

Side A-Individual Goals

Individual goals identify the targets toward which the activities are aimed and suggest criteria for measuring progress.

LD
5655
A761
M101
no. 96
c. 2

BRIEFLY, THE STEPS IN GOAL SETTING ARE:

1. Provide time to meet with the member to consider goals.
2. Explore and discuss the ideas, interests, and needs of the member.
3. Agree on ideas, interest areas, and needs around which goals are to be formulated.
4. Clearly identify a) the project or activity in which behavior or action is to take place, b) the behavior or action to be accomplished, and c) the people, group, or groups concerned.
5. Determine with the member which goals are acceptable.
6. Ensure understanding and acceptance by the member.

ROLE OF LEADER:

Listening Giving the member an opportunity to be heard;
hearing what the member says
Guiding Assisting youth to find direction
Suggesting Proposing possibilities for goals
Testing Trying goals out with youth

ROLE OF YOUTH:

Describing Stating what he would like to do
Identifying Determining various possibilities
Defining Making goals precise and clear

Goals should have the following qualities:

Interesting to youth; something he wants to do
Challenging to youth; something he believes he can do
Clear and easily understood
Cooperatively determined by youth and leader

Extension Division - Virginia Polytechnic Institute and State University • M4-H 96 • Helping You Help Youth - Unit II • August 1976
Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. W. E. Skelton, Dean, Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

The Virginia Cooperative Extension Service by law and purpose is dedicated to serve all people on an equal and nondiscriminatory basis.
An Equal Opportunity/Affirmative Action Employer

V.P.I. & S.U. LIBRARY

SEP 5 1978

BLACKSBURG, VIRGINIA

Side B–Evaluation

Evaluating is an attempt to judge the progress or success of the youth's experience in reaching a goal. Judgment may involve using technical forms of measurement (questionnaires and surveys), the opinions of experts (Extension agents, 4-H alumni, past leaders, or show judges), reactions of members and parents, observations of human behavior (are

members interested?), or perhaps all of these sources.

Evaluation that is most meaningful is self-evaluation. Hence, individuals and groups of youth will want to evaluate their progress in terms of the goals they established. Self-evaluation involves such questions as:

How well did I do what I was trying to do?

What have I accomplished?

How can I measure the results of my efforts?

ROLE OF THE LEADER:

Questioning Asking youth probing questions to judge their own progress or success
Guiding Assisting youth in self-evaluation
Analyzing Interpreting youth's progress and success

ROLE OF YOUTH:

Reflecting Rethinking
Assessing Personal evaluation
Defining Establishing new goals and objectives from past experiences

Here are some points you can look for in evaluating your group:

1. Snapshot reactions from individuals whose candid responses are a barometer of personal and, indeed, group opinions.
2. "Visuals" or facial expressions that most people can't or won't hide, which may be their real feelings—not what is said.
3. The time span of events in training, whether a session drags to a close or you have to cut into a lively discussion.
4. The type of questions asked, expressing real interest or a sense of obligation to the speaker ("We were really awake and listening!").

Side A—Parents Can Help

One of the best resources available to you in carrying out the 4-H program is *parents*. Studies indicate that more than half the parents are willing

to assist if they are informed of the group's needs and are asked to help.

Here's an example of how one club set up the 4-H club calendar to involve parents:

4-H PROGRAM PLAN 19 ___ to 19 ___

SEPTEMBER

Program Committee meets
with parents on committee

OCTOBER

Family overnight camping

DECEMBER

Christmas party for members;
put on by parents

MARCH

Leader home visits

APRIL

Project workshop with parents
helping

MAY

Member "thank you" party for
parents

JULY

Local achievement program for
parents and community

AUGUST

Record workshop with parents helping

List how you can use parents in your 4-H group.

1.
2.
3.

Side B- Volunteers

The volunteer 4-H leader and the county extension agent depend on each other to maintain an ongoing 4-H program. Neither can successfully do the job without the assistance of the other.

