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

Part 8: Developing a Schedule for Group Activities

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Curriculum Overview

This is part 8 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.

Why Plan a Schedule

During their time out of school, teens need to be able to create, learn new skills, and relax. A quality teen Bloco Drum and Dance after-school program offers them a balanced, culturally relevant program that is tailored to their interests and developmental needs as well as to the needs and desires of parents, schools, and communities.

The art of making up a program schedule involves careful planning and thought. Development of a program schedule is usually the responsibility of the Site Director in conjunction with the Program Coordinator and the 4-H Bloco Drum and Dance Advisory Committee. They need to produce a schedule that accounts for the number of instructors available and the number of teens who can be enrolled in the program at each site.

Designing Your Schedule

You should complete and review a first draft of the program schedule before you advertise the program for enrollment. Make sure to say how many youth will be served in each class, and include enrollment information as part of any recruitment announcement. Then, once you have your instructors and students enrolled for the classes, you need to plan out how to make the schedule work.

Transition

When scheduling the program, you need to decide what time your after-school program will begin. The program should allow time for participants to transition from school to the drum and dance program. Teens need to have time to relax and visit with friends. This transition period is a good time to introduce our healthy snacks and food demonstrations. This also helps prevents some behavior that can be disagreeable and disruptive by allowing teens to unwind from the stress of school responsibilities before they start their drum or dance class. Existing 4-H Bloco Drum and Dance programs work well when they budget

at least 15 minutes of "down time" after school hours before they actually begin the drum and dance classes. For example, the class in the schedule that is listed as starting at 3:45 p.m. should actually begin at 4:00 p.m. to allow time for welcome, warm-up, and snacks. If the class is listed to end at 5:30 p.m. or 6:00 p.m., teaching activities should end 15 minutes before the stated time so the participants will have time to clean up and prepare to depart for home.

Transition time also helps staff. If one instructor is teaching classes at 4:00 p.m., the transition time allows him or her a chance to get a drink of water, eat a quick snack, return phone calls when necessary, collect thoughts, or prepare equipment. The Food Demonstration and Snack Coordinator should have snacks available for this time. Transition time allows the staff members to be more effective when they do begin instruction (see Appendix for sample schedules).

Design the Program and Activities Schedule

The instructors, while they work closely with the Site Director, Advisory Committee, Program Director, and teen leaders, also work collaboratively with one another to decide what type of music and dance they will teach. The group also needs to determine who has

the best skills for teaching each class and how many days a week the classes should be held. The music you choose has to be age appropriate and cannot include any inappropriate language or content. Please note, the amount of transition time necessary for a class is determined in part by what musical equipment and materials need to be set up before the class can begin. This may include CDs, drum stands, microphones, drums, hammers, and a variety of other equipment.

Staff Schedules

Designing an effective staff schedule for the program that will meet the needs of staff, teens, and program can be a challenge. Use the survey from Developing Positive Relationships (publication 8430) to determine how youth will participate in the program. The number of staff you will need can vary according to the number of teens participating in the program. The California 4-H insurance policy requires that there always be two adults present at any 4-H activity, and that be one adult on site for every 10 youth during any program offered. The insurance policy further states that no one-on-one interactions between one adult and one youth or between two youth should occur in private. If a personal discussion is necessary, it should be conducted in an area that is in view of other adults and participants (Chapter 11 of the 4-H Policy Handbook, available at www.ca4h.org). Make sure to check you own state's current insurance policy for adult supervision, as the details can vary from state to state and agency to agency and over time.

Since most Drum and Dance Programs will have only one or two drum and dance instructors, it is important that you also enlist parent volunteers. Ask parents to help with various tasks for the classes, such as snack preparation, set up, and clean up. These volunteer positions can be very important to the program, particularly if you are working with limited funding resources.

Clean Up

Programs often fail to schedule sufficient time for their staff to prepare for program activities, and this can result in stress or unsuccessful experiences for program participants. Build time into your staff schedule for communicating expectations for the instructional part of the program as well as for gathering supplies and preparing them for the teens' use. Teens should be encouraged to help with set up and clean up of activities when appropriate. Make sure there are appropriate cleanup tools available and that participants have a clear sense of what your expectations are. This kind of work also offers an excellent opportunity for teens to assume more responsibility for their 4-H Drum and Dance Program through active participation.

Clean–Up Checklist

- Put away drum equipment.
- Put away dance equipment.
- Store all music equipment carefully.
- Clean up the snack area.
- Sweep the practice and food areas.

Scheduling Time for Snacks

Part of the purpose of the 4-H Bloco Drum and Dance program is to promote better food choices and encourage exercise. The food choices component is accomplished by providing snacks that are healthy, fun to eat, and encourage

behavioral change (see Publication 8436, Making Good Nutrition and Exercise Part of the Program).

Snack Calendar

Preparing a snack calendar is a good way to plan for the month. Staff and volunteers can help in advance of snack time if you provide them with a calendar, even if they are not involved in the initial snack planning process (see Appendix for a sample schedule).

