



---

# 4-H in Tennessee Public Schools

September 2020

---



## 4-H Mission

The mission of Tennessee 4-H is to provide research-based Extension educational experiences that will empower young people to gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.

## 4-H Pledge

I pledge my head to clearer thinking; my heart to greater loyalty; my hands to larger service; and my health to better living, for my club, my community, my country and my world.

## 4-H Motto

To Make the  
Best Better.

## 4-H Slogan

Learn by  
Doing.

# Administrator's Guide

Letter from the 4-H Staff

Coffee County 4-H for the 2020-2021 School Year

What is a 4-H Project?

The TIPP's Model

What Our Teachers are Saying

Tufts Positive Youth Development Research Findings





Dear Administrators:

Thank you for partnering with the Coffee County 4-H Program and extending more opportunities for dynamic, hands-on learning experiences to your students. We are looking forward to collaborating with you this year to create meaningful activities that encourage students to utilize concepts from the classroom in new ways.

Please utilize this booklet as you incorporate the 4-H Program into your schools, and reach out to us if you have any questions or comments about the program.

Sincerely,

Michelle Matthews  
Extension Agent  
931-723-5141  
jmatthe1@utk.edu

Anna Duncan  
Extension Agent  
931-723-5141  
aduncan@utk.edu

Jesslyn Johnson  
Program Assistant  
931-723-5141  
jjohn434@utk.edu

Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development.  
University of Tennessee Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating.  
UT Extension provides equal opportunities in programs and employment.

# Coffee County 4-H for the 2020-2021 School Year

This year, Coffee County 4-H club members will utilize virtual worksheets, videos, and other digital content to participate in the standard 4-H contests including: public speaking, demonstrations, interactive exhibits, posters, and photography. The 4-H staff will also be offering personal development lessons that focus on building self-respect and resilience.

Additionally, 4-H members will select a 4-H project that will serve as the basis for their 4-H experience. They will be asked to reflect on their classroom content weekly and connect it to their 4-H project areas.

Please see the following chart for a full content outline including the Tennessee Academic Standards that are addressed by each learning experience.

# Tennessee Academic Standards Addressed by Coffee County 4-H 2020-2021

All learning experiences address Computer Science Standards FCO.4, FCO.5, ISA.1, ISA.4, and CC.1

Month	Topics/ Contests	Content Areas	4th Grade	5th Grade	6th Grade
Sept.	4-H Project Selection	ELA	4.SL.CC.2, 4.RI.IKI.7	5.SL.CC.2, 5.RI.IKI.7	6.SL.CC.2, 6.RI.IKI.7
Oct.	Goal Setting	ELA	4.SL.CC.2	5.SL.CC.2	6.SL.CC.2
		Health/ Wellness			6.MESH.9
Nov.	Speech Contest	ELA	4.SL.PKI.5, W.1a, W.1b, W.1d, W.2b, SL.4, L.3a	5.SL.PKI.5, W.1a, W.1b, W.1d, W.2b, W.2d, SL.4, L.3a	6.SL.PKI.5, W.1a, W.1b, W.1e, SL.4, L.3a, L.3b
		Computer Sci.	CC.2	CC.2	CC.2
		Health/ Wellness	4.S.1	5.S.1	6.SP.7
Dec.	Cyber Security	Computer Sci.	DC.3, DC.4	DC.3, DC.4	DC.3, DC.4
		Health/ Wellness			
			4.EW.2	5.EW.2, 5.EW.3	6.MESH.1, 6.MESH.2, 6.MESH.3, 6.MESH.4, 6.MESH.8
Jan.	Poster Contest	ELA	4.SL.PKI.5, W.2a, W., W.8, L.2a, SL.5, L.3a	5.SL.PKI.5, W.2b, W.2d, W.7, W.8	6.SL.PKI.5, W.2a, W.8, L.2a, L.2b
		Computer Sci.	CC.2	CC.2	CC.2
		Health/ Wellness	4.EW.2, 4.S.1	5.EW.2, 5.S.1	6.MESH.2, 6.MESH.3
Feb.	Demonstration (4&5) / Interactive Exhibits (6)	ELA	4.SL.PKI.5, W.1a, W.1b, W.1d, W.2a, W.8, SL.4, SL.5, L.3a	5.SL.PKI.5, W.1a, W.1b, W.1d, W.2b, W.2d, W.8, SL.4	6.SL.PKI.5, W.1a, W.1b, W.1e, W.2a, W.8, SL.4, L.3a, L.3b
		Computer Sci.	CC.2	CC.2	CC.2
		Health/ Wellness		5.EW.3	6.MESH.6, 6.HGD.16
March	Dairy Poster/ Photography	ELA	4.SL.PKI.5, W.2a, W., W.8, L.2a, SL.5, L.3a	5.SL.PKI.5, W.2b, W.2d, W.7, W.8	6.SL.PKI.5, W.2a, W.8, L.2a, L.2b
		Computer Sci.	CC.2	CC.2	CC.2
		Health/ Wellness	4.EW.1, 4.S.11	5.EW.1, 5.S.11	6.MESH.2, 6.MESH.3, 6.MESH.5

