VRKC

**VOLUNTEER
RESEARCH
&
KNOWLEDGE
COMPETENCY**

Taxonomy for 4-H Youth Development

Communications

Volunteers demonstrate the ability to create, deliver and interpret information effectively through formal and non-formal means. This includes:

Speaking Skills
Listening Skills
Writing Skills
Non-Verbal Skills
Information Delivery & Dissemination
Marketing & Public Relations
Use of Technology

Organization

Volunteers demonstrate the ability to engage others in planning, providing and delivering positive 4-H youth development programming in a community. This includes:

Planning & Organizing
Time Management
Parent Recruitment & Involvement
Delegating Tasks to Parents
Service to the Community
Marketing & Publicity

4-H Program Management

Volunteers must understand and follow appropriate policies, procedures and safety guidelines when acting on behalf of Extension. This includes:

Organization & Structure of Extension
Upholding the 4-H Mission
Risk Management/Risk Reduction
Liability Awareness and Reduction
Club Management
Behavior Management
Record Keeping
Financial Management
Computer Skills

Using the VRKC Taxonomy

- VRKC provides county 4-H professionals with an outline for volunteer development.
- VRKC provides state specialists with a format for agent education in volunteer development.
- Staff may choose to focus on one domain each year for all 4-H volunteers in a county, district or state.
- Staff may choose to assess the needs of individual or groups of volunteers and tailor a volunteer development plan specifically for each one.

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Educational Design & Delivery

Volunteers demonstrate the ability to plan, implement and evaluate research-based learning opportunities that effectively promote positive personal development. This includes:

Use of Age-Appropriate Activities
Utilization of Multiple Teaching
    Strategies
Understanding of Differences in
    Learning Styles
Knowledge of Subject Matter
Team Building Skills
Application of Experiential Learning
Program Evaluation Methods

Volunteer Research & Knowledge Competency

Taxonomy for 4-H Youth Development

Positive Youth Development

Volunteers demonstrate the ability to intentionally and appropriately apply the principles and best practices that result in the positive development of youth. This includes:

Developing Life Skills
Leadership Skills
Understanding Ages & Stages of Youth
    Development
Empowerment of Others
Practicing Youth – Adult Partnerships
Ability to Motivate & Encourage Youth
Appreciating Diversity

Interpersonal Characteristics

Volunteers demonstrate the ability to develop effective relationships, work competently with individuals and groups, and express empathy and understanding for others. This includes:

Care for Others
A Compassionate Nature
Acceptance of Others
Honesty, Ethics, Morality
Patience
Ability to Develop & Strengthen Rela-
    tionships
Flexibility

Developing the VRKC Model

The study on which this taxonomy is based identified the competencies that volunteers will need in order to effectively deliver 4-H Youth Development programs and activities in the next decade. This taxonomy will provide 4-H professionals with a national focus and direction related to the levels of competency and the perceived needs of 4-H volunteers. While the study provided benchmark data for future comparisons, the VRKC taxonomy provides insights into priorities for volunteer development.

During 2003 and 2004, 4-H Agents and volunteers in 21 states in all four Extension regions and all State 4-H Volunteerism Specialists were surveyed to discover and identify the skills or core competencies that volunteers would need to effectively deliver 4-H Youth Development programs, activities and projects. Phase I was qualitative and exploratory, and identified 32 competencies. In the quantitative phase II, the original 32 competencies were separated and collapsed into 22 measurable skills and 6 personality characteristics. Their level of importance, level of competence and frequency of use were explored.

The VRKC Taxonomy is expressed in six domains; Communications, Organization, 4-H Program Management, Educational Design & Delivery, Positive Youth Development, and Interpersonal Skills. These six domains are listed in the cumulative order of importance, competence and use, as determined by the results of the study.

VRKC Domains & Volunteer Competencies

Research & Design Team

Ken Culp, III, Ph.D.
University of Kentucky
Primary Investigator

Renee K. McKee, Ph.D.
Purdue University
Co-Investigator

Patrick Nestor, Ed.D.
West Virginia University
Co-Investigator

VOLUNTEER RESEARCH & KNOWLEDGE COMPETENCY

Taxonomy for 4-H Youth Development

Cooperators

Carroll Bonn, Ph.D.
Texas A & M University
Debbie Bowman, Ph.D.
University of Maryland
Julie Chapin, Ph.D.
Michigan State University
Jim Deidrick, M.Ed.
University of Minnesota
Johnathan C. Despain, M.S.
University of Wyoming
Harriet Edwards, Ph.D.
North Carolina State University
Jan Hiller, Ph.D.
Washington State University
Deb Jones, M.S.
Utah State University
Ron Jones, Ph.D.
University of Maine
Jenny Jordan, M.S.
University of Georgia
Karla Knoepfli, M.S.
Oklahoma State University

Dale Leidheiser, Ph.D.
Colorado State University
Robert Lewis, Ph.D.
The Pennsylvania State University
Mary Kay Munson, Ph.D. & Sheri Seibold, M.S.
University of Illinois
Chuck Morris, Ph.D., Denise Schwab, M.S. & Chris Gleason, M.P.A.
Iowa State University
Linda Schultz, Ph.D.
New Mexico State University
Mary Jo Williams, M.S.
University of Missouri
Helene Zeug, M.S.
University of Hawaii

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VRKC Taxonomy
Overview

VRKC: Volunteer Research Knowledge Competency Taxonomy

INTRODUCTION

"What skills or competencies will volunteers need in order to effectively deliver 4-H programs and projects in the next decade?" This simple question started the nationwide research project that resulted in the VRKC, Volunteer Research Knowledge Competency Taxonomy. This work was vetted by 4-H National Headquarters in 2008. It stands as a cornerstone piece that guides the training and support for 4-H volunteers across the country. (Power Point Slides 1, 2)

WHAT TO DO

Volunteers who are competent in the utilization of these skills in their role as 4-H club volunteers will provide the best possible experience for 4-H youth members through a balanced program of activities and experiences focused on positive youth development. Competencies are underlying characteristics of people and indicate "ways of behaving or thinking, generalizing across situations and enduring for a reasonably long period of time" (Guion, 1991). "Volunteer leadership competencies reflect the knowledge, skills, and attitudes that contribute towards successful governance of the organization" (Pealow, 2002).

Activity 1: What Do You Need?

Divide the participants into small groups. Provide each with a piece of flip chart paper. Have each group brainstorm a list of the skills and competencies that they need in their 4-H volunteer roles. Have each group post and share their lists. Have the total group discuss: What are the similarities you observe between the lists? What are the differences? How could this group come together to form one common list? Why is it important to identify the skills and competencies that 4-H volunteers need to have to perform their service?

(Power Point Slide 3) The VRKC Taxonomy is based on the identified skills and competencies that volunteers will need in order to effectively deliver 4-H Youth Development programs and activities in the next decade. The research was led by Ken Culp III, Ph.D.; Renee McKee, Ph.D., and Patrick Nestor, Ed. D. It included input from volunteers and staff in 21 states in all four Extension regions. From that research, six domains were identified (Power Point Slide 4). Each domain includes five to eight competencies.

Distribute Handout 1 and discuss each domain, its definition, and the competencies within the domain (Power Point Slides 5-10). Note that the list is developed based on cumulative order of importance, competence and use, as determined by the results of the research study. Have the group discuss: What are the similarities and differences with the VRKC Taxonomy list and the list developed by participants?

Volunteerism for the Next Generation

References for this lesson:
- Culp, III, K., McKee, R., & Nestor, P. (2008). Volunteer Research, Knowledge & Competency Taxonomy for 4-H Youth Development. Retrieved 4/2010. http://nextgeneration. 4-h.org/volunteerism/
- Guion, R.M. (1991). Personnel assessment, selection, and placement. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of industrial and organizational psychology.* Palo Alto, CA: Consulting Psychologists Press.
- Pealow, J. (2002). Volunteer Leadership Training – Can We Get Beyond Orientation? Retrieved February 8, 2006: http://www.amces.com/publications/volunteer_leadership.htm

(Power Point Slide 11) The VRKC Taxonomy provides a framework for providing training and support to 4-H volunteers. This includes:

- Volunteers can use the VRKC Taxonomy to request training and support in specific areas to develop their personal skills and competencies for their 4-H roles.
- Staff can use the taxonomy to structure volunteer workshops or include skill building opportunities for volunteers included in other volunteer training opportunities.
- The framework can also be used as a tool for focusing county, state, regional and national volunteer training opportunities so as to provide volunteers with the knowledge and skills they have said they need to be effective in their 4-H roles.
- The taxonomy also provides a framework for 4-H Youth Development staff development. Staff need to be proficient in these areas as they train and support volunteers.

Conclusion:
The VRKC Taxonomy is a research-based framework that provides volunteers with the training and support they need and have requested to be effective in their 4-H volunteer roles. The outcome will be quality positive youth development programs, activities, and events for 4-H members. (Power Point Slide 12)

TALK IT OVER
Reflect:
- What are the six domains of the VRKC Taxonomy? What are the competencies located under the six domains?
- Why is the VRKC Taxonomy important to volunteers?

Apply:
- How can the VRKC Taxonomy be used by volunteers and staff?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Have participants prioritize the competencies in order of perceived importance, frequency of use, and/or local need to provide a list for future workshops.

Volunteerism for the Next Generation

Handout 1

VRKC: Volunteer Research Knowledge and Competency Taxonomy

Based on the findings of the studies, the VRKC Taxonomy is expressed in six domains; Communications, Organization, 4-H Program Management, Educational Design & Delivery, Positive Youth Development, and Interpersonal Skills. These six domains are listed in their cumulative order of importance, competence, and use, as determined by the results of the study.

Communications
Volunteers demonstrate the ability to create, deliver, and interpret information effectively through formal and non-formal means. Specific competencies include:
Speaking Skills
Listening Skills
Writing Skills
Non-Verbal Skills
Information Delivery & Dissemination
Marketing & Public Relations
Use of Technology

Organization
Volunteers demonstrate the ability to engage others in planning, providing, and delivering positive 4-H youth development programming in a community. This focuses on the following individual competencies:
Planning & Organizing
Time Management
Parent Recruitment & Involvement
Delegating Tasks to Parents
Service to the Community
Marketing & Publicity

4-H Program Management
Volunteers must understand and follow appropriate policies, procedures, and safety guidelines when acting on behalf of Extension. Competencies included are:
Organization & Structure of Extension
Upholding the 4-H Mission
Risk Management/Risk Reduction
Liability Awareness and Reduction
Club Management
Behavior Management
Record Keeping
Financial Management
Computer Skills

Volunteerism for the Next Generation

Educational Design & Delivery

Volunteers demonstrate the ability to plan, implement, and evaluate research-based learning opportunities that effectively promote positive personal development. This includes the following competencies:

    Use of Age-Appropriate Activities
    Utilization of Multiple Teaching Strategies
    Understanding of Differences in Learning Styles
    Knowledge of Subject Matter
    Team Building Skills
    Application of Experiential Learning
    Program Evaluation Methods

Positive Youth Development

Volunteers demonstrate the ability to intentionally and appropriately apply the principles and best practices that result in the positive development of youth. Specific competencies include:

    Developing Life Skills
    Leadership Skills
    Understanding Ages & Stages of Youth Development
    Empowerment of Others
    Practicing Youth-Adult Partnerships
    Ability to Motivate & Encourage Youth
    Appreciating Diversity

Interpersonal Characteristics

Volunteers demonstrate the ability to develop effective relationships, work competently with individuals and groups, and express empathy and understanding for others. This set of "soft skills" includes:

    Care for Others
    A Compassionate Nature
    Acceptance of Others
    Honesty, Ethics, Morality
    Patience
    Ability to Develop & Strengthen Relationships
    Flexibility

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can identify the six domains of the VRKC Taxonomy.	1 2 3	1 2 3
2. I can list reasons why the VRKC Taxonomy is important to volunteers and staff.	1 2 3	1 2 3
3. I can explain how the VRKC Taxonomy can be used in 4-H volunteer development.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

VRKC Taxonomy

Overview

The Research Question

"What skills or competencies will volunteers need in order to effectively deliver 4-H programs and projects in the next decade?"

Volunteers who are competent in the utilization of these skills in their role as 4-H club volunteers will provide the best possible experience for 4-H members through a balanced program of activities.

Volunteers for the Next Generation

VRKC Taxonomy

- Volunteer Research Knowledge and Competency Taxonomy

- Research-based

- Identifies the skills and knowledge that volunteers have identified they need to be competent in to do their 4-H service

VRKC Domains

- Communications

- Organization

- 4-H Program Management

- Educational Design & Delivery

- Positive Youth Development

- Interpersonal Characteristics

Communications

- *The ability to create, deliver and interpret information effectively through formal and non-formal means.*
  - Speaking skills
  - Listening Skills
  - Writing Skills
  - Non-Verbal Skills
  - Information Delivery & Dissemination
  - Marketing & Public Relations
  - Use of Technology

Volunteers for the Next Generation

Organization

- *The ability to engage others in planning, providing and delivering positive 4-H Youth Development programming in a community.*
  - Planning & Organizing
  - Time Management
  - Parent Recruitment & Involvement
  - Delegating Tasks to Parents
  - Service to the Community
  - Marketing & Publicity

Volunteers for the Next Generation

4-H Program Management

- *Understanding and following appropriate policies, procedures and safety guidelines when acting on behalf of Extension.*
  - Organization & Structure of Extension
  - Risk Management / Risk Reduction
  - Liability Awareness and Reduction
  - Club Management
  - Behavior Management
  - Record Keeping
  - Financial Management
  - Computer Skills

Volunteers for the Next Generation

Educational Design and Delivery

- *The ability to plan, implement and evaluate research-based learning opportunities that effectively promote positive personal development.*
  - Use of Age-Appropriate Activities
  - Utilization of Multiple Teaching Strategies
  - Understanding of Differences in Learning Styles
  - Knowledge of Subject Matter
  - Team Building Skills
  - Application of Experiential Learning
  - Program Evaluation Methods

Volunteers for the Next Generation

Positive Youth Development

- *The ability to intentionally and appropriately apply the principles and best practices that result in the positive development of youth.*
  - Developing Life Skills
  - Leadership Skills
  - Understanding Ages & Stages of Youth Development
  - Empowerment of Others
  - Practicing Youth-Adult Partnerships
  - Ability to Motivate & Encourage Youth
  - Appreciating Diversity

Volunteers for the Next Generation

Interpersonal Characteristics

- *The ability to develop effective relationships, work competently with individuals and groups and express empathy and understanding for others.*
  - Care for Others
  - A Compassionate Nature
  - Acceptance of Others
  - Honesty, Ethics, Morality
  - Patience
  - Ability to Develop & Strengthen Relationships
  - Flexibility

Volunteers for the Next Generation

Using VRKC Taxonomy

- Volunteers can use to request training and support in areas of need in own development

- Framework for volunteer development

- Framework for staff development

Volunteers for the Next Generation

VRKC Taxonomy
Overview

Thank You

Developed by
Ken Culp III, Ph.D.
Senior Specialist Volunteerism
University of Kentucky

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Communications:
Use of Technology

Presence of Communication Technology

- Part of Everyday Life

- Young Adults and Teens – Frequent Users

- Effective Teaching Tools

Computer Software

- Assists with completion of many tasks
- Software has its own tasks
  - Web Browser
  - E-mail
  - Instant Messaging/Video Chat
  - Word Processing
  - Database
  - Desktop Publishing
  - Paint/Photo Or Graphics
  - Video Editing
  - Presentation Programs

Volunteers for the Next Generation

Digital Cameras

- Digital Camera Types
  - Photo
  - Video
- Communication Capabilities
  - View immediately on view finder, television, or computer
  - May be downloaded and edited or shared online

Cell Phones & Wireless Handheld Devices

- Communication Capabilities
  - used for verbal communication (as a phone)
  - written communication using text messaging or "texting"
  - text messages may include photos/sounds
  - may connect to the Internet

Volunteers for the Next Generation

MP3 Players

- Communication Capabilities
  - listen and view audio or video clips
  - audio or video clips can be downloaded from the Internet in various forms
    - music podcasts
    - radio spots
    - audio books
    - movies
    - television shows
    - music videos
  - player can be taken anywhere

Volunteers for the Next Generation

Other Gadgets

- Digital Voice Recorders

- Projectors

- Digital Photo Frames

- More

Volunteers for the Next Generation

Internet & Online Communication Environments

- Web sites
  - evolution of the Internet from static to interactive (Web 2.0)
  - communication receiver customizes online experience

- Electronic mail
  - composing, sending, and receiving typed messages
  - attachments

- Instant messaging
  - real-time communication
  - uses Internet to share text-based messages

Volunteers for the Next Generation

Social Networking and Social Media

- Social networking
  - online communities
  - opportunity for connection and communication
  - additional features (e-mail, instant messaging)

- Collaborative social media sharing
  - wikis – online documents edited by many
  - blogs – online journals
  - podcasts/vodcasts – collection of audio/video files
  - photos and videos

Volunteers for the Next Generation

Communications:
Use of Technology

Thank You

Tracy L. Pracheil, Extension Educator
University of Nebraska-Lincoln, Extension

In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

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4-H Communications
Use of Technology

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will name technological equipment used to convey verbal and nonverbal messages.
- Volunteers will identify a variety of uses for technology communications in their 4-H volunteer roles.
- Volunteers will identify online communication environments.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils, markers, and flip chart
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
- Copy handouts.
- Gather as many examples of the technology tools as possible for demonstration.

Author:
Tracey L. Pracheil, Extension Educator, University of Nebraska-Lincoln, Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION

Using technology as a means of verbal and nonverbal communication has become a standard way of life for many in today's world. The presence of affordable equipment allows the average person to easily and frequently utilize technology to communicate with others. Additionally, the widespread availability of the Internet and online environments provides opportunities for virtual communication to occur. (Power Point Slide 1)

Young adults and teens, often times referred to as "digital natives," have grown up with the use of technology for communication purposes. In a study conducted by the National 4-H Council in 2005, it was shared that in order for the 4-H Youth Development Program to effectively serve young clientele, youth development professionals and volunteers must "conquer the generation gap by communicating with young adults and teens in their native tongue—technology" (National 4-H Council, 2005, p. 6). (Power Point Slide 2)

WHAT TO DO

Activity 1: Technology Transforming Traditional Communication
Using Handout 1, have each participant draw lines to match traditional forms of communication with technology forms of communication. How many of the traditional communication forms are you familiar with? How many do you still use? Which technology tools do you currently use? What advantages do you see for the use of technology tools? What disadvantages do you see?

Equipment

The evolution of technology continues to change and improve the equipment available for communication purposes. The computer has become the foundation for many other communication technologies, and most gadgets have the capability to connect directly to a computer for the use of additional features. Let's discuss the different types of technology communication tools and how they can be used.

Computer software (Power Point Slide 3)
Once installed on a computer, various software programs allow for a diverse number of tasks to be completed. Software types commonly include Web browser, e-mail, instant messaging/video chat, word processing, database, desktop publishing, paint/photo or graphics, video editing, and presentation programs. Depending on the type of software installed on the computer, you can post a message to an online chat board, send an e-mail, speak with a person online, write a letter, design a newsletter, edit a graphic, or make an electronic presentation.

Digital cameras (Power Point Slide 4)
Whether photo or video, digital cameras can serve a variety of communication purposes. Both types of cameras provide the ability to view the photo or video immediately after taken, either on the view finder, a television, or a computer. When connected to a computer, photos or videos may be downloaded and edited with image or video editing software. They may even be uploaded to the Internet and viewed by others.

Cell phones/Wireless handheld devices (Power Point Slide 5)
Cell phones and wireless handheld devices have many capabilities. Not only are they typically used for verbal communication, similar to traditional phones, but they are often times used for written communication as well. Text messaging, or "texting," is a common function used by many cell phone/wireless handheld device owners and is similar to e-mail, but utilizes phone service rather than Internet service. Photos and sounds may also be added to text messages, depending upon the capabilities of the device. Some cell phones and wireless handheld devices also have the ability to connect directly to the Internet.

MP3 players (Power Point Slide 6)
Depending on the type of MP3 player, users can listen and even view an audio or video clip. When used with the Internet, audio or video clips can be downloaded directly to the MP3 player in the form of music, movies, television shows, music videos, podcasts, radio spots, and even audio books. The MP3 player allows the receiver of the communication to place the selected audio or video clips on the player and take the files anywhere; once downloaded to the player, Internet access is not required to access them.

Other gadgets (Power Point Slide 7)
There are many other types of gadgets that use technology and assist with communication efforts. Digital voice recorders, projectors, digital photo frames, and many other items can help complete tasks related to verbal and nonverbal communication messages.

Internet and Online Communication Environments
The Internet, an extensive computer network of thousands of smaller networks, provides an abundance of information and has reshaped the way in which communication occurs. The Internet is commonly used for access to information on Web sites. However, various Web sites also have many communication functions, including electronic mail, instant messaging, social networking, collaborative social media sharing, and social learning. (Power Point Slide 8)

Web sites
When the Internet first emerged, static Web sites were commonly used. These Web sites focused on content developed and updated by the sender of communication. Receivers simply viewed the Web site and the materials/resources shared. As the Internet has evolved, the ability for two-way communication has come into existence. This

second version of the Internet is commonly referred to as Web 2.0. The new Web 2.0 environments of the Internet allow users to create customizable spaces that are interactive. These online spaces provide new faces for traditional media and allow for the communication receiver to customize the online experience.

Electronic mail
Electronic mail, or e-mail, involves composing, sending, and receiving typed, written messages to others. Attachments of many file types can be sent along with an e-mail message to one or multiple receivers.

Instant messaging
Instant messaging is a synchronous, or real-time, form of communication that occurs between two or more people and uses the Internet to share text-based messages.

Social networking (Power Point Slide 9)
Social networking Web sites allow groups of people to form online communities with each other. Common social networking sites include Facebook and MySpace; the "Access 4-H" Web site also contains social networking features. Online communities may be focused on demographics, geographic region, special interests, or other areas. Social networks provide an opportunity for group members to connect and communicate with each other. Many social networking sites also include the features of e-mail and instant messaging within their communication abilities.

Collaborative social media sharing
There are numerous collaborative social media sharing tools available online. Many of these tools involve one or more individuals editing or uploading material to the Internet where it may be viewed by many others. Some of these collaborative social media sharing tools include wikis, blogs, and podcasts/video podcasts; photos and videos may also be uploaded to share with others.
- *Wikis* are online documents that are edited by one or more individuals. Wikis are helpful when collaborating with a large group of people to write or revise a text-based document. A common Web site used to develop an online wiki is pbwiki.com.
- *Blogs* also utilize the Internet and are similar to journals, but are located online. A common Web site used to develop a blog is blogger.com.
- *Podcasts* are collections of audio files that can be uploaded to the Internet and downloaded by others to a computer or to a transportable MP3 player. *Video podcasts*, or *vodcasts*, are collections of video files that serve the same function as podcasts. Similar to an online radio program or television broadcast, a common Web site used to locate a podcast or video podcast is podcastalley.com.
- Photos and videos are often uploaded to the Internet to share with others. Those viewing the picture or video may also have the opportunity to comment on the material. Common photo and video media sharing sites include flickr.com and youtube.com.

Activity 2: Technology in 4-H
Ask each participant to select one technology tool for communication and share one or two ways they could use the tool in their 4-H club or with their 4-H project work.

Conclusion:
The widespread availability of technology and online environments provides opportunities for new ways of communication to occur. 4-H volunteers need to become comfortable learning and using technology tools in their communications with others. (Power Point Slide 10)

Volunteerism for the Next Generation

TALK IT OVER
Reflect:
- What advantages do technology communication tools have? What disadvantages?
- What additional experiences with technology tools would assist you in using technology in your communications?

Apply:
- Adults often rely on youth for using technology. This can demonstrate that youth have valuable skills that they bring to teams. What needs to happen to encourage all team members to increase their competencies?
- What technology communication tools can be implemented in your 4-H club or program?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Additional information and lessons on using technology communication tools are available at the "Teacher Tap: Professional Development Resources for Educators and Librarians" Web site:
http://eduscapes.com/tap/topic101.html

Volunteerism for the Next Generation

Handout 1

TECHNOLOGY TRANSFORMING TRADITIONAL COMMUNICATION

The use of technology today has transformed the means of communication, presenting traditional media forms in new ways. Match the traditional communication form on the left with the modern communication form on the right that most closely resembles the traditional purpose.

Traditional Communication Forms	Technology Communication Forms

United States Mail

Journal

Radio

Encyclopedia

Television

Picture Books or Photo Albums

Telegraph

Podcasts

Text Messages

Wikis

Electronic Mail

Online Photos

Blogs

Vodcasts or Online Videos

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can name three forms of technological equipment used to convey verbal and nonverbal messages.	1	2	3	1	2	3
2. I can identify a variety of uses for technology communications in my 4-H volunteer role.	1	2	3	1	2	3
3. I can identify online communication environments.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Communications:
Marketing & Public Relations

Public Relations

- Public relations activities enhance an organization's image or reputation

- 4-H programs, events, activities, and opportunities are typical examples of public relations activities

Four "P's" of Marketing

- Affects how a message is presented and received
    - Product
    - Price
    - Place
    - Promotion

Volunteers for the Next Generation

Marketing Communications Plan

- Outlines activities, ideas, and executions to achieve objectives

- Steps to developing plan:

    1. Make implementation decisions

    2. Create marketing communications strategy

    3. Evaluate communication and program efforts

Volunteers for the Next Generation

Marketing Communications Plan

Step 1 – Implementation decisions

Guiding Structure for Marketing Communications Strategy

**Position &
Target Audience**
(what to say & who
to reach)

Budget
(how much to
spend)

Objective
(what to
accomplish)

Volunteers for the Next Generation
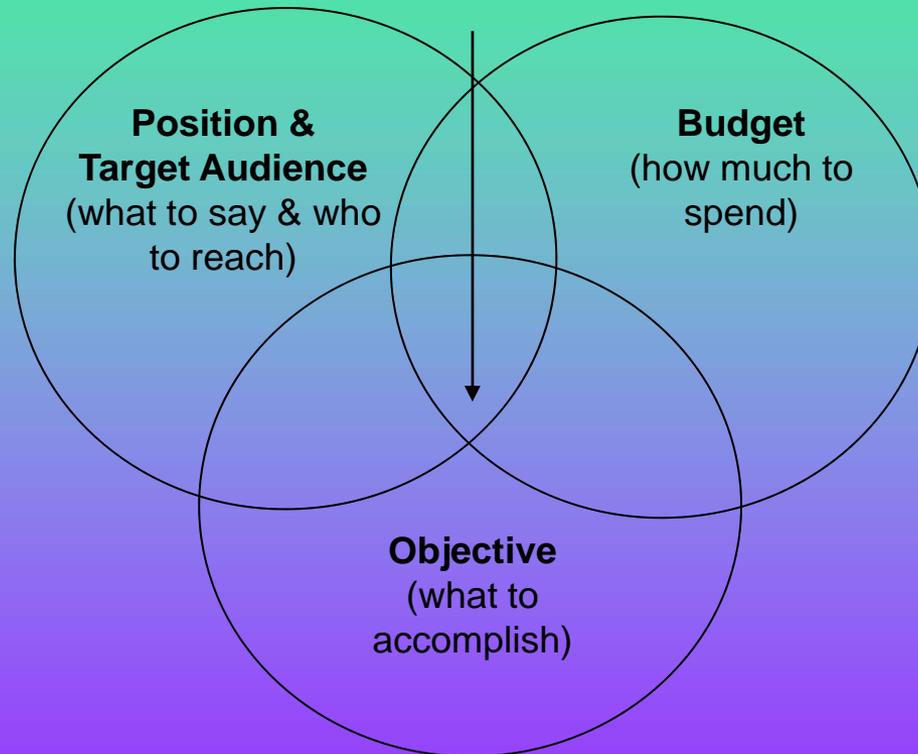
Marketing Communications Plan

- **Step 1 – Implementation decisions**
  - Position – what to say
  - Target audience – who to reach
  - Budget – how much to spend
  - Objective – what to accomplish

Volunteers for the Next Generation

Marketing Communications Plan

- ## **Step 2 – Create Marketing Strategy**
- **Promotional Mix**
    - Basic tools used to accomplish objectives
    - Include:
        - Paid advertising
        - Direct marketing
        - Interactive/internet marketing
        - Sales promotion
        - Publicity
        - Public relations
        - Personal selling

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Marketing Communications Plan

- **Step 2 – Create Marketing Strategy**
- Consider budget and use publicity
    - news story or release
    - press conference
    - feature article
    - editorial
    - announcement
    - photograph
    - film
    - videotape

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Marketing Communications Plan

- **Step 3 – Evaluate Communication & Program Efforts**

- Use objectives outlined

- Establish benchmarks to determine success

- If evaluation results not the intended results, revisit marketing
  mix (product, price, place, and promotion)

Volunteers for the Next Generation

Communications:
Marketing & Public Relations

Thank You

Developed by

Tracy L. Pracheil, Extension Educator
University of Nebraska-Lincoln, Extension
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Communications
Marketing and Public Relations

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify examples of public relations events.
- Volunteers will describe how the four "P's" affect the way a message is presented and received.
- Volunteers will develop a marking communications plan.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils, markers, and flip chart
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Copy handouts

Author:
Tracey L. Pracheil, Extension Educator, University of Nebraska-Lincoln, Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION
As 4-H volunteers, you are frequently tasked with recruiting and promoting participation in 4-H programs, events, activities, and opportunities. These events are examples of *public relations* and are often times used to enhance an organization's image or reputation (Belch & Belch, 2004). (Power Point Slide 1)

WHAT TO DO
Activity 1: Q & A
Ask participants to describe a public relations method they are using in their 4-H club or program. What is the purpose of the public relations method? How did the 4-H club or program decide to use this method? What have been the results? What could be done to improve it?

Public relations activities enhance an organization's image or reputation. 4-H is rich with opportunities for demonstrating positive public relations through 4-H programs, activities, and events. (Power Point Slide 2)

You may be very excited about a public relations opportunity and have high hopes of attracting lots of participants. However, it is important to remember that in order to reach an intended group of individuals, the public relations event needs to offer the right *product* (or topic of opportunity), at the right *price,* at the right *place,* with the right *promotion*. These particular elements, commonly referred to as the "four P's" of marketing, equally affect the way a message is presented and received (Parente, 2000). (Power Point Slide 3)

The product, price, and place for a public relations event shape the marketing communications message that you will be sending to others. Once you've made decisions regarding these three elements, the opportunity for promotion begins. Creating a simple marketing communications plan will assist you with promotion and increase the likelihood that the most important audience will receive the intended message, leading to their participation in the event.

Marketing Communications Plan
(Power Point Slide 4) A marketing communications plan "outlines the activities, ideas, and executions that take place in order to achieve campaign objectives" (Parente, 2000). There are many ways to develop an effective communications plan; however, most plans involve the processes outlined in three steps. First, when developing a plan, implementation decisions will need to be made. These decisions involve identifying the position and the target audience, establishing objectives, and determining the marketing communications budget. Second, create a marketing communications strategy. Finally, evaluate the

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communication and the program efforts. (Adapted from Shimp, 2003) Let's take a closer look at these three steps. (Distribute Handout 1)

Step 1) Make implementation decisions

(Power Point Slide 5) Implementation decisions establish the strategic foundation for a marketing communications plan (refer to diagram on handout and slide). Identifying the position and the target audience, establishing objectives, and determining the budget all contribute to the second step of creating a marketing communications strategy. Therefore, it is vital to spend time thinking about your particular event and making key initial decisions before additional planning takes place (Shimp, 2003).

(Power Point Slide 6) Decisions regarding the *position* being shared involve determining "what to say" about an event. The position "represents the key feature, benefit, or image that it stands for in the target audience's collective mind" (Shimp, 2003). Defining the *target audience* of an event is a key to effectively informing the correct individuals. To draw a clear, mental picture regarding whom you intend to reach with specific event details, think about the demographics (gender, age, race, workplace, education level, physical location) and the psychographics (lifestyle, attitudes, values) of this group of people.

The *budget* or finances available for promotion of the event needs to be considered. Determining how much money is available to spend at this stage of planning will eliminate potential frustration that may occur later if it's found that there's not enough money to fund the event.

It is important to establish a goal or an *objective* about the intended accomplishments of the event. Defining the purpose of the event that is being promoted provides structure for all steps of event planning and will also provide a baseline that can be used for evaluation purposes after the event has taken place.

Step 2) Create a marketing communications strategy

After key decisions have been made regarding the implementation of the communications plan, it is now time to begin thinking strategically about the message that will be shared with the target audience and the promotion that will be used to communicate this message. Thinking more about the position, target audience, and objectives, what types of messages need to be shared about the event that is being promoted? How can these messages be creatively formed? Brainstorm how verbal (oral or written) and nonverbal (visual) communication can be used to share meaning or significance. Once a key message has been developed that will be shared with the target audience, it is then time to determine how the marketing communication plan will utilize elements of the "promotional mix."

(Power Point Slide 7) The promotional mix is the "basic tools used to accomplish an organization's communication objectives" (Belch & Belch, 2004). Elements of the promotional mix commonly include paid advertising, direct marketing, interactive/Internet marketing, sales promotion, publicity, public relations, or personal selling (Belch and Belch, 2004).

(Power Point Slide 8) Depending on the nature of your public relations event, as well as the budget identified earlier, some of these promotional mix options may be more feasible than others.

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Because budgets for marketing 4-H programs may be limited, we often use *publicity* and a variety of other tools to promote 4-H events. Publicity is a type of non-personal communication that is typically in the form of a news story or release, press conference, feature article, editorial, announcement, photograph, film, or videotape (Belch & Belch, 2004).

Step 3) Evaluate communication and program efforts
(Power Point Slide 9) The third and final step in the development of a marketing communications plan is to decide how the program and communication efforts will be evaluated after both have been completed. Using the objectives outlined previously, establish benchmarks to determine the success of the communications strategy and the tactics used (publicity, advertising, etc.) to promote the public relations event. Sample evaluation questions may include: Did the targeted number of individuals attend the event? How has their awareness about the event topic and the 4-H program increased? Did the participants understand the information being shared with them? How will participants benefit from the information they learned at the event? If the evaluation results of the communication and program efforts are not the intended results, revisit the "four P's" to determine what area may need to be altered the next time the event is offered.

Activity 2: My 4-H Marketing Communication Plan
Have volunteers develop a marketing communication plan for their 4-H club or program using Handout 2. Ask volunteers to share their plans with other participants who may respond to the plan's strengths or offer ideas to improve it.

Conclusion:
(Power Point Slide 10) Marketing and public relations are important to 4-H clubs and programs. Having a plan that tells the 4-H story to specific audiences is important. Volunteers can make a difference through their communications in marketing and public relations.

TALK IT OVER
Reflect:
- What are important messages to be part of 4-H marketing and public relations plans?
- Who are important audiences to target in 4-H marketing and public relations plans? Describe special considerations in developing marketing messages for each audience.

Apply:
- How can youth be involved in marketing and public relations communication?
- Describe the short term and long term goals for your marketing and public relations plans.

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
- Discuss 4-H Name and Emblem Guidelines: http://www.national4-hheadquarters.gov/emblem/4h_name.htm
- 4-H Brand Network has a variety of tools and resources to assist in marketing 4-H: http://4-h.org/d/Pages/Layouts/brandnetwork.html
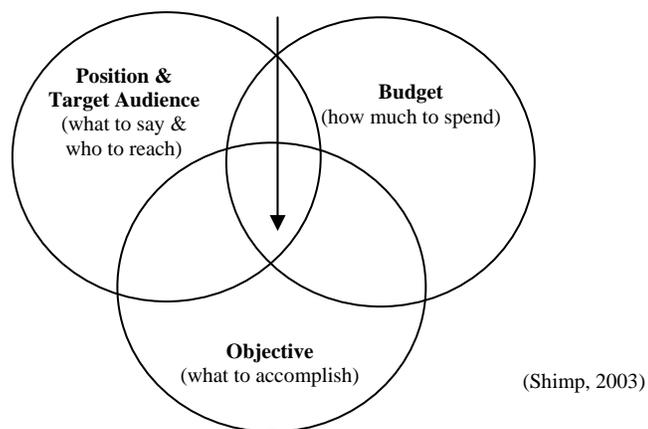
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Handout 1

Marketing Communications Plan

A marketing communications plan "outlines the activities, ideas, and executions that take place in order to achieve campaign objectives" (Parente, 2000). There are many ways to develop an effective communications plan; however, most plans involve the processes outlined in three steps.

Step 1) Make implementation decisions
Implementation decisions establish the strategic foundation for a marketing communications plan (see figure below). Identifying the position and the target audience, establishing objectives, and determining the marketing communications budget all contribute to the second step of creating a marketing communications strategy. Therefore, it is vital to spend time thinking about your particular event and making key initial decisions before additional planning takes place.

Guiding Structure for Marketing Communications Strategy

Position & Target Audience
(what to say & who to reach)

Budget
(how much to spend)

Objective
(what to accomplish)

(Shimp, 2003)

Position and Target Audience
Decisions regarding the *position* being shared involve determining "what to say" about an event. The position "represents the key feature, benefit, or image that it stands for in the target audience's collective mind" (Shimp, 2003). Defining the *target audience* of a program, event, activity, or opportunity, is key to effectively informing the correct individuals. To draw a clear, mental picture regarding whom you intend to reach with specific event details, think about the demographics (gender, age, race, workplace, education level, physical location) and the psychographics (lifestyle, attitudes, values) of this group of individuals.

Budget
The finances available for promotion of the event need to be considered. Determining how much money is available to spend at this stage of planning will eliminate potential frustration that may occur after the marketing communications strategy has been developed and it is found that not enough money is available to fund the selected promotion.

Objective
It is important to establish a goal or an *objective* about the intended accomplishments of the event. Defining the purpose of the event that is being promoted provides structure for all steps of event planning and will also provide a baseline that can be used for evaluation purposes after the event has taken place.

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Step 2) Create a marketing communications strategy

After key decisions have been made regarding the implementation of the communications plan, it is now time to begin thinking strategically about the message that will be shared with the target audience and the promotion that will be used to communicate this message.

Thinking more about the position, target audience, and objectives previously outlined, what types of messages need to be shared about the event that is being promoted? How can these messages be creatively formed? Brainstorm how verbal (oral or written) and nonverbal (visual) communication can be used to share meaning or significance. Once a key message has been developed that will be shared with the target audience, it is then time to determine how the marketing communication plan will utilize elements of the "promotional mix."

The promotional mix is the "basic tools used to accomplish an organization's communication objectives" (Belch & Belch, 2004). Elements of the promotional mix commonly include paid advertising, direct marketing, interactive/Internet marketing, sales promotion, publicity, public relations, or personal selling (Belch and Belch, 2004).

Depending on the nature of your public relations event, as well as the budget identified earlier, some of these promotional mix options may be more feasible than others. Because financial budgets for marketing 4-H programs and opportunities may be limited, public relations activities often use *publicity* and a variety of other tools to communicate a message. Publicity, a type of non-personal communication that is typically in the form of a news story or release, press conference, feature article, editorial, announcement, photograph, film, or videotape (Belch & Belch, 2004), is frequently used for promotion of 4-H events.

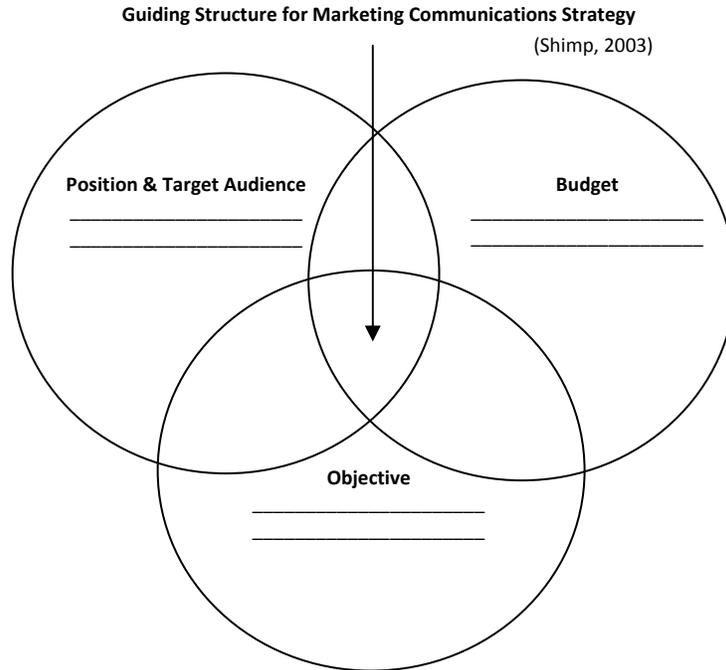### *Step 3) Evaluate communication and program efforts*

The final step in the development of a marketing communications plan is to decide how the program and communication efforts will be evaluated after both have been completed. Using the objectives outlined previously, establish benchmarks to determine the success of the communications strategy and the tactics used (publicity, advertising, etc.) to promote the public relations event. Sample evaluation questions may include: Did the targeted number of individuals attend the event? How has their awareness about the event topic and the 4-H program increased? Did the participants understand the information being shared with them? How will participants benefit from the information they learned at the event?

If the evaluation results of the communication and program efforts are not the intended results, revisit the "four P's" (product, price, place, and promotion) to determine what area may need to be altered the next time the event is offered.

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Handout 2

My 4-H Marketing Communications Plan

1. Make Implementation Decisions

Guiding Structure for Marketing Communications Strategy

(Shimp, 2003)

Position & Target Audience
_____
_____
_____

Budget
_____
_____

Objective
_____
_____

2. Create a Marketing Communications Strategy
(brainstorm how oral, written, or visual communication can be used to share meaning or significance)

_____
_____
_____
_____
_____

3. Evaluate Communication and Program Efforts
(using objectives above, establish a plan for how the program and communication efforts will be evaluated)

_____
_____
_____
_____
_____

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can name three examples of public relations events.	1 2 3	1 2 3
2. I can describe how the four "P's" affect the way a message is presented and received.	1 2 3	1 2 3
3. I can develop a marketing communications plan.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Communications:
Information Delivery & Dissemination

Target Audience

- Group intended to receive information

- Use variety of methods, but match to target audience to insure efficacy

- Considerations of target audience

  - demographics

  - psychographics

  - preferred communication and learning styles

- Views of technology

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Information Topic and Purpose

- Complex – may benefit from face-to-face or online discussions

- Simple – may be shared via e-mail

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Information Delivery Methods

- Face-to-face communication

- Mail-based communication

- Web-based communication

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4

Face-To-Face Communication

- Verbal messages back and forth between two or more people

- Examples
  - o 4-H club or council meetings
  - o Afterschool or school enrichment presentations
  - o Interview judging
  - o Camping trips
  - o Other Extension workshops and events

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Mail Based Communication

- Communication distributed through U.S. Mail

- Examples

  - Newsletters

  - Brochures

  - Postcards

  - Direct mail pieces

  - Articles in newspapers or magazines

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Web Based Communication

- Use of Internet to obtain information

- Examples
  - Reading Web sites
  - Downloading publications
  - Streamlining video
  - Using e-mail
  - Distance education
    - Synchronous interactions
    - Asynchronous interactions

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Communications:
Information Delivery & Dissemination

Thank You

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VRKC:
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Volunteers for the Next Generation

4-H Communications
Information Delivery & Dissemination
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will define target audiences and the purpose of information to be shared.
- Volunteers will identify factors to consider for selection of appropriate information delivery methods.
- Volunteers will identify common methods of information delivery.

Time:
20 – 30 minutes

Supplies Needed:
- Markers and flip chart paper
- Magazines, scissors, index cards, glue, pencils
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Copy handouts, gather magazines

Author:
Tracey L. Pracheil, Extension Educator, University of Nebraska-Lincoln, Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

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INTRODUCTION
Sharing information with others is important and necessary in your role as a 4-H volunteer. Numerous venues for information delivery and dissemination exist in our world today. Distributing the appropriate information to the intended group of people using their preferred communication method can be challenging. Nevertheless, by considering the needs and desires of the target audience, and the topic and objective of the information being shared, you can select the information delivery method that will be the most effective for the given situation. (Power Point Slide 1)

WHAT TO DO
Defining the *target audience* that's intended to receive information is essential as you draft a plan to effectively reach the correct individuals in their most preferred manner. "Researchers suggest using a diversity of information delivery methods to reach clientele, but particular information delivery methods must be matched with target audiences to insure their efficacy" (Bardon, Hazel, & Miller, 2007). (Power Point Slide 2)

To draw a clear, mental picture about whom you intend to reach with the information being shared, consider the demographics (gender, age, race, workplace, education level, physical location) and the psychographics (lifestyle, attitudes, values) of this group of individuals. Also consider how individuals within this target audience regularly communicate and learn.

Activity 1: In the Shoes of a Target Audience
Ask volunteers to use magazines/catalogs to cut out one picture of an interesting person. Glue the picture to the "In the Shoes of a Target Audience" worksheet (Handout 1). Write an imaginary list of this person's demographics, psychographics, and preferred communication and learning styles. In small groups, have volunteers share the stories of their target audiences. Keep the "In the Shoes of a Target Audience" worksheets for use later in the lesson.

While reflecting on target audience characteristics, it is important to also consider the audience's views about the utilization of technology to receive information. Many 4-H volunteers work directly with youth who reside in the Millennial Generation, most commonly defined as those who were born in 1982 to the present (Atkinson, 2004). "Unlike those who came before them, these Americans rely on the Internet as their main source of information. To them, if it isn't on the Web, it simply doesn't exist." (National 4-H Council, 2005, p. 12) Therefore, as volunteers explore information delivery methods that are suitable for a youth target audience, the use of technology should be considered.

VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
http://www.national4-h headquarters.gov/comm/vrkc.pdf

VRKC Research and Design Team:
Ken Culp III, Ph.D., University of Kentucky
Renee K. McKee, Ph.D., Purdue University
Patrick Nestor, Ed.D., West Virginia University

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- Atkinson, M.L. (2004). Advice for (and from) the Young at Heart: Understanding the Millennial Generation. *Guidance and Counseling, 19*(4), 153-157.
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On the other hand, using technology to disseminate information to adult audiences may not be an effective venue. "High-tech approaches may intimidate certain groups of clientele (e.g., older clientele)" (Rodewald, 2001). Therefore, one must evaluate the intended target audience carefully before selecting the most appropriate method for information distribution.

Information Topic and Purpose
(Power Point Slide 3) A second factor to consider when selecting an appropriate information delivery method for a target audience is the topic and purpose of the information to be shared. Information that is complex and in-depth may be best shared in-person, particularly if many questions could potentially arise and "teachable moments" could occur, allowing for beneficial face-to-face discussion. Or perhaps this same type of complex and in-depth information could be shared via the Internet using distance education methods, and information receivers could hold online discussions with their questions.

Alternatively, information that is simple, short, and straightforward may be quickly placed in an e-mail to the intended recipients. The use of several information delivery methods may be useful as well, depending upon the information being shared. "Multiple delivery systems are necessary… to successfully teach particular topics" (Rodewald, 2001).

Activity 2: What's your Point?
Ask volunteers to use a blank index card to write down:
1. Any type of 4-H topic they might share with someone else in 4-H (e.g., information for an upcoming club meeting, a volunteer opportunity, a new 4-H project)
2. The objective/purpose of sharing the information.
Place index cards from each participant in the middle of the room; mix up all cards for use later in the lesson.

Information Delivery Method Selection
(Power Point Slide 4) Finally, after considerations regarding the target audience and the information have been made, an information delivery method may be selected. Three common methods include face-to-face communication, mail-based communication, and Web-based communication.
1. *Face-to-face communication:* (Power Point Slide 5) Traditional, face-to-face communication, where verbal messages are sent back and forth between two or more people, is a very prevalent information delivery method. Face-to-face communication frequently occurs within the 4-H youth development program when information is disseminated at club or council meetings, afterschool or school enrichment presentations, interview judging, camping trips, or other Extension workshops and events.
2. *Mail-based communication:* (Power Point Slide 6) Communication that is distributed to information recipients through the use of the United States mail may come in the form of a newsletter, brochure, postcard, direct mail piece, or a newspaper or magazine article.

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3. *Web-based communication*: (Power Point Slide 7) The use of the Internet to obtain information is growing. Reading Web sites, downloading publications, streaming video, and using e-mail are all ways in which you may distribute information to your intended audiences.

Additionally, the use of distance education is allowing for synchronous and asynchronous interactions to occur when information is distributed. In synchronous learning environments, "students and leaders engage with each other at the same time, but not necessarily the same location" (Waterhouse, 2005). An example of this type of environment is the interaction that occurs when a Web seminar takes place. An example of a common Web seminar software package is Adobe Connect. Asynchronous learning environments are when "students and instructors are engaged in 'anytime-anyplace' learning" and do not need to be physically in the same location or meeting at the same time (Waterhouse, 2005). An example of a common course management system is Moodle.

Activity 3: Getting the Point
Ask each volunteer to draw an index card from the middle of the room that's different than the one they wrote on earlier. Brainstorm how you might effectively deliver the message on the index card to the person on your "In the Shoes of a Target Audience" worksheet. Ask a few volunteers to share their worksheet, message on the index card, and how they'd effectively disseminate the information to the person they are targeting.

Conclusion:
(Power Point Slide 8) Numerous venues for information delivery and dissemination exist in our world today. Distributing the appropriate information to the intended group of people using their preferred communication method will result in better understanding.

TALK IT OVER
Reflect:
- What are the key elements that need to be considered for successful information delivery and dissemination?
Apply:
- How can you use these elements to improve the communication in your 4-H club or program?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Provide a variety of communication tools that are currently being used by the 4-H program and 4-H clubs. Have the participants review each tool based on the factors for effective information delivery and dissemination.

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Handout 1

In the Shoes of a Target Audience

Complete the worksheet as directed by instructor.

```
Glue picture from magazine/catalog
```

Write an imaginary list of this person's demographics, psychographics, and preferred communication and learning styles:

Demographics
- My gender is _____
- My age is _____
- My race is _____
- My workplace is _____
- My educational level is _____
- My physical location is _____

Psychographics
- My lifestyle includes _____
  _____
- My attitudes are _____
  _____
- I value _____
  _____

Preferred communication and learning styles:

_____
_____
_____

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can define target audiences and the purpose of information to be shared.	1 2 3	1 2 3
2. I can identify factors to consider for selection of appropriate information delivery methods.	1 2 3	1 2 3
3. I can identify common methods of information delivery.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Communications:

Non-Verbal Skills

Communication Equation

- Communication = Speaking + Listening

- Non-verbal communication can add or subtract from understanding

Communication More Than Content

- What was said

- What was meant by the speaker

- What the listener heard

- What the listener thought was meant by the speaker

- Non-verbal communication provided by the speaker and the listener

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Non-Verbal Cues

- Facial expressions

- Posture

- Hand action

- Body actions

- Eye contact

- Breathing pattern

- Space between each other

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4

Non-Verbal Cues

- Are people tense and uncomfortable?

- Are people gradually withdrawing?

- Are things dominated by one particular person or sub-group?

- Who talks to whom and how do people react?

- Who keeps the meeting moving and focused?

- When people speak, is there a feeling of support and value?

- Is anyone hampering discussion or blocking decision making with body language?

- Does the room setting contribute or detract from productive conversations?

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Effective Communication Includes Speaker and Listener and Non-Verbal Cues

When we are respectful and thoughtful in how we speak and listen, we create an environment of understanding.

Communications:
Non-Verbal Skills

Thank You

Developed by
Deb Jones, Volunteer Development Specialist
Utah State University
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
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Volunteers for the Next Generation

4-H Communications
Non-Verbal Communication Skills
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify non-verbal communication skills.
- Volunteers will identify personal competencies of non-verbal communication skills
- Volunteers will practice non-verbal communication skills that lead to understanding.

Time:
20 – 30 minutes

Supplies Needed:
- Markers and Flip Chart
- Pencils and paper
- A cup or basket
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Authors:
Deb Jones, Volunteer Development Specialist and Tonia Dattage, Utah State University

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

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http://www.national4-h headquarters.gov/

INTRODUCTION
As a 4-H volunteer, you have a responsibility to help your club or other groups create an atmosphere in which everyone feels they are being heard and recognized. Good communication will allow members to feel they are valued contributors to the group and will create a safe, comfortable atmosphere for fun and learning to occur.

Have you ever felt that someone was not listening to you as you spoke? People can tell by non-verbal cues if others care about them and are completely present, or if they are daydreaming or thinking of other things. Being completely present is about connecting with others, looking them in the eye, and giving them your respect by listening, non-judgmentally, to what they have to say. People can sense this. Think about a time when you were speaking to someone you felt was not giving you his/her full attention—what did that feel like and what did it look like?

WHAT TO DO
(Power Point Slide 2) We are constantly communicating with each other. Even when we stop talking, we are communicating through non-verbal cues. Research indicates that 93% of communication is non-verbal. Although we may stop talking, our facial expressions, posture, gestures, and other non-verbal behaviors provide additional information to those who are truly listening; listening in the sense of looking for meaning beyond the spoken word. Non-verbal behavior provides a wealth of information about the speaker and helps the listener understand what is being communicated.

(Power Point Slide 3) Communication becomes even more complicated when the content includes facts, feelings, or intent. Consider how these variables contribute to communication:
- What the speaker said
- What the speaker meant
- What the listener heard
- What the listener thought the speaker meant

Non-verbal communication can increase or decrease communication. Being aware of non-verbal communication can help improve understanding.

(Power Point Slide 4) One of the best ways to become aware of non-verbal communication is to observe others. Watch for:
- Facial expressions – what emotions do you see? – happy, sad, confused, interested, bored
- Posture – overpowering, in your face, shy and distant, tense, relaxed, high or low energy

VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
http://www.national4-h headquarters.gov/comm/vrkc.pdf

VRKC Research and Design Team:
Ken Culp III, Ph.D., University of Kentucky
Renee K. McKee, Ph.D., Purdue University
Patrick Nestor, Ed.D., West Virginia University

References for this lesson:
- Bolton, R. (1979). *People skills: How to assert yourself, listen to others, and resolve conflicts.* Englewood Cliffs, NJ: Prentice-Hall.
- Gold, L. (1993). *Influencing Unconscious Influences: The Healing Dimensions Of Mediation.* Mediation Quarterly, *11(1),* 55-66.
- Jones, D. (2005). *Proactive Conflict Management In Community Groups.* Forum for Family and Consumer Issues, *10(2).* http://www.ncsu.edu/ffci

- What are they doing with their hands? – clenched fists, fidgeting, tapping fingers
- What are they doing with their body? – flailing arms, stomping feet, slamming the door, pounding the table, gently touching someone's arm or shoulder
- Eye contact – do they connect through eye contact or do they drop their eyes or look away?
- Breathing pattern – relaxed or short, quick breaths
- Space between each other – do they stand close or seem to be more comfortable with a large space between them and others?

Although it is very important to pay attention to non-verbal cues, remember that no one action, word, expression, or gesture should be taken in isolation. In order to understand the message, you need to be mindful of hearing, seeing, and feeling everything the person is communicating. Just as a word may have a different meaning when used in a different context within a sentence, so can non-verbal expressions. Understanding the dynamics of a group and helping those in the group to understand this is critical in creating and maintaining a healthy atmosphere. This is not to say that there will not or should not be some form of healthy conflict among group members. In many cases, a bit of conflict, when handled appropriately, is healthy for moving a group forward.

(Power Point Slide 5) Trying to see things from an outsider's perspective can help give you a feel for what is going on in a group. You may pick up on things that might not be obvious to you as a group member. Take a step back from your group and watch for non-verbal behaviors.

- Are people tense and uncomfortable?
- Are group members gradually withdrawing from discussion or participation?
- Is the group's work being dominated by one particular person or sub-group?
- Observe who talks to whom and participants' reactions during those conversations. Is there support and encouragement among members or tense, negative interaction?

- Watch to see who keeps the meeting moving by keeping members focused on the topic and not on discussion that leads nowhere.
- As members speak, observe how others react to them. Is there a feeling of support or is anyone made to feel that his or her opinion is not valued?
- Is anyone hampering discussion or blocking decision making with body language?
- The room setting can contribute or detract from productive conversations. A welcoming atmosphere invites people to be comfortable with one another. Make sure people can see and hear one another without physical obstructions or distractions from noise or other activity close by.

We need to be aware that many times it is not be simply *what* we are saying that communicates with others, but the *way* in which we say it. It is our non-verbal cues, many of which we may not be aware of, that communicate to others.

Activity 1: Non-Verbal Skills Inventory
Have volunteers complete the Non-Verbal Skills Inventory (Handout 1). When participants have completed the inventory, bring them together to discuss the following questions. Which non-verbal skills do you think you are good at? Did your strengths surprise you or did you already know them? Which non-verbal skills do you need to improve or use more often?

Activity 2: Face Charades
Facial expressions are important non-verbal cues. Many different feelings can be conveyed through facial expressions. Some are easier to interpret than others. Pass out slips of paper and ask each volunteer to write a feeling on a slip of paper. Fold the slips of paper and put them into a cup or basket. One at a time and without talking, each volunteer takes a slip and shows the feeling on their face to everyone else who tries to guess the feeling. Which feelings were easiest to "read" and why? Which feelings were less easy to interpret? What facial expressions are easiest to misread or fake? To what extent do you think we aware of our own facial expressions?

Conclusion:
(Power Point Slide 6) Determining the meaning of non-verbal communication can also be tricky when working with people of diverse cultures. What we may think we understand by someone's behavior may not be at all what they intended to convey. So, be careful to observe, listen, and ask questions to clarify what the person is trying to communicate. Be respectful to yourself and to others by being fully present, connected, and aware of verbal and non-verbal messages.

TALK IT OVER
Reflect:
- What non-verbal skills contribute to understanding between the speaker and listener?
- What non-verbal behaviors do you currently use that may prevent understanding?

Apply:
- What can you do as a 4-H volunteer to help other volunteers and 4-H members improve their non-verbal communication skills?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Additional non-verbal communication skills activities:
http://www.peacecorps.gov/wws/educators/lessonplans/lesson.cfm?lpid=322
http://www.lessonplanet.com/search?keywords=non-verbal+communication&rating=3

Volunteerism for the Next Generation

Handout 1

Non-Verbal Skills Inventory

Rate yourself in your role as a 4-H volunteer.

<u>Rating Scale</u>
Competency   Frequency

5 = Extremely Competent   **Usually = 5**
4 = Highly Competent   **Often = 4**
3 = Moderately Competent   **Sometimes = 3**
2 = Slightly Competent   **Seldom = 2**
1 = Not Competent   **Never = 1**

How would you assess <u>your</u> level of competence in this skill?		How frequently do <u>you</u> use this skill?	
Skill	*Level of Competence*	**Definition**	*Frequency of Use*
Proximity	*5 4 3 2 1*	***Maintaining a comfortable distance/space from the speaker.***	*5 4 3 2 1*
Eye contact	*5 4 3 2 1*	***Establish and maintain eye contact.***	*5 4 3 2 1*
Posture	*5 4 3 2 1*	***Noticing your and the speaker's posture and making necessary corrections if negative.***	*5 4 3 2 1*
Positive energy	*5 4 3 2 1*	***Sending out positive and calm energy vibes to encourage others to speak.***	*5 4 3 2 1*
Non-verbal group behaviors	*5 4 3 2 1*	***Identifying non-verbal group behaviors.***	*5 4 3 2 1*
Identifying and correcting group non-verbal problems	*5 4 3 2 1*	***Understanding group dynamics and motivating the group to diagnose and correct non-verbal communication problems.***	*5 4 3 2 1*
Testing assumptions	*5 4 3 2 1*	***Testing your assumptions of what you think a person is communicating before addressing that person.***	*5 4 3 2 1*
Diverse cultures non-verbal	*5 4 3 2 1*	***Determining non-verbal clues with diverse cultures.***	*5 4 3 2 1*

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can identify elements of good non-verbal communication skills.	1 2 3	1 2 3
2. I am aware of my non-verbal skills strengths and areas I can improve.	1 2 3	1 2 3
3. I have developed some specific non-verbal communication skills that will lead to better understanding.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Communications:

Writing Skills

4-H Volunteers Communicate with…

- 4-H Club Members
  - Children
  - Teens
- Families
- Extension Staff
- Other Volunteers
- The Media
- Educational Speakers

- State Legislators
- County Commissioners
- Current Donors
- Potential
  - Program Donors
  - Program Collaborators
  - Members
  - Families
  - Volunteers

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Written Communication

- Websites
- E-mails
- Text Messages
- Facebook and other Social Networking Websites
- Newsletters
- Newspaper Articles
- Personal Notes
- Letters
- Other?

