TENNESSEE 4-H CURRICULUM OVERVIEW

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UT EXTENSION
INSTITUTE OF AGRICULTURE
THE UNIVERSITY OF TENNESSEE

TENNESSEE 4-H CURRICULUM

Vision: To provide high-quality, research-based educational programming that models best practices in youth development to the youth of Tennessee

Mission: Develop comprehensive curricular materials to guide 4-H programming for use by agents, volunteer leaders, specialists and youth

DEFINITIONS OF TERMS

Curriculum: The formal and nonformal knowledge, skills and dispositions that we intend for youth to master as participants in Tennessee 4-H

Formal curricula: Include (but are not limited to) lesson plans for in-school clubs, project area outcomes, project area guides, and specialist-developed programs (such as On My Own)

Nonformal curricula: Include (but are not limited to) educational events, experiences and contests in which youth are engaged

Educational events: These are designed to recognize achievement in project areas. They include (but are not limited to) statewide events such as Roundup, Congress and Junior High Academic Conference; regional events such as Regional All-Stars and Clover Bowl; and local/county events.

Educational experiences: These are designed to enrich the 4-H curriculum. They are usually planned at the local or regional event to provide team-building and extracurricular opportunities for clubs. Examples of state-level experiences include participation in National 4-H Healthy Living Summit, state council trips to visit Jimmy Carter, and going to Dollywood as part of Roundup or Academic Conference.

Contests: They promote excellence and achievement in project areas and occur on the local, regional and state levels. Examples include skill-a-thons, beekeeping essays, poster contents, demonstrations and public speaking.

Lesson plans: These are formalized, written instructions for delivering new content in a formal learning environment, such as a classroom or club meeting.

Project area outcomes: These are formalized written goals to guide youth mastery of the foundational knowledge, skills and dispositions within a given project area. Outcomes are written by the subject matter specialist(s) and reviewed by the curriculum specialists, a panel of 4-H agents, the state 4-H staff and regional program leaders before they are submitted to UTIA Marketing and Communications for publication as web-based documents. Outcomes will be reviewed every three years and updated as needed.

Project area guides (PAGs): These are formalized written activity guides that are developed based on project area outcomes. PAGs are designed to provide learning activities that guide youth toward mastery of the project area outcomes. They are written at developmentally and age-appropriate stages (beginner, intermediate and advanced) and can be used in a self-directed, self-paced manner by youth or used by 4-H agents and volunteers to guide instruction for a project group. PAGs are developed by the subject matter specialist in conjunction with the curriculum specialists and are reviewed by a panel of 4-H agents, the state 4-H staff and regional program leaders before they are submitted to UTIA Marketing and Communications for publication as web-based documents. The PAGs will be reviewed every three years and updated as needed.

Development of the Framework

This process started in September 2015 by surveying Tennessee 4-H agents, specialists, program leaders and volunteers. The feedback from the surveys indicated that the biggest areas of curricular needs were: 1) 20- to 30-minute activities that are aligned with state standards and come complete with needed resources (PPTs, flip charts, etc.); 2) curricula related to leadership, citizenship and STEM; and 3) instructional resources that have high levels of student engagement; clear, easy-to- follow instructions; and materials/ resources that are accessible and cheap.

Throughout the fall, other states' programs were systematically examined to look for examples of comprehensive curricular frameworks. No other state has developed statewide outcomes to frame state-level programming in a format that is publicly available. The Targeting Life Skills in 4-H model (Hendricks, 1998) is the most comprehensive model publicly available that delineates the foundation skills that are core to the 4-H philosophy. This model divides life skills into the four "H" categories and then further divides each "H" into two life skills. Each life skill is then divided into three to five subskills. For example, "**Hands**" is divided into "**Giving**" and "**Working**". "**Giving**" is then subdivided into subskills of Community Service/Volunteering, Leadership and Responsible Citizenship.

