



Essential 4 Youth

Project Leader Tool Kit

Your Guide to Planning and Leading
The Greatest Meetings You'll Ever Have!

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Essential 4 Youth Toolkit

Project Leader Binder

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Getting Organized



Club Check-up



Read the questions below and place a check mark in the box that best describes your club's current state.

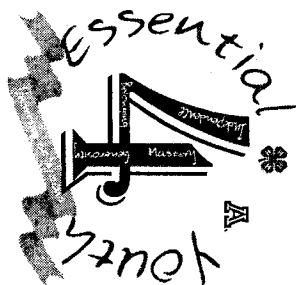
| | | Hardly Ever | Some- times | Almost Always | | Hardly Ever | Some- times | Almost Always |
|----|--|----------------|----------------|------------------|----|---|----------------|------------------|
| | Does our club allow our members the opportunity for leadership? | | | | | Does our club help everyone feel like they belong? | | |
| 1 | Do members set the club goals and determine the direction the club takes? | | | | 1 | Do we use "ice breakers" at the beginning of activities or meetings to get everyone involved? | | |
| 2 | Is our club flexible as unexpected things arise? | | | | 2 | Do we recognize members for a variety of things, or just competition? | | |
| 3 | Are members given the opportunity to plan, implement and evaluate programs and projects? | | | | 3 | Do we encourage group identity with club hats, t-shirts, jackets, etc.? | | |
| 4 | Do we encourage the club members to lead activities? | | | | 4 | Do we have a plan to include new faces right away so they feel involved? | | |
| 5 | Are the members involved in making rules, and setting policies? | | | | 5 | Do we seek diversity in our club? | | |
| 6 | Are members recognized for trying new things that challenge their abilities? | | | | 6 | Do we encourage creative thinking from our members and show appreciation for their ideas? | | |
| 7 | Do one or two people control the direction of the club? | | | | 7 | Do members get positive feedback from advisors and members regularly? | | |
| 8 | Are members free to choose their level of involvement? | | | | 8 | Do we make time for adults and youth to become better acquainted? | | |
| 9 | Do youth believe that they have influence over the important decisions of the group? | | | | 9 | Do each of our members feel that their opinions are valued? | | |
| 10 | Are members allowed to solve problems for themselves and the club with minimal advice? | | | | 10 | Do we discourage new ideas with comments like "That won't work, We tried that once" etc.? | | |

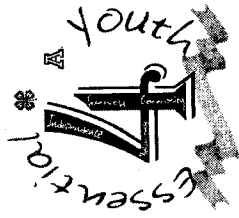
| | | Hardly Ever | Some- times | Almost Always | | Hardly Ever | Some- times | Almost Always |
|----|---|----------------|----------------|------------------|----|--|----------------|------------------|
| | Our club members want to learn, and therefore we seek ways to do so. | | | | | Do we value and practice service to others? | | |
| 1 | Do youth feel ownership of the club? | | | | 1 | Do members help select the service projects? | | |
| 2 | Is the club program planned with a challenge in mind? | | | | 2 | Are members involved in planning the service projects? | | |
| 3 | Do members know how to set a goal and develop a plan to carry it out? | | | | 3 | Does our club provide a variety of types of service? | | |
| 4 | Can youth participate in our club and pursue their own interests? | | | | 4 | Do members understand the relationship between community need and service? | | |
| 5 | Do we take the time to relate what is learned to real life experiences wherever possible? | | | | 5 | Do members seek creative ideas to address community needs? | | |
| 6 | Do we work at connecting our club program with youth issues and concerns? | | | | 6 | Do members demonstrate respect and concern for the needs of others? | | |
| 7 | Do we allow youth to experience control of our activities? | | | | 7 | Do adults in the club demonstrate respect, concern and sensitivity to the needs of members and other adults? | | |
| 8 | Do adults give the members the power to set future goals for the club? | | | | 8 | Are the service projects we do appropriate for the age group? | | |
| 9 | Do the members design and participate in real projects that make a difference in the lives of others? | | | | 9 | Do members get genuinely involved in the service projects? | | |
| 10 | Does our club program appeal to the needs and interests of the youth involved? | | | | 10 | Does the club look for ways to help the community? | | |

Adapted by Darcy Tessman, Extension Agent, 4-H Youth Development Agent, University of Arizona. Checklist created Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension-Wyandot County. Adapted from Kirk Astroth's "Critical Elements and Practices for 4-H". Peer reviewed by Ohio V-8 Task Force.

MEMBER INFORMATION

Project Name: _____

[illegible]



Essential 4 Youth Tool Kit Project Leader Binder

MEETING SCHEDULE

Project Name: _____



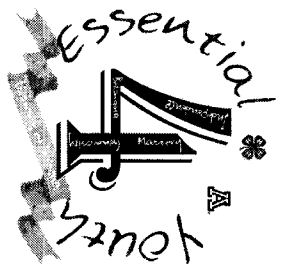
2010

| January | | | | | | | February | | | | | | | March | | | | | | | April | | | | | | |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
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| 26 | 27 | 28 | 29 | 30 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | |

ROLL CALL



Project Name: _____

[illegible]



The United States Pledge of Allegiance

**I pledge allegiance to the Flag
of the United States of America,
and to the Republic for which it stands,
one Nation under God,
indivisible,
with liberty and justice for all.**

4-H Pledge

**I pledge My Head to Clearer thinking,
My Heart to Greater Loyalty,
My Hands to Larger Service,
My Health to Better Living,
For my Club,
My Community,
My Country,
and My World.**



Making the Plan



Teaching Tools:

Life Skills.

4-H curricula are just as focused on teaching youth life skills as any specific project area. The skills learned from 4-H can last a lifetime. Therefore, never under estimate the value of the lessons being learned in club meetings. Long after the garden lies fallow, or the animal has been butchered, the life skills of self-discipline, citizenship, leadership, cooperation, and goal setting can thrive.

With that in mind, plan your 4-H meetings with a focus upon not only obtaining project skills but larger life skills. On the following page, you will see the Iowa State University , Targeting Life Skills Model. Use this model to get ideas of broad skills that should be goals for young people to strive for during the 4-H year.

As young people progress through the program, they should continue to stretch themselves to accomplish larger challenges. As an adult/teen leader, it is your responsibility to recognize opportunities for young people to take on new skills as they become ready. As young people mature, they must continue to be challenged or they will become bored and not want to participate. It is critical that you are working to constantly create new and exciting opportunities for youth to progress in their development so they have a reason to continue to be an important part of your 4-H club. They need to be needed, and we need to find ways to provide them with opportunities to learn the life skills they will need to become successful adults.

Targeting Life Skills Model





Teaching Tools

Using 4-H Curricula

One contribution 4-H brings to the field of youth development is the vast amount of educational materials available to help leaders. The 4-H CCS (Cooperative Curriculum System) prepares dozens of high quality, low cost books to assist leaders in experiential learning activities for young people of all ages. These books are available at <http://www.4-hmall.org/Curriculum.aspx>.

In addition, Cooperative Extension professionals throughout the nation are constantly writing educational pieces that are extremely helpful to leaders as well. These educational offerings are available through an internet search. Just type in the project name “4-H _____” and numerous free materials will be available to you. Check out the resources section of this binder for helpful links.

When using 4-H Curricula you will notice that most of the lessons will follow the experiential learning cycle. This cycle helps youth learn by doing and mentally process the information. Immediately following this page, there are two examples of 4-H curricula. The “Pass the Sculpture, Please” activity is from the *Pallets of Fun*, 4-H CCS Arts and Crafts curriculum. You can see that it has three sections that are headed “Do”, “Reflect”, and “Apply” which are the shortened version of the experiential learning cycle. The activity materials provide a supply list, directions, as well as questions to ask. While this material can be used in its complete form, it can also be just an idea for leaders and teens to utilize as an idea for their own creative learning opportunities for youth. Remember, the educational materials are available to help you create opportunities for mastery, belonging, independence, and generosity for young people in your club.

The other 4-H Curricula sample given is from the University of Tennessee and was downloaded from their website. It is a 4-H Poultry Activity Page. This page is an example of several easy activities for young people to accomplish over several meetings. Youth can cook eggs in the shell as an activity at one meeting, they can weigh eggs from different poultry to establish jumbo to pee wee size, they can learn the part of a chicken and go outside and practice their knowledge on a live animal. A member can give a demonstration on managing poultry or breeds. The group can plan a community service project. They can research careers in poultry science.

As you can see, there are multiple ways to utilize the vast resources that are available. Use your creativity to take the materials that 4-H has to offer to prepare educational opportunities that help youth progress through their projects and help other youth in the process.

Pass the Sculpture, Please

Descriptor & Goal:

Children create sculptures for others to manipulate.

Recommended Grades:

3-6

Elements:

Form and texture

Principles:

Balance, proportion, and unity

Child Outcomes:

Enjoying and appreciating; expressing self; observing and sensing

Life Skills:

Communicating and managing feelings

National Art Standard:

Understanding and applying media, technique, and processes.

Activity Time:

45 minutes

Preparation:

Time: 20 minutes

Materials:

- ☐ Modeling material such as plasticine, tinted bread dough, polymer clay such as FIMO® or Sculpey®, or home-made recipes (See page 62) for each child
- ☐ Piece of construction paper or card stock for each child
- ☐ Fixative spray

Setup:

- ☐ Read through the activity.
- ☐ Prepare a golf ball-sized piece of modeling material for each child.
- ☐ Pre-cut card stock, one piece per child.
- ☐ Distribute a golf ball-sized piece of modeling material and a piece of construction or card stock paper to each child.

Background

Pass the Sculpture, Please is a small group activity allowing children to manipulate materials. Pass the sculpture from child to child asking the child to add a piece. Discuss and then observe how form, texture, balance, proportion and unity may be used to communicate ideas. Ask the children for their observations.

Ready, Set, Sculpt!

Do

Have the children follow these directions:

1. Talk about form and texture, and balance, proportion, and unity. Show pictures from books demonstrating the elements and principles.
2. Divide into groups of 3 to 5.
3. Use card stock as a base for the sculpture.
4. You may use balls of other colors of modeling clay for the sculpture.
5. Make one object from the ball of modeling material. Place the sculpture on the paper base. As you work remember to use texture, balance, and proportion.
6. After 3-5 minutes pass the sculpture on its paper base to the child on your left.
7. Work on the sculpture you just received. Add something or change something. Try to keep the spirit of the piece. Don't destroy it or ask anyone about it. Rather, examine it until you get a sense of what it's about, and then do something to it that will enhance that feeling. Remember to use texture, balance, and proportion to keep the overall unity of the piece.
8. After 1-2 minutes, pass the sculpture to the left again and follow the same instruction.
9. Rotate the sculptures until yours returns.



Reflect

Ask the children:

- What happened to your sculpture? Do you like it more or less? Why?
- How did you feel when you gave your sculpture to someone else?
- How did you feel when you started to work on someone else's piece?
- How did the form of the sculptures you worked on give you clues to what it was meant to be at first?
- What steps did you use to decide how to change the creation?
- Did you have preferences on the balance (symmetrical, asymmetrical, or radial) of the pieces? Did you like pieces that are proportional? Why or why not?

Simplify:

- Keep the groups small. Work at round tables.

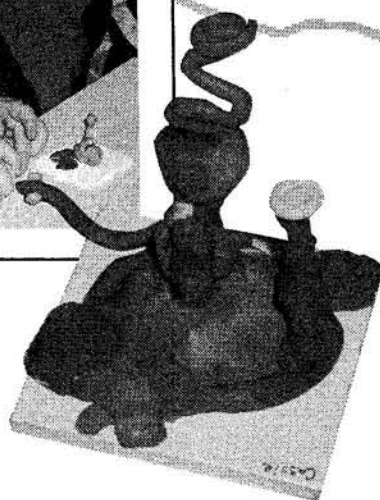
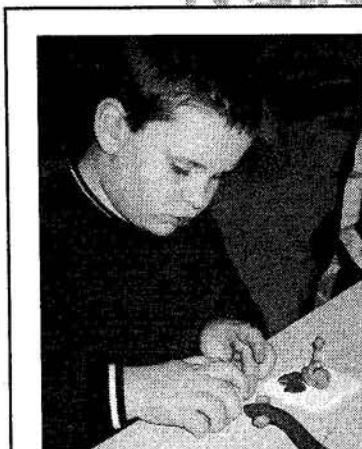
Enhance:

- Have the group make the modeling material as part of the activity.

