



CANADA
4-H Ontario

www.4-hontario.ca

4-H ONTARIO PROJECT



Leadership

**REFERENCE MANUAL
& ACTIVITY GUIDE**

THE 4-H PLEDGE

I pledge my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service,
my Health to better living,
for my club, my community,
my country, and my world.

THE 4-H MOTTO

Learn To Do By Doing

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CANADA
4-H Ontario

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Thank you to the 4-H Leadership Advisory Committee members who assisted with the creation of this resource:

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Prince Edward 4-H Association ~ Leaders –Brenda Bell, Lynn Ward; Members –Chris Bell, Shae-Lynn Bell, Tanner Bell, Nathan Carter, Devyn Henderson, Jaret Parliament

4-H Ontario is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial

4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region. 4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this project resource was accurate at the time of printing.

The development of this project resource was made possible through the support of funding provided by the late William and Rhea Seath.



4-H Inclusion Statement

4-H in Canada is open to all* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.**

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

**This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

***Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. **

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

**Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

***Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

HOW TO USE THIS REFERENCE MANUAL AND ACTIVITY GUIDE

The Reference Manual and Activity Guide is laid out into 6 meetings.

Meeting 1 – Who Is A Leader?

Meeting 2 – Meetings and Me

Meeting 3 – Motivation

Meeting 4 – Communication Part 1

Meeting 5 – Communication Continues

Meeting 6 – Exploring the Future

Addendum – 4-H Ontario Self-Determined Project Guidelines

Each meeting has been broken down Objectives, Suggested Learning Outcomes, Roll Call and Resources at the beginning of each meeting.

Activities: should be used in combination with the discussion of topic information to teach members in a hands-on, interactive learning environment.

The Reference Manual and Activity Guide is designed to make it easier for members to record information throughout the club. Members are to record their expectations and goals for the project in addition to contact information, meeting dates and roll calls.

The Reference Manual and Activity Guide should be given to each member at the beginning of the first meeting. Ask members to keep it in a binder or duotang so they can add to it easily.

Go through the Reference Manual and Activity Guide with the members and explain the charts and forms. Encourage them to use their Reference Manual and Activity Guide at every meeting and record as much information as possible. As an added incentive, a prize could be given at the end of the project for the best Reference Manual and Activity Guide.

INCLUDING STEM IN THE 4-H LEADERSHIP PROJECT

What is STEM and why is it important?

Since 1915, 4-H in Ontario has engaged youth in science, technology, engineering, and math (STEM). This has traditionally meant a solid focus on agricultural science, mechanics, entrepreneurship, natural sciences and household science. Today, 4-H has grown to include rocketry, robotics, computer science, environmental sciences, and more. 4-H provides hands-on learning experiences to encourage learning about the world around us. Our lives are completely immersed in science and technology.

Understanding how science, engineering, and technology impact our lives, solve problems and create new ones makes it easier to navigate our modern world.

In school, science classes need to cover a broad range of topics in a limited amount of time while STEM in 4-H allows members and leaders time to dig deeper into ideas and concepts and to spend as much time as desired to work on projects based on personal interests, questions, and skills.

STEM in 4-H allows a person to work on their own questions, design their own tests, create their own models, build their understanding, and share their work with others – learn to do by doing. That’s what science and engineering are, trying to understand the natural universe and develop solutions to the problems faced in our world today. Science is inquiry that uses a specific approaches and skills. But all learning is an inquiry process so working with science helps develop your learning muscles.

Within 4-H, the STEM process can go even further to include the Arts, thus changing the acronym to STEAM – Science, Technology, Engineering, Art & Math.

STEAM in 4-H Ontario Projects

As you work through the Leadership Project, you will see STEAM integrated throughout the project within many of the activities that members will be completing.

STEAM can be challenging but it can also be fun! Be sure to try out the activities. Observe what works and what doesn’t and how activities can be changed slightly to get different results. It’s all a part of the STEAM learning process!

PLANNING A MEETING

Plan your meetings well. Review all the information well in advance so you are prepared and ready!

Before Each Meeting:

- Read the topic information and activities and photocopy any relevant resources for the members' Reference Manual and Activity Guide.
- Be familiar with the topic information for each meeting. Think of imaginative ways to present the information to the members. Do not rely on just reading the information out loud. Review available resources, plan the meetings and choose activities and themes that complement the ages and interests of your members.
- Gather any equipment and/or resources that will be needed to complete the meeting.
- At least 12 hours of club meeting time is required for every project; including club business, specific project information and social recreation. The delivery format for that material is left to the discretion of the leaders. Before each meeting, create a timeline to ensure that you are providing an adequate amount of instructional time for club completion. **Note:** the best practice recommendation is that a club have multiple meeting times for each project.

Included on the following page is a Leader's Planning Chart to help with the planning of meetings. In addition to the chart, keep track of what went well and what should be changed next time. That way, each time this project is run, the content of the meetings can be different!

When planning each meeting, a typical 4-H meeting agenda should include the following:

- Welcome & Call to Order
- 4-H Pledge
- Roll Call
- Parliamentary Procedure:
 - Secretary's Report
 - Treasurer's Report (if any)
 - Press Report
 - New Business: local and provincial 4-H activities/opportunities, upcoming club activities
- Meeting content and activities
- Clean-up
- Social Recreation and/or refreshments
- Adjournment

Judging and Communications:

Each meeting must include either a judging or public speaking activity.