Building on this framework, outcome statements were crafted from the definitions of each life skill and subskill. These outcomes were then classified using Bloom's Taxonomy for the cognitive and affective domains to help organize them from "beginning" skills to "advanced" skills.
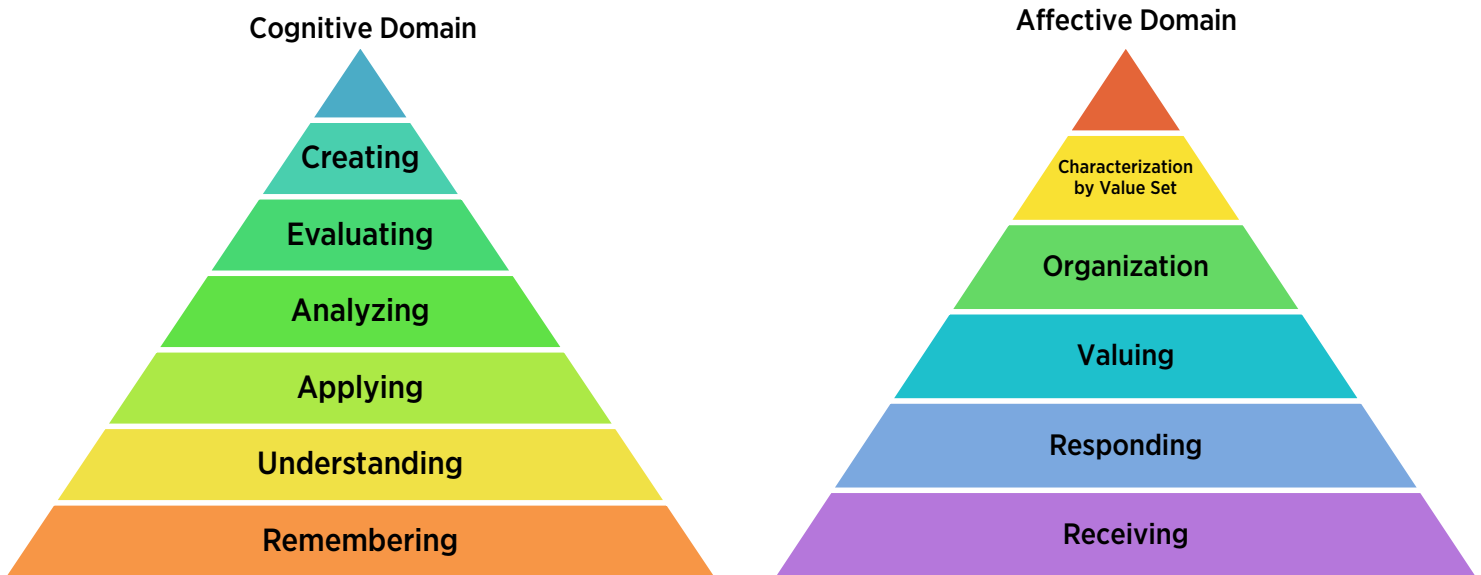
Once aligned to Bloom's, the outcomes were then regrouped in order of Bloom's in increasing difficulty (Remembering to Creating or Receiving to Characterization) to allow for continuity of outcomes across time. The scope of the outcomes was then organized by grade level.

At the beginner levels (grades 4-5), four outcomes per category (Head, Heart, Hands, Health) were identified for a total of 16 outcomes per grade level. At the Intermediate (grades 6-8) and Advanced levels (grades 9-12), four outcomes per life skill were identified for a total of 32 outcomes per grade level.

About the Framework

The outcomes are designed to guide program development and delivery related to life skills; content-specific outcomes will be developed for project areas during the next year. The grade level at which a particular outcome is included is designed to indicate the point (grade level) of mastery. This assumes that skills will be introduced earlier and continue to be reinforced after the grade level at which they appear. For example, the outcome of plan, organize and present a speech appears in 8th grade under the Heart Relating Communicating subskill. This means that by the end of the 8th grade club year, members are expected to have mastered the ability to plan, organize and present a speech. However, to master these skills, the concepts will have to be introduced earlier (i.e., 4th grade) and will continue to be reinforced through events until 12th grade.

4-H CURRICULUM MODEL AND FRAMEWORK

Experiential Learning Model

All curricular resources published for use in Tennessee 4-H programs are designed to follow the Experiential Learning Model (Figure 1). Tennessee 4-H lesson plans (for in- school club use) add four pre-instructional elements to the Experiential Learning Model: setting the stage, gaining students' attention, assessing prior knowledge and presenting the learning outcomes for the lesson. This portion of the lesson is typically short but serves an important purpose of preparing the students to learn, determining what they already know about the topic, and sharing with them what it is they should know or be able to do, or what dispositions they should have, at the conclusion of the lesson.

After the pre-instructional elements, lesson plans then move to the Experience section of this model. Students are presented with new content and perform an activity that helps reinforce or teach this material. These activities are typically hands-on in nature and, as the name implies, allow students to experience what they are learning. For example, if you were presenting a lesson on the effects of soil erosion, a great experience activity would be to bring in jars of water and allow students to put different amounts of soil into the jar to see how erosion affects the clarity of water in a river.

Another possible experience for this type of lesson would be a field trip to the Mississippi River to see the real-life effects of soil erosion. Experiences can be either large or small, but the important part to keep in mind is that all experiences should be meaningful. The next steps in the Experiential Learning Model all relate to assessing your learners and giving them practical applications for what they have learned.

Share, Process, Generalize and Apply allow students to share with you what they have learned and find practical applications for what they have learned during the instructional event.

Figure 1. Experiential Learning Model

Life Skills

In addition to being aligned to either state content standards or project area outcomes, all curricular resources are designed to teach at least one life skill. Tennessee 4-H is one of the first programs in the country to have developed a comprehensive framework of life-skill outcomes to guide programming. This framework, Tennessee's Innovative Programming Priorities for 4-H, or TIPPs for 4-H, can be found in UT Extension extension.tennessee.edu/publications/Documents/PB1853.pdf.

