

Out of Ideas? A Leader's Handbook

We believe that individual clubs or groups will be more enthusiastic and involved with their club meetings and projects when they have planned and designed the meeting themselves.

Involvement of members and parents in the planning and carrying out of program details provides a sense of ownership and, as a rule, insures participation.

There are some suggested activities on the following pages that have been used in the past to accomplish the life skills that we have identified as primary values in our educational thrust to Kansas youth.

While these are presented for clubs that would like some assistance, we hope that they will be used primarily to trigger other ideas for your individual clubs. We have intentionally made lists short in order that club members be encouraged to become creative in identifying activities that would meet their own goals.

To be used in conjunction with
*Goal Planning for Club Recognition and Steps in 4-H
Program Planning*

Before you read this book ...

How many of you, as caring, dedicated volunteers, have taken time in your busy schedules to wonder what is going on in the hearts and minds of those with whom you work?

Out of Ideas? Asks you to get beyond the surface of life to approach young people from the inside-out, rather than from the outside-in. It shows the way to help our 4-H'ers learn to build relationships, set goals and celebrate successes. And it begins with exercises in learning to communicate and show concern.

Some of these suggestions take courage. All too often we ignore the inner self . . . because opening ourselves to others leaves us vulnerable to hurt.

Those of us in the 4-H program are excited about the countless possibilities for guiding our young people toward more rewarding lives. We're proud of the enthusiastic efforts of the committee of volunteers, agents and specialists, guided by Marcia McFarland of our state staff, who have compiled suggestions we too often fail to express.

We think we can promise that if you will read *Out of Ideas?* thoughtfully, and then will put some of these ideas into practice, you will be joyously amazed at the results.

Dale Apel

Assistant Director of Extension
4-H – Youth Programs (Acting)



YOU
the

Leader-Helper

W

hat is a leader-helper?

4-H operates on the belief that experience-based learning (learning-by-doing) is crucial to education. This kind of learning has two central themes: drawing out the child's inner capacity for self-expression, and increasing understanding of self and others.

Remember, it is the creative spirit from within that is encouraged, rather than conformity to a pattern imposed from without. You, the 4-H Leader, are the creator and arranger of these learning situations.

Where do you start?

You bring with you a set of expectations and values about 4-H as you perceive it. So do all the other parents and leaders, and so do the boys and girls.

You know that 4-H work may include project work, meetings, committees, officers, talks, community services, fairs, awards, etc.

4-H operates on the belief that learning-by-doing is crucial to education.

As you review county newsletters, and look at the monthly calendar of events, you may begin to feel that 4-H is an endless stream of predetermined "elements" and that your job is to fit your people into "4-H."

But remember! All these program components are ways to get at helping boys and girls.

They are resources and should become part of your program only as they help your young people reach the goals and program directions they have chosen.

Rather than fitting your group into a 4-H timetable, or predetermined program, fit 4-H program elements into the needs and interests of your group.

All of us have known people who like themselves, who trust their feelings, who respect their own history, who enjoy and celebrate their own humanness, and who have a broad range of experiences. Such people stimulate trust in others and bring out the best in those

with whom they come in contact.

As a 4-H leader-helper, you will be arranging situations that will help members discover the unique things about themselves. You also will be giving them opportunities to try many kinds of activities and to experience many kinds of relationships with others.

HOW

do you provide this environment?

By helping each member identify personal goals, while at the same time helping the members work as a unit toward group goals, or within group structure.

By unconditionally accepting the worth and dignity of each person, you will make others feel adequate and comfortable with themselves – just the way they are.

At times, all of us feel insignificant unsure of our ability to relate or to help. That's part of being human.

We all need people in our lives who help us see the beautiful things within us. When we are able to appreciate our own worth – then we are ready to learn and grow.

By reaching out, offering to give your time to help as a club leader. Although they may not be able to express this to you yet, your members recognize that

We all need people within our lives who help us see the beautiful things within us.

someone (you) cares enough about them to put some effort into helping them explore their own interests. Consequently their own sense of value as a person is increased. When someone else appears to value us, we value ourselves more.

By believing that:

1. Members can be trusted to find their own goals, and should have options or choices in what they do.
2. 4-H should help members determine their needs and interests and find ways to meet them.

3. Members should be encouraged to set their own standards and should begin to evaluate their own work.
4. Leaders can free members to learn by helping them feel like worthwhile persons who are capable of accomplishing things.
5. All children are creative, and that creativity emerges when they feel accepted as they are.
6. Value should be placed upon each member's uniqueness and upon his/her potential as a person.
7. Opportunities for members to make choices and to evaluate the consequences of those choices produce growth. The leader is more concerned with the process of learning than with the actual products of learning.
8. Skills are important because the acquiring of skills adds to the individual's feelings of competence. They are a means by which we increase self-confidence.
9. Leaders should concentrate on the growing person and his/her needs.
10. Knowledge is based on experience that is lived. A child is a person emerging and all the experiences that child has influence the kind of person he/she becomes.

Job Description for Club Leader-Helper

Purpose:

Organize or reorganize a 4-H Community Club by coordinating members, leaders and their families to determine a plan for the club's involvement, and to determine resources needed for that plan.

Responsibilities:

1. Help clubs identify goals and activities to reach those goals (preferably at the first meeting of the year). Refer to *Steps in 4-H Program Planning, Out of Ideas? A Leader's Handbook, Goal Setting for Club Recognition*.
2. Help club plan methods to carry out the activities and determine those responsible for seeing that these things are done.
3. Utilize Parent Committee to obtain parent help for: each meeting, project leadership, and any other areas where additional help is needed.
4. Provide group-building situations for the club.
 - a. Notify people prior to the first meeting of the year.
 - b. Provide group building activities at every meeting.
 - c. Incorporate new people as they join and provide information and support for them.
 - d. Establish a network for notifying all members of club's activities.
5. Act as a support person and liaison between the task groups functioning within your club.
6. Help the program task group for each meeting to plan some time for the total group to measure what happened at that meeting. Refer to *Out of Ideas? A Leader's Handbook*.
7. Help the program task group for each meeting plan some time for the total club at the close of their meeting to celebrate what happened at that meeting. Refer to *Out of Ideas? A Leader's Handbook*.
8. Handle the organizational details of the club.
 - a. Attend leader training sessions and/or consultation with Extension staff and trained volunteer staff.
 - b. Be responsible for enrollment forms and other paperwork requested by the county office.

Contact person:

Chairman, club parents' committee.

Resource people:

Club parents' committee

Leader training workshops

Resource materials:

Kansas 4-H Is (4-H 428)

Organizing a New 4-H Club (4-H 288)

Goal Planning for Club Recognition (4-H 459)

Steps in 4-H Program Planning (4-H 454)

Organization Leaders of Community 4-H Clubs (4-H 298)

Project Selection Guide (4-H 430)

Out of Ideas? – A Leader’s Handbook (4-H 455)

Time Commitment:

Varies greatly depending upon the size of the club, types of involvement, and number of resource people sharing responsibilities. A one-year commitment is commonly expected in order to provide club continuity.

