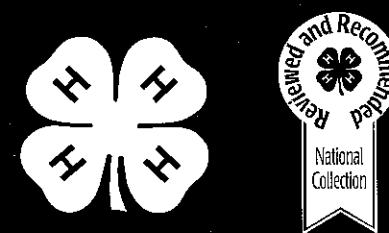
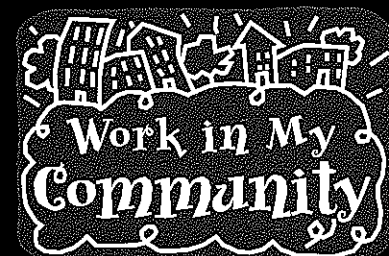
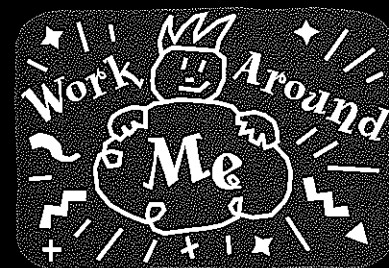


wild over work

WOW!

A Helper's
Guide to
Workforce
Preparation
Activities
for Grades
K-6



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**A Helper's Guide
for Workforce
Preparation
Activities in
Grades K-6**

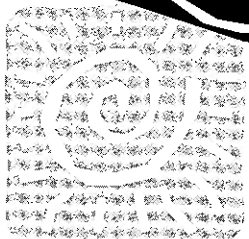
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Welcome to WOW!

Welcome to Wild Over Work (WOW!), a program that involves adults and teens working with children who are interested in learning more about themselves and their future.



WOW! focuses on skills that children will need to succeed in the work world today and in the future. It's designed to help volunteers introduce children aged 5 to 12 to skills and behaviors they need to help them succeed now *and* in the workforce of the future. WOW! includes a series of activities that can be used in 4-H clubs and groups, in afterschool programs and in classrooms. When teens use WOW! to work with younger children, they have the chance to develop their own leadership skills and to provide valuable community service. They're gaining skills for the workforce, too!

This *WOW! Helper's Guide* contains background materials about workforce preparation, life skills, experiential learning and things to consider when working with children aged 5 to 12. Practical information on organizing and leading a WOW! program, with sample meeting plans and advice on evaluation, portfolio building and drawing on the knowledge of local resource people, is provided. The *WOW! Helper's Guide* is designed for use by adult and teen volunteers and staff in existing or new Extension programs, and by teachers and other youth leaders.

The WOW! activities provide a way to work with children to develop workforce skills and have fun at the same time. They accomplish similar goals and are based on a common set of ideas. (The ideas that make up the foundation of the WOW! activities are included on page 3 and on the "Big Ideas Mini-Posters" in each theme.) The common thread among all the themes is

options! The K–6 years are a great time for children to begin exploring different career possibilities. Once you get going, it will be easy to think of other creative ways to blend the concepts introduced in WOW! into your work.

The idea behind WOW! *is not* that children use these materials to make a final, binding career choice and begin training for that career to the exclusion of all others. The idea behind WOW! *is* to help children begin to gather information and develop the tools they need to make intelligent, informed career choices in the future.

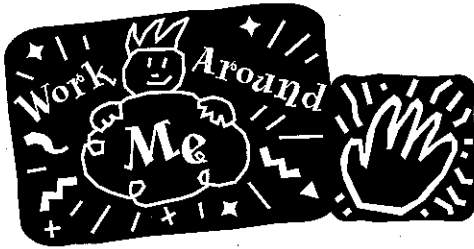
As you talk about workforce preparation with adults and young people, keep the following points in mind.

- All work is valuable.
- Not all work is paid.
- Workforce preparation is developing the skills that will prepare children to be successful in the world of work in general, not just in specific jobs.
- It's important to explore many options available for work before making a decision.
- Workforce skills are those that can be applied in many settings.
- People can match their skills and interests to find jobs they can do.
- Many factors influence future career decisions.

WOW! Themes

The WOW! activities focus on four themes related to workforce preparation:

- **Work Around Me** – Where children explore how they and the



people around them work to "get the job done."

- **Work in My Community** – Where children learn about the people and jobs needed to make their communities function.
- **Work Around the World** – Where children learn about the similarities, differences and connections they have with work around the world.
- **Work in My Future** – Where children begin to explore career options and what they can do now to prepare for the future.

WOW! Goals

WOW! is designed to help young people accomplish several goals related to developing workforce preparation and personal skills (the chart on page 5 provides a list of the specific skills for each activity). Each WOW! activity is designed so children can accomplish one or more of the following goals:

- **Goal 1: Awareness** – Develop an awareness of the wide range of career options available and the education and skills required for them. This includes helping children understand a broad range of career options available to women and men without discrimination based on gender, race or other stereotype.
- **Goal 2: Self** – Develop an understanding of self as a worker and in relation to potential career choices.
- **Goal 3: Attitudes** – Develop attitudes of respect and appreciation toward all workers and their contributions to society.
- **Goal 4: Skills** – Develop skills

for exploring potential career choices in greater depth.

- **Goal 5: Vision** – Develop a vision for "seeing myself in the future."

The "Big Ideas" of WOW!

Theme 1: Work Around Me

- Work is the way we get things done.
- Everybody works.
- People in a group need to work together.
- Work can be fun.
- Work can relate to your interests and skills.

Theme 2: Work in My Community

- All jobs are important.
- All workers are important and deserve respect.
- Many kinds of workers help a community function.
- Many people do volunteer work in their communities.
- You can learn a lot from workers in your community.

Theme 3: Work Around the World

- People do many jobs around the country and the world.
- The jobs people do have many similarities and differences.
- People depend on others around the world for products they use.
- Things that happen in one part of the country or world may affect lots of other people.

Theme 4: Work in My Future

- Work changes over time.
- Setting goals helps get things done.



- We can take action to reach goals.
- The skills we learn now help to prepare us for future roles.

Workforce Preparation and Life Skills

Whether in a club, after-school program or classroom setting, 4-H programs and activities can provide an ideal environment for helping young people explore the world of work and workforce preparation, which is the process of preparing to enter the world of work. 4-H's mission is to prepare young people to be capable, confident, caring and contributing members of society. 4-H promotes the value of quality experiences that stimulate lifelong learning. 4-H also focuses on helping young people develop life skills – and workforce skills are life skills. Skills such as understanding oneself, social interaction skills, decision-making skills and learning how to learn are all needed for success in the workforce, no matter what the job. The WOW! activities provide a way to help children develop these skills.

Workforce preparation is a process that begins long before a person gets his or her first job. Workforce preparation ideally involves a series of learning experiences starting in early childhood and continuing through adulthood. Much of what happens already at home, in club programs and in classrooms lays a strong foundation for the future. By adding focused awareness and

exploration experiences in the early years, you can help to prepare young people for later career decision-making. The experiences in

WOW! can help children develop positive attitudes toward learning in general, and toward learning about work in particular.

Workforce preparation has become a major concern in our society. Employers are very concerned about young people who are unprepared and untrained for the workforce. Changes in technology and jobs make it hard for parents and teachers to help prepare young people for a workforce that is so different from the one they entered years ago. These concerns prompted the publication of *What Work Requires of Schools: A SCANS Report for America 2000* (Washington, DC: U.S. Department of Labor, 1991; SCANS stands for Secretary's Commission on Achieving Necessary Skills). This report, compiled by representatives of education, business and industry, labor unions and government, highlights the changes that have taken place in the world of work. It details the workforce competencies and foundation skills needed for the workforce (the chart at left lists the competencies and skills outlined in the SCANS Report). The activities in the WOW! curriculum are designed to develop the SCANS competencies and skills and can be easily integrated in 4-H program settings.