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5 W's

Who?
What?
When?
Where?
Why?

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Tips for Effective Written Communication

1. Plan, Review, Edit, Send
2. Inverted Pyramid
3. Be Accurate
4. Proof Read

Inverted Pyramid Writing

Crucial info must go at the beginning

They could stop reading at any time

Information they MUST have for your communication to be successful

Additional information that is helpful but not crucial

Be nice if they had it
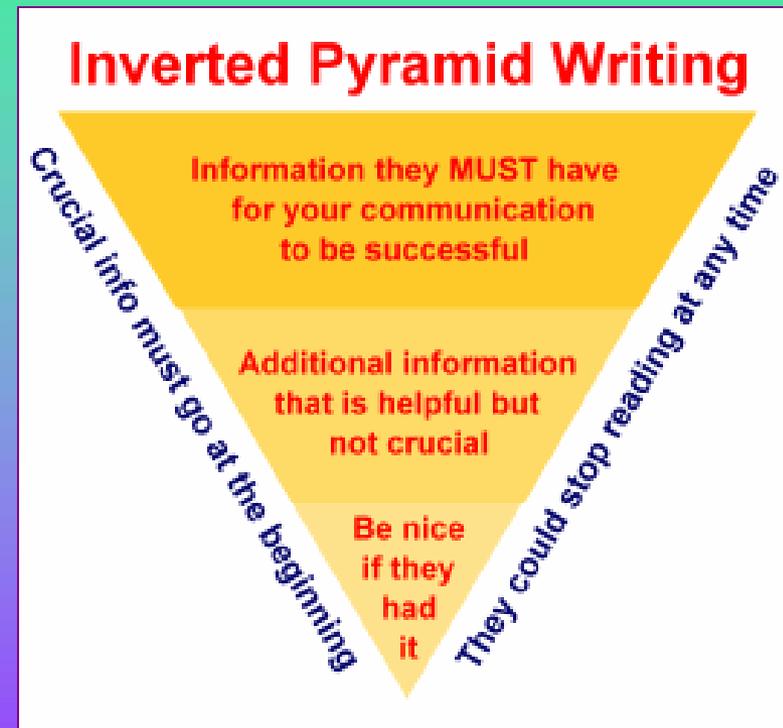
Communications:
Writing Skills

Thank You

Developed by
Marilyn Lesmeister, 4-H Volunteer Development Specialist
Oregon State University
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Communications
Writing Skills

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe the importance of written communication.
- Volunteers will identify the 5 W's of effective writing.
- Volunteers will describe ways to help youth develop effective writing skills.

Time:
20 – 30 minutes

Supplies Needed:
- Collection of written documents such as email, newspaper article, record book, letter, etc.
- Pencils and paper
- Power Point, Computer and LCD Projector
- Evaluations

Do Ahead:
- Collect examples of written communication that do and don't include the 5 W's.
- Prepare "coffee house" atmosphere.
- Copy evaluation form.

Authors:
Marilyn Lesmeister, Volunteer Development Specialist, Oregon State University and Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

Communication is a primary life skill. Whether it involves speaking, listening or writing, we communicate every day. Written communication provides the opportunity to plan and review a message before it is sent. The message usually becomes better when it is proof read and edited. A brief, complete, accurate written message saves time and prevents misunderstanding. An effective written message helps the receiver understand the information, review it, and take appropriate action.

WHAT TO DO

(Power Point Slide 2) As a 4-H volunteer, who do you communicate with in writing? Club members of different ages, their parents, other volunteers, Extension staff, potential new 4-H families, the media, educational speakers, donors, and legislators. (Power Point Slide 3) What different methods of written communication might you use? Whether writing a letter, completing forms, sending a text message, or documenting a conversation, written communication is about sending a message to another person so they can receive it and take action.

Activity 1: The 5 W's

(Power Point Slide 4) Most written communication answers the questions of who, what, when, where, and why? Divide participants into groups of 2-3. Distribute one example of written communication to each group. Have them review the piece to locate the 5 W's of who, what, when, where, and why. Have the small groups share with the larger group. What were the most common elements missing from the document? What elements were easily found and which were more difficult? How could the examples be made more effective as written communication pieces?

Tips for Effective Writing (Power Point Slide 5)

1. Plan, Review, Edit and Send. These four steps can help any writer have more success in written communication.
2. Inverted Pyramid. Journalists use the Inverted Pyramid to organize written communication. The most important information is always presented at the beginning of the message.
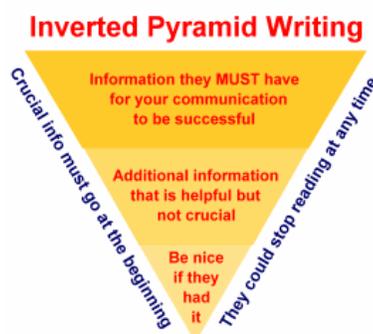
Inverted Pyramid Writing

Crucial info must go at the beginning

Information they MUST have for your communication to be successful

Additional information that is helpful but not crucial

Be nice if they had it

They could stop reading at any time

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3. Be accurate. Select words carefully. Consider if every reader will understand a word in the same way. Is there a more accurate word to communicate the message?
4. Proof Read. Although technology such as spell check can help, we still need to proof read every message several times to avoid errors in understanding. If the message is complex, ask someone else to proof read it. It is not uncommon for another person to discover a mistake that the author over-looked.

Activity 2: Club "Coffee House" Night
Encouraging and supporting youth in developing effective writing skills is important and can be fun. In this activity, participants will take a moment to write a poem, an email to 4-H members, a simple letter of support for a youth award application, or some other type of creative writing option they wish. To simulate a coffee house, the lights could be dimmed, soft music could be played, refreshments could be provided, and chairs could be arranged in a circle. Have each participant share their written communication piece. Encourage applause after each person shares. At the end of the activity, ask participants to share how they felt when they first began to write their piece. How did they feel when they first began to read their written piece versus after the applause? How can we create a safe and appreciated environment for youth to practice written communication?

Suggest that volunteers replicate this activity at a 4-H club or group meeting, providing a venue for youth to write and share their work in a safe and appreciative environment. Youth could also share song lyrics, creative writing, a news article, or a paragraph on an issue they feel strongly about. This activity could be presented at one meeting and held the second meeting, allowing time for youth to apply the 5 W's and tips for effective communication.

Conclusion:
(Power Point Slide 6) A clear, accurate message saves time, reduces stress, prevents misunderstanding, and helps the receiver(s) to respond quickly and appropriately. Written communication can be fun and provide a venue for volunteers and youth to share ideas and begin conversations to make a difference in the world.

TALK IT OVER
Reflect:
- Why are having effective written communication skills important for 4-H volunteers?
- What have you learned about how to make your writing more effective?

Apply:
- What are some ways to make writing fun and more effective for youth?

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EVALUATION
Ask each participant to complete the evaluation tool (Handout 1).

ENHANCE or SIMPLIFY
Additional written communication activities can be found in *Building Bridges: Reaching People through Communication.* "Creative Wordworking." University of Wisconsin-Extension
http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=11383

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Handout 1

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can describe the importance of written communication.	1	2	3	1	2	3
2. I can identify the key questions that written communication must answer.	1	2	3	1	2	3
3. I can identify and apply tips for effective written communication.	1	2	3	1	2	3
4. I can describe ways to help youth develop effective writing skills.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Communications:

Listening Skills

Communication More Than Content

- What was said

- What was meant by the speaker

- What the listener heard

- What the listener thought was meant by the speaker

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Basic Listening Tips

- Quiet your mind and listen
- Listen without interruption
- Let the speaker know he or she is being heard
- Remember, the more you listen, the more you will learn

Listening Skills in Crucial Conversations

- Make the speaker feel comfortable
- Consider auditory clues and visual clues
- Be aware of your own feelings and reactions
- Reflect back by paraphrasing and summarizing
- Respond to the speaker
- Use questions for understanding
- Create silence to collect thoughts

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4

Effective Communication Includes Speaker and Listener

When we are respectful and thoughtful in how we speak and listen, we create an environment of understanding.

Communications:
Listening Skills

Thank You

Developed by
Deb Jones, Volunteer Development Specialist
Utah State University
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Communications
Listening Skills

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify elements of good listening skills.
- Volunteers will identify personal competencies of listening skills.
- Volunteers will practice listening skills that lead to understanding.

Time:
20 – 30 minutes

Supplies Needed:
- Power Point, Computer and LCD Projector
- Handouts and Evaluations
- Pencils

Authors:
Deb Jones, Volunteer Development Specialist and Tonia Dattage, Utah State University

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

You may hear what someone is saying and be able to repeat it word for word, but were you simply hearing what was said, or were you listening and understanding the meaning of what was said? There is a great distinction between the two. Listening leads to understanding, it conveys recognition that you understand the message from the perspective of the speaker.

The energy of the speaker can affect the listener and the energy of the listener can affect the speaker. If you respectfully listen to others, your actions will naturally encourage them to tell you more. Intently listening and encouraging the speaker to continue does not necessarily mean that you agree with what is being said. It allows the speaker to know that his or her perspective has been heard, and then may open a door for a healthy discussion of opposing viewpoints.

WHAT TO DO

(Power Point Slide 2) To communicate effectively, we know we have to "listen to understand" rather than just hear what is being said. Consider how these variables also contribute to communication:
- What the speaker said
- What the speaker meant
- What the listener heard
- What the listener thought the speaker meant

(Power Point Slide 3) Here are some tips for effective listening:
- Quiet your mind and listen – do not stop listening in order to think of what you want to say next or what would have been a good response to something said earlier – simply listen.
- Listen without interruption.
- Let the speaker know he or she is being heard – provide some responsive expressions, eye contact, nods, or verbal responses including: "uh-huh" or "yes."
- Remember, the more you listen, the more you will learn.

(Power Point Slide 4) For many of us, it will take practice to create environments in which we are communicating for understanding, especially during a "crucial" or emotional conversation. Consider these suggestions:
- *Make the speaker feel comfortable:* This includes making eye contact and positioning your body so it demonstrates to the speaker that you are listening. Consider individual cultural differences so as not to offend the speaker. If you become distracted, ask the speaker for a break or end the conversation.

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- *Consider auditory and visual clues:* The sound, tone, speed, volume, and use of pauses can provide critical clues to the meaning intended by a speaker. Facial expressions, posture, and gestures can give meaning to words.
- *Be aware of your own feelings and reactions:* Speakers can elicit emotions and ideas as they communicate their words. To assist the speaker in keeping focused on the facts and meanings, ask clarifying questions. Take intentional breaths to refocus attention on the speaker.
- *Reflect back:* To assist in listening for understanding, paraphrase or summarize what you have heard. This reflection gives additional opportunities for speakers to clarify or enhance their meaning.
- *Respond:* Answer questions that are asked by a speaker or provide verbal and body reactions that tell the speaker you are listening and understanding.
- *Use questions:* Questions can give the speaker opportunities to explain a topic, provide clarification, and ensure understanding.
- *Create silence*: Silence can provide the speaker and listener time to collect thoughts or process feelings.

Activity 1: Listening Skills Inventory
Have volunteers complete the Listening Skills Inventory (Handout 1). When participants have completed the inventory, ask them to share responses to the following. Which listening skills do you think you are good at? Did your strengths surprise you or did you already know them? Which listening skills do you need to improve or use more often?

Activity 2: Interviews
Ask volunteers to pair off with someone they don't know very well. Explain that they will practice their listening skills by interviewing each other for five minutes each. The interview question is:

If I lived in your shoes for a day, what would I find out about you?

Remind participants that if they share information they want kept confidential, they should make an agreement with their partner. Have the interview last about 3 minutes. Then have each pair switch roles and conduct the interview. Bring the group together to discuss the following questions. What did your partner say or do to encourage you to share? In what real world 4-H situation might you use such an interview? With whom? For what purpose?

Conclusion:
(Power Point Slide 5) Listening is more than just hearing words and seeing non-verbal behaviors of the speaker. Your actions as the listener may encourage or discourage the speaker to continue. As you listen, let the speaker know you are giving full attention to the message being sent and you are seeking understanding.

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TALK IT OVER
Reflect:
- What listening skills contribute to understanding between the speaker and listener?
- What listening behaviors do you currently use that may prevent understanding?

Apply:
- What can you do as a 4-H volunteer to help other volunteers and 4-H members improve their listening skills?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Additional listening skills activities:
http://www.healthyschoolsms.org/health_education/documents/listeningskills.pdf
http://school.discoveryeducation.com/lessonplans/programs/listenSpeak/

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Handout 1

Listening Skills Inventory

Rate yourself in your role as a 4-H volunteer.

Rating Scale
Competency   Frequency

5 = Extremely Competent   **Usually = 5**
4 = Highly Competent   **Often = 4**
3 = Moderately Competent   **Sometimes = 3**
2 = Slightly Competent   **Seldom = 2**
1 = Not Competent   **Never = 1**

How would you assess <u>your</u> level of competence in this skill?		How frequently do <u>you</u> use this skill?	
Skill	**Level of Competence**	**Definition**	**Frequency of Use**
Listen without Interruption	*5 4 3 2 1*	*Listen to the speaker without interrupting.*	*5 4 3 2 1*
Provide Responsive Expressions	*5 4 3 2 1*	*Let the speaker know he or she is being heard by providing responsive expressions, such as eye contact, nods, verbal "uh-huh's" or "yes."*	*5 4 3 2 1*
Positioning and Body Language	*5 4 3 2 1*	*Position yourself at a comfortable distance and lean slightly toward the speaker.*	*5 4 3 2 1*
Use Auditory Clues	*5 4 3 2 1*	*Use auditory clues, such as the sound, tone and speed of the speaker's voice, and the use of pauses, to fully understand what is being said.*	*5 4 3 2 1*
Use Visual Clues	*5 4 3 2 1*	*Use visual clues, such as the speaker's facial expressions, posture, and gestures to fully understand what is being said.*	*5 4 3 2 1*
Reflect Back	*5 4 3 2 1*	*Paraphrase or summarize back to the speaker what you have heard to make sure that you understand what is being said.*	*5 4 3 2 1*
Use Questions	*5 4 3 2 1*	*Use questions to let the speaker know you are listening and to clarify points that you might not fully understand.*	*5 4 3 2 1*

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

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	NOW – After the training	THEN – Before the training
1. I can identify elements of good listening skills.	1 2 3	1 2 3
2. I am aware of my listening skills strengths and areas I can improve.	1 2 3	1 2 3
3. I have developed some specific listening skills that will lead to better understanding.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Communications:
Speaking Skills

Communication Equation

- Communication = Speaking + Listening

- Communication = Moving from personal pool of meaning to shared pool of meaning

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Communication More Than Content

- What was said

- What was meant by the speaker

- What the listener heard

- What the listener thought was meant by the speaker

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3

Basic Communication Tips

- Share facts vs. making conclusions or judgments
- Be precise in what you want to say
- Use "I" messages vs. "you" messages
- Use techniques to listen more closely
- Consider body language
- Build trust between the speaker and listener

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Speaking Skills in Critical Conversations

- Step back and take a breath when the tension rises

- Consider your motives before you speak

- Keep the focus on what you really want to say

- Ask clarifying questions to insure understanding

- Use "I" messages

Volunteers for the Next Generation

Effective Communication Includes Speaker and Listener

When we are respectful and thoughtful in how we speak and listen we open up a way for everyone to add to the pool of shared meaning.

Communications:
Speaking Skills

Thank You

Developed by
Kim Reaman, 4-H Volunteer Specialist
University of Wyoming
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Communications
Speaking Skills
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will recognize their personal pool of meaning and how it effects communication, especially speaking skills.
- Volunteers will develop speaking skills that contribute to a shared pool of understanding.

Time:
20 – 30 minutes

Supplies Needed:
- Any type of clip concealed in a pocket (paper clip, hair clip, binder clip, etc.)
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Cut up scenarios on handout 2

Author:
Kim Reaman, 4-H Volunteer Specialist, University of Wyoming

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
We communicate every day. Virtually nothing gets done without communicating with someone. (Power Point Slide 2) People who communicate effectively are skilled in both speaking and listening. It's easy to stick with the communication skills you learned growing up. And for many of us, in tense situations, we can quickly revert back to using ineffective techniques (silent treatment, sarcasm, anger, manipulation, etc). Have you ever had that experience? The good news is we can all learn ways to communicate better.

WHAT TO DO
Have you ever talked with someone and thought you were very clear on what you wanted to communicate, only to realize they didn't understand your message at all? In the book *Crucial Conversations*, the authors write: "Each of us enters conversations with our own opinions, feelings, theories, and experiences about the topic at hand. This unique combination of thoughts and feelings makes up our personal pool of meaning." It is these past experiences, perceptions, feelings, attitudes, and assumptions that create filters that affect our communication. If you are talking to someone other than yourself, more than one filter is being used. The goal is to move beyond the personal pool of meaning into a shared pool of meaning. Increasing the pool of shared meaning exposes people to more accurate and relevant information so they are able to make better choices. Let's explore what's meant by "your personal pool of meaning" and how it affects communication.

Activity 1: Clip in My Pocket
Distribute pencils and scraps of paper if needed. Tell the group: "I have a clip in my pocket. It opens, closes, and holds things together. Without letting your neighbor see what you write, jot down a description of the type of clip you think it is." Go around the room and share what everyone wrote down (list them on the flip chart and note the number of times a similar description is mentioned). All of you heard the same thing: "I have a clip in my pocket. It opens, closes and holds things."
Ask the group these questions:
- You received the very same information, so why are there this many different types of clips listed?
- Why do you think it's the particular type of clip you wrote down?
- What is a personal pool of meaning? How does its filter influence our interpretation of what is said?
- What questions could you ask to figure out what type of clip it is (other than "What kind of clip is it?")?
By asking questions, you are developing a pool of shared meaning. Show the group the clip.

Volunteerism for the Next Generation

References for this lesson:
- Bolton, R. (1979). *People skills: How to assert yourself, listen to others, and resolve conflicts.* Englewood Cliffs, NJ: Prentice-Hall.
- Morrison, E. (1994). *Leadership Skills Developing Volunteers for Organizational Success.* Fisher Books, LLC.
- Patterson, K., Grenny, J., McMillan, R., and Switzler, A. (2002). *Crucial Conversations: Tools for Talking When the Stakes are High.* New York: McGraw-Hill.

(Power Point Slide 3) Communication is not simply talking. Consider how these variables contribute to communication:
- What the speaker said
- What the speaker meant
- What the listener heard
- What the listener thought the speaker meant

With all those variables complicating matters, it should not be a great surprise that miscommunication can result in hurt feelings and conflict. So how can we develop speaking and listening skills that contribute to a shared pool of meaning? Let's look at Handout 1 for some basic communication tips. (Power Point Slide 4)

Activity 2: Role Play Scenarios
Ask participants to work in pairs. Hand out one scenario to each pair and ask them to follow the instructions on the scenario. They will be making up two conversations and role playing them for the group.

(Power Point Slide 5) Ask participants to think about a time when they were engaged in a casual conversation that transitioned into a crucial conversation. Did any body language change the meaning of the conversation? Did your body signal you that the conversation had turned from casual to critical? What were the signals? Refer to last paragraph of Handout 1 if necessary.

What are some techniques we can use to maintain control and keep the dialogue open during a crucial conversation?
- Step back and take a breath – it may be necessary to take a break and set a time to come back to the discussion later.
- Look at your motives – Have they changed?
- Keep the focus on what you really want to say.
- A fair amount of conflict comes from misunderstanding the intent of what was said…
  - As the listener, clarify immediately what you heard or how you interpreted what was said. You could say something like "That sounded mean/critical/unfair, etc. Please share more with me about what you meant."
  - As the speaker, stop what you are doing right away and consider what you meant to say and how you might say it differently to help the listener understand.
- Remember to use "I" messages.

Conclusion:
(Power Point Slide 6) The speaker and the listener both play a critical role in effective communication. When we are respectful and thoughtful in how we speak and listen we open up a way for everyone to add to the pool of shared meaning.

TALK IT OVER
Reflect:
- How do "I" messages contribute to a shared pool of meaning?
- What speaking skills and body language do you currently use that may prevent understanding and a shared pool of meaning?

Apply:
- What speaking skills can you use to contribute to more shared pools of meaning?
- What can you do as a 4-H volunteer to help other volunteers and 4-H members improve their speaking skills?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
Adding additional speaking skill activities, especially practicing "I" messages, can enhance this lesson. http://www.teachablemoment.org/elementary/imessages.html or http://learningtogive.org/youthworkers/13 The Interpersonal & Group Process Skills/activity12.asp

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Handout 1   **Speaking Skills**

Have you ever talked with someone and thought you were very clear on what you wanted to communicate, only to realize they didn't understand your message at all? Patterson, Grenny, McMillan, and Switzler (2002) write: "Each of us enters conversations with our own opinions, feelings, theories, and experiences about the topic at hand. This unique combination of thoughts and feelings makes up our personal pool of meaning." It is these past experiences, perceptions, feelings, attitudes, and assumptions that create filters that affect our communication. If you are talking to someone other than yourself, more than one filter is being used. The goal is to move beyond the personal pool of meaning into a shared pool of meaning.

People can be fairly successful when engaged in casual conversation. **Crucial conversations**, those conversations about tough issues, can be a different matter. When the stakes are high, opinions vary and emotions run strong, you've entered into a crucial conversation. Most of us are skilled at avoiding these touchy conversations, and it's natural to back away from what we believe might hurt us or make matters worse, but those tactics don't help build relationships and often lead to poor decisions.

It's the free flow of relevant information that leads to successful communication. According to Patterson, et al. (2002), "When it comes to risky, controversial, and emotional conversations, skilled people find a way to get all relevant information (from themselves and others) out into the open." Increasing the pool of shared meaning exposes people to more accurate and relevant information so they are able to make better choices.

Following are skills that can help you add to a shared pool of meaning:
What to do…
- *Share the facts.* When you are speaking, separate facts from feelings and conclusions. Facts provide a beginning and they aren't controversial. Conclusions can be very controversial.
  - Consider the following scenario: A new parent in your club signed up to be a photography project leader but did not hold any meetings. You could complain about the parent to others in the club saying, "*She is not responsible or didn't care enough to even hold one project meeting*"—a conclusion. Or, you could visit with the parent and share your concern, "*I noticed there weren't any photography meetings this year*"—a fact.
- *Tell your story*. Start by giving of yourself. When you share your ideas and feelings with another, s/he is motivated to reciprocate. In telling your story, Morrison (1994) reminds us to…
  - Be explicit—say what you mean as precisely as possible. Generalities become ambiguous and open the door to many interpretations.
  - Present one idea at a time and get an understanding of that idea before moving on to the next.
  - Use "I messages"—I messages are a way of stating your position without placing blame. An I message would start with your feelings such as "*I feel…*" or "*I wasn't able…*" and finishes with what effect the behavior has or had on you or others. Using an "I" message is less likely to make the listener defensive and gives them an opportunity to engage in more open dialogue.
  - The following is an example of each from our earlier scenario.
  Club leader: "*You didn't follow through on anything you agreed to do as a project leader.*"—A message that might result in a defensive response from the project leader like, "*Well, nobody would help me with anything.*"
  Club leader: "*I'm concerned the members didn't have a chance to learn much about photography when there weren't any project meetings.*"—The I message leaves room for the project leader to explain why they did not hold any meetings and opens an opportunity for the club leader to ask additional questions and find out what support the project leader needed to hold the meetings.
  - Lack of trust can also lead to miscommunication. Distrust can cause people to withhold information they might otherwise share, especially if they feel they may be attacked for their point of view. On the flip side, they may not believe the information being communicated. Work on developing mutual trust. When trust is high, there tends to be a greater level of understanding.

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- *Ask for other's paths.* Encourage others to share their facts and feelings and listen carefully to what they have to say. Patterson, et al. (2002) write, "If your goal is to learn rather than to be right, to make the best decision rather than to get your way, then you'll be willing to hear other views. Equally important, be willing to abandon or change your story as more information pours into the Pool of Shared Meaning."

How to do it…
- *Look at yourself and how you communicate first.* Recognize that we might be doing something that contributes to the problems we are having. We can complain endlessly about how others communicate, but in reality, we can't control that. We can only control ourselves and we are the only people we can change.
- *Talk tentatively.* Statements like "*I was wondering why*…."; "*Perhaps you were unaware…*"; "*In my opinion…*"; "*I'm beginning to wonder if…*" can be ways to open a conversation. When you talk tentatively you encourage people to contribute to the pool of meaning. They are less likely to feel the need to be defensive and it makes it feel safer to offer differing opinions. Also be conscious of what you say and how you say it. Think of how you would respond if the tables were turned.
- *Encourage testing.* Invite others to share their thoughts, opinions, and concerns. Be intentional in how the invitation is extended, thinking about your words and your tone.
  - If people are still hesitant, play the devil's advocate. Model disagreeing by disagreeing with your own view. Open the conversation by saying something like, "*Maybe I'm wrong here. What if the opposite is true?*"
  - Be alert to the moment when people start to resist you. Step back and look at how you are communicating at that instant. Have you become too forceful? Has your posture changed? Have you raised your voice? Are you going on and on because it's become more important to win others to your position? If so, it's time to question if your motives have changed. Ask yourself, *"Do I want an open dialogue that will result in the best possible ideas or do I want to be right?"* "Skilled people Start with Heart. That is, they begin high-risk discussions with the right motives, and they stay focused no matter what happens" (Patterson, et al., 2002).
  - When you respond to another's comment, do so in a way that no matter how controversial the idea may have been you are glad that they shared it. Make sure to select words that aren't put-downs or imply anything negative about the person or their ideas.

Learn to recognize crucial conversations by paying attention to the signs that a conversation is changing from casual to crucial. For some people it will be a physical signal—a tight stomach, dry eyes, hair stands up on the back of the neck. Others will recognize emotions first, such as feeling scared, hurt, or angry. And for others the signs will be behavioral. They might "see" themselves raising their voice or pointing their finger at someone. Think about what happens to your body when conversations become difficult. Once you begin to recognize those signs in yourself, you are in a better position to maintain control during the conversation and keep the dialogue open.

References:
Morrison, E. (1994). *Leadership Skills Developing Volunteers for Organizational Success.* Fisher Books, LLC.
Patterson, K., Grenny, J., McMillan, R., and Switzler, A. (2002). *Crucial Conversations: Tools for Talking When the Stakes are High.* New York: McGraw-Hill.

Author: Kim Reaman, 4-H Volunteer Specialist, University of Wyoming

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Handout 2   **Role Play Scenarios for Activity 2**

Instructions: Cut the following scenarios into strips. Participants will be working in pairs, so if you are expecting more than 12 people, make copies of this page or come up with additional scenarios.

Scenario 1: One of your 4-H members has missed a deadline, again.
1. Work together to create a brief "I" message conversation and a brief "you" message conversation.
2. Decide who will be the speaker and who will be the listener when you role play the two conversations.
3. Think about how the listener will respond to the speaker and vice versa during the role plays.
4. Consider using body language as you role play.

Scenario 2: A leader did not fulfill a responsibility.
1. Work together to create a brief "factual" conversation and a brief "feeling/conclusion" conversation.
2. Decide who will be the speaker and who will be the listener when you role play the two conversations.
3. Think about how the listener will respond to the speaker and vice versa during the role plays.
4. Consider using body language as you role play.

Scenario 3: A parent yells at another parent over judging results.
1. Work together to create a brief "I" message conversation and a brief "you" message conversation.
2. Decide who will be the speaker and who will be the listener when you role play the two conversations.
3. Think about how the listener will respond to the speaker and vice versa during the role plays.
4. Consider using body language as you role play.

Scenario 4: An animal doesn't make weight for the livestock sale.
1. Work together to create a brief "factual" conversation and a brief "feeling/conclusion" conversation.
2. Decide who will be the speaker and who will be the listener when you role play the two conversations.
3. Think about how the listener will respond to the speaker and vice versa during the role plays.
4. Consider using body language as you role play.

Scenario 5: A committee member doesn't attend the meetings.
1. Work together to create a brief "I" message conversation and a brief "you" message conversation.
2. Decide who will be the speaker and who will be the listener when you role play the two conversations.
3. Think about how the listener will respond to the speaker and vice versa during the role plays.
4. Consider using body language as you role play.

Scenario 6: A 4-H member signs in for a mandatory meeting and then leaves.
1. Work together to create a brief "factual" conversation and a brief "feeling/conclusion" conversation.
2. Decide who will be the speaker and who will be the listener when you role play the two conversations.
3. Think about how the listener will respond to the speaker and vice versa during the role plays.
4. Consider using body language as you role play.

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can recognize my personal pool of meaning and how it affects communication, especially speaking skills.	1	2	3	1	2	3
2. I am aware of speaking skills that contribute to shared pools of meaning.	1	2	3	1	2	3
3. I am aware of body language that can contribute to shared pools of meaning.	1	2	3	1	2	3
4. I have developed some specific speaking skills that will contribute to shared pools of meaning.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Communications:
Overview

Communication Audiences in 4-H

- 4-H members and parents

- 4-H volunteers

- Extension Office staff

Send

Receive

Communication is a
two-way process

Send

Receive

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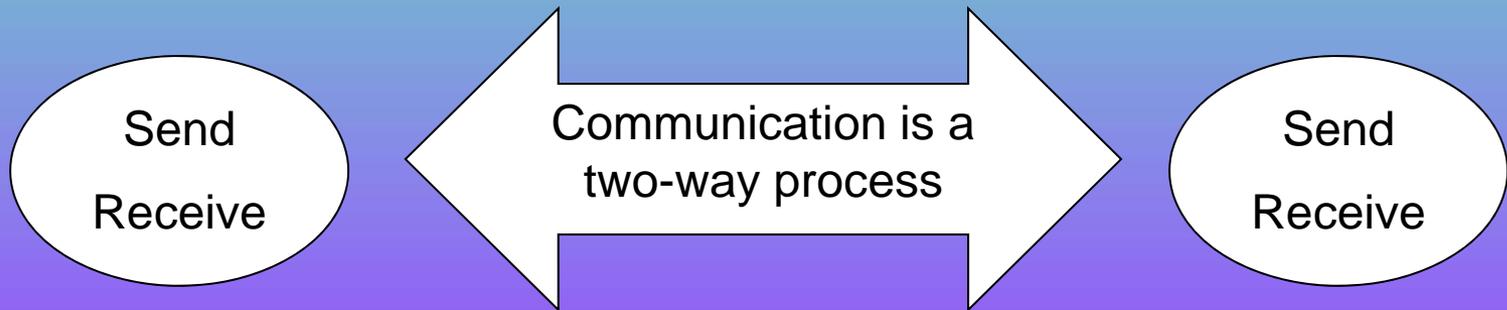
Communication Methods

- Listening (both verbal and nonverbal)
- Speaking (public speaking and interpersonal)
- Reading
- Writing
- Nonverbal

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Unspoken Messages

Body Language

- Personal Space

- Body Posture and Motion

Para Verbal

- Tone

- Volume

- Cadence

Communication Tips

- Listen for understanding

- Maintain eye contact

- Ask if you do not understand

- Be honest and straightforward

- Be aware of nonverbal communication

- Set a time and place for communication

- Encourage others to speak up

- Respond to requests and questions

Volunteers for the Next Generation

Communication Skills
Communication Overview

Thank You

Developed by
Linda Strieter, Extension Educator
Rutgers Cooperative Extension
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Communications
Overview of Communications

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will be able to explain four methods of communication.
- Volunteers will list five 4-H volunteer communication tips.
- Volunteers will identify ways to improve communication in their 4-H club or program.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and Blank Paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Copy handout

Author:
Linda Strieter, Extension Educator, Rutgers Cooperative Extension, Agricultural Experiment Station

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-headquarters.gov/

INTRODUCTION
(Power Point Slides 1, 2) In the workplace, at home and beyond, all successful interactive situations require effective communication. As 4-H volunteers, you use communication skills to facilitate meetings and activities. You also have the important responsibility of role modeling effective communication for 4-H youth. 4-H volunteers communicate with:

- 4-H members and parents
- Other 4-H volunteers
- Extension staff

WHAT TO DO
Communication is a key element in the success of any organization. As a 4-H volunteer, it's important to understand that *communication builds relationships*. This means that your relationship with your 4-H members and families will be built on the communication which takes place among all of you as a group. Communication is a two-way process. It involves a sender and a receiver, both sending and receiving messages. To communicate effectively, individuals involved in a communication exchange must be responsible speakers and listeners.
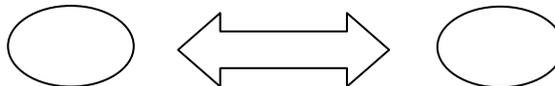
(Power Point Slide 3) We communicate through five methods:
- Listening (includes both verbal and nonverbal expression)
- Speaking (includes interpersonal and public speaking)
- Reading
- Writing
- Non-verbal

The goal of the communications process is mutual understanding where we hear each other and learn where everyone is coming from. Collaborative communication is conversation characterized by respect and sincerity.

Ineffective communication may include:
- Aggressive speaking, including harsh tones
- Nonassertive speaking
- Passive-aggressive speaking, including sarcasm
- Passive listening (can be exhibited by looking away, rolling your eyes, frowning, smirking, displaying a blank look or slouching, fidgeting, and/or pulling on yourself, e.g, twirling a necklace, curling your hair, rubbing your beard)

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- Selective listening is when you hear what you want but may miss parts of the message
- Making assumptions

Effective communication usually combines the following:
- Assertive speaking – expressing yourself directly, positively, and with confidence
- Active listening – providing nonverbal and verbal feedback to show understanding of a message

(Power Point Slide 4) When communicating, we also need to understand the impact of the unspoken message. Each person's communication style is unique and greatly influenced by what is said and how the message is conveyed through body language and tone of voice.

Body language is nonverbal communication that helps get any message across.
- *Personal Space (proxemics)* is the distance between you and another person. On average, an individual's personal space is between 1½ to 3 feet, but this varies by culture, gender, and other factors. Personal space also includes your possessions, such as your car.
- *Body Posture and Motion (kinesics)* includes facial expressions, gestures, posture, and movements. When an individual appears challenging or confrontational, this may increase anxiety in the communication.

Para verbal communication is the "how" of our speaking and includes:
Tone – avoid inflections of impatience, condescension and inattention
Volume – keep an appropriate level considering the situation
Cadence – use an even rate and rhythm

4-H Volunteer Communication Tips (Power Point Slide 5)
1. Listen! This mean working to understand what the speaker is saying.
2. Maintain eye contact with children and adults—it lets them know they are communicating with you.
3. If you don't understand what your 4-H'er, parent, or 4-H staff member is saying, ask!
4. Be honest and straightforward—set a good example for 4-H'ers.
5. Be aware of nonverbal communication going on among 4-H'ers.
6. When necessary, set aside an appropriate time and place for communication.
7. Encourage your 4-H'ers to communicate. Ask them, "What questions do you have?" and let them do the talking as often as possible.
8. Respond to the requests made by the 4-H staff—that way, they know you're still out there and surviving!

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Activity 1: Paper-Tearing Exercise
Pass out a sheet of paper to everyone and tell them the following: "We're going to play a game that will show some important things about communication. Pick up a sheet of paper and hold it in front of you. Now, close your eyes and follow the directions I will give you—and no peeking! You cannot ask questions." Give the following directions, carrying them out yourself with your own sheet of paper and pausing after each instruction to give the group time to comply:

1. Fold your sheet of paper in half.
2. Tear off the upper right-hand corner.
3. Fold it in half again and tear off the upper left hand corner.
4. Fold it in half again and tear off the lower right-hand corner.

After the tearing is complete, say something like, "Now open your eyes, and let's see what you have. If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!" Hold your sheet up for them to see. It is highly unlikely any sheet will match yours exactly. How are our papers different? Why don't our papers match? How could a different communication method have helped us with this activity?

Conclusion
Communication is a critical competency for every 4-H volunteer. Improving your communication skills will be important for to be an effective volunteer. (Power Point Slide 6)

TALK IT OVER
Reflect:
- What communication methods are you currently using in your 4-H volunteer role? What are your strengths? What areas could you improve?
- What communication skills could you or your 4-H members benefit from additional training?

Apply:
- What can good communications skills do for your 4-H program?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 1).

ENHANCE or SIMPLIFY
Provide a variety of communication tools that are currently being used by the 4-H program and 4-H clubs. Have the participants review each tool and discuss its strengths or limitations for good communication.

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Handout 1:

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can explain four methods of communication.	1	2	3	1	2	3
2. I can list at least five tips of good communication when working with 4-H members and parents.	1	2	3	1	2	3
3. I can identify ways to improve communication in my 4-H club or program.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Organizational Skills:
Marketing and Publicity

The Marketing Plan Journey

- **Starting Point:** What marketing is currently happening?

- **Destination:** What are the short and long term goals?

- **Itinerary:** What is the plan to reach the goals?

- **Maps:** What are the sign posts and benchmarks for measuring progress?

Critical Elements for Success

- Consider how the audience wants to receive information.

- Formulate a specific message with key talking points.

- Develop relationships with people in the media.

- Keep marketing professional.
  - Practice, proofread, get feedback
  - Use guidelines for 4-H name and emblem
  - Consider safe practices for use of internet

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Developing a Marketing Plan

- Define Goal

- Identify Target Audience

- Develop Key Message Points

- List Tools, Strengths/Concerns

- Create Plan of Action

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Organizational Skills:
Marketing and Publicity

Thank You

Developed by
Linda Strieter, County 4-H Agent
Rutgers Cooperative Extension
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Organizational Skills
Marketing and Publicity

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the steps of a successful marketing plan.
- Volunteers will describe marketing techniques for different audiences.
- Volunteers will develop a marketing plan for a 4-H club or group.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils, Markers and Flip Chart
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Copy handouts 1 & 2 and these additional resources:
- "Promoting 4-H & Getting More Members for Your Club" available at http://njaes.rutgers.edu/pubs/pdfs/4h/e148/347-350.pdf
- "How to Write a News Release" available at http://njaes.rutgers.edu/pubs/pdfs/4h/e148/351-356.pdf

Author:
Linda Strieter, County 4-H Agent; Rutgers Cooperative Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION

Many surveys conducted on all levels have found that the public has heard of 4-H but doesn't understand it or realize that it exists in their community. Due to its long-rooted history in rural areas and traditional agricultural and homemaking projects, many people are not aware that 4-H is this and much more. Promoting the educational aspect of broad youth development opportunities requires good public relations and marketing. (Power Point Slide 1)

WHAT TO DO

Activity 1: Sharing Current Publicity Efforts
Have each person share what their 4-H club or group is currently doing to market 4-H. Have the group consider the strengths and limitations of each method. Record answers on a flip chart.

Publicity needs to have multiple approaches. Consider brochures and flyers, electronic communication, planned events and, of course, using the media. A good marketing plan is like a journey. As with any successful trip, there are four critical components. (Power Point Slide 2)

1. **Starting point:** What marketing is currently happening? Who are the internal audiences—are families satisfied enough with 4-H to help promote it? Who are the external audiences—do people in your area know about 4-H and is their perception accurate?
2. **Destination:** What are the short and long term goals of the marketing effort? Are the goals realistic? What resources are available? An example of a long range goal is to double membership of a club or project area over the course of two or three years. Examples of short term goals are improving orientation for new volunteers or revising a recognition program.
3. **Itinerary:** What is the plan to reach the goals? The plan could include a checklist of steps to reach a goal, and regular meetings or other means of consistent communication. The plan should have some flexibility so that adjustments don't feel like crises.
4. **Map:** Looking at the big picture, what are the signposts and benchmarks for measuring progress? If goals are not met, relook at the destination and itinerary and make sure they are realistic and focused.

Marketing is more than selling and advertising. It makes sure that the right products (in this case, the 4-H program) and services reach the right audience. It is an ongoing process that includes planning and evaluating progress and redirecting when needed. (Power Point Slide 3)

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VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
http://www.national4-h headquarters.gov/comm/vrkc.pdf

VRKC Research and Design Team:
Ken Culp III, Ph.D., University of Kentucky
Renee K. McKee, Ph.D., Purdue University
Patrick Nestor, Ed.D., West Virginia University

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- Baillere, J. & Mozenter-Spiegel, M. (2001). *4-H Public Relations: A Blueprint for Expansion.* National 4-H Council. (No longer available electronically nor in print).
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- Diem, K. (1994). *New Jersey 4-H Leader Training Series.* "How to Write a News Release." Rutgers Cooperative Extension. Available at: http://njaes.rutgers.edu/pubs/pdfs/4h/e148/351-356.pdf

Marketing tools may include newspapers, radio, television, brochures, websites, and social media sites. For all strategies:

1. Consider the audience you are trying to reach. How do they want to receive information?
2. Formulate your specific message. Target the message on key points and provide sources for additional information.
3. Develop relationships with those in the media. A personal relationship with a reporter or newscaster can provide insights into your marketing efforts and better opportunities for having your message heard.
4. Keep your tools professional. Follow the guidelines for the use of the 4-H name and emblem. Your state may have additional guidelines for marketing 4-H and the use of the internet and social media sites. Practice, proofread, and get feedback. Whether your message is verbal or written, high quality marketing messages will have a better response from your target audience.

Activity 2: Developing a Marketing Plan
(Power Point Slide 4) Have participants work in groups to develop a marketing plan using Handout 1. Ask each group to share their plan. Have the entire group provide feedback to strengthen the plans.

Conclusion:
(Power Point Slide 5) One way a 4-H club or group can increase membership is through marketing and publicity. Involving 4-H members, volunteer leaders, and parents in the planning, implementation, and evaluation of a marketing plan can bring success to reaching goals.

TALK IT OVER
Reflect:
- What key messages should be part of a 4-H marketing plan?
- Who are important audiences to target in 4-H marketing plans? Describe special considerations in developing marketing messages for each audience.

Apply:
- How can youth be involved in marketing and publicity?
- Discuss short term and long term goals for marketing plans.

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

Volunteerism for the Next Generation

ENHANCE or SIMPLIFY
- Discuss 4-H Name and Emblem Guidelines:
  http://www.national4-hheadquarters.gov/emblem/4h_name.htm
- 4-H Brand Network has a variety of tools and resources to assist in marketing 4-H.
  http://4-h.org/d/Pages/Layouts/brandnetwork.html
- Have participants practice writing news releases using the handout "How to Write a News Release" by Rutgers Cooperative Extension: http://njaes.rutgers.edu/pubs/pdfs/4h/e148/351-356.pdf

Volunteerism for the Next Generation

Handout 1

Developing a Marketing Plan

Goal of Marketing:

Target Audience:

Key Message Points:

Marketing Tools:

Marketing Method	Advantages and Strengths of Method	Limitations and Concerns of Method

Plan of Action:

Step	Person Responsible	Deadline

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can identify the steps of a successful marketing plan.	1 2 3	1 2 3
2. I can describe marketing techniques for different audiences.	1 2 3	1 2 3
3. I can develop a 4-H marketing plan.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Organizational Skills:
Service to Community

"I Pledge…
my hands to larger service…"

Community service projects are an opportunity for youth to develop a sense of pride and ownership for the community in which they live.

Youth learn to value helping others.

Five Keys Elements

1. Meet "real" community needs
2. Careful planning and preparation
3. Meaningful action
4. Reflection
5. Evaluation

Volunteers for the Next Generation

Nine Steps to Success

1. Determine needs in your community
2. Determine interests and abilities of 4-H members
3. List all suggested projects/activities
4. Develop a plan to conduct project

Volunteers for the Next Generation

4

Nine Steps to Success

5. Prepare members for project & tasks
6. Carry out project
7. Document efforts
8. Plan for reflection
9. Summarize group's efforts

Organizational Skills:
Service to Community

Thank You

Developed by
Cathy Blunier, Johnna Jennings, Deanna Roby, Sheri Seibold, Melinda States, and Judy Taylor; University of Illinois 4-H Volunteer Development Work Group

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Organizational Skills
Service to Community

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe why community service is important to the 4-H experience.
- Volunteers will identify key elements for an effective community service project.
- Volunteers will develop a community service project plan.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils, Markers and Flip Chart
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Copy handouts

Authors:
Cathy Blunier, Johnna Jennings, Deanna Roby, Sheri Seibold, Melinda States, and Judy Taylor; University of Illinois 4-H Volunteer Development Work Group

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

"I pledge…my hands to larger service…" We should all be familiar with this phrase. Most likely you hear it every month at your 4-H meetings and all of your 4-H members know it as part of the 4-H pledge. Through community service, youth practice skills to become helpful citizens and develop a sense of pride and ownership for the community in which they live. Community service projects also teach the value of giving back and allow youth and adults to work together to help others. (Power Point Slides 1, 2)

According to the Campus Outreach Opportunity League a nonprofit organization for college students that engage in community service and social action, five key elements need to be in place for community service to work effectively. These elements include: (Power Point Slide 3)

1. **Meeting community needs**. The community service performed by youth must be seen as relevant and timely for the youth. They should learn about the real needs in their community and what they can do to help with those needs. To facilitate this element, youth and adults may want to survey community members, leaders, agencies, or organizations to learn about real community needs. This will help them build on existing community assets.
2. **Careful planning and preparation**. Youth should be a part of the planning of the project and each person should be prepared for their part in the project. The youth need to help prioritize activities, involve and inform parents and other adults, and keep safety and risk management procedures in mind.
3. **Meaningful action**. The activity needs to be necessary and valuable to the community. Participants need to feel like they made a difference in a meaningful way and the community needs to value their contribution. Most importantly, adults need to make sure all members are involved.
4. **Time for Reflection**. Structured time needs to be provided at a 4-H meeting for the members to reflect on their community service project. Reflection gives the youth the opportunity to think about what they did and what it meant to them, to others, and to their community.
5. **Evaluation of project**. Members should be involved in discussing the impact of their service and what they learned from completing the project. Evaluation gives the group direction for improvement, growth, and change. It also allows them to think about what else they might do because of this experience. Members need the opportunity to share what they learned individually and discuss what impact they felt they had on the community.

Volunteerism for the Next Generation

References for this lesson:
- Berenstain, Stan & Jan. *The Berenstain Bears: Think of Those in Need.* Random House. New York. 1999.
- Ellis, Susan J. *Children as Volunteers: Preparing for Community Service.* Energize Inc. 1991.
- Logan, Suzanne. *The Kids Can Help Book.* Putnam Publishing Group. New York. 1992.

Nine Steps to Performing a Successful Community Service Project
Now that you know the key elements of an effective community service project, you can work with youth to make it a success. Using Handout 1, let's examine the nine steps needed to perform a successful community service project. (Power Point Slide 4) (Distribute Handout 1)

Activity 1: Interview Questions
The first step is to determine what the needs are in your community. By using simple interview forms, youth and adults in your 4-H club can start the process of identifying community needs.

Divide participants into groups of 4 or 5 people. Give each group either an adult or youth interview questions sheet (Handout 2 or 3). If your group receives a youth interview sheet, please answer the questions from a youth perspective. Each group should designate an interviewer to conduct the interviews. When finished, have the large group come back together and compile their responses on flip chart paper, identifying adult and "youth" responses. Analyze the compiled results to identify key community issues. Since this is a mock demonstration, it will be more difficult to do than it will be for a 4-H club. Doing this activity with the youth and adults in your 4-H club will help the group discover community needs that can be addressed with a community service project?

Continue by reading and discussing steps 2-4 from Handout 1.

Activity 2: Developing the Community Service Plan
In small groups, ask participants to brainstorm options to address the identified community needs from Activity 1. Have each group use Handout 4 to develop a draft plan to conduct a community service project. Come back together and ask each group to briefly describe their plan. Why is having a plan is important? What were the easiest and most difficult parts of developing the plan? What can we do to make sure the plan is followed?

Continue by reading steps 5-9 from Handout 1. (Power Point Slide 5)

Activity 3: Bubbles Celebration
Distribute Handout 5 and have the group stand in a circle. The Bubbles Celebration provides a creative and memorable way for participants of the community service project to identify and celebrate the outcomes and results of their work. Ask volunteers to take turns reading sections of the handout out loud.

Conclusion:
Planning, conducting, and evaluating a community service project is a great opportunity for 4-H members to "learn by doing" and develop leadership and citizenship skills. Encourage your 4-H members to get involved in all phases of the project. (Power Point Slide 6)

TALK IT OVER

Reflect:

- What do young people gain from being involved in community service projects?
- Why is it important that community service projects meet a community need that is identified by the 4-H members?
- How have you used the nine steps in planning and carrying out a community service project?

Apply:

- How can your 4-H club or group have greater success in your community service projects?

EVALUATION

Ask each participant to complete the evaluation tool (Handout 6).

ENHANCE or SIMPLIFY

Explore additional activities from the 4-H National Curriculum, *Citizenship Adventures Kit.*
http://www.4-hmall.org/detail.aspx?ID=736855

Volunteerism for the Next Generation

Handout 1

Nine Steps to Performing a Successful Community Service Project

This fact sheet provides steps and critical information to guide 4-H clubs and groups as they begin to think about and plan community service projects. 4-H is a community of young people across America who are learning leadership, citizenship, and life skills. Community service projects are one way to help youth learn those life skills and become productive and contributing members of their communities.

1. **Determine what the needs are in your community.**
   - Ask members and parents to identify needs they see.
   - Ask other community groups.
   - Ask community leaders.
   - Ask Extension staff what other clubs/groups have done.

2. **Determine what type of activities your members have an interest in or ability to do.**
   - Consider size of your group and the age of the members.
   - Consider the skills and interests of members.
   - Determine how much time you want to devote to the community service project.
   - Determine how much parental support you have for the project.

3. **List all of the activities/projects/needs that have been suggested.**
   - With the help of parents, older youth, or a committee, narrow the list down to 2 or 3 ideas.
   - Present the ideas to your group with an explanation of the need and/or project.
   - Based on the presentations, the group can then choose a project to conduct.

4. **Develop a plan to conduct your project.**
   Review the risk management information provided to you by 4-H and use the resources available to you throughout this step. Your plan should include: goals of the project, tasks involved, time commitment, permissions that need to be obtained, budget (if necessary), insurance (if necessary), equipment and supplies, publicity, additional adult help, and a process for evaluation and reflection.

5. **Prepare the youth for the community service project and the tasks to be accomplished.**
   Go over the tasks to be accomplished in a positive manner. Review safety precautions and provide any specific training that may be needed. This may be the first time that some of your members are doing a task. Ensure them that it's okay to ask questions or for assistance. This is a good opportunity to talk about societal needs and issues.

6. **Carry out the project.**
   The project should be hands-on, if possible. Involve members in following through with the project. For example, rather than donating money to buy toys for a child care center, take the members shopping to purchase the toys themselves and deliver them to the center.

Volunteerism for the Next Generation

7. **Document your group's efforts with pictures, video, or written articles.**
   Take pictures of youth involved in the project. You could incorporate these into certificates that you present to the 4-H members at the end of the project to celebrate their accomplishments. Write an article and submit it along with a picture to local media.

8. **Plan for a reflection and application period.**
   This can either be at the end of the community service activity or at your next group meeting. Let members share their thoughts about their experience. You may need to ask questions to get them talking. Some sample questions might include:

   Reflect:
   - Describe what happened at our community service project.
   - What did you like about this community service project?
   - How did you feel about this project?
   - What did you notice about the people who were helped from this project?

   Apply:
   - What might we do differently if we do this project again?
   - How else might we help in the future?
   - How can we use what we learned from this project?

9. **Summarize your group's efforts.**
   Share a brief project description with the Extension office to go into the county newsletter, submit an article with a picture to your local newspaper, or send a letter with a picture to your local town, township, county, or state official to highlight your efforts. You may even want to plan a group celebration upon successful completion of the project.

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Adult Interview Questions

1. What is most important about our community?

2. What will our community be remembered for?

3. What can be done to improve our community?

4. How do you feel youth can be more involved in our community?

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Youth Interview Questions

What is most important about our community?

What will our community be remembered for?

What can be done to improve our community?

What can we do to be more involved in our community?

Volunteerism for the Next Generation
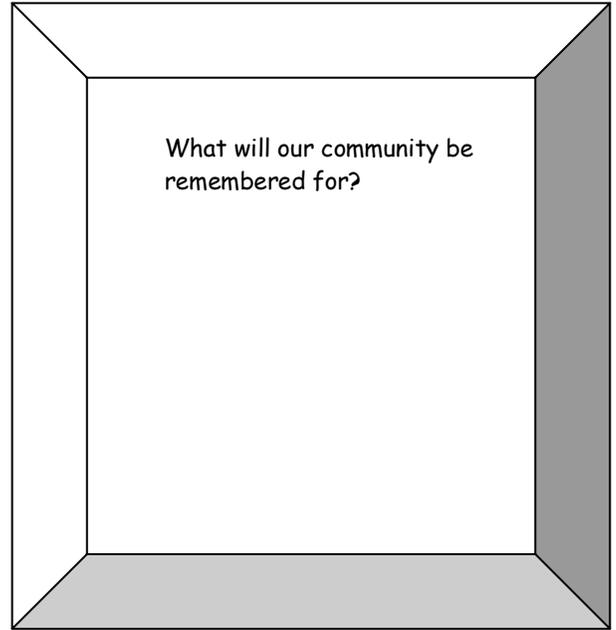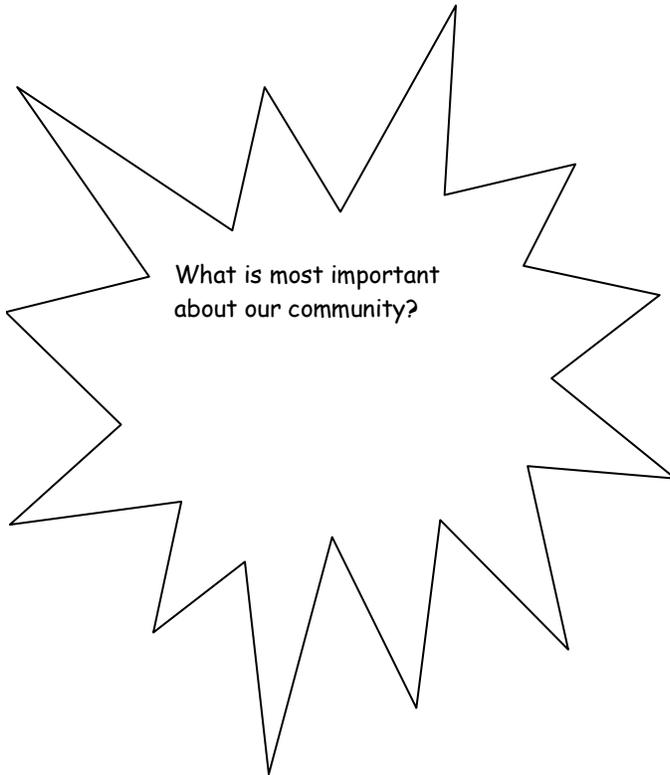
Handout 4

Community Service Project Planning Sheet

Club: Youth Coordinator:

Adult Volunteer Support:

Project: Date:

Goal:

Tasks:	Who?	When?

Permission:

Budget:

Funding:

Insurance and Risk Management:

Equipment and Supplies:

Time:

Publicity:

Follow Up Evaluation:

Volunteerism for the Next Generation

Handout 5

Bubbles Celebration
Closure for a 4-H Club Community Service Project

Time: 10-15 minutes
Supplies: Bottles of bubble solution (May be individual bottles or shared bottles. If shared, use a bottle for each 3 or 4 people participating.)

To start: Form a circle of all group members. Introduce the ceremony by summarizing the community service project conducted by the members, including the final results. (The ceremony is more meaningful, if you can relate your group's results throughout the ceremony also.) During this ceremony, the group will recognize what the project meant to each individual.

Group leader blows bubbles so they spread out into the circle. They will float down and break at different rates. As they do so, start the ceremony:

"Our community service project has common properties with these bubbles: Our learning has come in several parts. We studied our community to find its strengths and suggested ways to improve it. We then chose a community service project that would better our community. As a group, we planned, organized, and completed a _____ service project to _____."

"As bubbles spread, some seem to get bigger; others burst quickly. Because of our community service project, we have been able to help our community by _____. And, some of our efforts will grow like the bubbles, but if we do not keep working to help our community grow, it also will fade, just like the bubbles that burst quickly." (Blow more bubbles)

"When the bubbles touch you, they feel cool and fresh. We feel better and refreshed when we are able to help others. I hope you feel this way too. Our community service project has helped each of us to grow and encouraged us to do and learn more."

"Now, we will pass the bubbles around the circle. When they come to you, please blow your own bubbles and share one thing you learned or felt good about when doing this community service project. Start with this phrase: 'Doing this community service project helped me to _____'."

"I will start the circle with my reflection: (Blow bubbles) 'Doing this community service project helped me to realize what caring youth we have in our community, when I watched each of you take an active part'." (Continue around the circle until all members have had an opportunity to share)

"Now we would like to invite our guests to add their observations to this ceremony. We need to make our circle larger to include our guests in it. This also is representative of our community service project to include others and pass our skills, abilities, and talents on to others in the community." (Include parents and other guests in the circle and have them share their thoughts and observations about the project.)

"In closing, the bubbles floating represent us, as responsible citizens, keeping our community afloat by making our community a better place. Our community service project has helped our community, but more importantly, has guided us to be better citizens, while helping others."

(Adapted from *Leadership Development through Community Action,* University of Illinois Extension, 1999)

Volunteerism for the Next Generation

Handout 6

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can describe why community service is important to the 4-H experience.	1	2	3	1	2	3
2. I can identify key elements for an effective and successful community service project.	1	2	3	1	2	3
3. I can help youth develop a community service plan and support them in carrying out the plan.	1	2	3	1	2	3
4. I can support youth in evaluating their community service projects.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Organizational Skills:

Delegating

Effective Leaders

- Know the benefits of motivating others to become involved
- Work Smarter, Not Harder

Volunteers for the Next Generation

Effective Delegating

- Involves more people
- Results in a better product
- Has great support from those that are involved

Explaining a Task to Others

- Define the task in terms of expected results
- Define the authority the person will have
- Inform of relevant policies and guidelines
- Identify resources to be used
- Divide the task into smaller parts
- Establish timelines and deadlines

Volunteers for the Next Generation

4

The Goal of Delegation

The goal of delegation is to clearly establish responsibilities and deadlines so that you can empower others to carry out a task.

Organizational Skills: Delegating

Thank You

Developed by
Deb Jones, Volunteer Specialist, and
Tonia Dattage, Utah State University Extension
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Organizational Skills

Delegating

VRKC: Volunteer Research Knowledge Competency Taxonomy

INTRODUCTION

There is an old adage that says "work smarter, not harder." An effective leader and manager quickly learns the benefits of motivating others to become involved. All too often, we attempt to do it all ourselves, thinking we can do it more quickly than taking time to explain the task to another person. By effectively delegating, we involve more people in the tasks and in the end, come out with a better product with a larger, more motivated group of people behind it. (Power Point Slides 1, 2)

Building relationships with other adults who care about youth is an important aspect of volunteering. People who are asked to volunteer want to know they have the support of others rather than being expected to take on a large task by themselves. No one likes to feel they have the responsibility of doing it all. Just as we hope youth enjoy a safe place among peers and caring adults, we should provide a welcoming and cooperative atmosphere for adult volunteers to enjoy their experience. (Power Point Slide 3)

By effectively matching peoples' talents and interests with appropriate tasks, we invite them to take an active role and feel valued in the program. Adult volunteers will become involved and continue to stay involved if they feel what they are doing is useful and appreciated. They may even encourage others to get involved.