- Judging gives the members an opportunity to use judging techniques as part of the learning process. Through judging, members learn to evaluate, make decisions and communicate with others. They also develop critical thinking skills, confidence and self-esteem. Many examples are used in this reference book but use your imagination! As long as members are setting criteria and critically thinking about where items fit within that set of criteria, they are learning the basic skills of judging!
- A communications activity has been provided for each meeting but can be included in the Roll Call or social recreation time. These activities do not need to involve the topic of leadership as the outcome is more about understanding the concepts of effective communication.

LEADER'S PLANNING CHART

Meeting #	Date/Place/ Time	Topics Covered	Activities	Materials Needed

As a club volunteer your responsibilities are to:

- Complete the volunteer screening process and attend a volunteer training session.
- Notify the local association of the club, arrange a meeting schedule and participate in club meetings, activities and the Achievement program.
- Review the project material in this Reference Manual and Activity Guide to familiarize yourself with the information and adapt it to fit your group. Be well organized and teach the material based on your group's age, interest and experience level.
- Organize the club so members gain parliamentary procedure, judging and communication skills.
- Have membership lists completed and submitted along with fee collected (if applicable) by the end of the second meeting.
- Have members fill out a Participant Agreement Form and identify any health concerns. Ensure that all members, leaders and parent helpers know the appropriate actions during any emergency. Check with members for any food allergies or dietary restrictions and plan snacks accordingly.

As a club member your responsibilities are to:

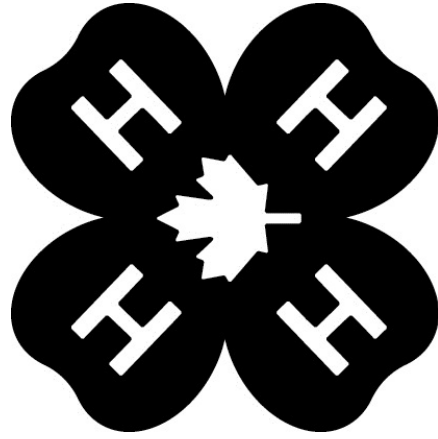
- Participate in at least 2/3 of his/her own club meeting time. Clubs must have a minimum of 12 hours of meeting time.
- Complete the project requirement to the satisfaction of the club leaders.
- Take part in the project Achievement Program.
- Fill in and complete the Reference Manual and Activity Guide.
- Complete any other project as required by the club leaders.

Special Projects

These projects are done outside of meeting time and are for members interested in doing more, often senior members. It's up to you as the leader to decide if you will require members to complete a Special Project for club completion. Some ideas include:

- Interview someone who is in a position of leadership and write a press release for the newspaper about them and their journey to becoming a leader.
- Create a social media post highlighting your involvement in a leadership role.
- Create a video about any aspect of leadership found in the project. Post on YouTube.

**I pledge
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
My health to better living,
For my club, my community,
my country, and my world.**



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RECORD KEEPING –WHY?

Your Reference Manual and Activity Guide are to document time and money spent, what you have learned, your ideas, memories and what you liked and didn't like. Your Reference Manual and Activity Guide also:

- Helps you set goals for this project
- Has space to record important dates, your elected executive and the names and contact information of your leaders and club members
- Is a great way to get and stay organized

Down the road when you look back on your 4-H projects these books will be able to remind you what you learned so you can use those skills later in life. It will bring back memories of the project, your 4-H friends, your story and thoughts at the time of the project. You will never forget because this book will act as a reminder!

It will also be useful at the Achievement Program, when looking at your progress and when reviewing your accomplishments.

HOW DO I ORGANIZE MY MATERIALS?

1. Make your records neat and easy to read. This will make it easier to find information later on, and to share your information with others.
2. Use a three ring binder or duotang to hold your materials and divide your information into sections using dividers. This will keep things from becoming lost and will make it easier to find what you need later on. This will also allow you to add extra pages later.

HOW DO I KEEP GOOD RECORDS?

1. Keep track of activities throughout the meetings, as you complete different parts of the project. It's often difficult to remember things that happened in earlier meetings.
2. Make sure the information you write in your Reference Manual and Activity Guide is complete and accurate. If you're not sure about something, ask your leader for help before writing it in your book. You can also consult people in your community or do some research on your own. If you borrow information from someone or someplace else, make sure you write down where you found it.

Remember that this is YOUR Reference Manual and Activity Guide so make it your own! And, remember to bring your Reference Manual and Activity Guide to every meeting!

BASIC INFORMATION

MEMBERS JOURNAL FOR 20_____

Name:_____

Address:_____

Name of Parent or Guardian:_____

Age as of January 1:_____ Number of Years in 4-H:_____

List the other 4-H projects you are currently involved in:

Club Name:_____ Association:_____

CLUB MEMBERS:

NAME	PHONE NUMBER	EMAIL

WHO'S WHO

Club President: _____ Ph. # / E-mail: _____

Vice President: _____ Ph. # / E-mail: _____

Secretary: _____ Ph. # / E-mail: _____

Treasurer: _____ Ph. # / E-mail: _____

Press Reporter: _____ Ph. # / E-mail: _____

MEETING DATES:

	DATE & TIME	PLACE	NOTES (Things to bring, remember, etc)
<i>Meeting 1</i>			
<i>Meeting 2</i>			
<i>Meeting 3</i>			
<i>Meeting 4</i>			
<i>Meeting 5</i>			
<i>Meeting 6</i>			
<i>Achievement Program</i>			

LEADER NAME & CONTACT INFORMATION	LEADER NAME & CONTACT INFORMATION

CLUB MEMBER EXPECTATIONS AND GOALS

Why did you join the Leadership 4-H project?