It's important to know the skills that will help children be successful in any job that they choose. To help you make the connection, each of the WOW! activities lists the workforce preparation skills that are developed by doing the activity. This will make it easy for you to plan activities that will help children practice these skills in a fun setting.

SCANS

(Secretary's Commission on Achieving Necessary Skills)

Workforce Competencies

Resources — Identify, organize, plan and allocate resources such as time, money, materials, space and people.

Interpersonal Skills — Work well with others, including participating as a team member, sharing skills, serving customers, teaching others, negotiating, providing leadership and working with people from culturally diverse backgrounds.

Information — Acquire and use information by evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

Systems — Understand complex interrelationships in the social, organizational and technical realms and be able to use those systems and the information derived from them to monitor and improve performance.

Technology — Work with a variety of technologies and apply them appropriately to specific tasks, selecting equipment and tools, maintaining and troubleshooting technologies.

Foundation Skills

Basic Skills — Reading, writing, science, arithmetic and mathematics, speaking and listening.

Thinking Skills — Abilities to learn, reason, think creatively, make decisions and solve problems.

Personal Qualities — Individual responsibility, self-esteem, self-management, sociability and integrity.

WOW! Activities, Curriculum Goals and Workforce Preparation Skills

Activity	WOW! Goals							Workforce Preparation Skills SCANS Competencies					Workforce Preparation Skills SCANS Foundation Skills		
	Aware-ness	Self	Attitudes	Skills	Vision	Resour-ces	Interper-sonal	Informa-tion	Systems	Technol-ogy	Basic Skills	Thinking Skills	Personal Qualities		
Theme 1: Work Around Me															
Jobs I Do Now		*	*			*					*		*		
Go, Team, Go!		*	*				*				*	*	*		
Getting the Job Done		*		*			*		*		*	*	*		
Work in My Family	*		*				*	*			*		*		
These Are a Few of My Favorite Things		*			*	*	*				*				
Wow! What I Do Well		*			*	*	*				*	*	*		
Portfolio – Putting It All Together		*		*		*					*	*	*		
Theme 2: Work in My Community															
All Around the Town	*		*			*	*				*		*		
Work in Our School	*		*			*	*	*	*	*	*		*		
Inquiring Minds Want to Know	*		*			*	*	*	*	*	*		*		
Only the Shadow Knows	*		*	*	*	*	*	*	*	*	*		*		
Creating a Job Book	*		*	*	*	*	*	*	*	*	*		*		
Portfolio – Putting It All Together		*		*		*					*	*	*		
Theme 3: Work Around the World															
Traveling Teddy	*		*				*	*	*	*	*				
On the Trail of Trail Mix: Trace a Product Around the World	*		*				*	*	*	*	*	*			
Where Did This Come From? From Producer to Consumer	*		*				*	*	*	*	*	*			
Portfolio – Putting It All Together		*		*		*	*	*	*	*	*	*	*		
Theme 4: Work in My Future															
Welcome to My Life		*			*	*	*	*	*	*	*	*	*		
Rock Around the Clock				*	*	*	*	*	*	*	*	*	*		
Future Work – Just Invent It!		*		*	*	*	*	*	*	*	*	*	*		
Speech! Speech!	*	*		*	*	*	*	*	*	*	*	*	*		
Extral Extral Read All About Me!		*		*	*	*	*	*	*	*	*	*	*		
Portfolio – Putting It All Together		*		*	*	*	*	*	*	*	*	*	*		

Children, Learning and Fun: Things to Consider

Wild Over Work! is designed for young people aged 5 to 12. As someone working with children this age, it's important to think about the developmental changes these young people are going through. It's also necessary to consider how these changes affect how you work with children in this age group. Keeping children's development in mind will help ensure fun and learning for all - adults and children alike!



WOW! was designed with children's developmental characteristics in mind. When you use the WOW! activities you'll be helping children do the important job of mastering their developmental tasks. The following information on development and learning provides the foundation for WOW!

Developmental Tasks for School- Aged Children

What does it mean for young people to move successfully through the school-age years? Child development experts agree that there are certain *developmental tasks* or "jobs" that children should accomplish for optimal development. All of these tasks relate to the different areas in which children are developing: physical, cognitive, social and emotional. When we see that they are doing well at these tasks, we consider them to be developing successfully.

To develop successfully in the years between 5 and 12, children need to learn to:

- Gather information about who they are and what they can do.
- Develop a better understanding of how to get along with others.
- Understand that rules are necessary to make groups work.
- Act in ways that respect themselves and others.
- Improve their physical abilities.

- Learn to use language to share ideas and influence others.
- Find new ways to get information and to solve problems.
- Learn to read, write and use numbers.

While these are general statements about children in this age group, it's important to remember that children don't all develop at the same rate. What's "normal" for one child may not describe another child's behavior. Individual differences play a big role in how children behave and what they like to do. Sometimes children's development is uneven. For example, while physically they may look older than others who are the same age, they may be behind their peers in their social skills. Furthermore, children are influenced by the people and the places where they spend their time: their family, their friends, their school and their community. Another important point to remember is that even though we look at specific aspects of the child's development to understand it better, each child is a "whole" child. The children who are in your clubs and classrooms are a "complete package."

If you'd like to learn more about children's development, refer to publications such as *Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders* (NCR292), by Jeanne Kams and Judith A. Myers-Walls, Department of Child Development and Family Studies, Lafayette, IN: Purdue University.

What We Know About How Children Learn

Learning and having fun are important elements of any effective 4-H activity in clubs, after school or in classrooms. Although we often think of learning as a cognitive or thinking skill, it really involves the whole child. As you work with your group, think about how they learn and what to consider as you plan and carry out the WOW! activities. This will help ensure a high level of enjoyable learning for your group. WOW! activities have been developed with these ideas in mind:

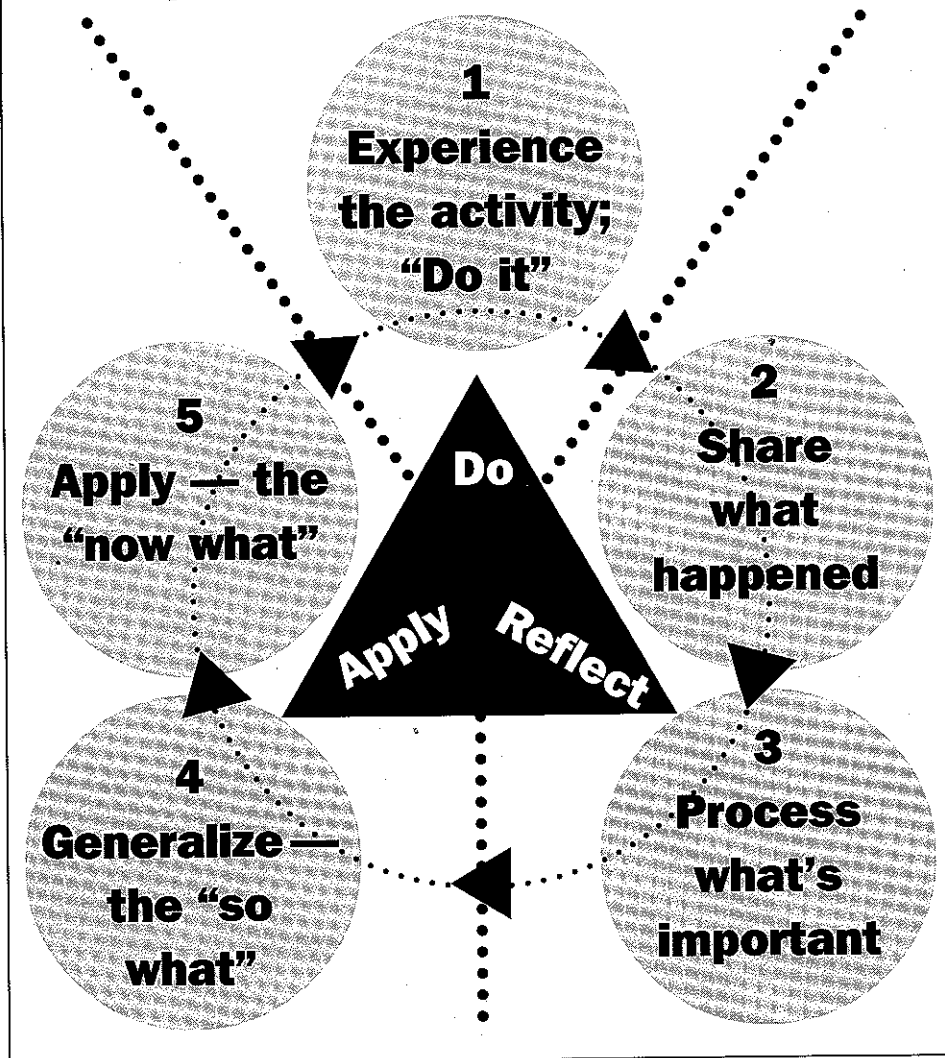
- **Children are active learners.** This means they're both physically active and active in seeking out experiences. They learn from hands-on experiences that involve all their senses. The WOW! activities are designed around an experiential learning model that encourages active learning.
- **Children's learning is influenced by development and maturation.** Children enjoy activities that are within their ability to master. They want challenge, but don't want to feel frustrated because the task is too difficult. Try to simplify, maintain or expand your activities in response to the level of understanding the children demonstrate. To help you adapt these activities, each WOW! activity contains suggestions for simplifying and extending it to fit the needs of your group.

What We Know About Children's Career Development

Although few studies have been conducted of young children's career development process, several important points that are known have been incorporated into the design of WOW!

- **Important people in a child's life, particularly family members, play a significant role in influencing their career choices. These people serve as role models for work-related attitudes and behaviors. Families can play a major role in providing resources and exposing children to people and opportunities that allow them to develop their interests and abilities and that can influence their career path.**
- **Exposure to experiences helps to change children's ideas about jobs. These experiences, such as job shadowing, give them specific knowledge about the skills used on the job and about the education and experience required to qualify for the job.**
- **Children have difficulty naming many jobs. That's why the WOW! activities stress exploring options. It's important for children to be exposed to many different job possibilities.**
- **Often children cannot connect a job with what is needed to qualify for it. Exposure to people who are in the workplace will help them learn the path these workers took to realize their goals.**
- **Just as they can learn positive attitudes, children can learn negative attitudes about work. WOW! activities encourage respect for all workers and their contributions to society. It's easy for children to develop stereotypes about the types of work that they should or shouldn't do based on gender, race and other characteristics about the job. When they do this, they close themselves out of certain occupations without full knowledge of what the job involves or requires.**
- **Children's learning is affected by the environment.** The environment where your group meets can either enhance or detract from a child's ability to learn. Create a setting where children feel safe and secure, where you treat them with warmth, respect and caring.
- **Children learn through physical experience, social interaction and reflection.** From their direct experiences (seeing, listening, smelling, tasting and touching), children find out what things are like, how they work and how they relate to one another. They combine these observations with more complex thinking, like seeing patterns, interpreting and drawing conclusions about what happens. These conclusions either add to

Experiential Learning Model



WOW! activities also involve reading and speaking, movement, mapping and drawing.

- **Children learn through play.** Play is so important it has been described as children's work. All areas of development are enhanced through children's play activities. Play is the primary way children gather and process new information, learn new skills and practice old ones. When they play, children are learning to develop rules and to get along with others. It's important to offer time for recreation and play when your group meets.
- **Children's learning is influenced by early attitudes and perceptions.** When children are learning new information and skills, they're also developing attitudes toward learning. Attitudes are the ways of reacting that people develop toward various situations in their lives. Early on, children may form stereotypes about the type of work that is acceptable. You can play an important role in helping children develop positive attitudes toward learning, the value of work, the importance of teamwork and the contributions that all workers make to society.

children's existing ideas or cause them to adjust their thinking.

Children are also influenced by the people in their lives – especially the adults who are important to them such as parents, relatives, teachers and youth leaders. As children interact with other people in their lives, they make decisions about themselves and their actions based on the reactions they receive. They decide if their thinking and actions are "right" or "wrong" and adjust their actions accordingly.

It is also important for children (and adults, too!) to "think about their thinking" – to reflect on what they know and how they figured it out. You can guide the children to make

connections between what they know now and where they want to go. This helps them to make connections between ideas and gives them clues for doing similar things in the future. For more information on experiential learning design, see the next section.

- **Children's learning styles differ.** Everyone has a preferred way of taking in information and processing it. The WOW! activities offer experiences related to different ways of learning by developing children's problem-solving and thinking skills, by providing opportunities to gain self-knowledge, and by having children work in groups to develop social interaction skills. The

Designing Experiential Learning Experiences

The WOW! materials are designed to help children "learn by doing." WOW! activities give children the opportunity to think about and practice life skills and workforce preparation skills. This is accomplished by having the children go through the "Do – Reflect – Apply" steps of experiential learning:

Do:

- The children do or experience an activity. This could involve making something, playing a game or solving a problem.

Reflect:

- Next, the children share what they think happened in the experience. They think about what they did, how it felt, whether it was easy or difficult, and more.
- They also process or analyze the experience by reflecting on problems or issues that came up for them.

Apply:

- Next, they generalize the experience by connecting it to real-world examples. This is the “so what?” portion of experiential learning.
- And finally, they apply what they’ve learned by thinking about it in terms of new situations that might happen now or in the future.

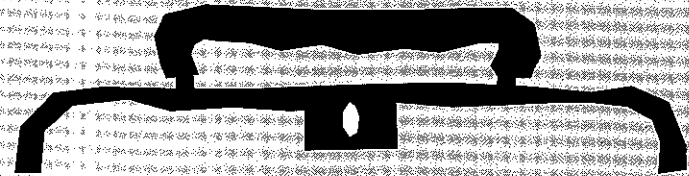
Each WOW! activity is designed around this experiential learning model. The “Talking It Over” section of each activity suggests questions you can ask to help the children complete the learning cycle for a particular activity. The “Portfolio – Putting It All Together” activity in each theme helps complete the learning cycle for the theme.

Portfolios – Patting It All Together

As a person working with children, it’s important for you to know if what you’ve done has been successful. It’s important that the children in your group are involved in determining success, too. One way to assess your group’s progress through the WOW! activities is to

have the children develop, maintain and review a portfolio. A portfolio is a collection of a child’s work (such as drawing and writing samples) that shows the process and progress of his or her work over time.

Portfolios are a logical choice for a workforce preparation program because the process of compiling a portfolio helps children develop workforce competencies and foundation skills – life skills. Thinking about what they’ve done helps children to realize what they’ve learned, and then connect what they’ve learned to the real world. As in the workforce, children benefit from working on tasks that require them to use a range of knowledge



Skills Used in the Portfolio Process That Connect With Workforce Skills

1. Effective portfolios involve **establishing goals** and **organizing information**.
2. Children must **make decisions** about what to include in their portfolios.
3. Children must be **responsible** for what’s included in their portfolios.
4. When children decide what items to include in their portfolios, they **think about what they’ve learned** in the activities they’ve done. They learn to **evaluate through self-appraisal and reflection**.
5. When preparing and presenting their portfolios, children use the basic communication skills of **reading, writing, speaking and listening**.
6. As they think about what they’ve learned, children **learn something about themselves** – who they are and what they can do.
7. When they share what they’ve learned, children have the opportunity to **present information** to others.

and skills to solve a problem, rather than learning knowledge and skills in isolation.