Activity 1: The Sky's the Limit Part 1

Ask participants to make a list of things their club or group would like to do. In a second column, identify what is keeping them from moving forward with these ideas. Ask the group to share the items on their list. Record these on a flip chart. Are there items that were shared that you had on your list? What items were new ideas that you might want to add to your list? Are there people in the room who could help you find resources for your ideas? As you get to know other adults better, you will see the potential of utilizing their skills for these and other projects. Your scope of outreach will no doubt broaden once you learn the many interests and skills of the adults involved with your group.

People will stay involved in groups where they are given responsibilities and made to feel an integral part of the team. No one wants to take valuable time to come to club meetings and only *hear* about what has happened or what is going happen. It's important to make sure that each person is actively involved in some way. Some delegating can be done through the normal course of club meetings but a lot will probably occur in informal gatherings before or after club meetings or during other activities where you come in contact with parents.

References for this lesson:
- Jones, D. (2003). *Retaining 4-H Volunteers by Effectively Delegating 4-H Program Responsibilities.* Available at Utah State University Extension website at http://extension.usu.edu/htm/publ ications/index.cfm.
- McBee, S. (2003, Feb. 12). Overwhelmed? Take it easy. *Volunteer Management Review.*
- Westwood, G., Mullen, S., Adkins, P., et. al. (1994). *TAXI: Taking anybody into expanded involvement.* National 4-H Council.

We all want to be treated with respect, and to be given the appropriate information and tools with which to do our jobs. Take time to explain the task and you will be rewarded with the many accomplishments of those who are now taking shared ownership of the group. (Power Point Slide 4)

- **Define the task in terms of expected results.** Be sure the person understands the end result, and don't be too concerned about how they will achieve it. You may give them an example of how it has been done in the past to get them going, but have faith in their methods, even if they're different from the way things have traditionally been done. You may learn some new time-saving techniques or find that they are reaching a new audience that may not have felt welcome to participate in the past.
- **Define how much authority the person has in carrying out the assignment**. If you are familiar with the person's skills, you may have him or her carry out the task and report back to you. If you have doubts or have not worked with this person before, you may ask how he or she would carry out the task and report to you with the strategy prior to implementation.
- **Be sure you inform the volunteer of any relevant policies, guidelines** or other parameters within which the task must be done. For example, with a livestock show superintendent there may be participant contracts, tagging/weigh-in dates, and fair premium book guidelines that must be followed. The volunteer must be aware of these as he or she assumes the role of show superintendent.
- If you know of any **other resources** that would make the job easier, let the volunteer know. It could be files from previous events or contact information for people who have served in the role previously.
- If you're looking at an overwhelming task, **divide the work into smaller increments**. Rather than recruiting 48 people yourself, recruit eight people who are each willing to recruit six others. Just be sure that everyone understands the overall task so they can answer others' questions or know who the questions should be referred to.
- **Establish timelines or deadlines** for certain parts of the task if necessary, and maintain regular contact with volunteers to see how they are progressing. These contacts may be more often if you are unfamiliar with the volunteer's work and less often once you feel comfortable with his or her skills and work styles.

In some cases, there may be things that you do not particularly enjoy doing. Find someone who enjoys that role, give him or her any needed information and resources, keep in touch regarding progress, and let the volunteer assume the responsibility. You may find individuals with particular skills who are more suited to the role than you are. Our communities contain a wealth of skilled individuals who are willing to share their expertise with us, if only they are asked.

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Activity 2: The Sky's the Limit Part II
Ask participants to create a list of parents and other adults associated with their club or group. Next to the potential volunteers' names, list their skills, hobbies, interests, and careers. Compare this list to the list of things that your club would like to do (from Activity 1). Are there areas where volunteers might be able to help your club accomplish its goals? If so, make a commitment to approach that person or persons about helping your club in that specific area. Are there big gaps in your knowledge of your volunteers? If so, make a commitment to get to know your volunteers better.

Conclusion:
(Power Point Slide 5) The goal of delegation is to clearly establish responsibilities and deadlines so you can let go of control and empower others to carry out tasks. If you're new at delegating, it may take a while to become comfortable with turning over aspects of the program. As you put the right people in place for each task and become used to their work style, you'll find that you can rely on them to take responsibility for various aspects of the program. An effective program recognizes not how much one person or a few people have accomplished, but how *many* people are empowered to accomplish the many tasks inherent in carrying out the program. (Power Point Slide 6)

TALK IT OVER
Reflect:
  • What is the goal of delegating?
  • What benefits could delegating bring to your 4-H club or group?
Apply:
  • How can your 4-H club or group delegate tasks to increase parent and member involvement and ownership?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 1).

ENHANCE or SIMPLIFY
Assemble 4-H volunteer role descriptions. Review the descriptions and identify how parts of the role description could be delegated to other youth or adult volunteers to share the role. Rewrite the role descriptions so each volunteer is clear on what is expected of them.

Volunteerism for the Next Generation

Handout 1

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can explain the goal of delegating.	1 2 3	1 2 3
2. I can identify the key elements of explaining a task to others.	1 2 3	1 2 3
3. I can develop a plan for delegating tasks in my 4-H club or group.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Organizational Skills:
Parent Recruitment & Involvement

Elements Parents Look For

1. A safe place where youth learn while having fun
2. Relationships with and support from other adults who care about youth
3. A youth group which has organization, structure, and communication
4. Being able to do things together as a family

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1. A Safe, Fun Learning Environment

- Screening, orientation, and training process for volunteers
- Risk management education
- Balance of hands-on, fun, experiential learning
- Youth voice in the program

Volunteers for the Next Generation

2. Relationships and Support from Other Adults

- Get parents involved quickly
- Ask how they would like to help
- Support parents in their volunteer role
- Invite parents to trainings, meetings, recognition events
- Recognize their efforts

Volunteers for the Next Generation

3. Organization, Structure & Communication

- Keep parents informed
- Consider an annual calendar of activities that includes what, when, where, and who
- Be clear in expectations
- Have a volunteer role description, handbook, and policy manual
- Mentor new volunteers

4. Family Involvement

- Include family activities and events in the 4-H calendar

- Include opportunities for parents to volunteer with their children

- Include families in the planning of events

Volunteers for the Next Generation

Organizational Skills:
Parent Recruitment and Involvement

Thank You

Developed by
Deb Jones, Volunteer Specialist, and
Tonia Dattage, Utah State University Extension
In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Organizational Skills
Parent Recruitment & Involvement

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe key elements that parents want in a youth program.
- Volunteers will identify ways to get parents involved.
- Volunteers will describe how 4-H can provide a venue for family involvement.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils, Markers and Flip Chart
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Copy handouts

Authors:
Deb Jones, Volunteer Specialist, and Tonia Dattage, Utah State University Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

Have you ever heard the phrase: "Feed them and they will come"? Preparing and serving an effective 4-H program will entice parents to not only enroll their children but support their children's involvement through volunteering their time. A well-developed 4-H program is your best recruitment tool. (Power Point Slide 1)

Parent volunteers are an integral component of youth development organizations. Although volunteering for educational and youth development programs is a high priority with the American public, a common challenge is lack of adult leadership to mentor and work with youth who would like the opportunity to be involved. The number one reason people volunteer is because someone asked them. Do not limit your potential audiences by doing everything yourself; ASK others to serve! You may be surprised at the number of people who accept your offer. You might open doors to additional volunteers as new recruits share their experiences with friends and family.

Activity 1: Why do families get involved?
Ask the group to brainstorm why parents enroll their children in the 4-H program. Record answers on a flip chart. Have the group review the responses and group them into similar categories. Let's see if the categories identified match what the research states.

(Power Point Slide 2) Those who commit their time and talents must be satisfied with the organization and their role within it. Parent volunteers have reported four key elements they need to see in a program in order to consider volunteer service to it. Once these elements are evident, they are more apt to volunteer their time in support of their child's involvement:
1. A safe place where youth learn while having fun.
2. Relationships with and support from other adults who care about youth.
3. A youth group which has organization, structure, and communication.
4. Being able to do things together as a family.

A Safe, Fun Learning Environment

(Power Point Slide 3) A safe learning environment where kids have fun while learning is a key factor for parents not only in selecting a youth organization for their kids, but also when considering volunteering. Therefore, a screening process and appropriate risk management education should be elements of the program. It can be conveyed in program literature and by word of mouth that these procedures are followed. It's important to find a balance of hands-on, fun, experiential

Volunteerism for the Next Generation

References for this lesson:
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- Jones, D., Skogrand, L., Carter, D., & Black, P. (2008). Increasing parent volunteer participation in 4-H. *International Journal of Volunteer Administration*, Volunteerism and Youth Development Special Issue, XXV (1), 17-25.
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activities. It's also important to model, within the club or other programs, that kids are having fun, making friends, being involved, and learning skills in the process. The program must keep the interest of the youth in order for the parents to devote time to supporting their child's involvement.

Parents want to know that youth have a voice in determining the program. The club or group environment does make a difference. Youth need opportunities to hold an office, experience leadership, learn to make group decisions, excel for themselves, and feel good when others excel.

Relationships with and Support from Other Adults

(Power Point Slide 4) Building relationships and sharing responsibilities of club leadership are important aspects of volunteering. Get parents involved quickly by asking them what they would like to see happen and what they would like to help with. If they have special interests around specific project areas, let them know of any training or resources available to get them started.

Be sure that once parents begin to volunteer their time, they have support of others rather than being expected to take on club leadership by on their own. The responsibility for youth success is shared by families and club leadership. It's nice to work with others and not feel that you have to do it all yourself. Invite parents to county and statewide volunteer trainings, leader luncheons, committee work, leaders' councils, workshops, and other related events. Some parents may feel that they are not "club leaders" and therefore may not respond to notices of "leader" trainings. Perhaps we need to think about changing the language we use in marketing these activities so everyone feels welcome to participate?

Talk to Extension staff about rewards and recognition of 4-H volunteers. This should not occur only during an annual recognition event; recognition should happen on a regular basis. This can be as simple as a thank you note and special treats to make people feel valued and appreciated for their time and efforts.

Organization, Structure, and Communication

(Power Point Slide 5) Be sure that parents are informed in a timely manner of upcoming activities and events. Involve them in the development of an annual calendar, and let them know not only when and where events will take place, but who among them is involved in providing leadership and support for each event. Time is a precious commodity. Education sessions need to be on target with what volunteers need to know in order to carry out their roles. Be clear in explaining what they are doing and *why* they are doing it. There should be a connection between a fun activity and the learning or benefit behind it.

A volunteer handbook and policy manual should be readily available resources so volunteers know where to go if they have a question. A mentoring model is a valuable tool in connecting new volunteers with more experienced volunteers. A website has become a must in today's society, providing an instant link to information, training, resources, and online discussion groups. It is imperative that information is current and reflects the involvement of parents as volunteers.

Doing Things as a Family
(Power Point Slide 6) Volunteering shouldn't take people away from their family but be something they can enjoy with their family. Parents should know that they are an important part of their child's experience with 4-H. Activities such as family nights, family camps, or family community service activities can serve to enhance the connection between youth and parents. Having a child in the program is a strong motivation for parents to volunteer.

Activity 2: Parent Recruitment and Involvement Inventory
Ask participants to complete the Parent Recruitment and Involvement Inventory (Handout 1).

Conclusion:
(Power Point Slide 7) Parents look for a program which offers a safe, fun, learning environment and is organized and welcoming to family involvement. Once these elements are found, parents are more apt to volunteer their time in support of their child's involvement. Prospective volunteers need to feel a sense of shared responsibility within the program. They need to feel their involvement is appreciated, and to know there is ongoing support and communication between fellow volunteers and paid staff. At all levels of involvement, it is important for volunteers to know they can call upon others in support of their volunteer roles.

TALK IT OVER
Reflect:
- What elements do parents look for in a program for their children and to volunteer their time?
- How do 4-H clubs and groups provide these elements?

Apply:
- How can your 4-H club or group provide these elements and improve parent participation?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Create a list of parent volunteers. Next to their names list their skills, hobbies, interests, and careers. Are there areas where volunteers might be able to help your club accomplish its goals? If so, make a commitment to approach that person or persons about helping your club in that specific area. Are there big gaps in your knowledge of your volunteers? If so, make a commitment to get to know your volunteers better.

Handout 1

Parent Recruitment and Involvement Inventory

Element in 4-H club or group	Definition	How does your 4-H club or group include this element?
Provide a Safe Environment	A screening process and risk management education are in place. Policies are conveyed in literature, by word of mouth, and action.	
Provide a Fun Environment	Kids have fun, make friends, and learn skills. The program keeps the interest of the youth and parents devote their time volunteering.	
Provide a Learning Environment	Youth have a voice in the program, hold offices, experience leadership and followership, make group decisions, and have opportunities to excel.	
Promote Relationships among Parents	Promote relationships among parents and volunteers.	
Involve Parents	Involve parents by asking them what they would like to see happen.	
Provide Support	Let volunteers know about available resources. Support volunteers rather than expecting them to take things on by themselves.	
Keep Parents Informed	Keep parents informed of activities and events.	
Involve Parents in Calendaring	Involve parents in developing an annual calendar.	
Provide Resources to Volunteers	Provide volunteers with a mentor, a handbook, and up to date information via the internet.	
Provide Educational Workshops for Volunteers	Invite parents to volunteer workshops, leader luncheons, committee meetings, and leader councils.	
Promote Family Activities	Provide activities such as family nights, family camps, or family service activities.	

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can describe key elements that parents want in a youth program.	1	2	3	1	2	3
2. I can identify ways to get parents involved.	1	2	3	1	2	3
3. I can describe how 4-H can provide opportunities for family involvement.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Importance of Managing Time

- Contributes to our physical, mental, and spiritual health
- Family, business and organizations benefit
- Increases our productivity through organization, preparation, and delegation

We are each granted 24 hours to spend each day.

How do you spend your 24 hours?

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80/20 Rule

- Spend 80 percent of your time and energy doing the 20 percent with highest priority

Assess Your Spending Habits

- Keep a log of activities
- Look for productive and non-productive patterns
- Determine priorities

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1:00 pm							
1:30 pm							
2:00 pm							

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4

Establish a "To Do" System

- Written priorities will move you from "what" to do *(stationary)* to "when and how" *(action)* you will do it.
- Find a system for managing time and tasks
  - Simple, efficient, and effective
  - Flexible
  - Best for you
  - Accounts for personal time
- Different ways to track your priorities
  - Calendars: Daily, Week-at-a-Glance, Month-at-a-Glance
  - Electronic Calendar: transfer information between PDA/phone and computer
  - Master To Do List
  - Daily To Do List

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Organize the "To Do" List

A productive list will:

- Identify priorities each day

- Set long and short term goals

- Establish deadlines

Organize the "To Do" List

A productive list (continued):

- Make yourself work: *Manage procrastination through concentration.*

- Group similar tasks
  - Reoccurring tasks and activities
  - Consolidate tasks
  - Consider seasonal obligations

- Delegate
  - Do not micromanage
  - Enable others

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Managing Committees and Clubs

Twelve ways to organize time effectively:

1. Delegate
2. Job descriptions
3. Train key people
4. Commit people
5. Keep people informed
6. Key people take the initiative to report back
7. Follow-up on assignments
8. Use resources to accomplish goals or projects
9. Show appreciation for accomplishment
10. Invest time to complete a project, event, or activity
11. Use an agenda and minutes
12. Be prepared with information/homework

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Good Managers of Time

- Apply 80/20 Rule
- Spend 24 hours wisely
- Use a "To Do" list
- Delegate
- Plan personal time

Spend time wisely for it can not be banked for tomorrow or spent on that not done yesterday.

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Organizational Skills: Time Management

Thank You

Developed by
Karla Knoepfli, Assistant Extension Program Specialist Volunteer Development,
Oklahoma State University and Dr. Rachelle Vettern, Leadership and
Volunteer Specialist, North Dakota State University Extension Service

In cooperation with Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

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4-H Organizational Skills
Time Management

VRKC: Volunteer Research Knowledge Competency Taxonomy

INTRODUCTION

Time can be thought of as a non-renewable resource. Each day we are granted 24 hours to spend. None of that time can be kept or banked for a later date. We must determine how we will spend our 24 hours, and this is done through time management. (Power Point Slides 1, 2)

Time management is an important life skill because it can:
- Contribute to our physical, mental, and spiritual health
- Offer benefits to our family, business, and organizations
- Increase our productivity through organization, preparation, and delegation

In 1906 Italian economist V. Pareto developed a math formula that illustrated the unequal distribution of wealth in his country. Eighty percent of the wealth was owned by 20 percent of the population. This formula has become widely recognized as the "80/20 Rule" and is found to be applicable in other areas of life as well. For example, in business it is said that 80% of your sales come from 20% of your clients. We can also apply the 80/20 Rule to managing our time—that is, focus 80 percent of our time and energy on the 20 percent with the highest priority. (Power Point Slide 3)

Assessing Your Spending Habits

Have you ever thought about the old adage "If you need something done, give it to a busy person?" Busy people have no more time than anyone else. They are just more practical in using their time and prioritizing tasks. (Power Point Slide 4)

Activity 1: How Do You Spend Your Time?
Before you can become a better steward of time, you must learn how you are actually spending your time. This can be done by keeping a simple log which includes work, home, volunteer work, extra-curricular activities, meals, exercise, school, sleep, and personal time (socializing, computer, television, etc.). Set up a simple table with half-hour increments and record what you do using key words. For blocks of time at work, volunteering, or school, record productive/constructive activities completed. You must be honest about tracking how your time is spent. (Handout 1)

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1:00 pm							
1:30 pm							
2:00 pm							

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References for this lesson:
- Campbell, K.N. and Ellis, S. J. (1998). *The (Help!) I-Don't-Have-Enough-Time Guide to Volunteer Management.* Energize, Inc., Philadelphia, PA.
- Fritz, S., Brown, F.W., Lunde, J. P. and Banset, E. A. (2005). *Interpersonal Skills for Leadership.* Pearson Prentice Hall, Upper Saddle River, NJ.
- Skinner, R. D. *22 Leadership Principles. (*1997). Horizon Publishers, Bountiful, UT.

At the end of the week, circle necessities such as sleep, cooking, eating, homework, housework, yard work, and exercise. Then circle all of your noteworthy accomplishments— significant things that you "got done." With what remains, look at how much time is spent on fluff. Are patterns emerging in the necessary and the fluff? Are they good or productive patterns or do they need some evaluation?

Each of us has different priorities in work, life, and family. No one can tell you what your priorities are. This is a personal choice with consequences— whether they are good, bad, or indifferent. Once you decide where your priorities lie, you can use them to guide and allocate how you spend your time each day or week.

Establish a "To Do" System (Power Point Slide 5)
Allocating your time or utilizing a "To Do" list allows you greater control over your productivity. A "To Do" list is a written acknowledgement of what needs to be done and provides a means for prioritizing importance. It can be done on a calendar, computer, or piece of paper. Skinner (1997) says that by setting clear and specific priorities in writing, the individual moves from the stationary "what" mode to the "when and how" modes of action. Don't use the excuse that you are "too busy to take time to make a 'To Do' list." Simply spending 10 minutes each day planning or prioritizing your day will make you 10 percent more efficient (Fritz, Brown, Lunde and Banset, 2005).

Each of us must find and establish some suitable system or procedure for managing tasks. Campbell and Ellis (1998) insist a successful system is simple, efficient and effective, but most importantly, works for you. A system needs structure, but cannot be so rigid as not to provide flexibility for the unexpected. The unexpected will happen and requires shifting priorities. A practical system will have flexibility and unplanned time. This "flex" time is then available for emergencies, unexpected pressures, telephone or email, visitors, travel, tasks taking more time than planned, or creative activities. In the end, the unscheduled or "flex" time helps you accomplish your tasks and goals.

Do not shortchange the need for time to do activities that bring you joy, relaxation, comfort, or rejuvenation. Your physical and emotional health benefits from scheduled personal time. Campbell and Ellis (1998) tell us that this time is a personal investment in future productivity and can minimize burnout and procrastination. Skinner also reminds us not to cheat on rest; this only shortchanges our effectiveness the next day.

There are a variety of ways you can track your priorities in writing, including:
- Daily Calendar – each hour or half hour is blocked out.
- Week-at-a-Glance Calendar – each page provides a quick visual perspective of the week's schedule and due dates.
- Month-at-a-Glance Calendar – each page provides a quick visual perspective of the month's schedule and due dates.
- Electronic Calendar – transfers information easily between a computer and a PDA or phone.
- Master To Do List – organized list of what needs to be done over a period of time. Items are assigned by priority or due date.

- Daily To Do List – paper or 3" x 5" card with one date and each task listed in order of priority for that day.

Organizing a "To Do" List

In the book *Interpersonal Skills for Leadership* (2005), the authors make the statement: "Manage procrastination through concentration." Skinner encourages starting the day early before interruptions begin, and allowing time at the end of the day for hobbies, family, exercise, and relaxation. He encourages completing creative work or unpleasant jobs early in the day when the mind is clear and fresh. Save routine work for the end of the day when you're more tired. Most authors on time management agree that the following steps will help you develop a productive "To Do" list. It's up to you to "use" the list, as well as remember that it's a flexible document that can change. (Power Point Slides 6 & 7)

1. **Identify priorities each day** – Determine the sense of urgency in relation to yourself and/or others, and then prioritize your tasks.
2. **Set long and short term goals** – Work on things that count. Break large projects into smaller, more manageable pieces. This makes the goal easier to accomplish and less overwhelming. Another school of thought is to plan large blocks of time for big projects. This is often more productive than small blocks of time where momentum is slowed and concentration broken (Skinner, 1997).
3. **Establish deadlines** – Most people need some pressure or sense of urgency to stay focused on the end goal. Self imposed deadlines tend to keep us focused and completing tasks in a timely manner (Fritz, et al, 2005). Skinner suggests working towards the earliest possible completion date rather than the actual deadline.
4. **Make yourself work** – Tackle priorities with enthusiasm, drive, and determination. For those unpleasant tasks, think about how once they are done you can move on to more pleasant things!
5. **Group similar tasks** – Combine like tasks and/or trips in consolidated blocks of time. It will help you accomplish the same amount of work but with less effort and/or in less time. Fritz, et al. and Skinner suggest: a) to set aside a block of time for reoccurring tasks and activities; b) consolidate tasks such as returning phone calls, correspondence, creativity, program development, reading, etc. Make electronic communications work for you – screen and respond to timely phone calls and email. Save social communications for later in the day when priorities are accomplished; c) consider seasonal obligations and complete assignments and tasks due during that season in advance. Or plan for the seasonal obligation by not scheduling other activities or tasks during that timeframe.
6. **Delegate –** Critically review your list to decide what can be delegated and delegate wisely. Don't find yourself falling into the time trap of micromanaging the lives of those for whom you have or feel responsibility. Micromanagement consumes both productive and personal time. Become an enabler by empowering others to be responsible and accountable for their time. Just as you have, they will become more respectful and grateful of time's value.

Managing 4-H Committees and Clubs (Power Point Slide 8)

In Skinner's book *22 Leadership Principles* he lists ways to manage a group or organization's time effectively. These include:

1. Delegate
2. Job descriptions
3. Train key people
4. Commit people – hold individuals accountable for a standard of performance
5. Keep people informed – provide clear and concise information and instruction
6. Key people take the initiative to report back
7. Follow-up on assignments
8. Use resources inside and outside the group or organization to accomplish goals or projects

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9. Show appreciation for accomplishment
10. Invest the time needed for successfully completing a project, event, or activity – Investing too little time for successful completion wastes time, talents, and resources.
11. Use an agenda to plan meetings carefully – "Agenda" is Latin for "things to be done." Write, print, and distribute thorough minutes immediately. Minutes can be an effective reminder of decisions, assignments, and due dates between meetings.
12. Develop procedures for gathering data – Be prepared by setting aside time to do research, finish homework for projects, and meet deadlines. Doing something well the first time saves time, develops confidence, and earns respect.

Conclusion: (Power Point Slide 9, 10)
In conclusion, we've learned that good managers of time:
- Apply the 80/20 principle. Focus 80 percent of your time and energy on the 20 percent of tasks or goals with the highest priority.
- We each have 24 hours to spend or allocate each day. It cannot be saved or banked for the future, so assess your spending habits, determine your priorities, and wisely invest your time every day.
- Establish a priority system or "To Do" list. Rank the things that need to be done and remain focused on completing a task.
- Delegate. Do not micromanage. Instead, enable others; nurture their time management skills and hold them accountable.
- Plan personal time. It is a personal investment in future productivity and can minimize burnout and procrastination.

TALK IT OVER
Reflect:
- Why is time management important for personal, work, and 4-H volunteer roles?
- What tools and strategies have you learned for managing time?
Apply:
- How can you assist 4-H members in time management?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 1).

ENHANCE or SIMPLIFY
4-H Club Management: Time Management. Lesson plan for 4-H volunteers from Wisconsin's 4-H Community Club Central: http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=3115

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Handout 1:

Assessing Your Spending Habits

Take a few moments and complete a log of how you spent your time this last week. Include work, household duties, volunteer work, extra-curricular activities, meals, exercise, school, sleep, and personal time (socializing, computer, television, etc.). For this activity, we will use 1 hour blocks. For your personal log, half-hour increments are recommended. Use key words to record your activities. Set up a simple table with half-hour increments and record what you do using key words. You must be honest about tracking how your time is spent.

Once your time log is complete, circle necessities such as sleep, cooking, eating, homework, housework, yard work, and exercise circle all of your noteworthy accomplishments— significant things that you "got done." With what remains, look at how much time is spent on fluff.

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
6:00 am							
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 Noon							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							
10:00 pm							
11:00 pm							
12:00 Midnight							

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can describe the importance of time management.	1	2	3	1	2	3
2. I can develop and use a system for organizing time and tasks.	1	2	3	1	2	3
3. I can manage my 4-H club or group's time more effectively.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Organizational Skills:
Planning and Organizing

Developing Planning and Organizing Skills

- Organizational skills and skills for future planning are life skills that are learned.

- Goal setting and future planning, responsibility, time management, teamwork, and connectedness to organizations are critical life skills.

- 4-H members need support and instruction to become competent in these skills.

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Planning and Establishing 4-H Club Goals

- Establish 4-H club goals at the beginning of the year.
- 4-H club officers and adult mentor(s) review past goals and establish new ones.
- Include input from other members and parents.
- Start with some easily attainable goals and gradually include others.
- As the club grows, goals may be more comprehensive and challenging.

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3

Annual Plan of Activities

- Review club goals, consider county calendar, and ask youth to brainstorm activities.

- When choosing activities:
  - Balance learning, service, and fun
  - Intentionally include the Essential Elements
  - Allow flexibility
  - Involve all club members

- Establish committees.

- Evaluate activities and submit records to Extension staff.

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Business Meeting Agenda

- 4-H Club Officers and adult partner(s) hold a planning meeting prior to the club meeting to plan/write the agenda.

- The agenda is the plan for what will happen at the business meeting.

- Review minutes of the previous meeting and include any unfinished business on the agenda.

Planning 4-H Project Meetings

- **A 4-H project:**
  - Is a planned sequence of age-appropriate and research-based learning opportunities.
  - Provides experiences to develop in-depth knowledge.
  - Can result in long-term engagement in the project.
- **A 4-H project meeting:**
  - Is planned in advance.
  - Is an experiential (hands-on) learning activity of its own, yet builds on and reinforces knowledge learned at previous meetings.

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Planning and Organizing

Makes sure that identified goals are reached by the 4-H club or group.

Organizational Skills:
Planning and Organizing

Thank You

Developed by
Stephanie Shank, 4-H Youth Development Agent
University of Arizona Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

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4-H Organizational Skills
Planning and Organizing

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will explain their role in planning and organizing 4-H clubs and groups.
- Volunteers will identify planning and organizing tools.
- Volunteers will use planning and organizing tools with their 4-H club or group.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils, Markers and Flip Chart
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Copy handouts and evaluations

Author:
Stephanie Shank, 4-H Youth Development Agnet, University of Arizona Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
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4-H National Headquarters:
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INTRODUCTION

4-H clubs empower youth and give them the opportunity to develop leadership skills by organizing as a group, electing officers, and conducting business meetings. 4-H club officers and adult partners work together to plan, organize, and conduct business, service-learning, and social activities. When working with a 4-H club, adults act as advisors and provide shadow leadership. (Power Point Slide 1)

Organizational skills and future planning are life skills that are learned. Eccles & Gootman (2002) cited goal setting and future planning, responsibility, time management, teamwork, connectedness to organizations and community, and civic engagement as a few of the critical life skills for youth and young adult development. Looking at these skills as part of the educational developmental process helps 4-H volunteers understand that 4-H members need support and instruction in order to become competent in these skills. (Power Point Slide 2)

Planning and Setting 4-H Club Goals

(Power Point Slide 3) At the beginning of the year, 4-H clubs and groups need to plan and set goals for the year. 4-H volunteers need to meet with the youth officers of the 4-H club to review goals from the previous year and set new ones for the current year. It's important to include input from other members and parents as well. Input may be gathered at an end of the year party, by a telephone survey conducted by the officers, or informally as part of an icebreaker game. During this planning process members can brainstorm, discuss, and become familiar with possible service-learning activities as well as club social events.

In setting goals, the club should consider goals needed to retain its charter, goals set by the county Extension Office, and other goals the club would like to accomplish. It's important not to have too many goals or goals that are too difficult. When first starting out, the club may have only a few members, and many may be inexperienced. It's better to start with some goals that are easily attainable and gradually include others that may be more challenging.

Activity 1: Annual Plan of Meetings and Activities
(Power Point Slide 4) Once the club has set goals, the next step is to develop a plan of activities. Some helpful tools for this process are the county 4-H calendar, which may be obtained from the Extension Office, and the 4-H Club Annual Plan of Meetings and Activities. Youth will have many wonderful ideas for activities and all of the ideas should be considered. Begin to complete Handout 1.

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References for this lesson:
- Eccles, J. & Gootman, J.A., eds. (2002). *Community programs to promote youth development.* Washington, DC: National Academy Press.

It's also important to have a balanced program for the year. From its earliest days, the 4-H program has encouraged allotting equal amounts of time to education, community service, and recreation. It's also important that the program intentionally include the four Essential Elements. (See VRKC lesson on *Positive Youth Development Overview*) For this reason, the handout has a column for identifying club activities in categories of Belonging, Independence, Generosity, and Mastery. The annual plan should cover the entire year, but allow flexibility to accommodate unforeseen events. Accomplishing each goal and activity will require involvement from all club members. The club membership should approve the goals and annual plan of activities. At the end of the year, the club should evaluate the goals they attained and may submit their records to Extension staff.

An excellent approach to accomplishing goals is to establish committees composed of members to do the work. Using committees saves time in business meetings because most of the planning of activities takes place in the committee. Usually committees spend time brainstorming options and solutions. Then, each option/solution is clarified and similar ideas are combined. Finally, the best ideas are selected to act upon. Clubs usually form committees for planning programs, organizing events (community service-learning, fair display booth, parade float), recruiting members, and raising funds.

Each 4-H member should serve on at least one committee. 4-H members can volunteer to be on a committee that interests them, or the president can appoint members to committees to insure that all members have the opportunity to serve each year. Five to seven is a good number of members to serve on a committee. One of those members, usually the first one to volunteer or be appointed, is selected as chairperson. The chairperson leads the committee and reports on committee work and progress. All committees should have a 4-H adult volunteer or teen leader serving as advisor, partner, and helper to the group.

Other Planning Tools
An agenda is an important tool for every 4-H meeting. Prior to a meeting, youth officers and adult volunteers should work together to write the agenda and make sure all members have a copy to use during the meeting. The agenda is the plan for what will happen at the meeting. It should include secretary and treasurer reports, committee reports, unfinished business, and new business. Announcements should be made at the end of the meeting. The business meeting is just one of the components of a 4-H meeting – the meeting should also include education and recreation. (Power Point Slide 5, Handout 2)

(Power Point Slide 6) A 4-H project is a planned sequence of age-appropriate and research-based learning opportunities. Through 4-H projects, youth learn and apply life skills such as leadership, citizenship, community service, and public speaking. The 4-H project provides experiences to develop in-depth knowledge about topics such as science, engineering and technology, citizenship, and healthy living. As

a result of long-term active engagement in the project, the youth gains knowledge and develops skills based on planned goals and identified outcomes. Each meeting is an experiential (hands-on) learning activity of its own, yet builds on and reinforces the knowledge learned at previous meetings. Project meetings must be planned in advance of the actual meeting.

Conclusion: (Power Point Slides 7, 8)
Planning and organizing are critical skills to be learned and used by 4-H volunteers and members. Planning and organizing makes sure that goals identified by 4-H clubs and groups are met.

TALK IT OVER
Reflect:
- Why is planning and organizing important to 4-H clubs and groups?
- What could happen if 4-H groups did not plan?
- What planning and organizing tools does your 4-H club or group use? What additional tools would be helpful?

Apply:
- How can 4-H members be engaged in a group's planning and organizing process?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
A variety of planning and organizing tools for use in 4-H clubs and groups are located on Wisconsin's 4-H Community Club Central Website: http://www.uwex.edu/ces/4h/clubs/starting.cfm

Volunteerism for the Next Generation

Handout 1

4-H Club Annual Plan of Meetings and Activities

4-H club officers and adult advisors should meet at the beginning of the year and before each club meeting to plan activities and set the business meeting agenda, educational program, and recreational activities. The most effective club meetings are those that run a maximum of 60-90 minutes and consist of three segments: recreation (15-20 minutes), business (20-30 minutes), and program (up to 30 minutes). Conclude the meeting with nutritious refreshments. The meeting sequence should be arranged to meet the needs of members, program guests, or club preference. Use this form and your county 4-H calendar of events to organize your club meetings and your annual plan. Some Extension Offices require that this plan be submitted at the beginning of the year. A copy should be included in the Secretary's Book. See sample plan on back page. Begin to complete a plan for a activity you work with in your 4-H volunteer role.

Month Date Time Location	Business Agenda Events, Activities, Items for group decision	Program Agenda Educational program or Activity. Speakers, Demonstrations	Recreation Agenda Singing, games, team building, refreshments .	Community Service- Learning Project	Essential Elements Belonging– B Independence– I Generosity– G Mastery– M	Special Events Club, County, District, State

Volunteerism for the Next Generation

Handout 1, reverse side   **SAMPLE ANNUAL PLAN**

Month Date Time Location	Business Agenda Events, Activities, Items for group decision	Program Agenda Educational program or Activity. Speakers, Demonstrations	Recreation Agenda Singing, games, team building, refreshments	Community Service-Learning Project	Essential Elements Belonging– B Independence– I Generosity– G Mastery– M	Special Events Club, County, District, State
Aug	Elect officers Hand out enrollment forms Appoint •Planning comm	Parliamentary procedure Make posters for National 4-H week.	Picnic; Get acquainted melon seed spitting contest	Brainstorm ideas for service-learning	Host greeter – B Picnic – B & G Name game – B Service learning brainstorm - G	Club Family Night County •Leader's Council Mtg.
Sept	Install Officers Collect enrollments Appoint National 4-H wk promotion comm Planning comm get OK for year's; program; Hand out yearly plan	Present completion certificates and seals. Return record books Explain record keeping Project reports by members Judging - apples	Halloween Game	Announce fire prevention survey in October	Host greeter – B Certificates-M Approve Program–B Proj rprt – I& M Judging – M & I Game – B Plan fd baskets-G	National 4-H Week Recognition Night County Leader's Council Mtg. Fall Leader Update
Oct	Plan •fund-raising proj for camp •Community Serv Activities	Give instructions on demos. Holiday gifts and decorations demonstrations by members Project reports by members	Thanksgiving Game	Reports of fire safety survey. Plan for Thanksgiving food baskets	Host greeter – B Plan service – G Demos – M & I Proj reports – M&I Deliver food baskets - G	Record book workshop State 4-H Ambassador Training Announce Western Regional Leaders Forum County Leader's Council Mtg.
Nov	Announce Officer's Training; Announce judging events Report on food baskets; Remind to bring gift for Holiday party in Dec.	demonstrations by members Project reports by members Judging - raincoats	Holiday party	Plan for Christmas food boxes Deliver Thanksgiving food baskets	Host greeter – B Games – B Service –G Judging-M&I	Beef weigh –in County youth leadership workshop!
Dec	Announce Pub Sp Con Announce fair dates Report on Christmas food boxes.	Make valentines for nursing home demonstrations by members; Project reports by members	Action songs and games	Deliver Christmas food boxes. Plan for visit to nursing home in February	Host greeter –B games – B Service – G Demos – M&I Proj reports- M&I	Swine weigh-in Officer's Training County Leader's Council meeting
Jan	Finish fund-raising project Announce record due date Announce fair cleanup Orientation and potluck	demonstrations by members Project reports by members	Valentine Game	Plan for tree-planting in March	Host greeter – B Water proj – G Games –B Demos- M&I Proj reports – M&I	Sheep weigh-in Fair entry forms due Leader's Forum County Leader's Council Mtg
Feb	Report on Leaders forum; Report on nursing home visit Remind record due date	Demonstrations by members; Project reports by members Explain record keeping	St. Patrick's game	Visit nursing home; Plan for partnering with city on water-harvesting project	Host greeter – B Water proj – G Games –B Tree planting-G Proj reports-M&I	Communications Rodeo County Leaders Council mtg.
Mar	Announce Teen Conf; Announce 4-H Camp; Report on Pub Sp Contest Report water harvest	Demonstrations by members Project reports by members Records check	Actions songs & games	Plant tree on school grounds Meet with city – water harvesting	Host greeter – G Water proj – G Games –B Proj reports – M&I	Record books due Fair cleanup Fair County Leaders Council mtg.
Apr	Remind about Teen Conference Remind 4-H camp	Speaker: from humane society to talk about spaying and neutering			Host greeter-B Proj reports – M&I	County Leaders Council mtg.
May	Announce Ambassador Retreat Report water harvest	Project reports by members	Relay games	Three weekends to work on water harvesting project	Water proj – G Games –B Proj reports – M&I	JOLT NRCWAY County Leaders Council mtg.
Jun	Report of Teen conference Report water harvest	Project reports by members	Club picnic Folk games	Complete water harvesting project	Host greeter – B Water proj – G; Proj reports – M&I Games -B	STAR County Leaders Council mtg.
July	Announce Officer's training; Report 4-H Camp; Ambassador Report	Speaker: from Arizona Fish and Game Project reports by members	Action songs and games		Host greeter – B proj reports-M&I Games – B	Enrollment packets arrive! Club recruitment event County Leaders Council mtg.

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Handout 2

4-H Meeting Agenda

The three components of a 4-H Club meeting are:
- Business
- Education or Program
- Recreation and Refreshments

The total meeting should be about 1 hour in length. Planning is the key to an efficient and fun meeting. Youth officers should work with the adult advisors in preparing the agenda for the 4-H club meeting. The business portion should last no more that 15-20 minutes and could include:

Agenda Item	Things To Do	Person Responsible
1. Call to order		
2. Flag pledges		
3. Roll call/attendance		
4. Secretary's Report/Reading of the Minutes		
5. Treasurer's report		
6. Committee reports		
7. Unfinished business		
8. New business		
9. Announcements		
10. Adjournment		

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can explain the role of adult volunteers in planning and organizing 4-H clubs and groups.	1 2 3	1 2 3
2. I can describe planning and organizing tools.	1 2 3	1 2 3
3. I can use planning and organizing tools with my 4-H club or group.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Organizational Skills:
Overview

Organization Competencies

- Planning and Organizing
- Time Management
- Parent Recruitment and Involvement
- Delegating Tasks to Parents
- Service to the Community
- Marketing and Publicity

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Planning and Organizing

- Enable people to establish a course of action for themselves and others to accomplish specific results.

- Helps volunteers provide orderly instructions to help groups or individuals meet goals and keep records.

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Time Management

- Managing time to accomplish specific tasks, projects and goals.

- Time management tools include priority setting, planning, delegating, goal setting, scheduling, organizing and analyzing.

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Parent Recruitment and Involvement

- Ability to involve and recruit parents and others as 4-H volunteers.

- Providing opportunities for parents to connect to 4-H projects, activities and events with their children can allow parents a positive experience with the educational impact of 4-H.

Delegating Tasks to Parents

- Providing opportunities for parent involvement through assigning tasks that need to be completed.

- Through delegation to parents, 4-H volunteers empower and engage parents to have quality experiences with their children and share the load of work that needs to be done to carry out 4-H activities and events.

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Service to the Community

- Giving to the community and its people to meet community needs builds social capital and positive community spirit.

- Community service is a foundation for building citizenship skills through civic engagement.

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Marketing and Publicity

- Publicity is the process of communicating to people that you are marketing something.

- Marketing includes the process used to determine the products and services that may be of interest to customers. It includes identifying, keeping and satisfying customers.

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Organizational Skills:
Overview

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Organizational Skills
Overview of Organizational Skills

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the organizational skills needed in their 4-H role
- Volunteers will be able to explain the role and benefits of organizational skills in their 4-H role

Time:
20 – 30 minutes

Supplies Needed:
- Stickers and bags
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
- Prepare bags of stickers for Activity 1.
- Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

Volunteers are critical partners in delivering 4-H youth development programs. Volunteers need to demonstrate the ability to engage others in planning, providing, and delivering positive 4-H youth development programming in the community. Acquiring the organizational skills needed for your 4-H role will allow you to more competently provide service and contributions to the organization. (Power Point Slide 1)

WHAT TO DO

Activity 1: Sort It!
Divide participants into groups of five or six. Provide each group with a bag that holds a variety of different stickers. Make sure there are approximately 25 - 30 stickers per bag in a variety of colors and shapes. Give the groups 5 minutes to sort and categorize the stickers. Bring the large group back together. Ask each group to share how they organized the stickers. How did they decide on reasons behind the organizing method they chose? What roles did group members take during the organizing? As each group listened to the others, was it reasonable to understand how the stickers were organized differently? What could have caused the differences? Why are organizational skills important?

(Power Point Slide 2) "Organizational skills" is one of six domains identified by research as necessary for 4-H volunteers to understand and utilize. The research identified six competencies, or skills related to organization, that we are going to review. Using Handout 1 and the Power Point presentation, we will define each competency and explore its importance to you as volunteers. (Distribute Handout 1 and read through definitions. Power Point Slides 3-8)
- Planning and Organizing
- Time Management
- Parent Recruitment and Involvement
- Delegating Tasks to Parents
- Service to the Community
- Marketing and Publicity

Activity 2: How Does It Fit?
Ask participants to break into groups of three or four. Give each group a piece of flip chart paper and markers. Ask each group to identify three of the organizational skills they would like to implement more in their 4-H club or program. Have them answer these two questions about each skill:
- What do I need to know about this competency to do it well?
- What will it mean for my club/program if I implement this competency well?

After they've created their lists, have each group combine with one other group and share with each other. Ask each group to turn in a summary of their discussion and the answers to the two questions for their chosen competencies.

Conclusion: (Power Point Slide 9)
Having effective organizational skills provides volunteers with confidence in their 4-H roles. Engaging youth and other adults in organizing positive youth development programming strengthens the quality and impact of each activity and event.

TALK IT OVER
Reflect:
- Did you think about anything differently when you shared with the other group? Please explain.
- What can effective organizational skills do for your 4-H club or program?

Apply:
- List organizational competencies you'd like to learn more about.
- Who are others in your 4-H club or group who would benefit from learning about these topics, and will you encourage them to participate in future workshops?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Record the answers to the *Talk It Over* session on flip chart paper. Have the participants prioritize the list. Use the list for planning future volunteer workshops.

Volunteerism for the Next Generation

Competencies of Organizational Skills

It's important that volunteers demonstrate the ability to engage others in planning, providing, and delivering positive 4-H youth development programming in the community. Each competency in the Organizational Skills domain listed below includes a definition and the importance to volunteers.

Planning and Organizing

Definition: Organizing and planning skills enable people to establish a course of action for themselves and others to accomplish specific results.

Importance to volunteer: Planning and organizing skills help volunteers provide orderly instructions to help groups or individuals meet goals and keep records. Modeling these skills is important for youth members to learn planning and organizing in their own lives.

Time Management

Definition: This includes the range of skills, tools and techniques to manage time to accomplish specific tasks, projects and goals.

Importance to volunteer: Effective time management skills allow volunteers to reach goals using the resource of time effectively. Tools include priority setting, planning, delegating, goal setting, scheduling, organizing and analyzing. Demonstrating good time management tools teaches youth effective use of time as well.

Parent Recruitment and Involvement

Definition: Ability to involve and recruit parents and others as 4-H volunteers.

Importance to volunteer: Providing opportunities for parents to connect to 4-H projects, activities and events with their children can allow parents a positive experience with the educational impact of 4-H. It opens the door for further involvement as a 4-H volunteer.

Delegating Tasks to Parents

Definition: Providing opportunities for parent involvement through assigning tasks that need to be completed.

Importance to volunteer: Through delegation to parents, 4-H volunteers empower and engage parents to have quality experiences with their children and share the load of work that needs to be done to carry out 4-H activities and events.

Service to the Community

Definition: Providing acts of altruism within the community. Giving to the community and its people to meet community needs builds social capital and positive community spirit.

Importance to volunteer: Community service is a foundation for building citizenship skills through civic engagement. It helps achieve educational, developmental and social goals.

Marketing and Publicity

Definition: Publicity is the process of communicating to people that you are marketing something. Marketing includes the process used to determine the products and services that may be of interest to customers. It includes identifying, keeping and satisfying customers.

Importance to volunteer: Volunteers are critical partners in the marketing and publicity of 4-H. This includes the individual 4-H clubs as well as 4-H programs, activities and events.

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can identify the competencies or skills needed for organization in my 4-H role.	1	2	3	1	2	3
2. I can explain the role and importance of organizational skills in my 4-H role.	1	2	3	1	2	3
3. I can explain the benefits of organizational skills in my 4-H role.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Positive Youth Development:
Appreciating Diversity

Definitions

- **Diversity** is a word that describes the differences among people.

- **Multiculturalism** is seeing, understanding, and finding good in cultural differences.

- **Culture** includes values, beliefs, and ways of thinking and speaking that a group develops to survive in a particular environment.

- Appreciating differences and developing multicultural awareness starts with each individual.

Culture as an Iceberg

Many of our values and beliefs can be visible to others, while other elements of culture are within us.
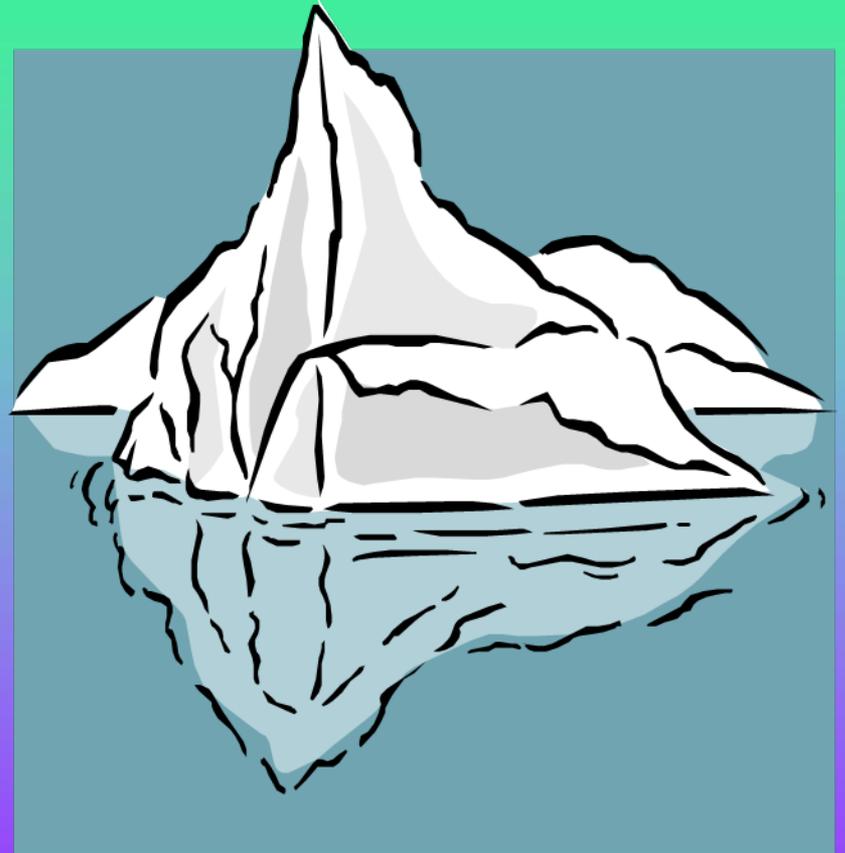
Find Teachable Moments

- Providing a safe, welcoming environment that appreciates the differences and embraces culture is important for youth to grow and develop.

- Consider situations that may occur in 4-H meetings, activities and events can help volunteers be prepared to model and support youth as they develop their own multicultural understanding and appreciation.

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Appreciating Differences and Multicultural Understanding

- It's an important priority for volunteers when working with youth and other adults.

- It's a foundational element for positive youth development.

Positive Youth Development:
Appreciating Diversity

Thank You

Developed by
Sue Pleskac, Professor, Volunteer Leadership Specialist
Annie Lisowski, Assistant Professor, 4-H Youth Development Agent
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

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Positive Youth Development
Appreciating Diversity

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe diversity, multiculturalism, and culture and why they are important to 4-H volunteer work.
- Volunteers will be able to describe their personal awareness and understanding of diversity and multiculturalism.
- Volunteers will describe how to handle teachable moments that will help youth appreciate diversity.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, and Annie Lisowski, Associate Professor, 4-H Youth Development Agent, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

Diversity is a word that describes the differences among people. Multiculturalism is seeing, understanding, and finding good in cultural differences. Culture includes values, beliefs, and ways of thinking and speaking that a group develops to survive in a particular environment. Appreciating differences and developing multicultural awareness starts with each individual. By building and strengthening these skills, volunteers and youth provide the foundations for developing capable competent citizens, a primary goal of 4-H youth development programs. (Power Point Slides 1, 2)

WHAT TO DO

Activity 1: Personal Self Reflection

Distribute Handout 1. Have participants work individually to write their responses to the self-assessment reflection open-ended sentences. Bring the group together. If people are comfortable, ask them to respond to these questions: Were there any statements that really gave you pause and maybe provided you with some new insights into yourself and how you see others? How could understanding your personal attitudes toward differences in others affect your volunteer work with youth? What ways have you found to describe diversity or multiculturalism to a friend?

Culture is deeply engrained into our understanding and beliefs of who we are as individuals. Think of culture as an iceberg. (Power Point Slide 3) Many of our values and beliefs can be visible to others, while other elements of culture are within us.

Activity 2: Culture is an Iceberg

Distribute Handout 2. Ask participants to consider each element identified and write it in the iceberg, either above the water line (visible to others) or below (elements within you). Ask participants to share their responses. What items were easy to place? Are there similarities in where people placed the elements? Are there differences of opinion in where to place elements? Why is it important to understand how we view our personal cultures? How will understanding how others demonstrate their culture help us work more effectively with youth and other volunteers?

Volunteerism for the Next Generation

(Power Point Slide 4) Providing a safe, welcoming environment that appreciates the differences and embraces culture is important for youth to grow and develop. Considering situations that may occur in 4-H meetings, activities and events can help volunteers be prepared to model and support youth as they develop their own multicultural understanding and appreciation.

Activity 3: Sample Teachable Moments
Distribute Handout 3. Divide participants into four groups and assign each group one of the four situations. Ask each group to review their situation and identify any additional responses they may have or if they have run into a similar situation. Bring the group together and have each group give a brief summary of the teachable moment.

Conclusion:
Appreciating diversity and creating an environment that builds multicultural understanding is an important priority for volunteers when working with youth and other adults. It is a foundational element for positive youth development. (Power Point Slides 5, 6)

TALK IT OVER:
Reflect:
- Why is it important to have a personal understanding of diversity and multiculturalism?
- Why is appreciating diversity and developing multicultural understanding important for 4-H volunteers?
- Why is appreciating diversity and developing multicultural understanding important for youth?

Apply:
- How do we model and create an environment for appreciating diversity?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 4).

ENHANCE or SIMPLIFY
Additional activities to teach appreciating diversity can be found at: http://pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf

Volunteerism for the Next Generation

Handout 1

Personal Bias: A Self Assessment Reflection Exercise

Use these prompts to explore your experiences with and attitudes about difference.

The first time I became aware of differences was when…

As I was growing up, I was taught that people who were different from me were…

A time I was mistreated because of my own difference was when…

A time I mistreated someone for being different was when…

I feel most comfortable when I am around people who…

I feel least comfortable when I am around people who…

The memories and experiences I have of differences affect my volunteer work by…

Adapted by Annie Lisowski, 4-H & Youth Development Educator,
December 2009 from "Beyond the Golden Rule" from *Teaching Tolerance*

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Handout 2
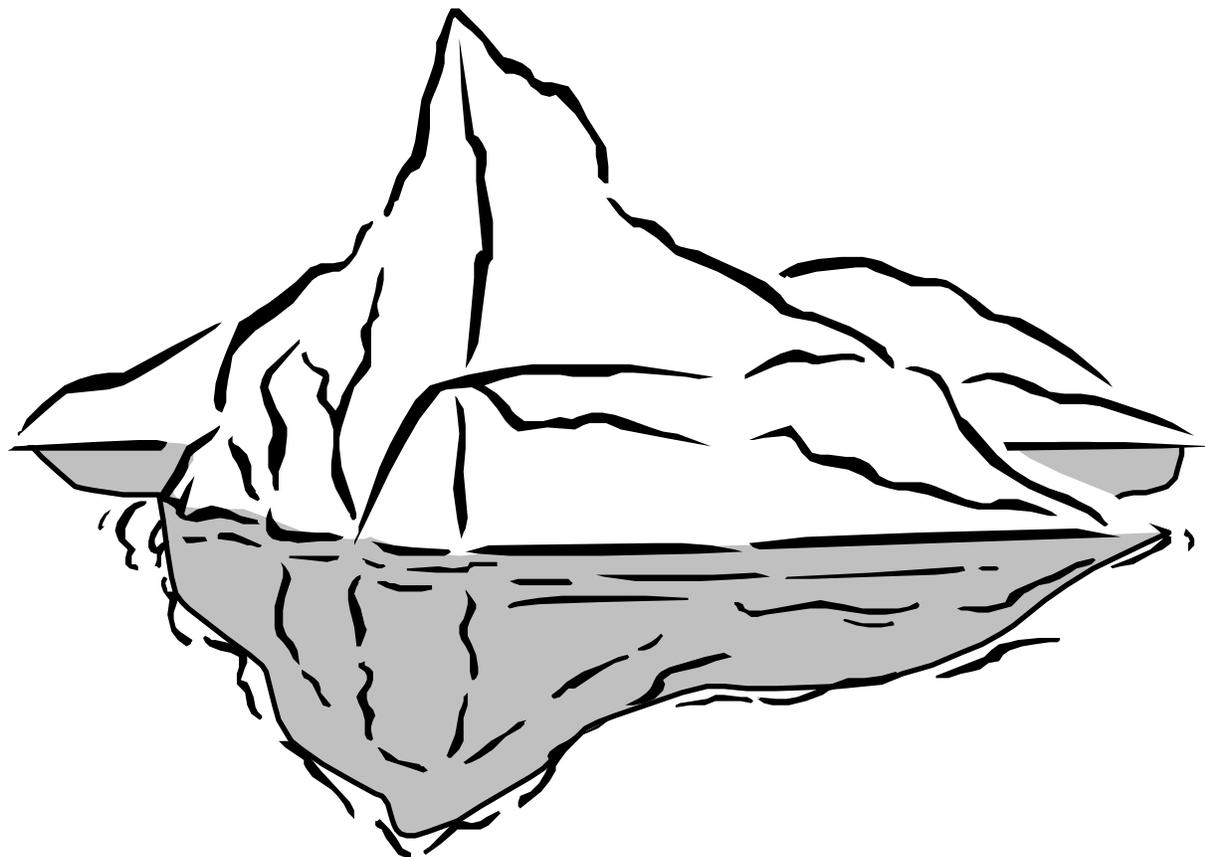
Culture is an Iceberg

Styles of dress
Ways of greeting people
Beliefs about hospitality
Importance of time
Paintings
Values
Literature
Beliefs about child raising
Attitudes about personal space
Nature of friendship
Ideas about clothing
Foods
Greetings
Facial expressions and hand gestures
Work Ethic
Concept of Self

Religious beliefs
Religious rituals
Concept of beauty
Rules of polite behavior
Attitude toward age
Role of family
General worldview
Beliefs about the responsibilities of teens
Gestures to show you understand what has been told of you
Holiday customs
Music
Dancing
Celebrations
Concepts of fairness

Volunteerism for the Next Generation

Handout 3

Sample Teachable Moments of Multicultural Awareness

Shock Comment

Situation: *While teaching a group of middle school youth at the 4-H project meeting, you hear the comment, "That is so retarded," promptly followed by, "This is gay." You are taken aback.*

Effective Response: First, speak up! Let the youth know that you are shocked by their comments and explain why. You may say, "Wow. I'm shocked right now that you use words like 'retarded' and 'gay'. When you use those words I feel disrespected because tolerance is so important to me. I challenge you to show respect for others and me by refusing to use those words in that way."

You may choose to follow up with the questions, "What do you really mean when you use those words? What is handicapped or homosexual about this?" and "How do you think others would feel if you heard you use those works like that?" Then, explore the definition and historical use of those words. Encourage youth to stop others who use similar language in a derogatory manner.

Ineffective Response: Just saying, "Stop it" or providing little reaction at all. Making sure youth understand that the comments evoke negative feelings for you and others is of the utmost importance.

Honest Inquiry

Situation: *In one of your programs, there is a young person with special needs. After a full day of instructional activities another younger youth asks you, "Why is he different?"*

Effective Response: Address the question first by stating that you appreciate that she values uniqueness enough to notice differences. Ask, "What made you say that about him?" In your response, acknowledge that people are different in many ways and offer opportunities for youth to point out why differences can be positive. On the flip side, points out that people are also often mistreated because of their differences. Encourage youth to share ways that they are "different" or "unique" and how others have treated them as a result.

Ineffective Response: Simply answering that he's not different implies that everyone is the same and can be a form of oppression itself.

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Example in Media

Situation: *A group of young people are watching a reality TV show that is threaded with sexist jokes and overtones that are degrading to young women. It appears as if all of the youth (both young women and young men) are enjoying the program; no one seems offended.*

Effective Response: Use questions to start a discussion about the stereotypes portrayed in the TV show and the media as a whole. Ask, "What do you think of this?" and, "How would you feel if this happened in 'real-life'?" or say, "I'm confused. How is this funny/o.k. with you?" Provide a safe place to have real two-way dialogue about the messages sent by the media (Facebook, commercials, music videos, etc.). Share why someone may be uncomfortable with the discriminatory comments made on TV. Try relating examples in the media with real world examples at school or in the local news.

Ineffective Response: Not raising questions about the messages being sent, even if no one appears offended, suggests your acceptance of the bias and prejudice portrayed.

Life Experience

Situation: *While chaperoning a youth trip, you and a dozen teenagers go to a movie. Youth notice there are several Hispanic students waiting in the lobby and overhear a Caucasian theatre employee comment, "You aren't like all the other Mexicans that come in here." As your group finds their seats, you overhear a few youth whispering about what they saw.*

Effective Response: First, ask youth, "What is shocking about that to you?" and discuss why the action was inappropriate. Then, you may even encourage youth to take a stand by walking out of the theatre and/or later sending a letter to the manager about the employee's actions.

