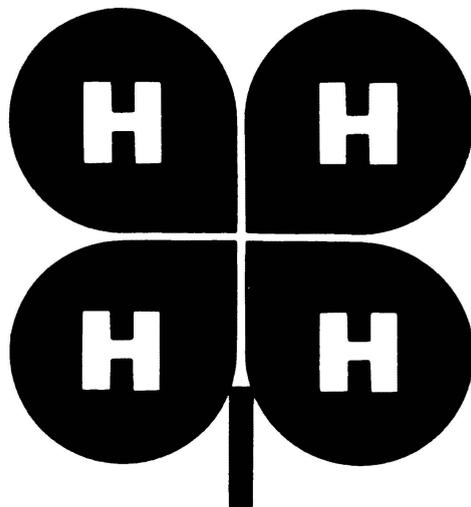


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**PROJECT /
ACTIVITY
CHAIRMEN**



FOREWORD

This booklet describes the role and tasks of the Project/Activity Chairman. Information in this booklet is applicable to either a unit project chairman or to an activity chairman -- hence the use of the diagonal (slash) between project/activity.

A general definition in 4-H of a project is something that the member does as an individual with the help of a local 4-H leader. An activity is assumed to be group oriented. However, the use of the terms is not consistent throughout all 4-H literature.

The main idea is that a 4-H member will do better if he or she has an adult leader who will help develop an educational program. The Project/Activity Chairman is the person who helps the adult leader function more effectively by providing unit-wide leadership in a project or activity.

Pages 1 through 11 relate to specific suggestions for the unit Project/Activity Chairmen in his or her role. Pages 12 - 24 refer to the role of the project or activity leaders in local clubs who work directly with youth. This section is included so that the Project/Activity Chairman has an understanding of the role of the project and activity leader in the local 4-H club.

Appreciation is extended to the State 4-H Department, Texas Agricultural Extension Service, for use of materials that are included in this publication.

Prepared By: Courtney Schwertz, Extension Leader, 4-H

Reprint February, 1977

MA-H 117

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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.

4-H VOLUNTEER LEADERSHIP ROLES INVOLVING PRIMARILY OTHER ADULTS

Title: 4-H Project or Activity Chairman

The unit 4-H project or activity chairman is responsible for providing leadership for adult and teen 4-H leaders in local clubs in a specific 4-H project or activity. Their primary role is to help other leaders in a project or activity so they in turn can guide youth in developing skills in the area.

Duties and Responsibilities:

- Involves other project leaders in planning and in carrying out the 4-H project or activity program.
- Maintains competence in the field by attending training meetings.
- Informs the Extension agents of needs, new developments, and activity in the project or activity area.
- Keeps up-to-date on available teaching materials in the project or activity.
- Encourages youth and leader participation and innovation in the project or activity.
- Conducts local project leader training through individual and group meetings.
- Assists local leaders to plan and conduct project or activity programs on request.
- Answers local leaders' questions either on the telephone or in face-to-face situations.
- Is responsible for the project or activity exhibit in their designated geographic area or in the county.
- Is responsible for special events such as tours, trips, and shows.

Relationships:

The project or activity chairman needs to maintain close working relationships with a number of people and organizations. The following is a partial list of possible individuals and organizations where liaison may be important.

- Unit Extension agents
- Local leaders (adult and junior) in the project or activity
- Organizational leaders
- Extension specialists in the project or activity
- Leaders associations, county 4-H councils, and 4-H subcommittees
- County or area fairs and project shows or activities
- Local resource people
- Mass media

Qualifications:

The qualifications for a person in the project or activity chairman role may include the following:

- Competence in the project or activity area
- Ability to work with others such as leaders and agents
- Knowledge of the purposes of youth work
- Ability to teach project or activity leaders

Selection and Approval:

The project or activity chairman is selected and approved by the unit Extension agents. Project and activity leaders are appointed and approved annually.