Food Demonstrations

Periodic food demonstrations at practices are an excellent way to introduce teen participants to new snack ideas. When you build this kind of activity into the program schedule, you can help teens increase their variety of food choices by letting them sample different types of healthy snacks and encouraging them to try something new. Food demonstrations should be scheduled once a month, during the first practice session of the month (see Making Good Nutrition and Exercise Part of the Program, Publication 8436, for information on how to present a food demonstration).

Optional: Performance Hours for Carnaval (California Only)

If the 4-H Bloco Drum and Dance Program at your school plans to participate in the San Francisco Carnaval Parade in May, teens will be following a different schedule.

We recommend that you schedule one additional practice each week, probably on Fridays, when teens can attend a group practice in San Francisco (see Appendix for a sample schedule). Instructors must work with the teens' parents and adult volunteers to provide the following for these practices:

- Arrange in advance a location for pick up and return of students.
- Have permission slips and medical release forms signed and given to drivers.
- Arrange for a monetary contribution to help cover gasoline and any road tolls.
- Arrange transportation to San Francisco.
- Organize meals on the way to San Francisco. This may be a brown bag meal or a restaurant meal, depending on funds available and time constraints.
- Supervise your teens at group rehearsals.
- Encourage students to participate in a positive way in the large group activity.
- During periods of sunny weather, provide sun block for participants.
- Ensure that teens gather together in one place for departure.
- Make sure you have a signed copy of the code of conduct for every participant.
- Check the Loco Bloco Web site (http://www.locobloco.org) for practice dates, costume guidelines, and parade times.

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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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This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by the ANR Associate Editor for Human and Community Development–Youth Development, Lynn Schmitt-McQuitty.

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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 support materials will help you develop schedules for the 4-H Bloco Drum and Dance Program. Make sure to include times and dates in all parent/teen packets. It is important that you share dates with the school administration and the local Cooperative Extension Office and maintain positive communication between all participating agencies and groups.

Designing Your Schedule

- Regular Schedule
- Pre-Performance Schedule
- Food Demonstration Schedule
- Monthly Snack Calendar
- Practice Schedule for Carnaval

4-H BLOCO DRUM AND DANCE PROGRAM

REGULAR SCHEDULE

Two Days a Week:

3:30 PM – 3:45 PM	SNACK AND SOCIAL TIME
3:45 PM – 5:45 PM	DRUM CLASS
3:45 PM – 5:45 PM	DANCE CLASS
5:45 PM – 6:00 PM	CLEAN UP AND STORE EQUIPMENT
5:45 PM – 6:00 PM	PARENT PICK UP

Third Day:

3:45 PM - 5:45 PM	DRUM AND DANCE CLASSES PRACTICE TOGETHER *(Everything else remains the same)*

4-H BLOCO DRUM AND DANCE PROGRAM

PRE-PERFORMANCE SCHEDULE

3:30 PM – 3:45 PM	SNACK AND SOCIAL TIME
3:45 PM – 5:00 PM	DRUM CLASS
3:45 PM – 5:00 PM	DANCE CLASS
5:00 PM – 5:45 PM	DRUM AND DANCE CLASSES PRACTICE TOGETHER
5:45 PM – 6:00 PM	CLEAN UP AND STORE EQUIPMENT
3:45 PM - 5:45 PM	PARENT PICK UP

4-H BLOCO DRUM AND DANCE PROGRAM

FOOD DEMONSTRATION SCHEDULE

3:30 PM – 4:00 PM	FOOD DEMONSTRATION/TASTING
4:00 PM – 5:45 PM	DRUM CLASS
4:00 PM – 5:45 PM	DANCE CLASS
5:45 PM – 6:00 PM	CLEAN UP AND STORE EQUIPMENT
5:45 PM – 6:00 PM	PARENT PICK UP

Monthly Snack Calendar

Date	Tuesday	Thursday
Week of:	Polar Berry Snack	Sweet Chips (Food Demo)
Week of:	Raw Vegetable Nibbles	Pizza on a Roll (Food Demo)
Week of:	Peanut Butter/Banana Tortilla Roll	Jennifer Pops (Food Demo)
Week of:	Fruit Smoothie	Orange Freeze Flip (Food Demo)

Sample

Sources for Recipes 5-A-Day, Eat Fit, Project Lean. Youth FSNEP

4-H BLOCO DRUM AND DANCE PROGRAM

PRACTICE SCHEDULE FOR SAN FRANCISCO CARNAVAL

Practice every Friday for 6 weeks, beginning in April and continuing until Carnaval.

3:00 PM	MEET IN FRONT OF WINDSOR MIDDLE SCHOOL FOR CAR POOL (Bring permission slip and $5.00 gas fee.)
5:30 PM – 7:30 PM	DRUM AND DANCE PRACTICE San Francisco (Everett Middle School)
10:00 PM	PARENT PICK UP (Windsor Middle School)

www.LogoBloco.org

(contact phone number)