Ineffective Response: Defending the employee by rationalizing that she was just doing her job or it's none of your business suggests to youth that injustices are part of adulthood and are not to be challenged.

Developed by Annie Lisowski, 4-H & Youth Development Educator, University of Wisconsin-Extension

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can describe diversity, multiculturalism, and culture and why it's important in my 4-H volunteer work.	1	2	3	1	2	3
2. I can describe my personal awareness of multiculturalism and diversity.	1	2	3	1	2	3
3. I can describe strategies to handle teachable moments that can help youth appreciate diversity.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Positive Youth Development:
Ability to Motivate & Encourage Youth

How Do 4-H Volunteers Motivate Youth?

- ✓ Recognize that motivating others is an unpredictable role
    - ▪ Never know when you will need to motivate
    - ▪ Not all youth need the same amount of support

- ✓ Successful motivators know their members

- ✓ Create the environment so youth want to succeed

Volunteers for the Next Generation

The 4-H Club…the Place Where Everyone is Welcome!

- ✓ Learn names
  - ▪ Circle name game
  - ▪ Name-ball game

- ✓ Provide fun opportunities to interact
  - ▪ Paper roll introductions
  - ▪ Shoe pile

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Keep Members Invited & Involved

- Communicate often to families & members
- Club calendar or schedule
- Club e-newsletters of accomplishments and upcoming events
- Email meeting notice reminders
- Develop calling tree for club
- Send text message reminders

Volunteers for the Next Generation

Make the Club a Safe Place

- Meet in physically safe places

- Develop club rules that promote positive behavior

- IALAC: I Am Loving And Capable

Volunteers for the Next Generation

Catch Members Being Successful

- Call them by name
- "Good job on your…"
- Recognize success in the club meeting
- Chart of achievements

Teach Members Positive Self-Talk

✓ Something I'm good at
  - I am a good soccer player, I am good at training my animal

✓ Something I like about my looks
  - I like my curly hair, I like my height

✓ Something I like about my personality
  - I like how I can make friends easily, I like how I can solve problems

✓ Other things I like about myself
  - I am a good reader, I am a good with my baby sister

Volunteers for the Next Generation

4-H Clubs Should Be Fun!

- ✓ Everyone there belongs
- ✓ 4-H volunteers recognize the successes of members
- ✓ 4-H volunteers help members recognize their own successes

Volunteers for the Next Generation

Positive Youth Development:
Ability to Motivate & Encourage Youth

Thank You

Developed by
Vicki J. Schwartz, Associate State Leader,
4-H Youth Development, Ohio State University Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Positive Youth Development
Ability to Motivate & Encourage Youth

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe the importance of creating a club experience that develops a sense of belonging, is fun and safe.
- Volunteers will gain strategies to build positive experiences for the 4-H members.
- Volunteers will gain ideas to motivate and positively encourage 4-H members.

Time:
20 – 30 minutes

Supplies Needed:
- Rubber ball, Roll of toilet paper
- For each participant, one sandwich bag with a 3"x5" card and seven M&M candies
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts and M&M bags

Author:
Vicki J. Schwartz, Associate State Leader, 4-H Youth Development Ohio State University Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
Motivating youth can be an unpredictable role for the 4-H volunteer. It is unpredictable because it depends on the personalities and attitudes of the youth, the sense of friendship and teamwork the youth have in the group, and the family, home, and school situations of the youth. Keeping some 4-H youth motivated may be unnecessary because they naturally tend to be positive and upbeat. But other members may need a nudge or boost from a 4-H volunteer to help them be successful. (Power Point Slides 1, 2)

WHAT TO DO
One constant goal for 4-H clubs is to be a place where every member and volunteer feels welcome and that they belong to the group. (Power Point Slide 3) Make every effort to develop your club in such a way that everyone does in fact feel welcome. It should be fun to come to 4-H meetings. Once everyone knows each other, no one should feel like a stranger in the club.

Activity 1: In the Game
Early in your club meetings include games and recreation to help everyone learn names and provide fun opportunities to interact. Here are some games that work well with new 4-H members. Distribute Handout 1. Have the group briefly experience each game. Bring the group back together and discuss: How did each game make you feel? What would youth feel if this type of activity was part of each 4-H meeting? What other games are good for 4-H groups?

Clubs should also strive to keep all members invited to meetings and activities. (Power Point Slide 4) Communication with members and their parents/guardians needs to be frequent. Make sure each child is notified in a timely fashion of all upcoming 4-H events. Here are some methods to consider:
- Provide a 4-H club calendar/schedule to each 4-H family at the beginning of the year. The calendar should include information about each event such as when, where, and the contact person.
- Send an electronic newsletter to each family regularly.
- Send an e-mail meeting notice reminder to 4-H families.
- Develop a calling tree. Each club member or officer is assigned 1-2 families to call to keep them informed of club plans.
- Send text messages to remind members of club events.

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VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
  http://www.national4-h headquarters.gov/comm/vrkc.pdf

VRKC Research and Design Team:
  Ken Culp III, Ph.D., University of Kentucky
  Renee K. McKee, Ph.D., Purdue University
  Patrick Nestor, Ed.D., West Virginia University

References for this lesson:
- Miller-Heyl, J.L. *Dare to be you.* Colorado State University, (1985)
- *Get Acquainted Games.* http://www.youthwork-practice.com/games/get-acquainted-games.html

Make sure the 4-H club is a safe place, both physically and emotionally. (Power Point Slide 5) Create club rules, such as no put downs allowed. As adults, we can never be sure how our words and actions can impact a child. In 4-H, we like to follow the philosophy that everyone is loveable and capable.

Activity 2: IALAC (*pronounced I-ah-lack*)
To illustrate this to 4-H members, consider letting them experience the IALAC activity. IALAC stands for "I am lovable and capable." This activity demonstrates how things that happen to us can impact our feelings. Provide each participant with a sheet of paper that has IALAC written on it (Handout 3). Explain that this IALAC sign represents them as a person, and how they feel about themselves. Let them know that they are going to hear a story (Handout 2). When something they hear in the story makes them feel bad, they are to tear off a piece of their sign. Each person's IALAC sign will look different at the end of the story. After reading the story, ask the questions at the bottom of Handout 2.

As a 4-H volunteer, be diligent in your efforts to enhance the IALAC of every youth. (Power Point Slide 6) It can be as easy as remembering their name or telling they are doing a good job in 4-H. Or you can recognize them publicly by asking the club members to applaud their achievements. Let them experience receiving compliments for their good efforts and successes.

Depending on the variety of things that 4-H members in your club are expected to do, you may also want to make a chart that has a check mark or sticker when each member has completed a task. For example, for doing a demonstration, helping with a community service activity, or participating in the club fund raiser. A visual record of accomplishments can be very helpful to some 4-H members, especially the younger ones.

It is important that youth learn to say positive things about themselves. (Power Point Slide 7) As a 4-H volunteer, you can help them develop a positive self image by teaching them positive self-talk. This sets the framework for how they see themselves in the world.

Activity 3: The M&M Activity
This activity forces each member to say positive things about themselves, which is difficult and uncomfortable for many of us, even as adults! Give each member a plastic sandwich bag with seven M&M candies and a 3"x5" card. Have the participants list on the card the following things they like about themselves:
- An example of something they do well (sports, arts, music, school or home tasks).
- Something they like about their appearance. They may not use modifiers like "sort of" or "for my age."
- Something they like about their personality.
- Four more things they like about themselves.

Remind the members that one goal of the 4-H club is to help all members learn to say positive things about themselves. Have the participants pick a partner and share what they have written on the card. They can eat an M&M for every item that is shared. Make sure that the partner is using active listening skills.

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Handout 1
In the Game

4-H meetings should include games and recreation to help everyone learn names and provide fun opportunities to interact. Here are some games that work well with new 4-H members.

Circle name game: All participants sit in a circle and say their own name as well as a hobby or activity* that starts with the same letter as their name. The next person has to repeat the person's name and then say his/her own name. Continue around the circle in this way. *For different versions of this game, rather than a hobby/activity, players can say a favorite food, a personality trait, or something related to the theme of the meeting.

Name-Ball Game: Players stand in a circle facing the center. The goal of this game is for every player to have a chance to throw the ball to another person in the circle. At the start of the game, the leader explains that before throwing the ball, each player needs to say their name loud enough that all players can hear their name. Then they toss the ball to another player, who will say his/her name and then toss the ball to another. This continues until all players have caught and tossed the ball. In a second round of the game, each player can say the name of the person to whom they will toss the ball.

Toilet Paper Roll Introductions: A roll of toilet paper is passed around and the instructions are simply for everyone to take how much they think they will need. After everyone has taken their paper, explain that each person must tell one thing about themselves for every square of paper they took.

Shoe Pile: Every play removes one of their shoes and puts it in a pile in the middle of the room. When signaled by the leader, every player chooses a shoe from the pile that is not their own and tries to find the player who owns the shoe.

Other games:

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Handout 2

IALAC Story (pronounced I-ah-lack)

Adapt and embellish this story as you see fit.

A seventh-grade boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls to him, "Michael, you lazy-head, get your body out of bed and get down here before I send your father up there!" (Rip!) Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair. (Rip!) He goes to brush his teeth and his older sister, who has already locked herself in the bathroom, tells him to drop dead! (Rip!) He goes to breakfast to find soggy cereal waiting for him. (Rip!) As he leaves for school, he forgets his lunch and his mother calls to him, "Michael, you've forgotten your lunch; you'd forget your head if it weren't attached!" (Rip!) As he gets to the corner he sees the school bus pull away and has to walk to school. (Rip!) He's late to school and has to get a pass from the principal who gives him a lecture. (Rip!)

Continue the story through the school day with appropriate examples. Some possibilities are:
- Getting a bad grade on a test
- Being called on for the only homework question he can't answer
- Making a mistake in class so that all the kids laugh
- Being picked last to play ball at recess
- Dropping his tray in the lunchroom, with everybody applauding
- Being picked on by bullies on the way home from school
- Being referred to as "Hey you!" by the gym teacher

You can think of other examples, or get the members to help you.

When Michael gets home from school, some typical negative events might include:
- Not being able to watch the baseball game because his mother is watching her favorite show
- Being told to wash the dishes for the third night in a row because his older brother has band practice
- Not being able to play his computer games because he has not yet finished his homework

End the story by showing Michael going to bed with an IALAC sign about as big as a quarter.

When you finish, ask the members discuss the following questions:
- How does *your* IALAC sign get torn? What things affect you the most?
- What do you do that destroys the IALAC signs of others— in school, at home, at 4-H club meetings?
- How do you feel when your IALAC sign is ripped?
- How do you feel when you do something that rips another person's IALAC sign?
- What can we do in the 4-H club to help members enlarge their IALAC sign rather than make it smaller?
- How can we motivate and encourage 4-H members?

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Handout 3

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Handout 4

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can understand the importance of motivating and encouraging youth, especially in my role as a 4-H volunteer.	1	2	3	1	2	3
2. I have new ideas to help me motivate and encourage 4-H members.	1	2	3	1	2	3
3. I feel confident about being able to be a positive example for all 4-H members in the 4-H club or group.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Positive Youth Development:
Practicing Youth-Adult Partnerships

1

Adult Perceptions

- Young people should be seen and not heard
- Young people should speak only when spoken to
- Because of their experience, adults know what's best for young people
- Young people have no place in adult society

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Adult Perceptions After Experiencing a Youth-Adult Partnership

- The opinions of young people should be welcomed and valued

- Young people should be viewed as resources to their community

- Young people should be involved in making decisions about programs that affect them

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3

What is a Youth-Adult Partnership?

- Youth and adults come together in a positive environment.

- Youth and adults take advantage of the strengths that each group brings to the table.

- Youth and adults strive toward an end result that would have been impossible without collaboration from the two unique groups.

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4

A Continuum of Attitudes Toward Young People

1   2   3   4   5   6   7   8   9   10

Adults know what is best for young people and control the situations in which they allow them to become involved.

Adults allow young people to take part in decision making because they think the experience will be "good for them."

Adults respect young people as having some-thing significant to offer and youth are encouraged to become involved.

Positive Youth Development:
Practicing Youth-Adult Partnerships

Thank You

Developed by

Chris Gleason, Iowa State University Extension
Judy Levings, Iowa State University Extension

VRKC:

Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Positive Youth Development
Practicing Youth-Adult Partnerships
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe the significant contributions youth make to a program.
- Volunteers will describe benefits of youth-adult partnerships to youth, adults, and organizations.
- Volunteers will identify ways to build youth-adult partnerships.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Authors:
Chris Gleason, Iowa State University Extension; Judy Levings, Iowa State University Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
Think about the youth and adults involved in your 4-H club and county program. What are the attitudes and feelings of the adults toward the young people they are working with? Is there a real partnership between the youth and adults? What would the young people say about the adults' attitudes toward them? Would the youth say they have an active voice and share in decision making? (Power Point Slides 1, 2)

Not too long ago, the typical adult perception about youth was:
- young people should be seen and not heard
- young people should speak only when spoken to
- because of their experience, adults know what's best for young people
- young people have no place in adult society

These perceptions are changing as research in youth development and youth-adult partnership training demonstrates the benefits to youth, adults, and communities when young people's voices are heard. (Power Point Slide 3) Research and training strives to change today's adult perception about youth to:
- the opinions of young people should be welcomed and valued
- young people should be viewed as resources to their community
- young people should be involved in making decisions about programs that affect them

WHAT TO DO
Research shows that although youth-adult partnerships are exciting, they often are not easy. In many communities and organizations, youth and adults have few opportunities to work together as partners. Fortunately, the 4-H program provides many opportunities for youth and adults to learn how to be partners together. 4-H youth and adults can take what they have learned and experienced and share it with other community organizations they are involved with.

Activity 1: Mapping Youth-Adult Partnerships (YAP)
Tell the group they will be using a mapping tool to examine the ways that their 4-H community uses YAP and includes young people in decision making. Distribute Mapping YAP (Handout 1). When they have completed their map, have them share their map with a partner. Then bring the group together to respond to the following:

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- Where are you already working in partnerships?
- Where are youth currently in decision making roles?
- How easy was it to identify places in which you are working in partnership?
- When you shared your map with others, did you find some surprises?
- What does this exercise tell you about 4-H in your club and county?
- How does this help you think about your next steps?

A youth-adult partnership is a joint effort—youth and adults working together to achieve common goals. (Power Point Slide 4) Caring adults bring knowledge, experience, and access to resources, while youth bring fresh ideas, new perspectives, energy, enthusiasm, and talents. To make a partnership successful:
- Adults need to be willing to share their power and responsibility
- Youth need to be willing to gain power and take on responsibility
- Both youth and adults need the skills to work successfully together
- Everyone needs to forget everything they have ever thought about youth and adults as separate groups and start treating each other with respect and as allies.

Activity 2: Benefits and Challenges
Divide the participants into small groups. Distribute the flip chart paper and markers to the groups. Tell half of the groups to draw a body of an adult and half of the groups to draw a body of a youth. On the inside of the adult body drawing, the group should write the benefits that adults may bring to a youth-adult partnership. On the outside of the adult body drawing, write the challenges that adults may bring. The groups with the body of the youth do the same with the benefits on the inside of the body and challenges on the outside. Allow the groups time to discuss the benefits and challenges then have each group present their drawings to the whole group. Have the group share responses to: When you look at the benefits, what feelings do you have? What are there about the benefits that will help overcome the challenges? How can we build or strengthen youth-adult partnerships in 4-H?

Review Handout 2 which outlines the benefits when successful youth-adult partnerships occur.

So where do you begin? It starts with a framework of approaching young people as partners. How do you currently work with youth? What is your attitude when considering partnering with youth? (Power Point Slide 5)
- **Youth as Objects—Adults know what is best for young people and control situations in which they allow them to be involved.** In this approach the attitude is that young people have little to contribute. Adults may work to keep young people in a relatively powerless position. Adults with such opinions have no intention of allowing youth participation. Adults may truly believe that they need to protect young people from 'suffering' from mistakes. However, we know that involvement in meaningful roles is essential to the positive growth and development of successful young adults.
- **Youth as Recipients—Adults allow young people to take part in decision making because they think the experience will be 'good for them.'** This has a real focus on young people's learning from 'adult society,' and that young people need to be guided through their participation in adult society. This attitude is characterized by adults allowing

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young people to take part in decision making because they think the experience will be 'good for them' and an excellent opportunity to practice for when they become 'real' people. Consequently, responsibilities or tasks often delegated to young people are either trivial (it won't matter if they mess up) or those which adults find distasteful (roadside cleanup campaigns). Adults with such viewpoints on youth involvement often control the terms and conditions of the involvement. It is easy to allow your mind to think in this way without even consciously realizing it. It is important to challenge your thinking to make every effort conscious so that youth are not viewed in this way.

- **Youth as Partners—Adults respect young people as having something significant to offer now and youth are encouraged to become involved.** Adults feel that young people are critical to the success of a program or, in this case, an organization focused on youth needs and issues. When adults hold such opinions, youth are seen as equal partners in decision making. Adults who view young people as partners are comfortable working with groups which have equal numbers of youth and adults. As a result of these relationships, programs and organizations are more effective while young people meet real developmental needs.

Conclusion:
So where are you? Consider the benefits of youth-adult partnerships to all of the activities, events, groups, and programs you are involved in. How will you take the next steps to creating youth-adult partnerships? (Power Point Slide 6)

TALK IT OVER
Reflect:
- What are the benefits of youth-adult partnerships to youth, adults, and organizations?
- What concerns and benefits exist in the continuum of attitudes toward youth-adult partnerships?

Apply:
- What ways can you increase the number and the quality of youth-adult partnerships in 4-H groups, projects, committees, and events?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 4).

ENHANCE or SIMPLIFY
Use the case studies provided in Handout 3.

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Handout 1

Mapping Youth-Adult Partnerships

1. Think about all the groups, committees, teams, people, and organizations that make decisions for 4-H in your county. Include the groups that you are a part of as well as those you are not a part of. In the square below, make a list of those groups.

2. Think about where youth are involved in the decision making of the various groups. Circle the groups that use youth-adult partnerships. Also, think about the level of the youth-adult partnership—is it token, or do the youth have a full voice and vote?

3. Now, think about the groups that could have youth-adult teams or that could increase the level of their youth-adult partnership. Put a star next to those groups to indicate where new opportunities exist.
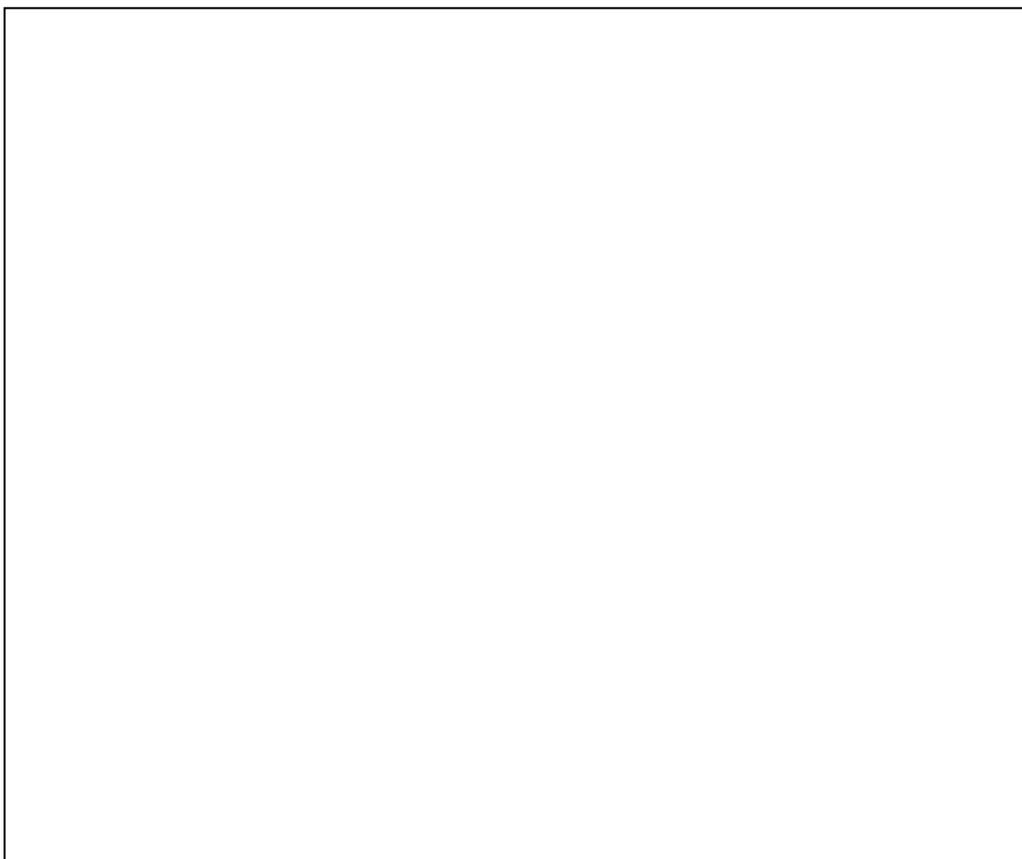
Innovation Center for Community and Youth Development, et al. (2003). *Youth-Adult Partnerships: A Training Manual*. Takoma Park, MD. pg. 90.

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Handout 2

Everyone Benefits When Successful Youth-Adult Partnerships Occur

Youth engaged in practicing youth-adult partnerships:
- Increase self-esteem, increase the ability to think and act in responsible ways, and increase problem solving skills when they have opportunities to contribute to a common goal and engage in positive relationships with caring adults.
- Are empowered by working and learning with caring adults.
- Gain a sense of belonging.
- Gain new respect and acceptance from adults.
- Serve as role models for other youth in their community.

Adults engaged in practicing youth-adult partnerships:
- Can change negative attitudes and stereotypes about youth.
- Can get re-energized and enthusiastic about their own work when they partner with young people.
- Can increase their communication, teamwork, and coaching skills.

4-H programs, communities, and organizations engaged in practicing youth-adult partnerships:
- Are strengthened when all members, including youth, are actively involved.
- Become more connected and responsive to youth and are better able to serve youth.
- See the benefits when involving youth in responsible positions and want to involve more youth in responsible roles.
- Demonstrate the power of youth to other community organizations.

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Handout 3
Case Studies for Exploring Youth-Adult Partnerships

Divide participants into three groups. Ask each group to discuss the following scenario and assign one group to address it as Youth as Objects, one group to address it as Youth as Recipients, and one group to address it as Youth as Partners.

> **Case Scenario:** Sally is involved in a community project. She has skills in letter writing. She volunteered to write a letter to the Mayor asking for permission to do the group project. It is time for her to write the letter. What do you say or do?

Ask the groups to share what they came up with as ways to address this case from their given point of view. Keep the groups split up and give them one of the following case studies. Ask them to come up with an approach as "Youth as Partners" perspective, then present their approach to the large group when finished.

> **Case # 1:** You are an adult advisor to a group of teens planning a party. The group has scheduled a planning meeting. You are the only adult and they are looking up to you to get the meeting started. What do you say or do?

> **Case #2:** Your group is meeting to work on the project that has been selected. Instead of getting down to business, the teens are flirting and laughing. You don't perceive that business is getting done. A youth is a chair of the committee and is not doing anything about the situation. What do you do?

> **Case #3:** You are a 4-H club leader and the club vice-president, Jan, has approached you about the idea of signing the club up to clean a section of highway as a community service project. This is the first you have heard of the idea, and to your knowledge, there has been no discussion with the rest of the club about this idea. What do you say or do?

Follow Up: Use discussion questions to bring this section to a close.
1. What were you thinking when you were doing this activity?
2. What was the most important thing for you about doing this?
3. What does this say to you about your role with young people in 4-H or other organizations that work with youth?
4. How might you use what you learned in this exercise in expanding your youth-adult partnership skills?

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Handout 4

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the significant contributions youth make to a program.	1 2 3	1 2 3
2. I can identify the benefits of youth- adult partnerships to youth, adults, and organizations.	1 2 3	1 2 3
3. I can identify ways to build youth-adult partnerships in 4-H projects, activities, and events.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Positive Youth Development:
Empowerment of Others

Empowerment Is:

- Providing a sense of authority to another person so s/he can gain confidence in leadership and assertiveness.
- When others are empowered, they feel ownership, respect, and pride. They develop their strengths and experience growth. They discover they can make a difference in their organizations and in the world.

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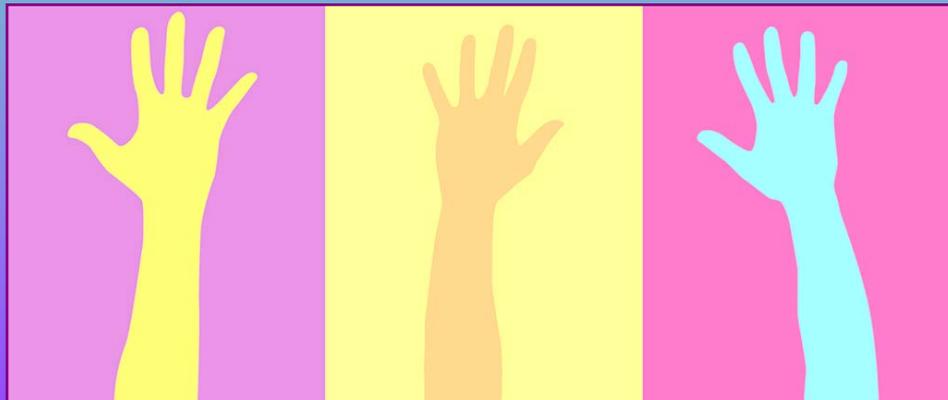
Empower vs. Delegate

- Empower - to give authority to somebody, **make more confident or assertive**
- Delegate - to give a task or authority to somebody

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Training + Trust = Empowerment

Training

Consciously and continually focus on your own performance and skills.

What training have you participated in or heard about that would build leadership, mentoring, or coaching skills?

Trust

Build relationships that are shaped by an awareness of the uniqueness of each group member.

How have you experienced or observed others building relationships in 4-H or other groups?

Volunteers for the Next Generation

Essential Elements for Empowerment

1. Model a passion for the mission and goals
2. Demonstrate competency
3. Reflect a caring attitude toward the team
4. Be accessible and approachable
5. Aim for consistency
6. Provide role descriptions for everyone on the team
7. Provide quality training and education
8. Provide feedback
9. Share information
10. Express your appreciation

Volunteers for the Next Generation

"We empower others when we seek to understand them, and we empower ourselves when we see others without the blinders of our own motives and self interests."

Fritz, Brown, Lunde, Banset
Interpersonal Skills for Leadership

Positive Youth Development:
Empowerment of Others

Thank You

Developed by
Karla Knoepfli, Assistant Extension Program Specialist Oklahoma State University Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Positive Youth Development
Empowerment of Others

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe the differences between empower and delegate.
- Volunteers will recognize that empowerment takes training and trust.
- Volunteers will identify ways to empower others to be successful and enhance 4-H programs.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Karla Knoepfli, Assistant Extension Program Specialist, Oklahoma State University Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

How do we create an environment in which youth can do their best? What elements need to be present for youth to learn and practice leadership skills? As a 4-H volunteer, you can empower youth and other adults to achieve success. Empowerment is providing a sense of authority to another person so s/he can gain confidence in leadership and assertiveness. When others are empowered, they feel ownership, respect, and pride. They develop their strengths and experience growth. They discover they can make a difference in their organizations and in the world. (Power Point Slides 1, 2)

WHAT TO DO

There is a subtle difference between empowerment and delegation, two words that are often misused interchangeably. (Power Point Slide 3) According to the Merriam-Webster Dictionary:

- Empower means to give authority to somebody, make more confident or assertive.
- Delegate means to give a task or authority to somebody.

The difference between these two definitions is the phrase "*make more confident or assertive,*" which is done by conveying information and developing skills through practical and meaningful application—in other words, through education and training. The positive youth development opportunities you create should develop skills through practical and meaningful application, thereby empowering youth and increasing their confidence.

(Power Point Slide 4) As a 4-H volunteer, you are an essential coach and mentor for youth. It is important for you to build positive relationships with others and gain their trust and respect. In addition, honing your personal leadership and mentoring skills provides modeling for others. Trust and training provide the essential ingredients to empower youth and others and help them achieve success.

Activity 1: Training + Trust = Empowerment
As a group, brainstorm the following two questions. You may want to give the group a few minutes to jot down personal responses on a sheet of paper. Then, in a round robin brainstorming session, record answers to each question on flip chart paper:

- How have you experienced or observed others building relationships in 4-H or other groups?
- What training have you participated in or heard about that would build leadership, mentoring, or coaching skills?

Volunteerism for the Next Generation

There are 10 significant ways we can empower others to be successful (Lee and Catagnus, 1999). (Power Point Slide 5) These include:

1. Model a passion for the mission and goals
2. Demonstrate competency
3. Reflect a caring attitude toward the team
4. Be accessible and approachable
5. Aim for consistency
6. Provide role descriptions for everyone on the team
7. Provide quality training and education
8. Provide feedback
9. Share information
10. Express your appreciation

Activity 2: Creating an Environment for Empowerment
Distribute Handout 1, which defines each of these ten elements, and review it as a group. Have participants work with a partner to complete the handout. Have the pairs share their responses. Record the responses on a flip chart. Have participants respond to: Which of the components appear to be strong in the 4-H program? What components need to be strengthened? What are new ideas you had not considered to support empowering youth and others?

Conclusion:
Empowering others builds confidence, trust, and respect in a group and provides the opportunity for each individual to contribute and learn from each experience. Empowerment also helps organizations to grow and achieve their mission. Volunteers must partner with youth to build their confidence, competence, and citizenship skills through empowerment. "We empower others when we seek to understand them, and we empower ourselves when we see others without the blinders of our own motives and self interests." (Fritz, Brown, Lunde, Banset, 2005) (Power Point Slides 6, 7)

TALK IT OVER
Reflect:
- What is the difference between empowerment and delegating?
- What two things need to be in place for others to be empowered?

Apply:
- What ways can an environment for empowerment be developed?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Ask youth members to share experiences where they have felt empowered. Have them share what created that environment, the roles that adult volunteers played, and the outcomes of the experience for the event/activity and for themselves personally.

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Handout 1

Creating an Environment for Empowerment

Working with a partner, review the key elements in creating an environment for empowerment of others. Identify examples of 4-H activities, projects, and events where these elements are present. Brainstorm additional ways to add these elements to strengthen the learning experience for youth.

Element	Definition/Description	Example in 4-H Activities, Events and Projects	Additional Ideas to Provide this Element
Model a passion for the mission and goals	Includes demonstrating commitment and enthusiasm for the mission and goals of the organization or experience. Communicate how the pieces fit together.		
Demonstrate competency	Understand the work that needs to be done, communicate this, answer questions, and seek resources to answer those questions you do not know.		
Reflect a caring attitude toward the team	Demonstrate a caring attitude to individuals and to the group. See and communicate the value each member brings to the group.		
Be accessible and approachable	Be available to respond to questions and ideas of others. Create an atmosphere where ideas are welcome and considered.		
Aim for consistency	Be consistent in words and actions. Promote orderly ways of change and seek input from the entire team. Explain reasons for change.		
Provide role descriptions for everyone on the team	Provide a clear description of expectations and responsibilities for each member of the group.		
Provide quality training and education	Provide top quality on-going resources, training and support for all members of the team.		
Provide feedback	Provide both positive and constructive feedback to others throughout the experience or event.		
Share information	Be up front with new information or updates.		
Express your appreciation	Express appreciation for work and contributions both formally and informally.		

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can describe the difference between empower and delegate.	1	2	3	1	2	3
2. I can recognize the importance of training and trust to provide an environment for empowerment of others.	1	2	3	1	2	3
3. I can describe ways to empower others to be successful and enhance 4-H projects, activities, and events.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Positive Youth Development:
Understanding Ages & Stages of Youth Development

Developmental Stages of Youth

- Universal predictable sequences of growth and change in young people
- Includes physical, social, emotional and cognitive development
- Every child is unique and special
- Each young person will differ in the rate at which they progress.
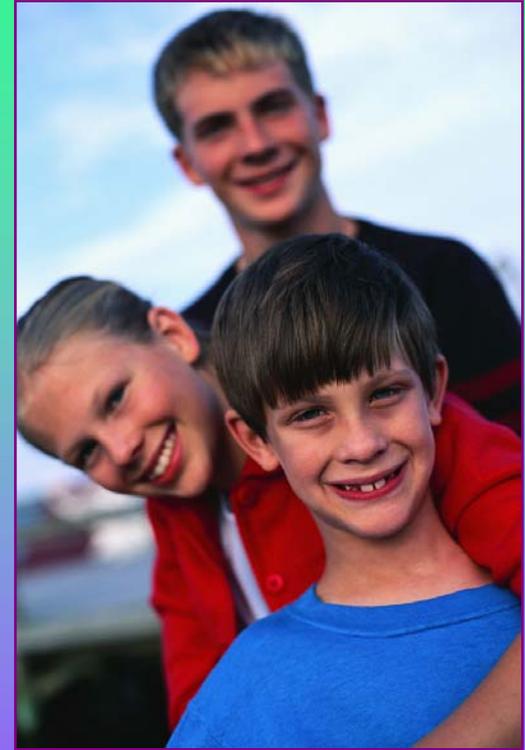
Volunteers for the Next Generation

2

Stages

- Early Childhood: Ages 5-8; Grades K-2
- Middle Childhood: Ages 9-11; Grades 3-5
- Early Adolescence: Ages 12-14; Grades 6-8
- Middle Adolescence: Ages 15-18; Grades 9-12

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Basic Principles to Remember

1. Age is not a perfect predictor of maturity.

    – Most youth will go through stages in a predictable order, but the age they do this can vary greatly.

    – Providing choices of activities or multiple levels of difficulty with an activity will help meet individual needs.

2. Growth may proceed at different rates in various developmental areas within an individual young person.

    – One youth who excels physically may still be average in emotional or social growth.

    – To reach their full potential, a young person needs to have a variety of experiences.

Volunteers for the Next Generation

Understanding the developmental stages of youth equips 4-H volunteers with the knowledge and tools to provide the best learning environments for youth.

Positive Youth Development:
Understanding Ages & Stages of Youth Development

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Positive Youth Development
Understanding Ages & Stages of Youth Development

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe the developmental stages of youth.
- Volunteers can describe why understanding developmental stages of youth is important in their 4-H role.
- Volunteers will describe teaching tips that will better meet the developmental stages of youth.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION
Every child is unique and special. As they grow, youth go through common stages of physical, social, emotional, and cognitive development. Developmental stages are universal predictable sequences of growth and change in young people. Each young person will differ in the rate at which they progress. As 4-H volunteers, understanding the developmental stages of youth will allow you to select appropriate teaching methods that are best suited to provide a quality learning environment. It also helps you provide the greatest support in youth-adult partnerships and in mentoring relationships. (Power Point Slides 1, 2)

WHAT TO DO
Each developmental stage is distinct, characterized by abilities and attitudes that build on the preceding stage. The stages tend to follow four age groupings: (Power Point Slide 3)
- Early Childhood: Ages 5-8; Grades K-2
- Middle Childhood: Ages 9-11; Grades 3-5
- Early Adolescence: Ages 12-14; Grades 6-8
- Middle Adolescence: Ages 15-18; Grades 9-12

Activity 1: How Do Youth Develop?
Distribute Handout 1. Have participants match the characteristics with the developmental stage. As they complete the activity, distribute Handout 2. Have participants correct their answers. Ask participants to share examples of the developmental stages from their 4-H volunteer work with youth. What changes will you make based on your understanding of developmental stages?

There are two basic principles to consider with developmental stages of youth. (Power Point Slide 4)
1. Age is not a perfect predictor of maturity. Most youth will go through stages in a predictable order, but the age they do this can vary greatly between youth. Providing choices of activities or multiple levels of difficulty with an activity will help meet individual needs.
2. Growth may proceed at different rates in various developmental areas within an individual young person. One youth who excels physically may still be average in emotional or social growth. To reach their full potential, a young person needs to have a variety of experiences.

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Activity 2: What Stage Am I At?
Ask participants to break into groups of three or four people. Distribute Handout 3. Assign one situation for each small group. Have each group discuss the situation, decide on what developmental stage the young person is at, and provide suggestions for enhancing the learning environment for the youth. When completed, have each group share their story and suggestions they have to meet the developmental stage for the youth.

Conclusion:
Young people grow and develop at their own pace. You may not observe all characteristics of all youth at the same age or at the same time. Understanding the developmental stages of youth equips 4-H volunteers with the knowledge and tools to provide the best learning environments for youth. (Power Point Slides 5, 6)

TALK IT OVER
Reflect:
- Why is it important to understand the developmental stages of youth?
- What things do you do when working with 4-H youth that demonstrate that youth developmental needs are being met?

Apply:
- What changes need to be made in 4-H projects, activities, and events that you work with in your volunteer role to better meet the developmental needs of youth?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 4).

ENHANCE or SIMPLIFY
Know Your Audience, project leader lesson plan from University of Wisconsin-Extension 4-H Community Club Central, provides additional ideas and activities on understanding developmental stages of youth.
http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=20103

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Handout 1

Matching the Developmental Stages of Youth

Match the characteristic on the left with the developmental stage on the right by drawing lines.

Strong desire for status in peer group

Choices are often unrealistic

Are easily motivated

Early Childhood:
Ages 5-8; Grades K-2

Enjoy cooperation and competition

Gain skills in social relations with peers and adults

Can take responsibility in planning and evaluating own work

Need freedom from parental control in making decisions

Middle Childhood:
Ages 9-11; Grades 3-5

Can be quite self-conscious

Differentiation between fantasy and reality can be difficult

Attention span is about 20-30 minutes

Can plan own social and recreational activities

Early Adolescence:
Ages 12-14; Grades 6-8

High interest in social activity

Attention span is about 45 minutes

Abstract thinking and problem solving reach a higher level

Learn best when physically active

Middle Adolescence:
Ages 15-18; Grades 9-12

Special attachment to older youth

Competitive activities are less appropriate

Personal philosophy begins to emerge

Acceptance by peer group is important

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Handout 2

Developmental Stages of Youth

Early Childhood: Ages 5-8; Grades K-2	
Characteristic	*Teaching Tips*
Thinking is in the here and now (concrete thinkers)	Youth need real experiences to learn
Attention span is about 20-30 minutes	Vary the length of activities based on how interested the youth appear
Begin to develop friendships, usually with youth of the same sex	Plan activities that youth can do in groups rather than individually
Want to be liked and to please adults	Let youth know when they have done a nice job
Learn best when physically active	Allow youth to participate in activities where they can use physical energy
Have a special attachment to older youth	Allow youth to choose an older youth to be their helper and role model
Are easily motivated	Use encouragement to keep them motivated
Competitive activities are less appropriate	Plan some cooperative activities
Differentiation between fantasy and reality can be difficult	Build in transitions and discussions to help distinguish the imaginary from the real

Middle Childhood: Ages 9-11; Grades 3-5	
Characteristic	*Teaching Tips*
Learn best when physically active	Allow youth to participate in activities where they can use physical energy
Have a special attachment to older youth	Allow youth to choose an older youth to be their helper and role model
Are easily motivated	Use encouragement to keep them motivated
Reading becomes an individual experience	Allow time for youth to read on their own and think of activities before working with others
Attention span is about 45 minutes	Use varied activities to keep them interested
Acceptance by peer group is important	Use the peer group to recognize good works (applauding completed activities and avoiding put-downs
Interests expand from home to neighborhood to community	Talk to youth about friends and neighbors and what happens in communities. Do community service
Enjoy both cooperation and competition	Plan activities so that sometimes youth work together and sometimes compete with each other
Show independence by seeking individual attention and sometimes disrupting the group	Involve youth in selecting activities they would like. Give individual attention
Feelings of competence enhance self-concept	Provide activities that will let youth feel good about themselves and succeed. Recognize them for their accomplishments
Show loyalty to members of their own sex and antagonism toward those of the opposite sex	Involve youth in choosing partners

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Early Adolescence: Ages 12-14; Grades 6-8	
Characteristic	*Teaching Tips*
Can take responsibility in planning and evaluating own work	Give youth responsibility for group activities, including planning, implementing and evaluating
Can plan own social and recreational activity	Provide opportunities for youth to work together. Form committees to plan recreational and social activities
Can discuss current events, international affairs and social issues with some help	Use discussion activities and games that encourage awareness of current events and issues
Want to make decisions but still depend on adult guidelines	Establish guidelines that give parameters for youth to follow
Gain skills in social relations with peers and adults	Provide activities that foster social interaction with peers and adults
Peer pressure mounts, first from same sex, then from opposite sex	Use peer pressure to influence positive behavior. Have group give encouragement to individuals
Can be quite self-conscious	Avoid asking youth to share their work individually until they feel more comfortable with the group
Strong emotional attachment to older youth and adults	Encourage youth to participate in activities with older youth and adults
Choices are often unrealistic	Assist youth in making realistic choices. Review their plans, discuss alternatives and help them weigh options before making decisions

Middle Adolescence: Ages 15-18; Grades 9-12	
Characteristic	*Characteristic*
Personal philosophy begins to emerge	Use activities where youth search for experiences that will allow them to identify their own philosophies
Enjoy discussing the world situations as well as personal activities	Encourage discussion of events and feelings
Abstract thinking and problem solving reach a higher level	Put youth into real-life, problem-solving situations
Strong desire for status in peer groups	Develop a climate in which youth are encouraged and supported by peers
High interest in social activity	Encourage youth to plan and carry out own social activities
Need freedom from parental control to make decisions	Help youth realize their decisions have consequences
Widespread feelings of inferiority and inadequacy	Encourage and help youth see their positive worth

Source: Theater Arts Adventures, 4-H Cooperative Curriculum System, 1997.

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Handout 3

What Stage Am I?

John:
John lives in Clovertown. He lives with his mother, grandfather, younger brother, and family cat. John loves to play games with his friends, Jim and Doug. He also likes being with his family camping, biking, and watching television. John asks a lot of questions and is interested in knowing how things happen and why. What developmental stage is John at?

Dustin:
Dustin loves building things. As summer vacation approaches, he is planning to help out at the local community center where they are rebuilding the playground area and remodeling the recreation room. Woodworking is his favorite 4-H project. Dustin will mow lawns this summer for senior citizens for extra spending money. He loves trying new things and plans to take golf lessons this summer. He also plans to volunteer time in coaching little league. Dustin is competing for several 4-H leadership award trips, based on his project work, volunteer service, and leadership in the community and club. What development stage is Dustin at?

Mara:
Mara is very excited about being in 4-H. All of her friends are in the club. She loves the recreation time at each meeting and they all plan to go to summer camp. Mara is planning on learning how to do cross stitch and work on her insect collection for 4-H projects. What developmental stage is Mara at?

Theresa:
Theresa has just moved to Clovertown. Her dad has taken a new job and her mom is looking for a new job to help with family bills. Theresa's parents still send money back to Puerto Rico to support her grandmother. Theresa is trying hard to make new friends and wants to go to 4-H Summer Camp. She knows it will be important to help her feel accepted by other kids. She knows she can get ready for camp on her own. Her parents are not sure she should or can go. Theresa really wants to go and has asked some of her new friends to help her convince her parents that they should let her attend. What developmental stage is Theresa at?

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Handout 4

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the developmental stages of youth.	1 2 3	1 2 3
2. I can describe why understanding developmental stages of youth is important in my 4-H role.	1 2 3	1 2 3
3. I can identify teaching tips that will help me better meet the developmental stages of youth.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Positive Youth Development:
Leadership Skills

Leadership Skills

- The ability to influence and support others in a positive manner for a common goal.

- A set of skills and attitudes that can be learned and developed to influence the actions of others.

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Transactional Leadership

- Values problem and solution identification
- Makes decisions — even if everyone has not been heard — in order to move forward
- Uses standards and principles as guides in decision-making
- Develops the self to be a better decision maker for the group
- Gets things done
- Recognizes the importance of the product
- Takes charge (personal power)

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Transformational Leadership

- Values the participation and contribution of others
- Takes all viewpoints and advice into account before making a decision
- Considers individuals within their contexts and situations
- Uses individuals to test decisions
- Develops the self first to be a better contributor to the group
- Learns from experience to generalize to "real life"
- Shares leadership (group power)

Youth Leadership Development Programs

- Youth are grounded in a social cause
- Youth are engaged in collaborative action with a set of outcomes
- Program incorporates not only instruction and action but membership and action

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Positive Youth Development Leadership Program

- Collaborative experiences
- Personal character development
- Mentoring, role modeling, nurturing
- Cultural and citizenship experiences
- Communication experiences
- Management experiences
- Group leadership experiences
- Formal education
- Spiritual and other significant life experiences

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Tips and Techniques

- Treat youth as individuals; recognize the gifts, talents, knowledge, and skills that each young person has.
- Don't expect more from a youth than you would from another adult.
- Be careful about interrupting.
- Your role is to value and respect youth – not to be a parent.
- Cultivate many opportunities for young people to lead and teach.
- Reward and celebrate every creative effort and contribution by a young person.
- Slow down! Working too fast in a youth-adult partnership may be viewed as trying to control a group's actions.

Volunteers for the Next Generation

Positive Youth Development: Leadership Skills

Thank You

Developed by

Lisa A. Lauxman, Ph.D.
Director, 4-H National Headquarters, NIFA USDA

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Positive Youth Development
Leadership Skills

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the two models of leadership.
- Volunteers will describe how to enhance leadership skills development through 4-H activities, projects, and events.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Lisa A. Lauxman, Ph.D. Director, 4-H National Headquarters, NIFA USDA

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
Leadership is often easily observed, but harder to define. Transformation that takes place in communities, organizations, countries, and individuals is a direct result of leadership that can be seen. (Power Point Slides 1, 2) Leadership can be defined as the ability to influence and support others in a positive manner for a common goal. Leadership is a set of skills and attitudes that can be learned and developed to influence the actions of others. Everyone is born with specific talents, interests, skills, and abilities. Through education, practice, and refinement, all people have the ability to develop and hone their leadership skills and become leaders in their own way. Youth at any age can begin to develop leadership skills.

WHAT TO DO
Researchers van Linden and Fertman (1998) agree on two models of leadership, transactional and transformational. Transactional leadership skills focus on the *skills* of leadership, while transformational leadership skills are expressed by "being a leader." Both models are valuable and important in serving as a guide for providing positive experiences and developing youth leaders.

- **Transactional leadership** is "product" oriented: the leader sets up the rules and procedures to make a product and those led comply with the rules to produce the product. In this model, to be a leader means "to do." This type of leader is in charge of meetings, makes decisions, tells others what to do, speaks to groups, and writes letters or memos. (Power Point Slide 3)
- **Transformational leadership** involves helping others transcend their own self-interest for the good of the group, organization, or society. The developing leader considers their long-term need to develop others, rather than immediate needs. Transformational leadership focuses on the "process" of leadership and what it "means" to be a leader. (Power Point Slide 4)

Activity 1: Leadership in Action
Have participants form small groups. Review the key components of each leadership model as outlined in Handout 1. Ask groups to complete Handout 1. Reconvene the group and ask groups to share their results with the total group. Responses could be listed on flip chart paper.

Positive youth leadership development allows youth and adults to focus on both models and use experiences to enhance skill development in both. To develop positive youth leadership

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VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
 http://www.national4-h headquarters.gov/comm/vrkc.pdf

VRKC Research and Design Team:
 Ken Culp III, Ph.D., University of Kentucky
 Renee K. McKee, Ph.D., Purdue University
 Patrick Nestor, Ed.D., West Virginia University

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- Step Up to Leadership, *National 4-H Curriculum*. (2003). Youth and mentor guides: http://www.4-hcurriculum.org/catalog.aspx?cid=192&c=Leadership
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- Engaging Youth, Serving Community Reports http://4-h.org/programs_mission_mandates/ruralyouthdevelopment.html

programs, you must consider some key components to provide transformational and transactional leadership skill development. Youth leadership development programs are distinctive in three ways: (Power Point Slide 5)
- Youth are grounded in a social cause.
- Youth are engaged in collaborative action with a set of outcomes.
- Program incorporates not only instruction and action but membership and action. (Zeldin & Camino)

Activity 2: Positive Youth Leadership Development
Review the Key Components of a Positive Youth Leadership Development Program as outlined in Handout 2. (Power Point Slide 6) Have participants work with a partner to complete the handout. Have pairs share their responses. Record the responses on a flip chart. Have participants respond to: Which of the components appear to be strong in the 4-H program? What components need to be strengthened? What are new ideas you had not considered in building leadership skills in youth?

van Linden and Fertman (1998) describe in their adolescent leadership model three stages for adolescent leadership development. The first stage is awareness, the second stage is interaction, and the third stage is mastery. This strongly suggests that the adult role in a youth leadership development program transitions as the youth progress in their skill development. At first, as the youth develops awareness of leadership skills, an adult or older teen is directly involved, actively teaching skills to the youth. Then, as the youth progresses to interaction, the adult or older teen role is guidance and direction working alongside the youth. In the third stage of mastery, the role is more hands-off, yet available, and the youth serves as a leader. What we are striving for is a youth-adult partnership, where "youth and adults [are] working together in a positive, mutually respectful environment with the recognition that each group contributes unique strengths to the relationship." (Engaging Youth, Serving Community, Year 4 Resource Guide)

Here are some tips for effective youth-adult partnerships that will allow youth to develop leadership skills in a positive learning environment (Power Point Slide 7):
- Treat youth as individuals; recognize the gifts, talents, knowledge, and skills that each young person has.
- Don't expect more from a youth than you would from another adult.
- Be careful about interrupting.
- Your role is to value and respect youth – not to be a parent.
- Cultivate many opportunities for young people to lead and teach.
- Reward and celebrate every creative effort and contribution by a young person.
- Slow down! Working too fast in a youth-adult partnership may be viewed as trying to control a group's actions.

Volunteerism for the Next Generation

Conclusion:
Leadership is a learned skill that is a deliberate and critical part of 4-H youth development programs. Youth gain this skill through active participation in projects, activities, and events that are planned and carried out with strong leadership experiences. Adult volunteers provide the essential support to assist youth in learning and mastering leadership skills through active youth-adult partnerships. (Power Point Slide 8)

TALK IT OVER
Reflect:
- How are the two models of leadership integrated into 4-H projects, activities, and events?
- What are examples of key components of youth leadership development programs that are happening in your local 4-H program?

Apply:
- What are ways to strengthen and reinforce leadership skills development in youth?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
Review *Step Up To Leadership,* National 4-H Curriculum. Each workbook provides assessments and activities for each development stage of youth development. The Mentor Guides provide additional background support and lessons for providing positive youth development leadership experiences. Step Up to Leadership, *National 4-H Curriculum.* (2003). Youth and mentor guides: http://www.4-hcurriculum.org/catalog.aspx?cid=192&c=Leadership
Online support: http://www.4-hcurriculum.org/projects/leadership/

Volunteerism for the Next Generation

Handout 1

Leadership in Action

In small groups, brainstorm and identify positive examples of how the key elements of each leadership model can be effective in particular 4-H activities, events, or projects.

Transactional Leadership

Characteristic	Example in 4-H Activities, Events and Projects
Values problem and solution identification	
Makes decisions—even if everyone has not been heard—in order to move forward	
Uses standards and principles as guides in decision making	
Develops the self to be a better decision maker for the group	
Gets things done	
Recognizes the importance of the product	
Takes charge (personal power)	

Transformational Leadership

Characteristic	Example in 4-H Activities, Events and Projects
Values the participation and contribution of others	
Takes all viewpoints and advice into account before making a decision	
Considers individuals within their contexts and situation	
Uses individuals to test decisions	
Develops the self first to be a better contributor	
Learns from experience to generalize to "real life"	
Shares leadership (group power)	

Volunteerism for the Next Generation

Handout 2

Key Components of a Positive Youth Leadership Development Program

Working with a partner, review the key components of a positive youth leadership development program. Identify examples of 4-H activities, projects, and events where these components are present. Brainstorm additional ways to add these components to strengthen the learning experience for youth.

Component	Definition/Description	Example in 4-H Activities, Events, and Projects	Additional Ideas to Provide this Component
Collaborative Experiences	Provide opportunities for youth to work with others to create a project, program, or event		
Personal Character Development	Help youth understand what it means to be a person of character, foster youth ability to learn to understand self		
Mentoring, Role Modeling, Nurturing	Encourage older youth to work with younger youth, meaningful relationship with a caring adult		
Cultural and Citizenship Experiences	Make time for community service, service learning, and travel experiences		
Communication Experiences	Give youth a chance to serve as an officer, give a talk, or participate in an interview		
Management Experiences	Planning, organizing, and carrying out an event, activity, or project		
Group Leadership Experience	Allow youth the opportunity to work with small groups, lead meetings or games, and serve as project leaders		
Formal Education	Seek and support opportunities for youth to participate in leadership opportunities at the county, region, state or national level		
Spiritual and Other Significant Experiences	Provide support and opportunities to learn about self, family, the community and the world		

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the two models of leadership.	1 2 3	1 2 3
2. I can identify key elements of a positive youth leadership development experience.	1 2 3	1 2 3
3. I can describe ways to strengthen and enhance 4-H projects, activities and events to develop leadership skills in youth.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Positive Youth Development:
Developing Life Skills

What is a Life Skill?

- Skills that help an individual to be successful in living a productive and satisfying life.

- Life skills learned through 4-H create the foundation for the essential elements of positive youth development and lead youth to become capable, competent citizens.

Essential Elements of Positive Youth Development

- Belonging – Youth learn life skills through a positive relationship with a caring adult in a safe, inclusive environment.

- Mastery – Youth have opportunities to try, make mistakes, and learn as they build skills, knowledge, and attitudes.

- Independence – Youth have the opportunity to see themselves as active participants in their future and become self-directed, autonomous adults.

- Generosity – Youth have opportunities to value and practice service to others.

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The Connection

4-H Pledge	Essential Element	Life Skill Categories
Head	Independence	Thinking, Managing
Heart	Generosity	Relating, Caring
Hands	Mastery	Working, Giving
Health	Belonging	Being, Living

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Targeting Life Skills
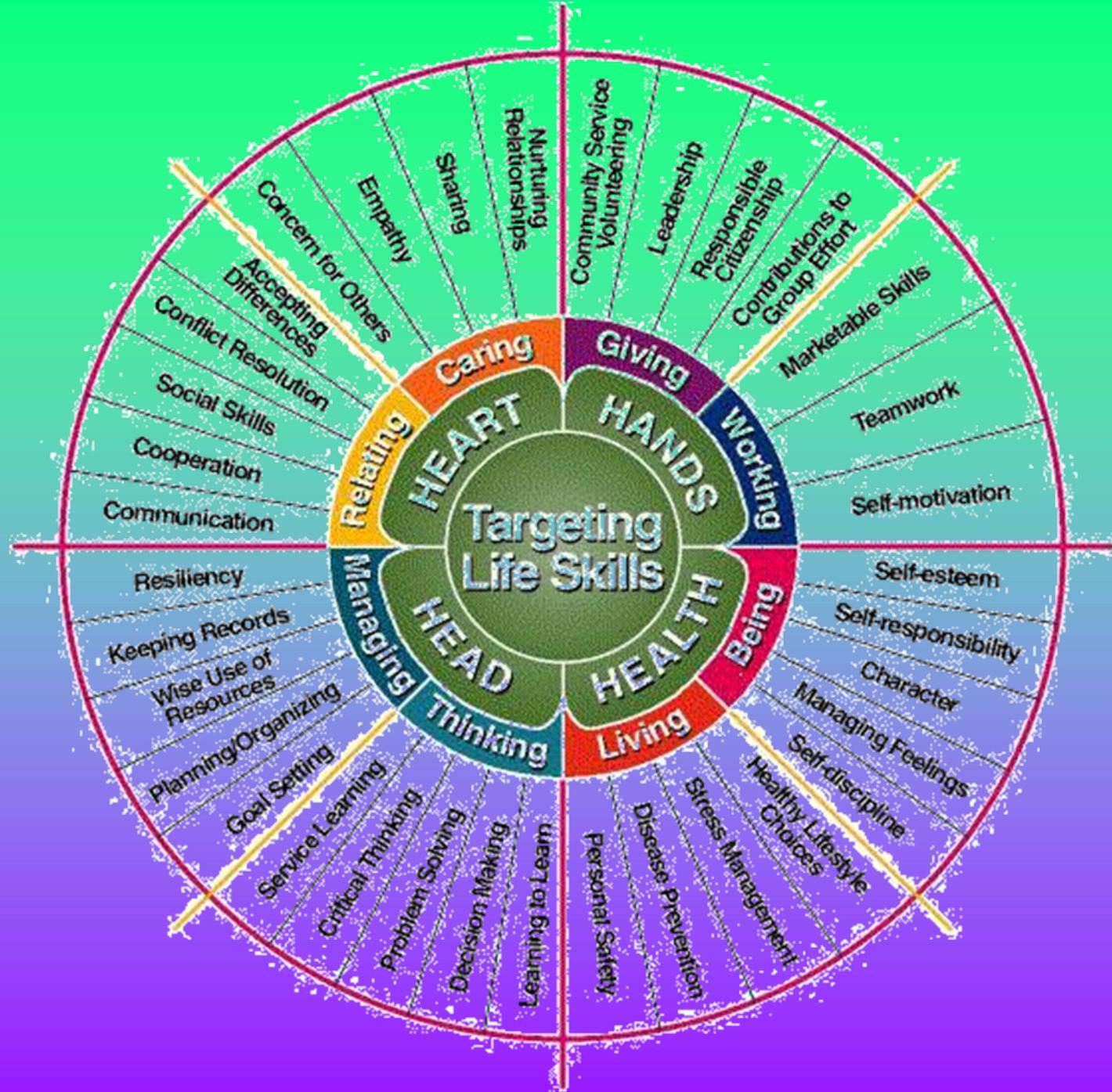
Strengthening
Life Skills Experiences

- What are the life skills that need to or could be learned?

- How can these life skills be taught through experiences?

- How can these life skills be reinforced in future situations?

- How can these life skills be used to strengthen family situations?

- How can youth be involved in the planning of this experience and in teaching roles to support these skills?

- How can transfer of these skills be reinforced in the future?

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Positive Youth Development: Developing Life Skills

Thank You

Developed by
Doug Swanson, Extension Educator
University of Nebraska-Lincoln, Extension
Linda Stricter, 4-H Agent
Rutgers Cooperative Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

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Positive Youth Development
Developing Life Skills

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the essential elements of positive youth development and how life skills connect to them.
- Volunteers will discover how to enhance life skill development in project and activity meetings and events.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Authors:
Doug Swanson, Extension Educator University of Nebraska-Lincoln, Extension and Linda Strieter, 4-H Agent, Rutgers Cooperative Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

A skill is a learned ability to do something well. Life skills are defined as skills that help an individual to be successful in living a productive and satisfying life (Hendricks, 1996). Life skills learned through 4-H create the foundation for the essential elements of positive youth development and lead youth to become capable, competent citizens. (Power Point Slides 1, 2)

WHAT TO DO

4-H youth participate in activities and events that are planned with adults with the outcome of gaining the essential elements of positive youth development. (Power Point Slide 3) These elements include:

- Belonging – Youth learn life skills through a positive relationship with a caring adult in a safe, inclusive environment.
- Mastery – Youth have opportunities to try, make mistakes, and learn as they build skills, knowledge, and attitudes.
- Independence – Youth have the opportunity to see themselves as active participants in their future and become self-directed, autonomous adults.
- Generosity – Youth have opportunities to value and practice service to others.

Consider how the essential elements of positive youth development connect to the 4-H Pledge and life skill categories. (Power Point Slides 4, 5)

4-H Pledge	Essential Element	Life Skill Categories
Head	Independence	Thinking, Managing
Heart	Generosity	Relating, Caring
Hands	Mastery	Working, Giving
Health	Belonging	Being, Living

Activity 1: Mastering Maximum Impact Events
Have participants form small groups and complete Handout 1. Reconvene the group and ask groups to share their results with the total group. Responses could be listed on flip chart paper.