TIPPs for 4-H are based on the Hendricks Life Skill Model (Figure 2) developed by Patricia Hendricks of Iowa State and describes the knowledge, skills and dispositions related to life skills that 4-H members in grades 4 through 12 should work to master. The TIPPs for 4-H outcomes have been organized into four or eight categories, depending on the student's grade level. Outcomes for 4th and 5th graders are categorized into Head, Heart, Hands or Health. Outcomes for grades 6-12 are organized into the following categories: Head Thinking, Head Managing, Heart Relating, Heart Caring, Hands Giving, Hands Working, Health Living and Health Being.

Figure 2. Targeting Life Skills Model

CURRICULUM DELIVERY PATHWAYS

Tennessee 4-H Programming consists of two delivery pathways: programming that occurs during in-school club meetings and programming that occurs during out-of- school club meetings. Figure 3 depicts both pathways.
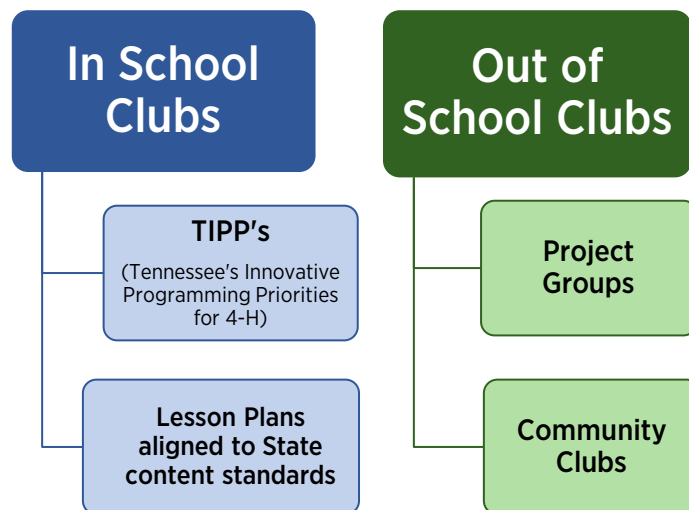

Figure 3. Delivery Frameworks

In-School Clubs Programming

All in-school club activities should be directly aligned to state content standards and supplement what the teacher is teaching in the classroom. To meet this need, the curriculum development team of the state 4-H staff develops lesson plans that align to state content standards in each of the four core subject areas: science, social studies, English/language arts and math for grades 4-12.

- o These lesson plans are peer reviewed by UT Extension agents and subject matter specialists and then submitted to UTIA Marketing and Communications for publication. Extension agents are also encouraged to submit lesson plans they have developed and used over the years for publication so that other agents across the state can access them. These lessons follow the peer-review process described above.
- o Once published, these lesson plans are available in two locations: the UTIA Marketing and Communications Publication Database and on the In-School Lesson Plans page of the Tennessee 4-H Youth Development webpage (extension.tennessee.edu/publications/Pages/4hcurriculum.aspx).

Lesson plans are categorized based on the grade level of the students for which the lesson was developed. Beginner-level lesson plans are designed for students in the 4th and 5th grades, Intermediate lesson plans are developed for use in 6th, 7th and 8th grade classrooms, and advanced lesson plans are for use in high school classrooms.

To enhance in-school club programming, 4-H members are encouraged to compete in public speaking, demonstration, poster and interactive exhibit educational contests. These contests are judged at the local level with winners qualifying for regional- and state-level awards.

Out-of-School Clubs

Curriculum and programming for out-of-school clubs are primarily project-based and designed to teach the project area outcomes identified for each of the project areas. These resources are typically not aligned to content standards, as they are primarily presented outside school hours. However, if a project-specific lesson plan has an alignment to state content standards, the alignment is noted. The process for development, peer review and publication of out-of-school club curricula is outlined in Figure 4.
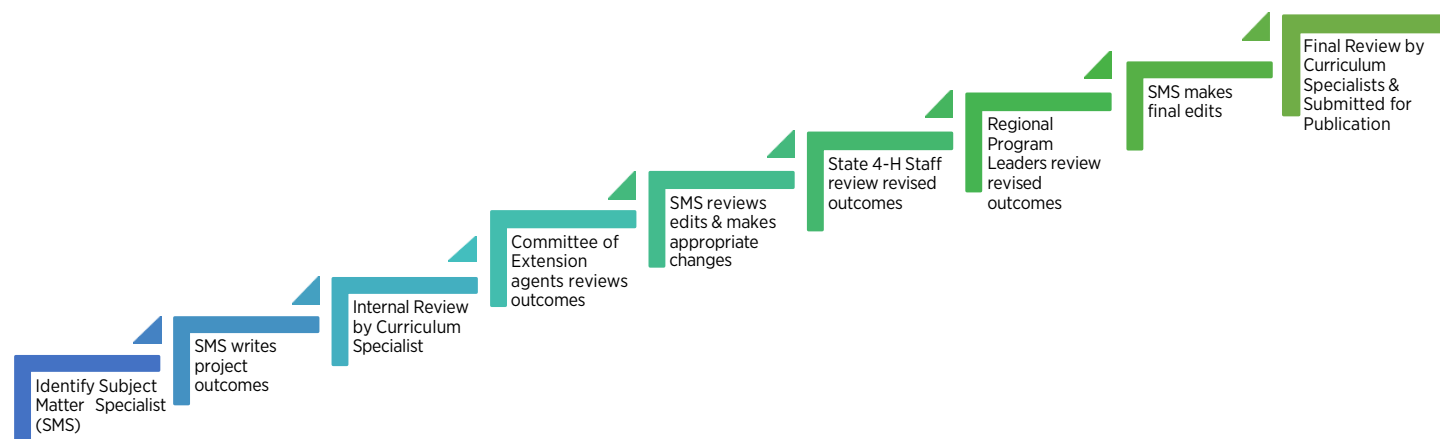
Identify Subject Matter Specialist (SMS) → SMS writes project outcomes → Internal Review by Curriculum Specialist → Committee of Extension agents reviews outcomes → SMS reviews edits & makes appropriate changes → State 4-H Staff review revised outcomes → Regional Program Leaders review revised outcomes → SMS makes final edits → Final Review by Curriculum Specialists & Submitted for Publication