THE COUNTY AGENT has an overall responsibility for youth work in the entire governing unit—usually a county. The responsibilities include: (1) recruiting and training volunteers, (2) responsibility for fiscal matters, (3) providing in-

formation and publicity on a county basis, (4) keeping local leaders informed of program opportunities and activities, (5) recording achievements of members and clubs, (6) supplying leadership for determining policy, (7) keeping volunteer leaders up to date, (8) recognizing leadership abilities in individuals, and (9) furnishing educational materials and supplies.

THE VOLUNTEER LEADER may be operating at any of a number of different levels. Each leader will have responsibilities based on his interests, abilities, experience, and willingness to accept responsibility. The volunteer may be working at the level of township coordinator with overall responsibilities similar to those that the youth agent has at the county level, or he may be working strictly with one group.

The leader's responsibilities can include (1) recruiting other volunteers and members, (2)

maintaining club records, (3) providing leadership opportunities, (4) teaching specific skills, (5) keeping parents' informed as to club activities, (6) coordinating activities, (7) aiding members in determining goals and self-evaluation, and (8) building and maintaining community support of 4-H work.

With continuous team work between the county agent and the 4-H volunteer leader, the county and local 4-H program will become more active and effective.

Extension Division - Virginia Polytechnic Institute and State University - M4-H 96 • Helping You Help Youth - Unit II - August 1976
Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. W. E. Skelton, Dean, Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

The Virginia Cooperative Extension Service by law and purpose is dedicated to serve all people on an equal and nondiscriminatory basis.
An Equal Opportunity/Affirmative Action Employer

Side A—Awards and Incentives

Recognition takes many forms: a handclasp, a pat on the back, use of the proper name, a title, a salary increase, a certificate, an emblem, favorable mention, praise, inclusion in group activities—these

are the usual ones. But various situations present unique opportunities for providing recognition to others, and these opportunities should be seized when they come, not chased when they're gone.

Let's consider the following:

1. List incentives for a younger member.
2. Are the incentives for a younger member the same as for an older member?
_____ Explain.
3. Often we consider certificates, ribbons, and medals as the only awards in 4-H. What other forms of recognition can we give members?

A word about praise. Members are eager for praise. So why deny it to them? We all like to know where we stand in others' esteem; praise tells us.

You don't have to wait for some outstanding achievement before giving praise. Little accomplishments will do. Even "warmed-over" praise is

acceptable, as when you recall some deed which you have already commended.

Beware of undeserved praise. The member will usually spot it, feel unworthy, and be suspicious of you. But *every* member has an attribute for which he can deservedly be praised. Find it. Praise it.

Side B – 4-H Records

4-H records are an educational tool to measure project work and development. The 4-H record provides a place for the member to record project

goals and achievements. Recording an achievement provides satisfaction in attaining a goal.

Let's consider the educational objectives of 4-H records. Here are a few. You will be able to think of more.

To help a child learn how to keep a record of his work.

To help a child realize how much he has accomplished during the project year.

To help a child learn how to figure costs (hours, energy, and money).

To help a child realize what he has *learned* during the year.

To help the leader, parents, and/or agent realize what children have *learned* during the year.

To help the leader, parents, and/or agent determine a child's capability to complete a project.

The 4-H record should steer the member's course for the 4-H year. You will want to help members with records, making the process of filling a record out as interesting as possible. Don't let the

4-H record be the last thing to do at the end of the year, but rather let it serve as a major and essential guide for project work.

Extension Division • Virginia Polytechnic Institute and State University • M4-H 96 • Helping You Help Youth - Unit II • August 1976
Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. W. E. Skelton, Dean, Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

The Virginia Cooperative Extension Service by law and purpose is dedicated to serve all people on an equal and nondiscriminatory basis.
An Equal Opportunity/Affirmative Action Employer

Side A – Involving 4-H'ers and Giving Responsibility

Participation is one of the strongest, yet most subtle, recognitions. A wise leader recognizes this and strives for each member to be actively involved.

