



4-H Adventures in Russia



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Week 1 Day 1

Introduction to the American Culture a one-hour lesson for Russian youth ages 7-14 to introduce the educator, geography of the US, and the 4 H's and how 4-H works with youth in America

- Alliteration Name Game - have all in the group sit in a circle and have them choose an English adjective that begins with the same letter as their name. One at a time, starting with yourself, say your adjective and name (ex. Adorable Ann, Polite Polina). Once everyone has gone, try to have group members say everyone's name with their adjective. For youth with limited English, suggest appropriate English words and have the Russian educator translate.

Warm-ups and Icebreakers

- Group Juggle (LeFevre p. 128)
- Clothespin Tag (LeFevre p.167)
- Tin Shoe – (Rohnke-Cowtails and Cobras II p.82)
- Circle the Circle (Rohnke-Silver Bullets4 p.60)

Activities:

- Where in the World is the United States (world ball)
- Map of the US –where I live in the US, where is: New York City, Washington DC., Disney World, the Grand Canyon, etc.
- Sharing pictures of family/house/pets
- 4-H is everywhere! What are the H's? (In Russian they are: *Galava, Rooka, Serdse, Zdarovye*) What is a club?

Day 2

Developing Trusting Relationships a one-hour lesson for youth 7-11 to develop and enhance the positive character trait of trust

Discussion: What does “trust” mean? What does it look like? How do you say “trust” in Russian? [*Kak “trust” paRuskie?*] As with all trust activities, assess the readiness of the group.

Activities:

- Name games – Alliteration Name Game – try to remember the kids’ names using alliteration from the day before; Hustle Bustle (Rohnke & Butler – Quick Silver p. 87)
- Willow in the Wind (Rohnke-Cow Tails and Cobras II p. 52)
- Who has Clarence (Who’s Who)? Great game to encourage English speaking skills and for large groups. Introduce Clarence – the Rubber Chicken. One participant is selected to leave the room. One youth hides Clarence behind their back as all the others pretend to have him behind their backs. Upon return to the room, the youth must guess who has Clarence behind their back by asking questions (*panGliski-* In English!). Youth must sit if the question doesn’t apply to them e.g. Does a boy have Clarence? If the child with Clarence is a boy, all the girls would sit. Does the boy have blonde hair? Etc. until, by process of elimination, the one with Clarence is the only one standing. Youth may take a guess, but they only have three guesses.

Developing Trusting Relationships in Teens a one-hour lesson for youth 12-14 to develop and enhance the positive character trait of trust

- Name games – Alliteration Name Game – try to remember the kids’ names using alliteration from the day before; Hustle Bustle (Rohnke & Butler – Quick Silver p. 87)
- Trust Fall (Rohnke-Silver Bullets p.80)
- Willow in the Wind (Rohnke-Cow Tails and Cobras II p. 52)
- Minefield (Rohnke- Silver Bullets p.24)
- Toxic Waste (Rohnke and Butler p. 178)

Day 3

Developing a Caring Character in Teens, a one-hour character education lesson focusing on the character trait of caring for youth ages 12-14

Discussion: How do you know if someone cares? How do you say “care” in Russian? [Kak “care” paRuskie?]

Activity:

- Left Out – all about cliques (Jackson, pp.151-152)
- Labeling Peers- On flash cards make labels of different types of people: athlete, computer geek, smart person, sloppy person, pretty person, popular person, shy person, bookworm, very good roller skater, good dancer, teacher’s pet, overweight, unattractive/plain. Tape each one on the back of participants so they cannot see what label they have. Instruct participants they are to treat the person according to their label. After about 5-10 minutes, have each one guess what they are. HINT: May have group leader help give labels to participants according to their personality. Discussion: Is it fair, caring, to treat people like labels without getting to know them. What was it like to be treated _____?
- Back-to-Back Drawing – barriers to communication (Jackson p. 76-79)

Developing a Caring Character, three one-hour character education lessons focusing on the character trait of caring for youth ages 7-11

Discussion: What does “care” mean? How do you say “care” in Russian? [Kak “care” paRuskie?] Bring out Clarence. Tell them that Clarence cares about them and wants to play with them.

Activities:

- Stewed Chicken (hot potato) using Clarence
- Clarence Says (Simon Says) non-competitive
- Shipwreck – A sinking ship and only one lifeboat! Clarence and one survivor must be on board the lifeboat at all times with no more than five to the lifeboat at a time. How can everyone be saved before the ship goes down?! A large carpet makes a great ship and a lightweight matt makes a great lifeboat. Designate a safe port to drop off survivors.

Day 4

Resolving Differences Democratically I & II 2-hour sessions on the methods of using a democratic model for resolving conflicts peacefully and respectfully for youth ages 7-14.

Discussion: How are decisions made with your friends? In a classroom? With your parents? Describe the “majority rules” system used in Parliamentary procedure in the US.

Activities:

- Choosing a club name
- Making a club banner*

**Needed: one 5' x5' white cloth per group. Various colors of felt, permanent markers, scissors, and glue.*

Day 5

Baseball!!!!

Needed: whiffle ball and bat, rubber bases.

Week 2 Day 6

Resisting Negative Peer Pressure a one-hour experiential education lesson on negative peer pressure and the effects of drugs and alcohol on the brain for teens 12-14

Discussion: Are drugs and alcohol used in schools and with peers? Is it a problem? What is peer pressure? [Kak “peer pressure” paRuskie?]

