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“Empowering Life-Changing Adventure”

Adventure Central Program Philosophy

What we are

Adventure Central is a trusted, community-based, positive youth development partnership of 4-H, Ohio State University and Five Rivers MetroParks. Adventure Central has been serving at-risk children and their parents in the West Dayton community for over 10 years. Using nature, staff nurtures families in life-changing activities that strengthen values, build lasting life skills, and empower youth to explore life's possibilities.

Our Mission

To promote positive youth development education and leadership skills using an environmental foundation in a welcoming, safe, fun, active setting that utilizes volunteers and community resources with adult and youth interaction.

Our Vision

Adventure Central youth are the future leaders of the community, stewards of the environment, and champions of their own lives.

Program Guidelines

Programming at Adventure Central should always contribute to positive youth development as is consistent with the 8 Key Elements of Positive Youth Development (4-H). Activities should be hands-on, engaging, experiential and designed to create a lasting connection with nature. Additionally, activities should correspond to the monthly theme and one or more of the core program areas: science, nature, technology, healthy lifestyles and literacy.

Adventure Central is



Opportunity & Possibility



Partnership & Support



Learning Through Nature



Reliable Safety



Lasting Value



Program Plans User Guide

Adventure Central program plans are written for two main audiences:

- ✚ The **primary audience** is our internal staff who will use this to guide them as they research and develop programs.
- ✚ The **secondary audience** is anyone else who seeks to learn more about Adventure Central programs or glean ideas for their own out-of-school time programs.

Each plan is structured using objectives, tactics and/or methods, and resources. Some plans include a timeline.



Themes are assigned to program units and months to tie activities together in a logical and engaging way. Changing themes keeps programming new and fresh.



Objectives are the main goals of the program. They include what the participants should have learned or be able to do as a result of completing the unit.



Tactics are *how* we accomplish the objectives. They are the keys to achieving our mission and vision.



Resources are the curriculum, books, websites, community partners, or other means of support needed to develop the program.



Ideas for Group Projects are just what they sound like. These are intended to help get the creative juices flowing.



Shared Group Projects are projects designed to get the whole center working together. Each group will play a role in these.



Family Engagement Events These events get the whole family involved in the AC experience. They usually follow the theme for the specific unit or month.

Look for these Symbols



Themes



Objectives



Tactics



Resources



Group Project Ideas



Shared Group Projects



Family Engagement



The Group Leader's User Guide

How to use these plans for successful lesson planning

Step 1 - Understand the unit's themes and objectives.



It is important to ensure that prior to planning lessons, one has a strong understanding of what the purpose of the activities should be, and what the overall goal (objective) is for the unit. What should the youth be able to do or know by the end of the unit? The unit's themes should be easily reflected in the lessons.

Step 2 - Look over the tactics for each unit.



The tactics reflect the core focus areas of Adventure Central which are: nature, science, literacy, healthy lifestyles, and technology. Each tactic is color coded so that when the Afterschool P.A. (Program Assistant), or any other staff member reviews the lesson plans, they can easily identify how the selected activity meets the tactic requirements. Group leaders are asked to highlight each activity that meets a tactic in the appropriate color prior to submitting completed lesson plans to the Afterschool P.A.

Example Tactics and Explanations

- ✓ **Complete 30 minutes of structured outdoor programming/day**
This tactic is designed to make sure youth are getting ample time outside each day – this both enhances their ongoing connection with nature and provides a variety of social, emotional, and physical benefits.
- ✓ **Complete at least 2 discovery hikes or creek explorations/month**
This tactic also encourages outdoor time, but is designed to capitalize on use of the entire park, hands-on learning, and opportunities for processing experiences.
- ✓ **Complete 1 nature-focused inquiry-based learning activity/ week**
Designed to enhance connection with nature by building knowledge and curiosity. Questions and discovery are emphasized rather than leader-directed activities.
- ✓ **Complete 1 technology based activities/month**
Provides time for youth to enhance skills in emerging technology as well as practice basic technology applications (i.e. typing, word processing, conducting an internet search).
- ✓ **Complete at least 2 literacy focused activities per week**
Builds skills in reading literacy – makes incorporating literacy in lessons intentional.
- ✓ **Complete 1 activity focused on social responsibility/month**
Each month there is a tactic that focuses on a particular 21st Century Skill (similar to life skills). These tactics are designed to help youth develop the skills they will need to be successful in the 21st Century workforce.



Step 3 - Seek, find, and use the resources.

The resource list is in sub-divisions that separate the resources into applicable and easy to understand categories. Before putting pen to paper (or hands to keys), look at the “Primary Resources” section of the resource list. All of the curriculum in this section is researched-based and offers activities and lessons for all age levels. The lessons in these resources are often complete with specific objectives, materials list, procedures, reflection/review questions, and extensions. These should be the main resources group leaders use when planning lessons. In addition to the Primary Resources, the remaining resources are also applicable to the monthly theme and help implement the outlined tactics.