Qualifications:

Enjoy working with people who work with kids, have interest in 4-H educational programs, have ability to organize and coordinate other people, have ability to communicate with youth, have ability to communicate with adults.

*A leader-helper ...
enjoys working with people.*

If You Wish to Write Your Own Job Description

Purpose:

(States why this job is important.)

Responsibilities:

(A clear description of what is to be accomplished. No more than 10.)

Contact Person(s):

(Who the volunteer will look to for help and assistance.)

Resources Available:

(Human and material resources available to help do the work.)

Time:

(A statement of the time needed to do the job.)

Qualifications:

(Basic requirements the volunteer needs to do the job.)

As a 4-H leader-helper

*you will be arranging situations
which will help members
discover the unique things
about themselves.*



HOW...

to

Get Started

With Your 4-H

Club

Getting Together

Building relationships

P

**roviding
youth-to-youth
and youth-to-adult
interaction.**

We have identified one important life skill for 4-H youth as being able to relate to other people. This is a skill which can be learned only through interaction with other people.

People-skills begin in the home with loving, caring adults who demonstrate ways to react to others every day. Children watch the way adults around them respond to other people who have differences of opinion, values, work styles; ways they support one another; ways they show affection for one another.

The behaviors of the adults that children most admire are then tried. While living in the home, they have opportunity to try these skills on brothers and sisters and perhaps cousins, aunts and uncles.

However children need to test these skills outside the home. This testing provides feedback as to which re-

We have identified one important life skill for 4-H youth as being able to relate to other people.

sponses are successful in reaching other kinds of people.

The 4-H club is an excellent place for youths to exercise their people-skills on those of various ages and with different interests. The good thing about this is that it happens in a supportive and caring environment.

It would be a mistake to assume that, by putting groups of youths together, they will automatically learn to interact. They need some structure to insure the kind of feedback that tells them whether or not their interacting skills are working.

Often skills that work within a family do not work outside the family because the same assumptions do not exist. If young people do not realize this, they will continue to function below par with their peers.

Consequently, it is important to plan for time during club meetings when members will be encouraged to talk with each other about specific topics.

Research has shown that youths perceive meetings to be successful or unsuccessful in direct proportion to how often they speak during the meeting.

In general, members need to have a chance to talk at least six times during a meeting to feel good about that meeting. In order to do so, a certain level of trust must develop within the group. People are not eager to share information about themselves until they are certain that information will not be used to their disadvantage.

In other words, if members do not trust one another, they are going to be very guarded about what they say and very little growth will occur.

meaningful relationship.

It says to the person: *"You are loveable and capable and there are other people who need and enjoy you."*

Those few minutes helping the group become established will make the rest of the time more productive.

Seating arrangements can contribute to interaction.

Putting members in a circle guarantees that interaction will occur – if not verbally, then non-verbally. If you are sitting in the circle, at some time or other you will make eye contact with other members of the circle. The only way to avoid some kind of eye contact is to stare at your feet the entire time, which you probably will not choose to do.

After several weeks of sitting in a circle and making some eye contact, even the shyest person will be more likely to have something to share verbally.

If your group is large, breaking into small groups of eight to ten persons for sharing will be important so that everyone will have an opportunity to talk.

Be aware of those persons who monopolize the conversation or who never are involved in the conversation. It is important to suggest to conversation hogs that they have had quite a bit to say on the subject and that it would be interesting to find out if someone else has a comment on the topic. This kind of feedback is the basis of people skills learning.

If your group often has difficulty with one person monopolizing the conversation or calling attention to himself/herself, an exercise entitled *Who's Got the Ball* will help members remember to speak one at a time. (This is also a very good pre-parliamentary procedure activity.) A copy of this exercise is included.

Rules for meeting together and talking together need to be established at the first meeting and reviewed briefly for the next two or three meetings. The key here is that every member of the group agrees that the rules would be helpful.

Interacting time can occur during decision-making or evaluating kinds of activities. The sections on goal-setting and decision-making and on evaluating provide good interacting activities.

When a group forms, group-building and trust-building must take place.

If one new person is added to a group, it becomes a new group. Or if one person is missing from a group, it also becomes a new group. Since one new person or one missing person may very well be the case at every meeting, it would make sense that some kind of group-building occur at the beginning of each meeting.

Some kind of quick, get-acquainted activity is appropriate and probably can be done in five-to-ten minutes. Those few minutes helping the group become established will make the rest of the time more productive.

A side benefit of group interaction is the increased self-confidence in individual member bets as they find themselves in close relationships with others. Just as adding work skills to one's repertoire increases self-confidence, so does adding a

B

uilding relationships

1. *Start with your, older members (age 12 and older).* If you can share with them your genuine concern that they have a good experience in 4-H, then they can perceive you as a leader-teacher. Perhaps until now they did not feel free to question what was perceived as a predetermined program.

Offer them a chance to buy into the club and its destiny. They will be quick to sense where you are coming from, your genuine desire to listen to them and to learn from them what they want to do.

Have some meetings with just the older members. Don't come as an authority—come to listen and to share. Divide the group into sub-groups of from three-to-five youths. Ask them to share their interests, their hobbies, their dreams. The primary aspect of your role is to let their questions surface – not to have the answer – and to build “groupness” or interpersonal relationships.

*Don't come
as an authority –
come to listen and to share.*

2. *Now, for the members ages 7-11.* They are enthusiastic and want to do things. If growth in 4-H is largely a result of interpersonal relationships, let's use what we know. Your older members can be big brothers and big sisters to one, two, or three younger members. They can establish a personal relationship and through that, help them identify their interests. Remember, once they have established a friendship bond, they will feel okay about 4-H.

3. *Incorporate activities* into your meetings that bring members together to talk, share ideas or feelings, discover more about themselves and others.

4. *Have a Parents' meeting* and/or call on families to discuss their feelings about 4-H. What do they hope will happen as a result of participation in 4-H? How can you put in perspective some overriding goals or a sense of mission that is jointly yours and the parents and co-leaders?

Note: Materials and activities to help groups develop trust and work together are available in Leader-Learning Lab I. Contact your country agent to obtain information about this material.

Let's explore

Description:

The following questions are designed to encourage self-expression in children from 6 to 12-years of age. An adult or teen can visit with the child about the questions, or the child can complete them alone and then decide whether or not to share with someone else.

Note: Children should be reassured that they can choose not to share their ideas.

Questions:

1. What would you do if you had lots of money? Would you spend it? If so, how?
2. If you could do anything you wanted to for a week, what would you do?
3. What is a good friend?
4. What makes you sad?
5. Describe something you can't wait to do.
6. If you could decide how all people would behave, how would you want them to be have?

