

Inventory of Innovative Programming in Ohio 4-H

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Amanda Raines
The Ohio State University
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Department of Agricultural Communication, Education, and Leadership
College of Food, Agricultural, and Environmental Sciences

Master's Examination Committee:
Dr. Scott D. Scheer, Advisor
Dr. Keith L. Smith

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Section 1

Abstract

The purpose of this study is to describe the innovative programming efforts of Ohio 4-H professionals in each county and office. As the 4-H program continues to face a decline in membership, innovative programming approaches are being used to attract the interest of new audiences. Ohio 4-H professionals are implementing innovative programs across the state, but Ohio 4-H currently lacks an official method for sharing programs for replication purposes. This study will collect data from 4-H professionals in each Ohio county and office to describe the innovative programming efforts state-wide. The data collected in this study will be utilized to create an Innovative Programming Approaches Database, which Ohio 4-H professionals will be able to utilize to generate programming ideas and connect with counties implementing similar programs.

Introduction

Innovation is a term that has been used to describe the cooperative extension service for decades. In 1964, C.M. Ferguson said, “Extension’s history has been one of innovation – in methods, in subject matter, and in audience. Its birth was of innovation...Its success measured by the innovations it succeeded in getting adopted.” Meyer, Boyce, and Meyer define extension program innovation as “the ongoing process of challenging and adapting to generate new ideas, processes, or products to strengthen impact performance” (2015).

4-H has seen a decline in membership in recent years (Meeks Baney, 2013). In order to attract and retain youth, 4-H professionals can turn to innovative programming approaches, which may garner the attention of new audiences and youth who are uninterested in traditional clubs.

Statement of Problem & Research Objectives

Ohio 4-H has established ten design teams, one of which is designated for Innovative Programming Approaches. Each design team is charged with creating curriculum, planning and sharing delivery methods, conducting applied research, and providing direction for professional development in relation to the team’s specific subject area (Ohio 4-H, 2017). The 4-H program is active in all 88 Ohio counties; however, there are currently only eleven professionals serving on the Innovative Programming Approaches design team. Confusion about what “innovative programming” means for Ohio 4-H could be one reason for the low participation. The purpose of this study is to describe the innovative programming efforts of Ohio 4-H professionals in each county. In order to create the best resources and professional development possible, the

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Innovative Programming Approaches design team must know what is already happening in the state. More specifically, the following objectives will be met in the research:

1. Identify innovative 4-H programs in each of Ohio's 88 counties.
2. Categorize identified innovative 4-H programs.
3. Develop a database of innovative programs and contact information as a state-wide resource for Ohio 4-H professionals.

Constitutional Definitions

4-H- the youth development program of the Cooperative Extension system of land-grant universities.

Ohio State University Extension (OSUE)- Department of the Ohio State University that is responsible for fulfilling the land-grant mission by connecting Ohioans with research-based educational programs.

Design team- working group of 4-H professionals that create curriculum, plan and share delivery methods, provide professional development and complete applied research on a specific area or topic.

Traditional 4-H programming- 4-H programming in which youth are engaged in project work through community-based clubs.

Operational Definitions

Ohio 4-H professional will be identified as any individual who is employed by the Ohio State University Extension full or part-time in the 4-H program area, as recognized by OSUE Human Resources, excluding student employees and interns.

Innovative 4-H programming will be identified by Ohio 4-H professionals on a questionnaire instrument designed to collect data on unique 4-H programs that do not follow the traditional community-based club model.

The Innovative Programming Approaches Database will be identified as the categorized list of data and county contact information collected from Ohio 4-H professionals in a questionnaire.

Theoretical Framework

The 4-H program has a need to create more innovative programming to engage youth who are uninterested or growing bored with the traditional 4-H program. Many organizations struggle with speeding up the process of adopting or diffusing, an innovation (Rogers, 2003). Everest M. Roger's Diffusion of Innovations Theory defines diffusion as "the process in which an innovation is communicated through certain channels over time among the members of a social system" (2003, p. 5).

Diffusion of Innovation Theory details the five attributes of innovations; relative advantage, compatibility, complexity, trialability, and observability (see Table 1). Rogers uses the five different traits to explain how quickly an innovation is adopted (2003). Innovations with high levels of the five attributes are more rapidly adopted across a social system. 4-H Professionals currently conducting innovative programming can work to increase these five attributes of their programs to accelerate adoption rate in other counties.

Increasing the five attributes of innovation can help accelerate adoption, but only if the innovation is "communicated through certain channels over time among the members of a social system" (Rogers, 2003, p. 1). The social system in this study is the network of Ohio 4-H Professionals through the Ohio State University Extension. Rogers defines two groups that must exist within the social system for diffusion of innovation to occur; those who have experienced the innovation and those who have not experienced it. The bridge that links these two groups is the communication channel, through which those who have experienced innovation share that experience and its five attributes to those who have not experienced the innovation. The quickest communication channel for diffusing innovation is mass media (Rogers, 2003). Ohio 4-H professionals already have two mass media communication channels in place; OSU housed

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intranet site and Buckeye Box. Both of these mass media channels house specific communication tools related to Ohio 4-H and tools for professional development, programming, and evaluation.

Table 1- *Rogers' Attributes of Innovation* (2003)

Attribute of Innovation	Definition
Relative Advantage	The extent to which the innovation is perceived as better than previous or current ideas or methods.
Compatibility	The extent to which the innovation aligns with the adopting individual or organizations' values and mission.
Complexity	The perceived difficulty to understand and use the innovation.
Trialability	The ability to experiment with an innovation on a limited basis
Observability	The extent to which the benefits of an innovation are visible to others.

This study seeks to describe the innovative programming efforts of Ohio 4-H professionals in order to create a new communication tool, the Innovative Programming Database (IPD), which can be housed on one of Ohio 4-H's established mass media channels. The IPD will increase Rogers' observability attribute of the innovative programs by making them more visible to 4-H Professionals who may be unaware of innovative programming that is happening across Ohio. Increasing observability and defining a clear method of communication may help innovative programming approaches diffuse at an accelerated rate among Ohio 4-H Professionals.

Literature Review

History of 4-H

The birth of 4-H was in 1902 in Clark County, Ohio when A.B. Graham organized the first "corn club." In this club, youth learned by planting experimental corn plots. Activities of

the club expanded to various hands-on subjects, such as gardening, knot tying, and wildlife identification (Ohio 4-H, 2016). The youth in the corn club, which came to be known as the Boy's and Girl's Agricultural Club, took the agriculture lessons and techniques learned back home to their parents. This established a pattern of educators utilizing youth as a way to disseminate innovative agricultural practices (Van Horn, Flanagan, and Thomson, 1998). The success of Graham's corn club led to more agricultural clubs being formed, and by 1905, there was over 2,000 youth participating in similar clubs across sixteen counties (Ohio 4-H, 2016).