The Group Leader's User Guide Continued



Step 4 - Read and implement ideas for group projects.

Finally, it is important to read through the list of group projects. In some of the months, one of the tactics may be to plan and implement a group project. With this in mind, a partial list of ideas was developed to “jump start” the creative batteries to aid in developing great activities/projects. This list can and should be used when one cannot think of an activity/project.



Step 5 - Refer to the Program Calendar...Often

The program calendar includes important dates that may affect your planning such as school closings, educational consultants, due dates, etc. For example, Officer Zimmerman visits each group every Monday during the after school program. Therefore, when writing lesson plans, the group leader needs to show the date and time that she will be there to ensure that another activity is not planned during this time period. It is helpful to have the program calendar alongside the program plans when developing lesson plans so that all of the necessary information is at hand and visible.



Step 6 - Read and prepare for Family Engagement Events.

Each unit has at least one and up to three Family Engagement Events. These often tie into the monthly themes and units. Read the summary carefully to see what your group might need to prepare for upcoming events. (such as a project that will be on display during the event).

Step 7 - Let the Writing Begin!

Now that you are familiar with the program plans and program calendar, it is time to begin writing. Keep in mind that all lesson plans must reflect the monthly theme, and meet the overall objectives of the month. Weekly objectives should begin with: **“Group members will be able to...” or “Participants will be able to...”** All lesson plans are to be completed using the New After school Lesson Plan Template. This template can be found by following these steps:

- Click My Computer, click on advpublic drive
- Open the Program folder
- Open the After school 12-13 folder
- Look for “New Afterschool Lesson Plan template-Revised” document

Also, please do not forget to include at least 3 review questions. These questions should promote reflection of the week's objective and can be used as measuring tool to assess if the objective was actually met.

- * *Sample lesson plan template can be found in Appendix a.*

Unit 1: “I pledge my heart to greater loyalty”

During this unit youth will learn all about Adventure Central and its primary partners. They will build loyalty to these partners as well as their local community and environment through service learning opportunities and inquiry-based projects.



Monthly Themes:

September: It’s All Creek to Me! (*Exploring watersheds, taking advantage of our own Wolf Creek*)

October: If I Were Elected... (*Democracy in action at the local and national levels*)



Objectives: Participants will be able to...

- ➔ Recite the 4-H pledge, and explain the meaning of each “H”
- ➔ Research and participate in one service-learning opportunity with one of Adventure Central’s primary partners: Five Rivers MetroParks, OSU Extension, AmeriCorps or 4-H
- ➔ Define civic duty and describe its importance
- ➔ Describe the connection between government and the environment, specifically the acts of law makers and how citizens can engage in the process
- ➔ Describe Adventure Central’s “water address”



Ideas for Group Projects:

- Discuss the code of conduct and talk through the meaning of each one. Stress the importance of “Respect everyone and everything.”
- Identify and study a local civic problem and develop a plan of action. Share your plan with local decision-makers.
- Create a PSA video to encourage water conservation.
- Learn how the decisions of voters can have an impact on parks, lakes, rivers, streams and other natural resources. Choose an example from history to focus on.
- Invite a guest speaker from the community whose profession is in the area of civic responsibility (i.e. government, law, environmental stewardship).



Shared Group Projects:

- Partner Politics – Each group has an AC partner and will participate in an election style series of events to culminate with a debate in front of parents and an election.
- Partner ideas – OSU Extension, 4-H, Five Rivers MetroParks, Notre Dame AmeriCorps, UD Fitz Center, Parents.

Unit 1: “I pledge my heart to greater loyalty”

✓ Tactics:

- ✓ Complete the shared group project and at least one additional group project
- ✓ Discuss the code of conduct and talk through the meaning of each expectation
- ✓ Discuss the meaning of the 4-H pledge
- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete at least 2 discovery hikes or creek explorations/month
- ✓ Complete 1 nature-focused inquiry-based learning activity/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy focused activities per week
- ✓ Complete 1 activity focused on social responsibility/month



Resources:

Primary Resources

- Project Citizen, *National 4-H Council*
- Project Wild: Science and Civics, Sustaining our Environment, *Ohio Department of Natural Resources*
- Project Wild, *Ohio Department of Natural Resources*
(suggested activities – pages 440, 272, 308, 436, 194, 449, 297)
- Character Counts (multiple books for various age groups)
- Cloverbuds Program Binder, *Ohio 4-H* (Yellow and Blue groups only)
- Call of the Scenic Rivers, Video