Participation builds group morale. You can't get others enthused about a project by doing all the leg work yourself. Let members get in on it with brain and brawn, let them make sacrifices for it, let them experience failure or know success. Then they are truly involved!

Your understanding of involving 4-H'ers will increase as you help the members to:

Make each member feel he belongs and is welcome.

Feel individually responsible for taking part in making decisions. Each of us accepts best the actions which we have helped to start. A member who feels that something he did, even in a small way, was responsible for action which the group took, is more willing to accept the results and stay involved.

Respect individual differences and abilities and how they can contribute to the group.

Understand that leadership is not always in the hands of the same persons. All members may have a part (large or small) in leading certain situations.

Arrange the meeting place to encourage involvement. Involvement is more likely to take place when the members can see each other; perhaps with chairs in a circle.

Create an atmosphere with the group which is friendly and informal, that gives a "supporting" feeling in the group which lets each member feel free to share ideas and to make mistakes. Remember, both good and bad ideas provide a learning experience.

Extension Division • Virginia Polytechnic Institute and State University • M4-H 96 • Helping You Help Youth - Unit II • August 1976
Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. W. E. Skelton, Dean, Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

The Virginia Cooperative Extension Service by law and purpose is dedicated to serve all people on an equal and nondiscriminatory basis.
An Equal Opportunity/Affirmative Action Employer

Side B—How Your Club Works

While thinking about how our club works, let's consider what is an effective group.

AN EFFECTIVE GROUP:

1. Has a clear understanding of its purposes and goals (refer to Unit I Record—4-H Program Planning).
2. Is flexible in selecting procedures as it works towards goals.
3. Has achieved a high degree of communication and understanding among its members.
4. Is able to initiate and carry on effective decision-making, carefully considering various viewpoints, and securing the commitment of members to important decisions.
5. Achieves an appropriate balance between the *efforts of the group* and the satisfaction of *individual needs*.
6. Provides for sharing of leadership responsibilities by group members—so that all members contribute opinions, elaborate and clarify the ideas of others, test the effect of potential decisions and in other ways help the group work on its tasks and maintain itself as an effective unit.
7. Uses the differing abilities of members.
8. Is not dominated by its leader or any of its members.
9. Is fun!

4-H groups are made up of **INDIVIDUALS**. Therefore, you will find that meeting the needs of each member is one of the important functions of the group. You will also recognize that the individuals will be influenced by the total group. By working together as a group, you can help members learn to:

1. Trust and respect each other.
2. Develop and use the different abilities of each member.
3. Make decisions for the benefit of the whole group.

Side A—Tapping Other Resources

There are many valuable resources in your community which you can utilize for programs, educational information, projects or activities. Below are a few suggested agencies and a chart for you to fill out and use as a quick, easy reference.

NATIONAL	ADDRESS	TELEPHONE
National 4-H Service Committee	150 N. Wacker Drive	312/782-5021
	Chicago, Illinois 60606	
National 4-H Foundation	700 Connecticut Avenue	301/656-9000
	Washington, D.C. 20015	
Soil Conservation Service		
Federal Bureau of Investigation		

STATE

State 4-H Foundation		
State Employment Bureau		
Child and Family Services		
State Department of Education		
Attorney General's Office		
State Department of Conservation		
State Department of Agriculture		
Environmental Agency		
Others:		

LOCAL

Police Department		
County Health Department		
Voluntary Action Agency		
Fire Department		
Library System		
Civil Defense		
Park District		
Others:		

Side B—Publicizing 4-H

- WHY?**
1. To inform others of the member participation in experiences of citizenship, leadership, and personal development through 4-H work.
 2. To create an awareness of the contributions of 4-H members to the community.
 3. To help members, parents, and the general public better understand and support 4-H work.
 4. To give recognition to members, leaders, parents, and other supporting participants in 4-H work.

