



**MAKE
YOUR
OWN
KIND OF
PROJECT**
A Planning Guide

Field of interest _____

Goals _____

Present status of knowledge and/or skill _____

Resources I'll begin with _____

Length of time I estimate this project will take _____

What I may be able to do with what I learn _____

Introducing...

**MAKE
YOUR
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KIND OF
PROJECT**

(For Professional and Volunteer Staff)

THE SELF-DETERMINED PROJECT

This is a different concept of 4-H project development. Consequently, care must be taken that it is presented in such a way that member(s) will carefully select an in-depth program of exploration and study that will lead to greater knowledge and/or skill. A member may select the Self-Determined Project or several members with a common interest may elect to develop a Group Project. In either case, resource leaders with special talents will be involved and the decision-making process will be followed.

A Basic Format To Follow

- SET GOALS What is expected to be learned and/or what skills developed.
- DETERMINE the amount of knowledge or degree of skill a member has now.
- LIST alternative ways of reaching goals.
- EVALUATE ways and select one.

FOLLOW THROUGH

EVALUATE



Although there are similarities in the Self-Determined and the Group Projects, there are also differences.

A Self-Determined Project should be limited to:

Older youth. Either an older 4-H member or other older youth who might wish to become a member by establishing a project of his or her choosing.

Individual. An older youth is to look to his own personal interests and select an area of special concern to investigate. He sets a personal goal based on an understanding of his own abilities and depth of interest. He sets his own pace. He values his own accomplishment and determines his degree of satisfaction.

The intent of the Self-Determined Project is for the individual to learn more about himself—his real interests and concerns—and to set a realistic goal and then plan to reach this goal by using a series of resources.



Procedure

Leadership. It is highly desirable that a 4-H leader or committee of leaders be designated to serve as a basic resource for those young people who become involved in this project. If the number of members interested are located in several areas of the county, more than one leader or committee should be involved.

Announcement. The Hi 4-H members might look at the project and discuss the potentials. Council should be made acquainted with the criteria for participation. Letters to Junior Leaders might be issued inviting them to come talk about the Self-Determined Project.

Training. 4-H Advisors and/or leaders for the project should provide a training program for potential participants. This would include:

- the purpose and intent of the project;
- a discussion of criteria for selecting a project focus;
- exercises in the decision-making process;
- time to suggest and evaluate types of topics that might be selected.

At a second meeting, each individual interested in enrolling in the project might bring one or two subject ideas he would be interested in following as his project focus. He should make a first draft of goals and a list of resources that might be consulted first.

Follow up. The project leader or committee should be readily available to each individual so that the member feels free to consult him when he needs to. The member should take the initiative for making the appointment. Perhaps at the end of 2 or 3 months, all those working on a Self-Determined Project would be interested in meeting together to talk about the progress they've made, good resources they've found, ideas for completing their program, their belief in the worthwhileness of what they are doing.

When goals have been reached, or when progress towards goals has reached a stopping place, members enrolled in a Self-Determined Project should be encouraged to share what they have learned through exhibits, displays, news articles, photographs, etc. Many will not reach the goals they have set, but this is not failure. The member will have learned much in striving towards a goal, and may establish other goals along the way.

THE GROUP PROJECT

A Group Project is one in which several members develop a program based on shared interests. This often comes about through someone with a special talent offering to teach the talent to a group. This may be a spin-off from an existing project or a new avenue of learning.

Procedure

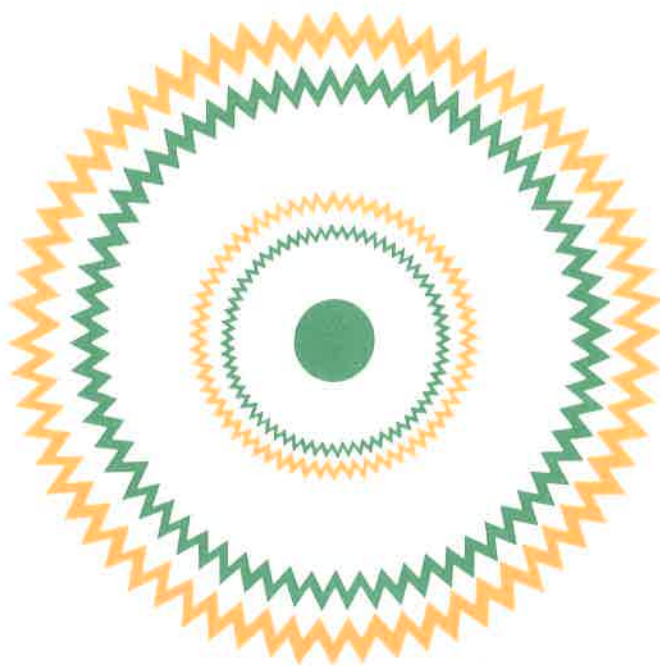
Leadership. The person with the talent can serve as the project leader, or an established 4-H leader can organize the group and have the new person guiding the group in learning only.