Figure 4. Development and Review Process for Project Area Curricula

4-H PROJECT WORK

Developing Life Skills

Through project work, Tennessee 4-H members gain valuable life skills as outlined in the TIPPs for 4-H Life Skill Framework.

Standards of Quality for Project Work

For each project area, a set of outcomes has been developed to guide curriculum development; project work; and local, regional and statewide programming. These outcomes define what a member should know (knowledge), what they should be able to do (skills), and what mindsets or attitudes they should develop (dispositions) while completing project work. Project area outcomes were developed by UT Extension subject matter specialists and reviewed by 4-H agents and state and regional staff before publication.

The organization of the project area outcomes varies from subject area to subject area, but the general organization remains consistent across project areas. It is common within groupings of project areas, such as the Animal Science projects or the Family and Consumer Sciences projects, that outcomes are organized in consistent manners. In the Animal Science project areas, outcomes are organized into subcategories such as conformation, breeds, management, feeding, etc. Family and Consumer Sciences project area outcomes are grouped into subareas within the primary project area. For example, in Consumer Education/Economics, there are subcategories of housing, managing money and financial planning, among others. In the skill development project areas of Leadership and Citizenship, outcomes are grouped and organized based on whether they are knowledge, skill or disposition outcomes. These outcomes are then further defined by indicators that give 4-H members smaller goals to work toward while also mastering the overarching outcome.

In moving toward an outcomes-based assessment of the quality of project work, there has been a reconception of student progress in the project area over time. In the past, project work was dependent on the grade level of the 4-H member. While this concept works well in the lower grades, it presents an issue when members switch from one project area to another as they progress into Level 1 and 2 competitions. To address this issue, project area outcomes are now organized based on the number of years a 4-H member has been in the project area.

Beginner project outcomes are designed for students who have been in the project for one to two years, Intermediate outcomes are for students with three to five years of project work, and Advanced outcomes are for students with six or more years of project work.

Figure 5. Bloom's Taxonomy

A 4-H member who decides to change project areas is expected to start by mastering the beginner-level outcomes to gain the foundational background information necessary to succeed in the project. It is also assumed that a student who switches project areas later in their 4-H career will be able to progress much faster through the beginner- and intermediate-level outcomes as compared to a 4-H member who completes this as their first project.
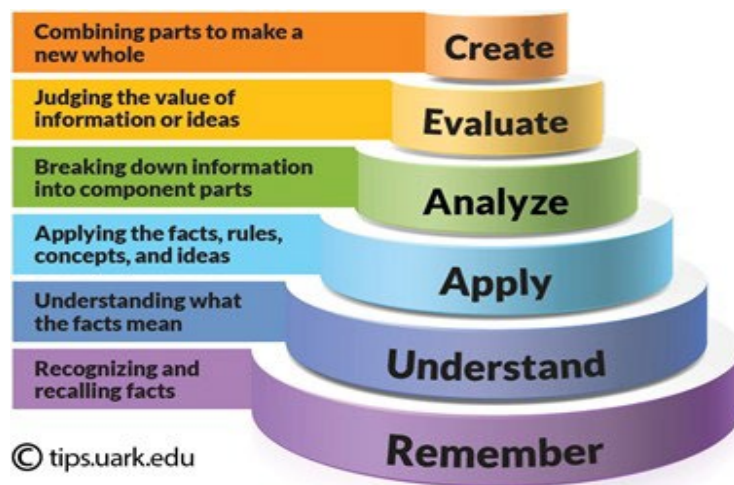
Project area outcomes are designed to be aligned to Bloom's Taxonomy. This means that as students move from beginner to intermediate and, ultimately, to advanced outcomes in their project work, they are progressing from lower-order thinking skills to higher-order thinking skills. Beginner outcomes are primarily aligned to the lowest two levels in Bloom's Taxonomy, Remember and Understand. As students move to intermediate, they move to the Analyze and Apply levels of Bloom's, and advanced- level outcomes align with the Evaluate and Create levels of the Bloom's pyramid (Figure 5).