With the passing of the Smith-Lever Act in 1914, agricultural clubs became part of the mission of Cooperative Extension. Federal and state dollars were allocated to land-grant universities to provide research-based outreach programs about agriculture and home economics (Reyburn, 1980). In Ohio, A.B. Graham had accepted a position as the Superintendent of Extension for Ohio, and in 1916, the agricultural clubs that he helped establish officially became Ohio 4-H with the creation of the Department of Boy's and Girl's Club Work (Ohio 4-H, 2016). 4-H was now clearly established as an innovative outreach program of the land-grant university system.

4-H Membership

The original audience targeted by the 4-H program was rural youth who were involved in agriculture, but to stay relevant in our changing society, 4-H has begun to target different audiences. 4-H membership peaked in 1974 at 7.5 million members, of which 32.2 percent came from farms. By 1994, membership had dropped to 5.6 million, with only 13 percent from farms (Van Horn, Flanagan, and Thomson, 1999). In 2015, Ohio 4-H membership included 289,298 members, of which 13 percent reported living on a farm (Ohio 4-H, 2016). These statistics show a shift in the 4-H audience from rural to urban. The majority of youth

participating in 4-H programming are not from an agricultural background, indicating a need for more innovative and diverse programming to accommodate the changing needs. According to McDowell (2004), “the need to broaden the Extension program portfolio to other than agricultural audiences while continuing to serve well our traditional support base seems obvious...Broadening our support base means finding ways to serve and collect from new audiences.”

4-H Programming Approaches

The club work model started by A.B. Graham remains the foundation of the 4-H program, but other programming approaches have also proven effective, such as school programs and after school programs (Van Horn, Flanagan, and Thomson, 1998). These programming approaches are effective in both reaching more diverse audiences and recruiting new members to traditional club work (Van Horn, Flanagan, and Thomson, 1999).

School enrichment programs are an effective method for 4-H professionals to reach a large, diverse audience (Tochterman, Carroll, and Steele, 2004). Dodd et al (2015) noted: "4-H participation is shifting from traditional (community-based clubs) to special-interest projects and school-based programs." This is a logical shift, as 4-H can provide hands-on application activities to the theoretical and foundational lessons youth learn in the classroom. A qualitative research study conducted in Colorado on 4-H school enrichment programs showed that 4-H met the need for hands-on instruction in multiple subject areas. Several content areas were identified: special topic lectures, character education, gardening, international exchange, workforce development, STEM, and agricultural science. The study also concluded that the majority of school enrichment work was conducted directly by the 4-H professional (Tochterman, Carroll, and Steele, 2004).

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School enrichment programs allow 4-H programming to reach new audiences. According to Van Horn, Flanagan, and Thomson (1998) school enrichment programs involve “larger numbers of youth, who for various reasons, would not belong to a project club.” These are youth who are not attracted to the 4-H program because they believe it is strictly an agricultural program, or they do not know what 4-H can do for them. A school enrichment program introduces the school-based audience in the classroom to the many possibilities of 4-H. These programs can lead to more 4-H involvement, such as membership in an afterschool program or community club. Not only do school enrichment programs allow the 4-H program to reach a wider audience, but this type of programming also has budgetary advantages: “4-H in schools can be a cost-effective alternative for reaching youth at a time where their numbers are significant. Schools offer opportunities to reach a wide variety or target specific groups” (Burrows & Zaremba, 1982).

Adapting current 4-H projects and curriculum for implementation in school settings is an example of an innovative programming approach. Dodd et al (2015) implemented a unique programming approach to school enrichment in Texas. 4-H professionals took the Food Challenge program, which was popular with the Texas community-based 4-H clubs, and modified the lesson to provide school enrichment on food safety and nutrition. After the school enrichment program had concluded, an afterschool program was created to give youth a chance for hands-on application of the lessons. The study concluded that “adapting popular 4-H/Extension programs to alternative formats may attract a new demographic of participants” (Dodd et al, 2015). This programming approach can serve as a model of innovation for 4-H professionals in other states.

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Afterschool programming is another innovative programming approach that 4-H can utilize. According to the Afterschool Alliance's *America After 3 PM* report (2015, p. 7), "participation in afterschool programs has consistently increased over the past ten years, rising by nearly 2 million children in the last five years alone." The same report estimated that 11.3 million youth are without supervision between the hours of 3 p.m. and 6 p.m. each weekday. There is a need for quality afterschool programs to provide safe environments to youth while parents are still working; a need that 4-H can fill through innovative programming. 4-H has been involved in school programming since the early 1900s, and afterschool programs have been characterized as more structured and uniform than traditional clubs (Van Horn, Flanagan, and Thomson, 1998). This makes it easier to work with larger groups of youth, which is important for being able to meet the large need for afterschool child care.

There are 4-H after school programs currently implemented across the country. Many of these current programs target at-risk and vulnerable youth, especially in urban areas. Characteristics of this audience include challenges such as poverty, instability in the home, and exposure to crime (Kinsey, 2013). National 4-H Council administers the National Mentoring Project grant, funded by the Office of Juvenile Justice and Delinquency Prevention. This project includes three program models, one of which is the Tech Wizards Afterschool program. The goal of the project is to reduce juvenile delinquency, drug and alcohol abuse, and high-risk behaviors (National 4-H Council, 2016). Another example of afterschool 4-H programming is the Camden County, New Jersey 4-H afterschool program "CSI Moments," which utilized the Character Counts curriculum. This program also targets at-risk, urban youth. Studies and evaluation of these programs indicate that "at-risk youth benefit from short-term 4-H programs," such as afterschool programs (Kinsey, 2013).

Special Interest (SPIN) clubs are a fast growing innovative programming approach in 4-H youth development (Bender, 2013). SPIN clubs are short-term, flexible groups that focus on a specific topic or activity (Schattenberg, 2013). States using this approach to programming all have different minimum requirements, but all SPIN clubs require at least five members and one volunteer to lead the group (Bender, 2013; Schattenberg, 2013; University of Maine, 2016). SPIN clubs were first started due to audience constraints, such as not having enough time to devote to the traditional 4-H program. This type of programming caters to the fact that youth are involved in many activities and have little free time, which may interfere with their ability to participate in the year-long traditional 4-H program (Schattendberg, 2013). SPIN clubs focus on a specific topic, such as robotics, archery, or cooking. This direct focus is attractive to a new audience, who view SPIN clubs as more relevant to their lives (Hill, Francis, and Peterson, 2015). In 2011, Illinois 4-H had approximately 200 SPIN Clubs, with membership including over 1,000 youth. Of those youth, 50% were not traditional 4-H members (Bender, 2013). Utilizing SPIN Clubs as an innovative programming approach can help 4-H increase the number of youth served.

Ohio 4-H reports that only 20% of the youth active in 4-H programming in 2015 were part of traditional community-based clubs, which means 80% were involved in another type of programming approach (Ohio 4-H, 2016). This data shows that Ohio 4-H professionals are already conducting innovative programming including school enrichment, afterschool programs, and SPIN club programs. Currently, Ohio 4-H does not have an official resource defining innovative programming being implemented across the state. This study will seek to describe the innovative programming approaches being utilized by Ohio 4-H professionals in order to create such a resource.