# 4th Grade Standards

## English and Language Arts

- 4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- 4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.
- 4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.
- L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.3a Choose words and phrases to convey ideas precisely
- SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- W.1b Provide reasons that are supported by facts and details.
- W.1d Provide a concluding statement or section related to the opinions presented.
- W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.

## English and Language Arts, Continued

- W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

## Health and Wellness

- 4.EW.1 Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- 4.EW.2 Explain how peers, family, and media influence personal thoughts, feelings, and healthy behaviors
- 4.EW.3 Identify how changes in the family can influence emotions.
- 4.S.1 Describe the ways social media can influence personal health
- 4.S.11 Identify resource persons in schools and the community and know how to seek help from them.

# 5th Grade Standards

## English and Language Arts

- 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
- 5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats
- 5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.
- L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.1b Provide logically ordered reasons that are supported by facts and details.
- W.1d Provide a concluding statement or section related to the opinion presented.
- W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

## Health and Wellness

- 5.EW.1 Identify positive and negative stress
- 5.EW.2 Identify questions to ask during the process of making a choice (“do I show respect for myself and others?”).
- 5.EW.3 Understand that cultural differences exist and influence emotions.
- 5.S.1 Analyze the positive and negative influences of social media on personal and family health
- 5.S.11 Differentiate between situations which need peer support and those which need adult help.

# 6th Grade Standards

## English and Language Arts

- 6.RI.IKI.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
- 6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.
- 6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.
- L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.2b Spell correctly.
- L.3a Vary sentence patterns for meaning, reader/listener interest, and style.
- L.3b Maintain consistency in style and tone.
- SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- W.1a Introduce claim(s) and organize the reasons and evidence clearly.
- W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.1e Provide a concluding statement or section that follows from the argument presented.
- W.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

## English and Language Arts, Continued

- W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

## Health and Wellness

- 6.MESH.1 Identify coping skills to deal with the health effects of stress, loss, and depression.
- 6.MESH.2 Describe the importance of setting personal boundaries for privacy, safety, and expression of emotions and opinions.
- 6.MESH.3 Identify internal and external influences on social, emotional, and mental health.
- 6.MESH.5 Identify trusted adults who can help with mental, social, and emotional health problems.
- 6.MESH.6 Identify discrimination, and bias and how it can lead to violence.
- 6.MESH.9 Identify how personal goals can be affected by poor decision-making
- 6.MESH.8 Identify decision-making strategies to enhance all aspects of health.
- 6.SP.7 Describe how to report bullying, threatening situations, or inappropriate content related to social media.
- 6.HGD.16 Identify that there are individual, family, and cultural differences in relationships.