Apply

Talk with the children and try the following:

1. When working with someone else to create a sculpture, how can you communicate so you both improve the sculpture?
2. What did you learn from *Pass the Sculpture* that will help you communicate with others in the future?



Learning Indicators

The children:

- ☐ Talked about their preferences for the balance and proportions of the sculptures.
- ☐ Observed the changes in form and textures of their sculptures.
- ☐ Expressed their feelings about the changes to their sculpture.
- ☐ Told why they felt their piece was changed for the better or not.
- ☐ Expressed how they would create and improve a product with someone else.

Art-i-fact

Baker's Clay is sculpture material used for delicate forms by many people, particularly the folk artists of Ecuador. You can use it to make beads, heads, tree ornaments, cars, baskets, and pictures.



4-H POULTRY ACTIVITY PAGE

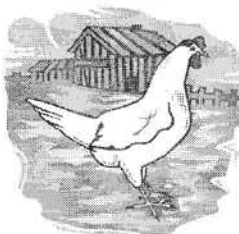
Developed by **Martin Koon**, Extension Agent, Montgomery County

Beginning

Your 4-H ANIMAL SCIENCE—POULTRY Project

Are you responsible? Do others trust you to follow through with a commitment? Being responsible is a skill that everyone should have. Learning to be responsible can start by caring for an animal. When you care for an animal, you are responsible for providing everything that animal needs. To do this, you need to know about your animal and how to take care of it.

This 4-H project can help you learn things you need to know to work with poultry. Some of the skills you can learn and activities you can do in this project are listed below. Check your favorites. Then, work with your 4-H leaders and parents to make a 4-H project plan for what you want to do and learn this year.



- ☐ Learn about different poultry breeds.
- ☐ Learn the four basic needs of a day-old chick.
- ☐ Develop poultry management skills.
- ☐ Produce healthy chickens.
- ☐ Learn proper poultry nutrition.
- ☐ Contribute to your home food supply.
- ☐ Conduct a service project using project skills you have learned.
- ☐ Other _____

Managing Poultry

As they grow, your animals will depend on you to care for them. Baby **chicks** require lots of tender loving care. They depend on you for all their needs while they are in the six-week **brooding period**. The **growing period** begins next. It continues until the **pullets** are ready to lay and become **layers**. Listed below are some of the most important needs your flock will have. Look in books or on the Internet to learn more about how to care for your animals as they grow. Share what you learn in a 4-H meeting.

- Space
- Ventilation
- Light
- Temperature
- Access to feed and water
- Roosts
- Nests



Breeds

Before you choose a breed of chicken, you need to decide if you want to raise chickens for eggs or meat. Different breeds are used for egg production (**egg-type**), for meat (**meat-type**) or both (**dual-purpose**). Look in books or on the Internet to learn more about breeds. Share what you learn in a 4-H meeting.

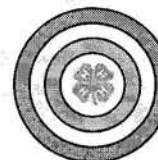
My Poultry Story

Describe your flock! On another sheet of paper, write a story about your chickens. Include your birds' breed, health, age and daily work involved with raising your flock. Include a photo if you'd like. Share your story with others and keep it in your 4-H project folder.

Jumbo to Pee Wee

Eggs, like people and chickens, come in different sizes. Visit a grocery store to see the sizes of eggs. How are they different? What is the difference in price? Record what you learn in your 4-H project folder and share it in a 4-H meeting.

- 30 oz per dozen eggs = jumbo
- 27 oz per dozen eggs = extra large
- 24 oz per dozen eggs = large
- 21 oz per dozen eggs = medium
- 18 oz per dozen eggs = small
- 15 oz per dozen eggs = pee wee



Life Skill

Responsibility



LAY AN EGG

The average laying hen lays 257 eggs a year. How many hours does it take a hen to lay a single egg? _____

Try This—Eggs Cooked in the Shell

Place eggs in a single layer in a saucepan. Add enough tap water to come at least 1 inch above eggs. Cover the pan and quickly bring just to the boiling point. Turn off the heat. If necessary, remove the pan from the burner to prevent further boiling.



For hard-cooked eggs, let eggs stand, covered, in the hot water for about 15 minutes for large eggs. Adjust time up or down by about three minutes for each size larger or smaller.

Immediately run cold water over eggs or place them in ice water until completely cold.

To remove the shell, crack it by tapping gently all over. Roll egg between hands to loosen shell, then peel, starting at large end. Hold egg under running cold water or dip in bowl of water to help ease off shell.

Share your eggs with friends or family. Eat and enjoy!

4-H POULTRY ACTIVITY PAGE

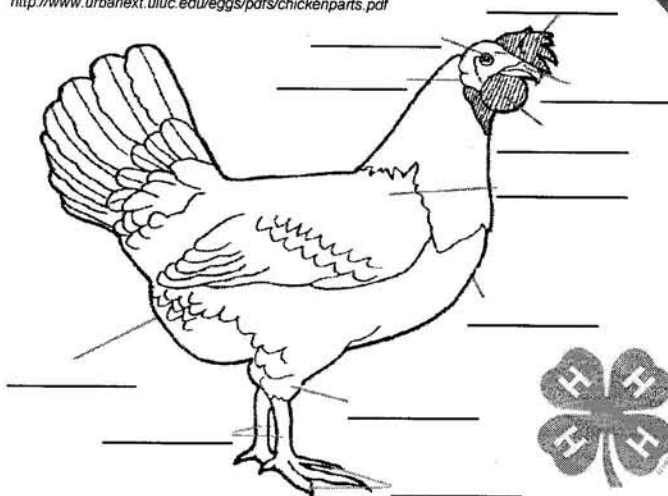
Poultry Parts

If you are going to be responsible for your chicken, you should be familiar with its anatomy. Label the parts of the chicken using the words in the box. Then, look in books or on the Internet to learn more about each part. Share what you learn in a 4-H meeting. You can also search for the words in the puzzle.

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

Words to Use
BEAK
BREAST
COMB
EARLOBE
EYE
HOCK
SHANKS
SHOULDER
TOES
VENT
WATTLES

Graphic adapted from University of Illinois Extension
<http://www.urbanext.uiuc.edu/eggs/pdfs/chickenparts.pdf>



Career Scavenger Hunt

By asking others, researching on the Internet or reading a book or magazine—search for a job that uses poultry skills and knowledge. Here's what you are looking for.

1. Job Title _____
2. Job Description _____

3. Education Required _____

Service Ideas

- ◆ Donate eggs to a food bank.
- ◆ Conduct an educational "show-and-tell" for younger children.
- ◆ Provide eggs for a community Easter egg hunt.



Don't forget
to submit your
project report to
your 4-H leader.

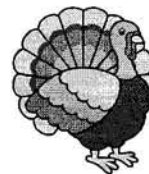
Additional Resources

Responsibility is an important part of the poultry project. This activity sheet has given you the opportunity to explore things you need to know so you can be responsible for your animal. But this is just the beginning! Use the resources listed below to continue learning about poultry.

- School & public libraries
- People who know about poultry
- 4-H project groups
- The 4-H poultry Web page:

<http://www.utextension.utk.edu/4h/projects/poultry.htm>

For more ideas,
contact your
4-H office.



Other 4-H Poultry Activities

4-H Chick Chain
4-H speech
4-H demonstrations
Fair exhibits

Selecting Pullets for Show

It can be exciting to show your animals in a competition. Whether you're participating in the 4-H Chick Chain or another show, you should look for certain characteristics and qualities when selecting birds for show and sale.

- ◆ **Head** - The head should be broad and somewhat flat on top rather than round, wide between the eyes and moderately long. The eyes should be large and bright and the pupils distinctly round.
- ◆ **Sexual Maturity** - The comb, wattles and earlobes should be well developed.
- ◆ **Body Conformation** - The body should be broad, deep and well developed.
- ◆ **Feathering** - Pullets should be fully feathered with the plumage in good condition.
- ◆ **Feet and Toes** - The pullet should be balanced and feet and toes should be normal.

Reviewed by Charles Goan, Professor, and members of the state 4-H Youth Development staff
Edited by Lori Jean Mantoath, Extension Assistant, and Wanda Russell, Publications Editor

Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development.
University of Tennessee Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating.
UT Extension provides equal opportunities in programs and employment.

Yearly Planning Sheet Directions

Planning the 4-H Year using the BIG-M. (Belonging, Independence, Generosity – Mastery)

Rationale: Young people need opportunities to learn leadership skills. They learn these skills by taking part in the organizing and planning of the club year. By engaging youth in the process they take ownership in the club and become more involved. Adult leaders can facilitate what youth learn, but should allow the young people to decide what the club will do.

Goals of this Activity:

1. Clearly define what will be learned at meetings
2. Increase teambuilding and inclusion of all members
3. Build leadership opportunities into each meeting
4. Escalation of community service activities completed by members
5. Promote a balanced experience with a variety of activities
6. Be INTENTIONAL about youth learning life skills through fun, effective meetings
7. Help clubs measure how successful they were in reaching their goals

Plan of Activity:

You will need the Meeting Planning Sheet, and the Design Your Own Clover Page.

In each section of the Design Your Own Clover Page, there is a question. For example, “**Mastery** – What do we want to learn today?” would be the first section to discuss. Start the discussion by talking about the project being led. Then, give an example of one skill youth might learn during the project year in that area. Allow youth about 5 minutes to list their ideas in the space provided.

Repeat the same process for each section, but ask one of the youth to read the question and lead the discussion. You can always help give an example, but try to allow the youth the opportunity to move into the leadership role for the presentation, discussion, and decision making. Allow approximately 5 minutes for each section.

When Facilitating a Planning Activity, points to consider. There have to be a few ground rules when soliciting brainstorming ideas from a group. When brainstorming all ideas have value and are written down. Everyone gets a chance to be heard. Young people are not always mature enough to separate their idea from themselves. Adults will need to clarify that as we progress through the activity the group will discuss the idea, but that idea is not a reflection on the person who thought of it. Youth need to be praised for sharing ideas. They need to be encouraged to be engaged in the process of making the decisions in what the club will be doing throughout the year.



Organizing Ideas into a Project Meeting.

Once all four sections are completed, it is time to move to the **Meeting Planning Sheet**.

When developing curriculum, we talk about “Scope and Sequence”. It simply describes how broad “scope” of project area you will cover in the year, and the order or “sequence” of what will be taught. This means that as you look at the items that youth have brainstormed in the “**Mastery** – What do we want to learn” section, you will start to ask them, where would it be natural for them to have a starting point for what they want to learn, a middle level to learn and an advanced level to learn.

Help them to decide how broad of a focus they want to learn in that project area. For example, in an animal project, youth may decide they want to learn breeds, body parts, showmanship skills, and diseases/vaccinations, and nutrition. They would then need to decide “how much” (the scope) of each area they want to learn depending upon the ages and interests of the members. Next, they would determine the order in which those topics needed to be taught. That order can then be written on the Brainstorming List in the columns provided.

At the conclusion of the “What do we want to learn” activity, you should have created a plan for the project meeting topics for the year. Take a moment to write those topics under **Mastery** on six meeting planning sheets and who will lead each activity. However, **mastery** is only one of the four essential elements.

Next, assist youth to take their ideas from the “**Belonging** – How will we become a Team?” section and determine which activity will be used in each of the meetings to build teamwork. In the Resources section of the binder there is a section titled “games” that will help with ideas. Encourage youth to write their teambuilding ideas on the meeting planning sheets and identify who will be leading those activities.

Repeat this process for the “**Independence** – How will we show leadership?” section. This is where youth help determine the future of the club or project. Work with youth to move their ideas onto the meeting planning sheet and identify demonstrations, illustrated talks, lessons they will teach, or other leadership ideas they have identified, at each meeting.

Finally, help youth prioritize their ideas for the “**Generosity** – How can we help others?” section. Move those items onto the meeting planning sheets. Not every meeting might have a separate idea for **generosity** as your group may be working on one or two service projects for the year per project group while the community club works on a separate activity.

Project groups are encouraged to use the skills they are learning in their project and finds ways to generously give back to the community in that area. For example, a foods and nutrition project could bake pies for the local homeless shelter holiday dinner, the poultry project could donate eggs to the food bank, the clothing project could make baby blankets for donation to the local hospital, while the community club could paint over graffiti in partnership with the local community, organize and provide lunch for the Habitat for Humanity workers and older youth and adults could help with the building, or hold a bike safety class for the local area combined with a helmet drive. At the end of this binder there are over 400 community service ideas and 100 links to service organizations to spark ideas for your club to become more involved in **generosity**. Also, there is a **sample 4-H Service Learning Planning Guide** which will assist clubs when they are planning these activities.





