



4-H Project Planning

Facilitating Youth Development through the Project

Let's Get Organized!



UNIVERSITY OF CALIFORNIA



CITIZENSHIP
LEADERSHIP
LIFE SKILLS

4-H
Youth
DEVELOPMENT
PROGRAM



Planning a 4-H Project

A great opportunity to:

- increase expertise in educational design and delivery
- develop skills in implementing learning opportunities
- promote positive personal development for project members



Best Practices for Planning a 4-H Project

1. Obtain a 3-ring binder or file for easy storage of your project materials





Getting Organized:

- Pre-planning and organization is necessary for smooth running and productive meetings
- Be familiar with the content/subject, but it is not an absolute requirement to be an expert - you learn by doing



Best Practices for Planning a 4-H Project

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2. Get list of your project members



Know Your Audience

- Acquire information regarding the project members' ages, grade, and the number of years in the project from the community club leader
- Identify the characteristics of ages for the youth in your project group
- Find out from the community club leader if there will be a Junior/Teen Leader assigned to your project group



Project Leaders' Digest

Age Appropriate Activities

- Another training module has been developed on this topic.
- See Page 8 of the 4-H Project Leaders' Digest for general description of each age group.



Working

WITH 4-H MEMBERS



Youth Characteristics

Youth mature in many ways: physically, mentally, emotionally, and socially.

To be successful, youth must acquire new skills, knowledge, and abilities. It is also during childhood and adolescence that youth begin to branch out socially and build new or additional relationships.

Development during this timeframe can vary from one child to the next. Every child grows and develops at his or her own rate. Some children may acquire certain capabilities earlier than their peers, while others may outpace their classmates in physical growth but be behind in other developmental areas.

Primary Members

Primary members (K through 3rd grades) usually have a relatively short attention span. They have limited manual dexterity and hand-eye coordination, as well as limited reading and writing skills. As a result, primary members can be sensitive to personal criticism.

Junior Members

Junior members (4th and 5th grades) can have boundless energy along with an increased attention span. They tend to have a need for self-expression through self-directed activities, and they enjoy both cooperation and limited degree of competition.

Intermediate Members

Intermediate members (6th through 8th grades) fluctuate between childhood and adulthood. They are experiencing physical, emotional, and social changes. Their project skills and communication abilities are advancing, but are often controlled by their emotions. They have a need to find acceptance from both peers and adults and tend to enjoy competition.

Senior Members

Senior members (9th grade until 19 years of age) enjoy leadership opportunities that allow them to exercise their developing skills in adult roles. They are fine-tuning their interests and exploration of career possibilities.

Teaching Opportunities

Publications: 4-H publications and websites can be a big help to you in project work. Project outlines, manuals, or guides are available in many subject areas.

Visuals: Videos, slides, pictures, and models are useful for helping members see how to do things. Visuals also provide a change of pace in project work and may show members new areas to explore.

Presentations: These are traditional teaching techniques in 4-H (see A Quick Look at 4-H Units for description). A volunteer or older member can give a presentation to share knowledge and skills with others in a meeting. Members should be

asked to give presentations before their project group on skills or knowledge they have mastered or learned. Members should also be encouraged to repeat their presentation at their club meeting, before their parents, at Presentation Day, or for other activities and events. As they progress, members will assume an increasing amount of responsibility for choosing their presentations' subject, preparing the presentation, and evaluating their efforts.

Identifications: Many young people enjoy learning how to identify project-related items, such as the names of the kitchen tools or parts of an animal's anatomy. Learning basic project terms may help a young person gain self-confidence as well as knowledge. If possible, have the actual items available for members to work with in a real situation when you lead an identification exercise.

Judging: In 4-H we use judging as a tool to help young people learn to observe, compare, make decisions, and categorize differences and similarities between things. At first, give a member two similar types of items to observe and compare to each other. Ask him or her to tell

in what ways one item is different from another. As the member gains confidence in judging, ask him or her to rank four related items from best to worst. Have the member give his or her reasons for ranking each item.

Tours: Young people like to go places and see things. Tours of members' projects can be quite a boost for members and their families. Everyone gets a chance to compare methods and measure their individual progress. Members can discuss their experiences, display their work, or give a presentation.

