

UC  
CE

# Computers



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***This We Believe:***

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.

# COMPUTERS

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Guidelines for Project Proficiency Award

Beginning: (Microsoft OS)

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Define the Following Terms:		
• Software/Hardware		
• Boot		
• Bit/Byte		
• Bug/Debug		
• File/Directory		
• CPU		
• RAM/ROM		
• Floppy Disk		
• DOS		
2. Demonstrate how to set up a computer (connect monitor and printer to computer, etc.)		
3. Demonstrate how to properly install and configure various programs		
4. Describe how to properly handle and care for disks		
5. Explain how information is saved to a disk		
6. Name four of the big software companies and their specialties		
7. Explain how to use word processing, graphic and spreadsheet software		
8. Explain how to specify a computer for purchase		
9. Demonstrate basic operating system fundamentals and navigation		
10. Explain how to set up an Internet account with an email address		
11. Know how to use file and disk management utilities		
12. Give a demonstration at your club.		
13. Create a poster about computers and enter it in a fair or share it with your project group or 4-H contact		

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# COMPUTERS

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Guidelines for Project Proficiency Award

Intermediate: (Microsoft OS)

1. Define the Following Terms:

- Network
- Email
- Input Device
- Output Device
- Pull Down Menu
- Resolution
- Drop Display
- Wild Card
- Binary
- www

2. Create your own homepage on the World Wide Web

3. Demonstrate how to add/remove hardware to and from your computer

4. Describe how to upload and download files from word

5. Explain how to change operating system configuration

6. Create a graphic presentation and post on website

7. Demonstrate knowledge of peer to peer networking or a small hub based network set up and configure

8. Give a computer demonstration at Presentation Day, club meeting and project meeting

<u>Date</u>	<u>Leader's</u>
<u>Completed</u>	<u>Initials</u>

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Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# COMPUTERS

## *Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Guidelines for Project Proficiency Award

Advanced: (Microsoft OS)

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Define the Following Terms:		
• HTML		
• FAT FTP		
• IP		
• Baud rate		
• CRT		
• Heat sink		
2. Explain the meaning of some of the 3 letter extensions (i.e. *.EXE, *.BAT, *.WAV)		
3. Complete a junior/teen leader program for the computer		
4. Assist younger members in the computer project		
5. Serve as a speaker on a computer based subject before an organization other than 4-H		
6. Give a computer demonstration at Presentation Day		
7. Create a poster about computers and enter it in a fair or share it with your project group		
8. Post your poster on a website		
9. Prepare a presentation on a 4H application of computers, Www or networking		

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

## 4-H Computer Projects Ideas for Leaders

There are three levels of the 4-H Computer Project. Following are suggestions for learning activities, fair exhibits, demonstrations, and judging classes in each of these levels as well as recommendations for age and skill level in each level. These are offered as ideas. These are guidelines only, not rules.

Even though these ideas are presented by project level, you are welcome to use ideas from other levels if it is applicable to what you have been doing in the project.

Many software programs would be suitable we suggest you work with what you have . .

Some Extension Offices offer access to a public computer. You should check with your Extension office to see if a public access computer is available and to see if you need to make an appointment to use it.

A 4-H Computer Related Web site: <http://www.youthlearningnet.org>

### **Level 1 Booting Up: Interacting with Computers**

Recommended for ages 8-10. First year in project with little or no prior computer experience

#### **Suggested Learning Activities**

- Parts of the computer system: Mouse, Keyboard, Monitor, Floppy Drive, etc
- Basic keyboarding: Home Row, use of various keys (shift, backspace, delete, etc)
- Following a menu by using keys and/or mouse
- Proper care of computer - Care and storage of disks and CDs
- Basic Computer terms
- History of the Computer
- Any age appropriate Computer Games
- Create flyers, cards, or banners using Print Shop or similar program
- Beginning use of a Word Processing Program
- Investigate how computers are used on the job - Field Trips
- Computer Terms
- Internal parts of a computer (Old Computers are often available for this)
- Keyboarding practice - Mavis Beacon Teaches Typing or similar programs

#### **Suggestions for Fair Exhibits**

- Cards, Flyers, Banners, Certificates, etc. created with the aid of a program such as Print Shop or Hallmark Creative (attach note card to tell how item was created or place in notebook on poster showing steps.
- Card File or Notebook with glossary of computer terms.
- Educational display showing parts of computer (internal) or showing correct connections for a computer (could use an old computer, drawings or mock up out of cardboard)

- Flow chart showing the steps in creating a card or other item, how to play a game or how to access information from CD encyclopedia such as En Carte
- Poster or other educational display identifying parts of a computer
- Poster or photos showing proper hand placement on keyboard
- Drawing of hands with keys typed with each finger written on the fingers
- Educational display, poster or photos showing proper storage of disks or CDs
- Simple greeting cards or flyers with note cards or poster telling how they were made
- Homemade Storage box for CDs
- Note Book with Glossary of Computer Terms
- Story or letter or other demonstration of keyboarding skills

#### Suggestions for Demonstrations

- Proper set up of a computer (connections)
- Use of function keys or "hot keys" in a certain program
- Steps in producing a flyer, certificate, card, etc.
- How to access & save material using a word processing program
- Accessing information on a CD encyclopedia
- Parts of a computer
- Proper finger position on keyboard
- Do and Don't of computer care & disk or CD storage & use
- How to follow the Menu (steps to making a greeting card or playing a game)
- Effects of a magnet on a computer disk

#### Suggestions for Judging classes

- Correct & incorrect ways of placing hands on keys
- Correct procedure closing down and turning of a computer
- Storage boxes for disks

#### Suggested Judging Classes:

- Flow charts showing steps in creating a card or similar item
- Cards, Flyers, Banners, Certificates, etc with different fonts, graphics, and borders (identify appropriateness, neatness, appropriateness of combinations i.e. fonts complement graphics)

Letter, Memo or other item created using a word processing program (also could be used for Fair Exhibit)

### **Level 2 Adding On: Hardware and Software Magic**

Recommended for ages 11-14 third or fourth year in project or have quite a bit of prior computer experience.

