

Kentucky 4-H: Thriving in Communication and Expressive Arts

Positive youth development in 4-H doesn't just happen, the 4-H Thriving Model is used to predict the way that 4-H has its positive impact on youth development. This worksheet focuses on the developmental context and youth thriving portions of the 4-H Thriving Model. This resource is intended for agents and volunteers to use when intentionally designing programs to promote high quality positive youth development experiences in Communication & Expressive Arts.



Developmental Context Foundation of 4-H Programming			
Context	Suggested Actions to Implement	Examples	County Program Opportunities
<p>How will you foster sparks? <i>A spark is a passion for a self-identified interest or skill, or a capacity that metaphorically lights a fire in a young person's life, providing energy, joy, purpose, and direction.</i></p>	<ul style="list-style-type: none"> Encourage topic of speech/demonstration to focus on youth's interest/passion. Explore and experiment with materials to make new art. Learn about visual and performing arts as an art, science, and communication tool. Introduce youth to multiple genres of drama, dance, musical theatre to help them identify personal interest. 	<ul style="list-style-type: none"> Offer a wide variety of projects that can be completed as a club member or independently. Exhibit any of the following categories/projects at the county and state fair: <ul style="list-style-type: none"> Communication scrapbook display Resume Arts Photography Enter a song in the KY 4-H written Communication Contest 	



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<p>How will you promote belonging? <i>Feeling of inclusion regardless of gender, ethnicity, sexual orientation, or ability. Youth should have opportunities to share their culture and heritage with others and to forge a positive identity.</i></p>	<ul style="list-style-type: none"> • Gauge community interest in Communication & Expressive Arts projects. • Encourage youth to participate at county, area, and state levels of Communication & Expressive Arts. • Encourage youth to recruit others to participate in communications clubs/programs/contests. • Share your speech or demonstration with a local organization. • Encourage all members to complete projects and enter them into county fair/showcases and compete for state fair eligibility. • Promote positive identity in cultural arts and heritage. 	<ul style="list-style-type: none"> • Find places to share your art with family, friends, and community. • Photograph club activities and make an album to share. • Encourage youth to apply for Kentucky 4-H Performing Arts Troupe. • Exchange and/or create art/crafts with friends. • Creation of visual art/crafts projects associated with Kentucky 4-H International program lessons. • Provide opportunities for youth to research various cultures/traditions of music, drama, and dance and present findings to others. • Provide youth opportunities to share their culture and heritage through music, drama, and dance. 	





Developmental Context			
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<p>How will you support developmental relationships? <i>DRs begin by creating a secure attachment between the 4-H member and the adult, reflected in mutual warmth, respect and trust.</i></p>	<ul style="list-style-type: none"> • Adult leader/parent serves as resource/support during member’s speech/demo writing. • Interviews – relationship between member and judge is developed as if in a true job interview. • Allow time for speech/demonstration judges to give verbal feedback to participants after county contest event. • Learn to interpret verbal and nonverbal messages. • Improve listening skills. • Improve communication with family and friends. • Foster connection through Communications & Expressive Arts. 	<ul style="list-style-type: none"> • Present a session at youth conferences. • Arrange for a guest photographer/artist to present at a club meeting. • Agent/specialist engages performing arts troupe members in performance arts skills development. • Organize a club outing to a performance. • Club volunteers/agents engage youth in visual arts learning through club work, virtual programs, and independent project guidance. • Provide youth opportunities to share their culture and heritage through music, dance, and drama. 	





Developmental Context
Foundation of 4-H Programming

Context	Suggested Actions to Implement	Examples	County Program Opportunities
<p>How will you encourage engagement or youth voice within programming? <i>Ability to contribute in a meaningful way on subjects of importance to them.</i></p>	<ul style="list-style-type: none"> • Encourage youth to speak of topics that they care about or topics that can affect them, family members, friends, or local community issues. • Allow for youth voice in selecting educational programming. • Engage youth as speakers on behalf of the county program. • Present oneself in a productive and effective manner. • Overcome stage fright. • Present a persuasive speech. • Encourage youth to choose projects and art techniques that interest them. 	<ul style="list-style-type: none"> • Perform in public • Find places to share art with family, friends, and community. • Run for a 4-H Office. • Present a session/workshop at youth conferences. • Enter any of the following categories in the KY 4-H Written Communications Contest. • Exhibit any of the following categories/projects at the county and state fair: <ul style="list-style-type: none"> ○ Communication scrapbook display ○ Resume ○ Arts ○ Photography • Youth choose an artist to research – create works that replicate or use that artist’s known techniques. Share work with club or community. 	