Commercial enterprises such as bakeries, feed yards, retail stores, and restaurants often welcome 4-H group tours of their operations. Members should prepare ahead of time with questions to ask the owners or operators about the business.

Record Keeping: 4-H records give young people practice in planning and measuring progress. Be sure to explain early in the project year that members need to keep records of their experiences in 4-H. Be positive and give encouragement to help your members learn from their experiences and find alternative solutions when problems arise.

Apply What You Learned

Use a variety of methods or opportunities in your project.

Identify the characteristics of the ages in your project group:

List how you will involve community resources in your project:

List how you will use teaching opportunities in your project:



Know Your Audience Activity



Best Practices for Planning a 4-H Project

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3. Order project materials from the 4-H Publications Catalog

[http://anrcatalog.ucdavis.edu/4HYouth
Development/](http://anrcatalog.ucdavis.edu/4HYouthDevelopment/)

Or

<http://www.4-Hmall.org/curriculum>



Review the Project Materials

- Discover the type of learning activities being offered in the project
- Find out what supplies and equipment are needed
- Check to see if there are different levels in the project that allow for progression from year to year
- If project materials are not available, check with the 4-H YD staff for other potential project publications



Best Practices for Planning a 4-H Project

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2. Get list of your project members
3. Order project materials from the 4-H Publications Catalog
4. Review resource materials at the UCCE County Office



Resources – Where Do You Go for Help?

- 4-H Community Club Leader
- ANR Publication Catalog – Publications, Videos, DVDs, Training Kits
- Resource lending library
- County newsletter – county events calendar
- 4-H website
- Project resource leaders
- Record book forms
- Safety Notes



Safety Resources

- **4-H Safety Manual**
<http://ucanr.org/4hsafetymanual>
- **Clover Safe Notes**
<http://ucanr.org/cloversafeproject>
- **4-H Resources for Safety**
<http://groups.ucanr.org/ehs/4H>
- **See Page 11 of the 4-H Project Leaders' Digest.**



Safety and Insurance



Safety First

As the 4-H project leader, you are entrusted with a great responsibility. The skills and knowledge that 4-H members gain from project work and the development of cooperation, leadership, and community involvement through 4-H will help them develop into caring adults. An important area in this development is that of safety.

Youth Protection

There must always be at least two (2) adults present at 4-H programs, events, and activities. These adults can be two appointed adult volunteer leaders, or one appointed adult leader and another adult (who is at least 21 years of age) or a 4-H Youth Development Program staff member.

What Can the 4-H Leader Do About Safety?

- Set a good example at all meetings.
- Recognize hazards and correct them.
- Demonstrate the proper use of equipment.
- Discuss safety at every meeting.

Safety Requirements for Transporting Members

All leaders who transport youth are required to have a valid California Driver License, carry their own automobile liability and accident insurance, use a safe vehicle, and have a seat belt for each passenger. It is illegal to ride in the back of a pickup truck in California.

When transporting youth to or from 4-H programs, events, and activities, an adult cannot be alone in a vehicle with a youth other than their own child without advance written permission of the youth's parent.

Liability Coverage

Coverage for appointed volunteers is provided during activities that are scheduled, sponsored, and supervised and while volunteers are acting within the scope and course of their UCCE duties. More specifics about liability are available at your UCCE County Office.

If accidental injury or property damage occurs, full details must be promptly reported to the UCCE County Office.



Field Trips

4-H volunteers in charge of an activity must have an original signed medical release form in their possession. When planning a field trip, you should provide the parent with an itinerary and have him or her sign a permission slip for the child to participate.

Accident Insurance

When members and leaders join 4-H and pay their fees, they are covered by 4-H accident insurance while directly involved in activities scheduled, sponsored, and supervised by appointed 4-H volunteers or staff.

The insurance does NOT cover parents or family members unless they are also enrolled in 4-H.

If a 4-H member in your project is injured and requires professional medical attention, obtain medical attention, notify parents, and provide them with the accident insurance claim form. Report the incident to your UCCE County Office.

Safety in Animal Science Projects

Animal science projects are very popular in 4-H, but animals are unpredictable and require extra attention when it comes to safety.