HOW PROJECT AND ACTIVITY CHAIRMAN

MAINTAINS RELATIONSHIPS WITH OTHERS

1. Keep the unit Extension agents informed of your plans and ask them for their suggestions.
2. Ask unit Extension agents to keep you informed of the latest developments in the project area.
3. Keep organization leaders and other project leaders informed of your plans and activities through the unit Extension agents.
4. Utilize the mailing privileges of the unit Extension agents writing letters under their signature in case of circular letters informing leaders of meetings and other functions.
5. Obtain the assistance of the organizer and recruiter in organizing groups and recruiting 4-H members. Coordinate training needs of new leaders with them.
6. Work with people from radio, television, and newspapers in publicizing 4-H project plans and activities.
7. Obtain the help of resource people whenever possible to provide materials, to teach, and to assist with the project program.
8. Keep the members of the leaders association and 4-H council informed of your plans and activities and ask them for their support.
9. Know who the Extension subject matter specialists are in your project area and have Extension agents make any necessary contacts with them.
10. Keep professional people who are working in subject matter areas related to your project informed of your plans and appeal for their support.

ITEMS TO CONSIDER IN ORGANIZING FOR THE ANNUAL
4-H PROJECT PLANNING MEETING WITH OTHER PROJECT LEADERS

1. Plan the meeting with two or three of the most interested leaders.
2. Have a well planned meeting.
3. Contact all leaders by letter two weeks in advance.
4. Have leaders on the planning committee present different agenda items.
5. Have a telephone committee contact leaders.
6. Set the date of the meeting at least a month in advance.
7. Find a meeting place that is centrally located.
8. Have tables at which the leaders can be seated.

SUGGESTED ITEMS TO BE CONSIDERED IN
CONDUCTING THE ANNUAL PROJECT PLANNING MEETING

1. Subject matter the project covers (What can members learn)
2. New areas
3. Membership and expansion (Who and How Many)
4. Leader recruitment (Who)
5. Leader training (What, How, When)
6. Junior leaders
7. Teen leaders
8. Special activities -- tours, exhibits, achievements
9. Promotion and publicity

SUGGESTED LETTER TO BE SENT TO PROJECT LEADERS
TO ATTEND THE ANNUAL 4-H PROJECT PLANNING MEETING

Dear Leader:

The annual 4-H _____ project planning meeting will be held
at the (place) _____ (month) _____ (date) _____.
Please attend; we need your ideas in developing the 4-H _____
project program for the coming year.

Some of the different parts of the _____ project program that
we need to decide upon will include:

1. Subject matter to be taught
2. Leader training to be held
3. Special activities to be conducted
4. New program ideas
5. Leader recruitment
6. Member recruitment
7. Other important program areas

We are counting on you to help think through the best ways to provide
the 4-H members the best learning experiences possible. We appreciate
your interest and concern for youth.

Sincerely,

Unit Extension Agent

PROJECT CHAIRMEN AS LEADER TRAINERS

Leader training is one of the most important responsibilities of the project/activity chairman.

Much of the training you will give will be in a face-to-face situation with the project or activity leaders. If you have a large number of leaders in your project or activity areas, small group sessions may work best for you. The involvement of other leaders and resource people can lighten greatly your load as you carry out your responsibilities.

The joys you receive from your work will be the growth and development of leaders as they work with youth. Seeing youth participate in 4-H guided by the leaders you have helped will also be a great reward. Knowing many youth are being helped will be the greatest reward of all.

FACTORS TO CONSIDER IN PLANNING AN
INDIVIDUAL OR GROUP TRAINING SESSION

1. Decide specifically what you want the leaders to learn (Do not include too many subjects).
2. Plan what needs to be taught (Teach only one idea or concept at a time).
3. Use a learn-by-doing method (Show the leaders how and let them practice).
4. Determine how it will be taught.
5. Share the responsibility of the training with other leaders. You may use resource people and leaders who can do a particular thing very well.
6. Identify who will teach.
7. Decide on the equipment that will be needed to teach and who will bring it.
8. Decide on a place that is appropriate for what is to be taught.
9. Decide on the place that is convenient to the leaders to be trained.
10. Decide on a date and time that is most convenient for the leaders to be trained (Limit the time of the session to 1½ hours to cover the information you plan to teach).