Developed by
Colorado State University

Project Coordinator:
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Who's got the ball?

Purpose:

To help members increase their ability to take turns talking in a group situation.

Materials:

Enough small balls to have one for every four people

Procedure:

Help members form groups of four by an activity, by counting off, or by asking them to choose a group.

Each group is given a small ball and a topic. Members practice talking one at a time by agreeing that the person holding the ball is the only one who may talk. As others wish to speak they may hold up their hand. The speaker is expected to pass the ball (after a reasonable length of time) to another who wishes to speak.

Topics:

What was your most embarrassing moment?

Share something that has happened to your family that was funny or pleasing.

Tell about a particularly nice trip you have taken.

What do you look most forward to om 4-H?

What is the happiest moment in your life so far?

What is the craziest thing that has happened to you in 4-H?

P **people skills**

*begin in the home
with loving, caring adults
who demonstrate ways
to react to others every day.*

Deciding Together

Setting goals
and
planning activities

G

oal
setting.

Individual goals

As the group becomes more at ease with and more supportive of each other and of you, members can begin to identify personal and group goals. Remember, the purpose of the group is to help each individual reach his or her goals. So start with personal goals. You may use an interview between you and the members, or have them interview each other. A personal assessment worksheet might be useful.

Helping individual members state their goals can be a challenge. Leaders can help members identify goals by asking, "What are some things you would like to be able to do in this club at the end of the year which you can't do now?" Members are more motivated when they identify their own goals and assume responsibility for accomplishing them.

Club goals

In identifying club goals, incorporate member goals.

Members, parents and leaders have ideas about what they would like to accomplish as a club, and they need a chance to express them. Surveys give members a chance to share ideas and to be an important part of the group. There are many interesting ways to survey the membership at general meetings. Refer to Steps in 4-H Program Planning, "Gathering Ideas," page 4.

Priming the pump

Now you are ready to put all the personal goals together.

Since it may be difficult for beginning club members to decide what they want to do, we are including goals that might "prime the pump" for your club:

- to get to know more about each person in the club
- to increase what we know about ... (nutrition, recreation, safety, grooming, etc.)
- to provide a service to our community
- to learn something more about our community
- to help each person in our club feel good about himself or herself
- to become better listeners to one another

Don't set too many goals. You need to concentrate on just enough goals so that it's a challenge to reach them.

Reaching Goals

Facilitating these goals becomes your responsibility with your club. You may feel you need a framework to make your job easier. Try these:

A. *Projects.* Group boys and girls interested in much the same way as before, being alert to new areas of interest which may arise. Try a project fair to increase interest.

B. *Club meetings.* Vary meetings with movies, skits, outside resources. Create variety with tours, fun days, workshops, campouts, etc. Always remember to involve members in the planning, using the Parents' Committee to recruit help. As leaders, your role continues to be a supportive one. Use Steps in 4-H Program Planning.

C. *County events.* Plug into such activities as 4-H Days, camps, shows, contests. List those which you think will fit the needs of all or part of your members.

D. *Ideas from the group.* Keep open to additional functions and activities within the community that can meet the needs of your group. 4-H is not limited to projects, meetings and county events.

Who runs your club? Do **YOU**? Never forget that involvement brings ownership — brings involvement. Let members truly be in charge.

Steps in decision making

Identify values

Determine goals based upon these values.

List or research all possibilities or alternatives to reach this goal

Determine possible outcomes of these alternatives

Determine probability of these outcomes

Assess amount of risk in relation to importance of goal

Choose activity

Do activity

Measure how closely your desired outcome matched your actual outcome

Evaluate the reasons for the above

Do changes need to be made?

Would you do the same thing the next time?

Use the information you acquired with this activity to choose the next activity toward reaching your goal, or toward setting new goals.

Materials and activities to help groups with decision making are available in Leader Learning Lab H. Contact your county agent to obtain information about this material.

Suggested outline for a 4-H club meeting

Meetings should be flexible. Not every meeting has to include all five parts nor does it have to follow this order.

Part 1: Opening 5-10 minutes

This is often helpful to set the mood for the rest of the meeting. It could include a get-acquainted activity, the Pledge of Allegiance, the 4-H Pledge, a song, and roll call.

Part 2: Business session 5-10 minutes

Minutes of last meeting (if any)

Committee Reports (if any)

Unfinished business (if any)

New business (if any)

Adjournment

A business meeting is not necessary at every meeting. Have a business session *only* when you have definite business to discuss.

Part 3: Program 20 minutes to one or more hours

This is the heart of most 4-H meetings and may include any of the activities in this hand book or those identified by your group as appropriate in reaching their goals.

Some possibilities are:

Guest speaker

Visual aid material (films, slides, video tapes)

Community service activities

Tours

Supervised work on projects

4-H presentations-demonstrations, talks, show and tell

Part 4: Recreation 10-15 minutes

Through recreation at club meetings, members learn to create their own fun, to cooperate, to give as well as follow directions, and to better understand themselves and others. Some clubs schedule recreational activities while waiting for all members to arrive; others prefer having this at the end of the meeting. Simple action games use up excess energy and can teach information or skills. Games also provide an opportunity for 4-H members to lead their club (it is usually helpful to discuss the game or activity details with the member before he/she leads it). *New Games* activities are particularly good at providing interaction among members. They are also easy to lead.

Part 5: Refreshments

Once again, it is up to your group. If your meeting is right after school, you may want to start with a snack. A Saturday morning meeting might end with refreshments. Some meetings may not need any. Refreshments should not be provided by the leader.

*Through recreation at club meetings
members learn to create their own fun,
to cooperate as well as follow directions,
and to better understand themselves and others.*

Worksheet for club meeting plan

Opening:

Business Session:

Minutes of last meeting (if any)

Committee reports (if any)

Unfinished business (if any)

New business (if any)

Adjournment

Program:

Recreation:

Refreshments:

Optional worksheet for meeting plan

Place _____ Month _____ Day _____ Hour _____

Business Meeting:

- I. Call to order
2. Roll call or Get Acquainted _____
3. Reading and approval of minutes
4. Reading of communications
5. Reports of officers, council members or leaders _____

6. Reports of Committees
Standing _____

Special _____
7. Unfinished business
a. _____
8. Initiation of new members, installation of officers, or other ceremony _____

9. New business
a. _____
b. _____
c. _____
d. _____
e. _____
10. Announcements
a. Project Work
b. Announce place, date, hour, and read tentative program for next meeting.
11. Adjournment

Program:

Working Together

Involving everyone in the club is the fastest way of insuring enthusiasm. From individual members, to parents, to junior leaders, to officers – the benefits of involvement soon become apparent.

Involving members.

As you guide members, consider these characteristics about youth:

Seven-to-ten-years-olds.

They are often interested in more than they can actually do. You may need to help them see what is realistic for them to complete.