When planning 4-H experiences, ask the following questions: (Power Point Slide 6)
- What are the life skills that need to or could be learned?
- How can these life skills be taught through experiences?
- How can these life skills be reinforced in future situations?
- How can these life skills be used to strengthen family situations?

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References for this lesson:
- Friedman, R. (1994) *New Jersey 4-H Leader Training Series.* Life Skills in the 4-H Program Rutgers Cooperative Extension http://njaes.rutgers.edu/pubs/pdfs/4h/e148/107-110.pdf
- Hendricks, P. (1996) *Targeting Life Skills Model.* Iowa State University Extension.
- Nebraska 4-H Youth Development Volunteer Information Series: *Targeting Life Skills.* http://4h.unl.edu/volunteers/pdf/Targeting%20Life%20Skills.pdf

- How can youth be involved in the planning of this experience and in teaching roles to support these skills?
- How can transfer of these skills be reinforced in the future?

<u>Activity 2: Making It Happen</u>
Have participants work with a partner. Ask each pair to choose a 4-H project or event they are familiar with. Identify the main life skills developed through that project and the steps of reaching that life skill. Describe how they would reinforce life skills development.
 Example: 4-H Entomology Project
- Activity: Creating an entomology display includes identifying species, locating and catching, preserving, labeling, and displaying.
- Life Skills taught and practiced: Self motivation, goal setting, decision making, and problem solving.
- Life Skills Reinforced: Youth help plan the session, youth help teach newer project members, youth demonstrate to the club how to develop a specimen display.

Have each pair record their work on flip chart paper and share it when finished. After the last presentation, ask the group the following questions: What was the most difficult part of this activity? What ideas have you gained from listening to others? How can you apply this activity to your volunteer work?

Conclusion:
Life skills are learned through group and individual experiences in 4-H projects, activities, and events. The challenge for volunteers is to strengthen life skills development during these learning experiences and provide opportunities to build the essential elements of positive youth development. Planning for the reinforcement of skill development allows youth to apply what they have learned to other situations. The result of "learning by doing" is youth that are equipped to live positive and productive lives. (Power Point Slide 7)

TALK IT OVER
Reflect:
- How are life skills taught and experienced within 4-H activities, projects, and events?
- How can life skills development be strengthened?
Apply:
- What are ways you plan to reinforce life skill development in youth?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Have participants divide into groups based on the 4-H clubs or projects they are involved in. Complete Activity 2 based on 4-H club or project experiences.

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Handout 1

Making Maximum Impact Happen

In small groups, brainstorm and identify the key essential element of positive youth development and the life skills that would be learned through each of the activities and events identified.

Activity or Event	Essential Element of Positive Youth Development	Life Skills to be Learned	Ideas to Strengthen the Activity or Event
Playing a Game			
Experiments			
Planning Activities			
Giving Presentations			
Interviewing Others			
Solving a Problem			
Making Models or Products			
Serving as an officer			
Trying a New Project			
Identifying a Community Service Project			
Completing the Community Service Project			
Serving on a Board of Directors			
Teaching Others			
Evaluating the Outcome of a Project or Event			

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the essential elements of positive youth development and how life skills connect to them.	1 2 3	1 2 3
2. I can identify how life skills are taught through projects, activities, and events.	1 2 3	1 2 3
3. I can identify ways to strengthen activity and project experiences for youth and reinforce life skills development.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Taxonomy for 4-H Youth Development

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Positive Youth Development:
Overview

What is Youth Development?

Youth Development is an ongoing process through which young people attempt to meet their needs and develop the competencies they perceive as necessary for survival and transition into adulthood.

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What is Positive Youth Development?

- The process that incorporates social, emotional, cognitive, physical and moral development of youth to meet the challenges of adolescences with the outcome of becoming competent, caring, contributing adults.

- It occurs from an intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and support.

- The impact affects the young person, families and communities.

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3

How is Positive Youth Development Accomplished?

Adults do this by providing environments for youth that are safe and nurturing and by offering experiences that help young people develop skills needed for adulthood.

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Creating a Positive Youth Development Environment

- Think about a 4-H experience
- Write or draw how that environment is positive
  - What makes the environment safe and nurturing?
  - What opportunities and choices are there for youth?
  - How are youth getting their needs met?
  - What relationships and support is there from adults or other youth that help develop skills needed for adulthood?

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Positive Youth Development: Overview

Thank You

Developed by
René L. Mehlberg, Associate Professor
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

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Positive Youth Development
Overview of Positive Youth Development
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will understand the concept of positive youth development.
- Volunteers will be able to identify the components of a positive youth development environment.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
René Mehlberg, 4-H Youth Development Educator, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4h headquarters.gov/

INTRODUCTION
While there are many organizations that work with and for youth, 4-H Youth Development is unique in its approach of positive youth development. As 4-H volunteers, it's important that you understand the basics of positive youth development. (Power Point Slide 1)

WHAT TO DO
Activity 1: What is Positive Youth Development?
Give participants a minute to brainstorm answers to the question, "What is Positive Youth Development?" Have them share their answers with the group, capturing key phrases on a flip chart. Have the group review the phrases and come up with one definition. (Power Point Slide 2)

Youth Development is defined as an ongoing process through which young people attempt to meet their needs and develop the competencies they perceive as necessary for survival and transition into adulthood.

So, what is Positive Youth Development? (Power Point Slide 3)
Positive Youth Development is the process that incorporates social, emotional, cognitive, physical and moral development of youth to meet the challenges of adolescences with the outcome of becoming competent, caring, contributing adults. It occurs from an intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and support. The impact affects the young person, families and communities.

How is this done? (Power Point Slide 4)
Adults do this by providing environments for youth that are safe and nurturing and by offering experiences that help young people develop skills needed for adulthood.

Activity 2: Creating a Positive Youth Development Environment
(Power Point Slide 5) Divide the large group into smaller groups of 4-5 participants. Give each group a piece of flip chart paper and markers. Have them think of a 4-H experience such a 4-H meeting, 4-H camp, or 4-H event. Have them write down that 4-H experience on the paper. Then have them write or draw how that environment is positive for youth by considering:
- What makes the environment safe and nurturing?
- What opportunities and choices are there for youth?
- How are youth getting their needs met?
- What relationships and support is there from adults or other youth that help develop skills needed for adulthood?

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Have groups present their 4-H experiences to the rest of the group with people asking questions or for clarifications. After each group presents, ask: What is one improvement that could make the environment even more positive? Have them share or have a large group brainstorming session to answer the question.

Conclusion:
Positive youth development is the foundation of 4-H programs. It includes developing life skills, leadership skills, understanding ages and states of youth development, empowerment of others, practicing youth-adult partnerships, motivating and encouraging youth, and appreciating diversity. Volunteers are needed to ensure that positive youth development is the primary focus of every 4-H activity, program, and event. The more we keep this focus, the more the youth will benefit. (Power Point Slide 6)

TALK IT OVER
Reflect:
- What makes a positive youth development approach to youth work unique to 4-H?
- Why is it important to have a positive youth development environment in 4-H?

Apply:
- What is one thing you will do to make an upcoming 4-H experience a safe and nurturing environment?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 1).

ENHANCE or SIMPLIFY
Seek additional activities from the resources listed in the Resource section.

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Handout 1

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can explain what positive youth development is.	1 2 3	1 2 3
2. I know ways to create a positive youth development environment.	1 2 3	1 2 3
3. I feel confident in my ability to create a positive youth development environment in 4-H settings.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Educational Design & Delivery:
Program Evaluation Methods

Program Evaluation

- Measure quality of experience for program improvement
- Look for signs across a group of youth that tell us whether the efforts are making a difference to support claims of effectiveness
- *Methods* are the tools that we use to obtain information about how to improve our program and what that program has accomplished. Some methods include:
  - Project records or portfolios
  - Judging events or contests
  - Conducting surveys or interviews

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Why Involve Volunteers?

- Volunteers learn about the impact of strong, mediocre, and weak youth development practices and policies.

- Volunteers have even greater local ownership of the results for their local efforts and can see how these results relate to the whole.

- Volunteers offer valuable interpretations of the results that other staff may not have.

- Volunteers are key spokespersons who can communicate the results to others who care about the program.

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3

Volunteers need to know how to measure whether learning is happening and if there is a difference in the members as a result of the event.

This work helps to "make the best better."

Educational Delivery & Design:
Program Evaluation Methods

Thank You

Developed by
Pam Larson Nippolt, Assistant Professor
University of Minnesota Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

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Educational Design and Delivery
Program Evaluation Methods

VRKC: Volunteer Research Knowledge Competency Taxonomy

INTRODUCTION

Positive youth development is the cornerstone of the 4-H program. The creation of a positive learning environment for youth and the hands-on, experiential approach to discovering new subject matter through projects are the tools that volunteers and staff use to promote positive youth development. Program evaluation can help us understand how we can sharpen those tools. (Power Point Slide 1)

Volunteers and staff bring many different experiences and understandings of program evaluation to 4-H Youth Development programs. All of us can and need to play a role in this important investment of our resources by asking questions, supporting these efforts, and seeking to understand the results. This way we can work together to make changes and be proud of the differences 4-H Youth Development can make for youth.

WHAT TO DO

(Power Point Slide 2) Program evaluation methods are the tools we use to obtain information about how to improve what we have accomplished. "Methods" can include many different ways of collecting information. Some of the methods that are familiar to 4-H and could be used in evaluation include gleaning information from project records, judging events, contests, conducting surveys, interviews, assessing portfolios, or looking for characteristics of youth projects. A *program evaluation method* stands out from other ways that we collect information in 4-H because it is tied to a process that is deliberately designed to measure effectiveness and/or to guide program improvement.

Activity 1: Chocolate Chip Cookie Evaluation
In this activity, participants take a normal, everyday experience (eating chocolate chip cookies) and learn what it means to make evaluative criteria, standards, and judgments explicit. Divide into groups of 4 or 5. Provide each group with four cookie bags (labeled *A, B, C* and *D*; each group now has four bags with a different brand of cookie in each bag). Give each group napkins and paper plates on which to put their cookies when they are ready for the taste test. Ask participants to keep notes on their process, the decisions they make, and any challenges they experience on the back of Handout 1. Tell participants that if they do not wish to eat the cookies (due to health, diet, or other reasons), they do not have to do so. Ask them to be participant observers. Explain that they are to first discuss and complete the first two columns on the handout—the criteria for which chocolate chip cookies should be judged and the standards that should be used to judge a chocolate chip cookie. Then they should

References for this lesson:

- Camino, L & Zeldin, S. (2006). Bridging research and community practice in the field of youth development through university outreach. In Clary, E.G. & Rhodes, J.E., (Eds.), *Mobilizing adults for positive youth development: Strategies for closing the gap between beliefs and behaviors* (pp.177-192). Springer Science + Business Media, New York.
- Mattessich, P.W., Hendricks, S., Roholt, R.V. (2007). *Information gold mine: Innovative uses of evaluation.* Fieldstone Alliance, Minnesota.
- Preskill, H. & Russ-Eft, D. (2005). *Building Evaluation Capacity; 72 Activities for Teaching and Training.* Thousand Oaks, CA: Sage Publications.

sample the cookies and work on their own to rate them in the other two columns. When the groups have completed the activity, bring them back together to respond to the following questions:

1. How would you describe your experience in establishing criteria for evaluating the cookies? Was it difficult? What were some of the things you discussed in your group?
2. How did you determine what standards to use? Were you all in agreement on these standards? How did you reconcile your differences?
3. How comfortable were you with your final judgment about which cookie was best and which you would recommend?
4. For those of you who did not taste the cookies, what role did you play in this evaluative process? What did you observe about your group's behavior? What impact did you have on your group's evaluative judgment and recommendation?

Some volunteers may assume that program evaluation is a job for the University Extension staff. This is a shared role. Besides discovering that learning has taken place, we must also find out if the program is meeting local needs. (Power Point Slide 3) There are other benefits to involving volunteer staff in program evaluation efforts, including (Camino & Zeldin, 2006):

- Volunteers learn about the impact of strong, mediocre, and weak youth development practices and policies.
- Volunteers have even greater local ownership of the results for their local efforts and can see how these results relate to the whole.
- Volunteers offer valuable interpretations of the results that other staff may not have.
- Volunteers are key spokespersons who can communicate the results to others who care about the program.

4-H Youth Development is largely fueled and implemented by volunteers. Involving 4-H volunteer staff in program evaluation methods contributes an even greater understanding of the difference these volunteer-provided contributions make for youth.

Activity 2: Are Club Meetings and Activities Working?
Tell participants that they will be designing a method to evaluate the quality of club learning environments. Explain that this is an exercise in applying what they learned in the last activity to a real-life situation related to being a 4-H volunteer staff member. Ask participants to get into the same groups of four or five people. Ask participants to work through Handout 2 and to keep notes on their process, the decisions they make, and any challenges they experience. Tell participants that if they have never attended, led, or observed a club meeting, they can take the role of observer. Explain that they are to first discuss and complete the first two columns on the handout—the criteria for which positive learning environments in 4-H clubs should be judged and the standards that should be used to judge a club. Tell participants to then work on their own to complete the third and fourth columns on the handout based on their memories of the last club meeting they attended.

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Bring the total group together to discuss the following:

- Was your group able to identify criteria? What aspect of this was difficult? What aspect of identifying criteria was easier to complete? Were some criteria more widely accepted and understood than others?
- What are some of the challenges in selecting standards for a club meeting that are not faced when selecting standards for a cookie?
- What did the observers in the group see and note?
- What can participants use from this experience in their future 4-H involvement as volunteers?

Conclusion:
4-H clubs, projects, and activities are focused on providing positive learning environments for youth ranging from 5-19 years of age. Volunteers need to know how to measure whether learning is happening and if there is a difference in the members as a result of the experience. This work helps to "make the best better." (Power Point Slides 4, 5)

TALK IT OVER
Reflect:
- What are the benefits of program evaluation?
- Why should volunteers be involved in program evaluation?

Apply:
- How can criteria be developed for deciding if learning is happening or an event is successful?
- Describe how to implement program evaluation for an upcoming 4-H activity.

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
Provide a completed program evaluation tool from a recent activity or event. Discuss how to improve the program to increase the learning for youth based on the results of the evaluation.

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Handout 1

Evaluating Chocolate Chip Cookies
Using Evaluation Logic

Establishing Criteria	*Constructing Standards*	*Measuring Performance and Comparing with Standards*	*Synthesizing and Integrating Evidence into Judgment of Worth*
What are the criteria on which a chocolate chip cookie should be judged? (e.g., type of chocolate, texture, color, aroma)	How well should the cookie perform on each of the dimensions (what are your standards)? Develop a rating system.	Based on your criteria for a good cookie, how well does each cookie measure up against the standards you set?	Which cookie is worth buying?

Which cookie would you recommend? Why?

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Handout 2

Evaluating Quality in a 4-H Club Meeting

Establishing Criteria	*Constructing Standards*	*Measuring Performance and Comparing with Standards*	*Synthesizing and Integrating Evidence into Judgment of Worth*
What are the dimensions or criteria on which a 4-H club meeting or activity should be judged (e.g., youth-led, welcoming new youth, clear ground rules for participants, flexible plan, cross-age teams)?	How well should the club meeting perform on each of the dimensions (what are your standards)? Develop a rating system.	Based on your criteria for a good club meeting, how well does the most recent club meeting you observed or were a part of measure up against the standards you set?	In retrospect, was the club meeting worth participating in from a youth perspective? From an adult perspective? Is there a difference in how youth and adults would rate the meeting? How would you know?

Adapted from *Building Evaluation Capacity; 72 Activities for Teaching and Training* by Hallie Preskill and Darlene Russ-Eft. Thousand Oaks, CA: Sage Publications, www.sagepub.com.

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the purpose of program evaluation.	1 2 3	1 2 3
2. I am able to describe program evaluation methods and how to develop criteria for evaluation.	1 2 3	1 2 3
3. I can describe benefits for volunteers to participate in program evaluation.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Educational Design & Delivery:
Application of Experiential Learning

Experiential Learning Model

DO

1
EXPERIENCE
the activity;
perform, do it

Do

Apply | **Reflect**
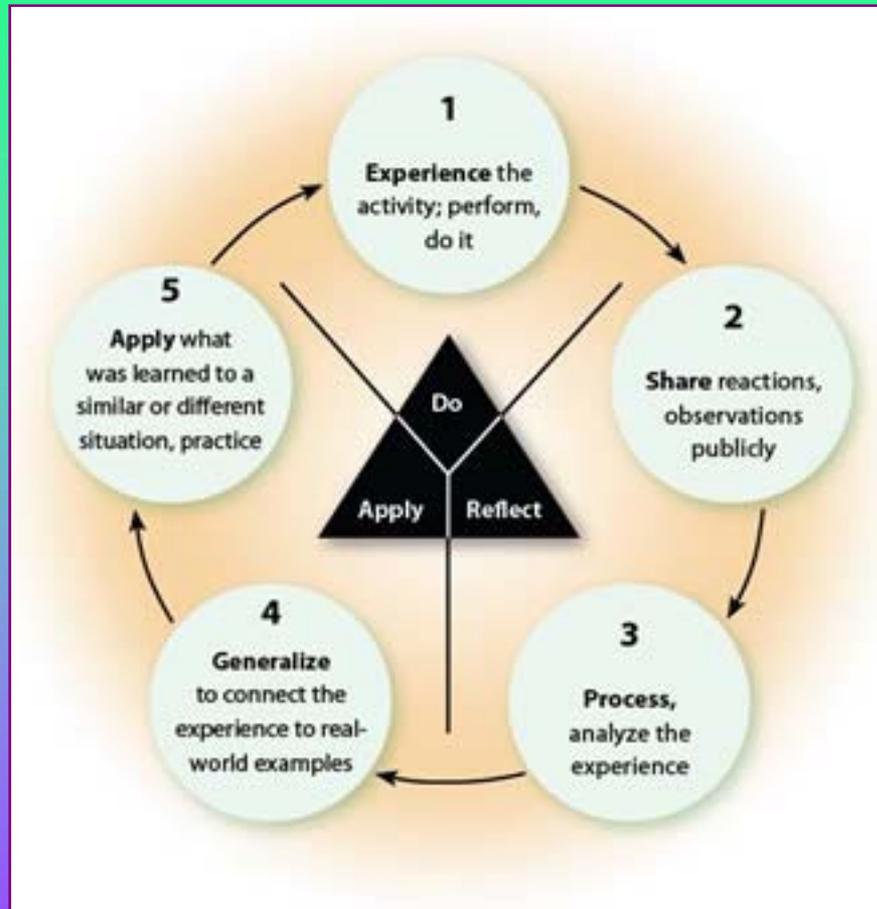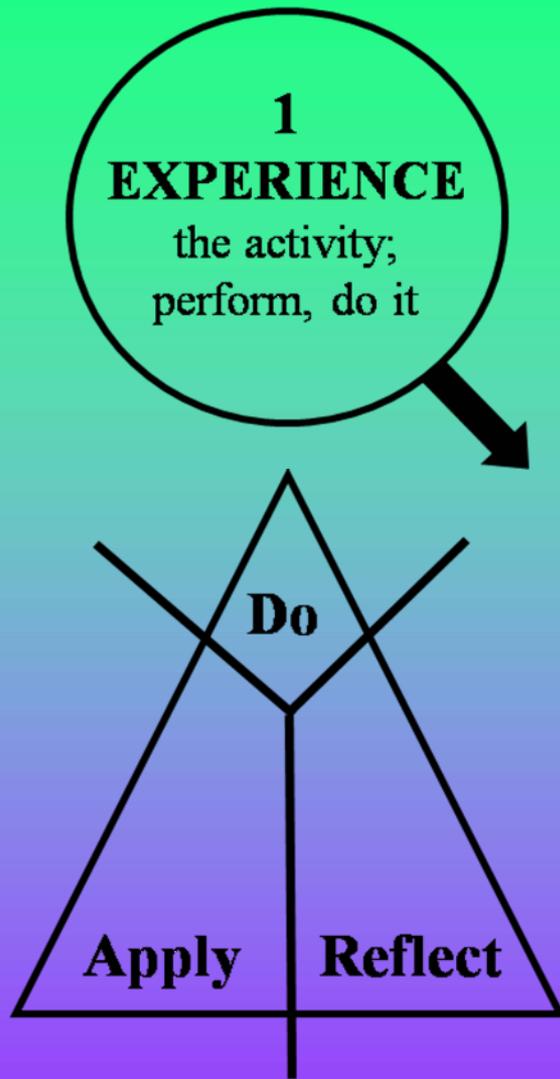
- Key Phrases:
  - *Do*
  - *Observe*
  - *Facilitate*
  - *Act or Perform*

- Key Objectives are discovery oriented:
  - to explore
  - to examine
  - to construct
  - to arrange

REFLECT

- Key Phrases for Educator/Leader
  - *Tell what happened?*
  - *What's important?*
  - *Share*
  - *Reflect*

- *Key Points*
  - *Allow adequate process time to include sharing*
  - *Use open-ended questions to stimulate thinking and feeling*
  - *Encourage both one-on-one and large group sharing*

Do

Apply **Reflect**

2 SHARE the results, reactions, and observations publicly

3 PROCESS by discussing, locking at the experience; analyze, reflect

Volunteers for the Next Generation
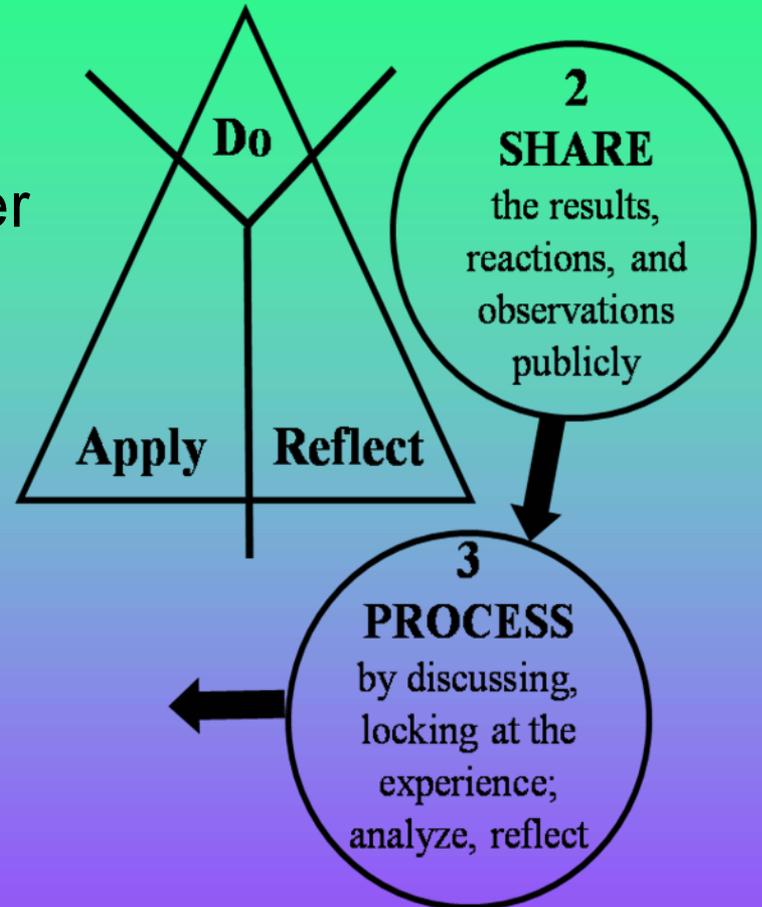
APPLY

- Key Phrases for Educator/Leader:
  - *So what?*
  - *Now what?*
  - *How will you apply what you learned?*

- Key Points:
  - Guide youth in making connections between personal inner meaning of the activity and the broader world
  - Facilitate ways for youth to use what they have learned in new situations

Volunteers for the Next Generation
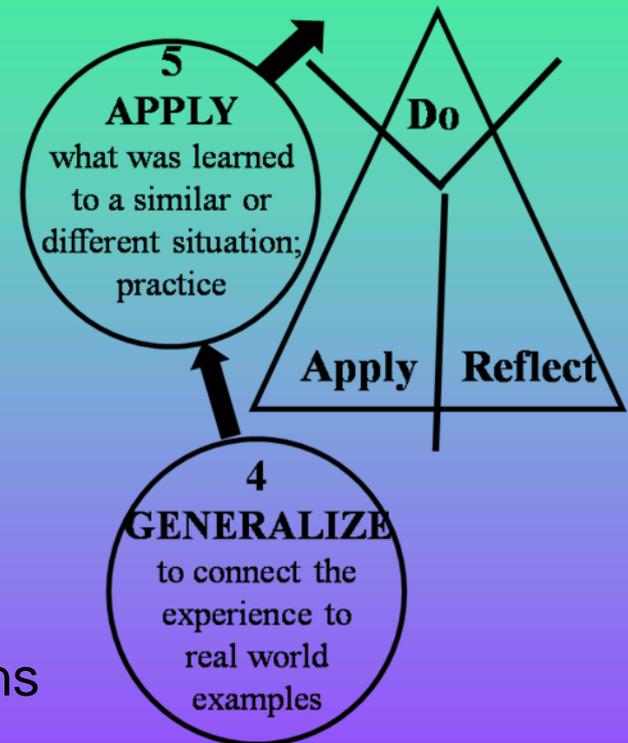
Educational Design and Delivery:
Application of Experiential Learning

Thank You

Developed by
Sue Pleskac, Professor, Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Educational Design and Delivery
Application of Experiential Learning
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe the 5 steps of the experiential learning process.
- Volunteers will describe how they can apply the process in their 4-H roles.
- Volunteers will identify what they can do to help learners be successful as they use the experiential learning process.

Time:
20 – 30 minutes

Supplies Needed:
- Variety of 4-H Project Curricula
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

Learning by doing is the foundation for all learning activities in 4-H. This is experiential learning. The sequential steps of experiential learning help youth identify what they have learned from a 4-H experience or activity and apply that learning to other experiences or situations. The experiential learning model by Kolb (1984) and modified by 4-H includes five specific steps (Power Point Slides 1, 2):

1. Youth **experience** the activity. Perform or do it.
2. Youth **share** the experience by describing what happened.
3. Youth **process** the experience to determine what was most important and identify common themes.
4. Youth **generalize** from the experience and relate it to their daily lives.
5. Youth **apply** what they learned to a new situation.

The experiential learning model contains five steps but can be summarized into three main processes: Do, Reflect, and Apply.

WHAT TO DO

Volunteers and youth benefit from the experiential learning model as the primary teaching method in 4-H. For volunteers, it provides a consistent learning environment that engages youth in the learning. Volunteers serve as coaches in the learning process and are able to use a wide variety of experiences with youth. Volunteers are able to get evaluation information easily, discovering if youth gained the knowledge and skills that were intended. For youth, the process is fun and engaging and easily adapts to a variety of learning styles and developmental skills. Youth are able to work alone and in groups. They gain skills and knowledge that they can apply directly to their lives.

Let's review the key steps.
(Power Point Slide 3) **DO:** The first step in the experiential learning model is to "do" or **experience**. This includes conducting the experiment, giving the presentation, shooting the bow, washing the steer, leading the group, or making the model. Key phrases that describe this step are do, observe, facilitate, act, or perform. Key objectives are discovery oriented. This includes exploring, examining, constructing, or arranging.

(Power Point Slide 4) **REFLECT:** Reflection includes **sharing** the results of the action publicly and **processing** through analyzing and reflection. Key phrases for the volunteer mentor are: *Tell what happened? What's important? Share and Reflect.* To support these steps, allow adequate time after the experience for using open-ended questions to stimulate thinking and feeling, and encouraging both one-on-one and large group sharing.

(Power Point Slide 5) **APPLY:** Application includes **generalizing** the experience to the real world and then **applying** what was learned to a new situation. Key phrases for the volunteer in the coaching and mentoring role are: *So what? Now what? How will you apply what you learned?* Key points to support these steps are guiding youth in making connections between personal inner meaning of the activity and the broader world, and facilitating ways for youth to use what they have learned in new situations.

Activity 1: Do! Reflect! Apply!
Distribute Handout 1 and a variety of 4-H project curricula to participants. Working in groups of 3 or 4, have each group select at least one lesson from a curriculum. Instruct the groups to define each step in the experiential learning model in the lesson. Then have the group list questions they need to ask to support a 4-H member in accomplishing each step. Have each group share their lesson and questions.

Volunteers can best support the experiential learning process by allowing enough time for youth to reflect on the experience, preparing and asking the key questions, listening to youth and planning learning experiences that match the learning style and developmental stage of the 4-H member.

Conclusion:
The most important outcome of the experiential learning process is that youth gain new skills and knowledge and are able to apply this to new situations. Volunteers and their preparation are important in ensuring the experiential learning process is successful for youth learners. (Power Point Slide 6)

TALK IT OVER
Reflect:
- Describe the five steps of the experiential learning process.
- What are key questions that volunteers can ask learners for each step of the process?
- How can volunteers best support this process with learners?

 Apply:
- Identify steps you will take to more fully use the experiential learning process in the 4-H programs, events, and activities that you work with in your 4-H role.

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
It's All About Education, a volunteer leader lesson from University of Wisconsin-Extension, 4-H Community Club Central, provides additional resources and activities.
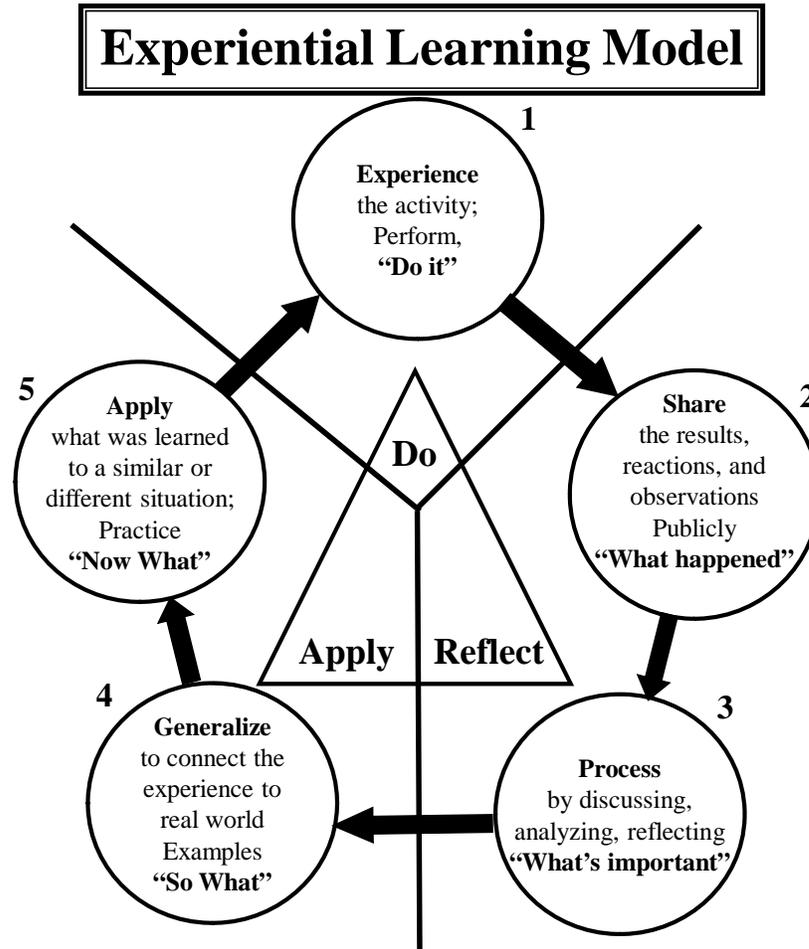http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=13523

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Handout 1

Experiential Learning Model

DO: The first step in the experiential learning model is to "do" or **experience**. Key phrases that describe this step are do, observe, facilitate, act, or perform. Key objectives are discovery oriented. This includes exploring, examining, constructing, or arranging.

REFLECT: Reflection includes **sharing** the results of the action publicly and **processing** through analyzing and reflection. Key phrases for the volunteer mentor are: *Tell what happened? What's important? Share and Reflect.* To support these steps, allow adequate time after the experience for using open-ended questions to stimulate thinking and feeling, and encouraging both one-on-one and large group sharing.

APPLY: Application includes **generalizing** the experience to the real world and then **applying** what was learned to a new situation. Key phrases for the volunteer in the coaching and mentoring role are: *So what? Now what? How will you apply what you learned?* Key points to support these steps are guiding youth in making connections between personal inner meaning of the activity and the broader world, and facilitating ways for youth to use what they have learned in new situations.

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the 5 steps of the experiential learning process.	1 2 3	1 2 3
2. I can describe how to apply the experiential learning process to 4-H programs, events, and activities.	1 2 3	1 2 3
3. I can identify what I can do to best support learners and be successful with the experiential learning process.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Educational Design & Delivery:
Team Building Skills

What is a Team?

A team is a group with shared goals in which:

- Members perceive they need each other's experience, abilities, and commitment to achieve group goals.

- Members believe that working together leads to making better decisions than does working in isolation.

- Members are accountable to the shared goal, each other, and the organization.

According to Reilly and Jones, 1974

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Team Building Helps Members

- Clarify understanding of group goals and purpose
- Increase positive communication
- Develop trust and mutual respect
- Clarify expectations and their role as team members
- Become effective problem solvers
- Handle conflict constructively (by engaging in robust conversation without fear)
- Become accountable and results-oriented

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How Does a Group Become a Team?

All groups go through the following five stages of development:

- – Forming
- – Storming
- – Norming
- – Performing
- – Transforming

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Forming Group

- Relationships (getting acquainted)
- Trust
- Vision and goals
- Roles
- Procedures

Ongoing Team

- Relationship building and skill building
- Trust
- Communications, including listening
- Decision-making
- Accountability
- Problem-solving

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Educational Delivery & Design:
Team Building Skills

Thank You

Developed by
Judy Levings,
Iowa State University Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Educational Design and Delivery
Team Building Skills

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will explore differences between a group and team.
- Volunteers will discover the benefits of a team.
- Volunteers will learn team building activities.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- 4 x 6 note cards, paper plates
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Judy Levings, State 4-H Youth Development Specialist, Iowa State University Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION
What do you think of when you think of teams? You may think about the types of teams that exist, such as athletic teams or a committee you are a member of. You might even have positive or negative feelings about teams. (Power Point Slide 1)

WHAT TO DO
Activity 1: Teams or Groups
Ask participants to stand up and find a partner (someone they don't know and aren't sitting by). Ask partners to introduce themselves and describe the best team they were ever a member of. Then discuss, "What is the difference between a group and a team?" Ask partners to create a list of characteristics of a group and characteristics of a team. Write the list on flip chart paper or newsprint, share it with the entire group, and post it on the wall. What did you discover were the differences between a group and a team? What are the benefits of working as a team? What may be the drawbacks?

(Power Point Slide 2) What is a Team? According to Reilly and Jones (1974):
- A group that has shared goals.
- A group whose members perceive they need each other's experience, abilities, and commitment to achieve group goals.
- A group whose members are committed to the idea that working together leads to better decisions than working in isolation.
- A group whose members believe the group is accountable to the shared goal, each other, and the organization.

So teams are about group goals, commitment to the goals, and accountability. Why have teams?
- Teams accomplish much more than individuals.
- Teams are more creative.
- Teams can garner more resources.
- Teams create more synergy for the organization.
- Teams are committed to results and accountability.

In 4-H, we have many groups that may or may not function as teams. Ask participants to individually identify which of the groups in their county are teams? Why or why not? Add to the list of groups as needed.

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Are the leaders of your 4-H club a team? Are you and your coworkers a team? Is a youth-adult advisory committee a team? Is your club a team? Are the organizational leaders in your county a team? Groups that function like a team in a 4-H Youth Development program can be teen councils, youth and adult advisory committees, county organizational committees, 4-H clubs, a volunteer-led event committee, officer teams, and more. 4-H has lots of opportunities for teams to develop. A club leadership team could be made up of adult volunteer leaders and youth officers. Many counties have youth committees, advisory committees, and camp, fair, and afterschool committees.

When volunteers and club members feel they belong to a team, their needs for belonging, mastery, independence, and generosity are being met. They feel their voices are heard and they are doing important work with others. Although it is not uncommon to hear, "It is just easier to do it myself than to work with a committee to get it done," if we continue to say "I'll do it myself," we deny our program the innovation and energy it deserves as well as the opportunity for volunteers, members, and the community to develop new skills. (Power Point Slide 3)

A team works together on a common goal that all members understand and are committed to. Building an effective team is hard work. It takes knowing the elements of an effective team, understanding how those elements work, and knowing how to foster those elements throughout the formation of a team.

Activity 2: Transforming Team Behaviors
Have participants work with a partner. Ask each pair to identify a group or team they currently work with. Using the *Transforming Team Behaviors Checklist*, Handout 1, have the participants assess the identified team. Bring the total group together. What items on the checklist were strengths of the team you identified? What items were limitations? How might some of the limitations be changed to strengths?

(Power Point Slide 4) Great teams don't just happen. Teams generally develop over time and with good leadership. A model to help understand how teams develop over time was developed by Bruce Tuckerman (1965). He describes his model as having five stages.
1. Forming: The leader shares goals, but there is no commitment yet; individual roles and responsibilities are unclear. Very leader driven at this point.
2. Storming: Trust hasn't been established and decisions are difficult to make. Team members try to establish credibility with the group toward the end of this stage.
3. Norming: The group is establishing trust—agreement is easier to reach, commitment to goals is evident, decisions are being made.
4. Performing: The group could function on its own without the leader because of the trust, commitment to goals, clarity, and ease of making decisions.
5. Adjourning: Recognition and sensitivity to the break-up of the group is important as the team dissolves and members move on to other tasks.

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Leaders can use different types of activities during each stage of team development. The types of activities include: get acquainted activities, deinhibitizers, communication activities, trust activities, and problem-solvers. These activity types can be found in any good team building book. (Power Point Slide 5)

What activities are needed for a newly forming group?
- Relationships (get-acquainted activities and de-inhibiter activities): Develop openness
- Communication activities: Can address listening issues, honesty
- Trust Activities: Foster trust, risk taking, open and honest communication
- Vision and Goals: Keep group focused and results-oriented
- Roles: Reduce confusion about what members are supposed to do
- Procedures (contract, rules, and procedures): Can increase commitment and reduce confusion on how decisions are made

What do on-going teams need?
- Relationship building and skill building
- Trust
- Communications, listening
- Accountability
- Problem-solving

Handout 2 is a list of good team building activities that can assist staff and volunteers in creating the inclusive environment that will establish and enrich a team.

Conclusion:
The advantages of teams are numerous. Through a team's myriad relationships, better decisions are made, more tasks are accomplished in a shorter period of time, more ownership is developed in the program, more creativity is exhibited, ideas have a higher likelihood of being implemented, greater public awareness is created, and more resources become available. A leader tries to anticipate the needs of the team and uses tools to assist members in continuously building a stronger team. (Power Point Slide 6)

TALK IT OVER
Reflect:
- What are the advantages of team building?
- What are team building behaviors?

Apply:
- What activities can help build teams?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
Using *Team Building Activities*, Handout 2, place the activity directions on tables. Divide participants into groups and have them practice each activity. Give groups 3-5 minutes at each table and then have the groups move to a new table. Ask the group to share how they might use each activity to build teams within their 4-H club or group.

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Handout 1

The Transforming Team Behaviors Checklist

☐ **Common Goals:** Without goals a group will never be a team. Members of a group choose to become part of a team based on these goals. This goal-based membership includes any staff, volunteer, committee, or 4-H club.

☐ **Commitment:** If you are a team, all members are committed to achieving the goals. They come to meetings, follow through on jobs, and report back to the group.

☐ **Results Focused:** Successful teams will know how to focus their time and energy to reach their goals. They make decisions even if they don't have all the information.

☐ **Mutual Respect:** Members appear to like each other and treat each other well.

☐ **Trust:** Members agree to disagree and, at the end of the meeting, agree to follow through with what the group wants, because all points have been heard and a decision needs to be made. Trust is a tricky thing—it doesn't just happen. To trust someone, you have to know the person.

☐ **Robust Conversation:** You'll see heated debates, but never personal attacks. People may get red in the face and even argue a point, but it comes from principle, not individual gain. If it does happen, other team members politely call them on it.

☐ **Listening:** You can tell that members are listening when they use ideas from others on the team and acknowledge the contributions of others: "I agree with Sandy that the most important factor is how it is going to affect the child, although I understand that our office assistants need a deadline."

☐ **Principle Based:** Basic youth development principles seem to pop up as do reminders about the mission.

☐ **Members Taking on Important Roles:** This happens when someone keeps others true to the original goals, another person plays devil's advocate, still another person voices concern about how others feel, and yet another brings up what the data or research suggests, etc.

☐ **Shared Accountability:** One of the major distinctions in teams is that they have shared accountability or collective responsibility for the results that are or are not achieved. They are all in it together.

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Handout 2
Team Building Activities

Get Acquainted
Find someone with the same (X) and talk about (Y). This activity gets people moving and discussing. The leader calls out, "Find someone with the same (provide an example) and discuss (give another example). Examples—number of children or siblings, favorite color, size of hometown, color of cell phone or provider, etc. Then discuss your favorite book, outdoor interests, fun things the committee could do, etc.

Mission/Vision/Goals
People write what they believe the mission, vision, or goal (pick one) of the group should be (people can work in pairs or individually). Ideas are shared with the group (written on newsprint). The group together pulls the best parts out of each and writes a group version. Some people might want to use their own organization's mission or vision for this activity. If so, they can be compared and discussed. You might want to provide a goal for this activity—one that 4-H called the group together to accomplish. Afterwards, have group members state in their own words what they believe the goal is.

Forming Operating or Behavior Guidelines or Contract
A new team needs to establish procedures for how the team will function. The contract should clarify actions and roles and should reduce confusion.
We would like this group to function as a team (give definition of a team and why).
If this is the definition of a team, what do we need to do to make sure we function as a team?
What should be the agreed upon rules?
How will we make decisions?
How do we ensure all voices are heard?
How do we resolve differences?
How do we ensure completion and results?

The Pride Line (relationship building)
Have people consider the following questions. Depending on their comfort level, have them share their responses.
The _____that I am most proud of is_____
Thing I bought most recently
Skill I learned last year
Time I helped someone
Thing I tried for
Thing I own
Thing I do

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the difference between a group and a team.	1 2 3	1 2 3
2. I can identify the benefits of a team.	1 2 3	1 2 3
3. I can identify characteristics of a team and activities to build teams.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Educational Design & Delivery:
Knowledge of Subject Matter

Knowledge of Subject Matter

- Basis of a discipline: What we know, learn and teach

- Includes factual information, organizing principles and central concepts

- Leads to mastery, an essential element of postive youth development

"Becoming good at something useful is the bridge between our dreams and reality."

– Maurice Gibbons

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Volunteers Who Know Their Subject Matter…

- Provide quality, unbiased information to youth
- Create quality learning environments for youth
- Provide the foundation for youth to acquire mastery
- Engage youth in learning where they can experience success and increased confidence
- Make learning fun and engaging
- Provide the greatest opportunity for youth to build on past experiences and apply learning to new ones
- Retain 4-H members

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What a Volunteer Can Expect

- Ongoing training
- Continued support
- Assistance in developing a personal learning plan
- Resources to fulfill their role in working with youth
- Recognition and appreciation for their contributions working with youth

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What Youth & 4-H Can Expect

- Volunteers that know their subject matter
- Volunteers that model mastery and learning to learn skills
- Volunteers that encourage and work with youth
- Recognition of youths' growth and mastery

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5

Educational Delivery & Design:
Knowledge of Subject Matter

Thank You

Developed by
Pam Larson Nippolt, Assistant Professor
University of Minnesota Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Educational Design and Delivery
Knowledge of Subject Matter

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe how their knowledge of subject matter is critical for youth to gain mastery.
- Volunteers will identify ways they can increase their own subject matter knowledge.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Pam Larson Nippolt, Ph.D., Assistant Professor, University of Minnesota Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

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http://www.national4-hheadquarters.gov/

INTRODUCTION
Becoming good at something useful is the bridge between our dreams and reality. –Maurice Gibbons

Knowledge of subject matter is the basis of a discipline: factual information, organizing principles, and central concepts (Grossman, 1989). Mastery within a given subject area can be determined in many ways, such as through comparison of the learner to others, comparison of the learner to pre-set standards, and the learner's growth over time. Mastery, or becoming good at something, is a process that occurs over time. Mastery can occur at higher levels when we work together and learn with others. Youth and adults can both gain new knowledge by participating in the 4-H Youth Development program. (Power Point Slides 1, 2)

WHAT TO DO
Mastery is one of the four Essential Elements of 4-H Youth Development and is key to the development of self confidence. "Youth need to feel and believe they are capable, and they must experience success at solving problems and meeting challenges." (4-H 101 Lessons) Mastery, or knowledge, of subject matter sounds like a lot of hard work, but non-formal learning environments are often the key to actively engaging youth and adults in their learning so that they "own" it and are not "passive receivers" of information and knowledge.

Building life skills is a goal of 4-H Youth Development. Learning how to learn is one core life skill, among many others, that 4-H is designed to strengthen. The volunteer is one of the 4-H partners who offer his or her time, talents, and resources to young people to ensure mastery and to help them learn how to learn.

Activity 1: Mastery Discovery
Have each person identify a subject they are good at or teach as a 4-H volunteer. This could be a project they provide leadership for. Have each person complete Handout 1 according to the subject they chose. Have individuals share responses with the group. Have participants respond to the questions at the bottom of Handout 1, on how they personally have gained mastery. Record these on a flip chart.

(Power Point Slide 3) Volunteers teach and facilitate a positive learning environment for and with 4-H members. When volunteers bring a strong mastery of a particular subject matter, this strength

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References for this lesson:
- *4-H 101: The Basics of Starting 4-H Clubs* (no date) National 4-H Headquarters, USDA.
- Gibbons, M. (2002). *The Self-directed Learning Handbook: Challenging Adolescent Students to Excel.* California: Jossey-Bass.
- Grossman, P. L., Wilson, S. M., & Schulman, L. S. (1989). Teachers of substance: Subject matter knowledge from teaching. In M.C. Reynolds (Ed.) *Knowledge base for the beginning teacher* (pp.23 – 36). Elmsford, NJ: Pergamon Press.

can be used to help youth recognize how to approach subject matter accurately and to guide a young person's inquiry process. A volunteer's knowledge of subject matter can also be a resource to youth as they search for questions to investigate. Finally, volunteers have networks of social and professional connections that can be accessed by youth to further their learning. Role modeling how adults form "social capital" in order to pool knowledge and resources is an important skill that adults can help youth develop.

Participation in 4-H Youth Development programs encourages the exploration of subjects and projects that can lead youth to lifelong learning and enjoyment. We all know youth and adults who love their hobbies, talents, skills, or subjects so much that they become completely engaged in them. You can make a difference in a young person's life by encouraging him or her to develop lifelong learning practices that engage him or her fully and increase their quality of life.

(Power Point Slides 4, 5) Volunteers can expect ongoing training and support to become more knowledgeable in the subjects that interest you. In addition, 4-H project curricula include research-based guides for leaders that apply hands-on teaching experiences for youth in the specific subject matter and give directions for facilitating and processing those experiences to develop specific life skills.

Activity 2: Personal Learning Plan for Volunteers
Using Handout 2, have volunteers begin to complete a personal learning plan for a subject or skill they need to learn or improve.

Conclusion:
Learning how to learn is a life skill that can be strengthened by developing competence in a subject matter area. Volunteers can work alongside youth to develop plans to tackle projects, activities, and skills. Learning how to learn is more than picking an area of interest. Learning how to learn is being systematic in developing an understanding of a subject or skill. As youth become more skilled, a 4-H volunteer's role is not so much a teacher of subject matter, but a connector, connecting youth to the social capital in that area—the resources, people, and places that can build knowledge and the life skill of learning how to learn. (Power Point Slide 6)

TALK IT OVER
Reflect:
- Why is knowledge of subject matter important for volunteers personally and in their work with youth?
- What are important factors to consider in developing a personal learning plan?

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Apply:
- Describe ways that volunteers can model mastery of subject matter and learning to learn to youth.

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
4-H project or club leaders may want to pursue additional knowledge and skills for these specific roles. Wisconsin 4-H Community Club Central has a variety of lesson plans that can be used for this purpose: http://www.uwex.edu/ces/4h/clubs/volunteersproject.cfm and http://www.uwex.edu/ces/4h/clubs/volunteersclub.cfm

Volunteerism for the Next Generation

Handout 1
Developing Opportunities for Mastery

Area of Consideration	How is this done presently?	What are additional ways to encourage 4-H members?
Do youth get guidance in selecting activities for appropriate for their developmental level for projects or 4-H club activities?		
Do youth set individual and group goals?		
Are members allowed to practice skills until they master them?		
Do youth receive and feedback and recognition for accomplishments?		
Are learning opportunities sequential to build on past learning?		
Are members encouraged to seek out additional resources and training?		
Are members encouraged to share what they have learned?		

How do you develop your own mastery?
- Do you set goals for what you want to learn?
- Do you practice your skills until you master them?
- Do you get feedback on your skills?
- Do you seek out resources and training?
- Do you share what you have learned?

Volunteerism for the Next Generation

Handout 2

Personal Learning Plan for Volunteers

Name:	Period covered:

What do I want to learn? What problem is to be solved? What do I need to be able to do?

How will this knowledge/ability benefit the organization?
How will the learning be applied to the volunteer role?

Activities that develop the necessary knowledge and skills (include timing):

How should the learning activity be structured to recognize learning style?
(How do I learn best? When is learning most enjoyable?)

Learning resources available to me:
 - people (reap the benefits of personal networking)
 - materials (books, CBT, videos, models, anything!)
 - experiences (mine and others; past and future possibilities)

How will I know that I learned it? (Learning process successfully completed.)

Volunteerism for the Next Generation

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe why knowledge of subject matter is critical for youth to gain mastery.	1 2 3	1 2 3
2. I can model mastery for 4-H members.	1 2 3	1 2 3
3. I can put a plan together for increasing my subject matter knowledge and skills.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Educational Design & Delivery:
Understanding Differences in Learning Styles

Learning Styles

- The "educational conditions under which a student is most likely to learn"

- Are not really concerned with "what" learners learn, but rather "how" they prefer to learn

(Stewart and Felicetti, 1992)

Volunteers for the Next Generation

Visual Learners

- Rely mostly on sight.
- Prefer to use pictures, maps, graphs, charts, and other visual learning tools.
- Remember things best by seeing something written.
- Like handouts and other written mediums.

Volunteers for the Next Generation

Auditory Learners

- Learn best by listening.

- Prefer demonstrations, videos, lectures, discussions, and reading aloud.

- Remember best through hearing or saying things aloud.

- Can be observed reading out loud to themselves.

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Kinesthetic/Tactile Learners

- Learn best through touching, feeling, and experiencing that which they are trying to learn.

- Remember best by writing or physically manipulating the information.

- Prefer role plays, experiments, simulations and other hands-on activities.

- Like a variety of activities.

Volunteers for the Next Generation

Best Practices

- Use a variety of activities and experiences that involve visual, auditory, and kinesthetic experiences.

- Allow time for learners to process, reflect, and apply the learning.

- Don't label a learner by the learning style. These are preferences only.

Volunteers for the Next Generation

Educational Design and Delivery: Understanding Differences in Learning Styles

Thank You

Developed by
Sue Pleskac, Professor, Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:

Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Educational Design and Delivery
Understanding Differences in Learning Styles

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will understand the importance of teaching to different learning styles.
- Volunteers will describe three learning style preferences.
- Volunteers will describe ways to incorporate learning styles as they plan 4-H activities and events.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
- Prepare handouts.
- Prepare situations for Activity 2 by writing situations on small slips of paper and putting them in a basket or container.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION

Do you seem to understand more by reading the instruction manual or by having someone demonstrate how to use something? Do you prefer to touch, feel or experience to learn or have someone tell you information? Each of us has a preferred learning style. Learning styles are those "educational conditions under which a student is most likely to learn," according to Stewart and Felicetti (1992). Learning styles are not really concerned with "what" learners learn, but rather "how" they prefer to learn. (Power Point Slides 1, 2)

WHAT TO DO

Learners will use multiple ways to give, receive and store information, and most will have a preferred style. It is important not to categorize learners by learning style preference. Learning styles can be a point along a continuum and change with time, subject matter, and other factors. Understanding learning style preferences can help volunteers provide a variety of experiences for youth to allow them the greatest margin of success in learning new skills and concepts.

There are three major learning styles: visual, auditory, and kinesthetic/tactile.

Activity 1: What Learning Style Are You?
Distribute Handout 1 and have individuals complete the quiz. Remind them that there are many learning style assessments that are available. This is a simple quiz that can indicate preferences. This quiz could also be used with the 4-H youth they work with. What new insights did you gain? Were you surprised at the outcome? Why or why not?

(Power Point Slide 3) Visual learners are those who rely most on sight. They tend to prefer seeing things written down and often use pictures, maps, graphs, charts, and other visual learning tools. They remember things best by seeing something written and like handouts and other written mediums. Visual learners often have a good sense of direction and can often be observed doodling or drawing.

(Power Point Slide 4) Auditory learners are those who generally learn best by listening. They prefer demonstrations, videos, lectures, discussions, and reading aloud. Auditory learners remember best through hearing or saying items aloud and can be observed reading out loud to themselves.

(Power Point Slide 5) Kinesthetic or tactile learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information. Kinesthetic learners prefer role plays, experiments,

simulations and other hands-on activities. In many cases, they also like a variety of activities to engage them in the learning.

Activity 2: Applying Learning Styles
Have each volunteer draw a learning situation out of a container one at a time. Have the volunteer read their situation and share ideas for teaching strategies that would be helpful to someone who is a visual learner, auditory learner, and kinesthetic learner. Then proceed to the next volunteer and situation. [Ideas for situations: Building a bird feeder, learning about animal diseases, types of fish, how to judge a model, spinning wool, making a nutritious menu, taking a picture, working with a robot, exhibiting a llama, grooming a dog, writing a skit, leading campers, singing a song, defining electricity terms, planning a club field trip, etc.]

(Power Point Slide 5) As volunteers, planning 4-H activities and events that incorporate all three learning styles is best. This allows youth to not only maximize the potential for learning using their preferred style, but to experience the other styles as well. This builds their capacity for learning no matter what style is used.

Conclusion:
Understanding the differences in learning style preferences of others provides volunteers an additional tool to help plan successful learning experiences. Addressing individual learning style preferences and providing experiences in all styles can help strengthen the potential for each young person to learn. (Power Point Slide 6)

TALK IT OVER
Reflect:
- Describe the three learning style preferences. Why are they important to a volunteer?
- What are examples of how to develop activities and learning experiences that include the three learning styles?

 Apply:
- Describe two things that you will do differently because of your understanding of learning styles and its importance in helping youth learn.

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Check out the ideas for using learning styles in project lessons in *Using learning style preferences to teach more effective riding lessons* by Karen L. Waite, M.S., Specialist, Michigan State University Extension, and Instructor, Department of Animal Science, Michigan State University
http://web1.msue.msu.edu/4h/anisci/LearningStyles&TeachingHorsebackRiding.pdf.

Volunteerism for the Next Generation

Handout 1

Quiz: What's Your Learning Style?

1. How do you sound out a new spelling word? a) Write it down to see if looks right; b) Say it out loud to hear if it sounds right; c) Finger spell it in the air

2. When you are bored in line at the amusement park, do you… a) Look around at the surroundings b) Strike up a conversation c) Hop up and down on the railing

3. When you meet someone new, you remember: a) Their face, but not their name b) Their name, but not their face c) What you were doing when you met the person.

4. When you go to a party, do you later think about: a) The way the house looked/what people wore b) The things you heard or talked about c) The things you did/ate

5. When you are angry, do you: a) Make angry gestures, expressions b) Yell c) Stomp around or throw things

6. Which one would you do to relax: a) Read b) Listen to Music c) Play, dance, move

7. The way you prefer to learn to do something new is to: a) Read the instructions b) Have someone describe how to do it c) Just try it and see what happens

8. Which is most distracting to your study environment? a) Lights that are too bright or dark b) Unexpected noise c) An uncomfortable chair

9. What kind of camp would you choose: a) Art Camp b) Music Camp c) Sports Camp

10. When you need to remember a phone number, you: a) Visualize the numbers in your head b) Remember what it sounds like c) Let your fingers pick out the numbers without thinking

 Analysis:
   - If you got mostly "a's", you are probably a visual learner. You learn best by looking at something and remembering the picture in your brain.
   - If you got mostly "b's," you are probably an auditory learner. You learn best by hearing and talking things over.
   - If you got mostly "c's," you are probably a kinesthetic leaner. You learn best by doing things with your body, and linking concepts to movement

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I understand the importance of teaching to different learning styles.	1 2 3	1 2 3
2. I can describe the three main learning style preferences.	1 2 3	1 2 3
3. I can describe a variety of ways to incorporate learning styles into the 4-H activities and events that I work with.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?
  .

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Educational Design:
Multiple Teaching Strategies

Learners only retain about…

- 20% of what they read or hear

- 30% of what they see

- 50% of what they hear and see

- 70% of what they say

- 90% of what they do

Volunteers for the Next Generation

Dale's Cone of Experience

Least Effective

Most Effective

- ✓ Read
- ✓ Hear
- ✓ View Images
- ✓ Watch Video
- ✓ Attend Exhibit/Sites
- ✓ Watch a Demonstration
- ✓ Participate in Hands-on Workshop
- ✓ Design Collaborative Lesson
- ✓ Simulate or Model a Real Experience
- ✓ Design/Perform a Presentation – Do the Real Thing

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3

What are some teaching strategies?

- Group Discussion, Questioning
- Brainstorming
- Record Keeping
- Collage
- Demonstration
- Audio-Visual Aids
- Field Trip or Tour
- Simulations, Games
- Role-Playing
- Skits

Volunteers for the Next Generation

4-H Educational Design:
Multiple Teaching Strategies

Thank You

Developed by
René L. Mehlberg, Associate Professor
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Educational Design and Delivery
Utilization of Multiple Teaching Strategies
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe the importance of using multiple teaching strategies in their 4-H role.
- Volunteers will be able to identify and select a variety of teaching strategies.

Time:
20 – 30 minutes

Supplies Needed:
- Playing cards
- Sticky notes
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
René Mehlberg, 4-H Youth Development Educator, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
Volunteers often find themselves in the role of "teacher" and teachers need to remember that no one teaching strategy will reach all learners. Some people are visual learners, some are active learners. Think about how you most like to learn. The most effective teachers are those who encourage their students to learn through hands-on discovery and use multiple teaching strategies. (Power Point Slide 1)

WHAT TO DO
Activity 1: Cone of Experience
The presenter should prepare playing cards to divide participants into small groups of 4-5 members. This can be done by having everyone with the same suit form a group. Give each group a stack of sticky notes and ask them to brainstorm different ways to teach a specific topic, listing only one idea per note. You may need to give them a concrete example such as teaching basic leadership skills to middle school members. Then ask them to post their notes on flip chart paper, placing the teaching strategy they believe is most effective in helping members learn on the bottom of the paper and working their way up to listing the least effective method on the top of the paper. Ask a spokesperson from each group to explain why they placed the teaching strategies in the order that they did.

(Power Point Slide 2) Learners only retain about:
- 20% of what they read or hear
- 30% of what they see
- 50% of what they hear and see
- 70% of what they say
- 90% of what they do

After showing the Power Point slide, ask volunteers to re-order the effectiveness of their methods based on this information. Ask a spokesperson to share what changes they made to their list and why.

Share and discuss Handout 1, Dale's Cone of Experience. (Power Point Slide 3) What is an example of each level of the cone that is being used in the 4-H club and groups you work with?