Online Resources

- <http://www.agclassroom.org/>
- <http://ohioline.osu.edu/4h-fact/index.html>
- <http://www.ohio4h.org/>
- <http://www.ohio4h.org/about/history/html>
- <http://www.ohio4h.org/about/fundamentals.html>
- <http://metroparks.org>
- <http://extension.osu.edu/>
- <http://www.americorps.gov/>
- <http://www.4-h.org/>
- www.extension.umn.edu/disturbution/naturalresources/ooo9o.html



Family Engagement Events:

- **Parent Round-Ups:** September 18, September 20, September 22 (possible make-up session October 2)
Overview: Provide three separate presentations at various dates and times so that all parents have an opportunity to attend this mandatory parent meeting. Presentation will include important program information and expectations of parents, youth, and staff.
- **AC Open House:** October 11
Overview: Parents will be welcomed to tour Adventure Central classrooms and get to know AC staff as well as other parents. Youth will display a water-related project that they completed during the first month of program.

Unit 2: “I pledge my health to better living”

Youth will explore different aspects of wellness, focusing first on food science and its effect on our health. This will be followed in December by lessons in financial wellness. The overall goal of the unit is to highlight healthy choices and to provide youth with opportunities for self determination – now and in the future.



Monthly Themes:

November: Snap! Crackle! Pop! (*The science of food and health*)

December: All About the Benjamin's (*Financial wellness*)



Objectives: Participants will be able to...

- Describe the life cycle of one type of food (i.e. how it gets from field to fork)
- Explain what a preservative is and list at least one benefit and one negative aspect
- Discuss the relationship between food production and resource use (i.e. using fossil fuels to plant, harvest, and ship foods around the world)
- Describe genetic modification of foods and how it influences humans as consumers
- Develop 2-4 wellness goals and work toward achieving those goals throughout the month
- Discuss and track positive and negative spending habits



Ideas for Group Projects:

- Create a campaign to promote biking and walking; encourage your family to visit one of the MetroParks.
- Create a Get Up and Move advertising campaign (i.e. 5-2-1-Almost None, Get up and Move Montgomery County)
- Create a “healthy meals” family food budget.
- Track how often and how much the average participant’s family spends on fast food in a week/month.
- Learn and explore genetic modification of foods and how it influences humans as consumers. Pair up with an older/ younger group if needed. Have youth answer the question: What does genetic modification have to do with solving world hunger?
- How does the food you choose affect your environment? How much more energy does it take to produce a hamburger versus a veggie burger? Research and develop a presentation to share with another group.
- Use the Extension Curriculum, *Real Money, Real World* and complete a simulation.



Shared Group Projects:

- Identify a global health problem. Research it and create a service plan to help. You will need to create a budget and fundraising goal to do this.

Unit 2: “I pledge my health to better living”

✓ Tactics:

- ✓ Complete the shared group project and at least one additional group project
- ✓ Complete 30 minutes of structured outdoor programming or vigorous activity/day
- ✓ Complete at least 1 discovery hikes or creek explorations/month
- ✓ Complete 1 nature-focused inquiry-based learning activity/ week
- ✓ Complete 1 theme focused inquiry-based learning activity/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy focused activities/week
- ✓ Complete 1 activity that focuses on Work Ethic/month

📖 Resources:

Primary Resources

- Acres of Adventure, *National 4-H Council*
- Food Culture and Reading, *National 4-H Council*
- What’s on Your Plate, *Video*

Online Resources

- <http://www.factmonster.com/ipka/A0801192.html>
- <http://www.moneyinstructor.com/coins.asp>
- http://www.practicalmoneyskills.com/foreducators/lesson_plans/
- <http://www.thirteen.org/edonline/lessons/>
- <http://www.philadelphiafed.org/education/teachers/lesson-plans/>
- <http://fefe.arizona.edu/download-lessons>
- www.choosemyplate.gov
- <http://www.econedlink.org/lessons/economic-lesson-search.php>

🎈 Family Engagement Events:

- **Fitness, Food and Fun Family Night:** December 6
Overview: Local fitness and service volunteer group, “The Unit”, and chef of Delish Café, Anthony Head, will provide AC families with an evening of fitness, food and fun.



Unit 3: “I pledge my head to clearer thinking”

This unit is all about science and inquiry. One of the primary reasons for the timing of this unit to coincide with local school science fairs – giving youth practice not only with the scientific method, but also in verbalizing and presenting what they are learning.

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Monthly Themes:

January: E-I-E-I-O (*Explorers, Inventors and Entrepreneurs Investigated, Oh my!*)

February: It all S.T.E.M.S from.... (*Careers & Public Speaking*)

March: Back to the Future (*Technology: Past, Present and Future*)



Objectives: Participants will be able to...