Design Your Own Clover

**How can we
show Leadership?**

**What do we
want to learn?**

**How can we help
others in our community?**

**How do we help
everyone feel comfortable?**

Organizing Brainstorming into a Project Meeting.

Six topics minimum as that is the expected number of project meetings/year in Cochise County

Minimum of 6 topics in which we want to learn

List, in order, of the topics to learn this year

How People Learn



read 20%



hear..... 20%



see 30%



hear &
see 50%



say 70%



do 90%

4-H Club Meeting Plan



Meeting

Date: _____

Before the meeting, complete the top section as a planning tool. After the meeting, complete the bottom section to debrief the activity. This sheet is to be completed as a youth and adult partnership.



Project _____

BIG-M

- * Belonging—youth need to know that others care about them and they are connected to the group.
- * Independence—youth need to realize they influence events through their decisions and actions.
- * Generosity—service activities help youth see they are a part of a community and how they can have compassion for others.
- * Mastery—"learning by doing" helps youth to practice processes that develop self-confidence. Doing activities help youth build skills and competencies that can last a lifetime.

Mastery: What do we plan to learn today? _____

Which member(s) will teach?

Belonging: How will we become a team? _____

Who will lead the activities?

Independence: How will we show leadership? _____

Who will give a demonstration or teach others?

Generosity: How can we help others? _____

What will our group do for others or the community?

Now, let's "Make the Best Better".

Let's debrief the meeting you just completed.

Mastery: What skills did you learn from today's lesson? _____

Belonging: How did you help everyone feel like they were a part of the group? When people feel like they are a part of the group how does that affect the meeting? _____

Independence: Youth lead 4-H meetings. How does that leadership practice help them in real life? _____

Generosity: In 4-H we learn to help others through service projects. How can we apply that to other aspects of our life? _____





4-H VOLUNTEER INFORMATION SERIES

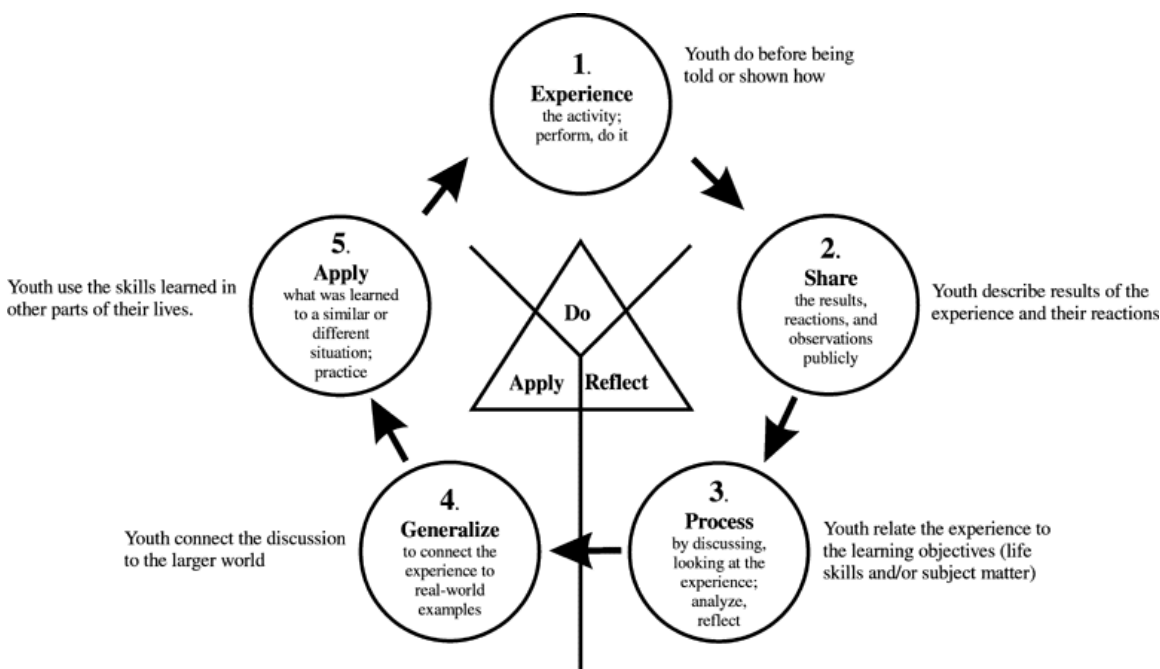
Nebraska 4-H Youth Development

The Experiential Learning Process

It is important that youth are aware of the learning that takes place as they are involved in experiences. As they reflect on these experiences, they can identify what was most important and how that knowledge can be applied to other life situations. Through 4-H youth programs, adult volunteers can help youth develop these reflective skills. The Experiential Learning Model provides five steps to assist with this process.

The adult volunteer can begin by:

- Setting aside enough time for reflecting on the experience.
- Asking the right questions.
- Planning developmentally appropriate experiences that lead to reflection.
- Listening carefully.
- Supporting each youth's unique learning.



Step 1: Experience: The hands-on action step.

- Youth do their project before they are shown or told how to do it.
- As leaders, “do you sit on your hands enough?” Do not rob youth of their discoveries.
- Youth experiment with new ideas, interests, projects, etc.

Step 2: Share: Describe what was done.

Questions to ask youth:

- What kinds of hopes and dreams did you have for your 4-H experience this year?
- What did you do?
- Where did you go?
- What was your goal for this project when you began?
- Tell me about your most favorite things about working on your project.
- Tell about your least favorite things about working on your project.
- What did you learn while doing this project?
- How did you feel?
- What was easiest?
- What surprised you?
- What did you learn about yourself?
- How did you share your project with others?

Step 3: Process: Identify common themes and discover, what was most important, (the life skill), about project work.

Questions to ask youth:

- What did you learn about yourself by doing this project?
- How did you make your decision? What steps did you take?
- What did you learn about making decisions?
- What were some of the common themes or thoughts you had?
- What problems came up over and over? How did you handle them?
- What would you do if _____?
- How did others help you?
- What was the most challenging part of your project? Why? How did you solve it?
- What did you learn from this project that you didn't know before?
- Why was this an important/useful thing to do?
- What suggestions would you have for someone else who wanted to do a similar project?
- What made this a good project?
- Why does it matter (to you or anyone else) that you did this project?
- What life skill(s) were you developing through your project?
- Why is the life skill you practiced important?
- What new questions do you have about yourself and others?
- What did you learn through sharing with others?

Step 4: **Generalize: So what?**

Identify how to use what's been learned in real life.

These questions transition the experience or “product” itself to the skill being practiced in “real” life. They explore the nature of the life skill, reflect on how the life skill has been developed through their work and set the stage for application of the life skill in new situations.

Questions to ask youth:

- What key points have you learned?
- What similar experience have you had throughout this project/activity?
- Where have you faced similar challenges in your life?
- How is this life skill important to you?
- Where might this situation occur in the future?
- When else have you had fun and learned new things at the same time?
- Why is it important to have plenty of information before making decisions?
- What did you learn about your decision-making skills?
- What did you learn about your own skill in communicating with others?
- What are some ways you like to learn?
- How would you describe your skill at _____?
- What do you feel you need to be better at _____?
- What advice would you give to someone who wants to learn about this life skill?

Step 5: **Apply: What's next?**

These are the questions we've been building towards: You can help youth show that they have gained new knowledge and practiced the life skills learned rather than solely focusing on the subject matter or product development skills.

Questions to ask youth:

- What did the project mean to your everyday life?
- What have you learned about yourself? Others?
- What principles or guidelines can you use in real-life situations?
- What other situations like this have you experienced before?
- How can you use these skills in different situations?
- In what ways do people help each other learn new things?
- How will you act differently in the future as a result of this experience?
- What can you do to help yourself keep learning?
- What are some ways you can learn new things?
- Why was this project important to your life?
- What are qualities that you think are important in a leader?
- If someone helped or mentored you in this project, what would you tell them you learned and the difference it has made in your life?
- What would you tell them in appreciation for how they helped you?

The Learn-By-Doing Approach to Life Skill Development

Keith G. Diem, Ph.D., Program Leader in Educational Design

As an integral part of the 4-H mission, the process of "learn-by-doing" or experiential learning, is an essential component of all 4-H programs and curricula. The learn-by-doing approach allows youth to experience something with very little guidance from an adult. Instead of being told "the answers," they are presented with a problem, situation, or activity which they must make sense of for themselves. Learning by doing is called "experiential learning" because it is based on learning from experiences. This approach is also useful with adult learners.

A Model of Experiential Learning

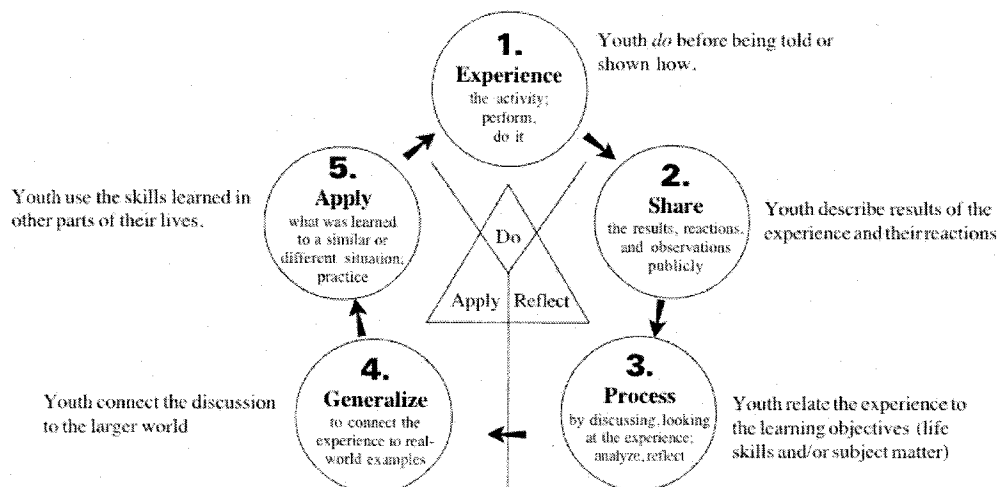
Figure 1 is a diagram of the Experiential Learning Process used nationally by the 4-H Youth Development Program.

The Experiential Learning Process

The steps of the experiential learning process are:

- 1. Experience** the activity; perform, do it. Except for basic instructions on organization, safety, or time requirements, youth do before being told or shown how.
- 2. Share** the results, reactions, and observations publicly. Youth describe the results of the experience and their reactions.
- 3. Process** by discussing, looking at the experience; analyzing, reflecting. Youth relate the experience to the targeted life skills being taught.

Figure 1. The Experiential Learning Process



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4. **Generalize** to connect the experience to real-world examples. Youth connect the life skill discussion to the larger world.

5. **Apply** what was learned to a similar or different situation; practice. Youth use the new life skill experiences in other parts of their lives.

Why Experience-Based Learning?

Consider that we remember:

- 20% of what we read;
- 20% of what we hear;
- 30% of what we see;
- 50% of what we see and hear;
- 70% of what we see, hear, and discuss; and
- 90% of what we see, hear, discuss, and practice.

Advantages:

1. Multiple teaching/learning methods can be integrated
2. Very learner-centered
3. Process of "discovery" builds self-esteem
4. Learning is more fun for students, teaching more fun for leaders/teachers
5. Other life skills can be learned, instead of only science content

Disadvantages:

1. Requires preparation by leader/teacher
2. Requires patience and guidance by teacher; decentralized approach can seem less orderly; may be less comfortable to an authoritarian-style teacher
3. There is often no single, "right" answer

The Group Leader's Role in Experiential Learning

First, it is important to review the materials and practice the activities to be taught. As a group leader, the adult should never freely give "the answers" to a problem. Instead, the leader helps guide the youth in a process through which they can determine "solutions" for themselves. Here are the adult leader's roles in each of the steps of the experiential learning process:

1. **Experience (Doing)**—Describe the experience or activity you will have learners do before they are told or shown how.

2. **Share (What happened?)**—Develop questions you will ask the learners about their experience and their reaction to it after they have completed the activity.