Younger 4-H'ers often have short interest spans, so help these children choose a project where they can do several short-term assignments instead of a yearlong task.

Younger 4-H members like to be active and do things. Guide them into a project that lends itself to doing things, rather than reading or talking about things.

Experiences must be meaningful to youth for them to be involved.

Members often like to do things with friends (girls with girls, boys with boys), therefore encourage several youths to take the same project. In this way, they have some group involvement as opposed to working alone.

To maintain interest provide group activities at club meetings.

Eleven-to-fourteen-year-olds

They are beginning to test their independence, and with guidance, are able to make more decisions on their own.

The group is extremely important and individuals want to be accepted by their peers. Getting group consensus will be important to participation by this age group. They will not choose

to be involved in activities which require that they stand out as different from the group.

Experiences must be meaningful to youth for them to be involved. Give them many opportunities to plan their activities.

They are continuing to clarify some of their own values. Any activities designed to help them do this will be well received.

They are very much aware of and interested in the opposite sex. They tend to have friends of both sexes and need opportunities to be with both sexes.

Fifteen-to-nineteen-year-olds.

They have greater attention span for things in which they are interested and want to perfect their skills and abilities. Project work and club activities involving more study will be accepted. They will respond well to an opportunity to teach others what they have learned.

They are making important decisions and choices that will affect future careers, possible marriage and family life, and have a need to experience responsibility to develop decision-making abilities.

They are becoming more individualistic and less concerned with group thoughts and actions. Youths these ages are ready to explore their uniqueness and to tackle activities when their peers are not as interested as they.

They are moving toward a true sense of independence and are developing confidence in their ability to become adults. Teen-leader programs and experiences working with adults on an equal basis are important. Foreign exchange programs can appeal to this group.

I

nvolving parents.

4-H is designed to be a family activity. It involves parents with their children in the home and the club. Parents need to understand

As parents understand more about 4-H, they will be more willing to become involved.

The 4-H program to help make it the best possible experience for their children. As parents understand more about 4-H, they will be more willing to become involved. *See Parents Are Important In 4-H (4-H-149) and Parents, Welcome to 4-H (4-H-381).* Club leaders can assist parents by:

- Helping parents understand the purpose of 4-H and the opportunities available in their club. Be sure to talk with parents about 4-H. Invite them to

attend meetings (especially the first meeting) and discuss club guidelines and programs. Solicit a helper to orient new club parents and provide ongoing contact during their first year.

- Involving parents in deciding, with their children, which activities to participate in, which project to take, what to do in the project, where to purchase supplies, and how much time and money is required for the project.
- Encouraging parents to spend time with their children doing things in the home that relate to 4-H projects and activities, such as planning menus; rearranging or refinishing furniture; repairing lawn mower or tools; putting on storm windows; caring for house plants or garden; ordering family magazines or newspapers; planning family vacations.
- Helping parents see that the 4-H club needs their help. Provide parents with a chance to get involved. Such short-term leadership might be to share a skill; supervise at meetings or activities; provide transportation for a tour, party or activity; help a project or activity leader at a meeting; or offer their home for a meeting or special activity.

I

nvolving junior leaders.

Junior leadership helps 4-H'ers develop skills for working with others. Involving youths in meaningful leadership roles helps them learn to aid others in setting goals and making plans to meet those goals junior leaders also provide direction for the 4-H club by involving older members The Leadership Project is a planned 4-H project for experienced 4-H members (seventh grade and older) which encourages leadership responsibility with the adult-leader involving youths in this project may provide guidance and stimulate their active involvement in the 4-H club. Junior leaders can:

- Help with enrollment.
- Explain 4-H to prospective members (presentation in school).
- Help younger members learn parliamentary procedure.
- Assist younger members with record keeping and projects.

- Assist with program planning.
- Remind people of meetings.
- Contact community resources.
- Handle any other activity that you feel needs doing and is of interest to the junior leader.

Promote junior leadership by explaining the purpose of junior leaders and/or having other junior leaders tell about their past experiences. A parent or another adult in the community may be interested in being an advisor for this group.

I

nvolving officers.

Officers can play an important part in the club organization, however not all clubs have officers. Officers can help make each member feel important in the club. Things will run more smoothly if officers understand what they are to do. Some specific things you can do to help officers be successful are:

Involving youths in meaningful leadership roles helps them learn to aid others in setting goals.

- Help officers understand what their specific responsibilities are and give guidance on ways to carry them out. Officer roles are outlined in *Kansas 4-H Club Officers (4-H144)*.
- Visit with officers on agenda items before each meeting.
- Help officers see ways to include all members so they feel needed, such as committee assignments, calling on different members at the meetings, and member presentations.
- Help officers evaluate club members.
- Encourage officers to attend leadership training camps or workshops that focus on people-skills.

To involve:

*To engage
as a participant;
to occupy (as oneself)
absorbingly.*

Measuring

Evaluating
together

Y

ou need to assist members to evaluate personal accomplishments, to value themselves and their abilities, and to feel positive about this evaluation.

Remember the growth and development of each person is paramount.

If evaluation becomes negative or doesn't happen at all, then young people tend to believe no one cares about them or what they are doing. They will choose to do something else.

If evaluation is done well, it can help young people see what they have accomplished, based upon what they set out to do. It also will encourage them to try again or to move on to a more difficult task.

Thus evaluation becomes an important step in helping goals and feel competent in reaching for them.

It is extremely important that young people be able to measure the progress they have made.

Evaluation is a positive and growth-producing element in our program as long as youths realize that it applies to the skills they are learning and not to their worth as people. You will probably have to remind them of this often!

Youth tend to think they have to earn their "OK"ness." We want them to know they are OK now!

Self-evaluation

It is extremely important that young people be able to measure for themselves the progress they have made. *In fact, that is one of the major reasons we have 4-H records.*

Those youths who have been dependent upon others' opinions of their work all of their lives find themselves crippled as adults. They need reassurance that they are performing adequately from their bosses, their friends, their husbands or wives, their coworkers.

Our goal is to help youth become independent, full-functioning people who are able to affirm themselves and to recognize their own achievements.

In order to do this, we must offer some kinds of training in specific skills that will help youths begin to look at themselves. Project work furnishes an ideal setting in which to learn these skills and to help young people see themselves realistically and positively.

Club work provides a place to learn skills in working in groups, and to begin evaluating how each individual functions in working with others to reach a common goal.

There are a number of techniques to help do this that can be used easily and take very little time during a meeting.

One technique is to use a file card on that members record what happened at the current meeting; what they have done within the past week; or any other piece of information which pertains to the meeting or activity.

Ideally the card would include feelings about the meetings, i.e. "How I'm feeling today about our progress," or "How I'm feeling about the group I'm working with," or "How I'm feeling about what we are doing."