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The Extension Committee on Organization and Policy (ECOP) requested an inventory of innovation programming and ideas across the Extension System. A national task force was created to provide guidelines for implementing innovation in Extension. The taskforce was charged with exploring what innovation means in an Extension setting and how it can be incorporated into Extension work. Through studying different models, definitions, and scholarly writings on innovation, the task force created a definition of innovation for Extension:

Innovation is the process of improving, adapting, developing, creating a product system, service or process, larger or small, to deliver better results, create value for people or move an organization forward. (ECOP, 2016, p. 12).

Section 2

Methodology

This qualitative and quantitative research study utilized a survey instrument comprised of open-ended questions designed to create the Innovative Programming Database. The definition of innovative programming reported in the ECOP report was explained at the beginning of the survey, as well as Meyer, Boyce, and Meyer's (2015) definition: "[Innovation] is the ongoing process of challenging and adapting to generate new ideas, programs, and products to strengthen impact performance." These definitions served as the guiding definitions for 4-H professionals to help determine what programs are considered innovative.

The survey instrument was designed to allow 4-H professionals the opportunity to describe each of their innovative programming efforts. The survey instrument was designed by the researcher and reviewed for validity by the chairs and past chairs of the Innovative Program Approaches design team, as well as the administration members who oversee the design team. Changes deemed necessary by the researcher were made after the validity review.

The survey was administered through Qualtrics software and distributed to the sample population via e-mail. E-mail addresses were obtained through the Ohio 4-H State Office. After two weeks, a reminder e-mail with the survey link was sent. A second and final e-mail reminder was sent to those who have not responded the day before the survey closed.

Qualitative responses were analyzed by the researcher using inductive thematic analysis. After responses were analyzed, reported programs were categorized using the Ohio 4-H design teams and Ohio 4-H educator specializations as themes. These categories were used to organize an Innovative Programming Approaches Database, which will serve as a resource for Ohio 4-H

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professionals, who will be able to search the data base based on their specialization or design team membership.

Sampling Procedures & Instrumentation

This qualitative research study collected nominal data from a nonrandom, purposive sample of Ohio 4-H Professionals. The sample included one 4-H professional from each of Ohio's 88 counties as well as Adventure Central, Youth Outdoors, and the 4-H State Office. This sample was specifically chosen to ensure that a comprehensive state-wide innovative program database can be created without duplicate data.

A survey instrument including open-ended questions was created in Qualtrics to collect nominal data on current innovative program efforts. This survey asked Ohio 4-H professionals to describe their county's innovative 4-H programs, including objectives, target audience, and program description within a specific word count. Follow up interviews were conducted via e-mail or phone to clarify submitted data when necessary.

Assumptions

The integrity of this study relied on Ohio 4-H professionals to disclose innovative programming efforts. The study assumes that participants in the study truthfully disclosed this information clearly without omission or exaggeration and meets the definition for the criteria of being an innovative program. This study also assumes that a database of innovative programs would be a helpful resource to Ohio 4-H professionals.

Limitations

This study utilizes an online survey instrument to collect data. The sample chosen for the study has a demanding work schedule and many priorities that could influence that amount of time and consideration given to providing quality, detailed data. Due to the nature of innovation,

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not all programs reported by Ohio 4-H professional for this study will be successful, long-term programs. The data collected will not be generalizable to Ohio 4-H in the future, but only reflects what programming efforts were being implemented at a moment in time.

Section 3

Results

Forty-three responses to the online survey instrument were recorded by the Qualtrics software. Of those 43 responses, 24 opened the survey, but did not enter any data. This left 19 respondents will complete and usable data, yielding a 20.7% response rate. Each respondent could enter data on up to three innovative programs. Thirty innovative programs were reported by the 19 respondents. Table 1 shows the complete list of reported programs.

Table 2 – Innovative 4-H programs reported

Program Name	OSUE Office	Excerpt of Program Description
Adding a Youth Flavor to Local Foods	4-H State Office	Some of OSU Extension's programs offer a clear link to Youth Development, but one program, Local Foods, had not established a statewide approach to engage youth in its movement. This program leverages peer education to increase awareness and interest of local foods in Ohio youth through 4-H teen leaders.
WeGrill	Stark	WeGrill is scheduled to give father-figures and youth time to meet together, time to learn in small groups, and time to cook together. Each session is structured so that upon arrival, intergenerational get-to-know you activities occur. Serving light, nutritional snacks during this time is very important to adding to the atmosphere of the class.
Alternative Spring Break	Vinton	OSU students spend their spring break week interacting with over 1400 students in Vinton County schools helping youth consider a variety of post-secondary options. Participants will learn how to develop the university level partnership and implement a college access education program with local school districts.
Equine Leg Dissection	Lorain	Youth and adults attend a workshop where anatomy of the lower leg of horses is discussed along with various lower leg ailments in horses. Afterwards, youth are grouped and allowed to dissect horse legs. Anatomical parts and structures are identified and how lower leg issues affect these structures are discussed.
Job Experience and Training (JET)	Adventure Central	Between 20-25 teens participate in this 8-week work-based learning program during the summer. Positions are volunteer (with gift card incentive) or paid. Self-directed learning journals guide processing as well as bi-weekly team meetings.
Experience Camp for a Day	Medina	This is an opportunity for our oldest Cloverbud members and youngest 4-H members, along with a parent/guardian, to come and visit Kelleys Island 4-H Camp.

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4-H Robotics	Ashland	Ashland County 4-H offers classes in basic skills robotics programming to all interested youth in third grade and above. After learning the basics, many youth go on to join the county-wide Radical Robots group which meets twice a month to learn new programming methods and prepare for robotics competitions.
Clover STEM	Lucas	As part of a 6-week series the kids dive into the world of Lego Robotics. After the robot is built they add sensors, starting with the basic touch sensor. The kids program these sensor using the NXT software on the computer.
Mock crash safety docu-drama	Richland	High school students are involved in destructive behavior such as speed, drugs, alcohol. not wearing seat belts, etc. and become involved in a car crash. Emergency rescue units and law enforcement arrive to handle the scene. A fatality occurs. A funeral scene and guest speakers round out the program.
Iron Chef Clinic	Jefferson	The Iron Chef Clinic allows 4-H members to show off their culinary skills. Taken from the TV show with the same name, Iron Chefs prepare dishes using a common main ingredient to see who can come up with the best product. 4-H clubs who compete prepare a dish ahead of time and bring their entry to serve three judges. The judging is based on creativity, presentation and taste.
4-H Cloverbud STEAM	Washington	4-H Cloverbud youth (ages 5-8) benefited from a series of county-wide STEAM events held during 2017. Local youth were invited to learn about five different topic areas focusing on science, technology, engineering, agriculture and math. Each club meeting the youth explored a STEAM topic.
4-H Overseas	Holmes	Holmes County 4-H teens are extended the opportunity to travel to a site to explore cultural diversity and expand confidence in travel. Leading up to the trip, teens participate in lessons exploring values, identity, diversity, and research regarding the sites that will be visited and explored. As part of their trip, teens are also expected to compile photos, brochures, and written reflections into a portfolio which can be used as a frame of reference on job applications and personal statements for colleges.
Urban Immersion Program	Warren	The Urban Immersion Project is a cross-cultural urban learning experience for 4-H youth using experiential and interactive service-learning sites in New York City. Teens will learn about themselves, life in an urban area, and community service with those living in poverty. From the experience, youth will gain a greater understanding and appreciation for diverse populations, values, ideas and customs.
Cloverbud Investigators	Gallia	Grant Funded- monthly hands on science, STEM programs presented for Cloverbuds. Each program this year relates to a career field in STEM. Last year each STEM program related a holiday. Twelve completed lessons have been added to the curriculum.