Youth Thriving			
Facilitating the Process of Growth Through the Seven Indicators			
Indicator	Suggested Actions to Implement	Examples	County Program Opportunities
<p>Growth Mindset <i>A growth mindset supports effort in learning over innate ability.</i></p>	<ul style="list-style-type: none"> • Communicate through visual art, music, drama, and dance. • Understand word meanings. • Experiment with rhythm, proportion, emphasis, balance, and unity. • Develop photography skills as prescribed in curriculum guides building from beginner level to advanced level. • Learn to express self through visual and expressive arts delivery methods. • Practice and develop communication skills. 	<ul style="list-style-type: none"> • Expose youth to a wide variety of performance arts experiences (e.g., opera, plays, concerts, etc.) for a bigger understanding of genres and performance styles. • Monthly art club opportunities to explore various art techniques, learn from guest artists, and create collaborative art works with other members. • Create a portfolio and design idea book. • Invite community leaders to assist in hosting a speech workshop for members to watch speeches and practice without an atmosphere of competition. • Develop and present a play. • Compose or arrange music. • Make musical instruments. • Develop and present a dance. 	





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<p>Openness to Challenge & Discovery <i>Thriving youth have the desire and ability to try new things and challenges.</i></p>	<ul style="list-style-type: none"> • Create a safe environment for fair competition. • Demonstrate effective written and public speaking/communication skills. • Use presentation aids to enhance quality of spoken communication. • Expose youth to a wide variety of performance arts experiences (e.g., opera, plays, concerts, etc.) for a bigger understanding of genres and performance styles. 	<ul style="list-style-type: none"> • Youth donate art for local fundraiser. • Youth display art at a local museum, library, Extension Office, school, etc. • Enter art in local exhibition. • Organize a photo shoot for a local organization. • Organize group outings to a play or music performance. • Develop characters/roles, compose music, create performance utilizing creative skills to present to community groups. 	
<p>Hopeful Purpose <i>Thriving youth have a sense of hope and purpose and see themselves on the way to a happy and successful future.</i></p>	<ul style="list-style-type: none"> • Encourage youth to choose a topic based on their future • Explore communication careers. • Write resumes and cover letters. • Interview for a job. • Encourage youth to explore careers based on their interest in visual arts, music, drama, or dance. 	<ul style="list-style-type: none"> • Volunteer to sing at local events (e.g., National Anthem at local sporting events). • Youth create and sell art on a local level (e.g., craft fairs, local art vendors, etc.). • Paint a mural in community. • Volunteer at a local art event. • Volunteer to take photos for a community event. 	





Youth Thriving

Facilitating the Process of Growth Through the Seven Indicators

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<p>Prosocial Orientation <i>Thriving youth see helping others as a personal responsibility, and live up to the values of respect, responsibility, honesty, kindness, and generosity. Thriving youth care about and give back to their communities.</i></p>	<ul style="list-style-type: none"> Engage youth as speakers on behalf of the county program. Engage experienced youth as workshop presenters for younger members. 	<ul style="list-style-type: none"> Members donate art for a local fundraiser. Members facilitate a community-wide art project. Members serve on local arts council. Members teach art workshops to other members. Members serve as official photographer for Extension events/programs. Help archive photos. Members perform at community events (e.g., senior centers, local sporting events, school-wide events, etc.). Organize a local talent show. Present a session at a 4-H Conference to peers. 	





Youth Thriving

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<p>Transcendent Awareness <i>Thriving youth are aware of a reality bigger than themselves from which meaning and purpose are derived. This transcendent awareness shapes everyday thoughts and actions.</i></p>	<ul style="list-style-type: none"> • Provide opportunities for the members to function in a team. • Set a communication goal. • Identify personal passion or community need/cause in order to fulfill a greater purpose. 	<ul style="list-style-type: none"> • Develop a PSA for a local nonprofit organization. • Organize a letter writing campaign to soldiers overseas. • Create a poster to promote musical performance. • Teach a workshop for younger 4-H members. • Start each activity or club meeting with the 4-H pledge. 	
<p>Positive Emotions <i>Thriving youth are positive and optimistic and can manage emotions in a way that leads to health and well-being.</i></p>	<ul style="list-style-type: none"> • Provide a safe space for open creativity and fair competition. • Observe and enjoy surroundings in a photographic world. • Maintain accountability based on group rules. 	<ul style="list-style-type: none"> • Integrate visual arts in all 7 core areas to achieve balance in health & well-being. • Create art (drama/music/dance) that invokes personal feeling and emotion, so the audience is fully engaged. 	
<p>Goal Setting & Management <i>Thriving youth set goals and persevere in achieving their goals. They also make self-regulatory decisions that lead to better short-term and long-term success.</i></p>	<ul style="list-style-type: none"> • Encourage participation through small steps involvement (e.g., country ham speech, “traditional” speech (multi-level competition). • Achievement program participation. 	<ul style="list-style-type: none"> • Audition for Kentucky 4-H Performing Arts Troupe. • Write a play for school/community performance. • Write/compose song. • Be an entrepreneur- market and sell artwork. 	





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Resources:

4-H Thriving Model of PYD: Informed by Science – Grounded in Practice (2021). Retrieved: <https://helping-youth-thrive.extension.org/tip-sheets/>

Kentucky 4-H Written Communication Contest. (2022). <https://4-h.ca.uky.edu/content/4-h-written-communication-contest-0>

Kentucky 4-H Communications and Expressive Arts Programs (2022). <https://4-h.ca.uky.edu/communications>

Kentucky State Fair 4-H Catalog: Communication and Expressive Arts. (2022). https://4-h.ca.uky.edu/files/6029_arts_2022_clean.pdf

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