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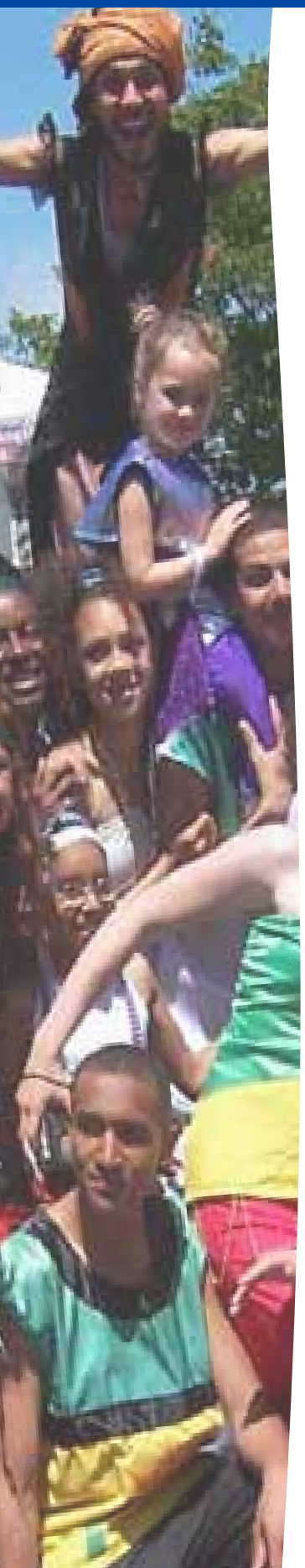

4-H After-School Program: Bloco Drum and Dance!

Part 4: Developing Positive Relationships

EVELYN L. CONKLIN-GINOP, 4-H Youth Development Advisor, University of California Cooperative Extension, Sonoma County; **SHARON K. JUNGE,** Acting State Director of 4-H Youth Development; and **KARYN PULLEY,** 4-H Youth Development Volunteer, UCCE, Sonoma County.

Curriculum Overview

This is part 4 of an 11-part series on planning, developing, and coordinating a 4-H drum and dance after-school program. The series is based on the successes of the Sonoma County 4-H Drum and Dance Program, an experiential (hands-on, learn-by-doing) education effort sponsored by Sonoma County 4-H in partnership with the Windsor School District. The program capitalizes on the positive group experiences of Brazilian Bloco drumming and dance to help youth build self-esteem, embrace personal discipline, develop commitment to their community, and build musical skills. Besides attending regular practices and 4-H meetings, the Sonoma County group performs in local and regional parades and cultural festivals.

The overall positive experience and sense of belonging also have important side-benefits for participating youth, helping to improve their academic performance, reduce teen pregnancy and high school drop-out rates in the group, and discourage gang participation. The program is open to all youth: both boys and girls of all ethnic backgrounds, economic status, and abilities participate.

Each publication in the series covers an important component of the program, with useful tips and tools for making it work for youth in your area. At the end of many of the publications are ready-to-use handouts, forms, and flyers that you can customize for your local use.

Publications in the Curriculum:

Part 1. Introduction to 4-H Youth Bloco Drum and Dance (8427)
Part 2. Developmental Characteristics of Participating Youth: Age-Based Programs (8428)
Part 3. Fundraising for Your Program (8429)
Part 4. Developing Positive Relationships (8430)
Part 5. Planning Activities and Performances (8431)
Part 6. Planning a Successful Field Trip (8432)
Part 7. Effective Strategies for Management and Staffing (8433)
Part 8. Developing a Schedule for Group Activities (8434)
Part 9. Planning: Steps to Success (8435)
Part 10. Making Good Nutrition and Exercise Part of the Program (8436)
Part 11. Developing and Implementing an Evaluation Plan (8437)

Visit http://www.windsorbloco.org for a recruitment video and PowerPoint presentation to help promote and start a program of your own.

Developing Positive Relationships

The establishment and maintenance of good working relationships with a wide variety of agencies, groups, and individuals in both formal and informal settings are crucial to the development of a successful 4 H Bloco Drum and Dance Program. Staff and Advisory Committee members are in a strategic position to strengthen these relationships by enhancing the learning process and assisting in the healthy development of middle and high school youth.