- Maintain good fencing and/or cages.
- Pick up items that may injure an animal: loose barbed wire, boards with nails, nails and tacks, paint cans, and broken glass, for instance.
- Lock all gates, doors, and fences.
- Lock up poisons, pesticides, chemicals, and medicines.
- Practice personal hygiene and wear proper protective clothing when handling animals.
- Take special precautions when handling a sick or wounded animal.
- Practice good animal hygiene by keeping the animals in clean quarters.
- Eliminate pest infestation.
- Horse and other equine project members and leaders must follow the equestrian helmet policy.

Safety in Other 4-H Projects

The following are some tips to review when organizing your project:

- Keep all areas free of boxes, mops, brooms, tools, etc.
- Use a safe step ladder instead of a makeshift chair or box to reach an item on a high shelf.
- Keep sharp knives in a rack or separate from other knives and tableware.
- Keep handles of cooking utensils on the stove turned away from the front.
- Mop up spilled grease or water immediately.
- Disconnect the iron when not in use.
- Repair or discard electric cords when they become frayed or worn.
- Keep poisons and medications properly labeled and out of reach of children.
- Use your tools and machinery correctly.
- Always use appropriate protective equipment and clothing.

Apply What You Learned

Safety should come first in your projects.

List the safety precautions you will take in your project:

List other safety information you need:



Safety Should Come First When Organizing Your Project

- Plan to always have two (2) adults present at each project meeting and related activities
- Set a good example at all meetings
- Recognize safety hazards and correct them
- Plan on demonstrating the proper use of equipment
- Discuss safety at every meeting



Best Practices for Planning a 4-H Project

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5. Meet with your Junior/Teen Leader and review plans and expectations for the year



Project Leaders Working with Teens Should

➤ Recognize -

- teens as equals in making decisions and accepting responsibilities
- the importance of good communication
- the importance of encouragement and support on a continuing basis throughout planning, implementation, and evaluation of the activity

➤ Understand that mistakes are opportunities to learn

➤ Ask for assistance when needed



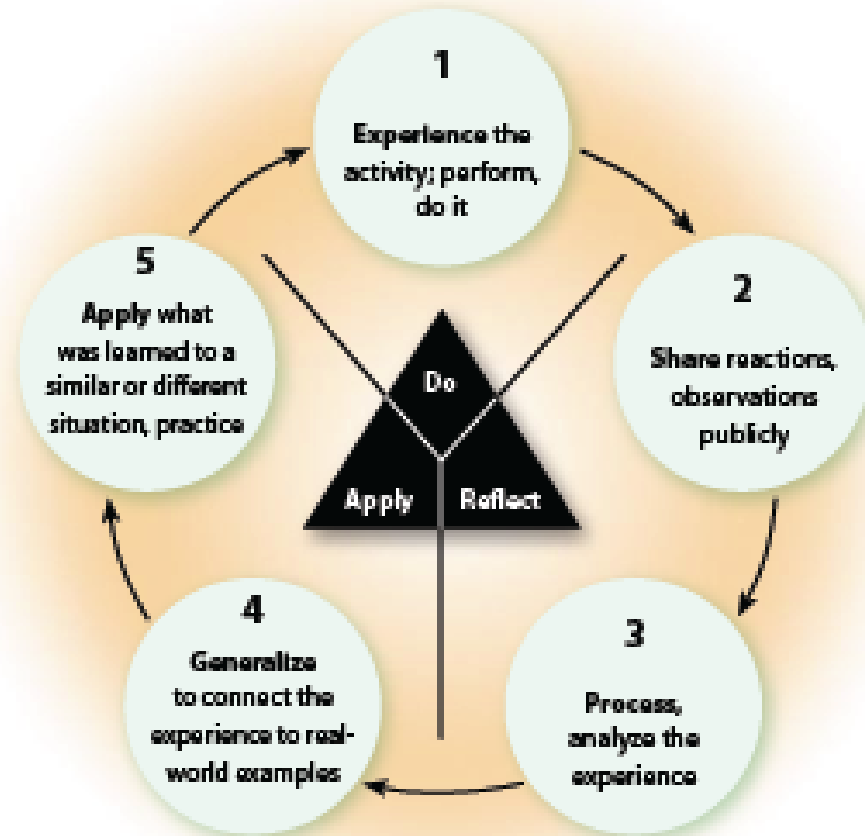
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-
6. Use the Experiential Learning Model for the youth to both experience and process the project's activities