- Demonstrate the steps in the scientific method
- Identify 3 contributions of Explorers, Inventors and Entrepreneurs, and describe how those contributions effect our everyday lives
- Identify 3 contributions African Americans have made in the area of S.T.E.M.
- Develop and research at least 1 career goal in the area of S.T.E.M.
- Describe ways in which technology has revolutionized agriculture and the production of food
- Describe the importance of clear communication in any career field and have at least one opportunity to practice speaking in front of a group



Ideas for Group Projects:

- Plan a visit from an individual with a career in S.T.E.M. and have them come in to speak with group about what they do. Have youth prepare questions ahead of time.
- Allow youth to explore various careers and determine the educational or skill requirements for their chosen profession. Create career boards out of magazines and newspapers to help participants set career goals.
- Prepare a display and present it to the group; offering an opportunity to practice public speaking skills. Ask youth to dress as their chosen profession on the day of their presentation.
- Explore the technology of different time periods as they relate to S.T.E.M. (1800 – current) and the benefits/downfall of that technology through hands on activities. Ask youth to invent their own new technology and make a commercial for their invention.



Shared Group Projects:

- Prepare for and participate in the AC Science Expo. An additional packet will be provided with more information on the Science Expo.

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Unit 3: “I pledge my head to clearer thinking”



Tactics:

- ✓ Complete the shared group project and at least one additional group project
- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 1 inquiry-based learning activity/week
- ✓ Complete 2 inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 math focused activities/week
- ✓ Complete 1 activity that focuses on Teamwork/month



Resources:

Primary Resources

- *Leap Into Careers* 4-H Curriculum
- Various science fair project guides on AC bookshelves

Online Resources

- <http://wonderwise.unl.edu/>
- <http://www.ecb.org/surf/entrepreneurship.htm>
- <http://www.nmu.edu/ceee/node/31>
- http://free.ed.gov/subjects.cfm?subject_id=150&res_feature_request=1
- <http://www.atlanticava.org/webandcamsites/inventors.htm>



Family Engagement Events:

- **Martin Luther King Day Social Justice Experience:** January 20-21
Overview: Teens and tweens will be invited to an overnight at Adventure Central. There will be a movie and discussion about social justice themes. Breakfast will be served in the morning and we will participate in the Dayton MLK Day march.
- **Ice Skating at RiverScape MetroPark:** February 20
 Adventure Central will provide a fun, interactive family outing at RiverScape Ice Rink. Staff will work with RiverScape staff and a private bus company to complete logistics.
- **AC Annual Science Expo:** March 21
 AC families will be invited to the annual Science Expo to view their child’s science project. Participants’ science projects will be on display in their classrooms and they will be present to explain the scientific method as well as their respective project.

Unit 4: “I pledge my hands to larger service”

During this unit, youth will participate in service learning experiences that connect them with both their local and global community. They will explore the concepts of social and environmental responsibility as well as build appreciation for diverse cultures.



Monthly Themes:

April: Around the World in 31 Days! (*Cultural Awareness, Diversity Appreciation*)

May: All Hands on Deck (*Service Learning in Action*)



Objectives: Participants will be able to...

- ➔ Research, design and participate in at least two service projects
- ➔ Explain the concepts of social and environmental responsibility
- ➔ Identify at least 1 major global issue, problem and/or challenge that affect youth and compare/contrast with youth within the United States
- ➔ Describe the social norms, customs and traditions of at least one other culture
- ➔ Discuss and define: culture, diversity, inclusion and tolerance



Ideas for Group Projects:

- Adopt-A-Service project/AC Ambassadors-work with a community partner to identify and complete a community service project. Hold a discussion with the partners about the importance of community service.
- Develop your own “Tree Corps” – work with Parks Services staff and the Conservation Department to help with the Wesleyan land management effort.
- Use technology to communicate with a group of youth in a different country. Work as a group to develop questions to ask them. Create your own video about what it’s like to be a kid in the US and send it to them.
- Experience different cultures through music, food, art, dance, and recreational activities. Learn a game from another country and teach it to a different group.
- Hold an Earth Day clean-up contest. Groups can collect trash around the grounds of Adventure Central and weigh it to see who collected the most. The winner can get a special prize – and bragging rights.



Shared Group Projects:

- Prepare for AC Around the World Cultural Festival.
- Create a Done-In-A-Day Project to be completed around AC in one day. Consider focusing on the upland trail – remove glass, add mulch, create interpretive signage.