Community Assessments

It is important to determine whether the proposed program meets a real need within the community before you begin the planning process. A needs assessment process can supply valuable information that will help you obtain community support and funding and help you formulate the program's intent and format.

A community needs assessment is conducted for the benefit of the local community, and looks at the wide variety of individuals, groups, and institutions (e.g., libraries, universities, K-12 schools, local government, businesses, media) that make up the community, with special focus on including those who are traditionally left out of community decision making in general (e.g., low-income individuals, minorities, senior citizens). The community assessment process involves:

- Networking with interested community agencies, businesses, nonprofit groups, parents, teens, media, and underserved audiences.
- Developing a workshop where interested parties can discuss program options. See the Appendix at the end of this publication for examples of overheads and Power Point slides that you can use to help with the discussion.
- Developing a survey instrument that you can use to gather community input. An example appears in the Appendix.
- Recruiting an Advisory Committee made up of community members, agency personnel, and participants from the business community to identify program goals and objectives and to serve as the program's administrative body. A job description for Advisory Committee members appears in the Appendix.

Staff and Community Relationships

Teen programs should be responsive to the needs of the overall community as well as those of participating youth, parents, and schools. 4-H Bloco Drum and Dance after-school programs that are well connected to the community can help link teens and their families to other services, provide additional enriching experiences, draw from other programs' resources, recruit volunteers, and communicate ideas better as they develop an effective program. Make sure to invite members of the community to an open house or a performance as a way of sharing the learning experience.

Parent and Staff Relationships

Developing a good working relationship with parents is key to running a successful program. Parents are the teens' primary educators, and 4-H Bloco staff should value and solicit the parents' input on the development and delivery of the program. Programs that view parents as partners and actively build strong relationships with them also do a better job of meeting the needs of their teen participants.

Plan a parent orientation meeting to cover the following:

- Costs of the program
- Transportation
- Performance schedules
- Instruments and costumes
- Behavior expectations
- Volunteer opportunities
- Fundraising plans

Staff training should be directed toward emphasizing and valuing the uniqueness of each teen as well as sensitivity to their diverse cultural and family backgrounds, which may include one-parent homes, youth from blended families, foster families, grandparents, youth with physical or mental challenges, and families with a history of abuse and neglect. Communication with parents on a regular basis is important. You can do this verbally and in written communications. Regularly scheduled quarterly meetings with parents can help build better relationships. Encourage parents to volunteer to help.

Relationships with Schools

4-H Bloco Drum and Dance Programs are usually housed at a school facility, so it is important that program representatives communicate effectively with school personnel. This includes not just administrators, but custodians, secretaries, and teachers as well. Often you will be using a teacher's classroom, and it is important that you talk to the teacher directly and respect his or her concerns. It is also important that your staff and volunteers develop good listening skills. Building a positive relationship between the school and the 4-H Bloco staff is critical to the program's success. It is crucially important that you respect school property and follow school rules, and that when you request space or room accommodations, you allow plenty of time for the school to consider the request. A written agreement with a school or other agency about dates, manner of use, and facility regulations can reduce confusion and misunderstandings. Check with UC Cooperative Extension 4-H office staff for insurance requirements and check with the school for a "Use of Facilities" form, but do not sign any forms yourself. Instead, bring any forms into the UC Cooperative Extension 4-H office for processing.

Teen and Staff Relationships

A respectful relationship between program staff and participating teens is essential for any 4-H Drum and Dance Program. It is critical that the staff understand about how teens grow and mature and that they be able to apply this by establishing an environment that encourages every teen according to his or her needs.

During the middle teen years, youth undergo physical changes and develop more advanced mental and social skills that motivate their growing interest in competitive and interactive activities. During this period, young people begin to separate themselves from adults and become highly dependent upon their peers. As the teen matures, these changes underlie their tendency to resent adult authority, to be more interested in activities that they themselves have selected, and to spend large amounts of time in unstructured settings, with friends. Boy-girl interactions, often of a teasing nature, become more evident at this age. Youth prefer activities that they perceive as adult like and begin to look at life from a larger perspective, with a sense toward the greater society that surrounds them. You want to select staff members who understand the needs of teens and can allow them to participate in the planning

process and provide leadership within the group whenever possible. Refer to Part 2 of this series, Developmental Characteristics of Participating Youth: Age-Based Programs (ANR Publication 8428) for more ideas about this.