Planning. The group should plan with the leader(s) the goals they wish to attain. Each individual should have an opportunity to

present his ideas. The group then decides on the goals and on some of the experiences they wish to arrange, like tours. The leader/resource person(s) can make suggestions, but the group should make the decisions. They should then look for ways in which each individual can contribute to the group endeavor: someone could seek out background information; someone else could check into the use of the skill or knowledge; another could make arrangements for tours or special activities.

Follow up. The group should explore various ways they can share their new knowledge or skills with others. Decide whether the group should work together on this or whether they should divide into teams for reports, demonstrations, dramatizations, etc.

The group, too, should decide how they might recognize the resource leader(s) who provided them this special opportunity.



The University of California's Agricultural Extension programs are available to all, without regard to race, color, religion, sex, or national origin.



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PROJECT

A SELF-DETERMINED PROJECT

is
an individual approach
to
a field of special interest (pp. 1 to 8).

A GROUP PROJECT

is
a group approach
to
a field of special interest (pp. 9 to 12).

BOTH involve—

many resources,

many decisions,

. . . and lots of imagination!

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Design Your Own Project...

Have you heard about the most challenging approach to projects in the 4-H program? They're the Self-Determined Project and the Group Project.

If you want to go it alone, then the Self-Determined Project is for you.

If you share interests with others, then team up and work together in a Group Project.

In either case, make your own kind of project that will reflect your special interest—and your eagerness to know what it's all about!



THE SELF-DETERMINED PROJECT

Dream A Little...

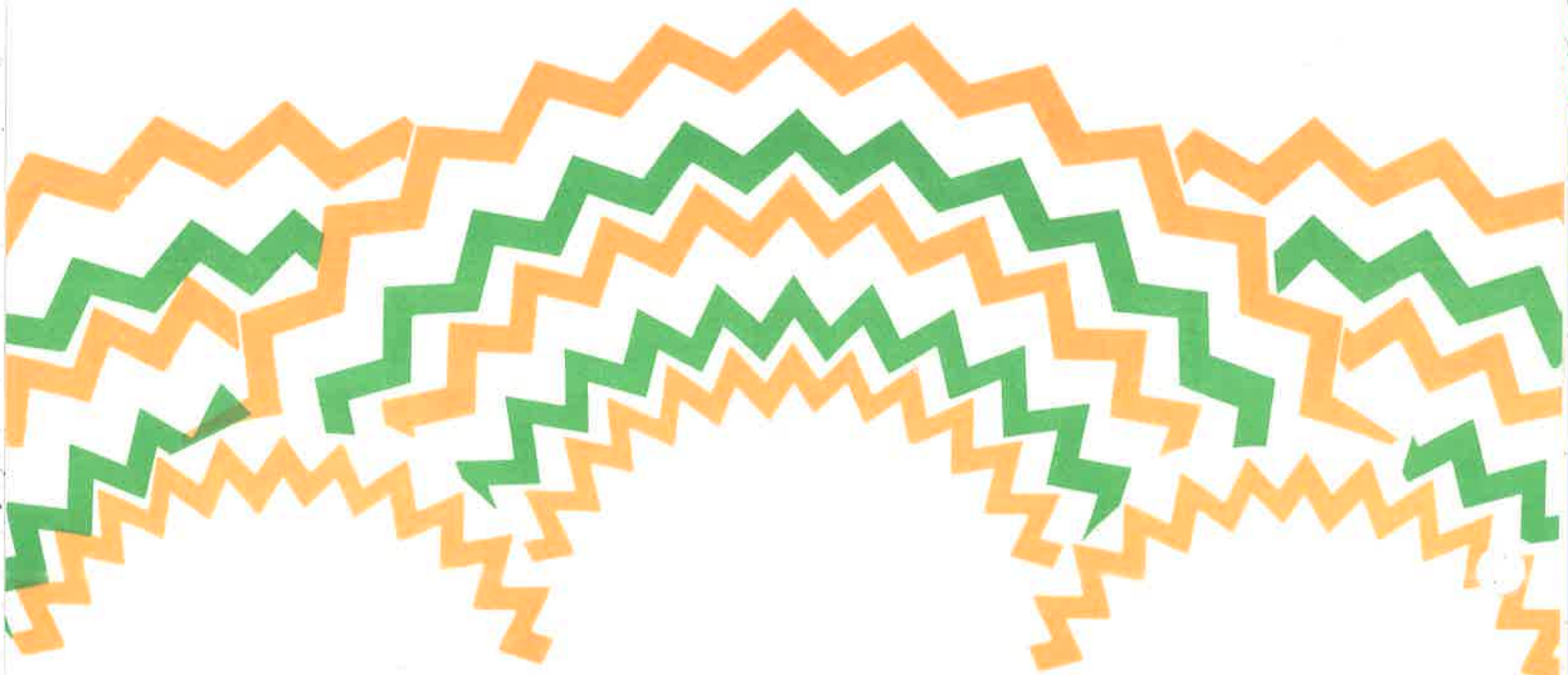
The Self-Determined Project isn't for just anyone. It's only for those people who want to go places and really dig into a particular interest. You're on your own.