Unit 4: “I pledge my hands to larger service”

✓ Tactics:

- ✓ Complete the shared group project and at least one additional group project.
- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 2 discovery hike/walk/month
- ✓ Complete 2 nature focused inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy focused activities/week
- ✓ Complete 1 activity that focuses on Communication/month
- ✓ Complete 1 activity focused on cultural diversity

📖 Resources:

Primary Resources

- *Food Culture and Reading*, 4-H Curriculum
- *Ready to Use Multicultural Activities for Primary Children*, Saundrah Grevious
- Games Around the World, 4-H Curriculum
- The Kid’s Multicultural Cookbook, Deanna Cook

Online Resources

- <http://www.servicelearning.org/slice>
- <http://learningtogive.org/>
- <http://www.generationon.org/>
- www.teachingtolerance.org
- Teaching Tolerance Periodicals
- *Many Faces, One People*, A Multicultural Training Guide
- *Multicultural Myths and Legends*, Tara McCarthy



🎈 Family Engagement Events:

- **AC Around the World:**
Overview: April 25
- **Spring Fling Picnic:** May 18
Overview: Adventure Central families and staff will enjoy a picnic at Wesleyan MetroPark. Adventure Central will provide the main dish and families will bring a dish to share. Family-oriented games and activities will be available throughout.

Activity Night Program Plan Overview



Objectives for Program

- Adventure Central will serve a drop-in audience
- Staff will observe behavior and select youth to be added to ongoing AC programs
- Youth will demonstrate respectful behavior and engagement in learning
- Parents will demonstrate engagement and participation
- Both youth and parents will gain an understanding of Adventure Central programs and philosophy



Tactics:

- Youth will be introduced to and review the code of conduct one time/ week
- Youth will participate in activities that are aligned with the five AC program areas: science, nature, healthy lifestyles, literacy and technology
- Leaders will use lesson plans that are located in the Activity Night binder or another lesson that has been previously approved in weekly lesson plans
- Leaders will communicate lesson plans with assistants at least one week prior to implementation
- One staff person will observe youth (complete a formal observation sheet) each Activity Night program while another group leader leads the activity.
- Teens or volunteers may also take the lead in planning and delivering activity night lessons.



Teen Program Plan Overview



Objectives

Teens will be provided with experiences for positive growth and development through opportunities for leadership, voice, and choice. 12

- ➔ Teens will demonstrate a commitment toward Adventure Central's partner agencies goals.
- ➔ Teens will be behaviorally, cognitively, and affectively engaged in programming.
- ➔ Teens will develop 21st Century Skills:
 - Critical Thinking
 - Oral and Written communication
 - Teamwork/Collaboration
 - Diversity
 - Information Technology Application
 - Leadership
 - Creativity/Innovation
 - Lifelong Learning/Self Direction
 - Professionalism/Work Ethic
 - Ethics/Social Responsibility – Community



✓ Methods:

- ✓ Participation in service-learning
- ✓ Participation in the JET program
- ✓ Participation in camp counselor program
- ✓ Participation in AC Teen Purple Group activities
- ✓ Independent use of parks
- ✓ Participating in conservation efforts within Five Rivers MetroParks and adopting environmentally friendly habits

Overall AC Teen Purple Group Thoughts:

- The first week of programming teens will be provided with an opportunity to apply to be part of the Adventure Central Teen Program. When receiving the application they will also receive the High Expectations Forms (for both themselves and parents). Applications and High Expectations forms will be due by the end of the first week of programming.
 - * *A sample High Expectations form can be found in Appendix b.*
- If teens are 12 and 13 they have a choice to participate in the regular Adventure Central afterschool program or apply. If they are 14+ they will be required to apply to be part of the Adventure Central Teen Program. If they do not apply we will have a conversation with their parent letting them know Adventure Central may not be the best choice in after-school programming.
- Teens will primarily lead programming and work a month in advance from the Program Calendar to plan their following month's projects.
- The adult working with the group will be more of a project manager and will guide the teens in making project choices each month.

Additional Teen Programs: Jet Timeline

Month	January	February
To Do	Update cover letter and JET Flyer	Application and Interview Skills Workshop
	Get mailing list from Ms. Lois	JET Open House - follows workshop
	Send Cover letter and JET flyer to Teens (will be 12 by June and Up)	Begin to check in with Supervisors on Teen Schedules for the summer to create calendar
	Prep for Application and Interview Skills Workshop	
Month	March	April
To Do	Schedule Interviews	Discuss and decide on placement of teens
	Interview Teens throughout the month	Call all teens for informal acceptance of positions
	Make schedule available for staff to sign up to help with interviews	Update acceptance and rejection letters
		Schedule site visits with those teens placed in offsite positions - try to schedule during intersession
		Call teens and remind about success in the work place and get shirt sizes
		Prep for Success in the Workplace Training

Additional Teen Programs: Jet Timeline Continued

Month	May	June
To Do	Check in with Kevin Kepler on FRMP shirts and check AC shirt inventory	Send JET supervisors reminders and info on the upcoming summer
	Success in the Workplace Training	JET orientation
	Make AC Teen group placements	JET program begins - mid June
	Check in with all JET Supervisors make sure they plan on attending Orientation	First JET team meeting w/ Teens at AC
Month	July	August
To Do	2nd JET Team meeting Delta/Plus DUE	End of Program Evaluations Due
	3rd JET Team meeting	End of Program Celebration
	Ohio State Fair Workforce Prep Day	
Month	September	October
To Do		Follow up w/ JET supervisors - reflections on past year and interest/plan for next year
		Begin to set dates for next JET year