Building Community Support

Before you begin your program, and using your community assessment document as a guide, you need to determine whether there is an actual need for or interest in a 4-H Bloco Drum and Dance Program in the targeted community. When you involve partners from the community at this stage of planning, the resulting program will benefit from a wide variety of experiences, and the connections you make will help you find volunteers, members to serve on committees, fundraising connections, and build links with local businesses, educators, and community service groups. When you get interested individuals from the community together to work with various partners, it will be wise for you to secure the services of a person trained in group facilitation. Someone who knows how to set up a basic structure for working together will help keep the group moving toward the goal of developing the program.

Step 1

- Advertise and recruit interested partners within the community (see sample letter in the Appendix).
- Discuss teen issues through group participation. Begin by brainstorming to broaden ideas of what is possible and to stimulate new thoughts or approaches. Gather facts and figures related to local teen issues. Include teens in the discussion (sample overheads are in the Appendix).
- Discuss the 4-H program's involvement in after-school programming and talk about why it is an important element in the 4-H Bloco Drum and Dance program (see handout in the Appendix).
- Present the 4-H Bloco Drum and Dance program overview (a PowerPoint presentation is included in the manual and overheads are in the Appendix).

Step 2

- Set up an Advisory Committee of individuals who represent a variety of agencies, business, parents, teens, and community service groups. Develop Advisory Committee roles (see handout in the Appendix).
- Develop a plan of action. Be sure to include sites, times, ages, cost of the program, and other basic points.

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Inquiry and Experiential Learning

The activities in this curriculum were designed around inquiry and experiential learning. Inquiry is a learner-centered approach in which individuals are problem solvers investigating questions through active engagement, observing and manipulating objects and phenomena, and acquiring or discovering knowledge. Experiential learning (EL) is a foundational educational strategy used in 4-H. In it, the learner has an experience phase of engagement in an activity, a reflection phase in which observations and reactions are shared and discussed, and an application phase in which new knowledge and skills are applied to real-life settings. In 4-H, an EL model that uses a five-step learning cycle is most commonly used. These five steps—Experiencing, Sharing, Processing, Generalizing, and Application—are part of a recurring process that helps build learner understanding over time.

For more information on inquiry, EL, and the five-step learning cycle, please visit the University of California Science, Technology, and Environmental Literacy Workgroup's Experiential Learning Web site, http://www.experientiallearning.ucdavis.edu/.

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Appendix

Forms and informational booklets published by the California State 4-H Office are available free of charge at www.ca4h.org/Resources/Publications/. Look for the "Project Leader's Digest" for guidelines on setting up 4-H activities.

Many counties now offer or require online enrollment in 4-H programs. Contact your local UC Cooperative Extension County Office for information.

If your 4-H program is outside of California, please contact your state's 4-H office to obtain correct, current information.

The following material provides guidance on developing relationships within the community, to build a strong drum and dance component. Be sure to start planning at least six months prior to establishing the program in your area.

Overhead Projection Slides

- Community Meeting Agenda
- Census Data
- Consider Other Sources of Secondary Data
- Network with Other Community Agencies
- Community Assessment: After-School Programs for Teens
- Questionnaire Guidelines

Parent and Teen Survey

- Sample Survey

Handouts

- 4-H as an Educational Tool: What Is 4-H?
- Welcome to 4-H: A Publication for Families (download from www.ca4h.org/Resources/Publications/)
- Windsor Bloco Homepage (visit www.windsorbloco.org)

PowerPoint Presentation Slides

- An After-School Program for Middle and High School Students

Job Description

- Sample Job Description for Advisory Committee

4-H Loco Bloco Drum and Dance Program Overheads

These overhead slides are used with community groups when planning for an after-school program.

The overheads contain suggestions for how and from whom to obtain data in order to develop a 4-H Bloco Drum and Dance program for teens.