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4-H Mini Camp	Licking	Licking County 4-H Mini-Camp is a shortened camp experience for those who are less experienced in either the 4-H camp program, or simply staying away from home. This camping program allows them to become familiar with camp facilities and schedule, meet staff and counselors, and become more at ease with the overall experience of staying away from home in a camp setting.
Camp CSI: Shawnee	Scioto	CSI: Shawnee is a camp offered to youth from Adams, Scioto, Brown and Pike counties. The program is conducted as a collaboration with Scioto, Adams and Brown counties' Soil and Water offices, Shawnee State Park, Camp Oyo Boy Scout Camp and OSU Extension Scioto County's 4-H Program. Professionals from Soil and Water and the Ohio Department of Natural Resources develop and teach the content, while Scioto County 4-H provides trained counselors, and large group games and activities for the camp.
Spark Lab Innovation Center	Hardin	As the outreach arm of the university, Extension has an opportunity to not only provide access to information, but also to be these places of learning and innovation. The Spark Lab will instill that inspiration or “spark” that youth and adults need to learn, discover, and grow in a creative environment by having access to current technology and equipment.
LifeReady	Harrison	A 24-session hands-on workshop series which provides training in the young adult living metrics which are currently missing from the traditional school curricular environment.
NASA Out-of-School Learning	Vinton	OSU Extension has received funding from NASA to provide your child unique experiences during Project Boost Afterschool (1 time per week). Lessons will include exploring forces of flight, living in space, space explorers, spectrometers, rockets, planes, gliders, hot air balloons, craters and rover robotics.
Equine Bit Clinic	Lorain	Lorain County 4-H Program observed a lack in knowledge in 4-H horse rules, especially bits. Many new families with a general lack of horse knowledge. This program gave all horse 4-H participants an opportunity to learn about 4-H bit rules and get their bits tagged for the upcoming show season.
After School Program	Adventure Central	The afterschool program serves up to 90 youth per day, Monday–Thursday throughout the school year. Youth in grades 1-12 are engaged in hands-on activities from research-based curriculum with highly trained staff. Highlights include inquiry-based learning, homework assistance, and discovery hikes.

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Spring Break Science Camp	Ashland	Each year, three Spring Break Science Camp days are held in Ashland County. Youth from all area elementary schools are invited to attend the programs on topics ranging from physics and chemistry to engineering and biological sciences. Many hands-on experiments are conducted with kids learning by doing. Children are also encouraged to explore and study careers in the fields they are learning about.
A Day of QA	Gallia	We do QA in stations and run four 20 min. hands on stations that the exhibitors rotate through in groups of 20 or less. Each station covers a different GPP for the year and the final station covers fair specific requirements. The older kids also had the opportunity to try the test out option. Groups start every 20 minutes and we run 500 kids through in four hours.
Shawnee School Programs	Scioto	Each school year the 4-H professionals work with the naturalist at Shawnee State Park to provide quality educational programs for school field trips. The 4-H educators have developed activities that are interactive and fun for youth and allow them to explore the outdoors, while teaching them to appreciate nature.
Makerspace	Hardin	The Spark lab could support the educational resources to local schools and community members. Classes could take fieldtrips to this space for "sparking" students' interest in topics beyond the traditional classroom.
Leaf a Legacy – Reforestation	Adventure Central	Building on previous programs to grow the next generation of conservationists, a group of 35 teens partnered with Extension professionals to develop a response to a community-identified problem: challenges to forest health. In consultation with program partner Five Rivers MetroParks, teens collect nuts, germinate and grow seedlings, and plant trees in Wesleyan MetroPark. Over 3,000 native trees and shrubs have been grown through this effort since 2015.
Cloverbud Reading Adventures	Ashland	4-H Cloverbud members and other youth ages 5-8 are encouraged to enjoy reading by participating in fun, activity-based sessions that center around children's literature. Kids explore the books' topics with games, crafts, stories, science experiments and snacks. One or more read-alouds are always held to encourage the listening and telling of stories.
County Community Service Project	Gallia	Last year our County Community Service Project was "Pennies for Protection". We partnered with the Gallia County Sheriff office K9 units to raise money for protective vest for K9 officers. Four vest valued at \$2,000 each were donated to Gallia and Meigs County k9 officers. This year clubs are raising money to move our fairgrounds to a safer location with "Penny Wars". Money raised will go toward building of the first barn in our new fairground location.

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14 th Street Community Garden Project	Scioto	SnapEd program assistants work with the youth and adults who are a part of the program to teach them about good nutrition and how the fresh produce is beneficial to them. The 4-H educator teaches the youth about pollinators and conducts activities that teach the kids about how plants grow, while also working with them in the garden each week. At the end of the 8-week summer program, youth participants are recognized during a ceremony at the community center, and they share some of the produce they have grown with the other families who participate in programs at the facility.
Shoebox STEM	Hardin	Shoebox STEM will help 4-H professionals meet those requests, while saving time and resources. 4-H Shoebox STEM kits will provide easy, grab-and-go STEM activities that can be used in a variety of settings. The kits will include 10 different STEM activities, each activity fitting in a shoebox-sized container.

A thematic analysis was conducted to determine what Ohio 4-H design teams and specializations were related to each program reported. The Ohio 4-H Status of 4-H Teams and Specializations (2017) document served as a guide for the thematic analysis. Several programs were related to multiple design teams and specializations. Table 3 shows how many programs were categorized under each design team, and Table 4 shows how many programs were categorized under each specialization.

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Table 3 – *Number of innovative programs by design team*

Design Team	Number of innovative programs reported
Camping	4
Teen Leadership	13
Pre-Adolescence	5
Volunteers & Community Clubs	5
STEM	15
Innovative Programming Approaches	7
Animal Science	4
Healthy Living	5
CARTEENS	1

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Table 4 – *Number of innovative programs by specialization*

Specialization	Number of Programs Reported
Camping	4
Teen Leadership	8
Character Education/Citizenship	10
Cloverbuds	5
Volunteerism	4
Risk Management	0
Club Management	2
STEM	11
Environmental Education	6
School Enrichment	4
Afterschool Programming	4
Livestock	3
Quality Assurance	2
Companion & Small Animals	1
Healthy Lifestyles	5
Special Needs Youth	0
CARTEENS	1

The Innovative Programming Database was created using Microsoft Excel software.