Experiential Learning Cycle

1. **Experience It: Do It!**
2. **Share: What Happened?**
3. **Process: What's Important?**
4. **Generalize: So What?**
5. **Apply: Now What?**





Experiential Learning Cycle

- Another training module will be developed on this topic.
- Experiential Learning Website <http://ucanr.org/el>
- See Page 4 of the 4-H Project Leaders' Digest.



Learning Method

4-H promotes youth learning-by-doing and utilizes a methodology called Experiential Learning, which engages learners in an activity that

- is direct and hands-on
- uses open-ended questions that invite further discussion and interaction
- allows participants to discuss the experiences they had doing the activity
- results in active reflection and discussion of the activity by the participants
- makes connections between the activity and real-world examples
- applies the outcomes of the activity to one or more independent situations

Experiential Learning Cycle

The most widely used model of experiential learning in the 4-H Youth Development Program utilizes the following 5-step cycle.

Experience: Do It! Begin with a concrete experience. This can be an individual activity or a group activity, but it involves doing something with little or no help from the leader. Ask youth to rate an item. For instance, "which product costs more?" Additionally, you can create exhibits, role-play, give a demonstration, problem-solve, or play a game.

Share: What Happened? Get the group or the individual to talk about the experience. Share reactions and observations in the group. Answer the questions: "What did you do?," "What did you see?," "Feel?," "Hear?," "Taste?," "What was the most difficult part of the experience?," "The easiest part?" Let the group talk freely.

Process: What's Important? Discuss, analyze, reflect on, and look at the experience. Youth should talk about how themes, problems and issues are brought out by the experience and how they were addressed. Discuss how questions are created by the activity. Ask more questions! Analyze the experience.

Generalize: So What? Support youth in finding trends or common lessons

in the experience that can be applied to the real world, not just the specific topic. Identify key terms or real-life principles that capture the meaning.

Apply: Now What? Talk about how the new information can be applied to everyday life now or sometime in the future. Apply what was learned to a similar or different situation. Practice what was learned.

Providing a hands-on learning experience alone does not create "experiential learning." The experience itself comes first. The learning comes from the thoughts and ideas created in sharing, processing, generalizing, and applying the experience.

Learning Styles

People have different learning styles.

Some of us are **visual** or **spatial** learners. We think in pictures and learn best from visual displays, such as diagrams, illustrated books, overhead projections, videos and DVDs, handouts, and flip charts. The

skills visual learners are best at include puzzle building, reading, writing, understanding charts, demonstrating a good sense of direction, painting, designing practical objects, and interpreting visual images.

Some of us are **auditory** learners. We learn best through verbal lectures, discussions, talking things through, and listening to what others have to say. Written information may have little meaning until it is heard or read aloud. The skills auditory learners are best at include listening, speaking, explaining, writing, using humor, remembering information, or telling a story.

Kinesthetic learners learn better through moving, doing, and touching. They take a hands-on approach, actively exploring the physical world around them. Youth may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. The skills these learners may master easily are physical coordination, dancing, sports, hands-on experimentation, crafts, acting, or using their hands to create or build.

Apply What You Learned

How would you include each step of experiential learning into a project or activity?

Experience

Share

Process

Generalize

Apply



Youth Have Different Learning Styles

Some are:

➤ **Visual or spatial learners**

Learn best from visual displays, such as diagrams, illustrated books, videos and DVDs, handouts, and flip charts

➤ **Auditory learners**

Learn best through verbal lectures, discussions, talking and listening

➤ **Kinesthetic learners**

Learn better through moving, doing, and touching, hands-on approach



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7. Focus on at least one of the following:

- Citizenship
- Leadership
- Other Life Skills



All 4-H projects and activities should be designed to lead to the development of citizenship, leadership, or life skills. No matter the subject of the project, at least one of these skill areas should be a part of what members are learning.

Citizenship Leadership Life Skills

- Another training module has been developed on this topic.
- See Page 3 of the 4-H Project Leaders' Digest for general description of each age.