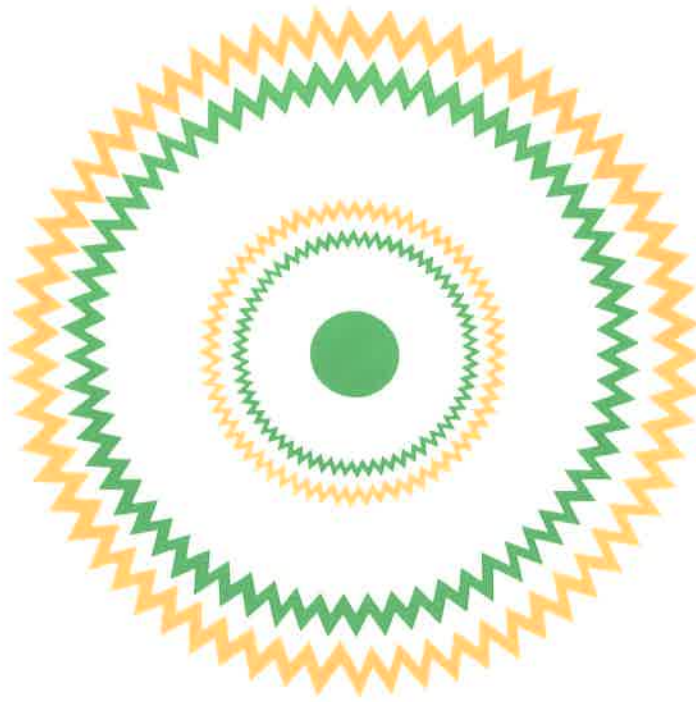
You must be able to decide where you're going, how you're going to get there, what resources

you're going to use—and how you'll know when you reach your goal. It's a real challenge!

Don't rush into a Self-Determined Project. Set your pace, explore all the possibilities you want, and . . . do a little dreaming.

What are you interested in? What do you want to know more—and do more—about? Be as curious as you want about any subject you like.





Set Your Sights...

Once you've decided what area you want to explore, then decide on the results you want: what do you want to know—or what do you want to be able to do—in 6 months, or in a year or more from now?

Carefully consider what you know now, what your present skills are, and how willing you are to search out new information.

If you're interested in a particular career, such as being a pilot for a commercial airline, think about some of these questions. (Could you answer them now?)

- What are the educational requirements?
- How much does the training cost?
- Where can you go to get this training?

- Are people in this field satisfied with what they are doing? Why?
- What are some of the causes of dissatisfaction?
- What personal traits are necessary, or desirable?
- Will this career help you achieve what you want out of life?—help you lead the kind of life you believe in?

Maybe you'd rather find out more about water pollution, its causes and . . . solutions? Where would you go first to find out what you want to know?