3. **Process (What's important?)**—Develop questions that you will ask the learners about something they felt was important about the experience.

4. **Generalize (So what?)**—Develop questions that will ask the learners how the experience related to their own lives.

5. **Apply (Now what?)**—Develop questions that ask the learners how they could apply what they learned to a similar or different situation.

Life Skills Taught by 4-H

4-H is recognized for making learning fun and for teaching kids to try new things for themselves. 4-H curricula are just as focused on teaching youth important life skills as on teaching any specific subject matter. 4-H learning experiences urge youth to think and learn and apply what they have learned to their lives and surroundings. Life skills taught by 4-H are:

- Enhancing learning skills
- Strengthening and using decision-making skills
- Developing a positive self-concept
- Communicating with and relating to other people
- Responding to the needs of others and the needs of the community

References

Rutgers Cooperative Extension Curriculum Development Guide for 4-H/Youth Audiences, E211 (5/97)

Curriculum Development for Issues Programming—A Handbook for Extension Youth Development Professionals. ES/USDA Youth Curriculum Development Task Force, 1992. Rev. 1996. (Published by CSREES)

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Teaching Tools:

Experiential Learning Cycle: This is the “learn by doing” way of teaching that is the hallmark of all 4-H activities.



This process is where young people mentally process their experiences so they can apply them to real life. They do this by being asked a series of questions that make them think about what they have learned.

First of all, young people do, or **experience** the activity. Then a youth or adult facilitator asks participants to **share** “What did you do?” so they can discuss their observations. Next, the group **processes** what they did by reflecting on what happened by being asked “How did you do it?” The youth might identify problems or how they solved issues. “What did you learn?” is the next question. It leads the group to **generalize** what they learned and connect it to “real life” principles. Finally, the group is asked about “How will you use what you learned?” This is to help young people see how what was learned today will **apply** to future learning.

Young people need experiences to help them solidify their learning. They need adults to help guide them, but to allow them to ask questions without giving answers. It is the process of experiencing activities and processing the learning that helps solidify memories in the young brain.

The following pages have more detailed information on the five steps involved in the experiential learning cycle. And, there are several **sample 4-H Reflection Activities from Minnesota 4-H Youth Development** that are fun ways to incorporate games into this thought process.



Sample 4-H Reflection Activities

Reflection is an essential element of the Experiential Learning Process. The following activities can be used to help 4-Hers look back on and learn from their experiences.

BALL TOSS

Toss the ball gently around the circle (in no particular order). Explain, "When you're holding the ball, tell us something that you learned about your experience." Make sure everyone has a chance to speak. For fun, you could limit the number of words they can use, require them to answer in two sentences, etc. After everyone has had a turn, go through the activity again, asking each person to answer the question, "What will you do that is related to this experience in the next month?"

WEATHER REPORT

AS the group works on the project, stop the action and have everyone stand up and form a circle. Ask participants to relate how they feel right at the moment, using only weather words; sunny, stormy, partly cloudy, etc. Let people show their reactions, one at a time, and then have participants explain their reactions. This activity should only last a few minutes. Then, return to the project.

MAGIC WAND

Divide into groups of three or four. Explain, "Your team found a magic wand that will allow you to change three things about your project. You can change anything, large or small. What would you change?" Allow the groups several minutes to come up with the three items. Then ask each group to share their ideas. How hard was it to decide on only three things? Where were similar things mentioned in any of the groups? Is there still an opportunity to change these things?

PLAY DOUGH

Divide the group into pairs to discuss the service; what they liked and learned from the experience. Who was the most interesting person they met and what made them interesting? What was their biggest challenge? What was meaningful about the experience? After they have discussed the experience, have them pick one person, moment or event and shape it out of play dough. Then ask them to talk about their object.

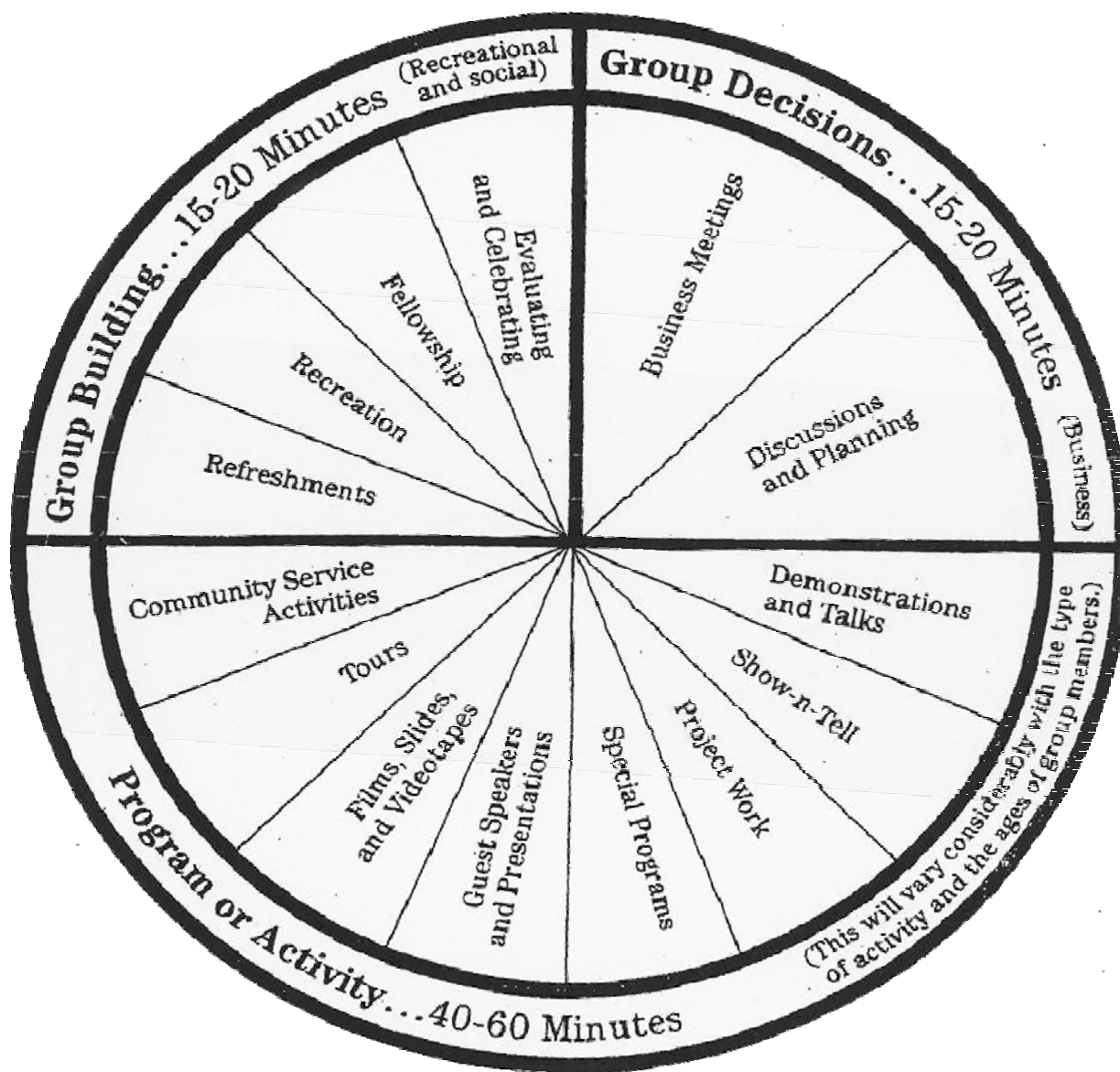
PICTURE TAKING

Throughout the project, have the 4-Hers take pictures of what they are doing and the people whom they are working with. During the reflection time, write captions for the pictures. Use the exercise to lead the group through the service to see what they did, what they felt, and what they learned. How do they think they have changed because of their experiences?

SPINNING WEBS

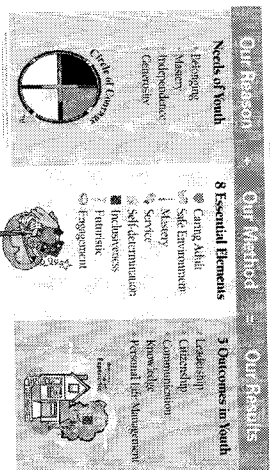
Ask the group to stand in a circle. The leader needs to have a large ball of yarn as she/he asks a reflection question such as "What talent did I contribute to the project?" After the first person answers, she/he holds onto the string and tosses the ball to someone across the circle. The process repeats until each person has answered the question and the ball of string returns to the first person. Everyone should be holding onto the string and a web should be visible in the circle's center. While looking at the web, discuss the value of unique perspective in teamwork, group input, talents, etc. How would the structure be different if just one person were missing from the group? What if one person had let go his/her part of the string (responsibility)?

The 4-H Club Meeting 'Wheel'



Make sure your 4-H club meetings include a balance of recreation, education and business. These components do not have to be sequential, but can be intertwine throughout the club gathering. The club's yearly plan should be a balance blend of Recreation, Education, and Business. Use the 4-H Club Meeting Wheel to help guide your 4-H club meetings.

Welcome to Vibrant 4-H clubs



Characteristics of Vibrant 4-H Clubs

- Promote member development, not competition—winning, not winning.
- Change how youth do things, not what they do (firm yet flexible)
- Work hard and play hard
- Empower young people
- Provide communication with and listening to young people
- Balance flexibility with firmness
- Have people who affirm and support one another
- Use a mentoring system to assimilate new members
- Value and practice service to others
- Take time for training
- Recognize that the whole is greater than the sum of its parts. Each person brings skills and talents to work together to achieve the larger goal of the group. (Astroth, K.1997)

Best Practices for Vibrant 4-H Clubs

- Ask members to develop and follow a yearly club program plan
- Set meetings at a consistent day and time
- Incorporate methods for families to spend more time together...they can do that in 4-H!
- Communicate consistently and clearly
- Use greeters at the door to welcome all who arrive
- Introduce visitors during the business meeting
- Contact members who did not attend
- Use club newsletters or other communications
- Include parents in pre-meeting activities and recreation
- Volunteer leaders operate as coaches, guides on the side

The best way to transform the lives of youth in 4-H clubs is by meeting their needs and giving them the power to make decisions.



Vibrant club meetings have four parts Each plays a vital role in the experience and learning of the 4-H member

| | |
|-----------------------------|----------------------|
| Pre-meeting activity | 15-20 minutes |
| Business meetings | 15-20 minutes |
| Education | 20-30 minutes |
| Recreation | 20-30 minutes |

1. PRE-MEETING ACTIVITIES

Promote Belonging and Mastery

- Engage members in fun activities
- Free volunteers to work with club officers or committees organizing items before the meeting begins
- Help members get to know each other
- Bridge the gap between the time members arrive and the meeting begins
- Promote learning life skills through project work
- Pre-meeting activities may be led by members, youth leaders, parents, meeting hosts, or leaders. Pre-meeting activities could be mixers, word games, puzzles, writing thank you notes, project work, preparing invitations, and working exhibits.

Try These!

- Share a working exhibit
- Create an A-Z scavenger hunt of items in or around the meeting place
- Scramble the letters in the 4-H leaders' names to see how many words members can make
- Ask members to write their names backwards and practice the pronunciation. Have them introduce themselves by the new name to everyone who enters the room

More pre-meeting activities are in the Iowa 4-H Club Guide at www.extension.iastate.edu/4H/Volunteers/Documents/240PreMeetingActivities.pdf



2. THE BUSINESS MEETING PROMOTES

Belonging, Mastery, and Independence

Learning business meeting procedures is an important skill. When business meetings run efficiently, there is more time for the club to grow through learning and playing together. The goal is a shorter, well-run meeting.

1. Call to order
2. Flag pledge
3. Roll call/attendance
4. Reading of the minutes
5. Treasurer's report
6. Committee reports
7. Unfinished business
8. New business
9. Announcements
10. Adjournment

Many clubs use parliamentary procedure. Check out parliamentary procedure at www.unh.edu/extension/club/who/inside.html

3. EDUCATION PROMOTES

Belonging, Mastery, Independence, and Generosity

Include learning in every club meeting. Some clubs include an activity from a different 4-H project manual at each meeting or schedule:

- Educational presentations
 - Working exhibits
 - Share the fun/other creative speaking
 - Project workshops
 - Guest speakers
 - Tours and field trips
- Use the 4-H Pick a Project to help select project areas to emphasize. www.extension.iastate.edu/Publications/4H200.pdf

4. RECREATION PROMOTES

Belonging, Independence, and Generosity

Have fun and create excitement. The one thing all youth want more of is the one thing clubs sometimes forget—recreation! Kids want fun and friends...this is why club recreation and social time are so important. Anytime you bring people and food together, you have set the stage for fostering relationships...and this, for many kids, is a magical time. Relationships are improved when volunteer leaders and parents participate in recreation as well.