Community Meeting Agenda

- Scope of the problem
- Community needs
- Individual needs
- Facilities
- Resources
- First steps in developing a plan
- Possible solutions and alternatives
- Future meeting dates

Census Data

- Number of children by age group
- Number of families with children under 18
- Number of families with female head and children under 18
- Number of married women in the labor force
- Income levels for various kinds of families
- Characteristics by ethnic group

Consider Other Sources of Secondary Data

- State Department of Education statistics
- Local Office of Education statistics
- Childcare resource and referral offices' data
- Children Now data (www.childrennow.org)

Network with Other Community Agencies

- School district officials
- Childcare providers
- Firms and agencies that employ many women
- Welfare and health agencies
- Office of Education
- Recreation program personnel

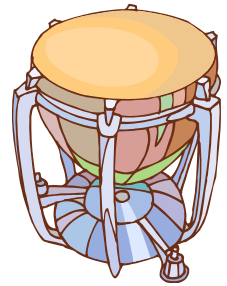
(– more)

Network with Other Community Agencies *(continued)*

- College and university child development staff
- Parent groups
- Church groups
- Women's and men's organizations
- Chamber of Commerce
- Children's organizations

Community Assessment: After-School Programs for Teens

- Survey teens.
- Survey parents.
- Survey local junior high and high schools (parents and youth).
- Interview school personnel.
- Interview local and county agencies that serve families.
- Interview child and family professionals.
- Share results. (Please note that all surveys must be approved by the school or agency and/or the university human research board.)



Questionnaire Guidelines

- Keep the survey short.
- Keep the size to one page.
- Use a simple format.
- Write easy-to-read questions.
- If questionnaires are confidential, say so.
- Give complete and concise reasons for the survey.
- Include standard metropolitan statistical area statistics.

AFTER-SCHOOL PROGRAM NEEDS SURVEY FOR PARENTS/GUARDIANS OF TEENS

This survey will attempt to determine the programming needs of teens and parents in the community. It is being conducted by the _____, and it is being treated confidentially.

1. Do you have middle or high school youth who you wish could be in an after-school program?
   a. Yes____ b. No____
2. What are the ages of the teens you would like to see involved in a program? (Indicate the number of teens in each group.)
   a. 6th grade _____ number of teens
   b. 7th -8th grade _____ number of teens
   c. 9th-12th grade _____ number of teens
3. What days are best for after-school programs for your teens? (time will be 3:45 pm to 5:45 pm)
   a. Monday, Tuesday, Wednesday, Thursday, Friday. (circle the days preferred)
   b. Only on specific days (indicate which days) _____
   c. After school until (indicate a time) _____
4. Would you be interested in utilizing an after-school program at your teen's school?
   a. Yes____ b. No____
5. Reason for desiring a teen after-school program (check all that apply):
   _____ After-school teen supervision while I am at work.
   _____ Prevention of teen gang activity and drug use.
   _____ Academic assistance for teen.
   _____ Extra activities to improve teen's self-esteem.
   _____ Other (please explain) _____
6. The exact cost of the program will be determined at a later date. The expected cost is expected to be $60 to $80 a semester, plus snacks. Are you
   _____ able to pay the total cost?
   _____ able to pay a portion of the cost (amount to be determined based on your ability to pay)?
   _____ in need of scholarship assistance to cover the fee?
   _____ receiving assistance in the form of Aid to Dependent Children?
7. Does your teen participate in any of the following after-school activities?
   a. _____ 4-H
   b. _____ Scouts
   c. _____ Campfire
   d. _____ Boys and Girls Club
   e. _____ Private lessons such as music, martial arts, etc.
   f. _____ School-sponsored activities (which activities?) _____
   g. _____ Sports (Little League baseball, football, soccer, softball, basketball, etc.)
   h. _____ Other _____
8. Would your or your teen be interested in participating in an after-school 4-H Drum and Dance Program?
   a. Yes____ b. No____ c. Not sure____

4-H AS AN EDUCATIONAL TOOL

What Is 4-H?

The 4-H program is an educational arm of the University of California Cooperative Extension. Its mission is to help young people develop their potential. This is done by encouraging them to participate in practical, real-life situations that will help them learn life skills through hands-on, experiential learning. 4-H offers projects in approximately 40 subjects. Most projects have a leader's manual and member's manuals written at beginning, intermediate, and advanced levels for children 9 to 19 years old.

What Are the Benefits of Becoming a Leader?

The 4-H program provides complimentary copies of project manuals to all enrolled 4-H leaders. 4-H leaders have access to all 4-H activities, workshops, newsletters, audiovisual resources, and completion certificates.