What is one goal that you want to achieve in this project?

Do you have any ideas for fun things to do during the project?

Do you have any ideas for an Achievement Program for the Leadership Project? (Keep in mind that an Achievement Program should include the community in some way)

CLUB MEMBER RESPONSIBILITIES

- Be a current paid member of 4-H Ontario
- Actively participate in at least 2/3 of your club meeting time. Clubs must have a minimum of 12 hours of meeting time.
- Complete the Record Book for this project. Bring it with you to each meeting!
- Put your Record Book in a binder or duotang so you don't lose any of the pages.
- Complete any other projects as required by the club leaders.
- *Remember the more you put into your 4-H club the more you will get out of it!*

What is leadership? There are a lot of definitions, and effective leadership can vary with the situation in front of us. For this 4-H project, we will be using the idea:

“Leadership is not about being the best.

Leadership is about making everyone else better.”

We can all develop skills to make us better leaders, but we need to remember we already have leadership abilities we might not recognize as important. In this project, we are going to:

1. Identify our personal leadership skills, and the skills of others.
2. Learn to use these skills in different situations.
3. Understand values and motivation of ourselves and others.
4. Learn about Parliamentary Procedure and how it helps to run meetings effectively.
5. Improve our communication skills through public speaking.
6. Improve our use of technology and social media communications.
7. Learn how to plan inclusive events.

To practice our new-found skills, the Achievement Program will be designed and planned by club members. You will choose a Community Action Project - anything that you think can improve your community and help you to develop your leadership skills. You will plan and implement the event and promote your club and 4-H using traditional advertising and social media. Some suggestions are to plan an agriculture awareness event, school tours at local fairs or food drives. Each club will have its own amazing ideas! At each meeting you will work to make this Project a success.

This project is aimed at 4-H members 15-21

MEETING ONE: WHO IS A LEADER?

Setting Objectives:

1. To identify various leadership skills and how they are demonstrated by many people in a variety of situations.
2. To learn about executive committee roles and how each role shows a different aspect of leadership.
3. To learn about the importance of personal interactions and how social recreation can help improve the quality of these relationships.

Suggested Lesson Outcomes:

1. Members will begin to learn about their own leadership skills and how they can contribute to the growth of an organization. They will have an opportunity to become part of the club executive and learn the basics of running an election. By participating in the activities, members will also develop their planning and public speaking skills.

Roll Call: What is a quality or skill that you think a leader should have?

Reference Material: If you need some ideas, here are the links to two websites with many leadership skills described:

- <https://briandownard.com/leadership-skills-list/>
- <https://beleaderly.com/100-qualities-of-a-leader/>

ACTIVITY #1 – LEADERSHIP IN ACTION

Leadership in Action: Think of a person who you know and respect (parent, teacher, coach, friend, mentor). What are some of the things this person does that makes them a good leader?

With a partner, compare your answers. What ideas are similar for both?

Share your ideas with the club. What do your leaders have in common?

As a group, identify a few “world leaders.” Do they share the same skills? Or do they have leadership skills we have not yet identified?

There are many definitions of leadership. For the purpose of this project, we are going to work with the idea that leadership is a way that a person or group of people can create a vision for a better future, motivate others to work toward this vision and finds ways to make the vision become reality. Anthropologist Margaret Mead once said,

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

Later in this meeting we will elect our club executive. If we think of the Canadian political process, we might think of posters, debates and commercials that outline what the candidate and party hope to achieve. Is this the most effective way of learning what each candidate has to offer? Could you think of a better way?

We probably think we know our fellow club members fairly well. But is that true? Does each of us have some hidden leadership skills that haven’t had an opportunity to be displayed? How can we find out?

ACTIVITY #2 - SOCIAL RECREATION

Social Recreation is an informal way of creating a sense of fun and relaxation within a group. It needs to be handled carefully; some people are very competitive while others shy away from the interaction. There should always be a reason for doing social recreation. Some reasons are:

- | | |
|----------------------------|-----------------------------|
| 1. To get acquainted | 2. To involve people |
| 3. To entertain | 4. To set a mood |
| 5. For exercise | 6. To break up a long event |
| 7. To revive mind and body | 8. To relax |

Why do you think Social Recreation is being introduced at this time?

Do: Play Leadership Bingo.


Reflect: Did you learn anything new about your fellow club members?

Did the game have the right skills included? Are there other skills that could be added to the game sheet?

Apply: When the time comes to elect the club executive, how could you use what you have just learned to make better choices of people to do each job?

ACTIVITY #2 - GETTING TO KNOW YOU - LEADERSHIP BINGO

Get up and introduce yourself to other members. Ask them about their strengths and abilities. Fill in the squares with names of club members who exhibit the following leadership skills:

Honesty	Confidence	Communication	Ability to Delegate	Creativity
Positive Attitude	Intuition	Inspiring	Passion	Integrity
Ethical	Accountable		Courageous	Sense of Humour
Disciplined	Humility	Relationship Builder	Mentor	Listener
Negotiation	Trust	Responsible	Evaluates	Plans

ACTIVITY #3 - ME – A LEADER? SELF SURVEY

Do: Complete the “Me - A Leader” self-survey.

Reflect: Where are my strengths? What do I need to develop?

Would serving on the club executive help me to improve my leadership skills?

Strengths:

Skills to develop:

Apply: What position on the club executive best matches my skills that I have right now? What position(s) would I like to try to extend my skill set?