HOW?*

- Posters
- Exhibits and Displays
- Newspaper Articles and Advertisements
- Slides
- Radio and Television
- Bulletin Boards
- Newsletters and Bulletins
- Person-to-Person Contact

WHAT? What audience do you want to inform of 4-H events and work?
 What method would be best for conveying your message?
 What time and place would be best?
 What message do I want to relay and for what purpose?

The following chart is a model of how you can plan publicizing activities for your 4-H group.

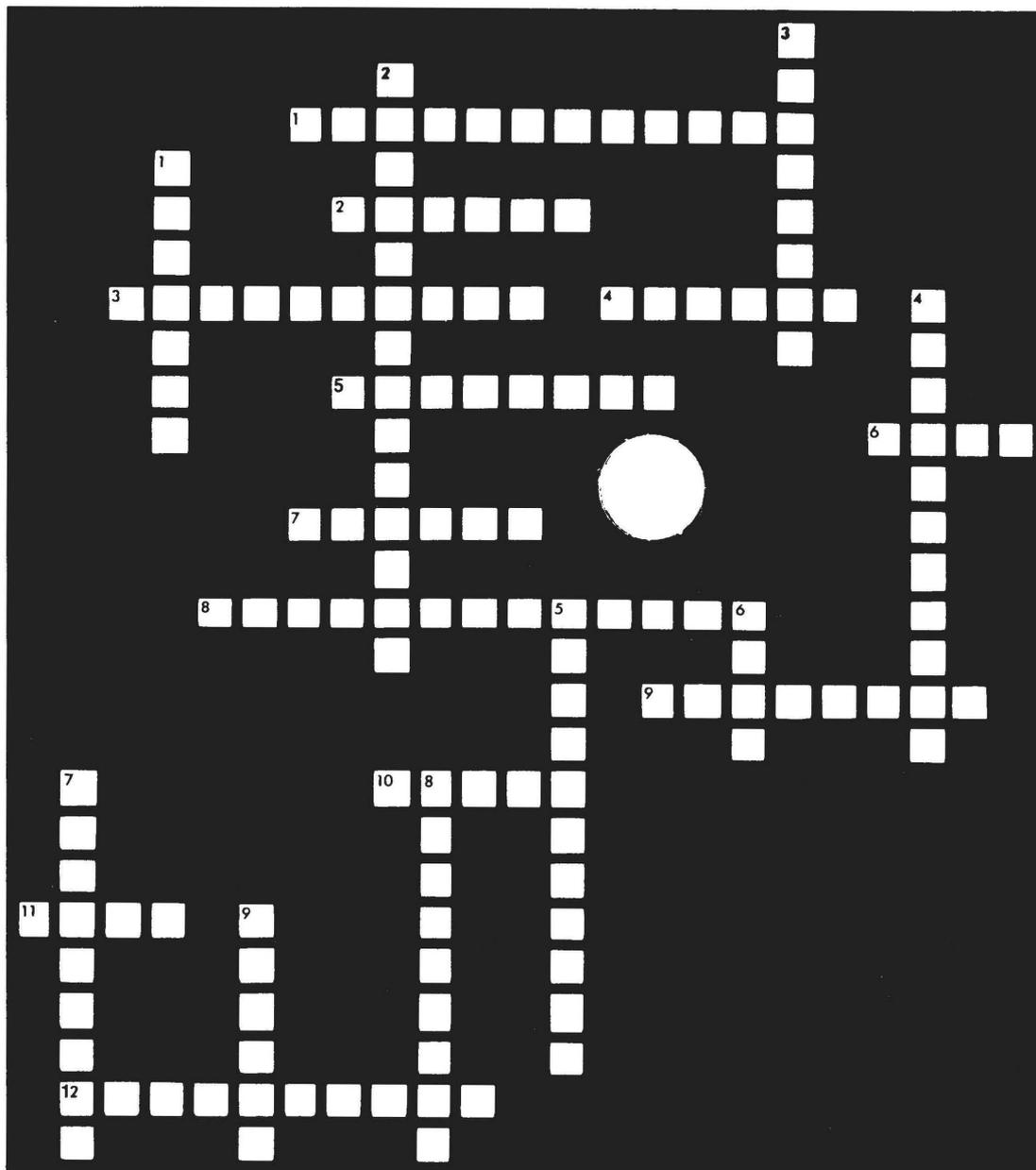
AUDIENCE	MESSAGE	METHOD	TIME AND PLACE
Adults	Recruit leaders	Window display	Sept.-Oct., Bank
Members and parents	Club program plans	Program booklet	Sept.
Potential members	"Join our Club"	Posters	August, In neighborhood buildings
Parents	Invitation to achievement night	Newsletters	November