The goal of peer evaluation is to help each 4-H'er realize that the activity is being evaluated, not the people doing it.

A file card is best used as something that is done at the end of a meeting and shared with the groups or a small subgroup. It should never include more than two or three statements, because all the statements on the card need to be shared with the members of the group before leaving. Members might choose to keep their cards (unsigned) in a file box as reference material for next year's planning. If so, cards should be grouped by activities.

Peer evaluation

Peer evaluation happens both formally and informally in meetings.

Informally, peer evaluation occurs as 4-H'ers work with each other and talk together about the things they are doing.

Formally, peer evaluation is a structured time during the meetings when members give direct feedback to one another, based upon a set of questions and guidelines for group discussion provided by the leader.

We would recommend that members be seated in a circle. Each person involved in the activity can be given the chance to discuss his or her part with the group. The following questions tend to draw out positive kinds of response:

1. How close to the goal did we come?
2. What progress toward our goal or objectives have we made?
3. What did we learn?
4. If we would do it over again, what would we change? Why?
5. Are we satisfied with what we've accomplished? Why?

The group should be reminded often that the goal of peer evaluation is to help each 4-H'er realize that the activity is being evaluated, not the people who are doing it.

Points to look for in a good 4-H meeting

This sheet can be used to evaluate all your meetings. You should be able to answer "Yes" to most of the questions. The ones you answer with a "No" are areas you will want to improve.

- _____ 1. *Do the officers and leaders check meeting plans with one another beforehand?*
- _____ 2. *Does the president call the meeting to order on time, keep the meeting rolling, and close on time?*
- _____ 3. *Do all officers use correct parliamentary procedure when appropriate?*
- _____ 4. *Is the business part of the meeting short and snappy?*
- _____ 5. *Are guests introduced and made to feel at home?*
- _____ 6. *Is there a special program in addition to the business meeting and recreation?*
- _____ 7. *Does the meeting have variety?*
- _____ 8. *Is the educational program of interest to everyone?*
- _____ 9. *Is there an opportunity for members to get to know each other?*
- _____ 10. *Are all announcements short and to the point?*
- _____ 11. *Do officers avoid doing all the talking?*
- _____ 12. *Do leaders avoid doing all the talking?*
- _____ 13. *Do all or most of the members have an opportunity to talk at least four times during the meeting?*
- _____ 14. *Is the recreation suitable to the meeting place and group?*
- _____ 15. *Is there common courtesy shown between officers and members?*
- _____ 16. *Are leaders given a chance to voice their opinions?*
- _____ 17. *Are members given a chance to voice their opinions without feeling judged?*
- _____ 18. *Is there fun, learning, and fellowship at the meeting?*

O ur goal

*is to help youths
become independent,
full-functioning people
who are able
to affirm themselves
and to recognize
their own achievements*

Celebrating together

Celebrating is recognizing progress.

*Celebrating completes
the learning experience.
It needs to be part
of every meeting.*

You do this best by being you. By showing your approval of the dignity and worth of each person. A smile is a pat on the back – that is recognition and acceptance – and celebration.

Plan a recognition party. All members tell, show, share what they feel best about.

Give all members the chance to verbalize to you what they feel they have accomplished.

Give members the option of writing a 4-H story based upon their feelings.

Have 4-H'ers evaluate their own projects, then add your comments and suggestions and encouragement.

Newspaper stories in the local paper, county newspaper, or club publication about 4-H club activities will help keep people enthusiastic and involved. Recognition once a year is not enough reinforcement.

Remind people to show their appreciation and thanks by setting an example for them to follow. A friendly word or a pat on the back may be just the boost a person needs.

Celebrating what we have accomplished, whether it is the success of a major event or the handling of a business meeting completes the learning experience. It needs to be part of every meeting.

Celebrating does not have to be dramatic and time-consuming. It can be done five minutes before the end of the meeting – just to say in some way – “This is what we did today.” Or it can be a big party planned to culminate a long-term activity.

No matter what form is used, celebrating says: *“I feel good about what I have done. My friends are happy. Wow! What a great way to spend my time.”*

With an abundance of possible activities available to our youth today, we must continually help 4-H members see the value of the time they have spent in each 4-H meeting. *We all* tend to. Choose to do those things which appear to have the most value to us and that make us feel good about ourselves.

Therefore, if we want our youth to choose 4-H, we need to be certain we provide activities which generate these kinds of feelings.

Celebrating is an intentional way of helping members feel good about what they have done. It can happen ...

- every time they get together.
- After talking about what they have done.
- With one member to another.
- With one adult to a younger member.
- With one member to himself/herself.

Celebrating

Celebrating can be expressed with . . .

“Wow, look at what you have made.”

“Tell us about what you saw.”

Hugs and pats on the back

Parties/refreshments/
toasts

Letters or notes to other members or to self

Telling parents about what their children have accomplished

Ceremonies (such as awards night)

Group hugs and stuff

Get everyone in a circle with their arms around one another's shoulders. Everyone faces in to the center, slowly walks in, and squeezes hard – just hard enough to be close.

Or, have everyone stand in the circle, all facing clockwise. Now, start rubbing the shoulders of the person in front of you. Nice, easy strokes. Turn around and face the other way, and do it again.

Or, stand and face someone. Give your partner five compliments and let him/her give five to you.

A letter to myself

Dear Me,

Our club went on a bug hunt today. I got scratched and bitten. It was hot and sticky and – Oops! My leader told me to write about the things that make me feel good. Well, I feel good it's over. I enjoyed being with my friends. I did catch some neat bugs.

The ant hill was the most interesting thing I saw.

you know, it was kind of a neat day.

How to give warm fuzzies

(Pats on the back)

“Susan, you have lots of patience, sitting there working so hard.”

“Bill, it was great that you could share your scissors and pencils with Sam.”

Some unique awards –

Bricks or trowels – to those who tried hard.

Oil cans – to those who made other people feel good. (Greased the wheels.)

Loving cups (made of thimbles, two safety pins on the sides, on a small base – to those who you behave lovingly.

Towels – to those who sweated the most.

Paper bags – to those with the most attempts and leftovers.

Feathers – to those who make others laugh and feel good.

Materials and activities to help groups celebrate are available in Leader Lab IV. Contact your county agent to obtain information about this material.



IDEAS...

ideas

ideas...ideas

(to trigger your own)

D

Develop:

*To go through a process
of natural growth*

Developing an inquiring mind

1. Hold a club project tour or local community fair.
2. Take an educational one-day trip or tour.
3. Develop a report on the historical aspects of the local community.
4. Have a science day meeting, answering scientific questions submitted previously by members, such as: "Why does the creek run in the direction it does?"
5. Hold a quiz bowl. (description included on page 49.)
6. Hold a skillathon. (description included on page 49.)
7. Have an outdoor camp experience. See OBIS materials.
8. Conduct "interviews" with community leaders or well-known personalities. Interview one another.
9. Explore career opportunities through local school counselors, speakers from firms, films.
10. Select a project for the club to explore as a total group and allow meeting time to work on it.
11. Select several projects to be explored during meeting time, and work on these in small groups – perhaps eventually rotating between projects.
12. Hold a project enrollment fair to discover more about the various projects available.
13. Plan programs to increase members awareness of social issues that they identify (effects of drug use-alcohol – problems of handicapped – minorities, etc.).