Activities:

- Slowed Reactions (Jackson, pp. 193-195)
- Porthole* (Jackson, pp. 180-184)
- Decide Early – peer pressure (Jackson, pp. 119-121)

**Needed: hula hoops*

Trust Building and Cooperative Games a one-hour lesson for youth ages 7-11 using experiential education to build on established basic concepts

Discussion: Share examples of trust you have seen among the campers since you have been at camp. Have they seen any? Trust helps us get along better. Now that the group is getting better at trusting each other, we will build on what we have learned since camp started.

Activities:

- Parachute* Warm Up with beach balls, etc.
- Human Spring (LeFevre p. 88)
- Blind Walk* [Trust walk through obstacles] (Jackson, p 87-89)

**Needed: Parachute for warm up. Blindfolds and objects like hula hoops for going through and around obstacles*

Day 7

Dieting Wisely as a Teen Using the Food Pyramid a one-hour lesson on healthy dieting and life changes for teens ages 12-14 using the Food Pyramid

Discussion: changes in body as a teen i.e. sleep more, more hungry, cranky, etc. Eating disorders – what are they? Did you know that.... Some people vomit or eat very little just to stay thin? How is this unhealthy?

Activity:

- Build a Food Pyramid* (based on USDA's model)

**Needed: flash cards with pictures of various vegetables, meats, fruits, dairy, etc.*

Healthy Eating with the Food Pyramid Three one-hour lessons on healthy eating for youth ages 7-11 using the Food Pyramid

Discussion: What is better for your body, a candy bar or an apple? Is eating many apples in one day good for you? What would happen if you ate 20 apples in one day? How do you know how many to have? Introduce USDA's Food Pyramid.

Activities:

- Build a Food Pyramid* (based on USDA's model)
- Match Game - Use flash cards to play match game in pairs after building food pyramid.

**Needed: enough flash cards with pictures of various vegetables, meats, fruits, dairy, etc. for each child to keep.*

Day 8

Goal Setting with Teens one 1.5-hour lesson for youth ages 12-14 on the importance of setting goals in life and the consequences for not setting them

Discussion: It's hard to imagine how long our life really is.

Activities:

- Lifeline* Best done indoors. Line paper end to end on the floor down a long hallway. Each paper represents one year of our life. Have teens stand next to the paper that represents their age. Number every 5 or 10 papers so they can easily find their place. Ask them to think about their goals in life and about at what age they plan to finish school, at what age they will get their first job, at what age they may, travel, marry, have kids, grand kids, retire, etc. Explain that even though they are feeling like they may never finish school or that their life is really terrible now as a teen, that their lives will continually change and that there are many more wonderful years ahead of them that they cannot even see right now.
- Auction Block* (Jackson pp. 64-69)

**Needed: play money for auction and 8.5x11 paper for lifeline*

Day 9

Team Building for Teens a 1.5-hour experiential education lesson on cooperative problem solving and team building for teens aged 12-14

Activities:

- Claytionary* (Rohnke and Butler- Quick Silver p.107)
- Grab your toes (Rohnke-Cow Tails and Cobras II p. 38)
- All Sit [Lap Game] (LeFevre p. 94)
- Balloon Trolley (Rohnke & Butler -Quick Silver p.147)
- Fire in the Hole (Rohnke & Butler – Quick Silver p. 199)
- Tower Building (Fairness) Participants in groups of 3 or 4 receive a bag with different amounts of items inside. They are instructed to build the largest freestanding tower possible within a set time limit without talking and using all items in bag. Discussion to follow about fairness; on who had better and more stuff to build tower
- Yurt Circle* (Rohnke and Butler-Quick Silver p. 258)

Needed: mini containers of play dough for Clationary, large rope for Yurt Circle, Tower Building items in bags: Marshmallows, toothpicks, gum drops

Team Building and English, three one-hour experiential education lessons on team building and developing skills in English for Russian youth

Activities:

- Inch Worm (Partners) (Rohnke-Silver Bullets p. 158)
- Python Pentathlon (Rohnke-Cow Tails and Cobras II p. 43)
- “There are Seven Days” song to the tune of Clementine. (*Any song about the days of the week will do.*) Make a poster with the days of the week spelled out in order for reference.
- Days of the Week (adaptation of Scoot and Spell LeFevre p. 150)

Needed: Poster paper, markers, flash cards for letters

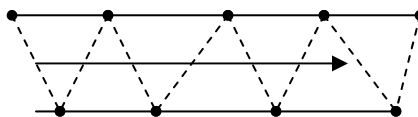
Day 10

Developing Self-Esteem through Positive Reinforcement one-hour lesson on building self-esteem in youth ages 7-14 using experiential education.

Discussion: What do you want US children to know about Russian Children? What do you want to be when you grow up?

Activity:

- People Wash – Youth stand in two rows facing each other. Explain that we all need to hear the positive about ourselves from the people we care about and trust. One person is selected to move from person to person across the lines to receive their compliment then remain on the opposite end to give their compliments to the next participant. The facilitator is encouraged to share their thoughts about youth they have gotten to know for two weeks. This is a very powerful self-esteem building exercise for youth 7- adult.



RESOURCES:

Jackson, Tom (2001). Activities that Teach. Red Rock Publishing, Cedar City, UT

LeFevre, Dale (2002). Best New Games. Human Kinetics, Champaign, IL

Rohnke, Karl & Butler, Dale (1995) Quick Silver, Kendall Hunt Publishing, Dubuque, IA

Rohnke, Karl (1989) Cow Tails and Cobras II, Kendall Hunt Publishing, Dubuque, IA

Rohnke, Karl (1984) Silver Bullets, Kendall Hunt Publishing, Dubuque, IA