B	C	D	F	Not applicable
Drinking fountains	A	B	C	D	F	Not applicable
Public art	A	B	C	D	F	Not applicable
Landscaping/streetscaping	A	B	C	D	F	Not applicable
Wireless internet access points	A	B	C	D	F	Not applicable
Public restrooms	A	B	C	D	F	Not applicable
Public trash containers	A	B	C	D	F	Not applicable
Public recycling containers	A	B	C	D	F	Not applicable
Household recycling containers	A	B	C	D	F	Not applicable

Grade and comment on the availability and quality of each of the following types of recreational facilities.

Parks (mowed and unmowed)	A	B	C	D	F	Not applicable
Public recreation facilities	A	B	C	D	F	Not applicable
Non-motorized trails (bike, pedestrian, hike)	A	B	C	D	F	Not applicable
Motorized trails (ATV, snowmobile)	A	B	C	D	F	Not applicable

Grade and comment on the variety of trails (ATV, biking, pedestrian, equestrian, etc.). If trail facilities exist, are people using them? If so, comment on the level of use.

A B C D F

Grade and comment on the availability and quality of bike paths and trails. If bike facilities exist, are people using them? If so, comment on the level of use.

A B C D F

Grade and comment on the availability and accessibility of bicycle parking near schools, retail areas, community services, and recreational facilities.

A B C D F

Grade the signage for pedestrians and bicyclists.

A B C D F

Grade and comment on your sense of safety as a pedestrian or bicyclist in the community. Are there any apparent incentives the community offers for transit users, pedestrians, or bicyclists (closer parking to destinations, "bicycle benefits" discount programs, etc.)?

A B C D F

Remember to take photos of the community's outdoor spaces.

A group (2-3) of Youth First Impression participants should be dropped off or guided to the town residential areas to complete the following assessment. Look for apartment complexes, family residences, multi-family residences etc...

Housing

Describe the variety of residential housing in the community (apartment, townhouses, single-family, multi-family, etc.).

Grade and comment on the overall availability, quality, and affordability of housing in the community.

A B C D F

Grade and comment on the availability and quality of the following:

Existing/older homes	A	B	C	D	F
Vacant lots for new homes	A	B	C	D	F
New homes	A	B	C	D	F
Apartments/rental housing	A	B	C	D	F
Transitional housing/homeless shelters	A	B	C	D	F
Senior assisted living	A	B	C	D	F
Assisted living/group homes for those with disabilities	A	B	C	D	F

Do some neighborhoods or areas of the community appear more or less welcoming to a diverse range of residents (consider people of color, racial/ethnic minorities, people with disabilities, people with diverse religious beliefs, sexual orientation, marital status, etc.). Why?

What are the most appealing and least appealing features of housing in this community? Why?

Remember to take photos of the community's housing.