How to Enroll in 4-H

Adults can enroll as 4-H leaders by completing the 4-H Leader enrollment process required for their state or county.

Short-Term Involvement (Six weeks or less)

Literature can be purchased for each youth on every project the group undertakes.

Completing a Project Experience

Enrolled youth must complete 6 hours of 4-H activities for the year. These may be in the same activity area (i.e., 6 hours of foods-related activities) or in as many as six different activity areas. At the completion of the six lessons, participants receive a 4-H Completion Certificate.

4-H Accident Insurance

4-H annual enrollment fees include accident insurance for leaders and members. This insurance covers all enrolled youth while they are working on 4-H activities. It is important for leaders to keep daily records of any 4-H activity for insurance documentation.

Where to Get More Help

The 4-H Youth Advisor in each county is available to help you develop appropriate activities for school-age youth or to further explain the 4-H program in general as well as details that are specific to your county. Local 4-H Youth Advisors are listed in most phone books under University of California Cooperative Extension Program, 4-H Office, or you can find them online at your UC Cooperative Extension County Office's website (http://ucanr.org/County_Offices).

18 USC 707

4-H Loco Bloco Drum and Dance

An After-School Program for Middle School and High School Students

Program Overheads

University of California
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HEALTHY FOOD SYSTEMS • HEALTHY ENVIRONMENTS • HEALTHY COMMUNITIES • HEALTHY CALIFORNIANS

4-H Loco Bloco Drum and Dance

An After-School Program for Middle School and High School Students

University of California
Agriculture and Natural Resources

HEALTHY FOOD SYSTEMS • *HEALTHY* ENVIRONMENTS • *HEALTHY* COMMUNITIES • *HEALTHY* CALIFORNIANS

18 USC 707

California Demographics

(Based on the 2000 US Census)

- 33.9 million people in California
- 12% of U.S. population (1 of every 8 Americans lives in California)
- 200% population increase over last 50 years
- Largest state population and most ethnically diverse state

Sonoma County Demographics

- Population: 458,614
- Latino: 79,511 (17.3%)
- Non-Latino: 379,103 (82.7%)
- Speak English “not well”: 22.5%
- Speak English “not at all”: 14.4%
- Speak English “well to very well”: 63.1%

Why Focus on After-School Programs for Teens?

- Studies have indicated that few elementary or middle school youth attend after-school programs.
- Only 14% of primary grade children attend formal after-school programs, compared with 27% of children who are cared for by relatives or by family child care providers after school (Brimhall et al. 2003).

(– more)

Why Focus on After-School Programs for Teens? *(continued)*

- Although federal government and private foundation funding has increased recently for after-school programs, research indicates that there are not enough programs available to meet the demand (Alexander 2003).
- Further, as youth age, there is much less involvement by middle and high school youth in organized after-school day care and programs.

(– more)

Why Focus on After-School Programs for Teens? *(continued)*

- After-school hours are a critical time for youth. This time can also represent an opportunity for learning and providing youth with a healthy and safe environment.
- The after-school hours from 3:00 PM to 6:00 PM are the peak time for juvenile crime and risky practices, such as gang activities or alcohol and drug abuse, according to the U.S. Department of Education.

What Types of Programs Attract Ethnically Diverse Teens?

- Programs that offer teens a positive after-school experience, as an alternative to gangs and drugs
- Programs that provide an alternative to sports activities
- Programs that offer a fun way to exercise
- Programs that offer food as part of the program

(– more)

What Types of Programs Attract Ethnically Diverse Teens? *(continued)*

- Programs that build a feeling of pride in teens who participate
- Programs that offer teen employment
- Programs that include music and dance

Programs Bring Youth Together and Celebrate Diversity

Mission Statement

4-H Bloco Drum and Dance Program

4-H Bloco Drum and Dance is an organization in the Brazilian Carnaval tradition that is dedicated to enlivening the community through music, dance, and nutrition education by providing youth the opportunity to raise academic performance, make better food choices, reduce the chances they will drop out of high school, avoid gang participation, and build a sense of cultural pride.

The program accomplishes this by helping participants build positive self-esteem, embrace personal discipline, develop a commitment to the community, and build their musical skills.

Goals and Objectives

- Through the use of nutritional education, to enable participants to identify healthy, nutritious snacks.
- To encourage the development and implementation of extensive collaboration between youth-serving agencies, schools, and community groups, in order to create and develop in-kind contributions, services, and cash donations.