Figure 6 is an example of the formatting and organization of the Leadership Project area outcomes that were published in March 2017. An example of the header for each set of outcomes and the outcomes and indicators for each level have been included. When published, all project area outcomes within a given project share a single publication number, but are differentiated by an A (beginner), a B (intermediate) or a C (advanced) following the publication number.

Leadership

March 2017
For more information, contact:
James W. Swart, 4-H Youth Development
Lori Gallimore, 4-H Youth Development
Jennifer Richards, 4-H Youth Development

Knowledge

Understand your personal leadership style.
- Identify your personal leadership style.
- Describe your personal leadership style.

Identify personal leadership abilities you possess.
- Explain different concepts, such as honesty and motivation, associated with leadership on a personal level.
- Find the independent leadership abilities you possess.
- Summarize the different leadership skills you possess.

W 412-B

3-5 YEARS IN PROJECT

Leadership

March 2017
For more information, contact:
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Knowledge

Model different methods of stress management.
- List items in your life that cause unnecessary stress.
- Experiment with different methods of stress management.

**Explain essential parts of goal setting.**
- List short-, medium-, and long-term goals as they apply to your 4-H project work.
- Develop a timeline for achieving your short-term goals.

Figure 6: Example Project Area Outcome

Mastery of skills within a specific project area is dependent on the student's ability to show completion of project work related to the project area outcomes. Beginner- level project work is primarily evaluated at the county and subregional level. This evaluation is conducted by agents observing students' work on project area curriculum and their connection of project work to other contests, such as public speaking or demonstrations. Intermediate-level project work is primarily evaluated at the county and regional level. In this level, 4-H members begin completing project portfolios that demonstrate their mastery of different skills related to project area outcomes. Advanced-level project work is evaluated at the state level through submission of the project portfolio. These portfolios are evaluated based on created rubrics that measure both the quantity and quality of project work.

Project Curriculum and Materials

The project area outcomes guide the development of project area curriculum and other resource materials. The primary curricular resources to help 4-H members complete high-quality project work are the project area guides (PAGs). For each project area, a PAG will be developed for 4-H members at the beginner, intermediate, and advanced levels. Each PAG is designed in a self-paced, self-directed format that will allow 4-H members to complete the work independent of the 4-H agent or volunteer. Each activity in the PAG includes integrated assessments and is tied to a specific project area outcome, or several outcomes as appropriate. Samples of PAG activities are shown below from Beginner Clothing and Textiles (left) and Beginner Poultry (right).

KNOW YOUR SEWING MACHINE
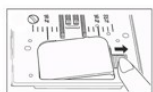
1-2 YEARS IN PROJECT

Beginning Clothing and Textiles
Creating Clothing and Accessories
Project Activity 1

Project Outcome: Identify the parts of the sewing machine
Project Indicator: Using Sewing Machine to create a sewn project

Operating the sewing machine may seem awkward at first, but with a little help, patience, and practice, you will soon be sewing. Let's get acquainted with the parts of the sewing machine, so your will have a fun experience. All machines are not alike, but they do have the same basic parts, usually located in the same place on the machine

PARTS OF THE SEWING MACHINE:

Balance (hand) wheel—moves the needle up and down as it turns. Can be moved by hand to move needle out of fabric.

Bobbin—holds the thread for the underside of the seam. Bobbins are located in different positions on various machines and is held in placed by a bobbin case within a bobbin compartment.

Bobbin winder—Holds the bobbin while thread is wound from the spool onto the bobbin.

Feed dog—small teeth or bars go up and down to move your fabric as you sew.

Foot Pedal—controls how fast or slow the machine sews. It's like the gas pedal on a car.

Needle—carries the top thread and goes up and down through your fabric to make stitches. Presser foot—holds your fabric in place as you sew.

Pressure bar lever (lifter)—raises and lowers the presser foot.

Reverse stitch lever—used to sew a backstitch at the beginning and end of stitching a seam to lock the stitch in place
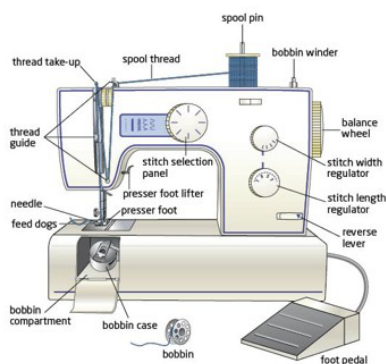
Tennessee 4-H Youth Development

Beginning Poultry Project Activity 9

Project Outcome
Develop awareness of housing structures and needs
Project Indicator
- *Differentiate between commercial and small flock practices*
- *Identify the resources and tools needed for both commercial and small flocks*

In this section, we will learn to differentiate between commercial flocks and backyard flocks. This will include the purposes for each flock as well as the housing structures and needs for each type of flock.