What about laws affecting youth in this country?—in other countries? How about consumerism? What about marine life? Delve into any one of the areas you've been curious about!

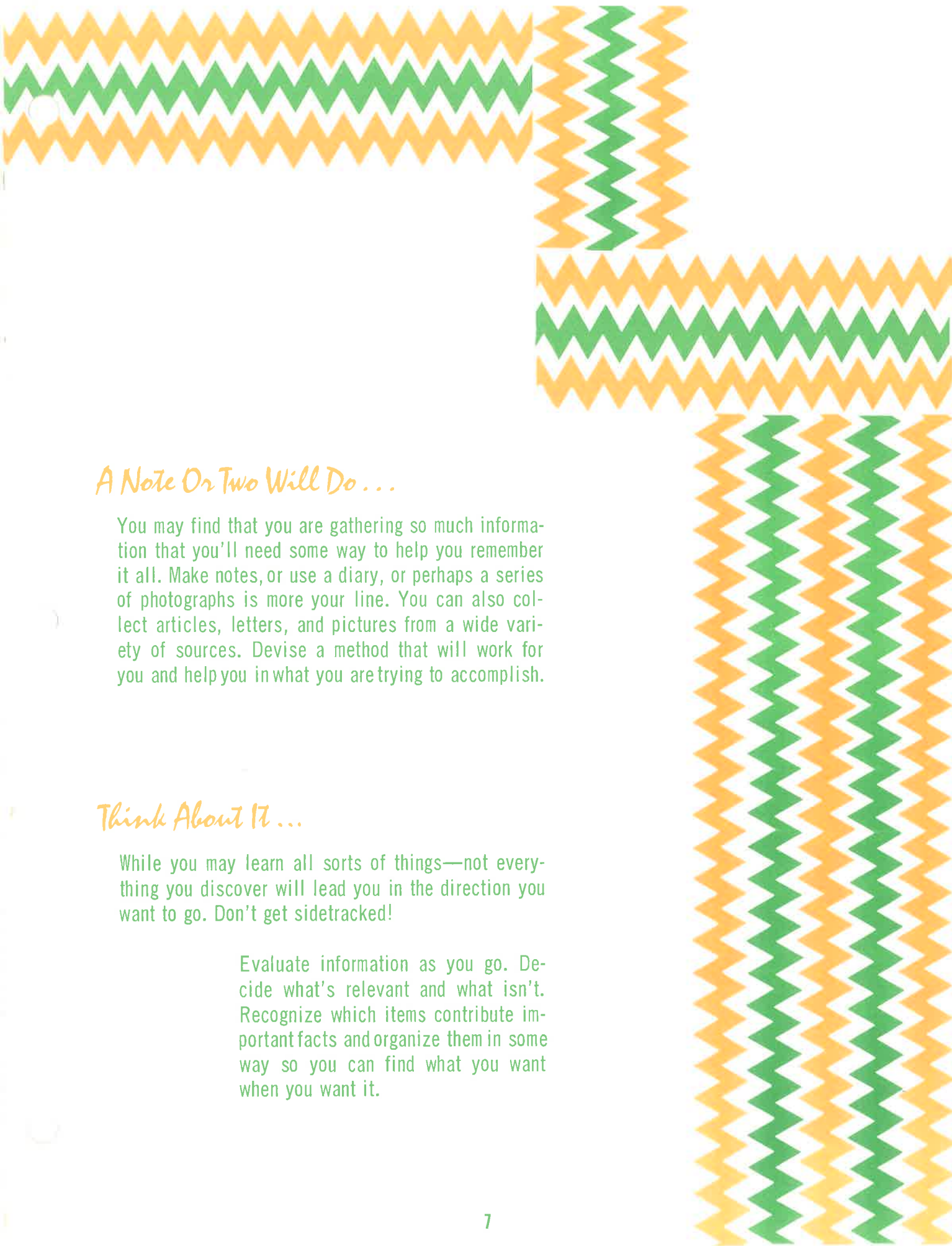


Always A Place To Turn To...

Where can you go for the information you need? There are lots of resources and people waiting for you—professionals in the field, teachers, libraries, professional associations, colleges, hobbyists, businessmen, your friends, neighbors, and many more. If you want to know—keep looking!