Field trips/tours

1. Advantages of field trips/tours

Provide effective, interesting and fun ways for youth to learn. Offer new experiences. Provide easy ways to see and learn things that cannot be brought to a meeting. Offer parents a chance to participate and learn with their youth. Stimulates discussion and promotes interest in follow-up activities.

2. Planning field trip/tour

The success of a field trip/tour depends on how well it is planned and how well the youth are prepared ahead of time. Obviously, members will be involved in planning the trip or tour.

Think through the purpose-what are you expecting to learn from this trip.

Don't plan too much for one tour.

Identify those responsible for making arrangements to set up the trip.

Encourage their follow-through.

Check to see that all drivers are licensed and carry sufficient insurance.

Arrange for transportation.

Be certain everyone in the club knows date, time, where to meet, what to wear, and approximate time and place for return.

You may want to plan some activities to do in the car enroute if traveling more than 15 to 20 minutes.

3. Prepare before the field trip/tour. (very important)

Decide what you want to see. Discuss what to look for while on the tour.

4. During the field trip/tour

Introduce the person in charge of the tour. Don't rush the group through the explanation.

Encourage questions as the tour progresses. Ask the tour leader to repeat questions that are asked so that all can hear. Secure samples /souvenirs if available for the group. Be sure to say thanks.

5. Follow up (next meeting)

Write thank you letters to the people who assisted with the tour.

Review things you saw and learned.

Let members share what they liked best/learned, etc.

Ask the members if there were some things they learned that they can put into practice now.

6. Evaluation

Was the purpose of the field trip accomplished?

Was the trip interesting? Would you want to do this again? What would you change next time?

Project Quiz Bowl

The quiz bowl is a fun activity that can be used as a teaching tool.

In Kansas, the Dog Bowl and the Horse Bowl are a part of a statewide program. Some counties in eastern Kansas have also put together a multi-county Home Economics Quiz Bowl contest.

The Project Quiz Bowl is patterned after the old Collegiate Quiz Bowl game that used to be on television. A team of 4-Hers competes against another team.

A question is read relating to the subject, and the first person who indicates he/she knows the answer gets the opportunity to answer the question. Points are given for correct answers and taken away for incorrect answers.

Leaders using this teaching method have found it to be an excellent way to encourage their members to become familiar with a subject. Parliamentary procedure questions would work well for older members in a Quiz Bowl.

Skillathon

A Skillathon incorporates many of the ideal components of meetings, such as interaction, learning by doing, learning how to make decisions, making presentations before a small group, celebrating and evaluating what has happened.

Essentially, a learning station is set up that includes a situation statement, the task, and materials needed. A leader-teacher is present at the station.

Teams of two or three 4-H members come to the station. They read the situation statement, and complete the task that is given.

A skillathon requires that the teacher be a shadow helper, standing in the background, watching and listening to what is going on. It operates on the principle that *people learn by doing before being shown or told how*.

After they have completed the task, the teacher asks questions to help members evaluate what was done or to see how to do it.

You will find this is an exciting way to involve 4-H'ers.

Example:

Identifying Parts of Rabbits

Supplies:

Project meeting kit containing project meeting guide, Conducting a 4-H Rabbit Skillathon Guide, situation and task sign, station sign, Minnesota Rabbit Parts chart, parts T-pins, sponge for pins, cardboard for chart.

Procedure:

Provide pins with parts names on them for the teams to match with the numbers on the chart. Let them check their answers.

Situation:

You are preparing for the rabbit showmanship and judging contest.

Your Task:

Match the names with the part.

Learning to make decisions

1. Use club members to plan the majority of the club's activities, i.e., meetings, parties, outings or programs using brain storming, fish bowling, rank order, etc. Refer to *Steps in 4-H Program Planning*.
2. Ask club members to share ideas with leaders on things that they want to do in 4-H. This can be done individually with the leader recording the ideas on a card, or in group discussion with the leader.
3. Use all the club's membership to set goals for the club for the current year. This involves determining the goals, determining the objectives to reach these goals, and determining as a group whether these goals have been met.
4. Plan a time during a meeting when parents can tell the reasons they want their children in 4-H.
5. Plan a time during a meeting when 4-H members can tell why they want to be in 4-H.
6. Offer information on ways to set goals and make decisions and provide some time in the club program to use these skills. See *Leader Learning Lab II* or *Leader Learning Lab III* materials.
7. Provide information to the club on ways to evaluate what they have accomplished and plan times during the meeting in which they can use these skills.
8. Participate in judging school.

Remember, each time members make a motion ... vote on a motion ... choose a project ... choose to be or not to be involved in fair, county club days, camps, record keeping, etc., they are using decision-making skills.

Decision:

*A determination
arrived at
after consideration.*

Developing a concern for the community

1. Be involved in a community activity, either 4-H or other.
For example:
 - a. Prepare a 4-H float for a parade.
 - b. Participate in 4-H Sunday observance.
 - c. Provide assistance at a fair.
 - d. Prepare a window display promoting 4-H.
2. Provide a rest stop at a roadside park for holiday travelers, serving cold water, coffee, tea, or other refreshments.
3. Visit people in a rest home and/or provide a program or programs and remembrances for them.
4. Make a contribution or raise money for some community fund such as cancer, March of Dimes, tuberculosis, heart, muscular dystrophy, Kansas 4-H Foundation, etc.
5. Present a program or service for another organization.
6. Assist persons less fortunate by funding, programming, or physical labor.
7. Participate in a community resource development project such as PRIDE.
8. Sponsor a family in your group to serve as host family to an IFYE or LABO delegate or send a member of your group as an IFYE or LABO delegate.
9. Clean up, plant or some way beautify public property – parks, highways, lots, school grounds, etc.
10. Provide free service at school functions, i.e., taking tickets, serving snacks.
11. Provide information about some government services by a trip to or speaker from such agencies as Juvenile Court, Juvenile Holding Areas, SRS, Medact. Films might also be appropriate where available.
12. Offer a program for latchkey (after-school-day care) services.
13. Provide a holiday gift store.
14. Make a donation for the use of any facilities your group might use – church or school rooms, etc.
15. Involve the group in CPR training, safety training, child care training, repair skills.
16. Provide opportunities to understand the election process and/or court system. Use trips or speakers or *Youth and the Law* series material, etc.
17. Initiate a satellite club.