Group Decision Making Methods

Provide opportunities for all youth to share their **voices and choices** in the 4-H club. Use a variety of decision-making techniques to keep meetings interesting and get input from everyone.

Brainstorming The purpose is to create as many different ideas as possible. Write down all ideas, making sure each one is considered possible. No ideas are discussed until the list is complete. The group discusses the ideas, narrows them to the best ideas, and makes a decision.

Consensus The purpose is to reach general agreement. A collective opinion or belief which represents what appears to be the best resolution for the group. Consensus often means combining diverse opinions and a mutually acceptable course of action. Consensus does not need to be unanimous agreement. Consensus is developed by listening to others, showing empathy and respect, and valuing others' thoughts and concerns. People tend to be cooperative when encouraged to do so.

Rapid Response Pose a question and call out someone's name to respond. Move rapidly from person to person to get a range of answers. Have several members record the answers. "Pass" is acceptable.

Suggestion Box Provide a suggestion box, index cards, and pencils at each club meeting. Youth can anonymously share ideas and concerns about club meetings. This is a club improvement method. Officers can review the ideas before the next meeting and try to incorporate suggestions.

Buzz Group Form small groups for an informal, quick method to collect information on ideas. Work in groups of three to four members. Take one minute (or a designated amount of time) to generate as many ideas as possible on a topic. Select a reporter to share the group's ideas with the large group. Share round robin, one idea (group) at a time, and share only ideas that other groups have not shared. Move as quickly as comfortable from group to group until all ideas are shared. Then discuss and select the best idea.

A Great Idea: Using Committees!

Committees improve the effectiveness of 4-11 clubs' business meetings.

- committees can help get everyone involved. For large clubs, committees are an excellent way to get all member involved and to help them get to know one other.
- Some individuals who will not accept individual responsibility may agree to work on a committee.
- Members have a chance to grow into responsibility that will help them develop leadership skills.
- Club business meetings can be shortened when committees bring recommendations to the club for a vote.

- Some individuals who will not accept individual responsibility may agree to work on a committee

- Members have a chance to grow into responsibility that will help them develop leadership skills.

- * Club business meetings can be shortened when committees bring recommendations to the club for a vote

For help with committees, go to www.urbanext.uiuc.edu/committees



Essentials 4 Youth Tool Kit - Leader Binder

End of Year Project Evaluation

Project Name: _____ Calendar Year: _____

Years you have been a project leader for this project: _____

Years you have been a leader in 4-H: _____

1. I used the Project/Community Club Leader binder. Yes / No
2. The Project/Community Club Leader binder helped me stay organized. Yes / No
3. The training on the essential elements (which included the binder) helped me be a better leader this year.
Yes / No
4. The training on the essential elements (which included the binder) helped me plan better meetings this year. Yes / No Did not attend
5. What level of leadership did youth take in organizing meetings last year.
1 2 3 4 5 6 7 8 9 10
No Leadership Youth ran everything
6. What level of leadership did youth take in organizing meetings this year.
1 2 3 4 5 6 7 8 9 10
No Leadership Youth ran everything
7. How did youth work together as a team last year?
1 2 3 4 5 6 7 8 9 10
Not at all All members equal participants
8. How did youth work together as a team this year?
1 2 3 4 5 6 7 8 9 10
Not at all All members equal participants
9. Youth gave a project demonstration last year.
1 2 3 4 5 6 7 8 9 10
Not at all Every club member gave a demo
10. Youth gave a project demonstration this year.
1 2 3 4 5 6 7 8 9 10
Not at all Every club member gave a demo
11. Youth participated in a community service project last year.
1 2 3 4 5 6 7 8 9 10
Not at all Every club member
12. Youth participated in a community service project this year.
1 2 3 4 5 6 7 8 9 10
Not at all Every club member

Comments and ideas for improvement in the club, and the training:



Following Through With The Plan

Demonstration Worksheet

Missouri 4-H Youth Development Programs

*4-H demonstrations are a way of showing others what you have learned in your 4-H projects and activities. If you have shown someone how to peel a carrot, take a picture, or groom a dog, you have given a demonstration. In 4-H demonstrations, there are five main parts: introduction, steps (or body), summary, questions, and conclusion. For more information on demonstrations, refer to Missouri 4-H guide Y 744, **Let's Demonstrate**. This worksheet is designed to help you write out a plan for your 4-H demonstration.*

Introduction

Have all your materials and work area set up before you begin speaking. You may want to start your presentation with an attention-getter before introducing yourself. Some examples are:

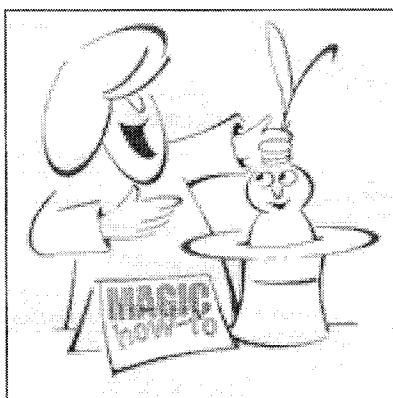
For an arts and crafts demonstration –

“Are you all tied up in knots? Well, you came to the right place; today I'll show you how to use those knots to create wonderful plant hangers. Hi, my name is...”

For child development demonstrations –

“How would you like to sleep with a skunk tonight?

I'm _____ and I'm going



to show you how to make a cuddly stuffed toy that you can sleep with tonight.”

Body of demonstration

Be sure to look at your audience while demonstrating. Speak slowly.

This helps the audience to understand you and gives you time to think ahead. Be sure to speak loudly enough to be heard in the back of the room. You might ask a friend to sit toward the back and signal if they can't hear.

Sometimes people have nervous habits that show up during the demonstration. These include putting your hands in your pockets, brushing back your hair, or swaying from side to side. Try to be aware of these actions and eliminate them. It's especially important in food demonstrations that your hair be fastened back out of your face.

Have extra things to say. It's important to avoid long silent spells. For example, if you're giving a demonstration on banana bread, be

prepared with extra facts about the nutritional value of bananas, special ways to serve the dish, or safety factors to consider when using an electric mixer. Use your project books, leaders, and other resources to collect facts to share with the audience.

Summary

Use this time to tie everything together and to review the main steps in your demonstration. Don't repeat everything; just cover the big areas. A poster may be helpful.

Questions

Answer any questions the best you can. Don't be embarrassed if you don't know the answer to a question. Simply say, “I don't know, but I'll try to find out the answer for you.” Know the sources of information for your demonstration in case someone asks for additional details.

Conclusion

Thank the audience for listening to your demonstration.

4-H Demonstration Worksheet

I. Introduction

My name is _____ and I am _____ years old.

I am a member of the _____ 4-H Club.

I have been a 4-H member for _____ years.

My 4-H projects this year are: _____

Today, the subject of my demonstration is: _____

I have selected this topic because: _____

For this demonstration, I will need the following items: _____

(If you are doing a food demonstration, tell the ingredients needed and quantities. For other kinds of demonstration, list the supplies, materials, or special tools you will use. You may want to use a poster to list the ingredients or materials needed.)

II. Steps (or Body) — Explain what you are doing as you show how to do it.

1. _____

2. _____

3. _____

4. _____

III. Summary — Say, “to summarize my demonstration...” Tell briefly what you have demonstrated. You may want to use another poster that lists the main steps.

1. _____

2. _____

3. _____

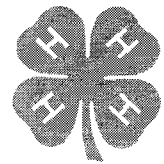
4. _____

IV. Questions — Ask, “Are there any questions?”

V. Conclusion — After the questions say, “If there are no more questions, this concludes my demonstration. Thank you.”

Demonstrations

for 4-H Members



Me? Demonstrate how to make something in front of people?

Yes! If you know how and really enjoy talking about your topic.

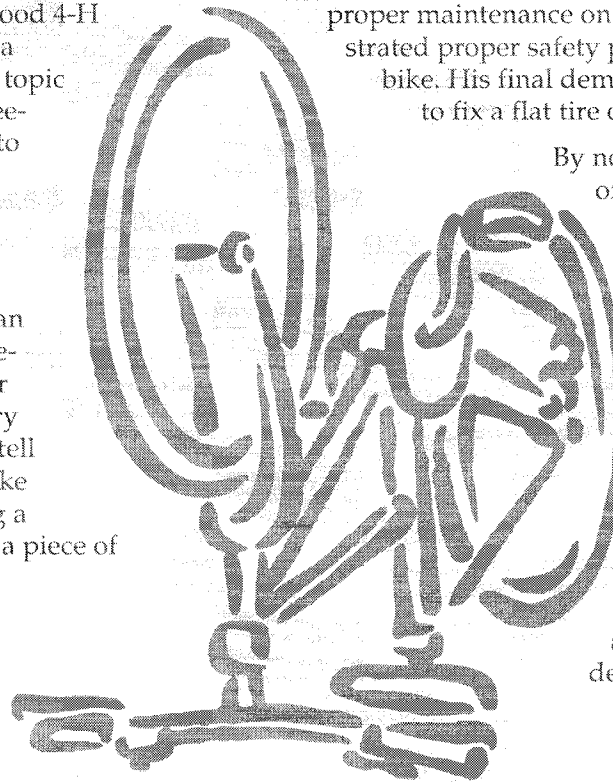
Successful 4-H demonstrations don't have to be difficult or complicated. An idea for a demonstration does not have to be so new or so complex that no one in the audience has ever heard of it. In fact, the best demonstrations are usually done by talking about something with which you and the audience are already familiar.

Something that you have learned in your 4-H project or something that you really enjoy doing will make a good 4-H demonstration. If you are a beginner, choose a simple topic like: "How to Tie Dye a Tee-Shirt," "The Correct Way to Measure Flour," "How to Care for Houseplants," or "What to Feed a Pet."

If you think of your 4-H demonstration simply as an opportunity to share something you know with your 4-H friends, it's easy. Every day people show and/or tell others how to do things like using a computer, holding a baseball bat, or operating a piece of equipment.

One 4-H member in particular had used all kinds of excuses in trying to avoid giving a demonstration. His 4-H advisor stopped to visit one day and found him busily cleaning and oiling his bicycle for the summer season. The advisor asked him if he would show the other members of the 4-H club how to care for their bikes. He said, "Sure."

By the end of the summer he had given three demonstrations. First, he showed how to practice proper maintenance on a bike. Next, he demonstrated proper safety practices when riding a bike. His final demonstration was on how to fix a flat tire on a bike.



By now, you must be thinking of something that you could demonstrate. Why not join the hundreds of other 4-H members who have gained a great sense of satisfaction by talking about something they enjoy with their fellow members? If you are ready to give it a try, the rest of this resource will help you organize your thoughts and create a successful demonstration.

Choosing Your Topic

Your first job is to select a topic. It should be something interesting to you and the audience. The more you know about the subject, the easier it will be. You should select an idea or a practice from your 4-H project or something in which you are currently interested. This could be a new method or product or a quicker or easier method of getting a job done. Both of these things are usually of interest to an audience.

In choosing your demonstration topic, use these questions to help you decide what it is you want to do:

- *Am I interested in this subject?*
- *Does it have action?*
- *Can it be clearly demonstrated?*
- *Does it have one main idea?*
- *Can I do it easily?*
- *Is it related to my project?*

Remember, your goal is to show your friends how to do something.

Choosing a Title

Next, select a title that will describe your demonstration and catch the interest of your audience. If you can't think of a title right away, continue planning your demonstration and maybe a catchy title will come to you before you finish.

Planning Your 4-H Demonstration

Planning is the key to success. Planning gives you confidence because you really know what you are doing. In addition, careful attention to details during your planning will make your demonstration easier. Your demonstration should consist of three parts — the introduction, the body, and the conclusion.

Introduction

The introduction part of your demonstration is designed to let the audience know what you will be talking about. It should be clear and interesting. To catch the interest of the audience use a short, snappy statement or a question that relates to the topic in order to get your demonstration off to a good start. It is easier to make your points when the audience has a general idea "where you are going" from the beginning.