Responses were exported from Qualtrics into Excel. Irrelevant data, including date of response,

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time of response, time in seconds taken to complete the survey, etc., were removed from the spreadsheet. The resulting columns included; program name, office, contact, target audience, program outcomes, and program description. Two additional columns were added during thematic analysis; related design teams and related specializations, resulting in the “Complete Program List” sheet. Another sheet, Programs by Design Team, was added to the Excel workbook. This sheet shows each design team and the innovative programs related to it. If an innovative program is related to more than one design team, it is listed in this sheet more than once. A third and final sheet, Programs by Specialization, was created in the same manner using specializations instead of design teams.

Discussion

The low response rate generated by the survey could be interpreted multiple ways. Distributing a survey online has advantages, like cost-effectiveness and ease of implementation, but data shows that online surveys have a lower response rate than mailed surveys (Monroe & Adams, 2012). With that knowledge in mind, steps were taken to increase participation including personalized e-mail invitations, in-person pre-survey notification at Ohio 4-H professionals’ in-services, and creating a simplistic survey instrument, all of which are identified as methods to increase response rate (Archer, 2008). The survey was sent in peak season for Ohio 4-H, and many in the sample may have been engulfed in camps, fairs, and other traditional 4-H work during the survey period. Delaying the survey until after peak season may have generated a better response rate.

A low response could indicate that Ohio 4-H professionals are not planning and facilitating many programs that meet the determined definitions of innovation. Extension as a whole has been described as adverse to change, and innovations in Extension are typically the

INNOVATIVE PROGRAMMING DATABASE

result of a crisis period, for example a reduction in federal budget dollars (Franz & Cox, 2012). Ohio Extension, including 4-H, is in a period of growth, and while innovation is happening, there is not currently a crisis that needs solved through creativity. While the response rate for the innovative programming database survey was low, the resulting database will be a beneficial resource to Ohio 4-H professionals. The need for innovative programming approaches continues to increase as 4-H membership decreases. The database will provide a resource for Ohio 4-H professionals to gain new programming ideas and connect with others that have implemented similar programs.

If a 4-H professional is looking for new program ideas that target a specific audience, the Innovative Programs Database has multiple entries for all ages. The 4-H Cloverbud STEAM, 4-H Mini Camp, and Cloverbud Reading Adventures programs are diverse examples of programming for cloverbud age (Kindergarten through 2nd grade) youth. Youth from 3rd grade to high school are targeted in many of the reported programs, such as Iron Chef Clinic, 4-H Robotics, and a Day of QA. Adults are also targeted in some of the programs. The Alternative Spring Break program works with both 4-H age youth and collegiate young adults. The Equine Bit Clinic, Equine Leg Dissection, and weGrill programs target youth working alongside their parent or adult mentor.

One of the goals of innovative programming is to draw new audiences to the 4-H program that may not be interested in the traditional community club model. Programs like Hardin County's Spark Lab Innovation Center and Lucas County's Clover STEM provide youth with opportunities to explore specific topics and work in teams and individually to build, program, and create. These programs are examples of innovative programs that get new audiences excited and involved in OSU Extension in a new way, but may not lead to traditional

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4-H club involvement. Some of the other innovative programs reported are used as a spring board to get youth interested in the traditional 4-H programming. Licking County's 4-H Mini Camp aims to get youth interested in the camping program. Ashland County's 4-H Robotics program gives youth a taste of what a 4-H project is like and may interest them in exploring other projects and project areas. Other programs, such as Gallia's QA for a Day and Richland's Mock Crash Docu-Drama put innovative twists on traditional 4-H programs that already exist, which not only attracts new youth but also helps retain youth who are already involved by providing variety.

Some programs reported in the database created from this study may not succeed or may be short-term, but the professionals who implemented the programs will still have valuable information on implementation to share with those considering creating similar programs. These "failed" programs will remain in the database so that those involved can still be a resource to others on what problems occurred and how they might have done things differently. The innovative programming approaches design team will also be able to utilize the database and information gathered to guide their work in creating professional development opportunities and materials.

The Innovative Programming Database (IPD) will be housed on the Ohio 4-H Professionals Buckeye Box, making it easy for professionals to access and edit. Directions on how to use the database and add more innovative programming has been provided in the IPD folder, so 4-H professional will be able to constantly build onto the work that was completed through this survey. A presentation proposal on the IPD will also be submitted for the next Ohio 4-H Professionals' in-service training.

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In the future, research should be conducted on what types of other resources 4-H professionals need to implement more innovative programming. The following research questions could be examined to gain a better understanding of innovative programming efforts:

- What limitations do 4-H professionals need to overcome to implement innovative programs?
- What resources are needed to support innovating programming approaches of Ohio 4-H professionals?
- Would creating an innovating program approaches field/state specialist position help increase Ohio 4-H membership?
- Do innovative programming approaches receive more third party grant funding than traditional 4-H programs?

Answering these questions will enable Ohio 4-H administration to work with the innovative programming approaches design team to create valuable resources and professional development opportunities.

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Mental Health Facts

By: Amanda Raines

1. Having positive mental health means that you will not feel stressed or unhappy.
 - a. FALSE- A person with positive mental health can still feel stressed, anxious, or unhappy. When these feelings begin to have negative effects on a person's daily activities and relationships, it is a sign that the person has negative mental health.
2. Over 50% of mental health disorders appear by age 14.
 - a. TRUE- The onset of approximately 50% of all adult mental illness occurs by age 14 and 75% by age 24. Adolescents and young adults are at high risk for developing a mental disorder.
3. One in every 5 American adolescents is living with a mental illness.
 - a. TRUE- 20 percent of American youth have been diagnosed with mental illness. This statistic does not include youth who are experiencing mental illness but have not sought professional help and remain undiagnosed.
4. Depression is the most common mental health disorder among youth ages 12 to 17.
 - a. FALSE- Anxiety disorder is the most common mental health disorder among teens, at 31.9%. Depression is the second most common at 12.5%.
5. Anxiety disorder can have physical symptoms that mimic a heart attack.
 - a. TRUE- The symptoms of an anxiety attack and heart attack are very similar- rapid heartbeat, shortness of breath, dizziness, sweating, numbness, and nausea. If you are with someone exhibiting these symptoms and do not know their health history, assume they are having a heart attack and call 9-1-1 right away.
6. The difference between normal sadness and depression is that people with depression have thoughts of death and suicide.
 - a. FALSE- while thoughts of suicide are one symptom of depression, not all people with depression experience this symptom. The difference between normal feeling of sadness and depression is the duration. A person with depression may feel sad, irritable, or withdrawn for a prolonged period. Once these feelings last longer than 2 weeks, the person may be experiencing depression and needs to seek help from a mental health professional.
7. Substance Abuse is considered a mental health disorder.
 - a. TRUE- Substance Abuse Disorder is the repeated use of alcohol and/or drugs that leads to difficulty in fulfilling everyday responsibilities, physically dangerous situations, legal problems, or problems maintaining relationships. 11.4% of American youth ages 12-17 have substance abuse disorder.
8. Youth who live in poverty are at a higher risk for developing a mental health disorder.