The process of compiling a portfolio is itself a "real-world" task. Portfolios are a tool that children are likely

to encounter in the future. People can use portfolios to document their employability skills in job interviews and when seeking awards and promotions. People in many occupations use portfolios to showcase their achievements and skills.

Using Portfolios in WOW!

The last activity included in each WOW! theme is called "Portfolio – Putting It All Together." In each of these activities, you work with your group on the process of compiling the portfolio, which includes these steps:

- **Collect** samples of your work that show what you did or what you learned.
- **Reflect** on these items. Talk to someone or write your thoughts about what you've learned or done.
- **Select** samples that best represent your work or are most meaningful to you. Explain why you chose these items.

Usually children are involved in selecting their portfolio pieces and judging the quality of their work. You can structure their reflection in a variety of ways, by having the children work with partners, in small groups or on their own. Sharing portfolios is recommended because it improves thinking skills and provides opportunities for building self-esteem and confidence.

Sometimes it's not possible to put the actual product of a child's work in his or her portfolio (perhaps because the product is too big or because it's a group project). In that case, the child can include a photograph or sketch he or she made of the project. Children also can create something especially for their portfolios, such as a description of what they learned. Parents, teachers, peers and leaders can include comments about the project on a separate sheet of paper. Each WOW! activity gives suggestions for what children can include in their portfolios from that activity.

Another Way to Evaluate WOW! Experiences

Besides using portfolios to assess the progress of your children, you can ask them directly what they think of their WOW! experiences. Use the following questions to do this. Ask the questions verbally to younger children, and create a feedback form for older children to write their responses on.

1. Was WOW! fun to do?

Yes No

Why?

2. Did you learn some new things from WOW!?

Yes No

If yes, what?

3. Did you tell anyone at home about what you did in the WOW! activities?

Yes No

If yes, what did you tell them?

4. What was your favorite thing about WOW!?

Organizing and Leading a WOW! Project

Your Role

WOW! is a starting point to help you and your group begin to explore the possibilities of the world of work. Adults and teens who work with young children have a special role to play. Children need help from adults as they consider their possibilities as future members of the workforce. You and your group will choose which WOW! activities you want to do.

You don't have to know a lot about jobs or workforce preparation to lead WOW! activities. There's too much for any one person to know and besides, what there is to know on the subject is constantly changing. Your best bet is to consult current resources with up-to-date information. It's more important that you play the role of guide or facilitator of children's learning than the role of subject-matter expert. Taking this role also models for children how to go about learning how to learn something they don't know.

Although the directions for the WOW! activities are written for adult or teen helpers, the WOW! activities are designed to help children learn for themselves. Often the activities suggest that children work in small groups to give them experience working with others. In these settings, conflicts are bound to occur. These conflicts can provide an opportunity for children to practice resolving them and to work cooperatively. That will help them get along now and prepare them to work with others in the future.

Your role is to help ensure that children think about what they're learning now and how this applies to other situations. When these connections aren't made explicit, children are less likely to generalize the skills and knowledge and to apply them in new situations. Children must become active in their own learning!

Other Resource People

Other people can support you as you organize and lead WOW! activities. Parents, teachers, youth leaders and business people can all play a role. They can help you make valuable connections to the community.

Part of your role may be helping children find the information they need about people and jobs in your community. You could draw on the knowledge and connections of other community members to gather this information. This way, you can tailor the WOW! activities to your community and to the needs and interests of your group.

You'll need to be very clear about what role you want other adults and older teens to take in organizing and running WOW! activities. Don't assume that they know what you want.

Use the resources within your group to find guest speakers and locations for community field trips. For example, invite family members who have lived or worked in other countries or people who travel for their

"When I Grow Up I Want to Be . . ."

As a child, what did you want to be when you grew up? How did you decide what you wanted to be? Can you remember a person or event that influenced your job or career choice? What path did you take to get to where you are today?

As adults, it may be easy for us to look back and see what led us to the jobs we're in today. Some people landed their jobs by design, and some landed their jobs by chance. Just as children are today, you were influenced by the society that existed when you were growing up. People and events have significant effects on children, even if those effects don't become apparent until much later in the child's life.



jobs to help with the *Work Around the World* theme. Family members may be able to help arrange speakers for the "Inquiring Minds Want to Know" activity or to schedule their workplaces as job shadowing sites for "Only the Shadow Knows" in the *Work in My Community* theme.

Field Trips

It's important that the field trips suggested in the WOW! activities are planned learning experiences, not just add-ons or chances for the children to goof off. Pay particular attention to what occurs before,

during and after the actual venture into the community or workplace. For example, you probably should talk to or meet with a worksite contact before your group's visit. It is also essential to prepare the children by engaging them in activities to heighten their interest before the experience. This helps them draw on their existing knowledge and connect new knowledge to it.

During the visit children can ask questions they have prepared ahead of time, tape interviews, use checklists to record observations of jobs or skills they see and take photographs. After the field trip, they can discuss their observations, write stories and connect what they learned on the field trip with what they're learning in other situations.

Some things to consider when planning one of the field trips described in the WOW! activities include:

- **Parental permission** – You must collect a signed permission slip from every child's parent or guardian before the children may participate in the trip. The parent letter that contains the permission slip should include at least the following information: The purpose, destination, date, time, transportation and cost of the trip (if any), and space for the parent or guardian to fill in the child's name, sign and date the slip. Your local school district or county 4-H staff may have generic field trip permission slips you could adapt for your group. A sample parent letter appears at left.
- **Safety** – One of the goals of any field trip should be to make the experience as safe as possible for everyone involved. You should arrange an adequate number of chaperons (it takes more adults to supervise children on a field trip than it does in your normal

Sample Parent Letter

(Date)

Dear Parent,

We are planning a field trip to _____ (location) on _____ (date). Field trips can be both fun and educational for children. On this trip the children will be (list details about what the children will be enjoying and learning) _____

We plan to _____ (walk, ride a bus, drive, etc.) and will be leaving at _____ (departure time) and returning at _____ (arrival time).

(Please send a bag lunch that can be left out of the refrigerator safely for 2 hours/We will be providing a picnic lunch or snack at a cost of \$_____.) Please have your child wear play clothes/school clothes for the day. Enclosed is a parent consent form. Please sign and return it by _____ (date).

I give my child _____ permission to attend the _____ (name of club, school or after-school program) field trip to _____ on _____ (date).

If you are available to join us on this trip, please let me know by calling (_____) _____. Your help would be greatly appreciated.

I will also attend as a parent volunteer.

Signature _____

meeting setting). Assign each adult a specific small group of children to supervise. Review the adult chaperons' responsibilities with them before the trip.

Leave an itinerary, a list of field trip participants and the signed permission slips, medical treatment authorization forms and emergency contact forms with a responsible adult who *is not* going on the field trip; carry photocopies of those documents with you. You also should consider carrying a first-aid kit and change for making phone calls.

- **Travel** – You need to consider several travel-related issues before a field trip, including the best route and mode of transportation, the length of the trip, whether your auto insurance covers such trips, any safety hazards you may encounter, and supervision of the children during travel.

smaller proportion of American families every year. Although families take many forms, all children live in families. For simplicity's sake, we've chosen to use the word "parent" to describe an adult with primary responsibility for the care and nurturing of a child.