Check It Out!

4-H Ontario has many Social Recreation resources available that can be found on the 4-H Ontario website.

ME? A LEADER?

How do you see yourself? Take a few minutes to reflect on your skills as they relate to leadership. Rate yourself today; we will be coming back to this at the end of the project to see how far you have grown! OK means you are satisfied, ✓ means you plan to work on this skill, and ✕ means you don't have it yet!

Communication Skills	OK	✓	✕
Listening intently			
Thinking before I talk			
Speaking to the point			
Amount I talk			



Problem Solving Skills	OK	✓	✕
Identifying problems			
Asking for ideas			
Clarifying discussion			
Sharing ideas			

Relationship Skills	OK	✓	✕
Including everyone			
Finding consensus			
Self confidence			
Dealing with conflict			

Personal Skills	OK	✓	✕
Insight to my behaviour			
Patience with self and others			
Understanding motivations			

LEADERSHIP WITHIN A 4-H CLUB

4-H clubs, like many organizations, uses a type of structure with a group of volunteers who are willing to provide leadership. This group is called the **club executive**. The executive committee is responsible for working with the leaders, youth leader(s) and all club members to make sure that the goals of the club are met, and that meetings and activities are well-organized and inclusive. It is a good idea to give potential executive committee members a job description so they understand their responsibilities.

President

The club president works closely with leaders to plan meetings and acts as **chair** of meetings to make sure that meetings run according to the **agenda**.

Vice-President

The VP helps the president to plan and acts as chair when the president is away. Some clubs ask their VP to chair one club meeting.

Secretary

The secretary keeps an accurate record of what happens at all meetings, including attendance, and correspondence. A report is given at each meeting.

Treasurer

The treasurer keeps records of all money received or paid out. A report is given at each meeting. Some clubs use the position of Secretary-Treasurer.

Press Reporter

The press reporter lets everyone in the community know about the club's activities. The job may include updating the club's social media, writing stories or providing pictures to news sources, radio or television.

Other Roles

Some clubs may choose to have other executive roles. A person may be designated to plan snacks or games, plan fundraising or social events. It's up to you!

ACTIVITY #4 - ARE YOU READY TO LEAD?

The executive committee is decided by all club members. 4-H follows the principles of **democracy**, where all members have equal opportunity to be elected to the executive. The executive is charged to provide leadership (the vision, and how to make it happen within the club). All club members have the right to vote for whom they wish. Most decisions are made by the club as a whole, but in certain cases, the executive may discuss ideas to present to the group for their approval.

Any member may **nominate** any other member for any position. That person has the right to decline the nomination or accept it. If more than one person is nominated for a position, club members will **vote** for the person they think will do the best for the club. People nominated may be asked to give a short speech on why they would like to do the job and what skills they have to contribute to the position.

Do: Write down what you would say if you are nominated for a position. Start with your name, then explain why you would like to serve in this position and wrap up with the skills you have to offer. It is always courteous to thank your nominator, even if you decline the opportunity!

Experience It!

Visit an Annual Meeting of other organization where elections will be held. Take note of how the election procedure is conducted, any speeches that candidates make and how voting takes place.

Voting can be done in a number of ways: by a show of hands; by secret ballot; by standing; by saying yea or nay; or by using electronic devices. A youth leader, senior member or club leader may chair the meeting until the president is elected.

LEADERSHIP CLUB - LEADERS AND EXECUTIVE

	Phone
Leaders:	
Youth	
Leaders:	
President:	
Vice-President:	
Secretary:	
Treasurer:	
Press Reporter:	
Other:	
Members:	

Leader suggestion: You might wish to include each member's particular skills or interests here to help with forming any necessary committees.

This list should be made available to all members and their families. Although only phone numbers are shown here, you might want to add email addresses or other ways to contact each other through social media. Some clubs have websites or Facebook pages. That information should be easy to access. One of the qualities of effective leadership is communication. It starts right here!

Consider: Some clubs may wish to have a rotating executive. Each member would have the opportunity to try each executive position over the six meetings. If your club chooses this route, please have members reflect on their experiences.

Research It!

What are the requirements for being a 4-H Youth Leader in Ontario? Hint – the information can be found on the 4-H Ontario website!

Executive Position	My Strengths	My Next Steps
President		
Vice President		
Secretary		
Treasurer		
Press Reporter		
Other		

The president acts as chair for the meeting. That does not mean the president is a piece of furniture! It means that the president leads the meeting, following the order laid out in the agenda. Leaders and the executive committee should plan each meeting's agenda in advance and make it available to club members. Every club member has the responsibility to keep the meeting running smoothly. We will talk about ways to help this happen in Meeting Two.

What's Your Agenda?

Have you ever tried to build a birdhouse without plans? Or bake cookies without a recipe? Unless you have a lot of experience, it is hard to be successful without knowing what to do at each step along the way. An agenda is the tool that helps the club executive to organize all the activities you have planned to make sure the meeting runs smoothly and on time. Here is a sample agenda; adapt it for your club

4-H Leadership Club Meeting

Location? Date? Time?

Start Time: 1. Call to Order

2. Roll Call - include your question here
3. Introduce Guests
4. Minutes of last meeting; approval of minutes
5. Business arising from minutes
7. Treasurer's Report
8. Committee Reports
9. New Club Business

The business part of the meeting could be 15-30 minutes.

Club Program: This is the "Learn to Do by Doing" part of the meeting.