What are teaching strategies? Teaching strategies are methods used to help learners gain new knowledge or a skill. Using a variety of teaching methods helps ensure learning happens. Discuss Handout 2. Have participants share a variety of examples for each

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Volunteerism for the Next Generation

teaching method that is presently being used or could be used with 4-H members. (Power Point Slide 4)

Activity 2: Middle School Teamwork Lesson
Have participants get back into small groups. They are to design a 30 minute lesson on teamwork for middle school youth. What types of teaching strategies would you use? Process this activity by having the groups share the types of teaching strategies they would use and why.

Conclusion:
Volunteers can provide an environment where youth are most apt to learn by using a variety of teaching strategies. This additional work will make a difference for youth and the impact you are making. (Power Point Slide 5)

TALK IT OVER
Reflect:
- Name two teaching strategies used by the instructor presenting this lesson. How could you use the same strategies as a volunteer teaching youth?
- Why is it important to use multiple teaching strategies when working with 4-H members?

Apply:
- Identify multiple teaching strategies that you will try and how you will use them in your work with youth.

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3). Use an open communication method by having volunteers get in a circle. Toss a ball around the group and ask the volunteers to share what teaching strategies they will try.

ENHANCE or SIMPLIFY
- "Getting Ready for Speeches and Demonstrations," ACTcc060, Wis. 4-H Community Club Central, http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=4751.
- "Helping 4-H'ers Learn," *New Jersey 4-H Leader Training Series*, Rutgers Cooperative Extension, http://www.rcre.rutgers.edu/pubs/pdfs/4h/e148/411-414.pdf.
- "It's All About Education," ACTcc016, Wis. 4-H Community Club Central, http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=13523.
- "Planning a Successful Field Trip," *New Jersey 4-H Leader Training Series*, Rutgers Cooperative Extension, http://www.rcre.rutgers.edu/pubs/pdfs/4h/e148/327-330.pdf

Volunteerism for the Next Generation

Handout 1

Dale's Cone of Experience

People Generally Remember:

10% of what they read

20% of what they hear

30% of what they see

50% of what they hear and see

70% of what they say and write

90% of what they do

Read

Hear

View Images

Watch Video

Attend Exhibit/Sites

Watch a Demonstration

Participate in Hands-On Workshop

Design Collaborative Lessons

Simulate or Model a Real Experience

Design/Perform a Presentation - Do the Real Thing

People Are Able To: Learning Outcomes

Define **Describe**
List **Explain**

Demonstrate
Apply
Practice

Analyze
Design
Create
Evaluate

Developed by Edgar Dale (1946)

Volunteerism for the Next Generation

Handout 2

Teaching Methods

Many different ways of teaching are available to you. Here are a few examples of ways you can help members learn. Remember, involve members in ways that will motivate them to learn. Try using a variety of teaching methods to accommodate many different learning styles.

Group Discussion, Questioning – This method helps members express their own thoughts. Use open-ended questions to encourage all members to share more information. Open-ended questions usually begin with "how," "what," "why," or "could."

Brainstorming – In this method, creative thinking is more important than practical thinking. As members present ideas, none are to be criticized. In fact, the group is encouraged to list everything, no matter how wild. Hearing other ideas can spark more creativity. Quantity is the goal. All ideas are written down and edited later. Brainstorming could be used to think of 4-H county fair themes.

Record Keeping – Besides being a good business practice, record keeping is the best way to measure progress towards group and individual goals. Members learn more about their projects through record keeping. They learn about costs, materials, and how to evaluate finished products. Record keeping doesn't have to be boring. Besides record books, members can show progress through a scrapbook or a portfolio. This is a good way to help a member keep an ongoing record of his or her 4-H career.

Collage – A collage (an artistic composition of materials on a surface) is used to convey an idea or theme to others. Materials that can be used include: magazine and newspaper pictures and texts, tissue paper, markers, poster board, etc.

Demonstration – This method is a presentation of how to do something, along with the finished product. Demonstrations can be done by the leader, but are preferably done by members. Not only does everyone learn a new skill, but the member giving the demonstration also gains communication skills and confidence in speaking in front of a group. An example of a demonstration is how to make bread. A finished product should be available because the process of actual baking would be too time-consuming. Check the Wisconsin 4-H Community Club Central web site to find an activity to help your members get ready to present an effective demonstration: http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=4751.

Audio-Visual Aids – DVD's, videos, PowerPoint presentations, and CD's are other methods to help young people learn. Be sure to preview any visual aids you plan to use. Videotaping presentations or club meetings is another way of teaching and providing feedback. The county 4-H office, libraries, and schools are good sources of visual aids.

Field Trip or Tour – This method is a great way to reinforce something already discussed. See "Planning a Successful Field Trip" information sheet at http://www.rcre.rutgers.edu/pubs/pdfs/4h/e148/327-330.pdf.

Simulations, Games – This method is great for problem-solving. Real-life dilemmas are presented through simulations or games where participants make decisions. Their choices lead to further problems and decision-making opportunities. Simulations and games could be used in planning a community service project.

Role-Playing – Members give spontaneous answers with this method. A group of participants act out a real-life situation in front of the club. They have no script but are given a situation and individual roles that they must act out. Participants create their parts as they act. The performance is discussed in relation to the situation or problem under consideration. An example of a role-play is parents and a teenager discussing curfew time.

Skits – A skit is similar to a role-play, except that the script is prepared and the presentation has been rehearsed. Participants act out an event or situation that can be real-life. Skits can be humorous or serious. An example of a skit could be a group dramatizing how to prepare a campfire.

From "Helping 4-H'ers Learn," New Jersey 4-H Leader Training Series, Rutgers Cooperative Extension

Volunteerism for the Next Generation

Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the importance of using multiple teaching strategies, especially in my role as a 4-H volunteer.	1 2 3	1 2 3
2. I know a variety of teaching strategies to use in my 4-H volunteer role.	1 2 3	1 2 3
3. I feel confident in my ability to use multiple teaching strategies in my role as a 4-H volunteer.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Educational Design & Delivery:
Use of Age-Appropriate Activities

1

What Are Age-Appropriate Activities?

- Activities that match the developmental stages of a young person
  - Physical
  - Intellectual or Cognitive
  - Social
  - Emotional

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Why Is This Important?

- Engaging youth in learning where they can experience success

- Making learning fun and engaging

- Providing the greatest opportunity for youth to build on past experiences and apply to new ones

- Retaining 4-H members

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Developmental Stages

- Early Childhood: Ages 5-8, Grades K-2

- Middle Childhood: Ages 9-12, Grades 3-6

- Young Teens: Ages 12-14, Grades 7-9

- Teens: Ages 15-18, Grades 9-12

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4

Early Childhood

- Provide short, fast-paced activities of 5 to 15 minutes led by adult or teen volunteers.

- Select activities that promote small groups working together and sharing (an adult supervising every 3-4 youth).

- Focus on hands-on learning, not the finished product.

- Provide activities that encourage physical activity: running, painting, games, etc.

- Conduct activities that use the five senses. Offer time for members to play together and develop friendships.

- Facilitate cooperation, not competition.

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Middle Childhood

- Provide a variety of activities that match each youth's skills, interests, and abilities.

- Work with youth in pairs or small groups to enhance project learning experiences.

- Conduct active, fast-paced meetings, activities, and project work with simple directions.

- Reassure youth, praise progress not just completion, and celebrate successes.

- Engage older youth to provide assistance with the activities.

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6

Young Teens

- Encourage active, fun learning experiences that include social time.
- Provide opportunities for youth to demonstrate their individual special skills and talents.
- Allow young teens to plan activities and help direct group work.
- Plan activities that include problem-solving. Help youth find solutions on their own by providing supervision without interference.
- Praise progress and completion towards personal goals.

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Teens

- Encourage activities that engage youth in civic opportunities and service learning, addressing real-life problem-solving situations.

- Plan activities that allow youth to help younger and/or less experienced members.

- Provide resources that allow teens to select, plan, conduct, and evaluate an activity or experience.

- Provide experiences and activity choices that challenge the skills and abilities of youth.

- Provide activities and educational experiences in mixed groups.

Volunteers for the Next Generation

These guidelines will ensure the greatest learning by youth.
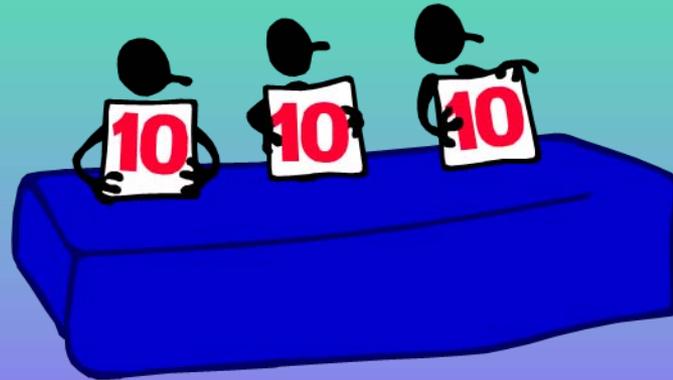
Educational Delivery & Design:
Use of Age-Appropriate Activities

Thank You

Developed by
Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Educational Design and Delivery
Use of Age-Appropriate Activities
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will be able to describe why selecting age/grade-appropriate activities for youth is important for positive youth development.
- Volunteers will be able to identify and select age/grade-appropriate activities for youth.

Time:
20 – 30 minutes

Supplies Needed:
- A variety of hard candies
- Sticky notes
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare the Match Game. Prepare handouts, including the *Ages and Stages of Youth Development* handout located here: http://extension.missouri.edu/FNEP/LG782.pdf, and Handout 1.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
Having a good understanding of the ages and stages of how youth develop allows volunteers to select appropriate 4-H projects, activities, and events that match youths' abilities. These developmental stages include physical, intellectual or cognitive, social, and emotional growth. (Power Point Slides 1, 2)

WHAT TO DO
(Power Point Slide 3) Youth learn by doing. This is the foundation for experiential learning. Selecting appropriate activities and experiences for youth is critical to their success in the learning process. It keeps youth engaged and provides the foundation to reflect and apply what they have experienced, leading to additional learning.

It is important to recognize that these are guidelines. Each youth grows physically, socially, emotionally, and intellectually at their own pace. It is important for a volunteer to observe youth while engaging in hands-on activities and adjust the activity to match the individual's stage of development.

Selecting age-appropriate activities is about:
- Matching activities with where a youth is developmentally
- Engaging youth in learning where they can experience success
- Making learning fun so youth have a better chance of building on past educational experiences and applying what they have learned
- Retaining 4-H members

Activity 1: Know Your Audience
Pass around a bag of hard candies, asking each volunteer to take the flavor of their choice. Form groups of four or five per group, with each group representing one flavor of candy. For example, volunteers selecting the peppermint candies form one group, and those selecting the cinnamon candies form another. The number of different flavors in the bag is determined in advance, depending on the number of groups desired. Add or subtract candies from the bag as needed to ensure that groups will be the same size.

Introduce the activity by saying that now it's time for us to think about who our audience really is, since members come in different ages, sizes, shapes, and genders, and with different levels of experience. Should we treat them all the same? Should the same activity be used for each age/grade group or gender?

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Assign each group a particular age/grade and gender of youth to "draw," depicting that youth's typical physical, emotional, social, and intellectual characteristics. Possible subjects to draw include a 2nd grade girl, a 5th grade boy, an 8th grade girl, and an 11th grade boy. Have each group tape its drawing to the wall and report on the characteristics they've illustrated. Process this activity by asking: What are the similarities that were observed? What are the differences? What similarities and differences do participants observe among the members in their club or group? What are considerations needed in planning activities and events that meet the needs of individuals and the group?

Review the handouts "Ages and Stages of 4-H Youth Development" and "Tips for Selection of Age-Appropriate Activities," Handout 1. (Power Point Slides 4-8)

Activity 2: The Match Game
Write the following activities on sticky notes, fold them so they don't stick together, and place them in a basket. Write the four developmental stages (see Power Point Slide 4) on four separate pieces of flip chart paper and post them on a wall. Round robin style, have each volunteer select a sticky note from the basket, read it, and match it with the age/grade of the youth best suited to do it by sticking it to the paper. Complete the round robin selection until all activities have been placed on the flip chart paper. Each volunteer should provide reasons for his/her match.

Match Game Activities:
Building a bluebird house
Caring for a rabbit
Painting park benches at the fairgrounds
Leading a community group service project
Refinishing a wooden stool
Creating a wall mosaic
Designing and assembling a quilt
Leading a song

Fishing
Sewing a shirt
Hosting a Japanese student
Growing pumpkins
Cleaning a nature trail
Riding a horse
Planting test plots for seed corn
Taking a digital photograph
Juggling
Giving a book report to a group
Organizing a book club

Building a campfire
Teaching a game at a meeting
Building a simple electrical switch
Rock-climbing
Identifying breeds of cattle
Training a dog
Creating a rain garden
Demonstrating how to make cheese
Teaching fire safety
Knitting a sock
Shooting a bow for archery

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Have participants share:
1. What matches were easy to make?
2. What did you consider when selecting an activity for an age/grade?
3. Give an example of an activity that you could alter to make it appropriate for a certain age/grade. Describe the changes that could be made.
4. Why is it important to select age/grade-appropriate activities for youth?

Conclusion:
Selecting appropriate activities and experiences for youth is critical to their success in the learning process. It keeps youth engaged and provides the foundation to reflect and apply what they have experienced, leading to additional learning. (Power Point Slides 9, 10)

TALK IT OVER
Reflect:
- What are age-appropriate activities for youth?
- Why is it critical for volunteers to understand and use age-appropriate activities?

Apply:
- What tips can you share on selecting age-appropriate activities for 4-H members in projects and activities? How can youth be involved with this?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Create questions and challenge volunteers to find the answers in the "Ages and Stages of 4-H Youth Development" handout. For example, "At which stage should we avoid competitions between boys and girls?"

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Handout 1

Tips for Selection of Age-Appropriate Activities

Early Childhood Ages 5-8 / Grades K-2 (Cloverbuds)	• Provide short, fast-paced activities of 5 to 15 minutes led by adult or teen volunteers. • Select activities that promote small groups to work together and share with an adult supervising every 3-4 youth. • Focus on the hands-on learning, not the finished product. • Provide activities that encourage physical activity: running, painting, games, etc. • Conduct activities that use the five senses. • Offer time for members to play together and develop friendships. • Facilitate cooperation, not competition.
Middle Childhood Ages 9-12 / Grades 3-6	• Provide a variety of activities so as to better match youth's skills, interests and abilities. • Work with youth in pairs or small groups to enhance project learning experiences. • Conduct active, fast-paced meetings, activities and project work with simple directions. • Reassure youth, praise progress not just completion, and celebrate successes. • Engage older youth to provide assistance with the activities.
Young Teens Ages 12-14 / Grades 7-9	• Encourage active, fun learning experiences that include social time. • Provide opportunities for youth to demonstrate their individual special skills and talents. • Allow young teens to plan activities and help direct group work. • Plan activities that include problem solving. • Help youth find solutions on their own by providing supervision without interference. • Praise progress and completion towards personal goals.
Teens Ages 15-18 / Grades 9-12	• Encourage activities that engage youth in civic opportunities and service learning, addressing real-life problem-solving situations. • Plan activities that allow youth to help younger and/or less experienced members. • Provide resources that allow teens to select, plan, conduct, and evaluate an activity or experience. • Provide experiences and activity choices that challenge the skills and abilities of youth. • Provide activities and educational experiences in mixed groups.

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe why selecting age/grade-appropriate activities for youth is important for positive youth development.	1 2 3	1 2 3
2. I am able to identify age/grade appropriate activities for youth.	1 2 3	1 2 3
3. I can assist others in selecting age/grade appropriate activities for youth.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Educational Design and Delivery:

Overview

Educational Design and Delivery Competencies

- Use of Age-Appropriate Activities
- Utilization of Multiple Teaching Strategies
- Understanding of Differences in Learning Styles
- Knowledge of Subject Matter
- Team Building Skills
- Application of Experiential Learning
- Program Evaluation Methods

Use of Age-Appropriate Activities

- Understanding and selecting teaching tools and activities that match the growth and development of the individual learners.

- Being able to select developmentally appropriate activities and teaching tools, volunteers will be more successful in providing an environment where youth will find success and learn.

Utilization of Multiple Teaching Strategies

- Selecting and using a variety of teaching methods to meet the different learning styles of youth that provides the most positive environment for learning.

- The most effective teachers are those who encourage their students to learn through hands-on discovery and use multiple teaching strategies.

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Understanding of Differences in Learning Styles

- Understanding the differences in the way people learn and process information.

- Volunteers in teaching roles are better equipped to select teaching methods that will provide the greatest opportunities for youth to learn when they understand their different learning styles.

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Knowledge of Subject Matter

- Involves the knowledge in a specific subject matter area, 4-H project or activity.

- Volunteers provide expertise in a subject matter area that is essential to their specific volunteer role. It is this area that they teach and share for others to learn.

Team Building Skills

- Working together to reach goals is the foundation for team building.

- Its focus is to build on the assets of each team member to bring out positive communication, leadership skills, and the ability for the group to solve problems.

- Teaching youth team building skills provides them with an essential component of leadership development.

Application of Experiential Learning

- The method of learning through reflection after doing and applying what was learned to a new situation. In 4-H, this is commonly called learning by doing.

- This learner-centered educational method is the primary teaching learning strategy used in 4-H youth development programs.

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Program Evaluation Methods

- Understanding why and how to measure and communicate the difference a program, activity or event had on the participants.

- Volunteers need to be able to measure and communicate the difference they are making in the lives of youth and in the community.

Volunteers for the Next Generation

Educational Design and Delivery: Overview

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Educational Design and Delivery
Overview of Educational Design & Delivery

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the competencies or skills needed for educational design and delivery in their 4-H role.
- Volunteers will be able to explain the role and benefits of educational design and delivery skills in their 4-H role.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

Volunteers are critical partners in delivering 4-H youth development programs. Volunteers need to demonstrate the ability to plan, implement, and evaluate research-based learning opportunities that effectively promote positive personal development. Acquiring the skills and knowledge needed for educational design and delivery in your 4-H role will allow you to competently provide service and contributions to the 4-H organization. (Power Point Slide 1)

WHAT TO DO

Activity 1: Observe It!
Distribute Handout 1. Explain that as participants experience any of the seven competencies of educational design and delivery during this workshop, they should record their observations on the handout.

Educational design and delivery skills is one of six domains identified by research as necessary for 4-H volunteers to understand and utilize. The research identified seven competencies or skills of educational design and delivery that we are going to review. Using Handout 2 and the Power Point presentation, we will define each competency and explore its importance to you as volunteers. (Power Point Slides 2-9)
- Use of Age-Appropriate Activities
- Utilization of Multiple Teaching Strategies
- Understanding of Differences in Learning Styles
- Knowledge of Subject Matter
- Team Building Skills
- Application of Experiential Learning
- Program Evaluation Methods

Activity 2: How Does It Fit?
Ask participants to break into groups of three or four people. Give each group a piece of flip chart paper and markers. Ask each group to identify three of the educational design and delivery skills they would like to implement more in their 4-H club or program. Have them answer these two questions about each skill:
- What do I need to know about this competency to do it well?
- What will it mean for my club/program if I implement this competency well?

After they've created their lists, have each group combine with one other group and share with each other. Ask each group to turn in a summary of their discussion and the answers to the two questions for their chosen competencies.

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Conclusion:
Having effective educational design and delivery skills provides volunteers with confidence in their 4-H roles. Engaging youth and others in the educational design and delivery skills that are needed to provide positive youth development programming strengthens the quality and impact of each activity and event. (Power Point Slide 10)

TALK IT OVER
Reflect:
- Did you think about anything differently when you shared with the other group? Please explain.
- Taking another look at Handout 1, did you observe or experience any of the educational design and delivery skills during this workshop? Which ones?
- What can effective educational design and delivery skills do for your 4-H club or program?

Apply:
- List educational design and delivery competencies you'd like to learn more about.
- Who are others in your 4-H club or group who would benefit from learning about these topics, and will you encourage them to participate in future workshops?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
Record the answers to the *Talk It Over* session on flip chart paper. Have the participants prioritize the list. Use the list for planning future volunteer workshops.

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Handout 1

Observe It!

As you participate in the workshop, when you experience any of the educational design and delivery competencies, briefly record the observation in the space below. At the end of the workshop, you will have the opportunity to share your observations.

Competency	Observation
Use of Age-Appropriate Activities	
Utilization of Multiple Teaching Strategies	
Understanding of Differences in Learning Styles	
Knowledge of Subject Matter	
Team Building Skills	
Application of Experiential Learning	
Program Evaluation Methods	

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Handout 2

Competencies of Educational Design and Delivery

It's important that volunteers demonstrate the ability to plan, implement, and evaluate research-based learning opportunities that effectively promote positive personal development. Each competency in the Educational Design and Delivery domain listed below includes a definition and the importance to volunteers.

Use of Age-Appropriate Activities
Definition: Understanding and selecting teaching tools and activities that match the growth and development of the individual learners.

Importance to volunteer: Being able to select developmentally appropriate activities and teaching tools, volunteers will be more successful in providing an environment where youth will find success and learn.

Utilization of Multiple Teaching Strategies
Definition: Selecting and using a variety of teaching methods to meet the different learning styles of youth that provides the most positive environment for learning.

Importance to volunteer: The most effective teachers are those who encourage their students to learn through hands-on discovery and use multiple teaching strategies.

Understanding of Differences in Learning Styles
Definition: Understanding the differences in the way people learn and process information.

Importance to volunteer: Volunteers in teaching roles are better equipped to select teaching methods that will provide the greatest opportunities for youth to learn when they understand their different learning styles.

Knowledge of Subject Matter
Definition: Involves the knowledge in a specific subject matter area, 4-H project or activity.

Importance to volunteer: Volunteers provide expertise in a subject matter area that is essential to their specific volunteer role. It is this area that they teach and share for others to learn.

Team Building Skills
Definition: Working together to reach goals is the foundation for team building. Its focus is to build on the assets of each team member to bring out positive communication, leadership skills, and the ability for the group to solve problems.

Importance to volunteer: Team building is a critical skill for volunteers, not only as they work with other volunteers but also with youth. Teaching youth team building skills provides them with an essential component of leadership development.

Application of Experiential Learning
Definition: The method of learning through reflection after doing and applying what was learned to a new situation. In 4-H, this is commonly called, learning by doing.

Importance to volunteer: This learner-centered educational method is the primary teaching learning strategy used in 4-H youth development programs. Volunteers create an environment where youth will experience or be active with something, reflect on what happened and why, and then apply what was learned to a new situation. Volunteers guide learners through the process

Program Evaluation Methods
Definition: Understanding why and how to measure and communicate the difference a program, activity or event had on the participants.

Importance to volunteer: Volunteers need to be able to measure and communicate the difference they are making in the lives of youth and in the community.

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can identify the competencies or skills needed for educational design and delivery in my 4-H role.	1	2	3	1	2	3
2. I can explain the role and importance of educational design and delivery skills in my 4-H role.	1	2	3	1	2	3
3. I can explain the benefits of educational design and delivery skills in my 4-H role.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)
Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Computer Skills

Gaining Access to a Computer

- Use personal computer
- Use another person or group's computer
  - Libraries
  - Local Extension Offices
  - Community centers
  - Public schools
  - Churches

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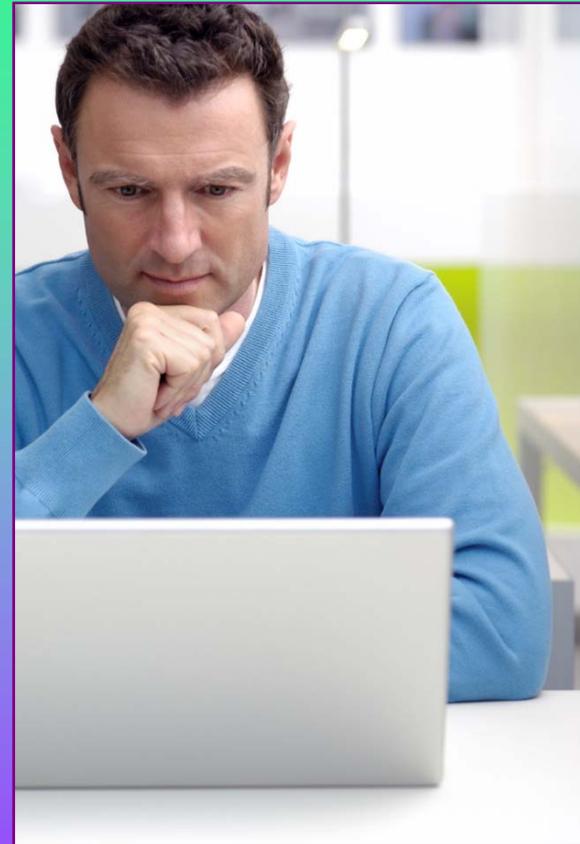
Computer Programs

- Software: purchased for a specific computer

- Freeware: no cost and frequently downloadable

- Shareware: trial or fee-based program

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3

Identifying Program Management Tasks

- Identify what is to be accomplished.

- Determine the type of software used to complete the task.

    - Web browser
    - E-mail
    - Word processing
    - Desktop publishing
    - Paint/Photo or graphics

    - Instant messaging/
          video chat
    - Database
    - Video editing
    - Presentation programs

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4

Obtaining Support for Software

- Software guide included with software package

- Online support on manufacturer's Web site →

- Utilizing 4-H youth
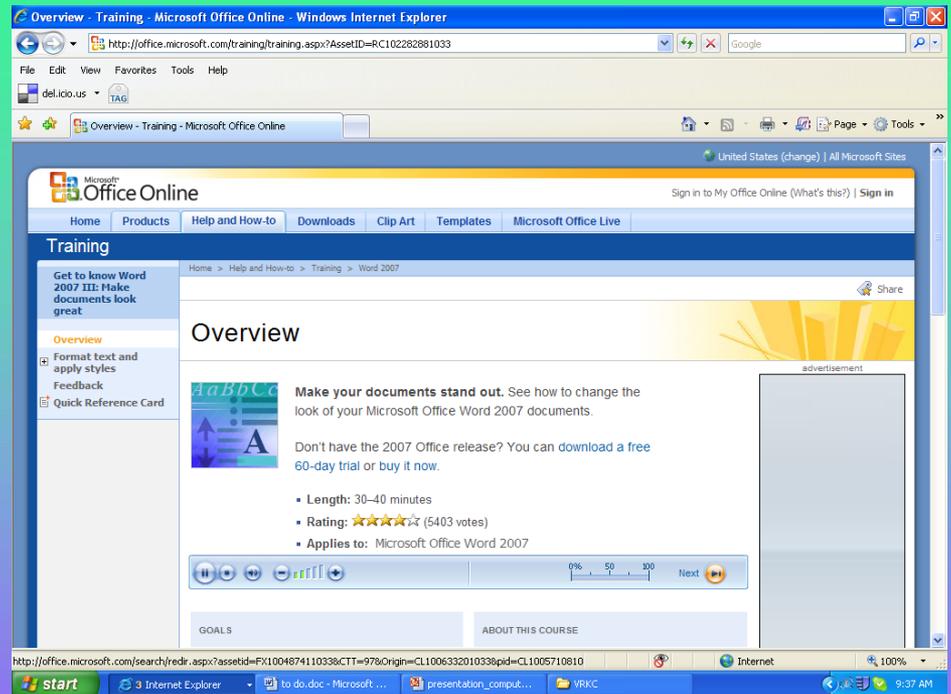
Computer Ethics

- Legally purchase software
- Get permission to use software/files when borrowing a computer
- Do not use copyrighted material
- Model ethical behavior related to computer use
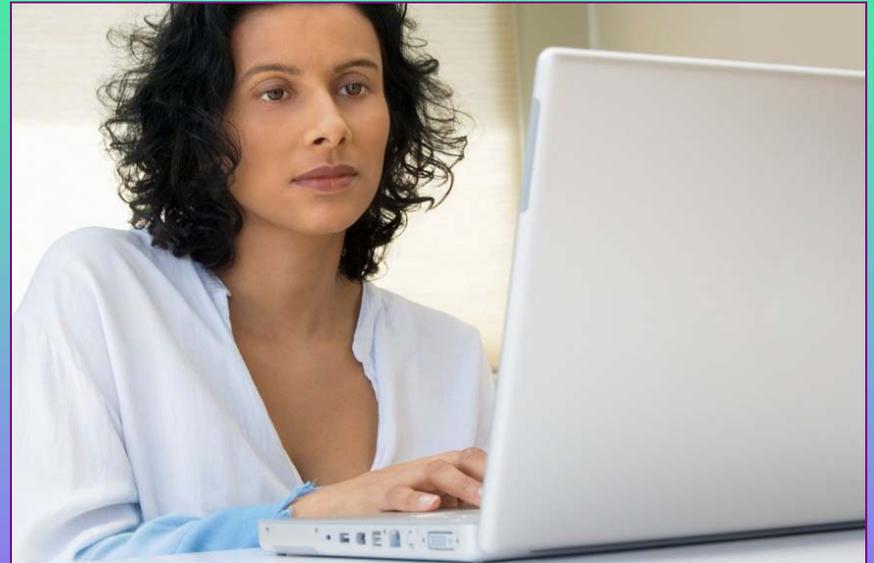
4-H Program Management:
Computer Skills

Thank You

Developed by
Tracy L. Pracheil, Extension Educator
University of Nebraska-Lincoln, Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Computer Skills

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will locate a computer to use for 4-H program management tasks.
- Volunteers will understand the differences between software, freeware, and shareware.
- Volunteers will identify software choices to accomplish different program management tasks.
- Volunteers will list two ethical considerations when using a computer.

Time:
20 – 30 minutes

Supplies Needed:
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Pencils, sticky notes
- Handouts and Evaluations

Do Ahead:
Prepare flip chart pages posted around the room with headings

Author:
Tracy L. Pracheil, Extension Educator, University of Nebraska-Lincoln, Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION
Using computers to complete 4-H program management duties can save you time, money, and energy. 4-H volunteers who know how to use a computer and its software programs can locate online educational resources and ideas for club meetings, communicate with 4-H parents and youth in between meetings, create a member database with contact and project information, design a club newsletter, and much more! When it comes to using computers, we all have different levels of comfort and skills. Please keep that in mind as we go through this presentation. This lesson starts with the very basics. (Power Point Slides 1, 2)

WHAT TO DO
The first thing you'll need to do is gain access to a computer. Computers may be accessed in a variety of locations. Many people own a personal computer or are able to use a computer that belongs to a family member or friend. Computer labs are commonly found in libraries and are typically available for use by the public. Local Extension Offices, community centers, public schools, or churches may also own computers and allow others to use them when requested.

(Power Point Slide 3) There are many computer programs available to assist volunteers with 4-H program management tasks. The computer itself and all of its parts is commonly referred to as *hardware*. There are three major types of computer programs that allow you to complete tasks on a computer: software, freeware, and shareware.

Software is purchased for a specific computer model. For example, if your computer is a Macintosh, you will need to use software that's compatible with Macintoshes. If there is software you know you will frequently use and it didn't come with your computer, you may decide to purchase it. *Shareware* is a trial or fee-based computer program that may or may not contain all the available functions included with a software package. *Freeware* is available at no cost and is frequently downloadable from the Internet. Open Source Software is an example of freeware. While shareware and freeware are certainly viable options for inexpensively obtaining computer programs, the use of software is more common and will be frequently referred to throughout this presentation.

When sharing files electronically with others, it is important to consider the end-user and the computer programs they will be able to access on their computer. Typically, the person receiving the file

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must have the same computer program on his/her machine that was used to create the file. If the same computer program is not on both computers, the receiver may not be able to edit or even open the file.

(Power Point Slide 4) There are many software programs that can assist us with managing our 4-H work. Before we can decide which software to use, we must determine what we want to accomplish.

Activity 1: Stick-it-to-the-Software
The presenter should write each type of software on a separate piece of flip chart paper and post them around the room. The different types are listed in the middle column of Handout 1 (web browser, instant messaging, etc.). Give all participants a pencil and a small stack of sticky notes. Ask them to write down a few 4-H tasks they foresee completing with the use of a computer, with one task on each sticky note. After a few minutes of writing, announce each software type and ask participants to place their sticky note on the paper if their duty can be addressed using that software. Distribute Handout 1 to use as a guide.

After completing the activity, have participants respond to the following questions. What tasks fit easily into a software type? What tasks could use multiple software applications? What program management tasks did not seem to connect to a software selection? Why?

After determining the type of software needed to complete the task, see if the computer you're using has the appropriate programs installed on it. If it does not, discuss your needs with the owner of the computer or visit a local computer store to learn about possible software purchase options. Another option is to locate shareware or freeware to assist you with completing the task.

(Power Point Slide 5) If you find you need additional support while completing your task, refer to the software guide included with the software package. Online support may also be available; training modules and keyword search engines are frequently included on the manufacturer's Web site.

Many 4-H youth are also very skilled at utilizing computer software programs. Engaging a 4-H member in a youth-adult partnership focused on a computer-based project provides both individuals an opportunity to refine and enhance skills in technology and communication.

(Power Point Slide 6) It is important to remember that it is illegal to use software that has not been legally purchased. The basic rule concerning software is one purchase for one computer. When using a computer that belongs to someone other than you, remember to only access the software and files you have permission to use. Computers may contain private information, and it is wrong to open files and use programs that belong to others.

Also, extra attention must be given to utilizing copyrighted materials that are downloaded from the Internet. Because a resource or graphic is available online does not mean that it is free for anyone to use. Locating resources that are considered to be within the public domain is important. Be sure to read information on the website to determine if the image is protected.

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Conclusion:
As a volunteer and as an individual who works closely with Extension staff from your state's land-grant university, it is important to model ethical behavior related to computer use to uphold the positive reputation of the 4-H Youth Development Program. If an action or behavior using the computer is questionable, simply refrain from doing it.

TALK IT OVER
Reflect:
- What benefits might 4-H youth gain when volunteers are using computer skills in their volunteer work?

Apply:
- What 4-H tasks will you consider using a computer for that you didn't before?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE
- Invite a resource person knowledgeable in computer applications to speak to the 4-H club about effective and ethical use of computers.
- Have the entire 4-H club experience a training workshop on using specific software programs.
- As a volunteer, enroll and complete a computer skills course.

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Handout 1

Identifying 4-H Program Management Tasks

There are many computer software programs that can assist a volunteer with managing a 4-H club or program. The first step to identifying which software to use is to determine what you want to accomplish. The following are some common uses for the types of computer software programs listed below:

4-H Program Management Tasks	Suggested Type of Software Used to Complete Task	Common Software Programs
Explore the World Wide Web Obtain educational resources and 4-H project ideas	Web browser	• Internet Explorer • Mozilla • Firefox • Safari
Share synchronous, or real-time, communication with text-based or verbal messages	Instant messaging/video chat	• MSN Messenger • Skype
Communicate with 4-H contacts in your club, community, county, state, country, or even world	E-mail or social networking sites	• Microsoft Outlook, Eudora • Facebook • Web-based e-mail or social networking services
Create an online presence with a website or blog	Web design	• Dreamweaver • Macromedia • Microsoft Expression • Web-based blog services
Create letters, reports, meeting minutes, labels, name badges, and more	Word processing	• Microsoft Word • Corel WordPerfect
Keep a list of your 4-H contacts and their addresses, phone numbers, birthdays, and project lists Keep financial records	Database	• Microsoft Excel • Microsoft Access
Design newsletters, postcards, posters, bookmarks, or other materials that use both text and graphics	Desktop publishing	• Microsoft Publisher
Create or edit pictures and other graphics	Paint/Photo or graphics	• Paint • iPhoto • Photoshop
Create or edit digital video	Video editing	• Windows Movie Maker • iMovie
Make electronic presentations	Presentation programs	• Microsoft PowerPoint

After determining the type of software needed to complete the task, see if the computer you're using has the appropriate program(s) installed on it. If it does not, discuss your needs with the owner of the computer or visit a local computer store to learn about possible software purchase options. Another option is to locate shareware or freeware to assist you with completing the task.

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Handout 2: Evaluation

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can locate a computer to use for 4-H program management tasks.	1 2 3	1 2 3
2. I know the difference between software, freeware, and shareware.	1 2 3	1 2 3
3. I can identify software choices to accomplish different 4-H program management tasks.	1 2 3	1 2 3
4. I can list two ethical considerations when using a computer.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Financial Management

4-H Money = Public Money

- A 4-H Charter is the only document that officially recognizes a 4-H Club or Affiliated 4-H Organization and authorizes its use of the 4-H Name and Emblem for the conduct of 4-H Youth Development programs.

- All money received by a 4-H club is public money since 4-H is a public organization.

- Federal regulations governing the continued use of the 4-H name and emblem require annual financial reporting and accountability.

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4-H Money = Public Money

- Funds raised in the name of 4-H must be publicly accountable and must be used for 4-H purposes.

- All moneys received from 4-H fund raising programs, except those necessary to pay reasonable expenses, must be expended to further the 4-H educational program.

- The 4-H treasurer is responsible to all members, leaders, 4-H Youth Development Staff, and the public.

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3

Financial Accountability

- Manage 4-H money appropriately
- Follow state and federal laws and guidelines
- Have a dissolution clause in bylaws
- Use best practices in clubs
  - Budgets, receipts, approval on payments and fund raisers
  - Youth treasurers
  - Use of 4-H name and emblem

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4-H Program Management:
Financial Management

Thank You

Developed by
Sue Pleskac, Professor,
Volunteer Leadership Specialist
René Mehlberg, Associate Professor
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Financial Management

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe what it means that 4-H money is public money.
- Volunteers will identify best practices in handling 4-H money.
- Volunteers will describe best practices for fund raising for 4-H programs.
- Volunteers will describe the benefits of a youth treasurer and strategies to support them.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Authors:
Sue Pleskac, Professor, Volunteer Leadership Specialist; René Mehlberg, 4-H Youth Development Educator, Associate Professor, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
With positive youth development, education, and citizenship development as the cornerstones of 4-H programs, the events and activities that support these efforts require fiscal resources. Beyond the support provided by the 4-H program, local 4-H clubs and groups conduct fund raisers and seek donations to assist them in carrying out quality 4-H programs. (Power Point Slide 1)

WHAT TO DO
The money clubs receive from dues, bake sales, and other fund raising events is owned by the club, not by any one member or volunteer leader of the club. Because 4-H is a public organization, it is not "owned" by individuals the way a company is owned. Instead, 4-H is owned by the public. Therefore, the treasurer of a 4-H club is responsible not only to the other officers, but also to the other members, the volunteer leaders, and the public. In short, 4-H Money = Public Money.

(Power Point Slides 2, 3) What does this mean?
- A 4-H Charter is the only document that officially recognizes a 4-H Club or Affiliated 4-H Organization and authorizes its use of the 4-H Name and Emblem for the conduct of 4-H Youth Development programs.
- All money received by a 4-H club is public money since 4-H is a public organization.
- Federal regulations governing the continued use of the 4-H name and emblem require annual financial reporting and accountability.
- Funds raised in the name of 4-H must be publicly accountable and must be used for 4-H purposes.
- All moneys received from 4-H fund raising programs, except those necessary to pay reasonable expenses, must be expended to further the 4-H educational program.
- The 4-H treasurer is responsible to all members, leaders, 4-H Youth Development Staff, and the public.

Handling 4-H money safely and still meeting the educational goals of 4-H is important.

Activity 1: Handling 4-H Money
Divide participants into groups of 3 or 4. Have each group brainstorm suggestions for best practices in handling 4-H money so that safety, legal, and educational goals of 4-H are met. Have each group record their ideas on flip chart paper and then share with the entire group.

Volunteerism for the Next Generation

Distribute Handout 1. Use this to review best practices in money handling for 4-H clubs and groups.

Activity 2: Challenges and Rewards of Youth Treasurers
Think about how money is handled in the 4-H club or group you work with. Is there a youth treasurer? Using a round robin process, have the groups respond to the following questions one at a time and record responses on flipchart paper.
1. Why should 4-H members be serving as 4-H club treasurers?
2. What are the benefits to having a youth treasurer?
3. How does having a youth treasurer support the mission of 4-H?
4. What are challenges and strategies to supporting youth treasurers?

The list should include:
- Opportunity to learn and use leadership skills.
- Handling money is an important life skill for youth to learn.
- Record keeping is needed by everyone throughout life.
- Other members can gain money handling insights through the work of the treasurer.
- 4-H philosophy is to empower youth to assume responsibility for their group.
- Club membership is in control of the money they raise. Working with a fellow 4-H member in the managing of that money is an act of citizenship, community, and trust.

Conclusion:
4-H money is public money. Following proper money handling practices keeps 4-H volunteers and staff safe and in compliance with state and federal laws and the 4-H mission. (Power Point Slides 4, 5)

TALK IT OVER
Reflect:
- Why are safe money handling practices important for 4-H volunteers?
- Describe guidelines for handling 4-H money and fund raising.
- Why is having a youth treasurer a best practice for 4-H programs?
Apply:
- What changes will you make with the 4-H club or group that you work with in your 4-H role?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Additional lesson plans on handling 4-H money, fund raising, and working with the 4-H Treasurer are available through University of Wisconsin-Extension 4-H Community Club Central.
http://www.uwex.edu/ces/4h/clubs/

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Handout 1

4-H Financial Accountability

4-H Money = Public Funds
- A 4-H Charter is the only document that officially recognizes a 4-H Club or Affiliated 4-H Organization and authorizes its use of the 4-H Name and Emblem for the conduct of 4-H Youth Development programs.
- All money received by a 4-Hclub is public money since 4-H is a public organization.
- Federal regulations governing the continued use of the 4-H name and emblem require annual financial reporting and accountability.
- Funds raised in the name of 4-H must be publicly accountable and be used for 4-H purposes.
- All moneys received from 4-H fund raising programs, except those necessary to pay reasonable expenses, must be expended to further the 4-Heducational program.
- The 4-H treasurer is responsible to all members, volunteer leaders, 4-H Youth Development Staff, and the public.

Managing 4-H Money
- 4-H funds must be deposited in a public financial institution in an account bearing the 4-H name.
- An Employer Identification Number (EIN) is needed to open a checking or savings account.
- **Do not** use a personal social security number in establishing a 4-H checking or savings account. To apply for an EIN from the Internal Revue Service check with 4-H Youth Development Staff
- Checks should require 2 signatures: the club treasurer and an adult leader. Avoid having a parent child as both signatories.

State Tax Facts
- 4-H clubs are eligible to receive and use a sales tax exempt number. Contact the 4-H Youth Development Staff member for more information as each state has differences.
- When a tax exempt number is used, you do not pay sales tax on purchases.
- Clubs do not charge sales tax on fund raisers as long as they meet state sales tax requirements.

Dissolution Clause
- All 4-H entities need to include a dissolution clause in their bylaws or guidelines. An example is:
  - "Upon dissolution of the 4-H club, any assets must be turned over to a recognized 4-H club or group, with the approval of the 4-H Leaders Association and the county 4-H Youth Development Staff."

Best Practices
- The treasurer position in a 4-H club is a youth position. Use good money handling practices:
  - Writing a receipt for all monies received. The receipt should include the amount, source of the funds (such as a car wash or plat book sale), the date, and the name of the person making the payment. Receipts are backup records for bank deposits made. Receipts should become a permanent part of the club files.
  - Depositing all monies into the bank account promptly.
- Members need to approve payments.
- A payment approval form should be used and the receipt from the purchase should be attached.
- Financial records should be kept up to date and reported at each club meeting.
- 4-HClub Annual Financial Report **must** be submitted on time each year to the local Extension Office to continue to use the 4-H Name and Emblem.

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Fund Raising Guidelines

- Money raised in the name of 4-H must be used for 4-H purposes.
- Fund raising should only be conducted to meet a club goal. There must be a definite plan to account for funds raised prior to authorization.
- Generally, money raised during the year should be spent that same year.
- Discuss fund raising plans with 4-H Youth Development Staff.
- Check with 4-H Youth Development Staff before putting the 4-H name or emblem on any item you intend to sell for profit.
- In connection with 4-H fundraising purposes, the following disclaimer must be used on products or services offered for sale: "A portion of the sales price of this product or service will be used to promote 4-H educational programs. No endorsement of the product or service by 4-H is implied or intended."
- 4-H clubs that plan to conduct raffles or bingo must comply with state regulations and obtain any licenses that are required by the state.

Discuss Money with Your 4-H Club

- Members should vote on how all money should be spent and approve bills that fall outside the club budget.
- Members should decide if fund raising is needed to have funds for their planned activities.
- Members should approve a budget.

Resources to Help

- National 4-H Headquarters Policies and Regulations http://www.national4-Hheadquarters.gov/library/4-H_polregs.htm
- Tools and information to help clubs answer financial questions http://www.uwex.edu/ces/4-H/clubs/money.cfm
- 4-H Club Teaching Materials http://www.uwex.edu/ces/4-H/volunteers.cfm
- 4-H Youth Development Staff

Developed by René L. Mehlberg, Winnebago County 4-H Youth Development Educator, University of Wisconsin-Extension

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Handout 2
Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe what it means that 4-H money is public money.	1 2 3	1 2 3
2. I can describe best practices in handling 4-H money and fund raising for 4-H programs.	1 2 3	1 2 3
3. I can describe the benefits of a youth treasurer for 4-H clubs and strategies to support them.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?
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Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Record Keeping

What is Record Keeping?

- A way to document goals, progress, communication, decisions, accomplishments, and learning

- A method of communicating

- A critical life skill

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What Records Does a Volunteer Keep?

- ✓ Member and volunteer names and contact information
- ✓ Financial accounting of 4-H monies
- ✓ Minutes and agendas for meetings
- ✓ Awards and recognition lists
- ✓ History of the club or group
- ✓ Procedures, contacts, and results for specific activities and programs
- ✓ Hours volunteered
- ✓ Resources donated
- ✓ Others?

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Making Record Keeping Easy

- Start today.
- Find an organizational pattern that works for you.
- Use templates and forms.
- Set a regular time to update records.
- Work with Extension staff to identify a timeline when records, reports or forms are due.
  - Enrollment forms
  - Event registration forms
  - Fair or exhibit entry forms
  - Charter renewal forms or completion reports
  - Club reports

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Making Record Keeping Easy and Fun

- Ask other volunteers what method they use for record keeping and the strengths of their system.

- Take time to evaluate if the record keeping system is working for you and not you working for it.

- Reward yourself for keeping efficient and effective records.

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4-H Program Management:
Record Keeping

Thank You

Developed by
Sue Pleskac, Professor
4-H Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Record Keeping

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will understand the importance of record keeping
- Volunteers will utilize strategies to make record keeping easy
- Volunteers will keep accurate and effective records

Time:
20 – 30 minutes

Supplies Needed:
- Tray with 24 items
- Paper and pencils
- Power Point, Computer and LCD Projector
- Evaluations
- Ball (optional)
- Record keeping supplies (optional)

Do Ahead:
Prepare tray for Activity 1

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

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4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION

Record keeping is about different ways of communicating what has happened. How many of you have a calendar where your family writes down appointments? How many of you complete the register of your check book so you know your current balance? How many of you have a photo album of your family photographs? These are all examples of record keeping we do every day.

WHAT TO DO

(Power Point Slide 2) What is record keeping? Record keeping is the documentation of information and essential facts and evidence for an event, organization, or personal goal. It is an essential skill for volunteers and youth. Records are needed to keep track of expenses, medical and health facts, work completed on the job, decisions made in meetings, personal decisions, and more. Records are used to document evidence or facts, be prepared and organized, make future decisions, provide nostalgic value, and track progress.

Why is record keeping critical to the work of a 4-H volunteer? Record keeping is critical to document membership, awards, progress by a youth or volunteer, financial accounting of 4-H monies, prepare for future events, make decisions, and document the history of a club or event. Volunteers can also set a good example of record keeping by teaching it to 4-H members. Record keeping for youth involves documentation of their progress and learning a critical life skill.

Activity 1: Memory Game
The presenter should assemble a tray with at least 24 different items on it. Keep the tray hidden from participants until ready to begin the activity. Give participants about one minute to observe the tray. Remove the tray. Have participants list all the items they saw on a piece of paper. Next give participants a clean sheet of paper. Give them about one minute to observe the tray but allow them to take notes while observing. Remove the tray. Ask participants to compare their first list with their second. Is there a difference in the number of items they listed? Why? What does this experience tell us about record keeping?

(Power Point Slide 3) What records does a volunteer need to keep? A call to your local 4-H Youth Development staff person can provide insight to the specific records that a volunteer needs to keep.

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VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
http://www.national4-h headquarters.gov/comm/vrkc.pdf

VRKC Research and Design Team:
Ken Culp III, Ph.D., University of Kentucky
Renee K. McKee, Ph.D., Purdue University
Patrick Nestor, Ed.D., West Virginia University.

Some general records include:

- Member and volunteer names and contact information
- Financial accounting of 4-H monies
- Minutes and agendas for meetings
- Awards and recognition lists
- History of the club or group
- Procedures, contacts, and results for specific activities and programs
- Hours volunteered
- Resources donated
- Others?

What are some tips for making record keeping easy? (Power Point Slides 4, 5)

- Start today.
- Find an organizational pattern that works for you. Consider a file box with file folders, electronic files, a 3-ring binder, or a specific drawer in a file cabinet.
- Use templates and forms. This is especially helpful for financial reports, minutes, and agendas. If a template does not exist, consider developing your own.
- Set a regular time each week or month to update records.
- Work with your Extension staff person to identify a timeline when records, reports or forms are due. These could include:
  - o Enrollment forms for members or volunteers
  - o Registration forms for events, activities or projects
  - o Fair or exhibit entry forms
  - o Charter renewal forms or completion reports
  - o Club reports (Secretary's or Treasurer's Books, etc.)
- Ask other volunteers what method they use for record keeping and the strengths of their system.
- Take time to evaluate if the record keeping system is working for you and not you working for it.
- Reward yourself for keeping efficient and effective records.

Activity 2: Science Day Camp
Place participants in groups of two to four people. Tell them they have been assigned to put on the annual science day camp for 100-125 middle school youth. Have groups brainstorm the questions they have in order to have a successful science day camp. Process this activity by having the groups share the types of questions they have. What information will be helpful to have before planning the event? How would they like to receive that information? Why is record keeping important?

Conclusion: (Power Point Slides 6,)
Record keeping is important for the organization and the individual. It demonstrates both organizational and leadership skills. Records are used to document progress and impact, make decisions and plan for the future. It is a critical skill for volunteers and youth. Record keeping is fun!

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TALK IT OVER
Reflect:
- Why is record keeping an important skill for a volunteer?
- What type of record keeping is needed in your volunteer role?

Apply:
- What tips can you share on making record keeping easy and efficient?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 1).
Use an open communication method by having volunteers get in a circle. Toss a ball around the group and ask the volunteers to share record keeping methods that have worked for them.

ENHANCE or SIMPLIFY
Bring record keeping supplies, such as a box with file folders or 3-ring binders with dividers. Also bring any templates or forms you know of that have been developed. Have the group develop their own record keeping system by labeling folders and dividers and reviewing the templates.

RESOURCES AND REFERENCES
Record Keeping is Fun! University of Wisconsin-Extension (2007) 4-H Community Club Central Website. *Club Meeting Lessons*.
http://www.uwex.edu/ces/4h/pubs/pubdetails.cfm?publicationid=9180

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Handout 1

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I understand the importance of record keeping, especially in my role as a 4-H volunteer.	1 2 3	1 2 3
2. I have gained new ideas to make record keeping easy.	1 2 3	1 2 3
3. I feel more confident to be able to keep more accurate and efficient records for my 4-H volunteer role.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Behavior Management

Developing Group Guidelines Together

Group Guidelines

- **Head**
  - A few well-thought out and planned rules
- **Heart**
  - An adult-youth partnership to reinforce caring, sharing, cooperation & conflict resolution
- **Hands**
  - Possible and practical rules and consequences
- **Health**
  - Positive rules to promote good behavior
- **"Hush"**
  - A sign that tells the group it's time to be quiet and pay attention

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Benefits of Preventing & Effectively Dealing with Problem Behaviors

Promotes cooperation

Discourages negative, disruptive behaviors

Teaches valuable life skills

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4

Behavior Management Techniques

Planning Ahead

- Plan activities carefully—read, understand and practice or think through giving directions for new activities

- Have all materials ready

- Set up the room appropriately

- Allow enough time to complete the task

- Set up the activities so each child has a choice during some part of the activity

Volunteers for the Next Generation

Situation Categories

1. Disruptive individual
2. Disruptive group
3. Violence
4. Non-attentiveness
5. Shyness, reluctant to participate
6. Verbal or physical harassment
7. Other

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7

Techniques to Manage Groups

- Give choices
- Use a variety of activities
- Use humor
- Set clear expectations
- Carefully plan and prepare for activities
- Choose age appropriate activities
- Plan for transitions

- Show interest in and get to know each child
- Emphasize cooperation over competition
- Show concern
- Separate the child or children
- Use natural consequences
- Ignore the behavior

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Techniques to Manage Groups

- Involve youth in planning
- Tell what "to do" rather than "what not to do"
- Allow time to practice
- Demonstrate the task or skill
- Redirect or distract

- Surprise them with unexpected response or action
- Provide rewards
- Seek help/call 911
- Other

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Ultimate Goal of Behavior Management

Plan,

interest in each **Person**,

Positive interaction

Self-Management

4-H Program Management:
Behavior Management

Thank You

Developed by

Sheri Seibold, Cathy Blunier, Johnna Jennings,

Deanna Roby, Melinda States and Judy Taylor

University of Illinois

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Behavior Management

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will understand why group guidelines are important and gain ideas to develop group guidelines.
- Volunteers will understand the importance of planning for all aspects of a meeting and gain positive techniques for a successful and cooperative learning environment.

Time:
2 sections, 20-30 minutes each

Supplies Needed:
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Paper, pencils, 3"x5" cards, masking tape
- Handouts and Evaluations

Do Ahead:
- Prepare Behavior Management Signs from Handout 2.
- Write the list of situation categories from Activity 2 on a piece of flip chart paper.

Authors:
Sheri Seibold, Cathy Blunier, Johnna Jennings, Deanna Roby, Melinda States and Judy Taylor; 4-H Volunteer Work Group, University of Illinois

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/ volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION

Behavior management is a two-fold process: developing group guidelines to provide a sense of group ownership of behavior, and using techniques to address specific behaviors that promote a positive environment. Young people want to cooperate and be part of a group. As a 4-H volunteer, you can help youth identify and develop their own group guidelines that support a successful and cooperative learning environment. Young people are more likely to accept guidelines if they have been included in the development of those guidelines. Giving them ownership of their behavior and helping them set their own guidelines encourages the group to monitor their actions and utilize peer pressure in a positive manner to model appropriate behavior. (Power Point Slide 1, 2)

WHAT TO DO
Section 1: Developing Group Guidelines Together: The Four H's Plus One

Developing group guidelines can be tied to the 4 "H's" we know so well: Head, Heart, Hands, and Health. When developing group guidelines, we need to keep the 4 "H's" in mind, plus add one more. The fifth "H" is for "hush," or a quiet signal. (Power Point Slide 3)

We must use our **head** to develop group guidelines that are well thought out and planned. The group should come up with a few guidelines that are logical, reasonable, and possible. They also need to be easy to understand, written in simple language, and non-debatable. Avoid using the words "never" and "always," as sometimes circumstances may make those words impossible to enforce.

Good guidelines also consider the **heart** of the group members. Members develop social skills in 4-H, so we want to be sure the guidelines reinforce caring, sharing, cooperation, and how to resolve conflicts. Also in the heart of guidelines is the partnership between the adults and youth. Developing the guidelines should be a shared responsibility—from creating rules with consequences to the enforcement of the guidelines.

Youth learn best from **hands**-on learning and the process of developing guidelines should also be hands-on. Youth learn when they do the work for the group. Only create needed and necessary guidelines so they promote team work and responsibility within the group. Consequences should be developed at the same time the guidelines are designed. The consequences should be appropriate for the rule and the end result should encourage members to work together toward the group's goals.

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The **health** and well-being of group members should always be at the forefront when planning group guidelines. With that in mind, guidelines should be stated in a positive manner to promote good behavior and maintain each member's self-worth and respect. If consequences need to be enforced, the offender should not be humiliated or embarrassed publicly. Guidelines and rules should also keep members physically safe.

Finally, be sure to consider an additional "H." A signal for **"hush"** will help the group focus on important matters when you or someone else needs their attention. This signal can be the raising of a hand, a flicker of the lights, a clap of the hands or some other agreed upon signal. The key is to use the signal and *wait* for the group to become quiet.

Activity 1: Brainstorm Group Guidelines
Ask volunteers to divide into small groups and brainstorm some possible group guidelines. Have them write them down on a piece of paper and keep in mind the "H's" of planning when writing. After five minutes, ask each group to share one idea with the larger group. Help them restate any negative guidelines in a positive way. Also ask the groups to share some quiet signals they have used successfully. Why is it important to have group guidelines? How can it benefit your group? How can we help youth follow the guidelines? What can a group leader or member say to someone who has broken the guidelines? Distribute Handout 1. (Power Point Slide 4)

Section 2: Planning Ahead and Positive Behavior Techniques
(Power Point Slide 5) As volunteers, you each bring your own skills and experiences in working with youth to your role. When dealing with behavior management, there are many different ways that you can plan for and respond to situations to encourage cooperation within a group. A successful, cooperative group meeting is due in great part to proper planning. This means planning for starting, transitions, endings, and differences in youth needs. It also means taking an interest in and using positive behaviors to build relationships with each youth. Planning for a meeting ensures that there will be a variety of opportunities for youth to participate and they will know what to expect. This also helps reduce your anxiety level as a volunteer. (Power Point Slide 6)

Some tips to consider in your planning include:
- Plan activities carefully—read, understand and practice or think through giving directions for new activities
- Have all materials ready
- Set up the room appropriately
- Allow enough time to complete the task
- Set up the activities so each child has a choice during some part of the activity

No matter how much you plan, there may be a youth or two who do not follow the guidelines or disrupt the learning in some way. This next activity will help you consider various techniques that can be used to handle disruptive youth.

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Activity 2: Utilizing Positive Behavior Techniques
Part 1: (Power Point Slide 7) If not using the Power Point, the following categories should be written on a piece of flip chart paper and posted in the room.

1. Disruptive Individual   5. Shyness
2. Disruptive Group   6. Verbal/Physical Harassment
3. Violence   7. Other
4. Non-attentiveness

Distribute 3"x5" cards. Ask each person to write a brief description of a behavior issue they have encountered that made it difficult to have a successful and cooperative meeting or activity. In the corner of the card, they should identify the category they think best describes the situation. Collect the cards.

Part 2: Post each of the strategies for managing behavior from Handout 2 on separate pieces of paper around the room. (Power Point Slides 8, 9) Read a situation from each 3"x5" card one at a time. After each one, participants should move around the room and stand in front of the technique sign they feel is the best way to prevent or address the situation. Discuss their decisions and continue to read cards as time allows.

Distribute Handout 2. (Power Point Slides 10, 11) As we deal with youth, remember the ultimate goal of behavior management is to help youth develop skills to manage their own behavior. Does the chosen technique help develop a child's ability to choose a positive/cooperative behavior? Does the technique do more than just stop a negative behavior? Does the technique model and teach positive behavior skills?

Conclusion:
Youth want to belong to the group and be valued for their contributions. They want to learn and gain mastery, share and give back, and demonstrate independence. Providing an environment where the essential elements are being met, group guidelines are in place and using techniques to address specific behavior creates an environment for learning and positive youth development.

TALK IT OVER:
Reflect:
- What are the benefits of having a plan for all aspects of a meeting including room set up, environment, having materials ready, and having enough time for task completion?
- What are some strategies that you or your 4-H club members can use to discourage disruptive behavior?