Each WOW! theme has a "Family Connections Letter" that can be sent home while your group is working on that theme. The letter gives you a way to communicate with the families of the children in your group. It summarizes the main ideas of each theme and suggests follow-up activities that help reinforce some of the concepts covered during the meeting.

Use the back of the "Family Connections Letter" to write any messages for parents. These could be a notice of a meeting date change, a note on an item a child needs to bring to the next meeting or information on "homework" for the child.

You could also use the space to let parents know something positive that happened to their child during the meeting. (Remember to focus on the good work of the child rather than on how good the child is.) It's up to you to decide how to use the letter. You can use it as is, adapt it or prepare your own.

Using the WOW! Themes and Activities

Themes

Each of the four WOW! themes contains the following components:

- **Big Ideas** – These are the major concepts presented in the activities within that theme. Each of the activities contributes to the children's understanding of these concepts. A complete listing of

Connections to Parents and Family

Children are influenced by important people in their lives, and that includes family members. You can extend the "reach" of the WOW! activities by informing the parents and families of your group members of how they can build on the concepts the children are learning. For a variety of reasons, some of the children's families may not be able or willing to help. In that case, perhaps a neighbor, a family friend, a teacher or some other caring adult in the child's life could be the child's adult resource.

Important Note: The traditional definition of "family" – two married parents and their children living in the same home – applies to a



the WOW! "Big Ideas" is included on page 3.

- **Mini-Poster** – The "Big Ideas" from the theme appear on the mini-poster. You can display the poster when your group is working on activities in the theme to help link these ideas to the activities.
- **Family Connections Letter** – This is a sample letter that you can send home to the children's families to let them know what their children are doing and learning in the WOW! activities and to suggest follow-up activities. You can use the letter as-is, adapt it or add comments to it.

Activities

Each of the WOW! activities contains the following components:

- **WOW! Goals** – Lists which of the major goals are covered in this activity.
- **Objectives** – Lists the specific objectives the activity is designed to accomplish.
- **Workforce Preparation Skills** – Lists the major workforce preparation skills that are accomplished by doing the activity. These skills are based on the SCANS workforce competencies and foundation skills described on page 5.
- **Materials** – Lists the materials you'll need for the activity.
- **Time** – Gives an estimate of how long the activity will take.
- **Procedure** – Spells out the specific steps for carrying out the activity.
- **Talking It Over** – Suggests questions you could ask the group to complete the experiential learning cycle.
- **How to Simplify/How to Extend** – Suggests ways to adapt the activity to meet the needs of your group.
- **Vocabulary Words** – Lists work-related words that are used in the WOW! activity. Simple definitions

of these words are found in the "WOW! Vocabulary List" on pages 19 to 20.

- **For the Portfolio** – Suggests types of work samples children may want to include in their WOW! portfolios after they finish each activity. The children eventually will use these items in the "Portfolio – Putting It All Together" activity at the end of each theme.

Many of the activities also include a "Making Connections" section of examples that show how an activity was used in one of the three major settings WOW! is designed for: 4-H clubs, after-school programs and classrooms.

Patting the Activities Together

There are many possibilities for doing a WOW! program. When you're ready to select WOW! activities, you can start by choosing one theme and doing all the activities in that theme. However, you don't have to do the activities in a certain sequence. And if it meets the needs of your group, you can select activities from several themes.

What's important is to involve the children in setting learning goals (see "Goal Setting – Ready, Set, Know!" on page 17) and for you to select activities related to their interests and goals. It's also important to have your group reflect about what they've learned by completing the final activity of each theme: "Portfolio – Putting It All Together."

Whether you're a 4-H volunteer, an afterschool program staff member or a teacher, you'll find that you can blend WOW! activities with your existing programs. The following sample plans may help spark other ideas for using WOW! activities in a

4-H club, an after-school program or a classroom.

4-H Club

The 4-H Clover Club in Anytown, USA, decides to use WOW! as a way to learn more about jobs in their community.

Meeting 1:

The adult 4-H Clover Club leader starts out by using the "Goal Setting – Ready, Set, Know!" activity to find out what children in the club know about work in their community. They're eager to start their first activity. They decide to take a walking tour of their town to make the community job map described in the "All Around the Town" activity.

Meeting 2:

With several teen volunteers to help, the club divides into groups to start making the community job map. They start from the center of town, and each group walks down several streets. Several club members are interested in photography, so those children have brought along their cameras. All the children have paper and pencils to make notes and drawings as they go.

Meeting 3:

"All Around the Town: Part II" – The club members bring back the information they gathered on their walking field trip and complete their town map. They decide that they would like to invite someone from a local business on their map to come and talk to them. They begin the "Inquiring Minds Want to Know" activity by making a list of questions to ask their guest. Before the next meeting, the club leader works with a member to call the speaker to arrange the visit.

Meeting 4:

The group continues the "Inquiring Minds Want to Know" activity. The

guest speaker comes to the meeting and the children ask their interview questions. The children draw pictures and write thank-you notes to their guest.

Meeting 5:

The children write stories about the jobs they learned about in their community from the "All Around the Town" activity and from their guest speaker. They've compiled their drawings for a group map, and with their pictures and stories, they make a display for the county fair.

Meeting 6:

The club leader has the children think about what they learned about their community by doing the "Portfolio – Putting It All Together" activity. The children finish by making the "Career Palette" mentioned in the "How to Extend" section of the activity, which shows some jobs they may be interested in from their community exploration.

After-School Program

The Kid's Club After-School Program uses weekly, theme-based planning. At the beginning of the year, they use the "Getting the Job Done" activity from the *Work Around Me* theme to develop a schedule of after-school jobs for the children in the program. Then the staff decides to incorporate several WOW! activities into their program each week for a month.

Week 1:

Work Around Me

The group does several "Go, Team, Go!" activities during the week. Next they do "Wow! What I Do Well." At the end of the week, they have a reflection time for "Portfolio – Putting It All Together."

Week 2:

Work in My Community

First the group does the "All Around

the Town" activity. Then they pick one of the businesses within walking distance of the program and take a job shadowing field trip from "Only the Shadow Knows." At the end of the week, they have a reflection time for "Portfolio – Putting It All Together."

Week 3:

Work Around the World

The group starts the week by doing the "On the Trail of Trail Mix" activity. They follow it up later in the week with the second option, "From Seed to Shelf," from the "Where Did This Come From?" activity. At the end of the week, they have a reflection time for "Portfolio – Putting It All Together."

Week 4:

Work in My Future

Children have found out a lot of information about jobs in the past three weeks. First, they do the "Extra! Extra! Read All About Me!" activity to picture themselves in a job in the future. Now they're ready to pick a job they're interested in and find out more information about it. Then they prepare a speech on "What I Want to Be When I Grow Up" from the "Speech! Speech!" activity. They practice hard because they'll be giving their speeches for the next parent program. At the end of the week, they have a reflection time so they can think about "Portfolio – Putting It All Together." At the parent program, they'll share items from their portfolios that show all they've learned about jobs.

Classroom

A fifth-grade teacher decides to use WOW! activities throughout the school year in different subject areas to help children think about their future.

Social Studies:

As part of a unit on oral history, the

students conduct a "Work in My Family" interview from the *Work Around Me* theme to learn more about the jobs in their families over time.

Science:

As part of a unit on how the heart works, student learn about advances in medical science. Then they do the "Future Work – Just Invent It" activity from the *Work in My Future* theme to supplement this lesson and have them think about possible medical advances in the future and the jobs those advances will create.

Math:

To apply their skills in making charts and graphs, the students use "Jobs I Do Now" from the *Work Around Me* theme to create a class graph of the jobs they do in their family. Then they survey two other classes in the school and compare results.