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- a. TRUE- 21 percent of low-income children ages 6 to 17 have a mental health disorder. 50% of the children in the child welfare system have a mental health disorder.
- 9. Youth who have parents who are divorced are not at a higher risk for mental health disorders than youth who have married parents.
 - a. FALSE- Divorce and marital conflicts in the home are high risk factors. Youth with divorced parents are more likely to develop depression, anxiety, and substance abuse disorders according to a report of the US Surgeon General.
- 10. People with mental health disorders often face discrimination.
 - a. TRUE- In a 2006 survey of American adults ages 16-24, 24% believed that those with mental health disorders were dangerous, and 66% believed that a person with a mental disorder cannot be successful in the workplace. Fear of discrimination is one major reason that people do not seek professional help for their negative mental health.



Ohio 4-H Camping Program

Keeping Mental Health in Mind

Competencies covered in this lesson:

- 4) Health, Wellness, and Risk Management

Intended Audience:

- Camp Counselors

Lesson Objectives:

Participants will:

- Understand the definition of mental health
- Learn statistics and facts to help increase awareness of mental health

Time: 30 minutes

BACKGROUND

It is important for camp counselors to keep the health of their campers in mind during camp. Counselors monitor camper's physical health by making sure that they are drinking water, eating during meals, resting, and avoiding situations that could lead to injury. Physical health is just a part of a person's overall health, so it is important that counselors are also aware of their camper's mental health.

Mental Health is a state of successful performance of mental function, which results in productive activities, fulfilling relationships, and the ability to cope with adversity. In other words, a person has positive mental health when they are able to work, play, have fulfilling relationships, and cope with change. When a person is unable to do one or more of these things, they could be in a state of negative mental health and/or be suffering from a mental health disorder.

As a camp counselor, knowing basic facts and stats about mental health can help you be aware and better monitor the overall health of your campers.

WHAT TO DO

Activity:

- Hang up the TRUE and FALSE signs at opposite ends of the room.
- Read each of the "Mental Health Facts" statements and ask counselors to decide if the statement is TRUE or FALSE, moving to the appropriate sign to indicate their answer.
- After all counselors have moved, reveal the correct answer and read the accompanying fact.



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Equipment and supplies:

- TRUE and FALSE wall signs
- Tape
- Mental Health Facts sheet

Do Ahead:

- Review lesson.
- Gather supplies.
- Place TRUE and FALSE signs on opposite walls in the room

Sources:

- Youth.gov (n.d)
Retrieved from <http://youth.gov>
- SAMHSA – Substance Abuse and Mental Health Services Administration. (2017, September 13). Retrieved from <http://samha.gov>
- Mental Health First Aid USA. (2013, October 10). Retrieved from <http://mentalhealthfirstaid.org/>

Prepared By:

Amanda Raines, 4-H Program Assistant
4-H Youth Development
OSU Extension, Hardin County
Phone: 419.674.2297
Raines.74@osu.edu

Reviewed By:

Hannah K. Epley, 4-H
Camping & Older Youth
Specialist

Jami Dellifield, FCS Educator

Heather Gottke, 4-H Educator

TALK IT OVER**Reflect:**

- Which of these facts surprised you the most?
- Based on these facts, what can you infer about the number of campers who may be dealing with a mental health disorder?
- What types of mental health problems do you think we may encounter most at camp?

Apply:

- Think about what you know about mental health and mental health disorders. How can you use the power of this information to benefit your campers?
- When at camp, if you notice a camper has a headache, you suggest they drink more water and get hydrated. This is just one way that you keep campers' physical health in mind. What can you do at camp to monitor campers' mental health?



Ohio 4-H Camping Program

Managing Your Mental Health

Competencies covered in this lesson:

- 4) Health, Wellness, and Risk Management
- 10) Self-Direction

Intended Audience:

- Camp Counselors

Lesson Objectives:

Participants will:

- Understand the difference between positive and negative stress
- Identify positive and negative ways to address stressful situations at camp
- Create a plan for how they can manage their own stress

Time: 45-60 minutes

BACKGROUND

Gone are the days of carefree camp, where you sit back and just soak it all in. You are a camp counselor now, and with that role comes a lot of responsibilities. You are in charge of a lot:

- Keeping campers safe
- Ensuring camper health
- Creating a positive environment
- Planning activities
- Setting up for the next activity
- Cleaning up from the last activity
- Making sure the right supplies are at the right place at the right time
- Manage camp schedule
- Various other things that may arise

Needless to say, as a camp counselor, camp can be a bit stressful. Stress is any physical, mental, or emotional strain or tension caused by a situation, occurrence, or factor. Stress can be a positive force. If you are experiencing stress about an exam, it may motivate you to study more, which often leads to a higher grade. Stress can also be a negative force that impacts your ability to function at school, work, and in your relationships. If you are experiencing stress for a prolonged period of time or about a general topic instead of a specific event, it could be a sign of a mental health problem.

At some point during camp, you are going to feel stressed. Positively managing that stress is important for ensuring a positive experience for both you and your campers. How we deal with stress depends on the situation and the resources available. Sometimes destressing is as easy as taking 10 minutes to mindfully breathe, journaling, talking to a friend, or just relaxing. Other times destressing may take professional help. This activity will help you prepare for stress at camp and create a plan for what to do when you feel too overwhelmed.

WHAT TO DO

Review the background information above about stress with camp counselors before completing the activity.



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Equipment and supplies:

- Camp schedules (1 per group of 4-5 counselors)
- Highlighters (1 per group of 4-5 counselors)
- Less Stress Plan resource

Do Ahead:

- Review lesson.
- Gather supplies.
- Make copies of the Less Stress Plan resource for each counselor

Sources:

- Youth.gov (n.d)
Retrieved from <http://youth.gov>
- SAMHSA – Substance Abuse and Mental Health Services Administration. (2017, September 13). Retrieved from <http://samha.gov>
- Mental Health First Aid USA. (2013, October 10). Retrieved from <http://mentalhealthfirstaid.org/>

Prepared By:

Amanda Raines, 4-H Program Assistant
4-H Youth Development
OSU Extension, Hardin County
Phone: 419.674.2297
Raines.74@osu.edu

Reviewed By:

Hannah K. Epley, 4-H Camping and Older Youth Specialist

Jami Dellifield, FCS Educator

Heather Gottke, 4-H Educator

ACTIVITY**Step 1**

In your group, look at the camp schedule and highlight events that you believe are the most stressful. As a group consider the following questions:

1. Why are the highlighted activities more stressful than others?
2. How can we make these activities less stressful?
3. List some ways that you might react to stress in these specific situations.

Step 2

On your own consider what types of situations at camp might trigger high stress levels. These could be beyond the events on the schedule, such as homesick campers, bad weather, or just being exhausted.

- Using the “Less Stress Plan” resource, write down your top three stress triggers at camp in the first column.
- Fill in the rest of the chart for each stressor.
- Share your chart with your cabin co-counselor or a partner and spend time discussing how you can help each other during stressful situations.

TALK IT OVER**Reflect:**

- Did everyone agree on what events and situations are most stressful or were our lists varying? Why or why not?
- How do our reactions to stressful situations impact our campers’ experience?
- What are some ways that we can positively destress at camp?