Get organized! Be specific! Have definite questions for which you want answers. Then find out which resources might be of the most help.

Often your questions will lead you to certain resources. That's the first step. Open the door wider . . . discover where else these resources will lead you. Don't limit your imagination—or your project—by fencing yourself in with just a few places to look for information. Keep moving! You'll be amazed at how much you can learn—and learn how much more you want to know.



A Note Or Two Will Do...

You may find that you are gathering so much information that you'll need some way to help you remember it all. Make notes, or use a diary, or perhaps a series of photographs is more your line. You can also collect articles, letters, and pictures from a wide variety of sources. Devise a method that will work for you and help you in what you are trying to accomplish.

Think About It...

While you may learn all sorts of things—not everything you discover will lead you in the direction you want to go. Don't get sidetracked!

Evaluate information as you go. Decide what's relevant and what isn't. Recognize which items contribute important facts and organize them in some way so you can find what you want when you want it.



OPEN UP...

There are lots of ways to share what you discover! Share with others some of the amusing anecdotes, intriguing bits of knowledge, your conclusions, and your enthusiasm.

You don't need to make a public speaking tour—often a display or a demonstration will work as well. If you like to write, try a series of articles for your local newspaper, or perhaps for a newsletter, or a subject-oriented magazine. Or you might want to involve some of your resource contacts in a panel show for TV or for a service club—or you may prefer to develop a tape and slide show.

If you really like what you're doing, share the wealth! Maybe you can stimulate others . . . and give them an enthusiastic start on a new interest.

THE GROUP PROJECT

Merge Your Interests...

Are there several of you who would like to focus on a single phase of an existing project, or who have the same kind of curiosity about a subject that isn't yet a project? Then . . . merge your interests and plan a Group Project!

For most projects, three to five members often work best together—but for others, eight or nine members might do. It all depends on the project you develop and your resource leader.

Talk about the subject. Define exactly what it is that you really want to know or accomplish. Look at the broad subject—then narrow it down to something the group can do better than an individual could.



Help's Just Around The Corner...

Do you know someone who is a specialist in a field in which several of you have an interest? Get that person for a resource leader! Maybe he is a master welder or perhaps a native of another country. Maybe he is an architect or an expert pastry chef. Skills, information, history, and philosophy will be woven together for you by a specialist in the field.

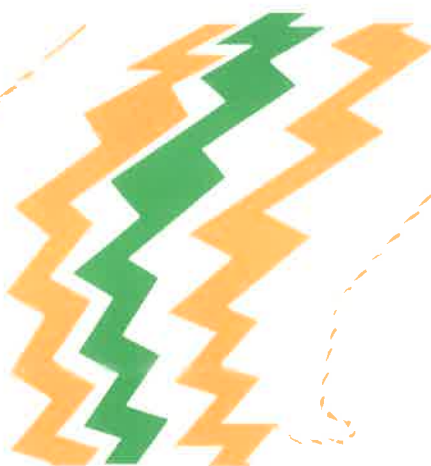
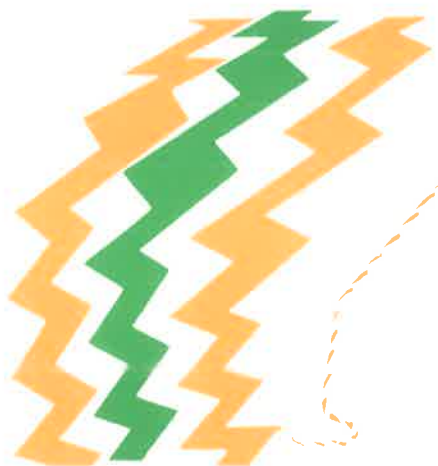
Don't rely on just one resource. There may be several persons who can help in some way. Ask them all—but have one person as your coordinating leader to work with you on plans and evaluation.

Make plans for tours, visits to museums, factories, and parks—go where you can observe your project interest in action!

Plan Together...

The resource leader and the members of the group should decide together on the goals for the project. On some things, the group can work together, but each individual must make a contribution of his own, too. Be sure everyone has an active part in the project!

Make an outline of your project so all of you know what is being done and your part in it. Refer to your plan from time to time to check your progress.





Always Plenty To Do...