A formal introduction is not necessary. The person who introduces you at your club and at the county or the state contest should give your name, the title of your demonstration, and any other appropriate information. Do not reintroduce yourself! After you have been introduced, start right into your demonstration.

Body

This is the main part of your demonstration. You should show and explain all the points or steps of what you are doing in logical order. Each step should be clearly shown or explained before moving on to the next one.

Usually three to seven points or steps should be stressed.

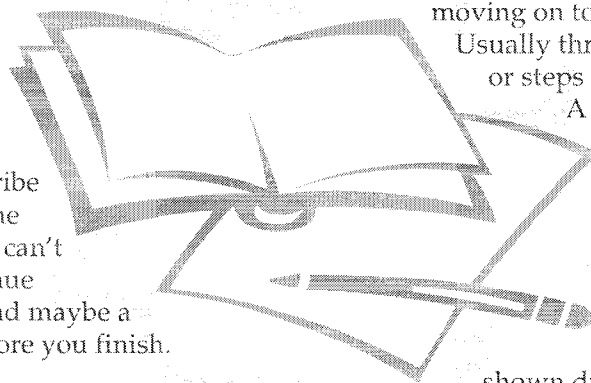
A more complicated demonstration may be confusing to the audience.

Even though, in some demonstrations, the entire process is not

shown directly to the audi-

ence, each step should be clearly explained. You should understand and be able to explain everything you do or show in your presentation. It may be necessary to have materials ready in various stages to show all the steps.

Doing some background research helps. By reading any related information you can find in your project book, library reference books, OSU Extension bulletins, the Internet, and school books, you should be able to gather some accurate information and/or statistics. Discuss your topic with authorities in the field, 4-H advisors, parents, and OSU Extension agents. This will help you fully understand all the details.



Conclusion

As part of your conclusion, reemphasize the important points of your presentation and show your finished product(s). Display your product(s) in an attractive manner so others will want to go home and have the same result when they try your idea. Smile and be proud of your accomplishment. You did it!

Ask for questions. Each time a question is asked, you should repeat the question before you give the answer. If you don't know the answer, apologize and let the audience know you don't currently know the answer. If you can point them to a possible reference, it will be appreciated. However, it is all right to admit you do not know the answer.

After answering questions, thank the audience and gather your equipment as quickly and quietly as possible.

Other Tips for Your Demonstration

Some other items that can make your demonstration truly outstanding include delivery, materials, visual aids, appearance, and practice.

Delivery

Demonstrate how to do something by using action words like cut, pull, place, fold, mix, attach, turn, hold, or saw and then show the action. (Use materials and tools to show the action.)

With practice and experience, you will be able to develop a delivery that shows poise and enthusiasm. You will want to speak clearly and use proper grammar. It is important to talk to your audience instead of the judge, the table top, or your visuals. You should emphasize important words and phrases by changing the volume or tone of your voice.

Be happy and enjoy yourself. A smile will put you and the audience at ease.

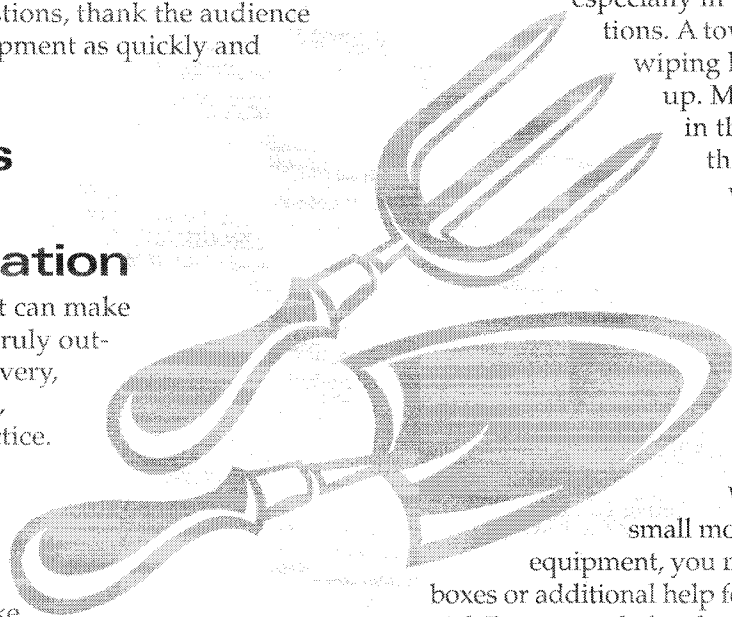
Materials

Select only the material and the equipment needed for your demonstration and use them correctly. Use practical, everyday materials rather than unfamiliar items. Remember that too many objects tend to get in the way. If a great many things are needed, arrange them on trays and place them on a table behind you. Put things to be used together on their own trays. You can complete one step, return that tray with its materials and get the next tray. Trays also help to keep small pieces of equipment together. Hunting and fumbling for materials can be avoided by arranging materials in the order of their use.

Use clear plastic or glass containers when possible so the audience can see what is in them — especially in food demonstrations. A towel is handy for wiping hands and cleaning up. Materials should be in the background, so the audience will watch you rather than the equipment. Having too many articles on the table makes it difficult for people to see what you are doing or showing.

When working with small motors or any heavy equipment, you may need special boxes or additional help for carrying your material. Paper towels for clean up are very helpful. Cross-section diagrams or individual parts help the audience understand your points. Be sure to check with officials regarding fire regulations when small engines are used. Gasoline and/or oil is not permitted in many public buildings.

Small animals are often used with demonstrations. Small animals help to hold the attention of the audience but make sure the audience focuses mainly on you and not the animal. Large animals usually don't work well in many settings. In fact, large animals are not allowed at the Ohio State Fair demonstration contest. Use posters, stuffed animals, or models to make your points in these situations.

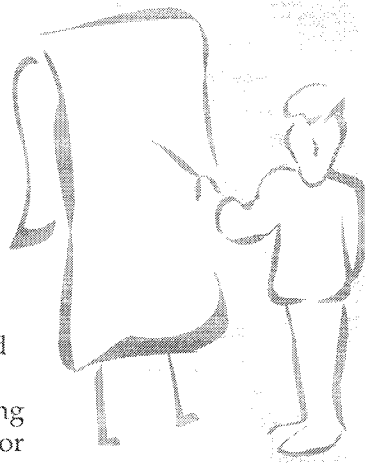


Visual Aids

You can give a more interesting demonstration by using visual aids. Generally, posters (things drawn on poster board) are the easiest and least costly way to help the audience to follow along with what you are doing. Sometimes only the title of your demonstration needs to be on a poster. Make sure the letters are really large and can be read by the audience.

For other demonstrations, a few additional posters may be needed. These posters would have the main ideas of your demonstration written or illustrated on them. This can help the audience follow along with your presentation. Make sure the lettering and/or drawings are neat and easy to read. They don't have to be professionally done.

Also, make sure ahead of time that an easel will be available for your poster to be displayed.



Appearance

You should appear clean and neat. You should be well groomed and remember to stand and sit properly. Clothing should be appropriate for the type of things you will be doing during your demonstration. Jewelry and other flashy accessories often draw the attention of the audience away from your topic and should not be worn. Working with a small engine requires different clothing than making a rope halter or making a salad. Safety clothing (goggles, gloves, etc.) are encouraged whenever appropriate.

Practice

Practice can make perfect. It is a good idea to practice your demonstration before a mirror and your family. Family members can give suggestions that will improve your presentation. Working before a mirror will help you learn to control your nervousness and spot needed changes. If you have access to a tape recorder, use it for practicing. Practice sessions will pay off when you successfully complete a demonstration for your club or a contest. Good Luck!

Summary

1. Select a topic that you know well and find interesting.
2. Develop one main idea or topic to share.
3. Use an outline to help you organize the idea or topic into three to seven points or steps that can be explained and/or shown.
4. Secure the material and the equipment needed and organize it to avoid clutter.
5. Dress appropriately for the activity being demonstrated.
6. Check your materials and equipment before you give the demonstration. Make words on posters large enough for all to read.
7. Use a catchy introduction that will get the attention of the audience.
8. Take your time and speak clearly, looking at your audience.
9. Show how each step is done so everyone can see.
10. Keep your materials orderly, and when you are finished with something, place it out of the way.
11. Practice the demonstration with family or friends who will give suggestions for improvement.
12. Smile and enjoy yourself, but avoid chewing gum, placing your hands in your pockets, or "fiddling" with equipment.
13. Review your points or steps at the end, ask for questions, and thank the audience.

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Keith L. Smith,
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or 614-292-1868
Revised 05/02—5M—172118





Arizona 4-H Project Record

Note: Complete one record for each project. Your 4-H Records may be hand written in pen or pencil, type written or computer generated.

Year _____

Project _____

Years in Project (including this year) _____

Name: _____ County: _____

Date of Birth (MM/DD/YY) _____ Age (prior to January 1st) _____

4-H Club: _____

I declare that the information in this record is correct and all 4-H requirements have been completed, to the best of my knowledge.

Member's signature _____

Leader's signature _____

Parent's signature _____

Project Goals

At the beginning of your 4-H project, list goals—what do you want to make, learn, or do in this 4-H project?

What steps are needed to reach your goals?

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Project Activities

During the year, describe project activities completed and meetings attended.

| Date | Description |
|------|-------------|
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Project Accomplishments

To be completed as goals are completed.

| | |
|---|--|
| Did you accomplish your goals? Why or why not? (include skills learned) | |
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| Recognition received in this project | |
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| Will you take this project next year? Why? | |
| | |
| | |
| If you answered "Yes," What would you like to learn next year? | |
| | |
| | |

Project Inventory

Note: *This inventory list is designed to be a tool to help you identify resources used in your project. This is only an estimate of the value of all items listed in the inventory. You do not need to consider depreciation.* Record here food, fabric, materials, equipment, supplies, animals, plants, feed, fertilizer, etc., on hand at the beginning and close of the project. All materials, food, fabric, plants, animals and equipment bought after project begins should be listed under Expenses. If you sell something from your inventory, be sure to list it under Income.

| NAME OR DESCRIPTION OF ITEM | A. BEGINNING OF PROJECT | | | B. COMPLETION OF PROJECT | | |
|-----------------------------|-------------------------|------------|-------------|--------------------------|------------|-------------|
| | Number or amount | Price Each | Total Value | Number or amount | Price Each | Total Value |
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OPENING INVENTORY VALUE _____
TOTAL

CLOSING INVENTORY VALUE _____
TOTAL

Project Income and Expense Record

List animals, feed, equipment, materials, tools or supplies that you bought for your project. List any income you made if you sold project animals, items made, premium money earned in your project, etc.

[illegible]

Financial Summary

Income

Closing inventory B..... (1) \$ _____

Income..... (2) \$ _____

Total Income (add lines 1+ 2 = 3) (3) \$ _____

Expenses

Opening Inventory A (4) \$ _____

Expenses..... (5) \$ _____

Total Expenses (add lines 4+ 5 = 6) (6) \$ _____

Results of my financial investment (Subtract line 3 - 6 = 7) (7) \$ _____

How did you pay for this project? _____

Now that you have completed the financial summary, what did you learn? _____

How does this influence what you do next year?

What would you do differently? _____

Thinking back on your year in this 4-H project...

At the end of your 4-H year, use this form to see what you might learned along the way. For example, as a result of your work in this project this year, did you learn how to use your time better? If so, you would indicate this in answer to question #3 below.

Follow the instructions below to complete this section.

Think back on your past year in this 4-H project. Below are listed some skills that you may have developed as a result of your 4-H involvement. Over in the columns to the right, rate yourself on these skills at the beginning of the 4-H year, and then now at the end of the year.

