



Knowing and Using 4-H Curricula¹

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In planning experiences for youth that target life skills and help youth become aware of the concepts they have learned from those experiences, it is important to remember that young people have different learning styles, and approach or respond to a learning activity differently. Adults will have the most success in appealing to youth if there are a wide variety of activities with opportunities for all learning styles.

Briefly, plan to include opportunities for those who prefer to learn

- by reading (*print learners*)
- by hearing: sound and voice (*auditory learners*)
- by touching or manipulating objects. (*tactile learners*)
- from what they see: color, shape and form. (*visual learners*)
- by using their bodies: rhythm and movement. (*kinesthetic learners*)
- by working in groups (*interactive learners*)
- by working independently (*independent learners*)
- by observing others do something (*observational learners*)
- with a lot of direction, or
- by figuring things out with little instruction

Effective youth development professionals incorporate many activities into their programs that collectively appeal to all of these learning styles. In addition, they facilitate the processing of those activities to direct the learning toward the targeted goal.

One of the advantages 4-H has to offer the youth development field is the vast amount of written resources available for youth at very little cost. The rigor of the national review system assures the user of high quality, age appropriate, content accurate, user-friendly products. Adult volunteers and faculty have access to these curricula. County 4-H faculty need to be aware of all of the materials available to support 4-H and 4-H partners in the county. Of particular interest will be Cooperative Curriculum System (CCS) and state produced curricula, both for sale and listed at the state 4-H website.

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