**Morning Leadership Workshop**

In the morning’s Leadership Workshop, we identified the projects that were represented in the room, and then split into project areas to brainstorm the strengths and needs of the projects that were present. We then developed “Goal Statements” about potential activities that would enhance leadership opportunities across our region. Here are the goals for the 4-H/volunteer led programs, and for the office and state staff:

Goal Statements:

1. Create a “regional youth fair” model in the Spring – a chance for youth public presentations, socializing, and for teen leadership and mentoring.
2. Ask older youth to share/present/teach younger youth in other clubs, projects, or counties.
3. Inter-county mentoring – share our skills as volunteers and youth members.
4. Coordinating with other projects to give youth well-rounded experiences (e.g. Photogrphy or Art presentations in an Animal club.)
5. Recognizing member achievements at the club level (not just for awards night, and not just tied to judging)
6. Include more fun and non-competitive activities in clubs, county-wide, and at Fairs.

Goals for staff and state leadership:

1. Updating publications on the state level, and communicating changes effectively.
2. Identify leadership for projects at the state level
3. Support leaders by listening better, validating leader’s experiences, and providing more education, communication and help problem solving. “Translate” the science of youth development so that volunteers can understand!

**Youth-Adult Partnership Training: Ideas for building youth leadership**

This workshop included a discussion of the Spectrum of Attitudes about youth as objects, recipients, and partners in youth development programs. We identified ways that youth currently participate, and how we see these aligning with different parts of the “spectrum”. We also talked about the perceived challenges of working with either youth or with adults. We discussed the Community Club Checklist (<http://nys4h.cce.cornell.edu/staff/documents/community%20club%20Checklist.pdf>) and “Tips for Practicing Youth-Adult Partnerships”. Jenny shared several other resources for leaders, please ask if you would like copies. 4-H Leadership Curriculum for your group can be purchased here: <http://www.4-hmall.org/Category/4-hcurriculum-leadership.aspx>

We also brainstormed ideas for how we could better partner with youth:

1. Include more debrief and reflection time in our regular club activities – why are we doing this? How does it apply to other settings?
2. Include time to socialize and have fun – ask youth to plan these!
3. “Really Listening” to youth and what they want, which includes
	1. Trying to understand youth ideas and where they are coming from
	2. Letting go of our pre-conceived ideas of what things “have” to look like
4. Let youth choose their own level of participation
5. Include parent training in how youth programs work

**“Steps to Positive Behavior: What to do instead of screaming”**

Based on a presentation by Mary Katherine Deen (WSU 4-H Youth Development Specialist) we explored proactive steps for creating environments in which positive, youth behaviors can thrive. We also looked at basic tools for addressing common, challenging behaviors when “prevention is not enough.”

Links to resources used in this workshop:

* Steps to Positive Behavior fact sheets: <http://cru.cahe.wsu.edu/CEPublications/em4878/em4878_.pdf>; WSU Extension 4-H resource produced by Mary Katherine Deen
* Ages and Stages: Child and Adolescent Development: <http://extension.psu.edu/4-h/leaders/resources/publications/s2007-ages-and-stages-child-and-adolescent-development.pdf>; Penn State Extension resource
* Positive Discipline and Child Guidance: <http://extension.missouri.edu/p/GH6119>; University of Missouri Extension resource

**“Coyote Mentoring” with Justin Lake**

Justin Lake is one of the instructors for the Quilcene Afterschool 4-H Program and CedarRoot Folkschool. He brings years of training and experience into his work of experiential learning with youth, most often in settings in the natural world. In this workshop session, Justin introduced us to a model upon which he bases each educational experience with youth – the “8 Sheilds” model. You can learn more about this model by watching a brief video at: <http://8shields.com/about/what-is-8shields/>. Some strengths of this model include: the use of nature as “teacher”; engaging youth as active participants in all aspects of their experiential learning – from planning to implementing to reflection to evaluation and planning again; engaging youth in risk management; an emphasis on “gratitude” and personal/group strengths; and building effective learning teams. This model may compliment 4-H experiential learning models – paying special attention to the natural world. For a comprehensive resource on this model and other, nature-based mentoring resources, please see Coyote’s Guide to Connecting with Nature by Jon Young et al.