Language Arts:

Students pick a variety of jobs to research and use the class computer to compile the information in an *ABC Jobs Book*, part of the "Creating a Job Book" activity from the *Work in My Community* theme. They use this book to tutor kindergarten students as part of a service-learning project.



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Goal Setting - Ready, Set, Know!

Before you start exploring WOW! themes with the group, it's a good idea to find out what the children already know about the world of work and what they'd like to learn. In doing this you'll begin to set group goals. This **goal setting** is an important workforce skill. By engaging in the group process, you'll be modeling an important organizing skill the children can use in other settings. This process will also involve children directly in their

learning and give them something to focus on.

Using the "Goal Setting - Ready, Set, Know!" activity will help you introduce the theme and set learning goals. It will help you plan which WOW! theme activities to use and how you might want to adapt them to fit your group. Having this information is also helpful for checking your group's progress throughout the process.

Use the "Goal Setting - Ready, Set, Know!" activity (see page 17) to find out *what the children in your group already know* (or think they know) about the world of work, *what they would like to learn* and *how they would like to learn it*. This process provides a way for children to direct their own learning.

As your group works through this process, keep in mind the importance of the skills they're using. Brainstorming, generating, predicting, categorizing and interacting are important skills used in this process that can be transferred to other learning situations. This kind of process can result in improvement in children's thinking skills, more enthusiasm and greater involvement in learning, and with time, an ability to use this process on their own.



Sample Ready, Set, Know! Our WOW! Goals

Things I Know	What I Want to Know	How I Want to Learn
You get money for a job.	What does a dolphin trainer do?	Talk to someone.
Work is hard.	How do you get to be a veterinarian?	Watch someone do it.
My mom works.		Read a book.



Objective:

To help children learn to set learning goals

Workforce

Preparation Skills:

- **Organization – Organizing information**
- **Interpersonal skills – Teamwork (Help group establish goals)**
- **Thinking skills – Problem-solving, decision-making, learning how to learn**

ACTIVITY:

Goal Setting - Ready, Set, Know!

Time:

30 minutes

Materials:

- Newsprint or other large paper (at least one sheet per child for older groups)
- Markers (at least one per child for older groups)
- Masking tape

Procedure:

For a younger group (aged 5 to 8):

1. Make a chart like the one that follows on a sheet of newsprint. Display the chart where your group can see it.

Ready, Set, Know! Our WOW! Goals		
What We Know	What We Want to Know	How We Want to Learn

2. Have your group brainstorm what they know about the world of work (you may have to prompt the children and ask questions to help them come up with more ideas). You or a helper should write on the “Ready, Set, Know!” chart whatever the children say about the topic. The goal at this stage is for you to learn what knowledge or experiences the children can apply to the WOW! activities.

Helper’s Note: It’s not important that the children supply correct information at this point. What the children *think* they know at the beginning of the project will provide you with a basis for comparison later. The goal is not to “get it right from the start,” but to undertake a process of learning about the world of work.

3. Next, ask the children to think of how their responses could be grouped

into categories. You could say, "Let's look at this list of things we already know. Do any of them fit together?" Model this process for the children at first. For example, you could note that the statements "Some people work at night" and "Some people work at different times on different days" could be grouped under "When People Work." This step helps provide the children with a way to organize new information they learn.



4. Next, have the group brainstorm what they want to find out about work. This will help them recognize the purposes for learning – to find the answers to their questions. You or a helper should write their responses on the "Ready, Set, Know!" chart. Encourage the children to think about how they can take responsibility for questions or topics that are of particular interest to them.

5. Finally, have the group brainstorm how to learn about what they want to know (again, write these on the chart). There are many ways to find the answers to the questions they've posed in the second column. By deciding for themselves how to proceed, the children take ownership for their own learning.

For an older group (aged 9 to 12):

1. Divide the children into groups of five. Have them draw lots for a role in the group: timekeeper, reporter, recorder, encourager and leader (you also could let them choose their own roles or assign roles to them). Describe each role to the group. The **timekeeper** keeps track of the passage of time. The **recorder** writes the information the group comes up with on newsprint. The **reporter** analyzes and shares the information the team gathered with the larger group. The **encourager** encourages the other group members to look at the problem at hand from different angles and helps keep them from becoming discouraged if the group encounters roadblocks. The **leader** facilitates the discussion and helps keep the group on task.

2. Pass out newsprint and markers and tell the children they'll have 3 minutes to quickly list what they know about the world of work.

3. When the groups are done with their lists, ask each group's reporter to share his or her group's list.

4. Next ask each group to spend 3 minutes brainstorming questions they have about the world of work. They should write these on newsprint.

5. When the groups are done brainstorming, ask each group's reporter to share his or her group's questions.

6. Have the group work together to decide which categories the questions can be grouped into. List the categories and questions for each on separate sheets of newsprint.

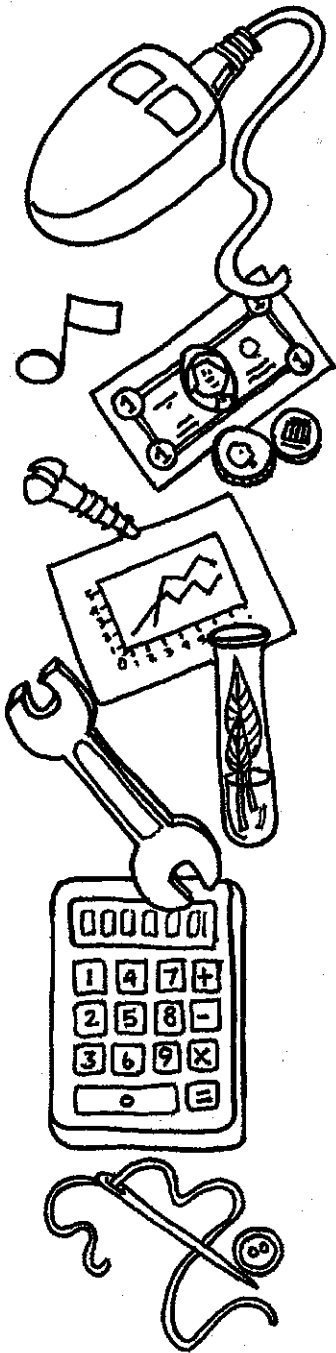
7. Next, ask each group to choose a category on which to become "experts." Ask them to brainstorm a list of ways to search for answers to their questions.

8. Finally, have each group's reporter share the information from his or her small group with the whole group.

WOW! Vocabulary List

- Accomplishment** – a successfully completed job or task
- Business** – what a person does for a living; work or occupation; place where things are made or sold
- Career** – the work a person does in life; profession or occupation
- Community** – a group of people who live together in the same area or city
- Consumer** – a person or thing that uses or consumes; someone who buys things for his or her own use
- Cooperation** – the act of working together to accomplish a task
- Decision-making** – the process or act of making a decision; deciding an issue
- Destination** – a place to which a person is going or a thing is being sent
- Distribution** – the act of distributing something; passing out an item
- Distributor** – a person or business that distributes items to consumers
- Employee** – a person who performs a job or does work for someone else for pay
- Employer** – a person who pays other people to perform work or a job for him or her
- Evaluate** – to judge or discover the value of; to rate
- Evaluation** – a judgment or rating of a person's job performance or of a thing
- Future** – happening in the time after the present; coming
- Global** – worldwide; shaped like a globe
- Goal** – something that a person wants and tries to achieve, get or become; aim; purpose
- Hobby** – an activity that someone does for fun in his or her spare time, such as collecting stamps or studying comets
- Ingredient** – the items that make up a mixture; things that go into a recipe
- Interdependence** – people, creatures or systems that rely or depend on each other
- Interests** – something that causes a desire or eagerness to know or take part in something
- Interview** – a meeting in which someone obtains information from another person by asking questions; may be conducted face-to-face or by telephone

These vocabulary words appear in one or more of the WOW! activities. As the words are used in the activities, use these definitions to explain the words to the children in your group.