Additional Teen Programs: Camp Counselor Timeline

Month	January	February
To Do	Check in on Overall Teen Opportunities	MXC
	MXC and Teen Conference Participants Determined and Confirmed mid-month	Teen Volunteer Conference
	Choose Camp Directors	Check in Meeting with Camp Directors
Month	March	April
To Do	Buckeye Leadership Workshop	Check in and finalize overnight camp planning retreat
	Determine Camp Counselors	Camp Theme Meeting – Senior Counselors
	Letters To Potential Counselors	First overnight planning retreat
	Reminder letter to all camp counselors about overnight planning retreat	
	Planning Meeting for Camp Counselor Overnight	
Month	May	June
To Do	Determine 4-H Leadership Camp Participants	Check in Meeting w/ Camp Counselors
Month	July	August
To Do	Reminder letter on overnight planning retreat	Overnight Camp Prep Day (week before camp)
	2 nd Overnight Camp Planning Retreat	Overnight Camp
	4-H Teen Leadership camp	
Month	September	October
To Do	Meeting with Camp Director(s) – check in on how camp went, updates/plan for next year.	



Service Learning Program Plan Overview

Objectives/Intended Outcomes

- To return an equal benefit to the person providing service and to the program
- To provide the opportunity to create relationships (future employee/stakeholder)
- To provide a broad spectrum of service opportunities that enhance the program
- To provide opportunities for service learners to develop transferable (21st Century) skills
- To create intentional learning experiences for service-learners
- To expose Service-Learners to the greater community and diverse experiences
- To bring content depth to programs and match skills to program needs

Tactics – See the How-To Guide for tactic details

- ✓ Initial interview/conversation
- ✓ Application
- ✓ Fingerprinting/background check
- ✓ Orientation
- ✓ Placement/Calendar/Volunteer Assignments
- ✓ Volunteer Goals
- ✓ Opportunities for reflection
- ✓ Volunteer ID's
- ✓ Evaluation – Staff and Volunteer

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Service-Learning Program Timeline

Month	August	September
To Do		Volunteer Orientations
	SoS Orientation	CJ Volunteer Fair
	RSVP to CJ Volunteer Fair	Parent Round Up - Recruit parent volunteers
	Initiate contact w/ UD – Beta, Education Fraternity, BETA, Center for Social Concern	Continue Beta plans - set date for informational pledge meeting/orientation
	FRMP Volunteer Recognition (Aug/Sept.)	Past Beta Volunteer begin volunteering
	Update Application	Recruit Volunteers October Family Event
	Update Orientation (paper and presentation)	Plan and present Volunteer Staff Development
	Work with Mound Street Academy	Contact UD about Real Dayton
Month	October	November
To Do	Beta Pledge Informational/Orientation Meeting	Numbers spike in beginning
	Beta Volunteers begin regularly scheduled volunteering	Lower at end of month intersession/ Thanksgiving
	Parent Volunteers Begin	Volunteer Thank You - Bulletin Board
	CJ begins volunteering	Parent Volunteers Cont.
Month	December	January
To Do	Volunteers are here the first couple weeks this month	Numbers pick up a little quicker than first semester
	Mid Year volunteer feedback conversation with staff and volunteers	Winter SoS Orientation
	Recruit Volunteers for Ice Skating in Jan.	FRMP Volunteer Yearly Report Due
	CJ volunteer hours due	Recruit science fair judges from current volunteers*
	Parent Volunteer Hours DUE	
Month	February	March
To Do	Special thank you for Science Fair Vol.*	Volunteer Bulletin Board Thank You
	Recruit Vol. for March Family Event	Schedule meeting with Beta to discuss year and plans for future
Month	April	May
To Do	UD #'s decrease - spring break, intersession and exams	SoS Summer Orientation
	UD Service-Learning Fair**	No UD volunteers
	River Clean Up***	CJ volunteers hours due

* month may change depending on when event takes place **may not take place *** may not participate

Staff Development Program Plan Overview



Objectives

- ➔ Develop capacity in AC staff to support the Adventure Central mission
- ➔ Staff will demonstrate commitment to AC and partner missions and AC culture
- ➔ Staff will demonstrate comfort and skill in leading inquiry-based nature exploration
- ➔ Staff will demonstrate commitment to and understanding of Positive Youth Development
- ➔ Staff will develop both professionally and personally