#### Suggested Learning Experiences

- More advanced work processing (creating special items –newsletters, programs, etc. using special effects)
- Beginning Spread Sheets
- Creating a Data Base
- Beginning Programming
- Parts of a computer (Internal)
- Safety practices (virus risks, backing up)
- Advanced Computer Games
- Special applications (envelopes, labels, etc.)
- Consumer skills – What to look for when buying a computer, hardware or software.
- Using E-mail (e-mail etiquette)
- Searching for information on the web
- Developing a Web Page (Basics of HTML)
- Downloading files
- Safety practices on the INTERNET (giving out name, address, SS number & other information)
- Ethics of using information from the web (copyrights)
- Evaluating information from the web.
- E-mail pen pals
- Access local library (must have a library card) and reserve a book or check on availability of a particular book.
- Scavenger Hunt - Give members a list of items or names to look up and see who can complete the task the quickest.
- 4-H Cyber Camp

#### Suggestions for Fair Exhibits

- Cards, Certificates, etc created without the aid of a program such as Print Shop (using a word processing program to import graphics, manipulate text, etc.)
- Simple Newsletters or report using columns, charts, tables, graphs or other special features
- Calendars, Address Books, Programs, etc. (Include note card telling what program was used)
- Spread Sheets showing income and expense (invent data or use for another 4-H project such as a livestock project, Babysitting, lawn mowing)
- Educational Displays illustrating any learning activity in this project
- Flow chart showing steps in installing a program on computer or in setting up a data base
- Computer Program written by project member
- Web Pages (for 4-H Club, project group, sports club etc.)
- Poster, Notebook or Card File showing flow chart, web sites or other information on accessing information.
- Printouts of information obtained from INTERNET with information on how it was obtained.



**Suggestions for Demonstrations:**

- Demonstrate a simple program written by the member
- Use of a spreadsheet program
- Using charts, tables, graphs or other special application
- Doing a web search
- Using e-mail
- Ideas for Judging Classes:
- Evaluating different sources of information from the web
- Correct forms for e-mail (e-mail etiquette)
- Home Pages (setup – ease of use – use of colors and patterns)

**Suggestions for Judging Classes:**

- Newsletters, charts, report, etc illustrating use of word processing features (placement of graphics in text, choice of font, general layout)
- Choices of paper for special project
- Flow Chart showing steps in creating Newsletter, program, etc.
- Information about various software with prices - Consumer skills

**Level 3 Reaching Beyond: The Advanced User**

Recommended for ages 13 or over with four or more years in the computer project or a great deal of prior computer experience.

**Suggested Learning Experiences:**

- In depth learning in any of the following areas
- Desk top publishing
- Spread Sheets
- Programming
- Computer Repair or upgrading
- History of the Computer industry
- Exploring careers in Computers
- Suggestions for Fair Exhibits:
- Newsletters or brochures
- Spread Sheets, Graphs or charts
- Programs written by member
- Educational Displays illustrating information on workings of a computer, history, or careers in computers or ways computer are used in the home (on ovens, in cars, etc)
- Advanced glossary of computer terms
- Flow Chart or time line showing history of computer development

- Display giving information about careers involving computers.

Suggestions for Demonstrations:

- Same as for Level II
- Consumer skills (features to look for in a computer hardware or software)

Suggestions for Judging Classes:

Any item under level II

- Programs (if members have studied programming)
- A Consumer Class of software or hard ware

## **I'm a 4-H Project Leader: Now What Do I Do?**

### **How do I know who is in my project?**

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

### **How often should I hold project meetings?**

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leather craft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

### **When do I start?**

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

### **How do I cover the cost of project meetings?**

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

### **How do I establish a project meeting schedule?**

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

### **Where do I hold project meetings?**

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

### **What safety precautions do we need to consider?**

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

### **How do I let others in my club or other clubs know I am a project leader?**

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

### **How do I prepare for the first meeting?**

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

### **What should I do at the initial project meeting?**

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

### **What does a typical project meeting look like after the initial orientation?**

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

#### **Do**

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

#### **Reflect**

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

#### **Apply**

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

### **What resources are available to help me?**

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
  - County Staff
  - Older youth who have been involved in the project
- 
- Media Collection & Public Libraries – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
  - 4-H Website – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at [www.uwex.edu/ces/4h/onlinepro/](http://www.uwex.edu/ces/4h/onlinepro/). You may wish to check out websites from other state 4-H programs also.
  - Volunteer Leaders Conferences – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
  - Field Trips – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
  - Local Experts – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
  - Magazines – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

### **How can I incorporate activities not included in the project guide?**

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

### **What is the relationship between project work and the county fair?**

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

### **Who can I go to if I need someone to help me during the project meetings?**

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.