Back . . . at the beginning of the 4-H year when I first enrolled in this 4-H project

Now . . . after I have participated in this 4-H project for the year

| | CIRCLE ONE NUMBER FOR EACH STATEMENT | | | | CIRCLE ONE NUMBER FOR EACH STATEMENT | | | |
|--|--------------------------------------|-----------|---------|-----|--------------------------------------|-----------|---------|-----|
| | No | Sometimes | Usually | Yes | No | Sometimes | Usually | Yes |
| 1. Think about what might happen because of my choices. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 2. Plan how to use my financial resources. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 3. Use my time wisely. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 4. Treat people who are different from me with respect. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 5. Organize a group to meet its goal. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 6. Contribute as a member of a team. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 7. Accept responsibility for doing a job. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 8. Choose activities that promote physical health. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 9. Avoid risky behaviors. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 10. Understand it is important to follow through on commitments I have made. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |



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August 2009

Arizona 4-H Member's Record

Name: _____

Home Address *(optional)*:

Home Telephone Number *(optional)*:

Date of Birth (MM/DD/YY)

Male () Female () Check one

Name of Parent(s) or Guardian(s)

4-H Club:

County: _____

NOTES AND ORDER OF ASSEMBLY

1. Arizona 4-H Member's Record
2. 4-H Story-current year
3. 4-H Photographs-current year
4. 4-H Project Records-current year (one record per project per year)
5. All previous years records

Organize records by year, not by project. Tabbed dividers are recommended.

NOTE: Your 4-H records may be hand written in pencil or pen, typewritten or computer generated.

Summary of 4-H Projects

List the projects you have taken and put a check mark in the column for each year that you took that project.

| Project | Year | Year | Year | Year | Year | Year | Year | Year |
|---------|------|------|------|------|------|------|------|------|
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(Add more pages if needed)

List any 4-H leadership experience(s) that you have had. *Examples:* Elected or appointed office held, committee chaired or served on, junior or teen leader, helping younger members, Youth Adult Council or any role(s) that involved development of leadership skills. If you have not had any leadership experiences enter the year and then write "None" or "N/A" which means, Not Applicable.

3

4-H Community Service

List all 4-H Community Service activities in which you participated as a group or individually.
Examples: Sharing your time by visiting a retirement home or hospital, helping with a community event (such as Friends of the Library booksale), serving others, donating time or items to individuals or groups in need, and/or beautification projects. You can use more than one line to explain your service project, if needed.

| Year | Club/Group Conducting project | Service project description/ what did you do? | Hours spent |
|------|----------------------------------|---|----------------|
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(Add more pages if needed)

4-H Communication Skills

Record on this page your 4-H demonstrations, illustrated talks or prepared talks and speeches. Also record the level. A Demonstration is showing how to do something using props. An Illustrated talk is telling about something using props. Prepared talks or speeches are well-prepared presentations without props, and should be at least 2-5 minutes long. Use of notes for talks and speeches is acceptable.

| Year | Title of Demonstration, Talk, Speech, Activity, Website Development, News Article written, TV or radio presentation. | Description | Number of times/Where |
|------|--|-------------|-----------------------|
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L= Local, C = County, S= State, R=Region, N=National

4-H Contests, Activities, and Events

List and 4-H contests, activities and events you attended or participated in. *Examples:* Activities (e.g., camps, clinics, workshops, field days, exchanges, etc.) and Events (e.g. fair show, parade), or other special events such as National 4-H Congress, Citizenship Washington Focus, and JOLT. Summarize exhibits, judging contests, showmanship contests by event. If you have not participated in 4-H Contests, Activities or Events this year, enter the year and then write “None” or “N/A” which means, Not applicable.

[illegible]

★ 4-H Recognition ★

Record significant and notable honors, awards, ribbons and recognition received. One year per box. List most significant and most important honor first.

| | | |
|------|--|--|
| Year | | |
| Year | | |
| Year | | |
| Year | | |
| Year | | |
| Year | | |
| Year | | |
| Year | | |
| Year | | |

Participation Other than 4-H

List here your participation in any other youth development or community organizations and check the year.

Participation Other than 4-H

List here your participation in any other youth development or community organizations and check the year.

[illegible]

4-H Story

Your 4-H Story is a very important part of your record book. The 4-H Story is where others will learn about you, what you are like and what type of young person you are. It should reflect your personal feelings about your experiences in the 4-H program during the past year. You may be creative in the way you write about your 4-H year. Personalize your 4-H Story and make your 4-H Story interesting to read.

Juniors: one page maximum.

Seniors: three page maximum.

You may be creative in writing your 4-H Story. Listed below are sample perspectives to follow in writing your 4-H Story. You may use one perspective or a combination of perspectives or choose a different perspective in writing your 4-H Story.

Samples:

Tell about your 4-H projects. Explain why you chose those projects; describe some of the activities you participated in and what the impact was. What challenges and successes did you encounter and how did you deal with those experiences?

Write your 4-H Story from the point of view of your project. Put yourself in the place of your project. Tell about your 4-H experiences from your project's perspective. What unique insights did you discover about yourself and your project(s)?

What has your 4-H experience taught you? How has 4-H made you a better leader? How has 4-H helped you develop financial management and business skills? How has 4-H encouraged you to make contributions to your community? What influence has 4-H had on your career and personal goals?

Write to the four essentials elements of 4-H – Belonging, Independence, Generosity and Mastery. Share specific insights learned in any or all of these areas. Give examples where you learned about the essential element. Describe the impact of what you learned.

Select one specific moment or event from the year. Describe the scene in detail. Paint a detailed picture using words. Then describe what you learned from that experience and your feelings. Explain why you chose that specific experience.

4-H Photographs (optional)

You may include up to three pages of photographs, attached to one side of the paper, illustrating different aspects of your 4-H experiences this year. Your photographs should be action oriented and should illustrate learning by doing, contributing and leading. Include labels that tell who, what, when and where. Photographs may not overlap. Note: Photographs are limited to 3 pages. Select the photos that are most representative of your 4-H year.



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For the Record



The Arizona 4-H Member's Guide for Completing 4-H Records



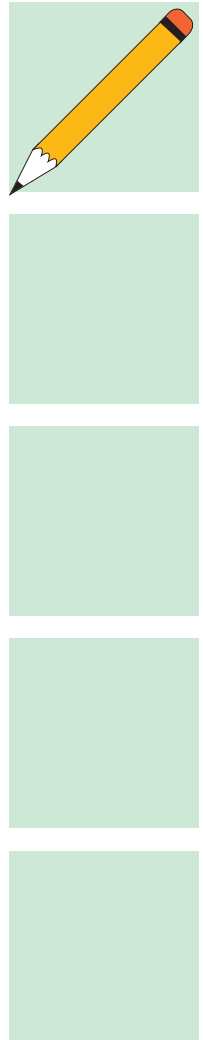
Acknowledgements

As in any project of this magnitude, many people helped provide input and creative suggestions along the way. Foremost, we must thank the Arizona 4-H youth who provided ideas and suggestions through focus groups, interviews and personal contacts. Their recommendations provided the basis for the current record keeping system.

In July 2009, a committee of 4-H Agents and the Assistant Director of Extension 4-H gathered in Phoenix for two days of intensive meetings to design record books that are to be used in every county in Arizona. The instructions contained in “For the Record” were adapted from a 1997 Montana State University 4-H document of the same name.

Grateful acknowledgement goes to the following people who labored through the summer heat to create the new Arizona 4-H record keeping system: Mike Hauser, Apache County 4-H Agent; Stephanie Shank, Yavapai County 4-H Agent; Brent Strickland, LaPaz County 4-H Agent; Darcy Tessman, Cochise County 4-H Agent; Kirk Astroth, Arizona 4-H Director.

Have you ever thought that you could achieve a record in 4-H?



No, not that kind of record!

This kind of record is the one which records your 4-H accomplishments and triumphs during the year. 4-H Records are cool! And fun! It's like writing your own personal history. Because records help you keep track of what you do. And they help you review what you've learned in your projects! Records are your way of saying:

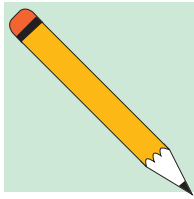


4-H wouldn't be the same without records. They're an important part of completing each project. They help you set some goals, keep track of your attendance at meetings, record your demonstrations and talks and a whole lot more.

This booklet will help you learn how to keep better records, and complete your book each year – for fabulous prizes and recognition! Like what, you ask? Well, for instance, completing your record book can give you a sense of personal accomplishment. Records can:

- ★ Help you earn credit for completing the 4-H year –
- ★ Make you eligible to participate in other activities and win scholarships–
- ★ Give you the ability to earn fair awards –
- ★ Set your own record by setting challenging goals – and more!

Keeping records is a great way to develop your skills in communicating; organizing your time, documenting events and actions, evaluating your own efforts, setting goals, solving problems, keeping track of money.



Records are like journals – they’re a way to keep track of what you do and when you do it. Think of your records like an entry book, kept regularly. Even daily, if you want to keep track each day. The important point is:

When something important happens, write it down.

Your 4-H Records may be hand written in pen or pencil, type written or computer generated.

You’re doing this for yourself. What do you want to remember about your year in 4-H? It will be your record of progress. Remember – these are your records. Make them fun. Make them yours. Make them memorable. Add photographs.

What’s the best way to assemble your records? There are two major record forms. Get copies of the Arizona 4-H record forms:

Arizona 4-H Member’s Record (a cumulative record that is added to each year)

Arizona 4-H Project Record (one each year, for each project you carry)

The rest of this booklet will guide you through the steps of filling out your record forms.

How to complete your records



Arizona 4-H Member's Record

Start with the "Arizona 4-H Member's Record" in the front. This record introduces the great, wonderful YOU! Who are you? What projects did you enroll in? What committees did you work on? What talks or demonstrations did you give? Participate in any judging activities, 4-H Community Service or other activities? What awards or recognition did you get? Add extra pages as you need them.

Summary of 4-H Projects

List projects you have taken and put a check mark in the column for each year that you took that project.

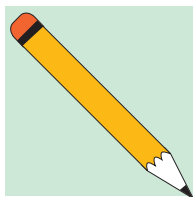
| Project | Year 2009- 2010 | Year 2010- 2011 | Year 2011- 2012 | Year 2012- 2013 | Year 2013- 2014 | Year | Year | Year |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|------|------|
| Rabbits | ✓ | ✓ | ✓ | ✓ | | | | |
| Horse | ✓ | ✓ | | | | | | |
| Foods & Nutrition | | ✓ | ✓ | ✓ | ✓ | | | |
| Entomology | | ✓ | ✓ | ✓ | ✓ | | | |
| Shooting Sports | | | ✓ | ✓ | | | | |
| Vet. Science | | | ✓ | ✓ | ✓ | | | |

4-H Leadership

List any 4-H leadership experience(s) that you have had. *Examples:* Elected or appointed office held, committee chaired or served on, junior or teen leader, helping younger members, Youth Adult Council or any role(s) that involved development of leadership skills. If you have not had any leadership experiences enter the year and then write "None" or "N/A" which means, Not Applicable.

| Year | Level | Club/Project | What was your role? What did you do? |
|---------------|-------|----------------------|--|
| 2009- 2010 | L | Best Ever 4-H Club | Made poster for County Fair |
| 2009- 2010 | L | Best Ever 4-H Club | Chairman - Camp-out Food committee -help plan meals |
| 2009- 2010 | L | Fundraiser Committee | Committee Member - Sell tickets, and count money |
| 2009- 2010 | L | Secretary | Keep records of each meeting, call roll, write thank you notes. |
| 2009- 2010 | L | Jr. Leader | Helped project leader teach project lessons and take attendance at all project mtgs. |

L = Local, C = County, S = State, R = Region, N = National



4-H Community Service

List all 4-H Community Service activities in which you participated as a group or individually. *Examples:* Sharing your time by visiting a retirement home or hospital, helping with a community event, serving others, donating time or items to individuals or groups in need, and/or beautification projects. You can use more than one line to explain your service project, if needed.

| Year | Club/Group Conducting project | Service project description/ what did you do? | Hours spent |
|-----------|---|--|-------------|
| 2009-2010 | Best Ever 4-H Club | Took my rabbit to the nursing home to visit the elderly. | 3 |
| 2010-2011 | Best Ever 4-H Club | Purchased and Planted flowers in front of the public library | 6 |
| 2011-2012 | Best Ever 4-H Club - Vet. Science Project | Collected old blankets and towels for the animal shelter. Delivered them to the animal shelter | 6 |

4-H Communication Skills

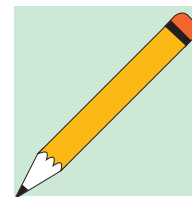
Record on this page your 4-H demonstrations, illustrated talks or prepared talks and speeches. Also record the level. A Demonstration is showing how to do something using props. An Illustrated talk is telling about something using props. Prepared talks or speeches are well-prepared presentations without props, and should be at least 2-5 minutes long. Use of notes for talks and speeches is acceptable.

| Year | Title of Demonstration, Talk, Speech, Activity, Website Development, News Article written, TV or radio presentation. | Description | Number of times/ Where |
|-----------|--|--|------------------------|
| 2009-2010 | My 4-H Projects | Gave a talk to the Lion's Club about my 4-H projects | 1-C |
| 2009-2010 | The Horse Hoof | Illustrated talk about parts of the horse's hoof | 2-L, 1-C |
| 2011-2012 | Raising Rabbits in Arizona | Newspaper Article | 1-C |
| 2012-2013 | 4-H Entomology | Gave project report to club about what we had been doing in the entomology project | 1-L |

L = Local, C = County, S = State, R = Region, N = National

4-H Contests, Activities, and Events

List any 4-H contests, activities and events you attended or participated in. *Examples:* Activities (e.g., camps, clinics, workshops, field days, exchanges, etc.) and Events (e.g. fair show, parade), or other special events such as National 4-H Congress, Citizenship Washington Focus, and JOLT. Summarize exhibits, judging contests, showmanship contests by event. If you have not participated in 4-H Contests, Activities or Events this year, enter the year and then write "None" or "N/A" which means, Not applicable.