Provide a brief outline of the activity, what members might need to bring or have prepared in advance, and what you hope to achieve. If you have a guest speaker, you might include a summary of their topic.

Social Time: 4-H is also for fun and friendship! Be sure to include social recreation, snacks and time to be together.

Wrap Up: 1. Date of next meeting.

2. Announcements.

Adjournment: 4-H Pledge

A roller coaster track can represent a good meeting. The starting portion of the meeting builds up to the the “peak” where the learning activity occurs. The “rush” of going down the hill is the social time, and the closing 4-H pledge is like a roller coaster car ending its run. You can see that most of the ride is on the peak - spend your time on the learning activity.



ACTIVITY #5 - PLANNING THE ACHIEVEMENT PROGRAM

As a group, brainstorm ideas of what your club could choose as its challenge. You might want to have a drive for a local food bank, or start a community garden, or have a yard sale of toys for younger children or clean up a roadside. It's up to you!

Possible Ideas for Community Project

Ways to Make these Ideas Happen

Our Resources

Problems We Might Face

Solving these Problems

The Plan!

Leader Hint: Use chart paper or other available resources to record activities. When you finish, be sure to enjoy some social time. Check out the resources in the 4-H Ontario Social Recreation Guide.

AT HOME/DIGGING DEEPER ACTIVITIES

#1

Think of a person you consider to be a leader (past or present, real or fictional). Research this person to find what they accomplished and what skills they used to reach this goal. Bring your ideas to the next meeting!

Or

Invent the "Ideal Leader." Describe the qualities of this person and bring to the next meeting.

#2

Choose one social recreation activity to learn and to share with the club.

Place & Time Next Meeting: _____

MEETING TWO: MEETINGS AND ME

Setting Objectives:

1. To continue to develop an understanding of leadership skills and the situations when each skill might be most effective.
2. To self-assess our leadership style.
3. To learn the basics of Parliamentary Procedure.

Suggested Learning Outcomes:

1. Club members will develop an appreciation of the diverse needs within an organization and continue to develop their own leadership skills with this knowledge. Members will be able to run more effective meetings by following the rules and procedures as laid out in Robert's Rules, and the Board Governance Guidebook (Alberta Ag.)

Roll Call: Share what you learned about your leader (real or invented) from the At Home Activity.

Resources:

Access to internet is required.

Roselinde Torres TED talk is linked into the meeting.

Ohio State 4-H video is linked into the meeting.

Alberta Agriculture publications are available at:

<https://open.alberta.ca/publications/9780773260955>

Leader Hint: Record the key leadership skills to refer to later in the meeting. Read the following story and let members answer the questions by themselves before sharing with the whole group. They should not exchange ideas as they write their answers.

ACTIVITY #1 – IS THERE A PROBLEM?

At a recent annual meeting and potluck dinner, an amazing thing happened! Instead of bringing a wide variety of appetizers, main course dishes and desserts, everyone brought desserts. Write down your first reaction to this story.

Think about this situation from the point of view of other people at the dinner. Write down how two or three other people might have reacted.

What should this organization do next?

Is there a problem or not?

If we are honest with our answers, we might find that some people do not think there is a problem – this is a sweet event! Other people might have special dietary concerns. All of these answers are correct, depending on your point of view. What should happen next is also going to vary from person to person. What is the best decision moving forward might be very different again. There are many skills to help us make decisions when a situation is more complicated than it first appears. We need to consider the kinds of skills that we and others in our group have to solve the dessert, and other sticky situations.

Do: Complete the leadership questionnaire.

LEADERSHIP QUESTIONNAIRE

“Please respond to the following statements according to the way you would most likely act at a meeting.. Please check the appropriate box:

1 – never, 2 – seldom, 3 – occasionally, 4 – frequently, 5 – always.

	1	2	3	4	5
1. I would most likely act as spokesperson for the group.					
2. I would make meetings longer to get business done.					
3. I would allow members complete freedom in their work.					
4. I would encourage the use of rules and regulations to conduct business.					
5. I would permit members to use their own judgement in solving problems.					
6. I would like my group to be ahead of other groups.					
7. I would speak as a representative of the group.					
8. I would push members to achieve greater effort.					
9. I would try out my ideas in the group.					
10. I would let the members do the work the way they think is best.					
11. I would be working harder for a more important position in the group.					
12. I would tolerate postponement and uncertainty.					
13. I would speak for the group if there were visitors present.					
14. I would keep work moving at a rapid pace.					
15. I would turn members loose on a job and let them go to it.					
16. I would settle conflicts when they occur in the group.					
17. I would get swamped by details.					
18. I would represent the group at outside meetings.					
19. I would be reluctant to allow the members any freedom of action.					

20. I would decide what should be done and how it should be done.					
21. I would push for increased production.					
22. I would let members have some authority but would keep overall control.					
23. Things would usually turn out as I had predicted.					
24. I would allow the group a high degree of initiative.					
25. I would assign group members to particular tasks.					
26. I would be willing to make changes.					
27. I would ask the members to do more work.					
28. I would trust the members to exercise good judgement.					
29. I would schedule the work to be done.					
30. I would refuse to explain my actions.					
31. I would persuade others that my ideas are to their advantage.					
32. I would permit the group to set its own pace.					
33. I would urge the group to beat its own previous goals.					
34. I would act without consulting the group.					
35. I would ask that group members follow standard rules and regulations.					

Please add your score. Use the numerical value you selected for each question – if you picked “5” for “always”, you score 5 for that question.