Backyard Flock	Commercial Flock
- Flock size is dependent on needs and space available - Birds can be pets or used for production purposes - Multiple breeds in one flock - Usually free ranging - Not kept or raised for strict profitability	- Flock size is determined by building size and company/industry standards - Birds are raised strictly for profit - Only one breed within the flock, and it is usually the most efficient producer - Depending on the farm, birds can have access to the outside, but they usually spend life inside a building

Tennessee 4-H Project Areas

Beef — In the Beef project, you'll learn about breeds of beef cattle, management of a herd, how to show beef cattle, and anatomy. Related educational activities include County, Regional and State Beef Expo; Livestock Judging; Meats Judging; Beef Skill-a-thon; Academic Conference; and Junior High and Senior project achievement competitions.

Citizenship — The Citizenship project is all about learning how to transform your community and activating a sense of citizenship in yourself and others. Related educational activities include State 4-H Congress; Local, County, Regional and State 4-H Service projects; Academic Conference; and Junior High and Senior project achievement competitions.

Clothing and Textiles — The Clothing and Textiles project is focused on wardrobe planning, care and maintenance of clothing, creating clothing and accessories, and understanding textiles. Related educational activities include Consumer Decision Making Judging; Focus on Fashion; FCS Behind the Scenes; Fashion and Design Camp; Quilt Camp; and Junior High and Senior project achievement competitions.

Communications — The Communications project focuses on all forms of communicating with others: written, verbal and nonverbal. Related educational activities include Local, County, Regional and State Public Speaking Competitions; demonstrations; interviews; interactive exhibits; judging reasons; and Junior, Junior High and Senior project achievement competitions.

Companion Animal — The Companion Animal project appeals to the animal lover in everyone. Explore different species of animals in this project. Related educational activities include Academic Conference and Junior High and Senior project achievement competitions.

Consumer Education and Economics — Producing and managing income, understanding the economy, and financial planning are topics in the Consumer Education and Economics project. Related educational activities include Consumer Decision Making Judging; Junior High Life Skills Judging; Academic Conference; and Junior, Junior High and Senior project achievement competitions.

Dairy — The Dairy project focuses on the care, management, anatomy and showing of dairy cattle. Related educational activities include County, Regional and State Dairy Shows; Dairy Judging; Dairy Skill-a-thon; Dairy Quiz Bowl; Academic Conference; and Junior High and Senior project achievement competitions.

Electric — Electrical circuits, wiring, and telling the difference between AC and DC circuits are a few things you'll learn in the Electric project. Related educational activities include Junior High and Senior project achievement competitions and State Electric Camp.

Engineering and Safety Science — Design, revision, maintaining a safe workspace, and so much more are parts of the Engineering and Safety Science project. Related educational activities include Junior High and Senior project achievement competitions.

Entrepreneurship — While not a standalone project area, these outcomes and PAGs direct 4-H members through the basic concepts related to ideation, discovery, building and launching of a business and will culminate in the development of a business plan. This is a new project area that will launch in 2019. Anticipated related educational activities include Shark Tank.

Entomology/Beekeeping — The Entomology/Beekeeping project introduces 4-H members to the exciting world of insects and their relatives, the arthropods. Related educational activities include Forestry Judging and Junior High and Senior project achievement competitions.

Forestry, Wildlife and Fisheries — The Forestry, Wildlife and Fisheries project is a perfect project for someone who loves being outdoors. Learn about species of wildlife, aquatic animals and the environment. Related educational activities include Forestry Judging; Wildlife Judging; Shooting Sports; and Junior High and Senior project achievement competitions.

Food Science — Microbiology, food preparation and food-related careers are topics covered in the Food Science project. Related educational activities include Outdoor Meat Cookery; Meats Judging; Academic Conference; and Junior High and Senior project achievement competitions.

Goat — The Goat project allows 4-H members to explore different breeds of goats while learning how to manage and show their herds. Related educational activities include County, Regional and State Goat Shows; Livestock Judging; Goat Skill-a-thon; Academic Conference; and Junior High and Senior project achievement competitions.

Horse — The Horse project introduces 4-H members to management, conformation, anatomy and diseases related to horses. Related educational activities include County, Regional and State Horse Shows; Horse Judging; Horse Bowl and Hippology; Academic Conference; and Junior High and Senior project achievement competitions.

Horticulture Garden — Soil, flowering plants and vegetable plants are just a few topics covered in the Horticulture/Garden project. Related educational activities include Land Judging; Academic Conference; and Junior High and Senior project achievement competitions.

Leadership — In the Leadership project, 4-H members gain the skills to be leaders of themselves, their communities and their world. Related educational activities include Local, County, Regional and State Councils; State 4-H Congress; and Junior High and Senior project achievement competitions.