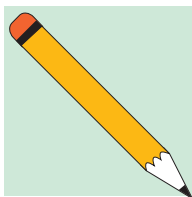
| Contest Activity or Event | Year 2009- 2010 | Year 2010- 2011 | Year 2011- 2012 | Year 2012- 2013 | Year 2013- 2014 | Year | Year | Year |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|------|------|
| Colorado River Small Stock Show (CRSSS) | ✓ | ✓ | ✓ | ✓ | | | | |
| CRSSS-judging | | ✓ | ✓ | ✓ | | | | |
| CRSSS - showmanship | ✓ | ✓ | ✓ | ✓ | | | | |
| County Officer Training | | ✓ | | | | | | |
| 4-H Camp | ✓ | ✓ | ✓ | ✓ | | | | |



★ 4-H Recognition ★

Record significant and notable honors, awards ribbons and recognition received. One year per box. You may have lots of awards. There may not be room to list every award or recognition you receive. List most significant and most important honor first.

| | | |
|------|------------------|---|
| Year | <u>2009-2010</u> | Gold Seal on Record Book Colorado River Small Stock Show - Best In Show - Holland Lop |
| Year | <u>2010-2011</u> | Grand Champion Rabbit at County Fair County Demonstration Day - Blue Gold Seal on Record Book |



Participation Other than 4-H

List here any other youth development or community organizations and check the year.

| Other youth development or community organizations | Year 2009- 2010 | Year 2010- 2011 | Year 2011- 2012 | Year 2012- 2013 | Year | Year | Year | Year | Year |
|--|-----------------------|-----------------------|-----------------------|-----------------------|------|------|------|------|------|
| Soccer | ✓ | ✓ | ✓ | ✓ | | | | | |
| School Band | | ✓ | ✓ | | | | | | |
| Library Book Club | | ✓ | ✓ | ✓ | | | | | |

Your 4-H Story

After your Arizona 4-H Member's Record comes your current year 4-H Story.

Your 4-H Story is a very important part of your record book. The 4-H Story is where others will learn about you, what you are like and what type of young person you are. It should reflect your personal feelings about your experiences in the 4-H program during the past year. You may be creative in the way you write about your 4-H year. Personalize your 4-H Story and make your 4-H story interesting to read.

Juniors: one page maximum.

Seniors: three page maximum.

You may be creative in writing your 4-H Story. Listed below are sample perspectives to follow in writing your 4-H Story. You may use one perspective or a combination of perspectives or choose a different perspective in writing your 4-H Story.

Samples:

Tell about your 4-H projects. Explain why you chose those projects; describe some of the activities you participated in and what the impact was. What challenges and successes did you encounter and how did you deal with those experiences?

Write your 4-H Story from the point of view of your project. Put yourself in the place of your project. Tell about your 4-H experiences from your project's perspective. What unique insights did you discover about yourself and your project(s)?

What has your 4-H experience taught you? How has 4-H made you a better leader? How has 4-H helped you develop financial management and business skills? How has 4-H encouraged you to make contributions to your community? What influence has 4-H had on your career and personal goals?

Write to the four essentials elements of 4-H – Belonging, Independence, Generosity and Mastery. Share specific insights learned in any or all of these areas. Give examples where you learned about the essential element. Describe the impact of what you learned.

Select one specific moment or event from the year. Describe the scene in detail. Paint a detailed picture using words. Then describe what you learned from that experience and your feelings. Explain why you chose that specific experience.

4-H Photographs (optional)

After your current year 4-H Story come your current year 4-H Phtographs.

You may include up to three pages of photographs, attached to one side of the paper, illustrating different aspects of your 4-H experiences this year. Your photographs should be action oriented and should illustrate learning by doing, contributing and leading. Include labels that tell who, what, when and where. Photographs may not overlap. Note: Photographs are limited to 3 pages. Select the photos that are most representative of your 4-H year.



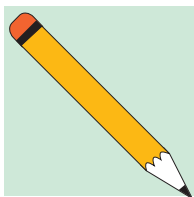
Arizona 4-H Project Record

Next comes the Arizona 4-H Project Record. You'll need one of these for EACH project you enroll in. This is where you keep track of important events and activities in each of your projects as you do them. This is also the place to keep track of expenses and income for your projects.

Be sure you have the front page filled out and that you, your leader and your parents sign it at the **end** of the project.

Project Goals

| At the beginning of your 4-H project, list goals—what do you want to make, learn, or do in this 4-H project? | What steps are needed to reach your goals? |
|--|--|
| 1. Produce a good steer with excellent meat quality | 1. Learn about frame scores and use them to select a good calf |
| | Learn about the proper feed for my steer and feed and water him properly every-day. |
| | Exercise my steer so that he develops good muscle |
| 2. Find out about the different products that come from beef animals | 2. Look up online or in a book to find out about beef by-products |
| | Ask my leader |
| | Look at the grocery store. |
| 3. Tame my steer so that I can lead him safely in the show ring. | 3. Get my steer used to me being around by always feeding and watering him twice a day |
| | Find his sweet spot and scratch him so that he will like to have me do that |
| | Get him used to having a halter on and practice leading him every day. |
| | Take him to a club showmanship practice |



During the year, describe project activities completed and meetings attended.

| Date | Description |
|----------|--|
| 09/12/09 | Project meeting – learned about nutrients. Water is important nutrient. |
| 10/10/09 | Project meeting. Learned about proper housing for steers. Discussed initial weigh-in. |
| Weigh-in | Animal weighed 850 pounds. He has to gain 200 pounds by April 22. |
| 11/07/09 | Livestock Quality Assurance. Learned how to be ethical with my steer. |
| 11/14/09 | Project meeting – Learned about withdrawal time for antibiotics |
| 12/12/09 | Learned about ultrasound. Saw an ultrasound done on a steer. Marbling looks gray. Marbling is fat in the meat. Filled out entry forms. |
| 01/09/10 | Project meeting – learned how to judge steers. |
| 02/10/10 | Project meeting. Went to club judging clinic and showmanship clinic. I practiced showing my steer. |
| 03/18/10 | County field day – participated in county livestock judging contest and showed my steer. |

Project Accomplishments

To be completed as goals are completed.

Did you accomplish your goals? Why or why not? (include skills learned)

I am not sure if I produced a steer with good quality meat, but I learned about the proper nutrition and I fed and watered him properly twice a day, everyday. I have tamed my steer down pretty good. I have practiced with him every day. I am always the one to feed him or water him and he likes to be scratched under his chin. He follows me around and moos at me when he hears me get home after school. He can't wait for me to run out and feed him.

Recognition received in this project

I got a blue ribbon at the county judging day and a blue ribbon on showmanship.

I don't know how I will do at the fair, but I hope pretty good.

Will you take this project next year? yes Why?

Because I enjoyed it. I enjoyed working with my steer and being his friend.

If you answered "Yes," What would you like to learn next year?

Next year I want to learn how to enjoy my steer without becoming too attached. Because I think I might cry when I sell him at the fair.

Project Inventory

Note: This inventory list is designed to be a tool to help you identify resources used in your project. This is only an estimate of the value of all items listed in the inventory. You do not need to consider depreciation.

Record here food, fabric, materials, equipment, supplies, animals, plants, feed, fertilizer, etc., on hand at the beginning and close of the project. All materials, food, fabric, plants, animals and equipment bought after project begins should be listed under Expenses. If you sell something from your inventory, be sure to list it under Income.

[illegible]

OPENING INVENTORY_30.00_CLOSING INVENTORY_30.00_
TOTAL TOTAL



Project Income and Expense Record

List animals, feed, equipment, materials, tools or supplies that you bought for your project. List any income you made if you sold project animals, items made, premium money earned in your project, etc.

| Date | Item | Income | Expense |
|--------------|-------------------------|--------|---------|
| 09/14/09 | Steer | | 800.00 |
| 09/18/09 | 4-H beef project manual | | 5.00 |
| 09/14/09 | 2 bales of hay | | 40.00 |
| | COB | | 35.00 |
| 10/10/09 | 2 bales of hay | | 40.00 |
| | cob | | 35.00 |
| 11/14/09 | 2 bales of hay | | 40.00 |
| | cob | | 35.00 |
| 12/14/09 | 2 bales of hay | | 40.00 |
| | cob | | 35.00 |
| 01/08/10 | 2 bales of hay | | 40.00 |
| | cob | | 35.00 |
| 01/08/10 | Entry fee | | 10.00 |
| 02/14/10 | 2 bales of hay | | 40.00 |
| | cob | | 35.00 |
| 02/14/10 | Entry fees | | 8.00 |
| 03/20/10 | shampoo | | 12.00 |
| Total | | | 1285.00 |

Financial Summary



Income
Closing inventory B.....(1) \$ 30.00

Income.....(2) \$ 00.00

Total Income (add lines 1+ 2 = 3) (3) \$ 30.00

Expenses
Opening Inventory A(4) \$ 30.00

Expenses..... (5) \$1285.00

Total Expenses (add lines 4+ 5 = 6) (6) \$ 1315.00

Results of my financial investment (Subtract line 3 - 6 = 7) (7) \$ -1285.00

How did you pay for this project? my parents paid for it

Now that you have completed the financial summary, what did you learn?

It costs a lot to have a steer.

How does this influence what you do next year? I might take the rabbit project.

What would you do differently? feed my steer some cheaper feed.



Thinking back on your year in this 4-H project...

At the end of your 4-H year, use this form to see what you might learned along the way. For example, as a result of your work in this project this year, did you learn how to use your time better? If so, you would indicate this in answer to question #3 below.

Follow the instructions below to complete this section.

Think back on your past year in this 4-H project. Below are listed some skills that you may have developed as a result of your 4-H involvement. Over in the columns to the right, rate yourself on these skills at the beginning of the 4-H year, and then now at the end of the year.

Back . . . at the beginning of the 4-H year when I first enrolled in this 4-H project

Now . . . after I have participated in this 4-H project for the year

| | CIRCLE ONE NUMBER FOR EACH STATEMENT | | | | CIRCLE ONE NUMBER FOR EACH STATEMENT | | | |
|--|--------------------------------------|-----------|---------|-----|--------------------------------------|-----------|---------|-----|
| | No | Sometimes | Usually | Yes | No | Sometimes | Usually | Yes |
| 1. Think about what might happen because of my choices. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 2. Plan how to use my financial resources. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 3. Use my time wisely. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 4. Treat people who are different from me with respect. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 5. Organize a group to meet its goal. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 6. Contribute as a member of a team. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 7. Accept responsibility for doing a job. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 8. Choose activities that promote physical health. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 9. Avoid risky behaviors. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 10. Understand it is important to follow through on commitments I have made. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

Past Years

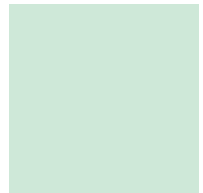
In the back of your record book, behind the current years records, story and photographs, include all of your past years 4-H records. Organize records by year, not by project.

Tabbed dividers are recommended

Tabbed dividers are recommended to separate out the different parts of your record book.

Turning in your records

At the end of the 4-H year, you are required to turn in these records to your 4-H club leader. All records will be checked for completeness at the county level. For completing your records, you can earn recognition. Record keeping can be fun. Strive to make your records unique and reflective of the “real” you. Over the years, your records will become a valuable journal of your accomplishments, trials and efforts through your 4-H career.





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