SUGGESTED LETTER FOR LEADER TRAINING

Dear _____:

You and other _____ project (or activity) leaders are invited to attend a project (or activity) leader training session on (month) _____ (day) _____ at (time) _____ at (place) _____.

The purpose of the meeting is to: _____

A demonstration will be given by Mr. or Mrs. _____ on how to _____. If possible, bring the following materials so you can practice what is demonstrated.

We will have an opportunity to exchange and share ideas. We are looking forward to your participation. Thank you for helping boys and girls grow and develop by serving as their leader.

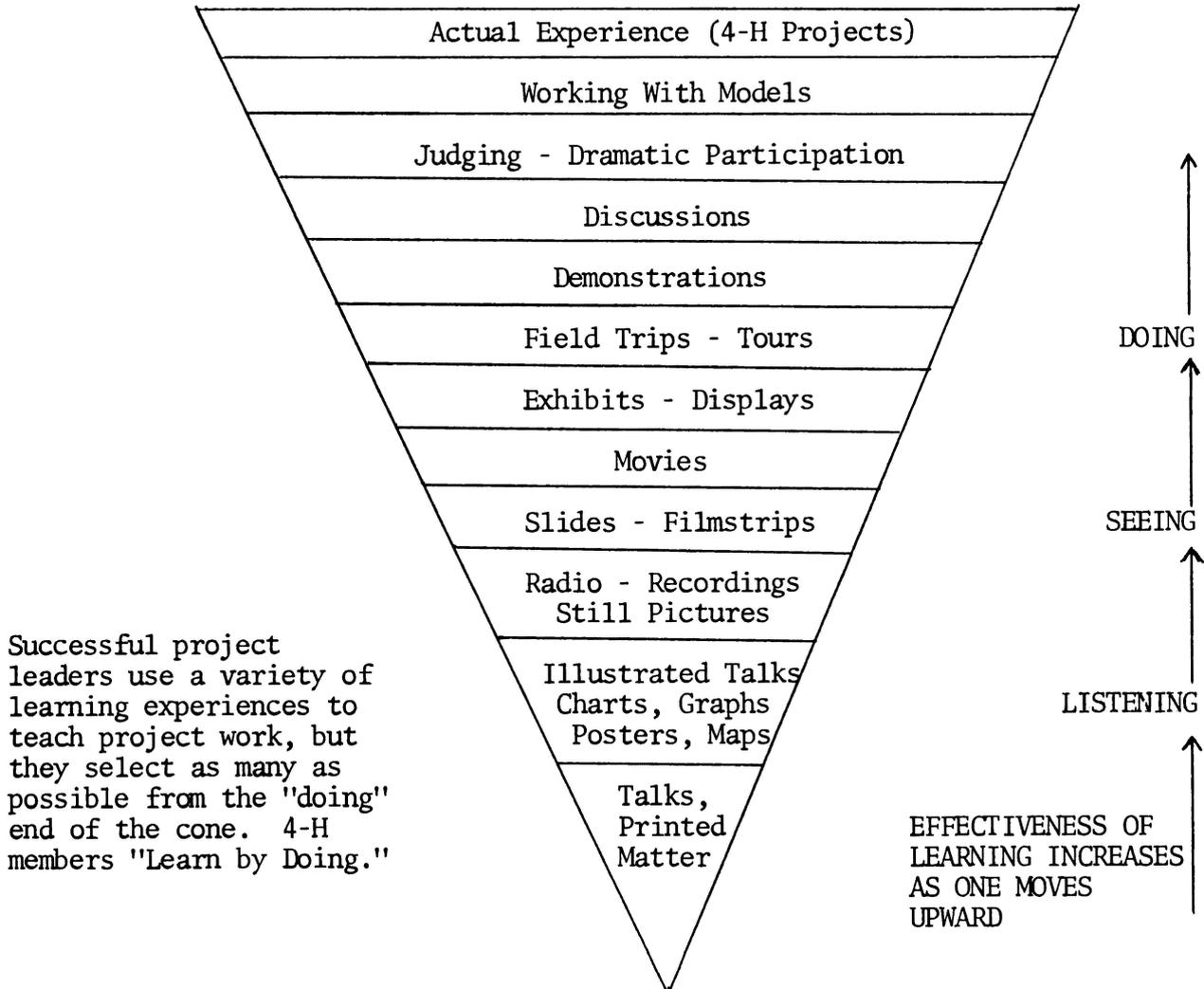
Sincerely,

WHAT LOCAL 4-H CLUB PROJECT LEADERS NEED TO KNOW AND DO

1. The subject matter of the project.
2. Help members and their parents understand the project and its opportunities.
3. Help members plan their project work and set their own goals for learning and doing (See project guides, project planning guides, and project record forms).
4. Help members locate project materials, literature, or other equipment needed for the project.
5. Guide the members in their project work so it will be enjoyable.
6. Visit members to check on projects and make suggestions for improving project work.
7. Compliment the member on any work well done.
8. Conduct project meetings.
9. Plan project tours or field trips with members and parents.
10. Help members plan and give demonstrations or talks relating to the project.
11. Teach members to keep project records.
12. Instruct members to prepare project exhibits.
13. Publicize the work members are doing in projects.
14. Work with teen leaders.
15. Encourage 4-H members to participate in other 4-H activities.

TEACHING METHODS AND TECHNIQUES

CONE OF EXPERIENCE



Studies show that people will retain information by these methods:

Reading	20%	Hearing and Seeing	50%
Hearing	20%	Saying	70%
Seeing	30%	Saying and Doing	90%

SUGGESTED RESPONSIBILITIES FOR TEEN LEADERS

- Assist with a project group.
- Teach information at project group meetings.
- Help plan project group activities and meetings.
- Help individual project group members.
- Contact parents of project members.
- Help prepare exhibits of individual or group project work.
- Help members with the development of demonstrations.
- Help members with judging and identification contests.
- Help members complete project records and achievement record books.

Teen leaders will be a real inspiration to you. They will be able to add much to the total experiences given all the 4-H members in their 4-H project work.