# Computer Science Standards- All Grade Levels

- FCO.4 Use age-appropriate online tools and resources (e.g., tutorial, assessment, web browser).
- FCO.5 Demonstrate fundamental keyboarding skills.
- ISA.1 Enter, organize, and synthesize information in a variety of platforms. (e.g., saving, organizing, and storing word documents and spreadsheets)
- ISA.4 Locate information from a variety of sources
- DC.4 Recognize and describe the potential risks and dangers associated with various forms of online communications (e.g., cell phones, social media, digital photos).
- DC.3 Exhibit leadership for digital citizenship
- CC.2 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.
- CC.1 Interact with peers, experts, and others using a variety of digital tools and devices.

# What is a 4-H Project?

4-H members choose a 4-H project that forms the foundation of their 4-H experience. Youth choose from a variety of subject areas including photography, Veterinary Sciences, nutrition, and many more. Once the projects are selected, 4-H members set goals for themselves for the year that pertain to their projects. These goals may be skill-based, growth oriented, or knowledge-based. Then throughout the year, each activity that pertains to the projects is documented and compiled into portfolios at the end of the year. As members move into middle and high school, they will use these portfolios to compete for educational trips and scholarships.

Many 4-H members find this self-guided project process to be a novel and rewarding experience. Oftentimes, they use this opportunity to explore career options, start small businesses, and learn new skills. Overall, the 4-H project is an opportunity for 4-H members to write and achieve their own definitions of success in a field that interests them.

## 4-H Project Selection Guide



Welcome to 4-H! You have decided to become part of the largest youth development program in the world. You and the other 328,000 Tennessee 4-H participants are now "students" of the University of Tennessee. The 4-H program will help you develop skills you need to succeed in life. You will develop those life skills through project work. So, your next step is to select your 4-H project. What do you like to do? What would you like to learn more about? Tennessee 4-H has 26 program areas for you to choose from. Working with your parents and 4-H leaders, read through the brief descriptions of the projects listed below and sign up for your 4-H project.

### Beef\*

The 4-H beef program will teach you to select, manage, produce, market and show cattle.

### Citizenship

This project will help you learn to value others and to be a good citizen of your local, national, and global communities.



### Clothing and Textiles

The Clothing and Textiles project will help you acquire the skills and knowledge necessary to plan, select, make, assemble, and care for suitable clothing for work, school and social events.

### Consumer Education/Economics

This project will help you learn about being a good consumer as you explore smart shopping, income, expenses, saving money, credit and needs vs. wants.



### Dairy\*

The 4-H dairy program will teach you about the selection, production, management, health and showing of dairy animals.

### Electric

Learn about the exciting world of electricity through this 4-H project. Atoms and electricity, current and voltage, generating electricity, electrical circuits and applications and using electricity safely—it's all here for you.



### Communications/Public Speaking

This project will help you to learn to express yourself in a variety of ways, from speeches to written communication.



### Engineering/Safety Science

In this project, you will learn about areas from bicycles and lawn mowers to leaf blowers and tractors.

### Companion Animals

This 4-H project is for you if you want to learn how to select, care for and train a dog, cat, rabbit or other small animal for personal or family enjoyment. The 4-H dog care program will help you learn about Health care.



### Entomology

This project will lead you into the exciting world of insects and their arthropod relatives. Learn about bees and other insects found in the soil, on plants, in homes, on pets, and in other secret places.



### Computers and Technology

In this project, you will learn to interact with computers and technologies to explore the world of animated presentations, interactive Web sites, geographic information systems (GIS), Global positioning systems (GPS), robotics and video editing.

### Forestry, Wildlife and Fisheries

You can find lots to do in this great outdoor adventure. Learn about fish and wildlife and the habitats in which they live. Check out outdoor sports, such as fishing and hunting. Learn about forests and how they contribute to people and wildlife.

\*These programs are part of the 4-H Animal Science project.

### Food Science

In this project, you will learn about food safety and food science. Learn how food goes from the farm to your table. Also learn how to safely prepare foods for yourself and others.