Apply:
- What changes do you plan to make in your 4-H club or activities that will work to promote positive behavior?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
In Activity 2, Part 1, the facilitator can read a few of the cards and ask the group to come up with potential strategies to address the issue. Then continue with Part 2.

Volunteerism for the Next Generation

Handout 1

Developing Group Guidelines Together: The Four H's Plus One

Young people want to cooperate and be part of a group. 4-H volunteers can help youth identify and develop their own group guidelines that support a successful and cooperative learning environment. Young people are more likely to accept guidelines if they have been included in the development of those guidelines. Giving them ownership of their behavior and helping them set their own guidelines encourages the group to monitor their actions and utilize peer pressure in a positive manner to model appropriate behavior.

Developing group guidelines can be tied to the 4 "H's" we know so well: Head, Heart, Hands, and Health. When developing group guidelines, we need to keep the 4 "H's" in mind, plus add one more. The fifth "H" is for "hush," or a quiet signal.

Head: The group should think about how they should act and what to expect from each member. The group's guidelines should be logical, reasonable, possible, and apply to everyone. They also need to be easy to understand, written in simple language, and non-debatable. Fewer, easy-to-understand guidelines are better and easier to enforce. Avoid using the words "never" and "always."

Heart: Caring, sharing, cooperation, and conflict resolution are the heart of planning group guidelines. Good guidelines help members develop these social skills. The guidelines also need to be a shared responsibility between the group's members and the adults. Both parties should suggest guidelines and consequences, as they each have a stake in the outcome.

Hands: Just as your hands do the work on a project, the group guidelines should do the work for the group. Only develop guidelines that are needed and necessary. They should assist members to be responsible and promote team work within the group. Consequences should also be developed when the guidelines are proposed and designed, and the consequences should be appropriate for the rule. Working together for the group's goals should be the end result.

Health: Respect and self-worth of each member should be considered when developing guidelines. They need to be stated in a positive manner to promote good behavior, rather than punish for misbehavior. If consequences need to be enforced, the offender should not be humiliated or embarrassed. Guidelines and rules should also keep members physically safe.

Hush: As a group, agree upon a quiet signal. Rather than the volunteer raising his/her voice to get the group's attention, the quiet signal should be used and participants encouraged to abide by the signal. To enforce the quiet signal, the leader must *wait* until the group is quiet before activities can resume. Screaming, red-faced adults are more fun to ignore than a calm, collected leader who uses a quiet signal. This type of volunteer is more likely to end up with a productive group of youth.

Each 4-H club/group should create their own set of guidelines with guidance from volunteers and parents. These should be voted upon by the group and a copy distributed to each family. A set of the guidelines may also be listed on a poster that hangs in the club/group meeting space so that 4-H members can help monitor the actions of others and refer back to the agreed upon guidelines.

Volunteerism for the Next Generation

Handout 2

Techniques for Managing Children's Behavior

- Give choices
- Use a variety activities—teach to all learning styles
- Use humor
- Set clear expectations (rules, schedule, actions, etc.)
- Carefully plan and prepare for activities
- Choose age appropriate activities
- Plan for transitions (before, in-between and after)
- Show interest in and get to know each child
- Emphasize cooperation over competition
- Show concern
- Separate the child(ren)
- Use natural consequences
- Ignore the behavior
- Involve youth in planning
- Tell what "to do" rather than "what not to do"
- Allow time to practice
- Demonstrate the task or skill
- Redirect or distract
- Surprise them with an unexpected response or action
- Provide rewards
- Seek help/call 911
- Other

Volunteerism for the Next Generation

Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I understand why group guidelines are important to the entire group and the success of the educational activity.	1 2 3	1 2 3
2. I am able to work with our group to develop group guidelines based on the four H's plus one.	1 2 3	1 2 3
3. I can explain the importance of planning for all aspects of a meeting.	1 2 3	1 2 3
4. I have gained positive techniques for creating a successful and cooperative learning environment.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Club Management

Effective Club Management

- Results in quality youth experiences in 4-H clubs.

- Includes specific components that are put in place by volunteers working together.

Volunteers for the Next Generation

Components of Club Managment

- <u>Structure</u>: type and scope of project(s), other learning experiences, membership size, number and location of meetings

- <u>Constitution and By-Laws</u>: how club will operate and be governed

- <u>Membership</u>: promotion, recruitment, enrollment, and re-enrollment

Components of Club Managment

- <u>Officers and Committees</u>: trained to provide leadership to assist in planning and conducting the club's yearly program

- <u>Club Treasury</u>: fundraising or collecting dues for activities

- <u>Club Plan</u>: developed by officers and leaders and communicated to club membership

Volunteers for the Next Generation

4

Components of Club Management

- <u>Meetings</u>: balance of business, education, and recreation

- <u>Reports</u>: informing 4-H families, Extension Office, and the local community of activities

- <u>Evaluation</u>: assess club using the Four Essential Elements of Positive Youth Development and standards of excellence

Volunteers for the Next Generation

4-H Program Management:
Club Management

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Club Management

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the components of effective club management.
- Volunteers will describe implementation strategies for components of an effective 4-H club.
- Volunteers will describe alternatives for shared 4-H club leadership.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION
4-H clubs are the most important youth development experience for 4-H members. For this reason, whether volunteers are working with youth to start a club, taking over the management of an existing club, or joining with other volunteers to provide team leadership for a 4-H club, providing a high quality youth development experience through 4-H club experiences is paramount. (Power Point Slides 1, 2)

WHAT TO DO
Activity 1: Critical Components of Club Management
Divide participants into small groups of 3 or 4. Have each group brainstorm critical components that are necessary for 4-H club management. Bring the groups together. In a round robin fashion, have groups share their components as you record them on flip chart paper. When all ideas are exhausted, ask the group to review the list, combine like tasks, and label the broad group of tasks. Ask the following questions: Does this list reflect club management needs? Which tasks require training or other resources? How could each task be accomplished with a youth and adult partnering in leadership?

There are nine components to efficient and effective club management. (Power Point Slides 3, 4, 5 and Handout 1)

Activity 2: Components of Effective Club Management
Distribute Handout 1. As a group, read through each component and discuss what is involved. Have each participant identify whether or not the component exists in their 4-H club. Then identify the resources and training they need to complete each step. After discussing each step, have participants prioritize the steps they need to work on in their 4-H club.

Local 4-H club volunteers have access to a variety of tools, resources, and training to provide quality 4-H club experiences for youth. Volunteers have learned that if they work together in shared leadership, they can support each other and provide the important mentoring and effective management that is needed. There are many different models to share the responsibilities of 4-H club management. Distribute and discuss Handout 2. How can this be put into action in the 4-H club or group you work with?

Each 4-H club needs to decide what model to use to provide effective club management. A volunteer and youth leader meeting can provide the forum for this decision.

Volunteerism for the Next Generation

References for this lesson:
- *4-H Community Club Central*. UW-Extension website with a variety of resources and training for volunteers.
http://www.uwex.edu/ces/4h/clubs/index.cfm
- *Ohio 4-H Club Advisor Handbook*. Ohio State University Extension.
http://advisorshandbook.ohio4h.org/clubmanagement/index.html
- *Leading a Club: 4-H Club Management*. University of Minnesota Extension 4-H Youth Development.
http://www1.extension.umn.edu/youth/mn4-H/leading-club/

Conclusion:
Quality 4-H club experiences for youth are dependent on volunteers providing effective club management. Club management includes a variety of components that can be provided by volunteers working together and having a plan to provide the leadership and mentoring necessary. (Power Point Slide 6)

TALK IT OVER
Reflect:
- What are the components of effective club management?
- What resources, training, and support are needed for volunteers to provide effective club management?
- How can volunteers work together to best provide effective club management?

Apply:
- List strategies to improve club management in the local 4-H club you work with.

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
Record the answers to the *Talk It Over Apply* session on flip chart paper. Have the participants prioritize the list. Use the list for planning future volunteer workshops.

Volunteerism for the Next Generation

Handout 1

How Can You Develop and Manage Your 4-H Club for Success?

Club Management Steps	Present Y or N	Prioritize Steps	Resources Needed
1. Determine your club's structure including type and scope of project(s), membership size and learning experiences, and number and location of meetings.			
2. Create, with your members, a 4-H Club Constitution and By-Laws to govern your club for the positive benefit of all.			
3. Promote, recruit, enroll and re-enroll membership to start and/or expand your 4-H club.			
4. Elect officers, appoint committees and train the leadership to assist your club in planning and conducting the club's yearly program.			
5. Establish a club treasury and develop fundraising activities based on the members' needs and interests.			
6. Develop a yearly club plan (playbook) with your officers and club leaders and communicate to club membership.			
7. Conduct meetings that members want to attend by including a balance of business, education and social activity.			
8. Report club membership and activities to 4-H families, Extension Office and the local community			
9. Evaluate your club's success using the Four Essential Elements of Positive Youth Development and the standards of excellence established for 4-H Clubs.			

From *Ohio 4-H Clubs Advisor Handbook* http://advisorshandbook.ohio4h.org/clubmanagement/index.html

Volunteerism for the Next Generation

Handout 2

Club Leadership Teams Suggested Division of Responsibility

One leader needs to serve as Chairman of the Team regardless of its size. All team members should assist with recruitment of new members, communication, evaluation, and shared attendance at county leadership meetings. Team members can be youth or adults.

Two Member Team
Leader I
Chairman and Contact Person
Coordinate Leaders
Recruit New Leaders
Program Planning
Club Activities
Work with Club Officers
Provide Recognition
Evaluation

Leader II
Work with Project Leaders
Work with Youth Leaders
Communications
Enrollment
Advise on Project Selection
Fundraising
Evaluation

Three Member Team
Leader I
Chairman and Contact Person
Coordinate Leaders
Recruit New Leaders
Provide Recognition
Evaluation

Leader II
Work With Project Leaders
Work with Youth Leaders
Communications
Enrollment
Advise on Project Selection
Evaluation

Leader III
Program Planning
Work with Officers
Club Activities
Fundraising
Evaluation

Five Member Team
Leader I
Chairman and Contact Person
Coordinate Leaders & Youth Leaders
Recruit New Leaders
Provide Recognition
Evaluation

Leader II
Work With Project Leaders
Work with Youth Leaders

Leader III
Program Planning
Work with Officers

Leader IV
Communications
Enrollment
Advise on Project Selection

Leader V
Club Activities
Fundraiser

From Club Team Leadership Role Description, UW-Extension 4-H Community Club Central,
http://www.uwex.edu/ces/4h/clubs/documents/4HClubLeadershipTeamRoleDescription2005.pdf

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can identify the components of effective club management.	1 2 3	1 2 3
2. I can describe implementation strategies for components of effective 4-H club management.	1 2 3	1 2 3
3. I can describe alternatives for shared 4-H club leadership	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Liability Awareness and Reduction

Liability

- Means being legally bound or responsible.
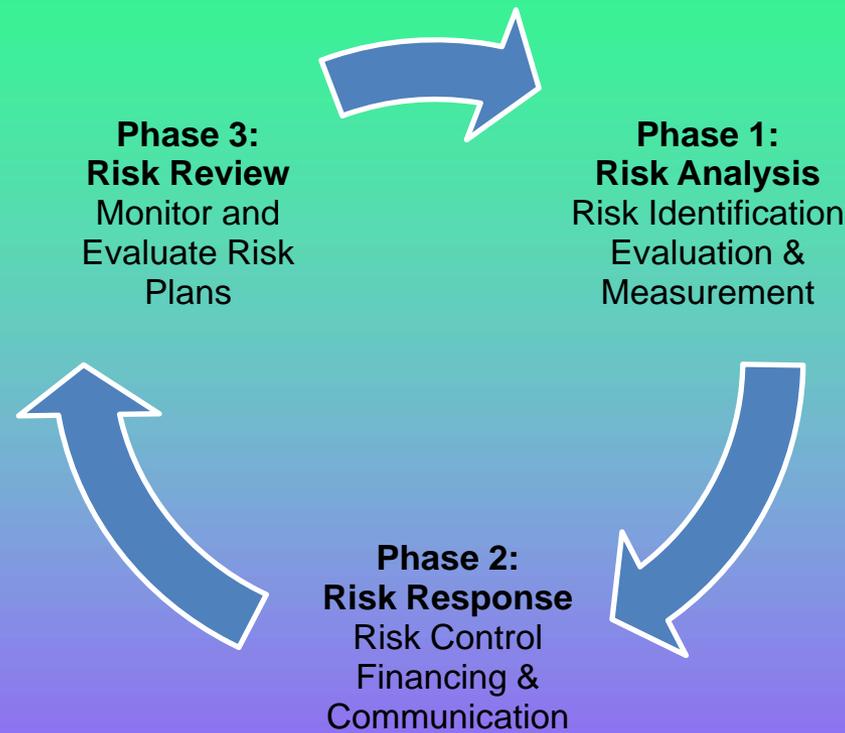- Involves something for which one is liable such as an obligation, a responsibility, or a debt.

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2

Liability can include:

- Negligence or failure to use the degree of care which an ordinary person of reasonable prudence would use under the given or similar circumstances

- Assault and battery

- False arrest and imprisonment

- Invasion of privacy

- Defamation (libel and slander)

- Violation of constitutional rights

Risk Management Process

Phase 3:
Risk Review
Monitor and
Evaluate Risk
Plans

Phase 1:
Risk Analysis
Risk Identification
Evaluation &
Measurement

Phase 2:
Risk Response
Risk Control
Financing &
Communication

Volunteers for the Next Generation

4

The Volunteer Protection Act of 1997

Provides immunity for volunteers serving nonprofit organizations or government entities for harm caused by their acts and omissions if:

- The volunteer was acting within the scope of his or her responsibilities at the time of the alleged act or omission.

- Appropriate or required, the volunteer was properly licensed, certified or authorized to act.

- The harm was not caused by willful, criminal or reckless misconduct, gross negligence or a conscious, flagrant indifference to the rights or safety of the individual harmed.

- The harm was not caused by the volunteer operating a motor vehicle, vessel, or aircraft where the State requires an operator's license and insurance.

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Liability Insurance for Volunteers

- Liability insurance for volunteers is handled differently by states
- States also provide personal liability coverage recommendations

Volunteers for the Next Generation

4-H Program Management:
Liability Awareness and Reduction

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Liability Awareness and Reduction

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will define liability as it relates to their 4-H role.
- Volunteers will describe the three step process to address risk management and liability.
- Volunteers will identify liability protection provided by the Volunteer Protection Act of 1997 and the State 4-H Youth Development Program.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

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Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
As 4-H volunteers, you serve in a variety of roles including teaching, organizing, administrative, fund development, program implementation, evaluation, and others. While serving in these roles, you can be placed in situations that put you at risk. Effective risk management strategies can minimize the risk for volunteers. It is important that you are aware of the potential for liability and understand that reducing risk takes planning and preparation. (Power Point Slide 1)

WHAT TO DO
(Power Point Slides 2, 3) Liability means being legally bound or responsible. It involves something for which you are liable, such as an obligation, a responsibility, or a debt. Liability can include:
- Negligence or failure to use the degree of care which an ordinary person of reasonable prudence would use under the given or similar circumstances
- Assault and battery
- False arrest and imprisonment
- Invasion of privacy
- Defamation (libel and slander)
- Violation of constitutional rights

(Power Point Slide 4) Reducing risk through awareness, training, and insurance protection provides volunteers with the confidence they need to provide their service. The risk management process can provide volunteers with a systematic way to address risk. The process includes three phases:
- Phase 1: Risk Analysis. This includes risk identification, evaluation and measurement.
- Phase 2: Risk Response. This includes risk control, financing and communication.
- Phase 3: Risk Review. This includes monitoring and evaluating risk plans.

Let's take a closer look at how we can apply the first phase, risk analysis.

Activity 1: Risk Analysis
Divide participants into groups of 3 or 4. Distribute Handout 1. Assign one situation to each group. Ask the groups to read the situation and identify the potential areas of risk and liability for volunteers. For each area of risk and liability identified, have the group evaluate the potential risk by rating it on a scale of 1-5 with 5 being the greatest risk and highest potential for liability. Have the groups share their results. Have each group share how they determined the level of the risk/liability.

Volunteerism for the Next Generation

Activity 2: Risk Response
Using the same scenarios from Activity 1, ask the groups to brainstorm strategies to reduce the risk and minimize liability to the volunteer. Use the four strategies of reduce, transfer, avoid, and assuming the risk.
- Reduce: To lesson in extent, amount, number, degree, or price. This involves reducing variables in a activity, event or situation.
- Transfer: Shifting all or part of the risk to another party.
- Avoid: Taking steps to remove a risk or hazard, engaging in an alternative activity or stop doing a high risk event.
- Assume: To take upon oneself or undertake the risk.

Ask the groups to share specific strategies they would use.

(Power Point Slide 5) The Volunteer Protection Act of 1997 provides immunity for volunteers serving nonprofit organizations or government entities for harm caused by their acts and omissions if:
- The volunteer was acting within the scope of his or her responsibilities at the time of the alleged act or omission.
- Appropriate or required, the volunteer was properly licensed, certified or authorized to act.
- The harm was not caused by willful, criminal or reckless misconduct, gross negligence or a conscious, flagrant indifference to the rights or safety of the individual harmed.
- The harm was not caused by the volunteer operating a motor vehicle, vessel, or aircraft where the State requires an operator's license and insurance.

The Volunteer Protection Act of 1997 (VPA) specifically protects a volunteer who (1) performs services, which includes officers, directors, and direct service volunteers, (2) volunteers for a nonprofit organizations or government entities, and (3) either receives no compensations (this does not include reasonable reimbursement for expenses incurred), or does not receive anything of value in lieu of compensations in excess of $50 per month or $500 per year.

Another protection for volunteers is liability insurance. Each state has specific recommendations and procedures for liability coverage for 4-H volunteers. Local 4-H youth development staff can provide this information to you. (Power Point Slide 6)

Conclusion:
Being aware of potential risk and liability is important for all 4-H volunteers. It provides a foundation for you to reduce risk potential and provide safe environments for 4-H activities and events for members and volunteers. Knowing the liability protections that are in place can increase your confidence as you provide contributions and service. (Power Point Slide 7)

TALK IT OVER
Reflect:
- What is liability and why should 4-H volunteers be concerned with it?
- Describe the three phases of the risk management process.
- What are two primary liability protections in place for volunteers?

 Apply:
- What can volunteers do to reduce their personal liability while serving in their 4-H roles?

Volunteerism for the Next Generation

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Have participants provide situations that they are involved in through 4-H that have risk and liability concerns. Have the group brainstorm potential risk and liability areas, options for addressing the risk, and protections that are in place for volunteers.

Volunteerism for the Next Generation

Handout 1
Risk Management and Liability Case Studies

1. "Community Family Festival"
   The Piedmont 4-H Club plans to co-sponsor a neighborhood community family festival. Two non-profit agencies have joined forces with the 4-H club to host this first-time event in a city park. Plans include:
   - Educational workshops focused on low-cost family activities
   - Community picnic in the park (food provided by community organizations)
   - Community organization resource fair
   - Family Fun Run
   - Talent showcase
   - Petting zoo

2. "Project Meeting"
   Six youth, ages 10-14, are at a 4-H woodworking meeting in Mr. Smith's basement. He met with them several times and stressed safety rules. The boys are working on birdhouses. Mr. Smith gets a phone call and leaves the basement. The kids start goofing around and turn on a new, heavy-duty electric staple gun. Joe gets a staple in his arm from Frank shooting the staple gun. Mr. Smith returns to find Joe crying and blood around the protruding staple. Mr. Smith removes the staple, disinfects the wound and bandages it. Later Joe gets a serious infection from the wound. Joe's parents claim that Mr. Smith is responsible and should pay the medical costs. Mr. Smith did not have the parents sign a release statement. Mr. Smith doesn't think he should be held responsible.

3. "Community Planting"
   George and Mary are 4-H volunteers in the town of Cloverville. They love their community and their work with plants. They have decided to organize a community planting event with their 4-H club, where youth will plant trees along Main Street, hang flower baskets from the street light poles, and add floral gardens around the courthouse, post office and other public buildings. George and Mary are sure that local businesses will donate tools and plants. It will make the community look beautiful in time for the 4th of July Community Celebration.

4. "Tri-State 4-H Volunteer Conference"
   4-H volunteers from three counties are traveling to the Tri-State 4-H Volunteer Conference being held in the neighboring state. Their group will include 20 adults and 35 youth. This experience will provide additional education for these volunteers to train others in their respective counties. The conference is for 2 nights and 3 days. It will be a great experience!

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can define liability and how it relates to my 4-H role.	1	2	3	1	2	3
2. I can describe the 3 step process to address risk management and liability.	1	2	3	1	2	3
3. I can describe the liability protection provided by the Volunteer Protection Act of 1997 and the State 4-H Youth Development Program.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Risk Management/Risk Reduction

What is Risk Management?

- It means the 4-H club, group or planning committee anticipates potential risks as the activity is planned and decides ways to manage these risks.
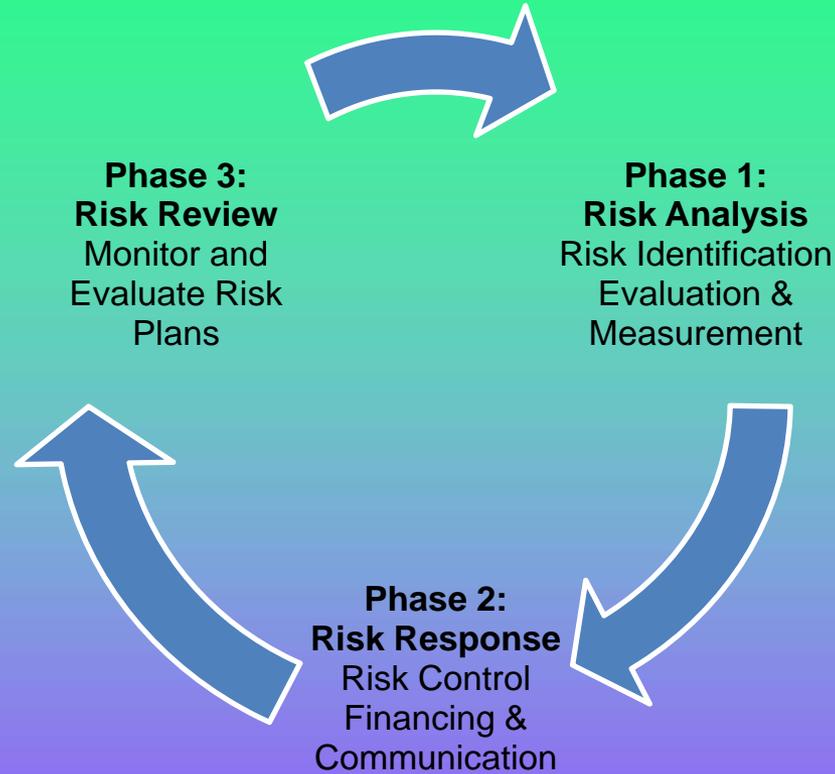

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When We Pay Attention to Risk Management…

- It becomes an important educational component of our programs, focusing on safety and prevention.

- Participants can focus on learning in a safe, comfortable environment.

- Volunteers limit their liability exposure.

Volunteers for the Next Generation

Risk Management Process

Phase 3:
Risk Review
Monitor and
Evaluate Risk
Plans

Phase 1:
Risk Analysis
Risk Identification
Evaluation &
Measurement

Phase 2:
Risk Response
Risk Control
Financing &
Communication

Volunteers for the Next Generation

Risk Management Strategies

- **Reduce:** To lessen in extent, amount, number, degree, or price. Includes gaining control of the variables of the activity.

- **Transfer:** Shifting all or part of a risk to another party. Insurance is the most common method of risk transfer.

- **Avoid:** Taking steps to remove a hazard, engage in an alternative activity, or otherwise end a specific exposure.

- **Assume:** To take upon oneself or undertake.

Volunteers for the Next Generation

4-H Program Management:
Risk Management/Risk Reduction

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Risk Management/Risk Reduction

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will define risk management and identify why risk management is important in their 4-H role
- Volunteers will identify risk management strategies and examples of when to use each strategy.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

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INTRODUCTION

What comes to mind when you hear the words "risk management?" Most people have some feeling of uneasiness or think of accidents and injury. Risk management is important in ensuring the safety of youth and adult program participants. Besides safety, it helps evaluate our allocation of resources. It also becomes an important educational component of our work, focusing on safety and prevention. (Power Point Slide 1)

WHAT TO DO

What is risk management? Risk management is the process used to protect assets by minimizing the potential for negative outcomes. It means the 4-H club, group or planning committee anticipates potential risks as the activity is planned and decides ways to manage these risks. (Power Point Slide 2)

Risk is the uncertainty about a future event that threatens your organization's ability to accomplish its mission. It is the many unexpected things that can happen to the participants, spectators, properties, resources and reputation of 4-H.

Activity 1: Assessing the Risk
Anticipating potential risks can help volunteers make a plan to manage those risks. Ask participants to select a program or activity that they are currently working with and complete the checklist (Handout 1) for the program. As a group, discuss the following questions: What statements brought to mind situations that you had not considered before? When would be the best time to complete a risk checklist for an activity or program? Who should be involved in completing the checklist?

(Power Point Slide 3) When we pay attention to risk management, it becomes an important educational component of our programs, focusing on safety and prevention. Participants can focus on learning in a safe, comfortable environment and volunteers limit their liability exposure.

(Power Point Slide 4) The risk management process is in place to help volunteers systematically address and manage risk in 4-H programs and activities. The three phases include:
- Phase 1: Risk Analysis. This includes risk identification, evaluation and measurement.
- Phase 2: Risk Response. This includes risk control, financing and communication.
- Phase 3: Risk Review. This includes monitoring and evaluating risk plans.

Volunteerism for the Next Generation

(Power Point Slide 5) Four strategies to address risky situations are:
- **Reduce:** To lessen in extent, amount, number, degree, or price. This involves minimizing the potential for risk through by gaining control of variables in an activity or event. An example is to modify the program or facility, such as adding a fence to separate the public from animals in a show ring.
- **Transfer:** Shifting all or part of a risk to another party. Insurance is the most common method of risk transfer, but there are other means. Examples are to charter a bus instead of using personal vehicles or hold a meeting in a public place instead of your home.
- **Avoid:** Taking steps to remove a hazard, engage in an alternative activity, or otherwise end a specific exposure. Examples are to replace one activity with another or discontinue a high risk event.
- **Assume:** To take upon oneself or undertake. An example is to decide all necessary precautions have been taken and go ahead with conducting the event.

Activity 2: Strategies that Work
Ask participants to break into groups of 3 or 4. Give each group a piece of flip chart paper and markers. Ask the groups to divide the paper into 4 squares. Write each of the 4 risk management strategies in each square. Have each group identify an example of each strategy for 4-H programs, activities, or events. Have the groups share their examples. As the other groups listen to the examples, ask if there are other strategies that could have been used in the situation shared. What are the pros and cons of using the strategy identified by the group? What is the guiding foundation for deciding which strategy will be used to address a risk situation?

Conclusion:
Risk management is part of planning 4-H activities and events that are safe for youth and adults. It assists in evaluating efficient use of resources and strengthens the educational focus of programs. It is a critical step for every planning process. (Power Point Slide 6)

TALK IT OVER
Reflect:
- Why is risk management important for volunteers in their 4-H role?
- What are the four strategies to address risk in 4-H programs, activities, and events?
Apply:
- What is one thing that you can do to reduce, transfer, avoid, or assume risk in your 4-H role?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Have participants divide into small groups and share an activity or event they are planning. Have the group review the Risk Management Checklist and strategize options for managing the risks.

Volunteerism for the Next Generation

Handout 1

4-H Youth Development Program Risk Management Checklist

Event: _____Date:_____

Location: _____

Coordinator: _____Phone:_____

Educational Aspect of Event: _____

FACILITIES
_____Complete all necessary communication/costs/paperwork with site manager
_____Have arrangements for liability confirmed (e.g., rental or private property forms)
_____Conduct safety inspection of site (e.g., buildings, arenas, open areas, etc.)
_____All facilities are accessible and exits are open and free
_____Review emergency procedures and equipment used at the site
_____Be aware of other groups using site (if applicable)

TRANSPORTATION
_____Meet with all drivers to go over planned route
_____Use clear maps and/or traffic patterns which are understood by all participants
_____Check driver qualifications, age, and insurance
_____Be familiar with UW-Extension transportation policies and guidelines
_____Check the conditions and safety route and vehicles
_____Plan for meeting times & destinations in case group is split up in traffic

EMERGENCY
_____Have signed participants' consent for treatment, health and insurance forms in designated location,
         accessible by coordinator/adult volunteer
_____Have emergency action plan in place with a backup plan known by all leaders
_____Share emergency action plan with all participants
_____Carry necessary first aid kit, 2-way-radios, cell phones, and emergency road kit
_____Identify and schedule EMT, nurse, doctor or CPR trained personnel (on site or on call)
_____Have incident/accident report forms available

ACTIVITY OR EVENT
_____Train and orient all staff, volunteers, and chaperones for understanding of their roles and working with
         youth. Make sure coordinators, superintendents, and chaperones are familiar with their job
         descriptions.
_____See that animals are taken care of properly
_____Make sure that participants know how to handle equipment properly and safely
_____Organize a tracking system (who's present at event, check out system, location, emergency numbers)
_____Organize event to prevent injury, fatigue, or undue stress to participants
_____Provide for adequate number of screened chaperones (1 adult for 1-10 youth per state guidelines)
_____Take steps to ensure safety of youth and adults from suspect of child abuse, mishandling of funds, or
         mishandling of emergency situations
_____Provide participants and parents/guardians with activity itinerary and emergency contacts

_____   _____
4-H Youth Development Staff Member Signature   Date

_____   _____
Committee/Activity Chair Signature   Date

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can define risk management.	1	2	3	1	2	3
2. I can describe why risk management is important in my 4-H role.	1	2	3	1	2	3
3. I can identify 4 risk management strategies and examples of when to use each strategy.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

4-H Mission

To empower youth to reach their full potential, working and learning in partnership with caring adults

Volunteers for the Next Generation

Role of 4-H Volunteer

- Work with youth in project meetings and club activities and events.

- Service in leadership roles at the county, state, and national level.

- Volunteers are the critical partners in 4-H to teach and deliver programs to youth.

- Through volunteer service, 4-H youth development reaches its mission.

Volunteers for the Next Generation

4-H Volunteers Receive

- Orientation
- Training
- Ongoing Support
- Recognition

Volunteers for the Next Generation

4-H Program Management:
Upholding the 4-H Mission

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Upholding the 4-H Mission

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the 4-H mission and other 4-H basics.
- Volunteers will describe ways they can uphold the 4-H mission.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
A mission is the purpose of an organization. Volunteers that provide service to an organization are expected to uphold the mission of the organization. The mission of 4-H is "4-H empowers youth to reach their full potential, working and learning in partnership with caring adults." (http://4-h.org/4hstory.htm) (Power Point Slides 1, 2)

WHAT TO DO
Activity 1: Matching 4-H Basics
Distribute Handout 1 and have participants draw a line between the 4-H terms and their definitions. Go over the answers as a group.

So how does a 4-H volunteer uphold the mission?

Activity 2: Uphold the Mission
Divide participants into groups of 3-4. Ask the groups to brainstorm as many ways as possible for 4-H volunteers to uphold the mission. After 5 minutes, have each group share their lists with the total group. As the full list is being shared, ask if anyone has additional ideas. Ask the entire group: What new ideas did you hear regarding your 4-H volunteer role in upholding the mission? Why is it important for 4-H volunteers to uphold the mission?

(Power Point Slide 3) Upholding the mission is the foundation of every 4-H volunteer's service. This includes your work with youth in project meetings and club activities and events. It involves your service in leadership roles at the county, state, and national level. Volunteers are the critical partners in 4-H to teach and deliver programs to youth. Through volunteer service, 4-H youth development reaches its mission.

(Power Point Slide 4) To uphold the mission and contribute service, 4-H volunteers receive training and support. This increases the confidence and competence of 4-H volunteers to complete their service roles. This support includes orientation for new volunteers and recognition for years of service.

Conclusion:
4-H volunteers are critical partners for 4-H youth development to achieve its mission. With support and training, volunteers deliver high quality educational activities, events, and programs. As a result of this important work, youth become capable, competent citizens. (Power Point Slide 5)

Volunteerism for the Next Generation

TALK IT OVER

Reflect:
- What is the mission of 4-H youth development?
- What are ways 4-H volunteers uphold the 4-H mission?
- What assistance can 4-H volunteers expect as they contribute their service and uphold the 4-H mission?

Apply:
- What is the ultimate result of 4-H volunteer service?

EVALUATION

Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY

Using the list created in Activity 2, have participants prioritize the list. Have participants brainstorm the training and resources they need to be able to uphold the mission. Use the list for planning future volunteer workshops.

Volunteerism for the Next Generation

Handout 1

Matching the 4-H Basics

Test your 4-H basics by drawing a line from the 4-H term to its definition.

4-H Mission

- Head - Managing, Thinking; Heart - Relating, Caring; Hands - Giving, Working; Health - Being, Living

4-H Vision

- 4-H Clover

4-H Motto

- 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults

4-H Pledge

- Green and White

4-H Colors

- A world in which youth and adults learn, grow and work together as catalysts for positive change

4-H Emblem

- "I Pledge my **Head** to clearer thinking, my **Heart** to greater loyalty, my **Hands** to larger service, and my **Health** to better living, for my club, my community, my country, and my world"

4-H Educational Philosophy

- Learn By Doing

The 4 H's

- Federally protected under Section 18 US Code 707 and belongs to the Congress of the United States.

Where 4-H is

- "To Make The Best Better"

- Every state, as well as the District of Columbia, Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, the Northern Mariana Islands and U.S. Army and Air Force installations worldwide and at least 80 countries worldwide.

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can identify the 4-H mission and other 4-H basics.	1	2	3	1	2	3
2. I can describe ways to uphold the 4-H mission.	1	2	3	1	2	3
3. I know the primary outcome of my 4-H role.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Organization & Structure of Extension

4-H

- Developed out of a need for the Land Grant Universities and USDA to improve local agriculture practices.

- Reaches the adults by reaching the youth

Volunteers for the Next Generation

Federal Partners

- USDA (United States Department of Agriculture)
  - NIFA (National Institute on Food and Agriculture)
    - 4-H National Headquarters

- Land Grant Universities
  - Cooperative Extension
    - 4-H Youth Development Programs
      - County or Regional Extension Staff
        - **Local 4-H Clubs, Members and Volunteers**

Volunteers for the Next Generation

4-H Volunteers

- The work 4-H Volunteers do is grounded in the research of the land grant university and backed by USDA.

- Volunteering is a privilege and you volunteer for the premier organization that is supported at the county, state and federal level.

Volunteers for the Next Generation

4-H Volunteers

- Your role is key to delivering positive youth development programs to youth in your community.

- You are making a difference in the lives of the youth you reach.

Volunteers for the Next Generation

4-H Program Management:
Organization and Structure of Extension

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Organization & Structure of Extension

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the federal, state, and county partners and describe the support provided to 4-H clubs and groups.
- Volunteers will describe how 4-H volunteers and members can influence federal, state, and county partners.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION

4-H had its beginnings in the early 20th century. At that time, researchers at land-grant universities and USDA (United States Department of Agriculture) found that youth were willing to experiment with ideas, whereas adults were less likely to try new agriculture techniques to improve farming practices and production. By reaching out to youth, 4-H became an approach for bringing the research and education of the universities and USDA to families, businesses, and communities to improve their quality of life. (Power Point Slides 1, 2)

WHAT TO DO

Activity 1: How It Connects
Distribute Handout 1. Have participants draw the lines of connection between the entities and their descriptions as you read them.

(Power Point Slide 3) "All universities engage in research and teaching, but the nation's more than 100 land-grant colleges and universities have a third critical mission—extension. 'Extension' means 'reaching out,' and—along with teaching and research—land-grant institutions 'extend' their resources, solving public needs with college or university resources through non-formal, non-credit programs." These programs are largely administered through thousands of county and regional extension offices, which bring land-grant expertise to the most local of levels. And both the universities and their local offices are supported by NIFA (National Institute for Food and Agriculture) , the federal partner in the Cooperative Extension System (CES). NIFA plays a key role in the land-grant extension mission by distributing federally legislated funds (USDA NIFA Website). 4-H National Headquarters is the arm of NIFA that works in cooperation with the land-grant universities to advance 4-H youth development programs through professional and volunteer development, research and evaluation, curricular development, policies and procedures. This includes oversight for the use of the 4-H name and emblem.

(Power Point Slide 4) What does this have to do with your role as a 4-H volunteer? The work that you do in your 4-H volunteer role is grounded in the research of the land grant university and backed by USDA. Volunteering is a privilege. As a 4-H youth development volunteer, you volunteer for the premier youth organization that is supported at the county, state, and federal level. Your role is key to delivering positive youth development programs to youth in your community. You are making a difference in the lives of the youth you reach.

Volunteerism for the Next Generation

VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
http://www.national4-hheadquarters.gov/comm/vrkc.pdf

VRKC Research and Design Team:
Ken Culp III, Ph.D., University of Kentucky
Renee K. McKee, Ph.D., Purdue University
Patrick Nestor, Ed.D., West Virginia University

References for this lesson:
- USDA NIFA Website:
  http://www.nifa.usda.gov/qlinks/extension.html

Activity 2: How Does It Fit?
Ask participants to break into groups of three or four people. Identify ways that the federal, state, and county partners influence and support local volunteers and 4-H members. Identify ways that 4-H volunteers can influence federal, state, and county partners. Ask the groups to record responses on flip chart paper. Have each small group share their list with the larger group.

Conclusion:
4-H volunteers are supported by federal, state, and county partnerships. These entities provide resources, knowledge, training, research, and support to ensure that the work of volunteers with youth is of the highest quality and relies on research and best practice programs. (Power Point Slide 5)

TALK IT OVER
Reflect:
- Who are the federal, state, and county partners to the local 4-H volunteers and members?
- What does each entity contribute to local 4-H volunteers and members?
- Why is it important for 4-H volunteers to understand these partnerships?

Apply:
- How can 4-H volunteers and members influence federal, state, and county partners?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Record the answers to the *Talk It Over Apply* question on flip chart paper. Have the participants prioritize the list. Create an action plan for volunteers and members to use to engage the federal, state, and county partners.
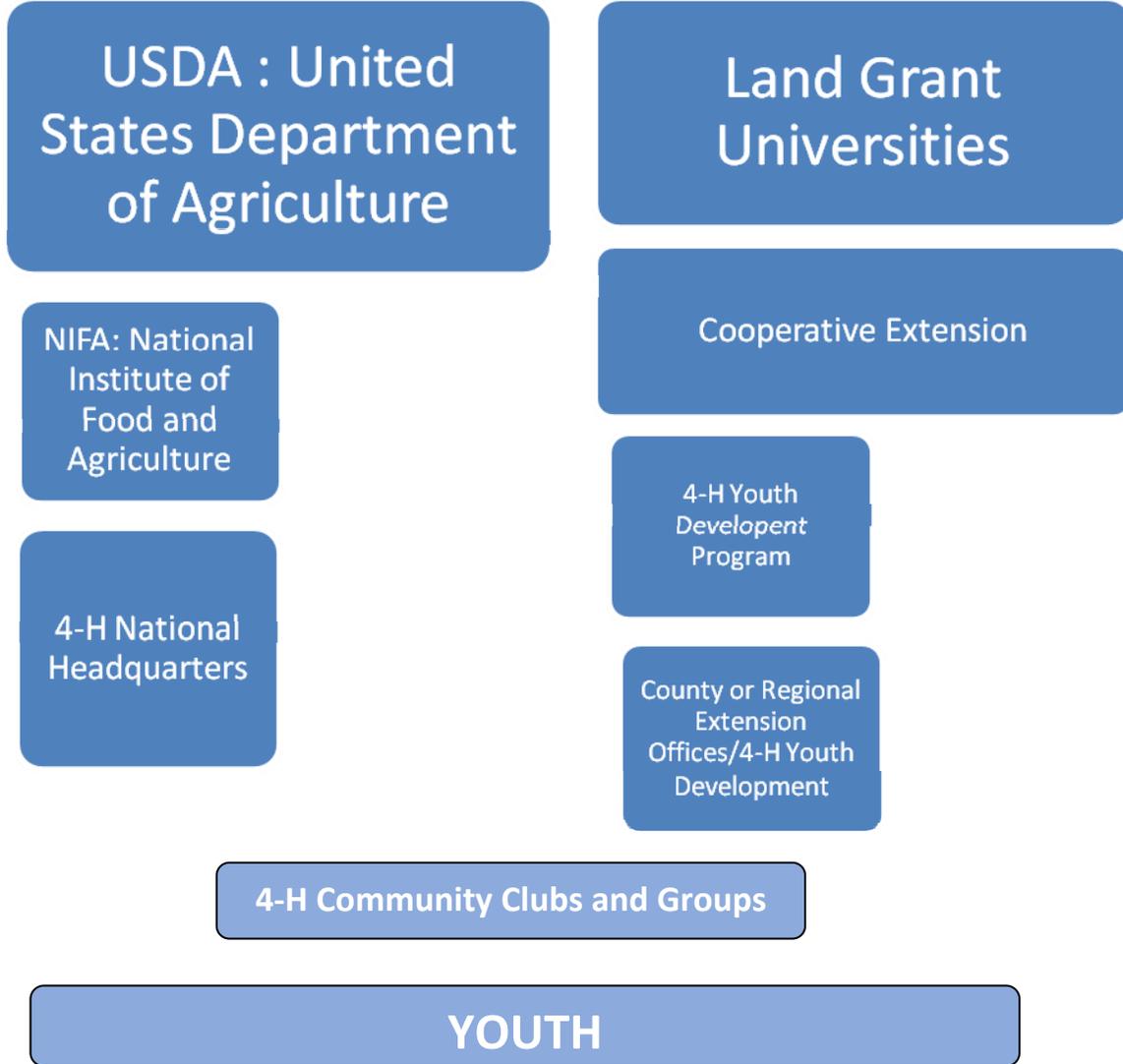
Volunteerism for the Next Generation

Handout 1

4-H Organization and Structure

USDA : United States Department of Agriculture

NIFA: National Institute of Food and Agriculture

4-H National Headquarters

Land Grant Universities

Cooperative Extension

4-H Youth *Developent* Program

County or Regional Extension Offices/4-H Youth Development

4-H Community Clubs and Groups

YOUTH

Draw a line from the description below to the entity above.
- The Universities that have the mission of teaching, research and extension
- The foundation for 4-H youth development programs
- The groups that provide the most significant experience for youth
- Serves in the role of trainers, advisors, and support for local 4-H clubs and groups
- Advance 4-H youth development programs through professional and volunteer development, research and evaluation, curricular development, policies and procedures
- In the role of distribution of federally legislated funds to land grant universities
- Provides the knowledge and research of land grant universities to citizens
- Provides resources, support, education and guidance for local 4-H youth development programs
- Provides federal leadership on food, agriculture, natural resources, rural development, and related issues based on public policy and science.

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can identify the federal, state, and county partners that support 4-H clubs and groups.	1 2 3	1 2 3
2. I can describe how federal, state, and county partners influence local 4-H volunteers and members.	1 2 3	1 2 3
3. I can describe how 4-H volunteers and members can influence the federal, state, and county partners.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

4-H Program Management:
Overview

Program Management Competencies

- Organization & Structure of Extension

- Upholding the 4-H Mission

- Risk Management / Risk Reduction

- Liability Awareness and Reduction

- Club Management

- Behavior Management

- Record Keeping

- Financial Management

- Computer Skills

Volunteers for the Next Generation

Organization & Structure of Extension

4-H is made possible through the cooperative efforts of:

- The National Institute of Food and Agriculture of the United States Department of Agriculture in Washington, D.C.   (NIFA/USDA)

- University Cooperative Extension System and partnering institutions

- State and county governments

- Other partners and stakeholders

Volunteers for the Next Generation

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Upholding the 4-H Mission

4-H Mission

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

4-H Vision

A world in which youth and adults learn, grow and work together as catalysts for positive change.

Volunteers for the Next Generation

Risk Management/Risk Reduction

Risk management is:

- Dealing with uncertainties
- The potential for, and the forecasting of, risks
- Doing everything reasonable to control risks

Volunteers for the Next Generation

5

Liability Awareness & Reduction

Types of liability include:

- Negligence

- Standard of care

- Vicarious

Club Management

The goal of a 4-H club is long-term youth development that encourages participants to learn life skills that will help them grow into healthy and productive citizens.

Club management is providing an organized, supportive club environment.

Volunteers for the Next Generation

Behavior Management

The goal is to assist young people in making positive decisions about their own behavior and actions.

When needs for security, belonging and recognition are being met, acting out and misbehavior will less likely occur.

Record Keeping

Record Keeping is a:

- Method of communicating
- Way to document goals, progress, communications, decisions, accomplishments and learning
- Critical life skill

Volunteers for the Next Generation

Financial Management

The appropriate handing of all funds that   relate to the 4-H program

This includes:

- Educating youth about financial management through hands-on experiences

- Following ethical practices

- Compliance with the 4-H guidelines in regard to fund raising and selling items

Computer Skills

Computer skills include the ability to utilize:

- the computer

- software

- electronic media/tools

Volunteers for the Next Generation

11

4-H Program Management:
Overview

Thank You

Developed by
Doug Swanson
Extension Educator
University of Nebraska-Lincoln, Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

4-H Program Management
Overview of 4-H Program Management
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the competencies or skills needed for 4-H program management
- Volunteers will be able to explain the role and benefits of 4-H program management

Time:
20 – 30 minutes

Supplies Needed:
- Prizes for Activity 1
- Markers
- Flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare note cards for Activity 1

Author:
Doug Swanson, Extension Educator, University of Nebraska-Lincoln, Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4-h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
Volunteers are critical partners in delivering 4-H youth development programs. Each of you is a representative of the University and the national 4-H effort. Therefore it is important that you understand and follow appropriate policies, procedures and safety guidelines when acting on behalf of Extension. Having a clear understanding of the history and structure of our organization will help you find resources, communicate appropriate messages and understand your role. Acquiring the skills and knowledge needed in 4-H program management will allow you to competently provide service and contributions to the 4-H organization. (Power Point Slide 1)

WHAT TO DO:
Activity 1: You Said It!
As the presenter, pick out 6-10 key words you expect to say during the presentation. Write each word on two different note cards. Use one word per card. Randomly hand out the cards as people enter the room. Explain the game after making introductions. If someone hears you say the word on their card they must shout out, "You said it!" The goal is to be first one to shout out since two people have the same card. You can give out small prizes like bookmarks, stickers or pencils.

Activity 2: Overview of Program Management Competencies
4-H program management is one of six domains identified by research as necessary for 4-H volunteers to understand and utilize. The research identified nine competencies or skills of 4-H program management that we are going to review. Using Handout 1, we will define each competency and explore its importance to you as volunteers. (Power Point Slides 2-11)
- Organization & Structure of Extension
- Upholding the 4-H Mission
- Risk Management/Risk Reduction
- Liability Awareness and Reduction
- Club Management
- Behavior Management
- Record Keeping
- Financial Management
- Computer Skills

Volunteerism for the Next Generation

Activity 3: How Does It Fit?
Ask participants to break into groups of three or four people. Give each group a piece of flip chart paper and markers. Ask each group to identify three of the program management skills they would like to implement more in their 4-H club or program. Have them answer these two questions about each skill:
- What do I need to know about this competency to do it well?
- What will it mean for my club/program if I implement this competency well?

After they've created their lists, have each group combine with one other group and share with each other. Ask each group to turn in a summary of their discussion and the answers to the two questions for their chosen competencies. (Power Point Slide 12)

Conclusion:
With the knowledge and skills of 4-H program management, volunteers have the foundation for providing high quality effective 4-H clubs and groups for youth. With the 4-H club or group being the most important experience for a young person, this service is critical to the mission of 4-H.

TALK IT OVER:
Reflect:
- Did you think about anything differently when you shared with the other group? Please explain.
- What can good program management do for your 4-H club/program?

Apply:
- List five program management competencies you'd like to learn more about.
- Who are others in your 4-H club/program that would benefit from learning about these topics, and will you encourage them to participate in future workshops?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Record the answers to the *Talk It Over* session on flip chart paper. Have the participants prioritize the list. Use the list for planning future volunteer workshops.

Handout 1

Competencies of 4-H Program Management

It's important that volunteers understand and follow appropriate policies, procedures and safety guidelines when acting on behalf of Extension. Each competency in the 4-H Program Management domain listed below includes a definition and the importance to volunteers.

Organization and Structure of Extension

Definition: 4-H is made possible through the cooperative efforts of the National Institute of Food and Agriculture (NIFA) of the United States Department of Agriculture and the land-grant University Cooperative Extension System and its partnering institutions, and state and county governments. Public dollars are augmented by private monies raised by state 4-H Foundations, individual 4-H staff, volunteers, and National 4-H Council. Local sponsors, partners, donors, alumni and others provide resources and incentives for educational programs, events and recognition. (4-H 101, http://4h.ifas.ufl.edu/Military/4h-101.htm)

Importance to volunteer: Each 4-H volunteer is a representative of their respective land-grant university and the national 4-H effort. Having a clear understanding of the history and structure of the organization helps volunteers find resources, communicate appropriate messages, and understand their role.

Upholding the 4-H Mission

Definition: The National 4-H Mission is "4-H empowers youth to reach their full potential, working and learning in partnership with caring adults." The National 4-H Vision is "A world in which youth and adults learn, grow and work together as catalysts for positive change." http://www.national4-hheadquarters.gov/about/4h_lore.htm

Importance to volunteer: Certain principals that are held strong by all involved in 4-H are what makes 4-H such an impactful youth development organization. 4-H volunteers need to understand the basic mission/vision of the organization, locally and nationally, and focus their work so it appropriately reflects upon the organization.

Risk Management/Risk Reduction

Definition: Risk management is about dealing with uncertainties. It is about the potential for, and the forecasting of, risks, and doing everything reasonable to control them. (Graff, L. 2003. *Better Safe…Risk Management in Volunteer Programs and Community Service,* Linda Graff and Associates, Inc.)

Importance to volunteer: Any program involving young people, adults, and educational experiences has a certain amount of inherent risk potential. Volunteers, as representatives of the 4-H program, need to understand how to reduce the potential for risk as much as possible. Once understood, this needs to be incorporated into their 4-H programming.

Liability Awareness and Reduction

Definition: Organizations have a legal and moral responsibility to do everything reasonable to ensure safety in their volunteer program operations. Volunteers need to be aware of types of liability including: negligence, "standard of care," and vicarious liability. (Graff, L. 2003. *Better Safe…Risk Management in Volunteer Programs and Community Service,* Linda Graff and Associates, Inc.)

Importance to volunteer: Being held liable in courts is a great concern for non-profit organizations. Volunteers need to understand how they may be liable, how and if they are covered for liability (state specific), and how to reduce the occurrence of situations where they may be held liable.

Volunteerism for the Next Generation

Club Management
Definition: The goal of a 4-H club is long-term youth development that encourages participants to learn life skills that will help them grow into healthy and productive citizens. (4-H Club Management Guide, University of Minnesota Extension: http://www.fourh.umn.edu/downloads/4hMG/)

Importance to volunteer: 4-H volunteers need to understand the procedures and policies that make the 4-H club experience unique.

Behavior Management
Definition: The goal of effective behavior management is to assist young people in making positive decisions about their own behavior and actions. The goal is not simply compliance but joyful participation. Effective behavior management begins by creating a safe, secure, and comfortable setting for the group's activities. When needs for security, belonging, and recognition are being met, acting out and misbehavior will less likely occur. (Konen, J. and Elliot, D., "Effective Behavior Management," 4H-022-99, Ohio State University Extension. http://ohioline.osu.edu/4h-fact/0022.html)

Importance to volunteer: 4-H volunteers work with people, both youth and adults. Understanding principals of creating an environment where positive behavior is the norm will lead to greater impact within the 4-H program.

Record Keeping
Definition: Records are needed to keep track of expenses, medical and health facts, work completed on the job, decisions made in meetings, personal decisions, and more. Records are used to document evidence or facts, be prepared and organized, make future decisions, provide nostalgic value, and track progress. Record keeping is a method of communicating, a way to document goals, progress, communication, decisions, accomplishments and learning, and a critical life skill. (Pleskac, S. 2009. *Record Keeping*, VRKC Lesson Plan)

Importance to volunteer: Record keeping helps 4-H volunteers document membership, awards, progress by a youth or volunteer, financial accounting of 4-H monies, prepare for future events, make decisions, and document the history of a club or event. Volunteers can also set a good example of record keeping as they teach it to 4-H members. Record keeping for youth involves documentation of their progress and learning a critical life skill.

Financial Management
Definition: Financial management within the 4-H program refers to the appropriate handling of all funds that relate to the 4-H program. State and local programs will have varying policies and procedures. Factors include educating youth about financial management through hands-on experiences, following ethical practices, and complying with 4-H guidelines in regards to fund raising and selling items.

Importance to volunteer: 4-H volunteers need to be aware of state and local policies related to 4-H funds and the basic principles of appropriate financial management.

Computer Skills
Definition: The ability to utilize computers, software and electronic media/tools.

Importance to volunteer: 4-H volunteers need to communicate with parents, co-leaders, staff, and youth. Volunteers also need to present an up-to-date image of 4-H when in their role. The use of computer skills is vital in communicating and maintaining the public image of the organization.

Author: Doug Swanson, Extension Educator, University of Nebraska-Lincoln, Extension

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can identify the competencies or skills needed for 4-H program management.	1 2 3	1 2 3
2. I can explain the role of program management in 4-H.	1 2 3	1 2 3
3. I can explain the benefits of effective program management for my 4-H club/program.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Interpersonal Characteristics:
Flexibility

Flexibility is

- The ability to adapt to changing situations
- Adapting one's own beliefs and habits as needed
- Multi-tasking as needed
- Avoiding the phrase, "that's not my responsibility"
- An experience that can be individual or at a group/ organizational level
- Developed over time
- Giving up control

Volunteers for the Next Generation

What are the benefits for volunteers who develop and exhibit flexibility?

- Last minute demands/changes won't become a crisis
- Can accept the situation
- Ready to solve problems
- Ready to ask for help and support others
- Open to questions/ideas of others
- Can learn new skills from others

Volunteers for the Next Generation

Flexibility Allows Youth to Learn…

- **Independence** as they choose topics of interest and take on leadership roles
- **Belonging** as they are listened to and part of the decision making team
- **Generosity** as they help and contribute
- **Mastery** as they gain more skills while assisting others
- Creative problem solving
- New ways of doing things
- Interpersonal and cultural adaptability

Volunteers for the Next Generation

Tips on Developing Flexibility

- Learn to see and prepare for trends
- Be aware of personal strengths and weaknesses
- Operate from strengths
- Work to build relationships and help others to operate from their strengths

Volunteers for the Next Generation

Interpersonal Characteristics:
Flexibility

Thank You

Developed by
Celeste Carmichael and Kimberly Fleming, Statewide Program Specialists,
Cornell Cooperative Extension 4-H Youth Development
in cooperation with Sue Pleskac, Professor,
Volunteer Leadership Specialist, University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

6

Interpersonal Characteristics
Flexibility

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe how flexibility is important to working with youth.
- Volunteers will describe benefits of flexibility and how to develop the skill of flexibility.

Time:
20 – 30 minutes

Supplies Needed:
- Paper and pencils
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare signs for Activity 1 and handouts.

Authors:
Celeste Carmichael and Kimberly Fleming, Statewide Program Specialists, Cornell Cooperative Extension 4-H Youth Development

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION
"When in doubt of what to do, ask yourself not what the rules say, but what is the best thing for the young people involved—that will help guide your decision." – Comment by a veteran 4-H Educator

Flexibility refers to the ability to adapt to changing situations, and adapting one's own beliefs and habits as needed. It also refers to being able to perform a number of different jobs, tasks and assignments, and avoiding the phrase "that's not my responsibility." Flexibility can exist on a personal level: individuals adapting to change in their lives and in their roles as staff, volunteers, and family members. It can also refer to organizational flexibility. Organizations must be able to adapt to the diversity of participants, changes in tasks that need to be completed, and variations in the way work is done. (Power Point Slides 1, 2)

WHAT TO DO
As an organization, 4-H is flexible, meeting the needs of youth and families where they are at with their particular interests, and helping them work toward the goal of positive youth development. This flexibility provides young people with opportunities to explore and learn about themselves and their world with the guidance and support of caring adults. As an organization, we are less about rules and achievement plans and more about getting resources to young people as they are ready for them. While there are some policies in place to guide our work, there is plenty of room for creativity—on the part of adults and young people—to make the 4-H experience a success.

4-H members are also called upon to be flexible, as youth involvement and family interests may require changes to meeting times or locations. Our organization also sometimes asks that families and volunteers accept more significant changes such as a new program initiative, fair date, or staff person. Flexibility is not always an easy skill to master, as it means giving up control. While some may refer to the good old days when things never changed, flexible volunteers will model good adaptability skills that help youth meet new challenges.

(Power Point Slide 3) What are the benefits for volunteers who develop and exhibit flexibility? Flexibility ensures that last minute demands and changes will not become a crisis. A flexible volunteer will be accepting of the situation and ready to problem solve. Those who exhibit flexibility are often good team members, ready to help others, and are open to asking others for help. In doing so, flexible

Volunteerism for the Next Generation

VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
  http://www.national4-h headquarters.gov/comm/vrkc.pdf

VRKC Research and Design Team:
  Ken Culp III, Ph.D., University of Kentucky
  Renee K. McKee, Ph.D., Purdue University
  Patrick Nestor, Ed.D., West Virginia University

References for this lesson:
- Australian Volunteers International. *Personal competencies - flexibility.* http://www.australianvolunteers. com/work/index.asp?menuid=1 60.010.010#flex
- Transportation Security Administration. *Flexibility Competency Development Activities.* http://www.tsa.gov/assets/pdf/fl exibility_activities.pdf
- Muskie School of Public Service. *Volunteer Management Competencies.* http://muskie.usm.maine.edu/Pu blications/VolunteerMgmtComp etencies_Overview.pdf

people often learn new skills, furthering the cycle of being flexible. (Power Point Slide 4) How does flexibility relate to youth development? Flexibility is important in how we reach youth through 4-H project work. A project is a planned series of learning activities/experiences that engage youth in the use of their **heads** and **hands** in ways that result in enhanced competencies, open **hearts**, and better **health**. 4-H projects led by flexible leaders who plan meetings based on the interests of youth provide opportunities to:

- Gain new knowledge and develop the critical thinking skills that lead to **independence** of thought and action. Volunteers must be flexible about topics chosen by youth and allow youth to take on leadership roles.
- Experience a sense of **belonging** through cooperative learning activities. Relationships are built when youth know that they are being listened to and are part of the decision making team.
- Develop a spirit of **generosity** by sharing knowledge and using skills to help others. Flexibility ensures that everyone at the table has something to offer.
- Achieve a feeling of **mastery** as the cumulative result of project work. Those who are flexible often gain greater skills as they are willing to help with additional tasks.

Flexibility also leads to creative problem solving, dealing with uncertain new situations, learning new tasks, technologies and procedures, and demonstrating interpersonal and cultural adaptability.

(Power Point Slide 5) Learning to see and prepare for trends is one way of learning flexibility. Another way is learning about ourselves, both our strengths and weaknesses. Then we must work to operate from our strengths. When someone needs a hand, offer it. This will ease their burden, strengthen your relationship, and expand the skills of both of you as you learn from each other. If we are strong and secure in our ability to be flexible, last minute changes that are bound to happen will not be as cumbersome.

Activity 1: Agree or Disagree
Use Handout 1 to guide the activity.