***Contact your County Extension Staff for additional information.**

Extension Division • Virginia Polytechnic Institute and State University • M4-H 96 • Helping You Help Youth - Unit II • August 1976
 Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. W. E. Skelton, Dean, Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

The Virginia Cooperative Extension Service by law and purpose is dedicated to serve all people on an equal and nondiscriminatory basis.
 An Equal Opportunity/Affirmative Action Employer

Side A—Teaching Tools and Techniques



ACROSS

1. A person who is an outside resource. May be an expert, a community member with practical experience, an Extension agent, or youth from other groups.
2. A _____ should be easily read, have good-quality artwork and large lettering, and employ one central theme.
3. Talking things over.
4. A _____ display turns ideas into words and images into objects.
5. Real life experiences in subject-matter areas are 4-H _____.
6. A large group broken into a small sub-group for greater participation in the discussion is a _____ group.
7. Movies, _____, and filmstrips aid members in learning by seeing.
8. A method to accumulate a quantity of ideas by a group in a short amount of time.
9. A booklet the member can often keep for reference.
10. A great deal of learning can take place when people talk things over in a _____ discussion.
11. An oral report.
12. An _____ is a type of demonstration with the emphasis on exploring and discovering new information.

DOWN

1. A visual tool for sharing information with others is an _____.
2. Showing and telling; with emphasis on showing how.
3. A training method which permits extensive study of a specific tool and gathers a group together to improve their proficiency, collectively develop new procedures, or to solve problems.
4. A showing process with pictures, charts, or diagrams is an _____ talk.
5. Spontaneous acting out of a situation by participants of a group.
6. A relay is one type of a _____.
7. Books, _____, and bulletins help members "see" ideas and techniques.
8. A tape _____ adds variety to learning.
9. A worksheet for members to review project and personal development is a project _____.

Side B—Listening to Youth

Every 4-H leader is a counselor. Volunteer 4-H leaders should be aware that all of their contacts with 4-H'ers have a counseling phase. It is impor-

tant to recognize the steps which can make this relationship with individuals an effective and profitable one for both the giver and receiver.

The following points are necessary to remember when listening to youth:

1. The greatest compliment a leader can pay is to accept the individual as he or she is.
2. Leader aspirations for individual member development should not interfere with the member's own goals.
3. The best leaders are sympathetic, patient, and supportive listeners.
4. An effective leader recognizes personal limitations. And complex problems may need to be referred to agencies or individuals for solution.



ANSWERS.

ACROSS:

- | | |
|-----------------|------------------|
| 1. Guestspeaker | 7. Slides |
| 2. Poster | 8. Brainstorming |
| 3. Discussion | 9. Pamphlet |
| 4. Window | 10. Group |
| 5. Projects | 11. Talk |
| 6. Buzz | 12. Experiment |

DOWN:

- | | |
|-------------------|----------------|
| 1. Exhibit | 5. Roleplaying |
| 2. Demonstrations | 6. Game |
| 3. Workshop | 7. Magazines |
| 4. Illustrated | 8. Recording |
| | 9. Record |

Extension Division • Virginia Polytechnic Institute and State University • M4-H 96 • Helping You Help Youth - Unit II • August 1976
Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. W. E. Skelton, Dean, Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

The Virginia Cooperative Extension Service by law and purpose is dedicated to serve all people on an equal and nondiscriminatory basis.
An Equal Opportunity/Affirmative Action Employer