(– more)

Goals and Objectives *(continued)*

- To create and promote intergenerational programming opportunities that include participants and their families, which will build long-term relationships with caring adults in the program and with parents and grandparents.
- To focus on the whole person of the middle and high school teen by providing early intervention models of instruction, in the form of dance and music. Youth, families, and communities will engage in positive life-style alternatives.

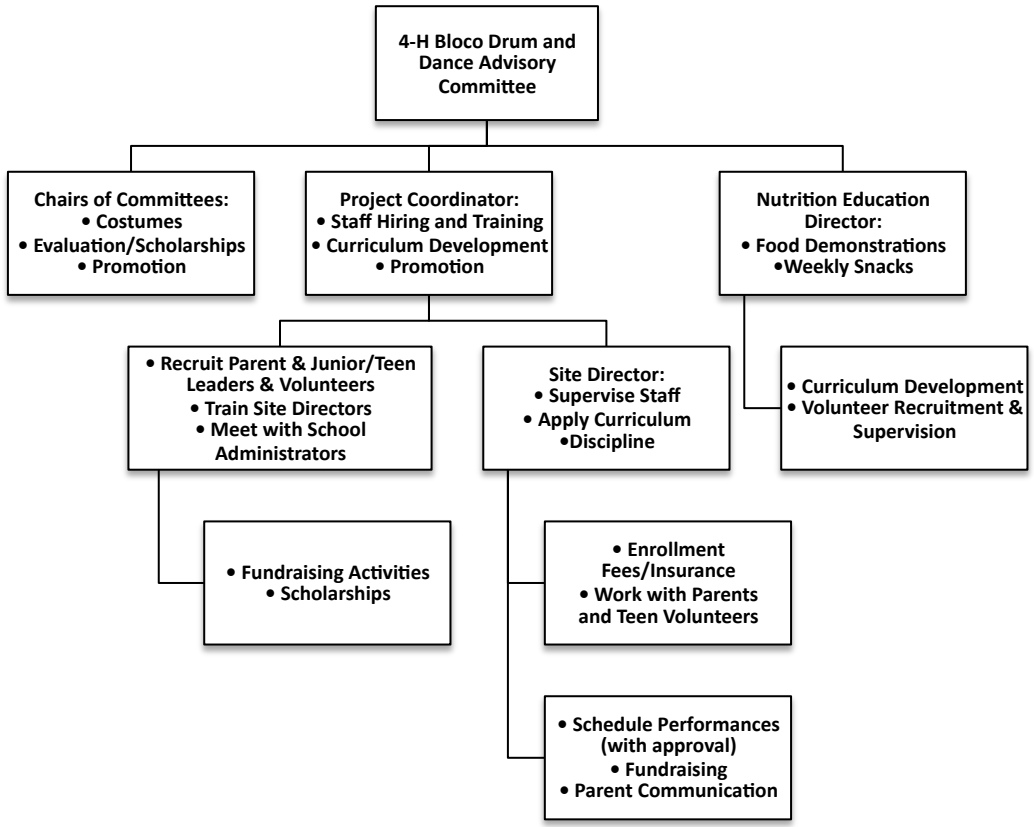
(– more)

Goals and Objectives *(continued)*

- To promote exercise through the physical activities involved in drumming and dancing.
- To foster teen leadership skills.
- To promote self-esteem and pride in teen participants.
- To foster a multicultural appreciation of all teens and adults, and to encourage an air of understanding and acceptance.
- To have fun.

Program Structure

4-H Bloco Drum and Dance Program



How Does the Program Operate?

- Develop an Advisory Committee made up of interested community representatives, teens, youth-serving agencies, and nonprofit youth groups to oversee the program.
- Hire Program Coordinator and Site Director.
- Hire instructors in drum and dance.
- Recruit interested teens.
- Offer three 2-hour classes each week in:

Drum . . .

. . . and Dance

Program Operations *(continued)*

- Use experienced teens as co-teachers to help them develop their leadership skills.
- Host group get-togethers to discuss issues that teens face at school.
- Plan performances with the Site Director.
- Provide healthy snacks and talk about how to create healthier eating practices.
- Attend Brazilian Camp in the summer or other related activities.
- Encourage the feeling of belonging to a larger peer group of teens who are successful.