Citizenship

In the California 4-H Youth Development Program, "citizenship" is defined in broad terms. It is more than voting and understanding how government works. Citizenship incorporates concepts of "youth in governance," "civic engagement," and uses strategies such as service learning and community service to foster young people's sense of connection to communities. Our citizenship activities can and should foster the development of "generosity" as described above. They may also help develop important life skills; inspire an appreciation for the history and heritage of one's family, community, state and nation; help develop knowledge of the principles, processes, and structures of government; develop awareness and understanding of environmental, social, or other issues; and encourage understanding of how societal issues impact oneself and others.

Leadership

The California 4-H Youth Development Program believes that all youth have the potential to become leaders and that there are multiple ways to be an effective leader.

Leadership can be defined as "the ability to influence and support others in a positive manner for a common goal."

It is critical that youth hold the primary leadership roles throughout the 4-H program. 4-H creates opportunities not just to learn about leadership, but to practice it as well. Participating youth should have opportunities for goal-setting, program planning, problem-solving, team-building, and decision-making.

Youth should be adequately prepared for those roles, and should have opportunities to reflect on

their leadership experiences in ways that will enhance their learning. The California 4-H Youth Development Program believes that youth are not only the leaders of tomorrow, they are also the leaders of today!

Leadership opportunities for youth exist at the local, county, state, and national levels, and provide increasingly challenging and responsible roles for young leaders. Leadership development can begin as soon as a club or other group forms, so that youth can:

- learn how to become effective officers
- develop skills that prepare them for future roles
- make decisions at the local, county, state, and national levels.

At the county level, older youth can become Emerald Stars, All Star Ambassadors, or camp counselors, or they can hold other leadership positions available in their county. As they progress, they will find many opportunities to provide leadership.

Life Skills

The University of California 4-H Youth Development Program fosters young people developing a wide range of life skills and provides increasingly challenging opportunities for them to practice those skills and achieve a sense of mastery.

This model can help you plan learning objectives or identify outcomes for projects. For more information, look online at <http://www.extension.ista.edu/4H/lifeskills/homepage.html>.



Apply What You Learned Thinking of your project...

List two specific activities you can use to promote citizenship:

List two specific activities you can use to promote leadership:

List two specific life skills you can help members develop:



Life Skills Activity

SELECTING LIFE SKILLS TO BE PRACTICED

Many teaching methods can be adapted to almost any subject matter. The methods depend upon the learners, the life skills targeted, and the way the learners can become involved with the content. The method selected should be one that allows the youth to learn-by-doing, discover, practice the life skill and project skill targeted for the activity, and have fun. The subject matter or topic usually doesn't limit the choice of a method. The life skill to be practiced will. If the intent is to have the youth practice decision making, then the method needs to provide opportunities to practice decision making as they explore the subject matter.

Directions: Here are some popular teaching methods used in 4-H YDP to promote life skill development. With the assistance of the Life Skills Wheel handout, list the life skill(s) that could be targeted with each of the methods listed below. Then, add some of your own methods along with the targeted life skill(s).

METHOD	LIFE SKILL
Playing a Game	_____
Giving Presentations	_____
Judging Activities	_____
Keeping Records	_____
Tours	_____
Identification	_____
Interviewing Others	_____
Solving a Problem	_____
_____	_____
_____	_____
_____	_____



Life Skills Activity (2)

SELECTING LIFE SKILLS TO BE PRACTICED

Answer Sheet – Could Involve Other Life Skills

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METHOD	LIFE SKILL
Playing a Game	<u>Team Work, Resiliency</u>
Giving Presentations	<u>Communicating</u>
Judging Activities	<u>Communicating, Decision Making</u>
Keeping Records	<u>Planning/Organizing, Record Keeping, Goal Setting</u>
Tours	<u>Learning to Learn, Contributions to Group Effort</u>
Identification	<u>Problem Solving, Decision Making</u>
Interviewing Others	<u>Leadership, Self-Esteem, Critical Thinking</u>
Solving a Problem	<u>Problem Solving, Decision Making, Critical Thinking</u>
_____	_____
_____	_____
_____	_____



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5. Meet with your Junior/Teen Leader and review plans and expectations for the year
6. Use the Experiential Learning Model for the youth to both experience and process the project's activities
7. Focus on at least one Life Skill

8. Promote the Essential Elements of Youth Development



Essential Elements of Youth Development

- Belonging
- Mastery
- Independence
- Generosity
- See Page 2 of the 4-H
Project Leaders' Digest.