Conclusion:
Flexible volunteers can provide a safe, positive learning environment where youth can experiment and learn. Flexibility will allow volunteers and youth to adapt to changing situations and accept others. (Power Point Slide 6)

TALK IT OVER
Reflect:
- Why is having the skill of flexibility important when working with youth?
- What are observable elements of flexibility?
Apply:
- What ways can you develop flexibility in yourself and in others?

Volunteerism for the Next Generation

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Check out the reference links for additional tips and ideas.

Volunteerism for the Next Generation

Handout 1
Agree or Disagree

Instructions for facilitator:

Step One: Use paper and markers to make two signs: one that says "Agree" and one that says "Disagree." Hang the "Agree" sign on one end of a wall and the "Disagree" sign on the opposite end. Be sure there is room to stand along the wall between and under the signs.

Step Two: Lead the following activity.

  (1) Present the following case study or a similar case study with shades of gray in the decision-making:

    Club leader Mrs. Blackwell is frustrated. Susie is 17 years old, attends most 4-H club meetings, and has shown her cows every year for 4 years. She missed the club meeting last night and therefore will not get her show entry in by the county fair deadline tomorrow. Susie probably doesn't even realize that she will not be able to show since her paperwork is not yet in. Mrs. Blackwell has decided that since the paperwork is not in hand on her way to the local 4-H office, Susie has missed her chance. Susie will not be able to show at the county fair this year.

  (2) Ask participants to line up against the wall based on whether or not they agree with Mrs. Blackwell and her decision to not allow Susie to show at the county fair.

  (3) Facilitate a discussion about why people chose their location on the wall, what we know and what we don't know. Might Susie have an appropriate excuse? What could be happening with Susie or Susie's family? What other questions might we ask before making this decision?

  (4) Give some more details that fit in with changing times, limited income, Susie works to cover her personal expenses, Susie didn't call—Do participants agree or disagree now?

Step Three: Ask participants to come up with other similar situations with shades of gray. They can agree or disagree with final decision and explain why. Participants can ask for clarifying details and then consider how flexible they would be and why.

Step Four: Brainstorm ways 4-H can be flexible to meet families' needs and the changing times.

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe how flexibility affects positive outcomes with youth.	1 2 3	1 2 3
2. I can describe benefits of flexibility in working with youth.	1 2 3	1 2 3
3. I can describe how to develop the skill of flexibility.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?
  .

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Interpersonal Characteristics:
Ability to Develop & Strengthen Relationships

Relationships are Key
in 4-H Youth Development

- Effective relationship skills are life skills youth should gain and strengthen while involved in 4-H

- 4-H volunteers are relationship role models

- The 4-H environment should be a place where young people learn about effective relationship building

- Remember that "youth are the project"

Volunteers for the Next Generation

Qualities of Good Relationships in 4-H Youth Development

- Be positive
- Be enthusiastic
- Be well prepared and organized
- Be accountable
- Practice tolerance and acceptance of others
- Be respectful, polite, and practice professionalism
- Manage conflict
- Communicate effectively
- Listen to others

Volunteers for the Next Generation

Qualities of Good Relationships in 4-H Youth Development

- Be accessible

- Create a welcome environment for newcomers

- Be ethical

- Do your share when you work as a team

- Be grateful

- Provide youth leadership development opportunities

"Am I the kind of person people cross the street to meet, or cross the street to avoid?"

Volunteers for the Next Generation

Interpersonal Characteristics:
Ability to Develop & Strengthen Relationships

Thank You

Developed by
Rachelle Vettern, Leadership Volunteer Development Specialist,
North Dakota State University Cooperative Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Interpersonal Characteristics
Ability to Develop & Strengthen Relationships
VRKC: Volunteer Research Knowledge Competency Taxonomy

INTRODUCTION
Developing and strengthening relationships are two key skills that are needed to be a successful volunteer in the world of 4-H youth development. These are life skills that we expect 4-H youth to gain and improve while they are involved in 4-H. 4-H volunteers should be role models for these skills. (Power Point Slides 1, 2)

WHAT TO DO
Volunteers and extension staff share the responsibility for establishing and maintaining good working relationships in the 4-H program. Everyone should understand that the "youth are the project." Our primary focus should be creating the most effective environment for youth to gain life skills, including ones related to relationship building. This happens when volunteers work well with each other and when extension staff work effectively with other staff and volunteers.

4-H members are perceptive. When there is conflict among volunteers or staff, youth notice the shift in relationships. Being surrounded by a tense environment does not foster positive youth development. In this session we will focus on specific skills that foster positive relationships in the 4-H program.

Activity 1: Round Robin on Relationship Skills
Have each person tell their name, volunteer role, and one skill s/he thinks is important in developing and strengthening relationships. Share in a round robin fashion to make sure everyone responds and record responses on flipchart paper.

Through this activity, we begin to realize there are universal relationship skills. Let's see how the skills you shared compare to those on Handout 1. Distribute and review Handout 1. (Power Point Slides 3, 4)

Activity 2: Reflective Listening
Break into groups of two. One person discusses his/her ideas about developing and strengthening relationships in the 4-H program for two minutes. The other person listens without thinking about anything other than what the person is saying (no interjections allowed). The listener then takes one minute to repeat back to the speaker what was heard without any additional comments or opinions about what was said. The speaker tells the listener if s/he heard correctly. Continue the process until the speaker feels as if the receiver understands what was said. Switch roles.

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VRKC Research and Design Team:
Ken Culp III, Ph.D., University of Kentucky
Renee K. McKee, Ph.D., Purdue University
Patrick Nestor, Ed.D., West Virginia University

References for this lesson:
- Josephson Institute of Ethics (2008). *What are the six pillars of character?* Retrieved August 8, 2008 from the *Josephson Institute of Ethics* web site: http://charactercounts.org/overview/faq.html#SixPillars
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- Maizler, J. (2002). *The Relationship Handbook.* Writers Club Press. Retrieved August 8, 2008 from: www.enotalone.com/article/2683html
- McCann, T.V. & Baker, H. (2001). *Mutual relating: Developing interpersonal relationships in the community.* Journal of Advanced Nursing. 34(4), 530-537.

Bring the group together and ask: How does listening and communicating effectively apply to good relationships in 4-H?

Activity 3: Circle of Commitment
Give each volunteer a sticky note and ask them to write two of the relationship skills they will work to strengthen in their role as a 4-H volunteer. Go around the room and ask each person to share the two they will focus on. If you have extra time, talk about how they plan to practice the skills. Commit to checking up on each other. When they go home, they should place their sticky notes somewhere where they will see them as a reminder.

Conclusion:
Effective relationships are the cornerstone of the 4-H program. 4-H does not happen without committed volunteers like you. Hopefully the discussions and activities from this session will assist you in developing and strengthening relationships in our 4-H program. (Power Point Slide 5)

TALK IT OVER
Reflect:
- Why are good relationships important when working with youth?

Apply:
- How can you encourage youth and adults to build and strengthen relationships with each other in their 4-H clubs and groups?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
For additional ideas, check out SAMSA (2008). Making and keeping friends: A self-help guide. Retrieved August 8, 2008 from *SAMHSA's National Mental Health Information Center* web site: http://mentalhealth.samhsa.gov/publications/allpubs/SMA-3716/introduction.asp

Volunteerism for the Next Generation

Handout 1
Qualities of Good Relationships

- **Be positive.** People are drawn to those who have an upbeat attitude about life.

- **Be enthusiastic.** Enthusiasm is contagious. Being excited about the things you are doing in 4-H draws in and engages other 4-H volunteers, parents, and members.

- **Be well prepared and organized**. A level of trust and respect is built when others know they can count on you to be prepared at 4-H events and functions.

- **Be accountable.** If you commit to doing something, follow through with it. If you agree to provide an educational workshop for 4-Hers on digital photography, be where you said when you said, with the proper equipment and resources to teach an effective lesson to the youth involved.

- **Practice tolerance and acceptance of others.** It is human to have different opinions or ideas about how the 4-H program should be run, but be open to new ways of doing things and to different beliefs. Tolerance includes respecting each individual's uniqueness. Embrace diversity. Interacting with others from diverse backgrounds gives you new perspectives and experiences.

- **Be respectful, polite, and practice professionalism.** You can choose to like or dislike anyone involved in the 4-H program, but as a person of character and role model, you should treat them with respect because it is the right thing to do. As 4-H volunteers you are a reflection of the 4-H program and the land grant university that 4-H is connected with. When people witness your behavior they automatically connect you with 4-H and the university. What message do you choose to send?

- **Manage conflict.** Conflict can be productive and often leads to positive change. If you find yourself involved in a conflict at a 4-H function, separate the person from the problem. Seek to understand each person's point of view. Ask "How will this benefit our 4-Hers?" Focus on the facts, not feelings. Work to reach consensus. Accept that everyone makes mistakes, including you. Be ready and willing to forgive, or take ownership for a mistake if it is yours.

- **Communicate effectively.** Greet fellow 4-H volunteers and the extension professionals you work with. Find out how their week was. Draw out other people's points of view at 4-H meetings. Use words like, "Let's look at this from another viewpoint." Showing interest in others builds camaraderie. Choose your words carefully when you interact. Always think about how what you are saying would sound if you were the listener. As the old adage says, "You attract more bees with honey than with vinegar." More is accomplished at 4-H functions when everyone communicates in a positive manner.

- **Listen to others.** A 4-H volunteer should spend at least as much time listening to others as they do speaking. When someone speaks, focus on their words, expressions, and body language. Listen to understand. Think of a time when you felt like you were really heard. Try to provide that same experience for the individuals you work within 4-H. Many times conflicts and misunderstandings can be avoided if everyone is given fair hearing and everyone tries to comprehend the other's viewpoint.

- **Be accessible.** Be approachable to 4-H youth, extension professionals, 4-H parents, fellow 4-H volunteers, and community members. Promptly return phone calls, e-mails, and correspondence related to the 4-H program.

- **Create a welcome environment for newcomers.** Being the new person at 4-H Leaders' Council meetings and other 4-H events can be daunting, whether you are a new volunteer or extension professional. Take time to acknowledge the new person. Invite her or him to share ideas. 4-H is designed to be a friendly, inclusive organization.

Volunteerism for the Next Generation

- **Be ethical.** Good relationships start with people of character. When people are models of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship, relationships function effectively (Josephson Institute, 2008).

- **Do your share when you work as a team.** As the old quote says, "Too many people are willing to carry the stool when the piano needs to be moved." –unknown. Be a piano mover when assisting with club, community, and county 4-H activities. Helping your fellow 4-H colleagues will assist in building strong working partnerships. Being there when one of your fellow 4-H community members needs you shows you care. On the flip side, don't be afraid to ask for help when you need it. 4-H is built on committed volunteers and professionals working together.

- **Be grateful.** Saying thank you for a job well done goes a long way in establishing relationships and shows people that you appreciate the work they have done. Individuals are more likely to work with you again if their contributions have been acknowledged.

- **Provide youth leadership development opportunities.** "Creating opportunities for youth to develop skills and confidence for leadership and self-discipline is a cornerstone of 4-H. The 4-H Youth Development emphasis is on practical application of knowledge or 'learning by doing' to develop skills and acquire a sense of responsibility, initiative, and self-worth" (Kress, 2005). For that reason, youth should be empowered to lead 4-H meetings and events, with as little interference as possible from adult volunteers. One of the eight essential elements in 4-H youth development is "a positive relationship with a caring adult." Offering leadership opportunities and partnering with your 4-H'ers establishes a positive relationship filled with learning experiences.

After reading this list, think to yourself, "Am I the kind of person people cross the street to meet, or cross the street to avoid?" If you are the latter, what relationship skills can you practice to build solid partnerships with youth and adults in the 4-H program? Responding to others in this way will foster positive working relationships.

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can identify the qualities of good relationships.	1 2 3	1 2 3
2. I can describe how to develop and strengthen relationships.	1 2 3	1 2 3
3. I understand the importance of building and strengthening relationships in 4-H clubs and groups.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Interpersonal Characteristics:
Patience

Patience is

- The ability to sit back and wait for an outcome without experiencing anxiety or frustration

- The display of tolerance and understanding towards those who may be different

- Developed over time through experience

Volunteers for the Next Generation

2

What are the benefits for volunteers who develop and exhibit patience?

- Exhibit reduced stress levels
- Display more intentional decision making
- Increase ability to assess situation more fully
- Demonstrate compassion, understanding and empathy
- More accepting of other's shortcomings

Using the Experiential Learning Model

- Requires patience
- Develops patience
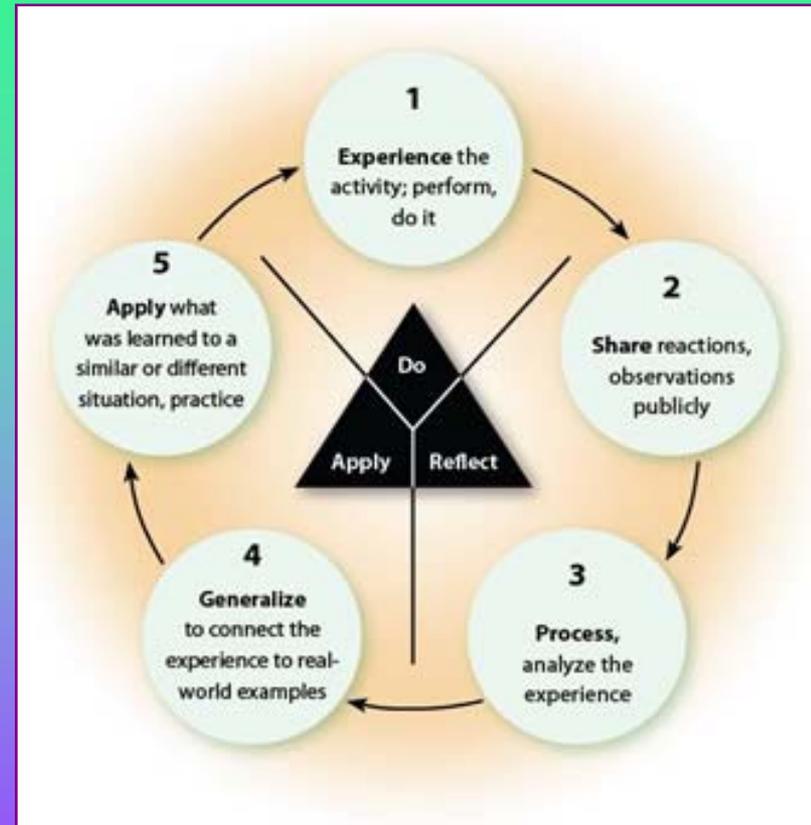
Tips on Developing Patience

- Set boundaries for group
- Decide what choices will be provided
- Define the sequential steps
- Identify and limit concepts and activities
- Allow youth to discover through experience
- Provide time, space, tools and encouragement
- Facilitate conversations
- Model respect and patience

Volunteers for the Next Generation

Interpersonal Characteristics: Patience

Thank You

Developed by
Celeste Carmichael and Kimberly Fleming, Statewide Program Specialists,
Cornell Cooperative Extension 4-H Youth Development
in cooperation with Sue Pleskac, Professor, Volunteer Leadership Specialist,
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Interpersonal Characteristics
Patience

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe how patience affects positive outcomes with youth.
- Volunteers will describe benefits of patience and how to develop the skill of patience.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Choose sensitivity activities from Handout 1 and prepare handouts.

Authors:
Celeste Carmichael and Kimberly Fleming, Statewide Program Specialists, Cornell Cooperative Extension 4-H Youth Development

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION

"My club leader let us try new things, even if we made a mess, didn't always do it right and even when we didn't put our hearts into it. Over time this helped us to be able to explore without feeling hindered." – A 4-H member's comments about his club advisor

Patience is the ability to sit back and wait for an outcome without experiencing anxiety or frustration. Patience also refers to the display of tolerance and understanding towards those who may be different. 4-H projects often serve as a tool to develop patience in 4-H members. Members learn skills through sequential learning, taught over a period of sessions, sometimes years. Learning to sew takes time, effort, and patience as stitches are ripped and re-done. Growing a crop of asparagus can take upwards of three years as the crowns become established. Demonstrating good communication and leadership skills takes practice and develops over time. Likewise, 4-H volunteers develop patience through experience leading projects and youth through intentional learning. Guided exploration of patience can help a volunteer to become more successful with youth. (Power Point Slides 1, 2)

WHAT TO DO

(Power Point Slide 3) What are the benefits for volunteers who develop and exhibit patience? Those who are patient often exhibit reduced stress levels and more intentional decision making. Patience makes it possible to assess a situation fully, and weigh pros and cons. Those showing patience often exhibit compassion, understanding, and empathy. When you are patient, you are often more able to accept other's perceived shortcomings, as well as your own. In terms of volunteers working with youth, volunteers who exhibit patience will be more successful recruiting youth and will feel content, and less stressed, with their efforts. Young people learn best in an atmosphere of warmth and acceptance.

(Power Point Slide 4) How does patience influence non-formal education? 4-H is a non-formal education program that is characterized by hands-on, experiential learning. Teaching using the experiential learning model is not quick and easy. It is different than the way youth learn in school. A youth-centered approach to learning can seem more chaotic, and it may be less comfortable for some adults. Being able to share control of the learning process with youth participants requires patience and practice. However, the research shows that when combined with an opportunity to reflect and apply, experiential learning is the most effective way for young

people to learn. Using the experiential model requires patience and develops patience.

(Power Point Slide 5) The best way to develop patience is to first recognize what makes you lose your patience. What makes you feel irritated, frustrated, resentful, or stressed? Understanding what triggers impatience can help you cope better. A well-planned program is a volunteer's best defense against losing patience. A program that includes recreation, fun, the ability to explore, enough adult help, and a snack if needed will help the youth to tune in, and in-turn, help the volunteer to both be patient and develop further patience. A few suggestions for planning a good program (from Cooking up Fun – Working with Youth) include:
- Set boundaries for the group.
- Decide what choices will be provided.
- Define a sequential, multi-session learning experience.
- Identify concepts and learning activities.
- Limit the number of concepts to be explored.
- Allow youth to discover concepts through the experiential approach.
- Provide time, space, tools, and encouragement.
- Facilitate conversations among participants.
- Model respect for different discoveries and opinions.

Activity 1: Practicing Patience by Exploring Sensitivity Activities
Use Handout 1 to guide the activity.

Conclusion:
Patience is a critical skill for volunteers, influencing how you develop effective relationships, work with individuals and groups, and express empathy and understanding for others. Above all else, accept, understand, and forgive. This applies to yourself as well as others, for we need to be patient with ourselves as we learn new skills and approaches. (Power Point Slide 6)

TALK IT OVER
Reflect:
- Why is having the skill of patience important when working with youth?
- What are observable elements of patience?

Apply:
- What ways can you develop patience in yourself and in others?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Check out the reference links for additional tips and ideas.

Volunteerism for the Next Generation

Handout 1

Practicing Patience by Exploring Sensitivity Activities

Step One: Prior to developing the skills needed to increase patience, identify the current state of your patience. Answer the following questions on paper.
- What is your definition of patience?
- How much patience do you have when working with youth and adults in the 4-H Youth Development program?
- What negative consequences have you experienced as a result of your lack of patience?
- What feelings do you experience when you are impatient?
- What new behavior traits could you develop to gain more patience?

Step Two: Once you have a better picture of the status of your patience, please keep in mind working with people who have different skills and abilities than you have as you try out these sensitivity activities.

Step Three: The Sensitivity Activities. Follow instructions for the following sensitivity activities adapted from Project EASE. If you have a small group, it will be possible to do several activities in succession. If you have a larger group, you may wish to have several tables with different activities and have participants move from table to table.

One way to help us become more sensitive to the problems some young people experience due to inexperience or undeveloped skills is to simulate these experiences with your group. This way you can feel and better understand what it is like to have limitations. This understanding can be transformed to patience for others with different limitations or less developed skills.

- **Becoming sensitive to changes in hearing, sight or focus:**
    - o Use a set of swimmer's ear plugs, earmuffs, or a stocking hat to dull the sound of people talking. Have each participant follow softly spoken directions on how to accomplish a simple task such as folding paper a specific way. Time the participants to illustrate how hearing loss or difficulty in focusing on a lesson may affect how fast a person accomplishes a given assignment.
    - o Emphasize the interrelation of vision and hearing, or perhaps the inability to focus. Have a blindfolded participant listen to instructions that are given at a fast pace. This will illustrate how often we depend on seeing someone talk to follow instructions or hear what is being said.
    - o Smear eyeglasses with petroleum jelly and ask participants to perform simple tasks while wearing them.
- **Becoming sensitive to limited dexterity:**
    - o Have each participant wear plastic gloves to simulate difficulties in grasping small objects. Ask each participant to pick up a small square of paper from the table.
    - o Remember how hard it was to tie your shoe while you were learning for the first few times? Have a person wear a pair of thick gloves and then tie a shoe or attempt another similar intricate task, such as buttoning a shirt.
    - o Have participants try to write their names using their left hand to remember how hard it was to learn how to write early on.
    - o Paste heavy sponge rubber on the bottom of a pair of shoes, or put the right shoe on the left foot, and have the participant walk in them.

Step Four: Discuss what it felt like to walk in the shoes of someone with limited skills or abilities. Ask how this might help encourage patience when working with children.

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can describe how patience affects positive outcomes with youth.	1	2	3	1	2	3
2. I can describe benefits of patience in working with youth.	1	2	3	1	2	3
3. I can describe how to develop the skill of patience.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Interpersonal Characteristics:
Honesty, Ethics, and Morals

Volunteers Serve as Role Models

- Volunteers have an responsibility to guide, direct, and mentor young people in 4-H programs

- We must understand our own character before we can help young people build their character

- We are being watched (whether we realize it or not)

Volunteers for the Next Generation

Honesty

- Involves:
  - Telling the truth
  - Being sincere
  - Being forthright and candid
- Demonstrated by:
  - How we communicate with others
  - How we act
  - Our ability to build trust

"If I tell this white lie, will the person thank me for caring or will they feel manipulated or betrayed?"

Volunteers for the Next Generation

Values

- Our important beliefs and desires
- Shape our attitudes
- Help us make decisions
- Motivate our actions
- Develop from:
  - Our experiences
  - Others
  - Formation of beliefs consistent with self-image and personal life goals

Volunteers for the Next Generation

Ethics/Morals

- Are about right and wrong
- Determine how an honorable person should behave
- Doing what is right even when no one else is doing it
- Making choices and choosing appropriate actions

Volunteers for the Next Generation

Character

- A person of good character knows the difference between right and wrong and strives to do what is right for the right reasons.

- CHARACTER COUNTS! is based upon the framework of the Six Pillars of Character
  - Trustworthiness   --- Respect
  - Responsibility   --- Fairness
  - Caring   --- Citizenship

Be a T.E.A.M. Player

- **Teach** – Help young people understand the importance of character

- **Enforce** – Be consistent and fair in enforcing rules (not always fun, but necessary)

- **Advocate** – Communicate the importance you attach to character

- **Model** – Keep in mind we lead by example

Volunteers for the Next Generation

Interpersonal Characteristics: Honesty, Ethics, and Morals

Thank You

Developed by
Mary Jo Williams
University of Missouri, Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Interpersonal Characteristics
Honesty, Ethics, and Morals

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will differentiate between values, ethics, morals, and character and the importance of each.
- Volunteers will list ways to be a T.E.A.M. player.
- Volunteers will identify their personal views on what character looks like and how it can strengthen their work with 4-H youth.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Mary Jo Williams, Extension 4-H Specialist, University of Missouri, Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4hheadquarters.gov/

INTRODUCTION
As adults working with young people, we have a responsibility to guide, direct, and mentor. Honesty, ethics, morals, and other traits serve as the foundation for our individual character. It is important to first understand what we believe about our own character before we can support others, particularly young people, as they build their character. While this session does not particularly deal with teaching character, it is important to remember that as a volunteer for young people you are serving as a role model. You are being watched! (Power Point Slides 1, 2)

WHAT TO DO
(Power Point Slide 3) **Honesty** is telling the truth, being sincere, forthright, and candid. It is demonstrated by how we communicate with others and by how we act. In the bigger picture, honesty is a critical part of being trustworthy, which is essential to building meaningful relationships, long-lasting friendships, and successful associations. It is critical to build trust with the young people in our programs.

(Power Point Slide 4) **Values** are our important beliefs and desires. Our values shape our attitudes, help us make decisions, and motivate our actions. We develop our values from our experiences, from others, and from the formation of beliefs consistent with our self-image and personal life goals. It is important that our values are consistent with what we do. For example, valuing good health and nutrition yet always being the first to suggest stopping for ice cream or indulging in a second piece of pie may cause some to question your values. Keep in mind we don't all value the same things and that's okay. For example, you might value a neat work area, while someone else finds they are more creative in what you would consider clutter.

(Power Point Slide 5) **Ethics/Morals** are about right and wrong and determine how an honorable person should behave. First, we must know the difference between right and wrong and then we must also have the willpower and discipline to do what is right, regardless of temptations and pressures. Ethics is about doing what is right even when no one else is doing it. It is about making choices and choosing appropriate actions. We know it is unethical to commit murder or steal, but it is also unethical to lie, cheat, and break the law. The problem is that there are so many things in life that challenge our ethics. Morals are that code of conduct based on ethics.

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(Power Point Slide 6) **Character** and ethics are closely related. A person of good character knows the difference between right and wrong and strives to do what is right for the right reasons. Many 4-H programs throughout the country incorporate character education in their programs. In fact, 4-H National Headquarters is a member of the *CHARCTER COUNTS! Coalition*. CHARACTER COUNTS! is based upon the framework of the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Honesty, ethics, and morals were identified by research as important skill sets for those that work with youth. It is important for young people and their parents to know that the adults around them can be counted on and have high standards of character and behavior. You may be thinking that you didn't sign up as a 4-H volunteer to teach anyone how to be honest, ethical, or moral. In fact, you may feel it is not your place. If we took a poll right now, most people would likely agree that matters like teaching character is primarily a parent's responsibility. But everybody interacting with young people also has an important supporting role. Keep in mind, you are not invoking your *values* on others—your personal beliefs and desires—rather, you are encouraging the universal character traits of right and wrong.

As a 4-H volunteer, you can encourage principles of character by being a T.E.A.M. Player: (Power Point Slide 7)
- **Teach** – Help young people understand the importance of character. Encourage young people to think about the consequences of their actions. For example, if a young person agrees to help at the food stand during the fair, then changes his mind but fails to tell anyone, what are the likely consequences? There may not be enough people to work, which could lead to poor service and angry people, distrust in what he says he will do, etc.
- **Enforce** – Be consistent and fair in enforcing rules and guidelines established by the state and county 4-H programs and by clubs. Enforcing rules is not always fun, but is necessary and shows consistency. It might include things like meeting deadlines for registrations or completing reports.
- **Advocate** – Communicate clearly, continuously, and vigorously the importance you and 4-H attach to character.
- **Model** – Keep in mind we lead by example. We send a message as to what we value most by the choices we make and by our conduct.

So what does good character look like? It is far easier to talk about being a person of character than it is to put what you believe into action.

Activity 1: Alien Observations
Divide the participants into groups of 3-4. Imagine that you are an alien from a galaxy far, far away. Your planet would like to develop a quality youth development program. The leaders of your planet know that 4-H is the premier model and recognize that volunteers are a critical part of that program. You have been sent to visit Earth to learn about what it takes to be a volunteer

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in 4-H. **Your mission is to figure out how 4-H volunteers incorporate ethics and values in working with young people.** You will have five minutes to jot down your observations. Be as objective as possible. Bring the group back together and share your observations with the rest of the group. Where were their similarities in ideas? Were there ideas that were shared that could be used now in the 4-H club or group you are working with? What would be the impact of incorporating ethics and values in 4-H meetings, activities and events?

Activity 2: Putting Observations into Action
In small groups, using the scenarios in Handout 1, identify thoughts and feelings and then action steps to take. Bring the group together and have each small group share their ideas.

Conclusion:
What does good character look like? It is about putting honesty, ethics, and morals into action. For volunteers, it's about being a T.E.A.M. player where you are teaching, enforcing, advocating and role modeling good character in your work with 4-H youth. (Power Point Slide 8)

TALK IT OVER
Reflect:
- What is the difference between values, ethics, morals, and character? How are these important to the role of a 4-H volunteer?
- What are examples of 4-H volunteers using the T.E.A.M. approach in their roles?

Apply:
- How does your personal view of character provide the starting place for building character in 4-H youth?
- What can you do now to include teaching honesty, ethics and morals with the 4-H youth you work with?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY

You can find lots of ways to include character into your project meetings by visiting http://www.4-hmilitarypartnerships.org, selecting Curriculum Resources on the left-hand side, and scrolling down to character education in the main body.

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Handout 1

Putting Observations into Action

In small groups, read the scenarios. Identify thoughts and feelings and then action steps to take. Be prepared to share responses with the total group.

Chaperoning Teenagers
You are chaperoning teenagers on a trip. The rules of conduct have been clearly stated and include "no guys in girls' rooms" and "no girls in guys' rooms." Anyone violating these rules is required to call his/her parents and is sent home immediately. During your 1:00 a.m. check, you see Robert leaving Beth's room. You tell another chaperone and learn that Beth's father has a violent temper. The chaperone fears for Beth's safety if the dad is called.

What would you do?

Planting Flowers
Your club is planting flowers in a local park on Saturday. Six members said they were available to help. Sara, John, and Alisa were among them. At the last minute they call you and tell you they are not available to help because they have been invited to go swimming with a group of their friends. This leaves only three members to help.

What would you say to Sara, John, and Alisa?

Showing Sheep
One of your project members shows sheep with a friend from another club. The show rules are specific regarding not switching animals after registration is complete. The 4-H member comes to you and tells you she noticed that her friend switched animals in one class. She asks you what she should do.

What do you do or say?

Conference Judging
You are a Butler County 4-H fair volunteer. It is fair time and the county has a rule that says everyone must participate in conference judging. You notice a first-year 4-H member standing in line in tears waiting to meet with the judge. He tells you he is scared and really doesn't want to talk with the judge. In fact, he announces he will quit 4-H if he has to talk to the judge.

What do you do to help? Are there other alternatives that will help the 4-H member overcome his fear and still be fair to other first-timers?

Grooming a Steer
You know that Blair will benefit most by grooming his own steer, but you just know that your experience and skill will make the animal show much better. After all, how the member does will reflect on you as a project leader. Besides, everyone is busy grooming animals – no one will notice.

What do you do?

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can differentiate between values, ethics, morals, and character and the importance of each.	1 2 3	1 2 3
2. I can list ways to teach, enforce, advocate and model honesty, ethics, and morals in my 4-H volunteer role.	1 2 3	1 2 3
3. I can identify my personal views on what character looks like and how to use that to strengthen how I work with youth.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Interpersonal Characteristics:
Acceptance of Others

1

Acceptance of Others

- Recognizing and showing appreciation for differences.
- Creates an environment of openness and trust.
- Through acceptance, others are more relaxed and can learn and share without fear of evaluation or judgment.

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Accepting others is about respecting the uniqueness in each one of us.

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A Self Accepting Person…

- Knows what they value and is comfortable communicating their values to others without pressuring them.

- Has confidence in his/her ability to deal with problems, even in the face of failure and setbacks.

- Feels equal to others as a person, not superior or inferior, regardless of the differences in specific abilities, family backgrounds, or attitudes of others toward him/her.

- Can accept praise without false modesty and compliments without guilt.

- Is sensitive to the needs of others, to accepted social customs, and particularly to the idea that he cannot enjoy himself at the expense of others.

- Genuinely enjoys himself in a wide variety of activities involving work and play.

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Skills to Build Acceptance of Others

- Listening with understanding
- Expressing warmth and acceptance

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Interpersonal Characteristics:
Acceptance of Others

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Interpersonal Characteristics
Acceptance of Others

VRKC: Volunteer Research Knowledge Competency Taxonomy

INTRODUCTION

Acceptance of others is about recognizing and showing appreciation for differences. Acceptance creates an environment of openness and trust. Through acceptance, others are more relaxed and can learn and share without fear of evaluation or judgment. 4-H volunteers are in a key position to model this important life skill to youth and other volunteers. (Power Point Slides 1, 2)

If we hold up a hand we may glimpse an instantly recognizable characteristic demonstrating our uniqueness: our fingerprints. Each person has a unique thumb-print, no matter what race, gender, age, or size. Accepting others is about respecting the uniqueness in each one of us. (Power Point Slide 3)

WHAT TO DO

Activity 1: Similarities and Differences BINGO!

The first step in accepting others is being aware of who we are and our similarities to and differences from others. Distribute Handout 1 and explain that we are going to play bingo by asking others to sign their name on our card. The first person to complete a row can yell out "bingo!" Continue playing and try to complete all of the squares. As the group comes back together, ask them to respond to the following questions: Was it easier to identify similarities or differences? Do our similarities or differences make it easier for us to accept others? Why?

(Power Point Slide 4) We are most often more accepting of others when we perceive others to be similar to ourselves in values, gender, goals, culture, and other areas. Often it is the differences that can create roadblocks to acceptance. This causes difficulty in communication and working together. Learning to accept our selves is a critical first step in accepting others. A person who is self accepting:

1. Knows what they value and is comfortable communicating their values to others without pressuring them.
2. Has confidence in his/her ability to deal with problems, even in the face of failure and setbacks.
3. Feels equal to others as a person, not superior or inferior, regardless of the differences in specific abilities, family backgrounds, or attitudes of others toward him/her.
4. Can accept praise without false modesty and compliments without guilt.
5. Is sensitive to the needs of others, to accepted social customs, and particularly to the idea that he cannot enjoy himself at the expense of others.
6. Genuinely enjoys himself in a wide variety of activities involving work and play.

Volunteerism for the Next Generation

(Power Point Slide 5) Two critical components to building skills in acceptance of others are listening with understanding and expressing warmth and acceptance.

Activity 2: Celebrating Differences
Ask participants to break into groups of two. On flip chart paper, one person should write down how the other person is different from him/her, just based on looking at the person and not speaking. Try to identify as many ways as possible and be creative. At a certain point, pass the marker and paper to your partner and have him/her record ways that you are similar. You can watch what the other person is writing but no talking is allowed. Have each pair share their list with the entire group. Ask the group the following questions:
- How did you feel when your partner was listing differences? Did you agree with the comments?
- How did you feel about the responses of others as your list of differences was being shared? What influenced your reaction?
- How did you feel when the similarities were shared? Was the feeling similar or different to the when the differences were shared? Why?
- What expressions by others provided a feeling of acceptance? Why?
- How can you create a feeling of acceptance of others when working in your 4-H volunteer role?

Conclusion:
Modeling acceptance of others builds this skill in others. Having self acceptance provides a solid foundation for acceptance of others. Supporting and teaching acceptance of others to 4-H youth provides them with an important life skill that is the basis for tolerance, appreciating differences, and becoming capable, competent citizens. (Power Point Slide 6)

TALK IT OVER
Reflect:
- What skills are needed to create an environment of accepting others?
- What is the relationship between self acceptance and acceptance of others?

Apply:
- What ways can you create an environment of acceptance of others in the 4-H clubs, activities, and events you work with in your volunteer role?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Creating a welcoming environment at 4-H meetings and events is important to developing acceptance of others skills. *Creating a Welcoming Environment* 4-H lesson plan by Unviersity of Wisconsin-Extension 4-H Community Club Central can provide additional experiences.
http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=4050

Volunteerism for the Next Generation

Handout 1

Similarities & Differences BINGO

It's important that volunteers demonstrate the ability to accept others. The first step is awareness of how we are similar and different than others. Introduce yourself to others in the workshop and complete the BINGO squares with other peoples' names based on your similarities and differences. Use only one name per square. Try to complete all squares.

B	I	N	G	O
Have the same color clothing on	Have lived in the same number of homes	Enjoy the same type of movies	Have the same number of siblings	Live in the same community
Wear the same shoe size	Have different favorite songs	Have a similar hobby	Have different hair styles	Enjoy different types of books
Are different genders	Celebrate two of the same holidays	Have different kinds of pets	Are the same gender	Like the same type of cookie
Have the same number of letters in your first name	Have different waist sizes	Have the same eye color	Have different cultural backgrounds	Have different number of siblings
Live in different communities	Like the same type of milk	Have different favorite colors	Celebrate two different holidays	Have the same type of pet
Like the same type of ice cream	Have the same favorite color	Wear different shoe sizes	Have different eye color	Have different hobbies

Volunteerism for the Next Generation

Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the importance of acceptance of others in my 4-H role.	1 2 3	1 2 3
2. I can describe characteristics of self acceptance.	1 2 3	1 2 3
3. I can describe ways to model and develop acceptance of others in my 4-H role.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Interpersonal Characteristics:
A Compassionate Nature

Compassion is

- Caring about the happiness and well-being of others
- Taking action to reduce their suffering
- Recognizing that someone may need help and being willing to help if you can
- Understanding others without judgment
- Having a desire to help others when we see the need

Volunteers for the Next Generation

Teaching compassion helps youth and others to be more aware of the world around them, and to be tolerant of the wonderful tapestry of personalities, cultures, and ethnicities that make up our colorful world.

Volunteers for the Next Generation

Compassion in Action

1. Observe feelings and express curiosity
2. Ask first
3. Focus on DO rather than DON'T
4. Focus on action rather than being
5. Tune into feelings and needs first
6. Consider what's preventing saying yes
7. Plan for service year-round
8. Be a role model
9. Recognize compassionate actions
10. Reflect on compassion

Volunteers for the Next Generation

Community Service as a Tool

- Demonstrates to youth how they can help
- Develops a connection to the community and world
- Builds understanding that they are making a difference
- Develops the life skill of compassion that youth bring into adulthood

Volunteers for the Next Generation

Interpersonal Characteristics:
A Compassionate Nature

Thank You

Developed by
Deb Jones, Utah State University Cooperative Extension
in cooperation with Sue Pleskac, Professor, Volunteer Leadership
Specialist, University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Interpersonal Characteristics
A Compassionate Nature
VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
• Volunteers will list ways to show compassion.
• Volunteers will describe how community service develops compassion.

Time:
20 – 30 minutes

Supplies Needed:
• Pencils and paper
• Markers and flip chart paper
• Power Point, Computer and LCD Projector
• Handouts and Evaluations

Do Ahead:
Prepare handouts.

Author:
Deb Jones, Volunteer Development Specialist, Utah State University Cooperative Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-hheadquarters.gov/

INTRODUCTION
Compassion is caring about the happiness and well-being of others and taking action to reduce their suffering. It does not mean taking responsibility for the happiness of others, but recognizing that someone may need help and being willing to help if you can. We are compassionate when we understand others without judgment and when we have a desire to help others when we see the need. (Power Point Slides 1, 2)

WHAT TO DO
Teaching compassion helps youth and others to be more aware of the world around them, and to be tolerant of the wonderful tapestry of personalities, cultures, and ethnicities that make up our colorful world. (Power Point Slide 3) As youth experience compassion in their relationships, they will carry this way of life into adulthood. As with most things, simple actions in our daily lives make a difference in our own lives and in the lives of others. Compassion relates to the common concept of humans across the planet treating others as they hope to be treated.

Activity 1: Compassion in Action
Review ten ways of putting compassion in action using Handout 1 (Power Point Slide 4, distribute Handout 1). Divide participants into groups of 3 or 4 people. Ask groups to identify at least one example for each of the ten ways to demonstrate compassion in working with youth and families. Have participants share their examples. Were their ideas shared you had not considered? How could this be used with a 4-H club or group?

(Power Point Slide 5) The service component of 4-H is a natural way to develop and practice compassion. Invite youth and families to share their ideas for needed service projects in the local community and beyond. It's good to start locally so that kids can see how they can help those around them. Then, they will see how their actions can help others on a larger, even global scale. Having a sense of connection to the organization that they are helping can make the experience more real. Have them research various organizations and find out where contributions go and who is being helped. They may come up with different ways to help once they become more familiar with the audience being served.

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Activity 2: Developing Compassion through Service
In small groups, brainstorm 2-3 community service ideas that would help youth learn compassion. Describe how volunteers could process the service experience with youth, especially focusing on developing and practicing compassion. Bring the group together and have each small group share their ideas. Share and review Handout 2.

Conclusion:
The Dalai Lama states: "Nirvana may be the final object of attainment, but at the moment it is difficult to reach. Thus the practical and realistic aim is compassion, a warm heart, serving other people, helping others, respecting others, being less selfish. By practicing these, you can gain benefit and happiness that remain longer. If you investigate the purpose of life and, with the motivation that results from this inquiry, develop a good heart – compassion and love. Using your whole life this way, each day will become useful and meaningful." (Power Point Slide 6)

TALK IT OVER
Reflect:
   • Why is compassion an important skill to model and teach to youth?
   • What are examples of compassion can be modeled to 4-H youth?
Apply:
   • What are ways to teach and demonstrate compassion within 4-H clubs and groups?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY

Gather additional ideas by Goode, C. (2006) *Teaching Compassion to Children* at http://www.more4kids.info/277/teaching-compassion-to-children/; or by Silverman, R. (2008) *22 Ways To Instill Generosity In Children* at http://drrobyn.wordpress.com/2008/05/21/modeling-compassion-for-children-4-easy-hands-on-examples/

Volunteerism for the Next Generation

Handout 1
Compassion in Action

In small groups, identify at least one example for each of the ways compassion can be put to action in working with youth and families. Be prepared to share responses with the total group.

1. Demonstrate compassion in small and meaningful ways. Take a moment to notice what's happening in the lives of those in the group. Do people seem to feel comfortable and welcome? Do you notice that someone may not be feeling quite themselves? Or, do you see that someone may feel very good about something and perhaps would like to share their happiness? Think about those around you and how you would like to relate to them.

2. When asking someone to do something, check first to see if you are making a *request* or a *demand*.

3. Instead of saying what you DON'T want someone to do, say what you DO want the person to do.

4. Instead of saying what you want someone to BE, express the action you'd like the person to take that you hope will help the person be that way.

5. Before agreeing or disagreeing with anyone's opinions, try to tune in to what the person is feeling and needing.

6. Instead of saying *no*, communicate the need of yours that prevents you from saying *yes*. You may find that the initial *no* will lead to a *yes* once the other person understands your needs.

7. Make service a natural part of the group's annual plan, and remember that generosity happens all year round, not just during certain seasons of the year.

8. Be a role model – exhibit compassion to others. Let the group members know that by your actions and encouragement, it's good to slow down from the hectic pace of life and take a moment for small acts of kindness. It's amazing to see them multiply.

9. Recognize people for their compassionate nature. Whether they do small helpful things for others or take leadership in a large service endeavor, help them feel good about their actions as they help others.

10. Take time to reflect on the actions of the group members. Invite them to share how it felt when they helped someone. Discussion can not only help them reflect and process, but also lead to additional ideas and ways of showing compassion.

Volunteerism for the Next Generation

Handout 2

Developing Compassion through Community Service

This list of ideas can help groups begin to think about community service opportunities in their own neighborhoods that can demonstrate compassion to others.

- Have each member collect a canned food item from home. Have them bring their items to a central location so they can see the collective result of their individual acts multiplied by the number of members. This can also serve as a way to explore the different types of foods collected and may lead to new ideas as they see the diversity of their own group. Involve youth in various aspects of the project so that everyone has a role and feels a connection to those being served. Reflect on the experience and celebrate their accomplishments.

- Have each member invite someone new to the group. Reaching out to someone that may feel left out and inviting them to become a part of a caring group is a wonderful experience. Have members share a time when someone reached out to them and how that made them feel. They can now relate that feeling as they invite someone to the group—whether it's to become involved on a regular basis or to a special event the group is sponsoring or an outing they have planned. Brightening someone's day can have a positive effect on everyone in the group.

- Have kids share stories of people who they think show compassion and bring to light the many different ways compassion can be demonstrated.

- Share encouraging words. A few simple words recognizing someone's value and beauty, letting them know someone cares, is a powerful thing. If all children hear are negative comments, those are what they will carry with them. By hearing the positive and developing a strong sense of self-worth, they not only become more confident and empowered individuals, but they will share this positive attitude and encouragement with others.

- Discuss what others may need rather than what the individual or group may want. If the group visits an assisted living or other community venue, have them look around to see what's missing or things that would make it more comfortable or fun, something they think others would like. They might even pick up on things as they talk and interact with the residents and staff.

- Celebrate by taking a moment during club meetings to share what people are grateful for or how they showed generosity.

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe why compassion is a valuable skill to have and teach to youth.	1 2 3	1 2 3
2. I can describe ways to show compassion with 4-H members, clubs, and groups.	1 2 3	1 2 3
3. I can describe how community service develops compassion.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation

"We need to make sure that no boy or girl in America is growing up without having in his or her life the presence of a responsible, caring adult. Where else does a child learn how to behave? Where else does a child learn the experiences of the past, the totems and traditions of the past? Where else does a child look for the proper examples except from responsible, caring, loving adults in his or her life?"

General Colin L. Powell,
America's Promise Founding Chairman

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Essential Elements of Positive Youth Development

- **Belonging –** A positive relationship with a caring adult; an inclusive environment; a safe environment

- **Mastery –** Engagement in learning; learn new skills

- **Independence –** Opportunity to see oneself as an active participant in the future; opportunity for self-determination

- **Generosity –** Opportunity to value and practice service for others

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Focus on Belonging

- Youth need to know they are cared about and accepted by others.
- They also need to experience a sense of physical and emotional safety and to feel a sense of connection to others in the group.

Creating a Caring and Belonging Environment

- Do youth participate equally with adults in planning, implementing, and evaluating the program, event, or activity?

- Is time provided for both youth and adults to meet and learn about each other?

- Are opportunities provided and encouragement given for youth to continue friendships with other youth and adults?

- Are youth able and encouraged to interact with adults and to learn and have fun together?

Volunteers for the Next Generation

Interpersonal Characteristics:
Care for Others

Thank You

Developed by
Mary Jo Williams
University of Missouri, Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

Volunteers for the Next Generation

Interpersonal Characteristics
Care for Others

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will describe *belonging* as an essential element of positive youth development.
- Volunteers will identify ways to demonstrate caring for others in 4-H activities, projects, and events.

Time:
20 – 30 minutes

Supplies Needed:
- Small bowls of water, black pepper, bar or liquid soap, sugar
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare bowls of water and handouts.

Author:
Mary Jo Williams, Volunteer Specialist, University of Missouri, Extension

Editor:
Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

4-H National Headquarters:
http://www.national4-h headquarters.gov/

INTRODUCTION
"We need to make sure that no boy or girl in America is growing up without having in his or her life the presence of a responsible, caring adult. Where else does a child learn how to behave? Where else does a child learn the experiences of the past, the totems and traditions of the past? Where else does a child look for the proper examples except from responsible, caring, loving adults in his or her life?" –General Colin L. Powell, America's Promise Founding Chairman (Power Point Slides 1, 2)

Caring adults are one of the cornerstones of a child's development. In fact, the Search Institute's Developmental Assets suggest that adolescents need at least three mentoring adults, in addition to family members, to help them become caring, responsible adults. Yet, according to *Every Child, Every Promise*:
- One-third of teens and 20% of younger children lack quality relationships with their parents.
- Only 8% of young people ages 6 to 17 have a formal mentor.
- More than 40% of young people ages 8-21 say they want more adults in their lives to whom they can turn for help.

WHAT TO DO
It is important to know that caring adults are not *all* that young people need to be successful, but they are one critical aspect of the Four Essential Elements used by 4-H as guiding principles. The Essential Elements of 4-H includes: (Power Point Slide 3)
Belonging – A positive relationship with a caring adult; an inclusive environment; a safe environment
Mastery – Engagement in learning; learn new skills
Independence – Opportunity to see oneself as an active participant in the future; opportunity for self-determination
Generosity – Opportunity to value and practice service for others

Focus on Belonging
Since we are considering *care for others,* let's take a closer look at *belonging.* (Power Point Slide 4) Youth need to know they are cared about and accepted by others. They also need to experience a sense of physical and emotional safety and to feel a sense of connection to others in the group. Research shows that it is important for youth to have opportunities for long-term, consistent relationships with adults other than their parents. Research also suggests that a sense of belonging may be the single most powerful positive ingredient we can add to the lives of youth.

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With this information in mind, think back to your childhood to one or two adults who were there for you. What characteristics made them special? (Examples to begin the conversation: made you feel safe; made you feel important and valued; encouraged you to explore options and opportunities; listened; spoke using terms you could understand and relate to; used non-verbal skills "like thumbs-up," wrote by sending e-mail; sent text message or hand-written notes; provided transportation; were there for you)

Activity 1: Creating a Caring Environment
You might have heard the adage "Honey catches more flies than vinegar." Well, that's true for caring about others, too. In this activity you will need small bowls of water, black pepper, bar or liquid soap, and sugar.

Before everyone arrives, have a few small bowls of water sitting around. (Be sure you have a bowl of water for every 5-7 people. You want to be sure they can see what happens.) When you are ready for the activity, ask groups of 5-7 to gather around each bowl. Ask one person at each station to sprinkle a liberal amount of pepper on the water. Explain that the pepper represents young people that are a part of our programs.

Imagine that an adult is in the middle of the bowl surrounded by the pepper (young people). Ask the participants to predict what might happen if the adult ignores the young people, shows favoritism to only a few, gives directives and/or orders, makes young people feel unsafe, or fails to encourage or help. Now ask one person in each group to either hold the bar soap in the water or drop a few drops of liquid soap into the middle of the bowl. Were the predictions accurate?

Now imagine that the group realized they needed to make some changes, so they recruited volunteers who practiced the strategies you listed earlier. Ask one person in each group to add a teaspoon of sugar to the center of the water (a caring adult). What happened? It may be a simple activity but the comparison of the sweetness of the sugar and a caring adult is an important one to consider. The change in how young people react to the group may not be as rapid and dramatic as adding sugar to the pepper and water, but the results will be important and long lasting. (Adapted from Miller, 1998)

As 4-H staff or volunteers, we need to be sure our events and activities are appealing to youth and meet their need for belonging. Consider the following questions: (Power Point Slide 5)
- Do youth participate equally with adults in planning, implementing, and evaluating the program, event, or activity?
- Is time provided for both youth and adults to meet and learn about each other?
- Are opportunities provided and encouragement given for youth to continue friendships with other youth and adults?
- Are youth able and encouraged to interact with adults and to learn and have fun together?

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<u>Activity 2: Making Belonging and Caring a Priority</u>
In small groups, share ideas of how 4-H volunteers can create an environment for belonging and caring. Bring the group together and have each small group share their list. Record the ideas on flip chart paper. Distribute Handout 1.

Conclusion:
Communities need to provide young people with sustained adult relationships through which they experience support, care, and guidance. Caring and connectedness within and beyond the family are found to be powerful factors in protecting young people from negative behaviors and in encouraging good social skills, responsible values, and positive identity. Every child needs love, affirmation, and acceptance. Parents, extended family members, neighbors, teachers, community leaders, 4-H alumni, and adults who spend time with youth can all provide positive, caring relationships and can help to ensure that all children have at least three caring adults in their lives. (Power Point Slide 6)

TALK IT OVER
Reflect:
- Why is caring for others an important attribute for volunteer leaders?
- How does a youth having a sense of belonging make a difference in their lives and ability to learn?

Apply:
- What are ways you can create an environment of caring and belonging in your 4-H clubs and groups?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Creating a welcoming environment is important for all 4-H members and families. The Wisconsin 4-H Community Club Central website holds a variety of resources and lessons that can be used with any 4-H club or group. http://www.uwex.edu/ces/4h/clubs/index.cfm

Additional resources and activities can be found at: Positive Youth Development Through 4-H Community Clubs: Positive Relationship with a Caring Adult
www.urbanext.uiuc.edu/4hfacts/pyd01.html

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Handout 1

Making *Caring and Belonging* a Priority

Simple changes can make stronger environments for caring and belonging in 4-H projects, activities, and events. Consider the following ideas. Add additional ideas.

→ Using nametags so youth can get to know each other on a first-name basis, and so they can get to know the names of the adult volunteers as well.

→ Calling each person by his/her first name when he/she is addressed at functions and by addressing each volunteer by proper name as well.

→ Providing introductions and get-acquainted activities.

→ Actively recruiting parents and other caring adults to serve as volunteers.

→ Encouraging youth and adults to learn and participate as teams for planning, preparing, and conducting events and activities. Adults should try to listen to and concentrate on what youth are saying, rather than promoting their own ideas and downplaying others' suggestions.

→ Providing lists of names, addresses, and phone numbers so friendships can continue among members, leaders, and parents.

→ Encouraging adults to interact with youth, for example, mingling with youth at functions rather than segregating themselves at the back of the room. Be sure you have an adequate "adult presence" at 4-H events and activities.

→ Creating activities to celebrate and have fun together in addition to just meeting for business. Picnics, potlucks, special outings, project groups, and club family gatherings are a few of the possibilities.

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the importance of caring adults in the lives of youth.	1 2 3	1 2 3
2. I can identify key elements of an environment of caring and belonging.	1 2 3	1 2 3
3. I can describe ways to demonstrate caring for others in 4-H projects, activities, and events.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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Volunteer
Research, Knowledge, Competency (VRKC)

Taxonomy for 4-H Youth Development

4-H National Headquarters
Volunteers for the Next Generation

Interpersonal Characteristics:
Overview

Interpersonal Characteristics Competencies

- Care for Others
- A Compassionate Nature
- Acceptance of Others
- Honesty, Ethics, Morals
- Patience
- Ability to Develop and Strengthen Relationships
- Flexibility

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Care for Others

- Exhibiting concern for the well-being and feelings of others.

- Moves a person from being self-centered to other-centered.

A Compassionate Nature

- Demonstrating understanding, sympathy, and kind heartedness to others.

- Creates opportunities to learn and accept others' differences.

Acceptance of Others

- Experiencing situations without wanting to change, protest, or exit.

- Creates an environment of openness and trust.

Honesty, Ethics and Morality

- Ethics is the code of behavior that helps a person make decisions based on personal integrity. Honesty, telling the truth, morals, and knowing right from wrong are foundations of ethical behavior.

- Developing into and being a person of character.

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Patience

- The ability to exhibit tolerance of others.

- Allows time for learning, including processing of the knowledge and skill and application to another situation.

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Ability to Develop and Strengthen Relationships

- Creating positive connections and associations between two people and groups.

- Develop interdependence that can change and impact others.

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Flexibility

- The ability to learn, compromise, or adapt to changes.

- Provides an environment for others to be sensitive and successful while working with others and learning.

Interpersonal Characteristics: Overview

Thank You

Developed by
Sue Pleskac, Professor
Volunteer Leadership Specialist
University of Wisconsin-Extension

VRKC:
Volunteer Research Knowledge Competency Taxonomy

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Interpersonal Characteristics
Overview of Interpersonal Characteristics
VRKC: Volunteer Research Knowledge Competency Taxonomy

INTRODUCTION
Volunteers are critical partners in delivering 4-H youth development programs. Volunteers need to demonstrate the ability to develop effective relationships, work competently with individuals and groups, and express empathy and understanding for others. Acquiring the skills and knowledge needed for positive and effective interpersonal relationships will allow you to competently provide service and contributions to the 4-H organization. (Power Point Slide 1)

WHAT TO DO
Activity 1: Catching The Action!
Write each of the seven interpersonal characteristics on note cards, repeating as needed so you have one card per participant. Randomly hand out the cards as people enter the room. Explain the game after making introductions. During the workshop, if you observe someone exhibiting the interpersonal characteristic that's on your card, stand up. When you are acknowledged by the presenter, share what you have heard or observed that demonstrates the specific interpersonal skill. The goal is to correctly identify the skill and get rid of your card. You can give out small prizes like bookmarks, stickers, or pencils.

Interpersonal characteristics is one of six domains identified by research as necessary for 4-H volunteers to understand and utilize. The research identified seven competencies or skills of interpersonal characteristics that we are going to review. Using Handout 1 and the Power Point presentation, we will define each competency and explore its importance to you as volunteers. (Power Point Slides 2-9)
- Care for Others
- A Compassionate Nature
- Acceptance of Others
- Honesty, Ethics, Morals
- Patience
- Ability to Develop and Strengthen Relationships
- Flexibility

Activity 2: How Does It Fit?
Ask participants to break into groups of three or four people. Give each group a piece of flip chart paper and markers. Ask each group to identify three of the interpersonal characteristics skills they would like to implement more in their 4-H club or program. Have them answer these two questions about each skill:
- What do I need to know about this competency to do it well?
- What will it mean for my club/program if I implement this competency well?

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After they've created their lists, have each group combine with one other group and share with each other. Ask each group to turn in a summary of their discussion and the answers to the two questions for their chosen competencies.

Conclusion:
Having effective and positive interpersonal characteristics skills provides volunteers with confidence in their 4-H roles. Engaging youth and others in the effective interpersonal characteristics that are needed to provide positive youth development programming strengthens the quality and impact of each activity and event. (Power Point Slide 10)

TALK IT OVER
Reflect:
- Did you think about anything differently when you shared with the other group? Please explain.
- What can effective and positive interpersonal characteristics do for your 4-H club or program?

Apply:
- List interpersonal characteristics competencies you'd like to learn more about.
- Who are others in your 4-H club or group who would benefit from learning about these topics, and will you encourage them to participate in future workshops?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 2).

ENHANCE or SIMPLIFY
Record the answers to the *Talk It Over* session on flip chart paper. Have the participants prioritize the list. Use the list for planning future volunteer workshops.

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Handout 1

Competencies of Interpersonal Characteristics

It's important that volunteers demonstrate the ability to plan, implement, and evaluate research-based learning opportunities that effectively promote positive personal development. Each competency in the Interpersonal Characteristics domain listed below includes a definition and the importance to volunteers.

Care for Others
Definition: Exhibiting concern for the well-being and feelings of others.

Importance to volunteer: Learning to care for others moves a person from being self-centered to other-centered. Decisions focus on the needs of the whole or others, rather than self. It provides individuals with the understanding of others' perspectives, creating a supporting and nurturing environment.

A Compassionate Nature
Definition: Demonstrating understanding, sympathy, and kind heartedness to others.

Importance to volunteer: A compassionate nature creates opportunities to learn and accept others' differences. It provides the foundation for developing leadership and citizenship skills.

Acceptance of Others
Definition: Experiencing situations without wanting to change, protest, or exit. Recognizing and showing appreciation for differences.

Importance to volunteer: Acceptance creates an environment of openness and trust. Through acceptance, others are more relaxed and can learn and share without fear of evaluation or judgment.

Honesty, Ethics, Morals
Definition: Ethics is the code of behavior that helps a person make decisions based on personal integrity. Honesty, telling the truth, morals, and knowing right from wrong are foundations of ethical behavior.

Importance to volunteer: Exhibiting integrity, respect, and sportsmanship enables volunteers to be a positive role model for others and assists them in developing into and being a person of character.

Patience
Definition: The ability to exhibit tolerance of others.

Importance to volunteer: Demonstrating patience allows time for learning, including processing of the knowledge and skill and application to another situation. These steps are critical to the experiential learning model.

Ability to Develop and Strengthen Relationships
Definition: Creating positive connections and associations between two people and groups.

Importance to volunteer: When people or groups are in positive and effective relationships, they are able to influence each other, share thoughts and feelings, and engage in activities together. They develop interdependence that can change and impact others.

Flexibility
Definition: The ability to learn, compromise, or adapt to changes.

Importance to volunteer: Demonstrating flexibility provides an environment for others to be sensitive and successful while working with others and learning. Learning and exhibiting flexibility is critical for adapting to change and resolving conflicts through compromise and understanding.

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Handout 2

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can identify the competencies or skills needed for positive and effective interpersonal characteristics in my 4-H role.	1 2 3	1 2 3
2. I can explain the role and importance of interpersonal characteristics skills in my 4-H role.	1 2 3	1 2 3
3. I can explain the benefits of interpersonal characteristic skills in my 4-H role.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

Volunteerism for the Next Generation