TASK SKILLS – The following questions assess your strengths to ensure a job is completed:

Questions 1, 2, 4, 6, 8, 9, 11, 14, 19, 20, 21, 27, 29, 30, 33, 34 _____

MAINTENANCE SKILLS – The following questions assess your strengths to ensure that the people you work with feel valued.

Questions 3, 5, 7, 10, 12, 15, 16, 17, 22, 24, 26, 28, 32 _____

BOTH TASK & MAINTENANCE SKILLS –

Questions 13, 18, 23, 25, 31, 35 _____

Reflect: We will be looking at these scores in a few minutes. Where do you have the highest score?

From our roll call, we see there are many different qualities associated with leadership. To understand what makes a good leader, we need to look at the skills or types of behaviour that are used in different situations. By completing the questionnaire, you have taken the first steps to determine what you have within you to be a leader.

To be a leader, you need to be part of a group! Most groups have a reason for being together – a shared purpose. For our discussion, we will call this purpose the TASK. Some of the TASK functions we do to get the job done are:

1. Giving information and our opinions to the group.
2. Finding out information and opinions from others.
3. Planning the task.
4. Giving directions on how to accomplish the task.
5. Keeping track of our progress, and keeping everyone on the job.
6. Evaluation the progress so the job is done correctly and on time.

DO: What are some tasks that a 4-H club has?

In order to get the job done, the members of the group must be satisfied and feel appreciated for the work they have done. No-one wants to be part of a group where they don't feel welcome to participate. Just like a vehicle, groups need MAINTENANCE. Some of the things we do for MAINTENANCE are:

1. Introducing each other, special guests and other visitors.
2. Making sure everyone is comfortable and seated where they can see, hear and be mobile.
3. Asking for and listening to ideas and opinions of group members.
4. Listening to ideas and asking for clarification.
5. Providing help to group members – giving a ride to meetings, giving information if they miss meetings
6. Planning activities that are accessible to all members.
7. Include time for fun and socializing.

TASK functions concern the job to be done, and MAINTENANCE functions concern the welfare of the people involved.

Look how other people work in groups. You may have noticed that some put their effort into getting the job done, no matter what! Others bring the treats and have a knack for making everyone feel included. Others can have a balance or be “bossy” or “lazy”.

ACTIVITY #2 – FOUR BASIC LEADERSHIP STYLES

The four styles described on the chart can each be very effective if used in the right situation. As you gain experience, you will be able to recognize which style is needed. For example, the **Direct** style is needed when putting out a fire (Sound the alarm! Grab the hoses!). The **Delegate** style works when your group is highly skilled and motivated. The **Participate** style is great for groups who are unsure of their direction, and the **Coach** style helps a group to achieve its optimum performance.

Low TASK/High MAINTENANCE

High TASK/High MAINTENANCE

<p style="text-align: center;">Participate</p> <p>The leader that participates is effective when the group has the skills to do the job but is not confident or is unwilling to act. The emphasis is building up the human resources of the group. As the group gains confidence, you may switch to Coach or Delegate.</p>	<p style="text-align: center;">Coach</p> <p>The leader that coaches is effective when the group is highly motivated but needs some of the skills to complete the task. The emphasis is on training people and getting the job done.</p>
<p style="text-align: center;">Delegate</p> <p>The leader that delegates is effective when the people are very capable and motivated. The emphasis is on letting these talented people accomplish their goals and set their own deadlines. Being hands-off does not mean you ignore your group; you may need to Participate if their confidence decreases, or Direct if work is not being completed.</p>	<p style="text-align: center;">Direct</p> <p>The leader that directs is effective when the group is lacking skills and is unsure of what it needs to accomplish. The emphasis is on getting the job done. Building people’s confidence is not the priority at this time. When the group is ready, try the Coach style.</p>

Low TASK/Low MAINTENANCE

High TASK/Low MAINTENANCE

Please consider that this is only one way of assessing your leadership style. A quick Google Search currently brings up 38,900,000 possible sites to check out! True Colours and the Myers-Briggs Type Indicators are two well-respected ways of examining your personal style.

Do: There is no “right” way to be a leader as the best style often depends on the situation. Below are a few different situations for you to read and discuss. What leadership style would you use?

1. Your club has formed a committee to plan Achievement Day. You have been appointed Chair as you are the only member who has had any experience in this kind of planning. Everyone knows each other very well and gets along most of the time.
2. You have been asked to plan Go For the Gold for your 4-H Association with a group of senior members. You have a list of guidelines from past years and everyone has participated in the event. However, the entire group gets off topic, and time is getting short.
3. You are a member of Take a Walk on the Wild Side club, and you are on a group camping trip. It's getting dark, and you realize one of your club members hasn't come back from the hike.
4. You have been asked to deal with some unruly members who have been acting disrespectful during the guest speaker's presentation.
5. You are a Youth Leader and have been assigned to work with three first year members to prepare them for Judging Night.

Reflect: Is there a style you tend to use more than others? Is it effective in all the situations described above?

Reflect: Some skills are neither task or maintenance, but are necessary for completing any assignment. Is there another way we would describe these skills?

Apply: Now that you have some understanding of your own strengths as a leader, think about how those skills can be applied to your 4-H club and Community Action Project.

Resources: Please search for current quizzes. There is a wide variety available!

Research It!

Check out another assessment and compare it to this one. Does it differ?