Essential Elements OF EFFECTIVE 4-H YOUTH DEVELOPMENT PROGRAMS



Recent research on youth development has documented the important role that youth development programs like 4-H play in the lives of young people. From that research the California and national 4-H Youth Development Programs have determined the Essential Elements that

form the foundation of the program's approach to positive youth development. The 4-H Youth Development Program fosters an environment for young people to develop a sense of **Belonging, Mastery, Independence, and Generosity.**

BELONGING

Youth need to know that others care about them and they need to feel a sense of connection to others in the group. Current research emphasizes the importance for youth to have opportunities for long-term, consistent relationships with adults other than parents. This research suggests that a sense of belonging may be the single most powerful positive ingredient we can add to the lives of children and youth.

4-H gives youth the opportunity to feel physically and emotionally safe while actively participating in a group by:

- affiliating with local programs, clubs and projects
- forming short- and long-term relationships with adults, peers, and youth of different ages
- being a member or participant of a recognized group in the community.

MASTERY

In order to develop their self-confidence, youth need to feel and believe that they are capable and they must experience success at solving problems and meeting challenges to develop their self-confidence. Additionally, youth need to have a safe environment for making mistakes and getting feedback, not just through competition but also as an ongoing element of participation. Finally, youth need sufficient breadth and depth of topics to allow them to pursue their own interests.

Through 4-H projects and activities, youth master skills to make positive career and life choices by:

- having the opportunity to learn-by-doing through experiential education
- concentrating on topics and projects of interest over multiple years to develop mastery
- developing a wide range of "life skills" such as teamwork, problem-solving, planning/organizing, record keeping, goal setting, financial management, and other marketable skills.

INDEPENDENCE

In order to develop their self-confidence, youth need to feel and believe that they are capable, and they must experience success at solving problems and meeting challenges. They need to know that they are able to influence people and events through decision-making and action. They need opportunities to understand themselves and become independent thinkers.

Through 4-H leadership development opportunities, youth mature in self-discipline and responsibility and become independent thinkers by:

- practicing decision-making through participation as a club or unit member
- assuming the responsibility of a club officer
- providing leadership through participation as a Junior or Teen Leader or as a committee member at the local, state, or national level
- learning to accept responsibilities and to exercise self-discipline and self-control in fulfilling obligations.

GENEROSITY

Youth need to feel that their lives have meaning and purpose and that they do not live in a secluded world, but instead in a global community, which requires awareness and compassion for others. They need experiences that provide the foundation that will help them understand the "big picture" of life and find purpose and meaning.

4-H community service projects and citizenship activities allow 4-H members to see that their effort to help others is important and valuable by:

- connecting to their community and feeling a part of something larger than themselves
- sharing time and other resources to assist others
- acknowledging and working with those with whom they share space and resources
- learning to accept differences, resolve conflict, and empathize with others.

Apply What You Learned List two ways you can promote each of the essential elements in your project.

Belonging

Mastery

Independence

Generosity



When Planning Your Project Meetings...

Use Experiential Learning and Youth-Adult Partnerships

to focus on the development of Citizenship, Leadership & Life Skills

in order to promote a sense of Belonging, Mastery, Independence & Generosity which are the Essential Elements of youth development.



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7. Focus on at least one Life Skill
8. Promote the Essential Elements of Youth Development

9. Prepare project goals and expectations for members



Preparing Project Expectations

- Understand the difference between expectations vs. requirements
 - Expectation: Members come to meeting on time
 - Requirement: Primary members can not participate with large animals
- Develop age appropriate project completion expectations
- Members are responsible for the costs of project materials and member publications
- Develop a set of behavior and facility boundary rules for participants



Preparing Project Goals

➤ A measurable goal has 3 parts

- Action – How you will do something
- Result – What you are going to do
- Timetable – When you are going to do it

➤ Example:

I will conduct (action) 8 project meetings (result) by the end of the program year (timetable).