Tactics

- ✓ Orientation: An orientation that provides the foundation philosophies, missions, policies, and procedures will be provided to each new employee. Orientation materials include:
 - Adventure Central, OSU Extension, and FRMP missions.
 - Eight Key Elements for Positive Youth Development
 - Adventure Central Code of Conduct and Behavior Management Procedures
 - Emergency Procedures, Risk Management, and Youth Protection
 - In-take sheet (new staff check in with each member of the hub team to learn about major program components).
- ✓ Trainings:
 - Sessions are designed to address specific applied skills including technical and 21st century skills. Both staff members and outside facilitators will develop and teach sessions.
 - Sessions will be held on a weekly basis and may increase or decrease in frequency depending upon need.
- ✓ Observations & Coaching Sessions:
 - Observation tools to evaluate program quality will be used.
 - Observations will happen on a monthly basis and will be followed by individual coaching sessions.
- ✓ Goal Setting:
 - Staff will set personal and professional goals that will help them in their current position and in future endeavors.
 - Staff will create a score board of approximately five team goals. Progress will be visibly tracked using a chart posted in a common area.
- ✓ Program Content Oversight:
 - Program content (lesson plans) will be created using the 2011-2012 Afterschool Program Plan objectives and tactics as a framework. Oversight of individual lesson plans will be provided by the Afterschool PA.
 - A schedule of lesson plan deadlines will be implemented and feedback will be provided in written form and/ or individual coaching sessions.
 - Program Director and Afterschool PA will observe groups sporadically to ensure plans are being implemented.

Theme: It's all creek to me Date: 9/24 - 9/27 Group: Pink Source: Pbskids.org Page: Total time: Staff writer: S. Blackford	Afterschool Lesson Plan			Lessons Reflect: <i>(Completed by Prog. Asst.)</i> Clear Objective Evidence of theme Independent Activities Hands on Engaging Social Interaction Nature/Conservation Technology Activities Literacy/Math Activities Workforce Prep Activity Back up/Early bird Activity
	Objective : Define civic duty and describe its importance Materials: Internet, Pencils, paper, Handouts			
Monday	Tuesday	Wednesday	Thursday	
<i>4:30-5:00 Dinner</i>	<i>4:30-5:00 Dinner</i>	<i>4:30-5:00 Dinner</i>	<i>4:30-5:00 Dinner</i>	
<i>5:00-5:30</i>	<i>5:00-5:30</i>	<i>5:00-5:30</i>	<i>5:00-5:30</i>	
To Vote Or Not to Vote Instructions Attached	How Does Government Affect Me Pbskids.org	To Vote or Not to Vote Instructions Attached	How does Government work? Instructions Attached	
<i>5:30-6:00</i>	<i>5:30-6:00</i>	<i>5:30-6:00</i>	<i>5:30-6:00</i>	
Creek Clean - Up	Personal And Civic Responsibility Instructions Attached	Personal And Civic Responsibility Cont.	Keeping The Earth Clean!!! Instructions Attached	
<i>6:00-6:30</i>	<i>6:00-6:30</i>	<i>6:00-6:30</i>	<i>6:00-6:30</i>	
Ultimate Frisbee	Soccer Dodge ball	Tarp Turnover	S.O.S	
Review Questions: (At least 3) 1. What is the relationship between our community and our environment? 2. What does it mean to be a member of a community? 3. How important are our civic duties?			Date Lesson Rec'd: P.A. Initials:	



AT WESLEYAN METROPARK

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Parent Partnership Progress Report

Youth Name(s) _____

Parents/Guardian _____

Semester: Fall 2012 _____ Spring 2013 _____

Key Dates

- December 20 Last day for volunteer hours to count for first semester
- January 17 Last day to turn in youth report cards
- January 24 First semester Parent Progress Reports distributed
- March 21 Last day to turn in youth report cards, last day for volunteer hours to count for second semester
- April 4 Second semester Parent Progress Reports distributed

Point Total This Semester: _____

Year To Date Average: _____

- Scale:** 90 - 100 + points AC Parent Achiever!
- 75 – 89 points AC Parent Partner
- 60 – 74 points AC Supporter
- 45 – 59 points Attention Needed
- 0 – 44 points Parent Conference Needed Immediately

Families with an average score of 60 or above are eligible for early Day Camp enrollment.

Why a parent progress report?

Parent and family partnerships are essential to the positive youth development mission of Adventure Central. We know that parents are the primary influence in a child’s life and we can’t be successful without you! The Parent Partnership Progress Report is intended to increase parent engagement and recognize those parents who are already doing an outstanding job with this. We are more than happy to discuss your progress report on an individual basis and welcome any questions you may have.