PROMOTING THE PROJECT PROGRAM

(TO RECRUIT MEMBERS AND LEADERS AND GAIN PUBLIC SUPPORT)

1. Ask two or three project leaders to develop and carry out a project promotion program.
2. Involve 4-H members to tell the project story on TV, radio, and newspapers.
3. Use action pictures of youth working individually and together on projects.
4. Present programs at civic organizations, PTA's, youth groups, and assemblies.
5. Develop a plan for conducting the 4-H project to include the educational experiences of youth.

RECRUITMENT OF LEADERS

1. Encourage adults and teenage youth to serve as leaders as you promote the project program utilizing the five points listed under promotion.
2. Enlist a committee of people to plan and carry out a leader recruitment program.
3. Have leaders give talks to various adult groups on the benefits of being a volunteer leader.
4. Contact present club leaders and ask them to recruit leaders in your project area.
5. Contact civic organizations, PTA's, and appeal for the assistance of volunteer leaders.
6. Recruit leaders on the neighborhood basis.
7. Publicize the need for project leaders through mass media.

ACCOMPLISHING PROJECT WORK

Pre-planning

- Know the requirements for your projects. Use the member and leader guides.
- Study literature for your projects. See leader's guides.
- Acquaint yourself with each member in your group - background, age, experience, interest, abilities, home situation.
- Decide how you will inform members and parents what is expected of them.
- Determine how project work will be planned.

List things to be learned, made, and done in the project. Most project work is planned to be completed in 4 to 5 months. Some projects require more time, some require less time. Decide who will assist you and where project meetings will be held.

Plan Project Work

- Number of meetings - Length of meetings
- Where - When
- How will supplies used at meeting be provided? What will be brought to meetings?
- List things to be learned (or taught), things to be made, things to be done
- Plan meetings: What - how - who - when
- Plan special activities - (limit number)
Example for clothing: shopping tour, modeling practice, demonstration day, local dress revue
- Outline homework
- Set completion date for project - meetings and requirements

Remember - Any program is flexible!

PROJECT MEETING PLANS

Date of Meeting _____

Time _____

Place _____

What should each member learn by the end of this meeting? _____

Equipment and Supplies Needed	Who Shall Bring It?