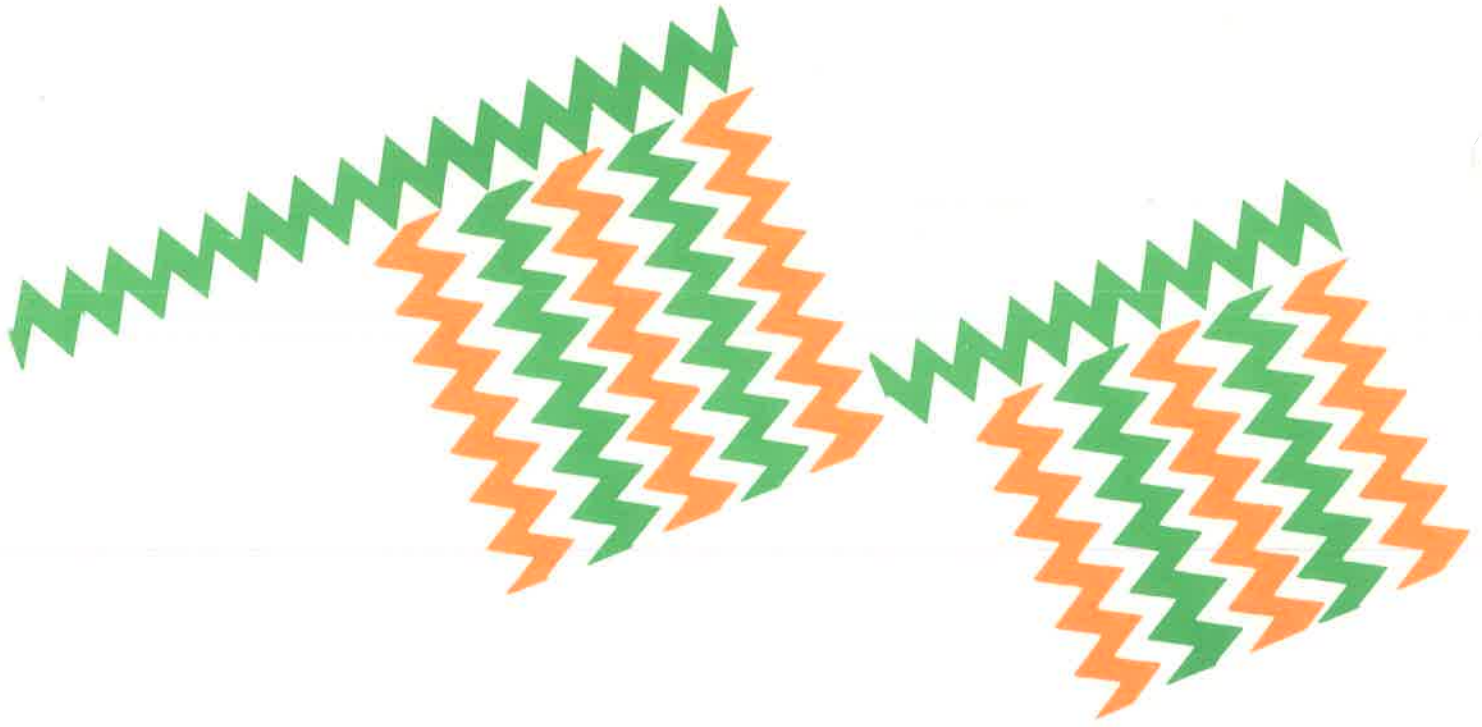
Look around your community for project ideas. What needs to be done?—can your group plan to contribute? What are the industries and businesses in your area? What would you need to know and be able to do to qualify for a job in one of them? What are skills you might develop that you could use in making money for your club now?



The Outcome...

Have a use for what you do in your project. This project should be more than learning how to perform a skill—it's performing a skill for a purpose. It should be more than learning facts—it should include using those facts for a purpose.

Let others know what you've learned. Action programs at fairs; demonstrations and talks at service club meetings, schools, and other clubs; displays; a panel show for TV; news articles—all of these and many more can be effective ways of stimulating others and sharing your enthusiasm!



NOW you've had an introduction to—

Make Your Own Kind Of Project

to be done individually
or as a group.

There is no listing of . . . To learn

To do

To make.

There are no rules or requirements, but— there is a . . . CHALLENGE!

Make Your Own Kind Of Project

and make it

Good!