Invent – to make or think of for the first time; to create

Inventor – a person who invents

Itinerary – the route a person takes on a journey

Job – a task that must be done; a position of work; employment

Job application – a form a person fills out when seeking a job; often requires the applicant to list his or her education, work history and qualifications for the job

Job description – a listing of the specific tasks required in a job; sometimes a formal, written document

Occupation – the work a person does to earn a living; profession or trade

Portfolio – a collection of work done by a person for a specific purpose; some form of storage case or file designed to hold such a collection

Presentation – the act of presenting; to put before an audience

Producer – a person or business that produces goods for sale

Product – anything that is made or created by nature or humans

Production – the act of producing something; amount produced, such as by a factory; something that is produced, such as a play, film or concert

Qualifications – being qualified for a job or task; a skill, experience or special training that makes a person able to do some work

Reflect – to think seriously or carefully; consider

Research – a careful study or investigation with the goal of finding out and learning facts

Resource – a supply of an item that meets a need

Responsibility – the state or condition of being responsible; something or someone a person is supposed to take care of

Skill – the power or ability to do something that comes from practice, study or experience; can be observed, taught and evaluated

Teamwork – doing things with other people to reach the same goal; cooperation

Technology – science as it is put to use in practical work; a method or process for dealing with a technical problem

Time management – the act or skill of managing time; operating efficiently

Timeline – putting things (events) in the order they happened in the past and/or will happen in the future

Work – something that is done or is to be done, task; may be paid or unpaid

Workplace – the location where people do their jobs

WOW! Fun and Games

Alphabet Soap - The Job ABCs

For this game you'll need twenty-six 5-inch by 7-inch index cards or pieces of construction paper and markers, pencils or pens. Label each index card with one letter of the alphabet. Pass out the markers. Ask the children to think of jobs beginning with "A," then "B," then "C," and continue through the alphabet. You, a helper or the children could write the job names on the appropriate index cards. (It may be easier for younger children to first think of jobs they know and then match those jobs with the appropriate letter of the alphabet. Don't worry about it if younger children seem to invent the spelling of some words.)

You may need to prompt the discussion by asking questions such as:

- Who takes care of you when you're sick?
- Think about some of the people you meet when you go to school . . .
- I've noticed we've had a lot of building around town. . . Can you think of the people who would have to help do all that?

You also could ask the children to break down a job category, such as "teacher," into more specific areas, such as preschool teacher, reading teacher, math teacher, science teacher, college professor.

Children are most likely to think of the jobs of people they're familiar with - those of relatives and people they see nearly every day, such as

teachers. They also may be able to think of *places* where people work (such as banks, schools or libraries), but may not always be sure of the jobs or titles of the people who work there (such as bankers, teachers or librarians).

You could display the alphabet cards on a wall and have the children add jobs to the cards as they think of them during other WOW! activities. The job list could be useful in other activities, too, such as thinking of ways different jobs may be related, classifying jobs by geographic location or educational level necessary to hold them, and researching and exploring one or more of the jobs on the list.

The Jobs in My Community Challenge

This activity takes 45 to 60 minutes, and requires slips of paper that list local businesses or organizations (such as police departments, hospitals, airports, restaurants, hardware stores and 4-H offices), paper and pencils, newsprint and a marker. It may be helpful to contact local businesses and organizations before the meeting to find out the number of people they employ and the jobs the employees hold. Explain to the children that they'll be playing the "Jobs In My Community Challenge." Divide the children into small groups and have each group draw a slip of paper that lists a local business or organization. Give them time (perhaps 5 minutes for younger chil-

The games and activities described in this section are intended to be used as supplements to the activities in the WOW! themes. They're not very complicated, and the directions are not as detailed as those for the activities within the WOW! themes. You can use these games and activities to fill a few minutes between interviews or activities, but mostly you can use them to help your kids have fun! Also consider creating your own work-related games and activities.

dren, 2 minutes for older children) to brainstorm and write down all of the jobs connected with the business they drew. Bring the children back to the larger group and ask each small group to share their list. Have someone write each job on a sheet of newsprint. Encourage the rest of the groups to add to the list.

Personalize Your Portfolio

Gather one file folder, pocket folder, small cardboard box or other container for each participant, and assorted art supplies (such as paper, scissors, glue, markers, crayons, glitter, pipe cleaners, craft sticks). Explain to the children that they'll be keeping the things they make in the WOW! activities in a special folder or box called a portfolio. The portfolio is a way to store three-dimensional information and projects so they can look at those items – or show them to someone else – later. Give the children 20 to 30 minutes to decorate their folders or boxes using the available materials. Store the completed portfolios in an easily accessible place so the children can use them during each WOW! activity.

WOW! Job Charades

You can use the brainstorming and game playing portions of this activity to fill a few minutes between other activities. Have the group brainstorm a list of common and uncommon jobs. Write the job names on slips of paper, then put the slips into a hat or other container. Ask the children to take turns drawing slips of paper from the hat and acting out the job on the slips. Have the other children try to guess the name of the job being acted out.

WOW! Word Searches

WOW! Word Search for Older Groups

T N E M H S I L P M O C C A O E
 R I W Y L K E E P S J R O T I X
 Y V N D R M Z A Y E L D M R L C
 G L B O P F Q R C M A U M A O K
 E R W L I U D N E Y V R O I F E
 D E O M S T C J O B A G N N T L
 U Y W I Q U A F L B L K P I R B
 C O O P E R A T I O N F A N O U
 A L R F I E J K N H O U S G P S
 T P K I N M R H C E E P S I R I
 I M P O V R E P A M S X P V E N
 O E L N E V A L U A T E O L E E
 N U A Z N H C R A E S E R H R S
 Q L C O T K R O W M A E T P A S
 P P E X P E R I E N C E D O C P
 C M M T S K I L L T C E L F E R

Find the following work-related words in the word search above. Words may run backward, forward, up, down and diagonally.

Accomplishment	Goal	Research
Business	Hobby	Skill
Career	Invent	Speech
Cooperation	Job	Teamwork
Education	Learn	Training
Employ	Passport	Work
Employer	Plan	Workplace
Evaluate	Portfolio	WOW
Experience	Presentation	
Future	Reflect	

WOW! Word Search for Younger Groups

M I N E W O R K T
O N O H O B B Y R
T V A F W U Z E A
R E M U S N O C I
A N D T P L A Y N
P T Q U L R S V I
B L O R E I S L N
O B A E C L A O G
J Y R N S K I L L

Find the following work-related words in the word search above. Words may run backward, forward, up, down and diagonally.

Career

Consumer

Future

Goal

Hobby

Invent

Job

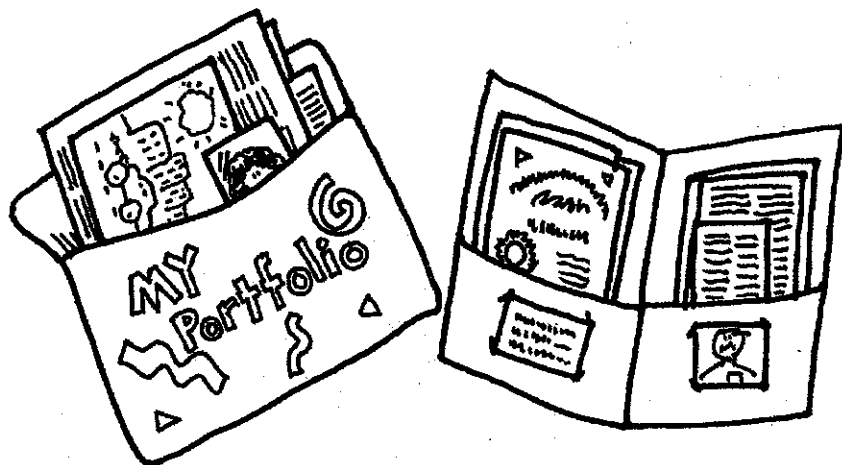
Plan

Skill

Training

Work

WOW



WOW! Resources

The following resources may be helpful additions to your WOW! experiences.