THE OHIO STATE UNIVERSITY EXTENSION 4-H YOUTH DEVELOPMENT & FIVE RIVERS METROPARKS
 "PARTNERS IN POSITIVE YOUTH DEVELOPMENT"



<p>Parent-Adventure Central Communication – 25 points total</p> <ul style="list-style-type: none"> • Supports Adventure Central Staff (ex. reinforces behavior expectations, seeks feedback, asks about what youth is learning in group) - 5 points • Is timely and attentive to deadlines (ex. registration deadlines) - 5 points • Checks in with child’s Group Leader(s) and staff members regularly, makes oneself available for conversation (ex. not on cell phone)- 5 points • Attends parent-staff conferences as necessary and is easily accessible and available to meet- 5 points • Maintains current contact information (phone, address, emergency contact, medical information) 5 points <hr/> <hr/>		
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<p>Youth Attendance – 20 points total</p> <ul style="list-style-type: none"> • Informs Adventure Central staff of absences ahead of time- 10 points • Picks up youth before 5:00 p.m. or between 6:15-6:30 p.m. (or at least makes an effort to communicate extenuating circumstances with staff)- 10 points <hr/>		
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<p>Youth Report Card – 15 points total</p> <ul style="list-style-type: none"> • Submitted current report card each grading period so we can better provide intervention if needed (10 Points) <input type="checkbox"/> Yes <input type="checkbox"/> No • Submitted interim report (5 points) <input type="checkbox"/> Yes <input type="checkbox"/> No 		
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<p>Parent Volunteerism – 20 points total</p> <ul style="list-style-type: none"> • 10 hours per school year (5 before winter break and 5 after)- 2 points per hour _____ hours volunteering since September 2012 _____ hours volunteering since January 2013 <hr/>		
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<p>Family Engagement Programming – 20 points total</p> <ul style="list-style-type: none"> • Attend at least 2 Family Engagement Events per semester – 10 points per event <ul style="list-style-type: none"> ○ Semester 1 <ul style="list-style-type: none"> ▪ Parent Family Roundup- September 2012 _____ ▪ Adventure Central Open House- October 2012 _____ ▪ Health Fitness and Family Fun Night- December 2012 _____ ○ Semester 2 <ul style="list-style-type: none"> ▪ MLK Day Movie OR MLK March – January 2013 _____ ▪ Ice Skating – February 2013 _____ ▪ AC Science Expo – March 2013 _____ <hr/>		
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<p>Bonus Points</p> <ul style="list-style-type: none"> • Points for attending Five Rivers MetroParks, OSU Extension or other approved parent/ family enrichment programs. See the “Bonus Point Opportunities” sheet for more information. 		
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Teen Leadership Experience Contract for High Expectations

Adventure Central provides quality educational programming for youth ages 5-18 and their families. In the last year, Adventure Central has been looking at its teen programming particularly to find new ways to engage youth ages 12-18 in the Dayton community. This year we are combining those efforts with increased focus and attention on the areas of community service-learning, citizenship and leadership. The primary purpose of this High Expectations form is to ensure the participation in, commitment to and success of this new teen “adventure” in Adventure Central programming.

The expectations presented in this document are a contractual agreement between Adventure Central and the undersigned teen. The agreement represents a commitment to active membership in the Teen Leadership Experience Program at Adventure Central. The High Expectations listed below should be used to guide behavior and participation throughout this year’s Teen Leadership Experience program.

Adventure Central considers it a privilege to work with the teens of the local community. It is also a privilege to participate as a teen in the Teen Leadership Experience program. As an Adventure Central Teen you are a representative of Adventure Central and our partner organizations: The Ohio State University, Five Rivers Metroparks, and Ohio 4-H.

As a representative for these organizations, we have high expectations for you. These include:

- Respect, adhere to, and enforce the rules, policies, and guidelines established by Adventure Central (including but not limited to the **Code of Conduct**).
- Conduct yourself in a courteous and respectful manner, exhibit good sportsmanship and present yourself as a **positive role model for all youth**.
- Perform tasks in a responsible and timely manner as outlined in the program plan and/or job description.
- Attend the teen group at least **2 days/week**.
- Participate in at least **1 Community Service-Learning Opportunity per month**.
- Turn in your **school grade report on time** each quarter.
- Maintain a GPA (grade point average) of at least **2.0**.
- Apply and participate in the **J.E.T.** (Job Experience Training) Process. We would like you to do this whether or not you plan on working with the JET program this summer so that you can develop and hone your 21st century skills set.

I have read the Teen High Expectations contract and agree to conduct myself as a positive role model for the youth at Adventure Central, my peers in the Teen Leadership Experience program, and as a representative for the organizations I serve to the community. I understand that if I do not consistently follow these expectations day to day that my parents will be notified, a conference may be held, and that I may be suspended from this Adventure Central Teen Leadership Experience Program. We, the staff at Adventure Central, reserve the right to remove any teen who does not demonstrate full commitment and participation to this program. If removed, that teen will be placed in the Pink Group.

 Teen Signature

 Date

 Ms. Ryann
 Leader, Teen Purple Group

 Kim Catchpole,
 Program Director