ACTIVITY #3 - LEADERSHIP IN THE 21ST CENTURY

Roselinde Torres is an expert who has looked at ways companies, governments and organizations can develop leadership skills within their people. In her TED talk, she suggests the way we look at leadership now might be very different than how we looked at it in the past. How many of us think of leaders as she describes them in the first few minutes of her video? How many of us will agree with her suggestions at the end?

https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader?language=en#t-415935

Torres suggests that leaders ask themselves:

1. Where are you looking to anticipate change?
2. What is the diversity of your network?
3. Are you courageous enough to abandon the past?

REFLECT: The activity just completed and the video could be seen as contradictory. What do you think? Does her talk make you change your mind about what makes a leader? Could her questions make us look at TASK and MAINTENANCE in different ways?

DO: Can we have a volunteer to lead social recreation?



ACTIVITY #4 - PARLIAMENTARY PROCEDURE

Here is a fun video from Ohio State 4-H showing how a meeting could be run:

<https://www.youtube.com/watch?v=IJEkK-rPRKA>

In the video, you might have noticed a big difference between meeting one and two. What stands out to you?

In Meeting 1, we looked at preparing an agenda and how to make the best use of our meeting time. Parliamentary procedure is another tool we can use to improve our meetings, record keeping and our valuable volunteer time.

Many organizations in North America base their meeting procedures on “Robert’s Rules of Order”. It was written by a retired American general in 1876, who wanted to create a set of rules to make meetings run smoothly and ensure fairness to all people attending.

Communication is always important, and parliamentary procedure helps organizations to keep ideas and actions discussed and recorded in a logical fashion. A **motion** is a proposal by a member that a group takes a certain action. Alberta’s “Running Effective Meetings” Guidebook clearly outlines the key actions in the structure of a motion.

Leader Suggestion:

Many Fairboards will have a copy of the Alberta Board Governance or similar type handbook. It is a valuable resource and is available as a pdf file.

Some clubs might like to create their own version of a poorly run versus effective meeting. Junior Farmer clubs could be asked to present meeting on parliamentary procedures as a community betterment project.

Check It Out and Talk About It!

Robert’s Rules of Order are available in print and online versions. Find out why many groups use this to help make decisions efficiently and effectively.

Experience It!

Visit a meeting of another organization that uses Robert’s Rules of Order. At Meeting #3, discuss what worked well and what could be improved upon at the meeting you watched.

ACTIVITY #5 - COMMUNITY ACTION PLAN

Take a look at what you developed last meeting. Does it still reflect what you hope to achieve? If it does, start to develop a step-by-step plan for your event. Now that you know the skills that each of you have, you can assign tasks appropriately. Be sure to include maintenance along the way! It might be useful to create a checklist for each job:

Task or Maintenance Activity	Person Responsible	Due Date

AT HOME ACTIVITIES/DIGGING DEEPER

#1

Research Canada's Parliamentary system. How does our government's use of procedures differ from Robert's Rules of Order?

#2

Canada's First Nations had different forms of government. Research one People's way of decision-making prior to the arrival of European Settlers.

Cool Fact! The Haudenosaunee people's form of government influenced the writers of the American Constitution.

#3

Find out more about General Robert and the rules he developed.

#4

Find a TED talk or other video that discusses leadership and compare it to this meeting's discussions.

Next Meeting Date & Time: _____

MEETING THREE: MOTIVATION

Setting Objectives:

1. To learn about personal values and the values of the people around us.
2. To learn how these values motivate us.
3. To use our greater understanding to plan inclusive activities.

Suggested Learning Outcomes:

1. Members will examine the list of values to identify their core values and use that to identify their motivations. They will compare this to Maslow's Hierarchy of Needs and apply this to the Community Action Project.

Roll Call: What “drives” you? In other words, what is your source of motivation?

ACTIVITY #1 - VALUES AND MOTIVATION

According to Wikipedia, “motivation is the reason for people’s actions, willingness and goals.” It is a need that requires satisfaction through action.

What motivates each person comes from their values. Our values are the things in life we feel strongly about. If we choose to spend time with friends and family, it is because we value these relationships. Or we may value creativity or athletic skill or musical ability. Whatever we choose to spend our time, money or emotions on reflects our general values.

Our values and motivation are linked. Specific values act as motivators. For example, a person may *value* good health and fitness and may thus be *motivated* to make good food choices and exercise. Another person may value education and be motivated to study. Another person may value feeling well-rested and be motivated to nap!

Parents and other adults often try to instill positive values in children. However, sometimes we hold negative values such as self-absorption and greed. These values are often shaped by situations where we feel that we are powerless, undeserving and that no-one can be trusted. But, in this 4-H project, we will focus on the values that contribute to the greater good.

DO: Below is a list of values. Pick three that are at the **core** of your values, and three others that you hold to a lesser extent.

Discuss It!

Think of someone in your life that you find motivational. What is it that they do that motivates you to make different and/or better choices? Have they made you change what you value in life?