Preparing Project Goals

- Plan time at the first meeting for each member to make personal project goals
- Develop your own goals for the project
- Promote the Essential Elements of Youth Development
- Focus on at least one Life Skill
- Develop realistic and reasonable goals



Preparing Project Goals Activity

DEVELOPING PROJECT GOALS

Project goals should be:

- Realistic and measurable
- Meet the needs and interest project members
- Provide individual achievement opportunities for each member
- Clear and understandable

A measurable goal has three parts:

1. Action – how you will do something
2. Results – what you are going to do
3. Timetable – when you are going to do it

A goal should also pass the “control test.” Do you have control over the outcome of the goal, or does someone else have that control? For example, you control the outcome of this goal, “I will conduct 8 project meetings by the end of the program year.” But you do not control the outcome of this goal, “I want each member to construct a flawless bookcase by May.” In this goal, the member controls the outcome.

Example:

<i>Action</i>	<i>Result</i>	<i>Timetable</i>
I will conduct	8 project meetings	by the end of the program year.

Directions:

1. Write three goals that you have for your project.

2. Write three goals that a 4-H member in your project might have.

3. How will you know that you have achieved your goals? How will your members know that they have achieved their goals?



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7. Focus on at least one Life Skill
8. Promote the Essential Elements of Youth Development
9. Prepare project goals and expectations for members

10. Prepare a sample project meeting outline



Project Meeting Outlines

- Another training module has been developed on this topic.
- Sample project meeting outlines for first meetings as well as regular meetings.
- See Page 10 of the 4-H Project Leaders' Digest.



Your First Meeting

Your first project meeting of the year is your most important in getting the project off to a good start. Use the First Project Meeting Outline below to organize the meeting.

Invite members of your Leadership Team (other leaders, staff, and/or youth leaders) and parents to your first meeting. Review with everyone the calendar for the year, project goals and expectations, project costs, rules and discipline, project requirements and pertinent information. Allow plenty of time for questions and answers.

Introduce the Junior/Teen Leaders and discuss their role. Include an overview of the project with visuals, speakers, or members who have taken the project in the past.



First Project Meeting Outline

Duration: 1 to 1½ hours (maximum)

1. Introduce yourself and others. Take roll.
2. Review project goals and expectations. Discuss skills and knowledge to be covered during the year. (A blackboard, posters, or sheets of blank newsprint are helpful.) Discuss project requirements, rules, and discipline.
3. Use experienced members, parents, and others in the community as resources.
4. Discuss with the group:
 - Number, frequency, place, and time of meetings
 - How project supplies used at meetings will be acquired
 - How expenses will be met
 - What to bring to meetings
 - Dates of special activities, and how to participate
 - Completion date for the project
5. Fun activity – Use a game, a relay, or some other fun and interactive activity to reinforce what was discussed earlier.
6. Hand out project materials, answer questions, make assignments.
7. Adjourn.
8. Review the meeting with your Junior/Teen Leaders and/or Assistant Leaders. See how they feel about the meeting. Help them analyze their part. Be encouraging and supportive. (Do this after every meeting.)

A Project Meeting Outline

Duration: 1 to 2 hours (maximum)

1. Interest getter (15 to 20 minutes) – Ideas include identification quizzes, judging contests, relay skill games, films or slides, a tour of the host member's project, and guest speakers.
2. Skills session (30 to 50 minutes) – The bulk of time spent in most meetings should be spent doing: that is, practicing a job or skill. Be sure to include the elements of experience, sharing, processing, generalizing, and applying in your session (see more under Learning in 4-H Youth Development).
3. Discussion (15 to 20 minutes) – Use this time for questions and answers, coming events, comments on presentations given and assigned, and members' reports on project problems.
4. Presentations (10 minutes) – Ask one member to give a presentation at each meeting.
5. Record keeping (10 to 15 minutes) – Allow time for members to work on calendars and report sheets.
6. Summary and assignments (10 to 20 minutes) – Have members summarize the day's meeting. Plan for the next meeting – where, when, and what to bring.
7. Refreshments and recreation – Recreation and refreshments are optional, but these activities help keep the members' interest up. Junior/Teen Leaders can plan and organize this portion of the meeting.