Concern:

*Marked interest
or regard.*

Getting along with others

1. Involve the group in programs designed to help them develop skills to deal with stress. See the *Stress Connection* or *Stress and Growing Up*.
2. Plan activities that acquaint members with other cultures. Become involved with LABO, IFYE Ambassadors, People-to-People, Pen Pal for Youth. Have international foods night or international dress night. Have an exchange meeting with a minority group. See *Kansas 4-H International Programs*.
3. Plan activities to help members become aware of the special needs and capabilities of handicapped persons. Have an exchange meeting with a handicapped club-utilize a speaker from any of the special education programs in your county-ask a handicapped person to speak to your group about his/her own special handicap-ask a panel of handicapped persons to talk to your group.
4. Offer information for dealing with conflict and a chance to practice this skill with role play games. See *Interaction* materials or *Leader Learning Lab I* materials.
5. Offer information for using group consensus or brainstorming for group decision making. Provide an opportunity to try these skills within a club meeting.
6. Provide a plan by which one or more of the 4-H leaders will have a chance to visit with every member of the club alone sometime during the year. Record results of that conversation on a 3 x 5 card noting interests, hobbies, family relationships, feelings about what is going on within the club or within member's environment.
7. Provide information that will help members become aware of ways to support one another. Offer some Chance during the meeting time to practice skills in giving support. See "Leader Learning Lab I" materials, *Group Dynamite*, *High on Myself*.
8. Have an exchange meeting or other event with another 4-H group or club in your county or another community.
9. Participate in a rural/urban cultural exchange.
10. Hold a parent's night meeting.
11. Plan a group project that will deal with these skills, such as: the Family Strengths project, child care, *Stress Connection*, *Stress and Growing Up*, or communication skills.
12. Encourage officers to participate in leadership training that involves people skills as well as their specific job-related requirements, such as leadership camps.
13. Plan for members to work together in building floats, producing skits for community club days, preparing model meetings, performing square dance programs, carrying out money making projects, etc.
14. Involve the group in CPR training, safety training, child care training.
15. Plan meetings or programs that involve members interacting with each other such as: skating, canoeing, camping, game nights, food parties-pizza, international foods, etc.
16. Involve the group in an awareness program for substance abuse.

Relationship:

A connection, association, or involvement.

Developing self-confidence

1. Allow time during a meeting to let members tell about their most interesting 4-H experiences to other members.
2. Structure times during several meetings throughout the year for members to express their concerns, ideas and feelings about their meetings.
3. Offer information in ways members can support one another and opportunities to practice these skills. See *Group Dynamite*, *High on Myself*, *Free To Be You and Me*, *Fuzzy Tale Film*, *Leader Learning Lab I* materials, *100 Ways to Enhance Self Concept Book*, etc., for ideas.
4. Hold an achievement program at a regular or special 4-H meeting to celebrate accomplishments of *all* members in the club.
5. Provide opportunities for members to talk to groups.
 - a. Programs to explain and promote 4-H at one or more schools or other locations.
 - b. Demonstrations anywhere.
 - c. Project talks anywhere.
 - d. Radio or TV programs.
6. Hold talent night, skit night, etc., for members to have an opportunity to perform in music, drama, dance.
7. Involve junior leaders in helping with project meetings.
8. Involve your club in camping programs.
9. Involve junior leaders in providing leadership for camping programs.
10. Participate in group leadership training programs.
11. Attend a training meeting for camp counselors, camp program assistance.
12. Assist with day or county camps.
13. Provide opportunities for each member to have leadership during meetings-song leader, recreation leader, committee leader, officers and junior officers, etc.
14. Arrange for members to help newer members with projects or activities. A buddy system or Junior Project Leader system would be ways to do this.
15. Provide junior leader assistance at other county events such as club days, style reviews, judging contests, spring shows.
16. Have 4-H'ers participate in the Kansas State Fair in ways other than exhibiting project work, including (but not limited to) new games, informal demonstration and illustrated talks, informal modeling, judging, acting as hosts, participating in Showcase or puppet shows.
17. Celebrate together at each meeting.

Self-confidence:

*Belief in oneself
and one's abilities.*

When someone else

*appears to value us,
we value ourselves more.*

Ideas From Other Clubs

Developing an inquiring mind

*Our club pays one-half of the cost
of Discovery Days
for each member going.*

Each year our club attends the church of one member, as a group, for 4-H Sunday. The church is chosen by drawing. A potluck dinner is held after church. Most find it very interesting to experience the type of worship service of the fellow members.

Our club plans two one-day educational trips and one four-day trip each year to a different state to learn about people, culture and geography. We are also involved with IFYE's each year, which stimulates interest in the People-to-People project.

Several of our members have been "change students to different states and even the LABO exchange trip to Japan. They have taken slides and brought back to have slide programs for schools, churches, 4-H clubs, and county meetings.

4-H Resource Box provides teachers of Special Education classroom with 4-H material designed for their students. The students have studied grooming and nutrition.

Members build TV sets in the electric project; develop their own wardrobe in clothing; become experts in entomology through their study of the insect world; gain a greater appreciation of the development of our world in geology; excel in school debate work based on the confidence they have gained in 4-H. Parents, leaders and other members offer encouragement in many cases.

We plan a film each year relating to people of another area or of interesting, unusual occupations. There are only two students in our school district who are of a minority race. Both are members of our club, and the mother is an active project leader.

Learning to make decisions

*We conduct a formal business meeting
and at times break down into small
groups to discuss important items.*

Decisions are made in project selection at our enrollment fair. Members are asked to decide on activities for 4-H Day, community projects fair participation, and each member must decide how to complete project work.

This is done constantly in the club. Members have to decide what committees they want to be on, how many jobs in the club they can handle, and they are urged to stay with those in which they have a definite interest. Voting on motions involves decision-making; however each member is encouraged to make up his her own mind and not just vote on something because everybody else does.

We use committees and junior leaders to analyze problems and projects.

Have several judging contests, such as livestock and home economics.

At the beginning of the year, the members are asked to set goals for their club. Leaders provide guidance. As the kids get older, they assume more leadership ability in this area. Generally the decisions of the kids are based upon their personal interests.

We have a project fair at the beginning of the year to familiarize members and parents with projects that are available. Also, our club members take charge of all the problems of our club. All our meetings are run by all the members, young and old, and we have discussions on all of our motions, giving each member a chance to bring up an idea he or she might have. All decisions are made by the 4-H members – not the leaders.

Developing concern for the community

We planned three meetings around events that could be shared with a local nursing home. The events are: Christmas caroling, making valentines, and a pet parade.

Within the last two years, our Moritz Program has provided a cash award – \$50 for 1st, \$30 for 2nd, and \$20 for 3rd – for community service excellence. Each club establishes a goal based on some need in the community, tells of what they did to correct that need, and gives an evaluation of it. The projects are rated by the County 4-H Program Development Committee. The clubs like it, the Program Development Committee likes it, and we agents like it.