(– more)

Program Operations *(continued)*

- Fundraising for equipment, trips, and salaries
  - Sources to pursue: Grants, Fundraising, Sponsorships, Donations

(– more)

Program Operations *(continued)*

- Participate in annual Carnaval Parade held each May in San Francisco.

(– more)

Program Operations *(continued)*

Develop an Evaluation Plan

- Our evaluation team decided to use the pre-test/post-test method as the evaluation instrument. It was important for the program to document the findings in such as way that educators, researchers, practitioners, and policymakers could visualize the impact of the program and understand the importance of continuing its financial support.
- A comparison of the pre-test and post-test surveys revealed that the Bloco Program did have positive impacts on the participants with regard to exercise, food choices, appreciation of other cultures, feelings about gangs, and individual health awareness.

Why Is Our Program So Successful?

It's Fun, It's Exciting, and It Rocks!

University of California
Agriculture and Natural Resources

HEALTHY FOOD SYSTEMS • *HEALTHY* ENVIRONMENTS • *HEALTHY* COMMUNITIES • *HEALTHY* CALIFORNIANS

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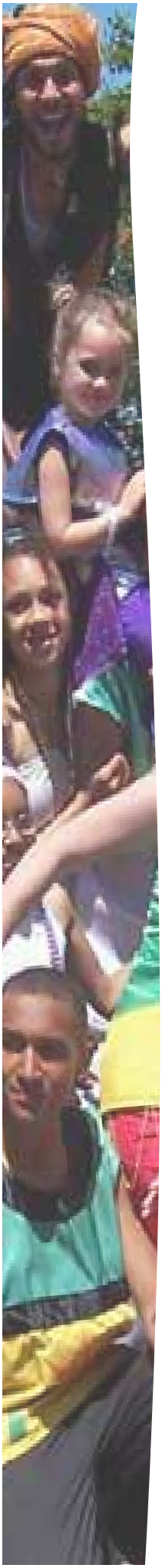

JOB DESCRIPTION FOR ADVISORY COMMITTEE

Windsor Bloco After-School Drum and Dance: An After-School Program for Teens

University of California Cooperative Extension

Windsor Middle School

Purposes of the Advisory Committee

Representatives of the University of California wish to appoint an advisory committee to assist in the development of a youth after-school drum and dance program. Such committees, when properly constructed, should include representatives who are experts recognized and respected in their field. This committee can provide a valuable service to youth, the University of California, and the community.

The committee will be advisory in the full meaning of that word and will perform its functions by making recommendations to the University of California's principal investigator for the program.

The committee may perform all or some of the following functions:

1. Participate in generating fundraising ideas, assist with grant applications, refer information about known grants to the principal investigator to pursue.
2. Advise and give input on the program's nutrition component. Help with distributing healthy snacks and setting out flyers, recipes, and the like, or help identify a parent volunteer who will handle this function.
3. Conduct research and offer advice on transportation issues.
4. Organize, recruit assistance for, or participate in creating a video of the practice sessions and performances to be used for student feedback and evaluation and as a historical record.
5. Be involved in publicity. This may include writing articles, making contact with media, attending performances, and serving as a spokesperson.
6. Develop and implement recruitment ideas, identifying places to perform, and identify other schools and students who may want to participate.
7. Actively participate in Advisory Committee coalition building by identifying key community leaders and common partners.
8. Offer advice on the qualifications that are appropriate for staff hires.
9. Evaluate the existing program.
10. Develop data concerning needs, costs, facilities required, and potential for enrollment.
11. Make subject matter recommendations regarding the program.
12. Help recruit drummers, dancers, and parent and community volunteers.
13. Assist in transportation arrangements.
14. Advise on appropriate job descriptions.
15. Participate in the effort to publicize the program.
16. Keep interested parties involved and informed.

SAMPLE

You can visit the Windsor Bloco website at www.windsorbloco.org.

Forms and informational booklets published by the California State 4-H Office are available free of charge at www.ca4h.org/Resources/Publications/. Look for the "Volunteer Leader Digest" for guidelines in setting up 4-H activities.

If your 4-H program is outside of California, please contact your state's 4-H Office to obtain the correct and current information.

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