Apply:

- Continue to think about your Less Stress Plan. What action items can you add to the plan to make camp stress free?
- Consider how you will mitigate stress before, during, and after camp.
- After thinking about your own Less Stress Plan, consider how you can help other counselors and campers who are stressed at camp.

Less Stress Plan

By: Amanda Raines

Stressful Camp Situation	Why does it stress me out?	One thing I can do BEFORE camp to alleviate this stressor.	One thing I can do DURING camp if I become stressed due to this stressor.	One thing another counselor or adult can do to help me when this situation stresses me out.



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Ohio 4-H Camping Program

Mental Health First Aid

Competencies covered in this lesson:

- 4) Health, Wellness, and Risk Management

Intended Audience:

- Camp Counselors

Lesson Objectives:

Participants will:

- Learn basic action steps for assisting a camper in mental health crisis.
- Practice applying the mental health first aid action steps.

Time: 60 minutes

BACKGROUND

We all know that camp has plenty of risks and an injury can happen anytime and anywhere. That is why many counselors and staff are trained in first aid, CPR, and other safety protocols. Preparation is key to handling emergency situations as best as possible. You know what to do if a camper is choking or bleeding, but do you know what to do if a camper is having a mental health crisis?

A Mental Health Crisis can take many forms; anxiety attack, self-harm, depression, eating disorders, substance abuse, or suicidal thoughts or actions. A mental health crisis can happen to anyone, even if they haven't been diagnosed with a mental health disorder. Knowing how to assist someone in crisis is important for keeping them and those around them safe.

The National Council for Behavioral Health offers certification classes in Mental Health First Aid. They provide 5 action steps to helping others:

1. Assess the risk of suicide or harm
2. Listen nonjudgmentally
3. Give reassurance and information
4. Encourage appropriate professional help
5. Encourage self-help and support strategies

In the camp setting, you will most likely focus on the first three action items.

- **ASSESS** the risk of harm to the camper or others. Remove other campers from the situation if possible.
- **LISTEN** nonjudgmentally. Start a conversation with the camper, if possible, to talk about what is going on. Try starting with a casual invitation "Let's talk. You don't seem like you're enjoying camp. What's going on?"
- **GIVE** reassurance. Tell the camper that you care about them and want them to have a good camp experience. If the situation is truly a crisis, seek assistance from an adult staff member. "Because I care about you, I think we should talk to an adult staff member about this."

NEVER use the word promise with a camper. It may be tempting to make promises (I won't tell, we will fix this), but that only opens the door for breaking the camper's trust.



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Equipment and supplies:

- Mental Health First Aid Scenarios Resource
- Mental Health First Aid Scenario Cards

Do Ahead:

- Review lesson.
- Gather supplies.

Sources:

- Youth.gov (n.d) Retrieved from <http://youth.gov>
- SAMHSA – Substance Abuse and Mental Health Services Administration. (2017, September 13). Retrieved from <http://samha.gov>
- Mental Health First Aid USA. (2013, October 10). Retrieved from <http://mentalhealthfirstaid.org/>
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Prepared By:

Amanda Raines, 4-H Program Assistant
4-H Youth Development
OSU Extension, Hardin County
Phone: 419.674.2297
Raines.74@osu.edu

Reviewed By:

Hannah K. Epley, 4-H Camping & Older Youth Specialist

Jami Dellifield, FCS Educator

Heather Gottke, 4-H Educator

WHAT TO DO**Activity**

Using the Mental Health First Aid Scenarios cards, counselors will practice applying the steps to help a camper.

- Divide into 5 groups (or more if using each scenario more than once)
- Give each group 1 scenario card
- Each group will take turns acting out their scenario, including how to help the camper. Roles should include campers, counselors, and adults.
- The whole group will discuss after each skit how the steps were applied and what else might be helpful in that situation.
- The facilitator should use the supplemental information on the Mental Health First Aid Scenarios resource page to guide discussion.

TALK IT OVER**Reflect:**

- What are some ways that you can start a conversation about mental health with a camper?
- Which step of the Mental Health First Aid action steps will be the most challenging? Why?
- Do you feel prepared to help a camper who is having a mental health crisis? Why or why not?

Apply:

- Use the skills gained to assist at a club meeting, camp, or school if a situation arises where Mental Health First Aid would be beneficial.
- Start a conversation with other officers and teen leaders in your club about how to provide support to others in mental health crisis.

Mental Health First Aid Scenario Cards

Use the following scenario cards with the Mental Health First Aid camp counselor lesson plan and accompanying Mental Health First Aid Scenario resource page.



Scenario 1: Jane is a camper in your cabin. She also sits at your table during meals. You notice that Jane does not appear to be eating during mealtimes. You've also noticed that she does not change her clothes in the cabin, but takes them all the way to the bathroom to change instead. When you ask her about if she is getting enough to eat, Jane is defensive and claims to have eaten a large snack in the cabin, but you're sure she didn't. You suspect Jane may have an eating disorder.



Scenario 2: John is a first time camper in your cabin. He just doesn't seem to be having a good time at camp. He lacks any energy and just wants to stay in the cabin and sleep all the time. You know that back home John loves to play sports, but you can't seem to get him interested in any athletic activities here at camp. He is withdrawn from the other boys in the cabin, and tends to lay quietly in his bunk facing the wall. You can tell that he isn't having a good camp experience.



Scenario 3: Tonight is the dance at camp. All of the boys in your cabin have been spending the day talking about who they plan to ask to dance. Most of them are excited, but you know a couple of the younger boys are nervous. You are getting ready to go to the dance when John suddenly falls down. He is having trouble breathing and is complaining that he is dizzy and his chest hurts.



Scenario 4: Your cabin co-counselor has not been himself at camp this week. He is usually an energetic, social butterfly, but this week he has been withdrawn and acts irritated or angry around the campers. He is not following through with his responsibilities, and when confronted about it he says things like “I wouldn’t do it right anyway” and “No one even noticed I wasn’t there.” When he makes a sarcastic comment to you that “he’d rather kill himself than do that,” you start to worry more.



Scenario 5: Jane is one of the older campers in your cabin. You've noticed that she always has on her sweatshirt, even in the afternoon when it is over 85 degrees. You've causally asked her if she is hot, but she just shrugs or says "not really." While playing Gaga ball, you notice that there is blood on cuff of her sleeve. You offer to give her a band aid and while doing first aid notice several cuts on her forearms.



Mental Health First Aid Scenario Resource

By: Amanda Raines

Scenario 1: Jane is a camper in your cabin. She also sits at your table during meals. You notice that Jane does not appear to be eating during mealtimes. You've also noticed that she does not change her clothes in the cabin, but takes them all the way to the bathroom to change instead. When you ask her if she is getting enough to eat, Jane is defensive and claims to have eaten a large snack in the cabin, but you're sure she didn't. You suspect Jane may have an eating disorder.