Apply What You Learned

After reading through the Project Leaders' Digest and doing the activities, you are ready to get started. Use the checklist below for review:

- ☐ Obtain a 3-ring binder or file for easy storage of all of your project materials.
- ☐ Get a list of your project members.
- ☐ Order project materials from the 4-H Publications catalog.
- ☐ Review resource materials at the UCCE County Office.
- ☐ Prepare project goals and expectations for members.
- ☐ Prepare a sample Project Meeting Outline.
- ☐ Complete a calendar for your project's year, including dates of meetings and events.
- ☐ Meet with your Junior/Teen Leaders and review plans and expectations for the year.



Money Issues: Fund Raising

If fund raising is necessary for the project, county and state 4-H YDP rules must be adhered to:

- No raffles, wagering, or gambling
- All funds must be deposited into a 4-H YDP club or county council account
- All equipment and materials purchased with the funds become the property of the 4-H Youth Development Program
- Check with your county office as to whether there are any limits on what a 4-H group may purchase or own



Best Practices for Planning a 4-H Project

1. Obtain a 3 – ring binder or file for easy storage of your project materials
2. Get list of your project members
3. Order project materials from the 4-H Publications Catalog
4. Review resource materials at the UCCE County Office
5. Meet with your Junior/'Teen Leader and review plans and expectations for the year
6. Use the Experiential Learning Model for the youth to both experience and process the project's activities
7. Focus on at least one Life Skill
8. Promote the Essential Elements of Youth Development
9. Prepare project goals and expectations for members
10. Prepare a sample project meeting outline

11. Complete a calendar for your project's year, including dates of meetings and events



When Planning the Calendar Consider

- The minimum number of hours of instructions (6 hours) recommended or required to complete a project
- Place and time for the meetings
- Completion date for the project
- Dates of county activities related to the project



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7. Focus on at least one Life Skill
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9. Prepare project goals and expectations for members
10. Prepare a sample project meeting outline
11. Complete a calendar for your project's year, including dates of meetings and events

12. Reflect/Evaluate the project



Reflect & Evaluate Your Experience

- Have a wrap meeting for members to share what they learned
- Did the members meet their goals?
Why or why not
- What did the 4-H'ers learn?
- What did the youth do?
- How enjoyable was it for you?
- How could you make it better for next year?
- Have members use the Project Reflection Form



Best Practices for Planning a 4-H Project

1. Obtain a 3-ring binder or file for easy storage of your project materials
2. Get list of your project members
3. Order project materials from the 4-H Publications Catalog
4. Review resource materials at the UCCE County Office
5. Meet with your Junior/Teen Leader and review plans and expectations for the year
6. Utilize Experiential Learning



Best Practices for Planning a 4-H Project

7. Focus on at least one Life Skill
8. Promote the Essential Elements of Youth Development
9. Prepare project goals and expectations for members
10. Prepare a sample project meeting outline
11. Complete a calendar for your project's year, including dates of meetings and events
12. Reflect/Evaluate the project



A wise teacher once observed, If a child isn't interested, you can't teach him. If he is interested, you can't keep him from learning.

With your guidance and teaching, 4-H members will learn project skills and decision making, develop positive self-esteem, learn and practice effective communication skills, take responsibility, and cooperate with others.

Thank You!



ACKNOWLEDGEMENTS

**Project Leaders' Digest Modules were developed by the following
Volunteer Development Workgroup members:**

Mignonne Pollard, Co-Chair, Assistant Director, State 4-H Office

Carla Sousa, Co-Chair, 4-H Youth Development Advisor, Tulare Co.

Jane Chin Young, 4-H Youth Development Advisor, Marin Co.

Steve Dasher, 4-H Youth Development Advisor, San Diego Co.

Julie Frazell, 4-H YD Program Representative, Lake Co.

Peggy Gregory, 4-H Youth Development Advisor/Co. Director, Kings Co.

Lynn Schmitt-McQuitty, 4-H Youth Development Advisor, Monterey &
Santa Cruz Co.

Martin Smith, Associate CE Specialist, UC Davis



September 2008