- *Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders* (NCR292), by Jeanne Karns and Judith A. Myers-Walls, Department of Child Development and Family Studies. Lafayette, IN: Purdue University. This guide is designed to give 4-H volunteers insight into the needs and interests of their group members. The guide discusses the physical, cognitive (thinking), social and emotional characteristics that are common to children at each age level.
- *Career Adventures*, by Noreen Lindsay, 1996. This personal workbook is designed to help users develop career awareness. It includes a student travel log as a separate portfolio to use for permanent individual career planning documentation. Order from Wintergreen/Orchard House Inc., P.O. Box 15899, New Orleans, LA 70175, phone (800) 321-9479, fax (504) 866-8710.
- *CAREER-O-ROM-A*, by Wintergreen/Orchard House Inc. This multimedia CD-ROM program shows people in 140 different careers, a career quiz in a game show format and a simple interest assessment. Order from Wintergreen/Orchard House Inc., P.O. Box 15899, New Orleans, LA 70175, phone (800) 321-9479, fax (504) 866-8710.
- *Getting Into a Food Mood: Communicating Food Issues* (WFPO30), by the National 4-H Council, 1997. This leader's guide helps adults and older teens teach 8- to 15-year-olds (grades 3-10) about where food comes from, how we view it and how we are assuring that people will be fed in the future. It integrates workplace competencies and foundation skills with food industry issues. For sale from National 4-H Supply Service, phone (301) 961-2934.
- *Preparing Youth for Employable Futures*, by National 4-H Council and USDA Extension Service. Washington, DC. June 1993. Highlights the Cooperative Extension System's role in preparing youth for the world of work; includes a developmental model of youth experiences in career development.
- The "SPACES: Preparing Kids for a High Tech and Global Future" materials, by the 4-H Youth Programs of Michigan State University Extension. East Lansing, MI: Michigan State University Extension. This extensive set of print and video curriculum materials can be used in any setting with kids aged 9 to 15. SPACES focuses on building young people's science and technology literacy (Outer Space), their personal coping skills (Inner Space) and their awareness of cultural, environmental and global issues (Shared Space). One of the threads that runs throughout the SPACES materials is career awareness. (URL: <http://www.msue.msu.edu/msue/cyf/youth/spaces.html>).
- *Themes Teachers Use*, by M.J. Kostelnik (editor). Glenview, IL: Good Year Books, 1996. "People Working" is one of the themes included in this resource book, which contains 13 units with activities designed to be used by those working with children aged 3 to 8 in a variety of settings.

You can also use the Internet to search for other resources on workforce preparation for children in grades K-6. Two good starting points are the home page of the National School-to-Work Learning and Information Center (URL: <http://www.stw.ed.gov>) and the "Publications for Parents" page of the U.S. Department of Education site (URL: <http://www.ed.gov/pubs/parents.html>). If you pull off information on activities to use with your WOW! group, be sure they're appropriate for the K-6 age group.

More 4HCCS Publications!

Over 80 4HCCS publications, videos, audio tapes and CDROM's supporting 20 different project areas and issues are currently available. Orders received from April 1 to June 1 will qualify for pre press discounts. Quantity, individual set, complete series and 4HCCS member discounts are also available. Previews of each curriculum set plus order forms are available on the 4HCCS WWW site at:

Order forms may also be requested directly from the 4HCCS Fulfillment Center at the University of Minnesota by mail, phone, fax or e-mail.

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Animal Science Materials

From dogs to hogs and cats to pet rats this exciting series has something for every youth interested in learning more about animals. Selecting, feeding, judging, fitting, showing, health, reproduction and genetics all come alive as youth practice important life skill as they explore the learn-by-doing activities in each of the 12 sets of four activity guides.

<div style="margin-bottom: 10px;">  <p>Exploring Farm Animals (K-3) Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Beef 1 Bite into Beef 2 On the Moove 3 Leading the Charge Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Cat 1 Purr-fect Pals 2 Climbing Up! 3 Cat Connections Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Dairy 1 Dig into Dairy 2 Mooving Ahead 3 Leading the Way Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Dog 1 Wiggles 'n Wags 2 Bounding Ahead 3 Pointing the Way Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Goat 1 Getting Your Goat 2 Stepping Out 3 Showing the Way Group Activity Guide</p> </div>	<div style="margin-bottom: 10px;">  <p>Horse 1 Horsing Around 2 Galloping Ahead 3 Blazing the Way Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Pets 1 Pet Pals 2 Scurrying Ahead 3 Scaling the Heights Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Poultry 1 Scratching the Surface 2 Testing Your Wings 3 Flocking Together Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Rabbit 1 Hop To It! 2 A Jump Ahead 3 Leaps and Bounds Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Sheep 1 Lambs, Rams and You 2 Shear Delight 3 Leading the Flock Group Activity Guide</p> </div> <div style="margin-bottom: 10px;">  <p>Swine 1 Squeal Appeal 2 Hamming it Up 3 Going Whole Hog Group Activity Guide</p> </div>
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These new sets of 4HCCS publications offer something for everyone. Whether it's exploring aerospace, discovering the importance of corn, investigating bugs, preparing for the work place, making a wood table or rehearsing for a theatrical production, youth will enjoy using these colorful, activity-packed guides.



Aerospace

Soaring Above and Beyond
Aerospace Adventures


- 1 Pro Flight
- 2 Lift Off
- 3 Reaching New Heights
- 4 Pilot In Command
- Helper's Guide
- Community Organizer's Guide



Corn

Gifts of Gold (K-3)


- 1 Seed, Stalks and Science: Agricultural Awareness
- 2 Food, Equity and Fair: Consumer Science
- 3 Harvest, Hubs & Harmony: Communication and Expressive Arts
- Gifts of Gold in Song (Audio Tape)
- Gifts of Gold in Motion (Video Tape)
- Crazy About Corn (CDROM)



Electric

Electric Excitement


- 1 Magic of Electricity
- 2 Investigating Electricity
- 3 Wired for Power
- 4 Entering Electronics
- Helper's Guide



Theatre Arts

Theatre Arts Adventures


- Act 1: Journey into the Imagination
- Act 2: Soaring into Action
- Act 3: Quest for Expression
- Act 4: Voyaging Beyond
- Helper's Guide



Entomology

Insectaganza of Excitement


- 1 Creeping Crawlies
- 2 What's Bugging You
- 3 Dragons, Houses and Other Flies
- Helper's Guide



Woodworking

Woodworking Wonders


- 1 Measuring Up
- 2 Making the Cut
- 3 Nailing it Together
- 4 Finishing Up
- Helper's Guide



Health

Health It's Your Choice

- Exploring My Body
- Discovering Myself
- Fun with Friends
- Teen Talk
- Piecing it Together
- Helper's Guide



Workforce Preparation

Wild Over Work

- A Helper's Guide of Workforce Preparation Activities for Grades K-6

Programs and activities of the Cooperative Extension Service are available to all potential clientele without regard to race, color, sex, national origin or handicap.

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