Debrief points

- **ASSESS** risk of harm – not eating and drinking during camp will make a camper exhausted and sick. Fatigue and dizziness may put the camper in a more dangerous situation as well. Long term, eating disorders can cause severe damage to a person's organs and overall health.
- **LISTEN** nonjudgmentally – try starting the conversation again. Tell Jane that you are worried she isn't getting the nutrition she needs to have a safe and healthy camp and you'd like to talk to her about how you can help.
- **GIVE** reassurance- Because I want you to have the best time at camp as possible, I think this is something we might want to talk to an adult about. They can help us figure out something that will make you more comfortable in the dining hall.
- Other factors to consider:
 - Jane may have an eating disorder OR she may just not like the food being served at camp. Either way, you will need to help her understand that eating and drinking is important for a successful camp.
 - Jane may or may not want to talk about this subject with you, but it is important that you notify an adult staff member if you suspect someone is not eating during camp.
 - Do not comment on the camper's weight or appearance during your conversation, even if you are trying to compliment them.



Scenario 2: John is a first time camper in your cabin. He just doesn't seem to be having a good time at camp. He lacks any energy and just wants to stay in the cabin and sleep all the time. You know that back home John loves to play sports, but you can't seem to get him interested in any athletic activities here at camp. He is withdrawn from the other boys in the cabin, and tends to lay quietly in his bunk facing the wall. You can tell that he isn't having a good camp experience.

Debrief points

- **ASSESS** the risk of harm – Is John thinking about suicide or hurting himself? You cannot know for sure without asking him. When having a conversation about John's depressed state, do not be afraid to ask "Are you thinking about suicide or hurting yourself?" You should not start the conversation this way, but you need to be prepared to ask this question when the time comes.
- **LISTEN** nonjudgmentally- ask John what's up. Tell him you are worried about him and point out behaviors you have noticed. Ask him to tell you how he is feeling and what you can do to help him.
- **GIVE** reassurance. Be sure to tell John that you care about his well-being and his camp experience and that you are here to listen whenever he needs you.
- Other factors to consider:
 - John may have depression or there could be something else wrong
 - Homesickness, bullying victim, afraid or shy, physically ill
 - You do not have to follow the steps ALG in order, and in this case starting with listening is important
 - Be sure to report these behaviors to an adult so they can also attempt a conversation with John about his well-being

Scenario 3: Tonight is the dance at camp. All of the boys in your cabin have been spending the day talking about who they plan to ask to dance. Most of them are excited, but you know a couple of the younger boys are nervous. You are getting ready to go to the dance when John suddenly falls down. He is having trouble breathing and is complaining that he is dizzy and his chest hurts.

Debrief Points:

- **ASSESS** the risk of harm – clearly John is in a dangerous situation. Send for the nurse immediately, and ask another counselor to take the campers from your cabin outside. John may be having an anxiety attack or a heart attack/problem. You cannot know for sure, so begin to administer first aid until the nurse arrives.
- **LISTEN** nonjudgmentally- try to calm John down and ask him to describe exactly what hurts and how he is feeling. This may help you decide if the problem is anxiety or not.
- **GIVE** reassurance- Tell John that help is on the way and you are not leaving his side.
- Other factors to consider:
 - If you know that John is having an anxiety attack or prone to anxiety attacks, talk to him about what kind of coping mechanisms you can help him with, such as breathing exercises, meditation, taking a walk, etc.
 - Anxiety attacks and heart attacks often look the same, so treat the situation as a heart attack if you are not sure. Medical assistance is needed immediately.
 - If you notice John is extremely uncomfortable or fearful about the evening (or any event at camp) try to talk about it with him before he has an anxiety attack. You can even suggest you try an activity together ahead of time so that John better knows what to expect.

Scenario 4: Your cabin co-counselor has not been himself at camp this week. He is usually an energetic, social butterfly, but this week he has been withdrawn and acts irritated or angry around the campers. He is not following through with his responsibilities, and when confronted about it he says things like “I wouldn’t do it right anyway” and “No one even noticed I wasn’t there.” When he makes a sarcastic comment to you that “he’d rather kill himself than do that,” you start to worry more.

Debrief points:

- **ASSESS** the risk – This counselor is making remarks that worry you about self-harm and suicide. Even if these remarks are said in a sarcastic or joking manner, there could be truth to them. The counselor is also not able to fulfill his/her responsibility of making camp fun for the campers if this is his mood.
- **LISTEN** – something may be going on in the counselor’s life that has him/her in a “funk.” Try talking to your friend about what has them feeling down. If these feelings have been around for over 2 weeks, your friend may need professional help for depression. No matter how large or small the reasons they give, remember that these reasons are having a profound impact on them.
- **GIVE** reassurance- remind your friend that you care for them and want to help them. Suggest that they may want to go see the camp nurse until they feel up to being “fun for the campers” again. Maybe a rest in the sick bay or talking to the nurse will help them feel a bit better.
- **Other factors to consider:**
 - **ALWAYS** take threats of suicide seriously. If a camper or counselor is “just joking,” tell them that suicide is a very serious topic and it is never okay to joke about.
 - If someone is threatening to attempt suicide or severe self-harm, call 9-1-1 immediately, many hospitals have special units for psychiatric care that can give immediate help.
 - Something that seems minor or unimportant to you may be life altering to someone else. Never assume that a person isn’t serious about suicide or depression just because the reasons they give seem trivial.
 - A young person can become suicidal very rapidly, especially if they have other uncontrolled mental disorders. Because youth are very likely to act impulsively, suicidal thoughts are very important to address immediately.

Scenario 5: Jane is one of the older campers in your cabin. You've noticed that she always has on her sweatshirt, even in the afternoon when it is over 85 degrees. You've casually asked her if she is hot, but she just shrugs or says "not really." While playing gua gua ball, you notice that there is blood on the cuff of her sleeve. You offer to give her a band aid and while doing first aid notice several cuts on her forearms.

Debrief points:

- **ASSESS** the risk of harm – Jane does have injuries and needs to see the nurse. Although you can probably administer first aid for small cuts and minor bleeding, if you notice lots of cuts, bruises, or bite marks in an area, especially one that is usually concealed, that could be a sign of self-harm.
- **LISTEN** nonjudgmentally – when you ask Jane what happened, she could tell you the truth or a well-rehearsed lie. You need to listen to whatever she has to say and make sure that she is seen by the nurse. Even if you think she is lying, it is important that you handle the conversation carefully.
- **GIVE** reassurance- remind Jane that you are here to be her friend and helper. Tell her that you are worried about her injuries and that it would be best to see the nurse. Even if she does not want to see the nurse, be sure to alert an adult of the situation.
- Other factors to consider:
 - Jane really might be most comfortable in long sleeves for another reason (self-consciousness, medical condition that keeps her cold, etc.)
 - Not all people who self-harm are suicidal. This may be a coping mechanism that the person uses to deal with another mental health disorder, such as anxiety or depression. Regardless of why they are self-harming, they need help to find a healthy way to cope.
 - If Jane refuses to go to the nurse, it will be important that you do not leave her alone. You may have to enlist another counselor to make sure that she does not have the opportunity to harm herself again while you tell an adult what you've witnessed.