What Is To Be Learned	What Will Be Taught	How Will It Be Taught	Who Will Teach It

What can members do at home before next meeting? _____

What will topic be for next meeting? _____

What supplies will members need to bring with them to next meeting? _____

SECURING PARENT INTEREST AND PARTICIPATION

How To Interest Parents

1. Get parents to attend project meetings.
 - Explain the 4-H project.
 - Explain what is expected of a 4-H member.
 - Explain how parents can be of help.
 - Explain what parents can expect adult leaders to do.
2. Hold special parent meetings.
3. Make home visits and telephone calls.
4. Include parents in special activities and events.
5. Hold 4-H meetings in the home of 4-H members.
6. Arrange tours to homes of all members.
7. Be specific when asking parents for help and be sure it is meaningful help they are asked to give. (Is it a job you would enjoy doing yourself or just an uninteresting chore?)
8. Give credit to parents for their help.

What Parents Can Do

1. Be a 4-H leader.
2. Hold 4-H meetings in their home.
3. Help members select, finance, and manage their projects.
4. Encourage record keeping.
5. Help members get to 4-H meetings and events.
6. Attend 4-H meetings and events.
7. Serve on committees to help plan and conduct 4-H events.
8. Share special talents, such as piano playing, song leading, flower arranging, camp leadership, crafts.
9. Help leaders conduct project work.
10. Help leaders locate and secure other qualified adults to conduct project work and help with 4-H activities.

SUGGESTIONS FOR VISITING 4-H MEMBERS

It is important for a 4-H leader to visit the 4-H member and his project. It is impossible to state specifically when a 4-H leader should visit the homes of 4-H members. It may depend entirely on the nature of the program, the size of the community, the number of members in the club, and the amount of time the leader has to give to such visits.

Why Make Visits?

1. To gain information -- see 4-H member's progress.
2. To get acquainted with other family members.
3. To develop confidence of members and their families.
4. To inform parents and members about 4-H work.
5. To give project suggestions.
6. To see the member's project and give helpful hints.
7. To show interest in the work and give encouragement.

When To Make Visits

1. Early in the 4-H year, to encourage new members with their projects.
2. When you feel that the member needs some guidance with his project.
3. When you feel that the member is losing interest.
4. When you see that a member feels insecure (is not liked by others or feels that he doesn't fit in with group).
5. When members do not attend meetings regularly.
6. At midyear, to see how the project is progressing.

How To Make A Visit

1. Set a time for the visit.
2. Make it short.
3. Be friendly.
4. Take some literature with you.
5. Talk first about other subjects -- the weather or family pet.
6. Give a compliment on something, such as an attractive picture, yard, or garden.
7. Comment on other places you have visited, so that the family will not think you are checking just on them.
8. Be tactful. Make the 4-H member think what you suggest is his idea.
9. Be sure you do not appear to be snoopy.
10. Be careful not to criticize. Members need to be noticed, to feel important, to achieve, and to be praised.

Evaluation

1. Was I welcome?
2. Did I get some general information about the member, his home background, etc.?
3. Was the member helped by my visit?

RECOGNIZING 4-H MEMBERS

All members desire and need recognition for their project work and for their contributions to the project group.

As project leader, you can insure recognition when you help the 4-H member select a project that has real meaning to the member and his family.

Secondly, give 4-H members individual attention and help to show you interest in them.

Let 4-H members know you appreciate their efforts, even though they may perform at levels not up to your expectations, but yet comparable to their ability.

Your recognition of jobs well done is meaningful, regardless of how small the task the member has completed.

You can build recognition into project group programs when each member participates as often as possible with your guidance. Give the members responsible jobs equal to their ability, but also challenging. Insure a satisfying experience for the 4-H club member.

Other ways that 4-H members can be recognized include selecting their home for a club meeting or a tour stop. Exhibiting projects at a local achievement or county project show is another way. Helping them to prepare and participate in method demonstration events or submitting achievement records for the awards programs are other methods.

Schedule members to appear before audiences when they are ready to tell about 4-H and to give demonstrations. Newspaper, radio, and television publicity provide means of giving recognition to young people. Always help members prepare and rehearse before they appear in public.