### Performing Arts/Recreation

Express yourself creatively through dance, music and drama in 4-H performing arts. Explore the recreation program and develop leisure time activities such as hobbies games, collections and outdoor adventures.



### Goat\*

The 4-H goat program will help you learn about feeding, caring for, managing, selecting and showing goats.



### Photography

This project will help you learn how to use a camera to capture images on film. Explore flash techniques, lenses, shutter speeds and more.



### Horse\*

The 4-H horse program will allow you to develop horsemanship skills. You will also learn skills through educational activities such as horse judging, horse bowls, hippology, speech and demonstration contests. You don't have to own a horse to be involved.



### Plant Science

In this project you will learn how food and fiber are produced. Explore soils, plants, crop production and more.

### Horticulture/Garden

This 4-H project is for you if you're interested in selecting, planting and growing (and sometimes harvesting) plants for home food production and beautification.



### Poultry\*

The 4-H poultry program will teach you about chickens from the egg to the table. Get involved in embryology, poultry judging, growing and managing a small flock of chickens and chicken barbecue programs.



### Leadership/Personal Development

This project will bring out the best in you as you learn about yourself and what you can do. Learn how to work with and lead others at home, at school, and in the community.



### Line and Design

In this project you will learn to express your creativity through art, crafts, fashion and interior design.

### Sheep\*

The 4-H sheep program will help you learn about the selection, production, management, marketing and health of sheep and wool production.



### Swine\*

The 4-H swine program will help you learn about the selection, production, breeding and management of swine.

### Nutrition, Health and Fitness

This project will help you learn about food preparation, health foods, career opportunities and personal health.

### Veterinary Science

This 4-H project is for you if you're interested in learning about animal health and behavior, and how modern veterinary practices increase animals' health, comfort, recreation and livestock values.

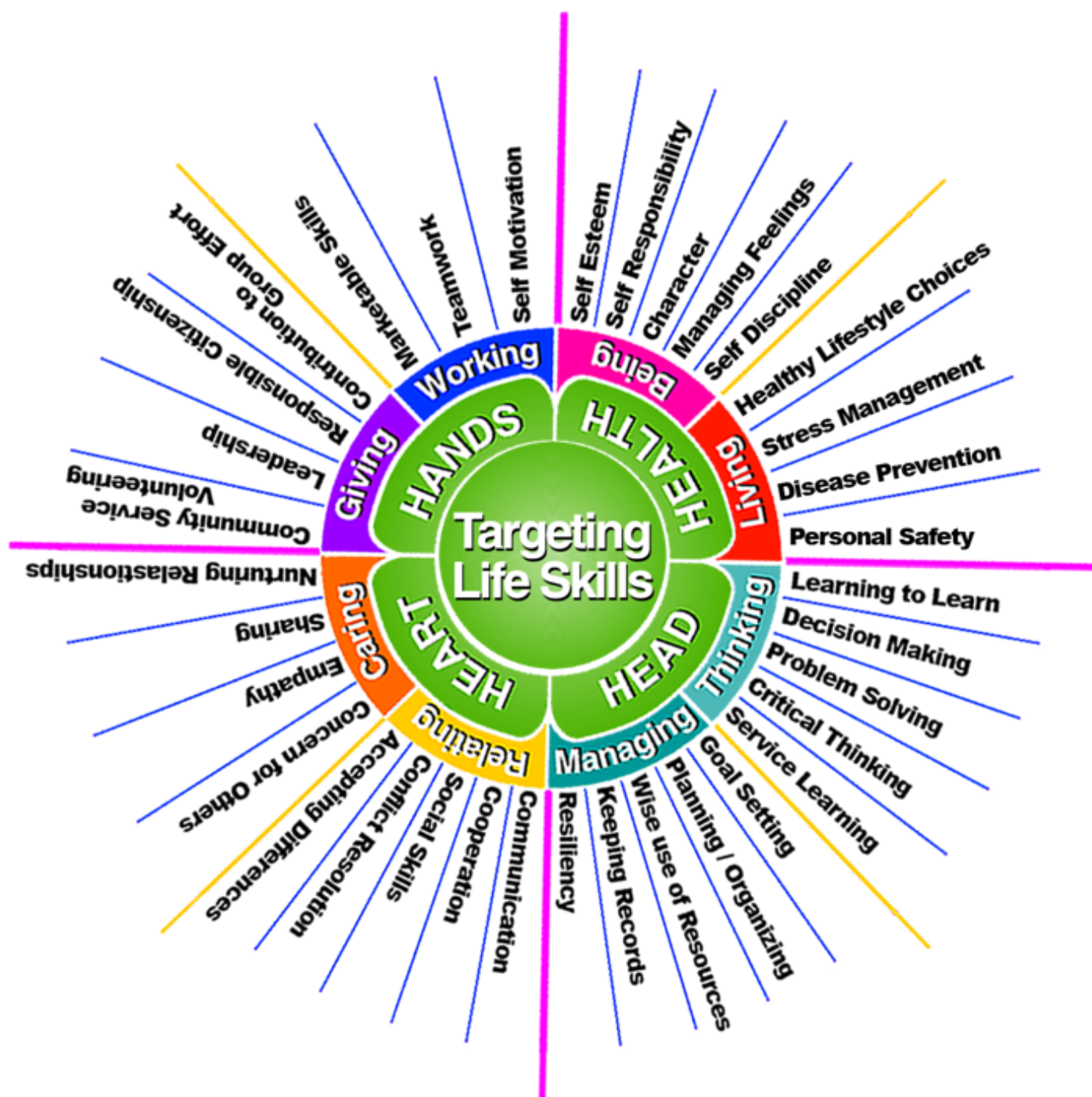
Learn more online at  
<http://4h.tennessee.edu>