Line and Design — In the Line and Design project, 4-H members explore visual arts, crafts, and interior and graphic design. Related educational activities include Consumer Decision Making Judging; Junior High Lifeskills Judging; Fashion and Design Camp; Quilt Camp; Junior Academic Conference; 4-H Art Poster; and Junior High and Senior project achievement competitions.

Nutrition Health and Fitness — Physical activity, nutrition and personal health are just a few topics for 4-H members to learn about in the Nutrition, Health and Fitness project. Related educational activities include Outdoor Meat Cookery; Meats Judging; Academic Conference; and Junior High and Senior project achievement competitions.

Outdoor Recreation and Shooting Sports – In this project, 4-H members can learn about outdoor recreation such as camping, kayaking and fishing, as well as get involved in the shooting sports disciplines of shotgun, muzzleloader, archery, rifle and target shooting. Related educational activities include Target SMART Camp; Virtual Outdoor Recreation Project Group; Academic Conference; and Junior High and Senior project achievement competitions.

Performing Arts and Recreation — 4-H members in this project learn about vocal and stage performance, indoor and outdoor recreation and shooting sports. Related educational activities include Performing Arts Troupe; Shooting Sports; and Junior High and Senior project achievement competitions.

Personal Development — The Personal Development project encourages 4-H members to develop themselves through the six C's: Caring, Character, Competence, Connection, Confidence and Contribution. Related educational activities include Junior High and Senior project achievement competitions.

Photography — Parts of a camera, image composition, and image and video editing are just a few things awaiting 4-H members in the Photography project. Related educational activities include Photo Search and Junior High and Senior project achievement competitions.

Plant Science — The Plant Science project exposes 4-H members to the science and method of growing a variety of plants. Related educational activities include Land Judging; Academic Conference; and Junior High and Senior project achievement competitions.

Poultry — Whether it's managing a small home flock or a major operation, 4-H members will gain these skills in the Poultry project. Related educational activities include Poultry Judging; Academic Conference; Outdoor Meat Cookery; and Junior High and Senior project achievement competitions.

Sheep — Management, anatomy and proper nutrition are just a few topics covered in the Sheep project. Related educational activities include County, Regional and State Sheep Expo; Livestock Judging; Meats Judging; Sheep Skill-a- thon; Academic Conference; and Junior High and Senior project achievement competitions.

Swine — In the Swine project, you'll learn about breeds of pigs, management of a herd, how to show swine, and anatomy. Related educational activities include County, Regional and State Hog Shows; Livestock Judging; Meats Judging; Swine Skill-a-thon; Academic Conference; and Junior High and Senior project achievement competitions.

Veterinary Science — Common diseases, treatments and animal anatomy are topics covered in the Veterinary Science Project. Related educational activities include Livestock Judging; Academic Conference; and Junior High and Senior project achievement competitions.

STATEWIDE EVENTS

Statewide events are designed to recognize achievement in project areas.

Beekeeping Essay Contest — Allows 4-H'ers to use their writing and research skills in developing an essay on a beekeeping-related topic. Cash awards are available to winners on the national level.

Beef Educational Contests — Allows 4-H'ers to learn more about and market the beef project through videos, poster contests, etc.

Citizenship Washington Focus — Offers senior 4-H'ers the opportunity to experience hands-on learning while having fun in our nation's capital. Delegates stay at the National 4-H Center and tour many of the national monuments and tourist attractions around Washington, D.C. CWF is a great way to learn about national government through interaction. The workshops, assemblies and committee assignments bring citizenship to life.

County Dairy Promotion Contest — Sponsored by the Southeast United Dairy Industry Association (SUDIA) and provides opportunities for 4-H members to build skills in project areas such as communications, leadership/citizenship, consumer science, health/fitness, dairy foods and food/nutrition.

Dairy Poster Contest — 4-H'ers get to show off their artistic talents in this annual contest sponsored by the Southeast United Dairy Industry Association (SUDIA).

4-H Electric Camp — A fun-filled, rewarding adventure in electricity for young people enrolled in grades 6-7. The camp features learning centers staffed by electric utility professionals.

Judging Teams — Senior High 4-H members practice decision-making skills and teamwork when participating in various judging-team events. State contests are held for Consumer Decision-Making, Dairy Products, Land, Wildlife and Forestry.

Junior High 4-H Academic Conference — Provides junior high 4-H'ers the opportunity to receive intensive training in their project area under the supervision of UT specialists and to explore related career opportunities.

LifeSmarts — A program for junior high youth enrolled in 4-H. The LifeSmarts regional judging activity consists of centers that incorporate various subjects in Family and Consumer Sciences.