Our club maintains a one-room school building (owned by the township) as a community center. It is used for a monthly community card party, family functions, baby and bridal showers, and other activities within the community. Our club has painted the interior, refinished the oak wood floor, made new curtains, provided labor to install a suspended ceiling. Currently we are renovating the outside toilets and plan to paint the exterior when the weather warms. At Christmas, our club puts up trees in the yards and decorates

We have conducted a Dance-a-thon for Cystic Fibrosis and also participated in a Walk-a-thon (I believe it was for CROP). The leader encourages the idea of community service. The members come up with the ideas. Members have assumed responsibility to help – like a person in a nursing home. This helps generate interest in and concern for others.

them with lights for each of the eight units at the senior citizen housing. Our club goes Christmas caroling to the senior citizens in our rural area. When our club started this tradition several years ago, most of the people remarked that no one had ever come caroling at their home before. Now they look forward to our visit. We also put up a Christmas tree at the community center. Our club sponsored a Jump-a-thon for the Heart Fund. Over \$1,600 was raised and donated to the Kansas Heart Association.

Our club maintains a security guard near the front entrance to the grade school in the building in where our meetings are held; we give May baskets with a small potted plant (55 last year) to the older people of our community; we go caroling every year; and we give a trophy in county 4-H livestock judging.

The Jack Rabbit Club is making valentines to deliver to residents of nursing homes. The 4-H members are deaf. Twice a month members work on new project work.

This year we're planning a health clinic. Representatives of dental health, CPR, eye care, and other health-related fields will set up booths at the high school. This is planned to be open to the public. We always prepare valentine baskets of cookies for the elderly in our area. This gives youth and elderly a chance to get to know each other. One lady offered us the use of her pond for a club picnic. We also participated in "Lick M.S." Day by giving out suckers at shopping centers while receiving donations.

Our club provides a flea market each year for the local community; recreation for rest homes through table favors, special recognition and special programs; recreation for community young people through dances, parties, shows and tours; and assistance for projects with community organizations.

Our project is "entertaining" the less fortunate. This includes those in nursing homes and handicapped. We sing Christmas carols to elderly people and put on programs in nursing homes. The club put a welcome sign up for Beloit. They put up window displays to tell others about 4-H.

Each year our club presents a program of 4-H Days numbers at Valley Vista Nursing Home, and also Small Animal Days there.

Our junior leaders bake cookies for the Bake-and-Take Day, and then on Saturday they deliver them to senior citizens.

Getting along with others

As a group club, the Special Education classroom learns to relate to each other better and to others in society.

A great deal of communication developed in the junior leaders' club. The club is a two-county organization that plans from two to three activities with neighboring counties each year. Respect for others' opinions grows a great deal when items are judging by conference judging.

Junior leaders and project leaders prepare exhibits and information for members at our enrollment fair in October. All decisions are voted upon by the membership. Several recreational events are planned for each year. Some we have held were an overnight campout, weiner roasts, swim parties, roller skating parties, hay rack rides, haunted barn, Christmas party, candy-making party, chili feeds. A great deal of relating with others takes place at such events and at regular monthly and project meetings.

The 4-H Club provides a unique opportunity for members to relate to those outside of their circle of friends. When a member is assigned to a committee, he must learn to work with others in a productive way. This sometimes involves dealing with conflict. There are two Special Education kids in the club – although different, they are accepted by other members of the club. Adults, youth and leaders have opportunities to relate together through the leader-member relationship. Making 4-H fun for the kids has a lot to do with the development of positive attitudes. The Texas exchange trip is a noncompetitive effort where all members on a county-wide basis work together for common goals and have fun doing it.

I feel that friendliness and praise are the biggest promoters of 4-H. Adults should give this to members and members to each other. Parents of 4-H members need praise too because they are learning, just as the 4-H'ers are.

4-H has many trips or camps out of the county that the youth participate in. This year, 4-H'ers in our county will be participating in county camp at Rock Springs, Discovery Days, Lake Perry, Citizenship Short Course, LABO, IFYE Ambassador, National 4-H Congress and National Conference.

Our club has very few problems with conflicts because one of our club goals is to develop each member to the best of his/her ability and members sincerely do practice this at fairs, 4-H Days, etc. Older members would rather see younger members succeed and develop.

We have done some group-building exercises that are designed to work on this area.

Our biggest challenge in working together as a group is running the concession stand at a National Dog Show twice each year. This is a big money-maker, but takes every 4-H family to make it work.

The kids in the club have fun together. Exchange meetings with other clubs helps them make new friends. Tying it in with a skating party makes it easy. The style review and best-groomed boy contests also provides a setting for members to make new friends at the county level. The project leader-member relationship helps to build relationships between youth and adults. Leaders can teach where parents can't.

Building self-confidence

Break into small groups of ten or less to discuss important business. This gives the younger children a chance to talk.

We have a club chorus each year. We also meet at one of the homes before club day so all the kids can come and present their club day number. They offer suggestions and compliments at this time to help the member do his or her best and also compliment each one so they can feel that they are going to succeed.

We encourage all sixth grade and older 4-H'ers to be junior leaders. To encourage getting up in front of people, each member of a project is to give a project talk or demonstration at project meetings. We also have either group or individual project talks or demonstrations at our general meetings.

Monthly, we rotate the jobs of song leader, recreation leader and pledge leader. This gives younger members a chance to learn to get before a group and fulfill a responsibility for our monthly meetings. The job of parliamentarian is rotated among older members to help them understand more about parliamentary procedure and to help teach others. Our leaders try to recognize all accomplishments of members personally and also bring them to the attention of other members. Every member is encouraged to participate in at least one event at 4-H Day and the fair.

We are fortunate that all but two of our members live in the same school district in a rural Topeka area and know each other. The high school students have been very supportive of younger 4-H members, especially at the monthly meetings and at the 4-H fair. We have 26 senior high students and half of them serve as junior project leaders.

4-H'ers present programs at club meetings and other 4-H activities, such as demonstrations, projects, talks, etc.

4-H members have an opportunity to grow in confidence. Their first efforts in public presentations start in the project group and local club. Leaders and other members encourage them along the way.

Building self-confidence is achieved in several different ways. One, our county achievement party with the merchants handing out achievement pins and congratulating the club members is helping them to feel confident and also building their self-confidence.

The leaders help the members to "be prepared" when they plan to do something like a talk or demonstration. The leader visits with them; encourages them to know their material. They want the members to feel like they can accomplish the task and feel successful. Members are asked to evaluate what they have done. Members are given many opportunities within the club, in project work, and in contests. They learn that they can succeed at things they set out to do.

The club members learn success and confidence through helping with low income groups, deaf school, and helping one another in Talent Night performances. The club members learn that if they want to do a project, it can be accomplished by hard work. They.. also have learned a great deal in self-image through our citizenship grant project.

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