The greatest help you can give to a 4-H member is confidence in himself, so he feels he can contribute, and consider himself worthy.

SOME LAWS OF GROWTH

The following principles may help you understand better how children develop, how they proceed to work through their "growing-up jobs."

1. All children tend to grow through the same stages, but each at his own rate and in his own time.
2. Development is likely to be uneven. The extra-tall 13 year old may be extra-short in self-confidence and security.
3. Growth and "improvement" are not the same. Some of the behavior most obnoxious to adults is evidence of healthy development.
4. All aspects of development are interrelated. During the 4-H years, the maturing of the reproductive organs affects the boy and girl emotionally and socially as well as physically. This one goes through a "giggly" stage. That one becomes upset easily. Another becomes awkward or shy.
5. The child wants to grow and needs to grow.
6. Girls tend to reach puberty at an earlier age than do boys, but the individual differences are great.

WHAT DO BOYS AND GIRLS NEED FROM A 4-H LEADER?

Boys and girls join 4-H for many reasons, each does his work in his own special way, and each finds in his 4-H leader the satisfaction of certain real needs. The true measure of 4-H or of the job of a project leader is not found in reports of projects completed nor meetings attended nor records checked. 4-H has value as it helps boys and girls grow, and 4-H leaders find their deepest satisfactions in understanding boys and girls and working with them in the growth process.

To help this growth process, the 4-H leader may:

1. Work for deeper understandings of boys and girls as they are today. "We want to be understood."
2. Accept each child with his own abilities and limitations. "We want to be accepted and respected for what we are, not what we do!"
3. Realize that all behavior has causes. "We can't grow when we are blamed."
4. Build in each child the feeling: "I am the kind who can try it."
5. Provide many opportunities for worthwhile achievement in terms of the child's talents.

PROJECT SELECTION

In choosing a project, a member will consult with his parents and 4-H leader(s). After considering all the projects available and the requirements of each, he should select one based on:

1. His interests, needs, and capabilities
2. His family situation
3. Suitability of the area in which he lives

Members enrolling for the first time are encouraged to take only one project. As a member gains in knowledge and experience, the size of the project may be increased and additional projects selected.

Early in his 4-H career, a member should consider developing a tentative project plan to guide him until he is past 4-H age. Sound projects should be continued year after year, with increase in the size of the project when possible. In enrolling for additional projects, a 4-H member should try to include those projects which are related to his other project work. For example, an electric project member may enroll in home improvement, woodworking, safety, or automotive projects. If possible, an older member should consider expanding project work to develop a complete farm, ranch, business, or home management program.

The project is the core of the 4-H member's experience. It is the center of many activities and experiences in which members should be encouraged to participate. The experienced member will find satisfaction in expanding his project work, in learning experiences of greater depth, in career or avocational possibilities and in learning the "why" behind the "how to do it." Each of these relates to the project the member selects.

THE 4-H PROJECT AND THE MEMBER

The project is a useful tool to teach boys and girls many skills. But more important is helping boys and girls grow into more capable adults by learning how to plan, set goals, make decisions, and evaluate what they have accomplished.

It is important that a 4-H member plan and carry out their own 4-H project with guidance from adult leaders. When leaders help 4-H members set project goals for learning and doing, it is important to consider what are the 4-H members capable of doing, what are they interested in doing, and can they provide the materials for the project. Success experiences are important and can be achieved by setting goals that can be reached with some challenge.

In each project, planning and evaluating are continuous. Members should list what they want to learn and do. Then have the plan reviewed several times during the year by the individual member and the leader. Generally, younger members will need more guidance and help in making and carrying out their personal project plan.

There is no one in a better position to know how much the member has learned through his project work than the member's own leader. The leader, parent, and member make up the best team for evaluating progress.

In the process of evaluation, the leader and member have the opportunity to share in evaluating the member's accomplishments -- what he has learned and done. This procedure gives the member a deep sense of personal involvement. More positive views of one's abilities are possible when the member is able to feel and know his own needs and values. He can then begin to "take charge" and change them. In this way, members can begin to move toward a feeling of success.