Livestock Judging, Skill-a-thons and Quiz Bowls — Judging Teams, Skill-a- thons/Hippology and Quiz Bowls give 4-H'ers the opportunity to showcase knowledge and skills learned during their project work. Youth have participated in county, regional, state and national events. Even though many of these educational events are competitive, they are excellent teaching tools used in the county. Our research shows that youth gain life skills. Youth have reported that they gained critical thinking skills, improved communication skills, a belief that they could complete a project, improved teamwork skills and a good feeling about themselves and their abilities. Livestock skill-a-thons are a component of each youth livestock event.

National 4-H Congress — A recognition event for Tennessee's state project achievement winners. The Congress is held in Atlanta and offers delegates the opportunity to learn new skills, experience Atlanta's culture and make new friends from across the nation. The Tennessee delegation of about 40 is composed of the 32 4-H project winners, including the Leadership and Citizenship winners; two county agents; the volunteer leader who won a scholarship; a UT Extension Specialist and one additional member of the 4-H ALEC department (State Specialist or ALEC faculty member); regional staff and the assistant dean. Because attendance is a portion of the award for winning at the state level, the numbers have been consistent during the past 10 years and will not fluctuate.

Performing Arts Troupe — A group of vivacious high school teens who love to sing and dance! Each year the troupe performs a variety of themed shows for conferences, conventions and various public events across the state. Visit the website to learn how to become a member or book a show.

Photo Search Contest — Junior high and senior 4-H members can portray their 4-H involvement on film through the 4-H Photo Search activity.

4-H Poster Art Contest — Offers 4-H members the opportunity to display their artistic talents through contests conducted at their local club meetings. Contestants can advance to win county, regional and state awards.

State 4-H Roundup — A yearly event that recognizes the outstanding project work and leadership accomplishments of senior 4-H members. The State 4-H All-Star conference is held during Roundup and alternates between the UT Knoxville and UT Martin campuses. (Table 28)

State 4-H Sheep Conference — A family conference designed for those who want to learn about the 4-H Sheep Project. This two-day event held at Tennessee Technological University in Cookeville provides hands-on learning experiences, as well as opportunities to meet and make new sheep friends from across the state.

State 4-H Target SMART Camp — For young people enrolled in grades 5-9, this camp teaches appropriate skills to succeed in a variety of shooting sports and related areas such as archery, riflery, shotgun use, muzzle-loading and outdoor skills. Programs emphasize safety, correct form and responsible use.

Tennessee 4-H Congress — 4-H Congress gives 4-H'ers a firsthand experience in state government. At Congress, delegates become senators or representatives and form a "junior" state Congress. They devote their time to learning about government, citizenship, leadership and their state capital. During the Congress, 4-H'ers debate and vote on legislation, make legislative visits to their congress members, observe the Tennessee History Bowl and cruise the river on the General Jackson. Participants must be in 9th or 10th grade and be a member of Honor Club.

Regional Events

In addition to the statewide events, all three regions host regional contests and specialty project-based camps that do not qualify members for state-level contests. One example of a regional contest is the Clover Collection. Students, ages 9-19, demonstrate their clothing construction, pattern and fabric selection skills and include a modeling component to determine appropriateness of fit. The Clover Bowl is another popular regional contest. The purpose of the Clover Bowl is to acquaint 4- H members with themselves and their surroundings through participating in an enjoyable and educational program. In addition, this program helps participants develop leadership, teamwork and communication skills by learning about 4-H, Tennessee (history, geography, and government), agriculture, life skills, government and science. Other regional contests include Fun with Fashion, 4-H FCS Skill-a-thon, Project Showcase, OWLS camp and Achievement Day.

Adapting to Virtual Programming

With the need to rapidly shift 4-H programming to virtual delivery, three resources have been developed to assist 4-H agents.

The first is a Microsoft Teams site: Innovative Virtual, Technology Enhanced 4-H (InViTE 4-H): teams.microsoft.com/l/team/19%3a7e68b1f99d58419183c5d0df2f5d48e2%40thread. tacv2/conversations?groupId=ce3d132c-5cae-4d3c-a702- 833f483ad9a3&tenantId=515813d9-717d-45dd-9eca-9aa19c09d6f9

The InViTE site was designed to bring all training and resources for virtual programming into one centralized location. There are 16 channels on the Teams site:

- Training resources for each major school delivery platform (Canvas, Google Classrooms, etc.)
- Partnerships with other groups on campus (Engineering, Backyard STEM, Social and Emotional Learning, etc.)
- Communication resources (letters to teachers, administrators, parents, 4- H'ers)
- Virtual lessons that are ready to teach (storyboards and virtual lessons)
- Agent 2 Agent – Resources developed by other agents that have been submitted, reviewed and published for others to use
- Links to trainings on common digital programming tools (Canva, Doodly, etc.)
- Training resources for Nearpod

The second major resource was the purchase of a school license for Nearpod. Nearpod is a digital platform that helps educators make any lesson interactive, whether in the classroom or virtual. For an example lesson, visit: share.nearpod.com/vsph/SupqobvDNu

A third resource was the planning and implementation of virtual project groups. Two project areas now offer virtual programming.

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