# TIPPs

Tennessee 4-H utilizes the TIPPs (Tennessee's Innovative Program Priorities) Model for program development.

The mission of Tennessee 4-H Youth Development is to provide research-based Extension educational experiences that will stimulate young people to gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults. The foundation of strong curricula is a clear vision of expected student learning outcomes. Previous research has shown that 4-H programming can be effectively leveraged to promote the development of life skills because adolescence is a time in which lifelong habits of mind and behaviors are established.

The Targeting Life Skills model, developed by Patricia Hendricks of Iowa State University in 1996, served as the foundation for the development of Tennessee's Innovative Programming Priorities for 4-H (TIPPs for 4-H). The life skills and subskills identified in the Targeting Life Skills model were crafted into outcomes and indicators and then organized according to cognitive and affective domains of Bloom's Taxonomy. These outcomes and indicators were then aligned to grade levels based on developmental stage. TIPPs for 4-H was reviewed by Tennessee 4-H agents, directors, and specialists. These outcomes will guide programming for both in-school and out-of-school clubs. Each outcome is the major goal students are working toward. Indicators are the smaller steps that, when combined, allow students to achieve the outcome. The outcomes and indicators are included in the grade level at which that skill should be mastered, not first introduced.



# What Teachers are Saying



## For Kids Who Haven't Found Their "Thing"

"I really enjoy 4-H in our classrooms because it is great for our students to experience the life skills and opportunities that 4-H provides such as public speaking, judging teams, and interests other than sports. There are many opportunities in 4-H for our kids that haven't found their "thing" to possibly find their thing! "

-Amy Cunningham, R.E. Lee Elementary

## 4-H Encourages Public Speaking and Teamwork

"Last year was my first year to participate in 4-H, but I think the biggest benefit our students had while participating was the chance to practice public speaking. I liked incorporating 4-H because the students looked forward to working together to complete the different projects."

-Jennifer Bean, R.E. Lee Elementary



# 4-H Members are...



**4X MORE  
LIKELY**

to make contributions  
to their communities.

**2X MORE  
LIKELY**

to be civically active.



**2X MORE  
LIKELY**

to participate in science  
programs during out-of-  
school time.

**2X MORE  
LIKELY**

to make healthier  
choices.