- | | |
|--|---|
| <input type="checkbox"/> Dependability | <input type="checkbox"/> Active |
| <input type="checkbox"/> Aware | <input type="checkbox"/> Reliability |
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Considerate |
| <input type="checkbox"/> Commitment | <input type="checkbox"/> Open-mindedness |
| <input type="checkbox"/> Honesty | <input type="checkbox"/> Curiosity |
| <input type="checkbox"/> Individuality | <input type="checkbox"/> Influential |
| <input type="checkbox"/> Efficiency | <input type="checkbox"/> Consistency |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Good humour | <input type="checkbox"/> Positive Outlook |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Optimism |
| <input type="checkbox"/> Spirit of adventure | <input type="checkbox"/> Trusting |
| <input type="checkbox"/> Respect | <input type="checkbox"/> Fitness |
| <input type="checkbox"/> Courage | <input type="checkbox"/> Tradition |

- | | |
|----------------------|-----------------------|
| ___ Education | ___ Service to Others |
| ___ Perseverance | ___ Patriotism |
| ___ Environmentalism | ___ Friendship |
| ___ Risk-Taker | ___ Supportive |
| ___ Thoughtful | ___ Tolerant |
| ___ Unique | ___ Helpful |
| ___ Competitive | ___ Warm |
| ___ Ambitious | ___ Trusting |

Your **core** values will likely remain the same throughout your lifetime.

REFLECT:

1. Some values have different emotional pulls for people. How did other group members rank the values **Ambitious**, **Honest** and **Trusting**? Why do you think these words have emotional weight?
2. Compare your rankings to other club members. Are they similar or different? Why is that the case?
3. How can you use this knowledge when you meet someone for the first time?
4. How can you use this knowledge when working with a group?

ACTIVITY #2 - WHAT MOTIVATES YOU?

People who are **intrinsically** motivated need very little push as they are curious from within or challenge themselves and get fascinated to master a subject or achieve their goals. However, many people are **extrinsically** motivated and need a constant push from outside. This may be in the form of a mentor to guide them in the right direction or activities and opportunities to help change their thinking in order to move forward to reach their goals.

Reflect: Can you think of some examples of what can motivate you?

Intrinsic: _____

Extrinsic: _____

Motivation to accomplish anything of lasting value has to come from within. When we are motivated to do something, a change or action results.

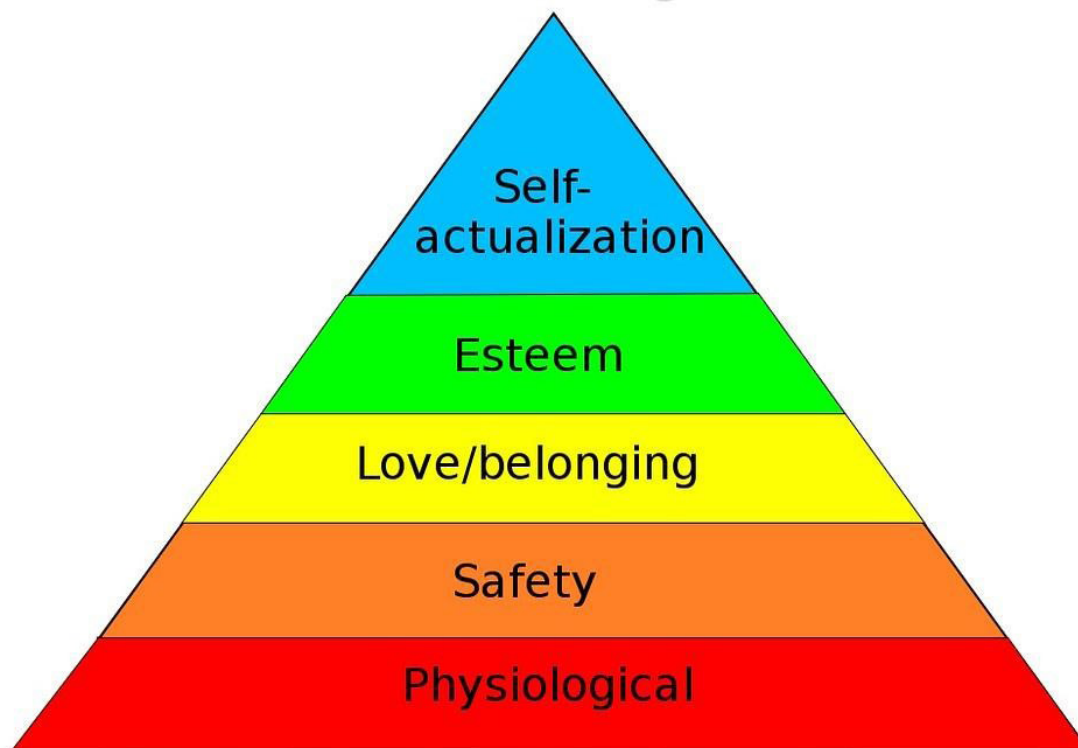
More than one thing can motivate us. In the list below, find what motivated you to take this project:

1. I enjoy it; it's interesting.
2. My friends are in the club.
3. It leads to recognition from others.
4. I feel challenged by this club.
5. I need to do this project to get an award.
6. It's an easy project.
7. I feel trusted and respected by other members.
8. I have the opportunity to do a good job.
9. My parents made me join.
10. I have a chance to plan a Community Action event.
11. I have the opportunity to take on responsibility.
12. I have good leaders.
13. I have the opportunity to learn new skills.
14. Other family members are involved.
15. I can become a good leader.

No-one can motivate you to become involved. By understanding another person's needs you can support them to find their own motivation.

REFLECT: Do any of these motivations relate to your core values?

Maslow's hierarchy of needs



https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs

The psychologist Abraham Maslow created this pyramid to describe the basic needs of every human being. Each level depends on satisfaction of the level below it. For example, a person does not worry about safety until the physical needs of thirst, hunger and sleep (physiological) are met.

Safety needs to be safe from harm, to have a secure home environment, to be financially, spiritually and emotionally secure. This must be met before Social needs can be addressed. Social needs are to have fun with friends within a group. The three bottom layers are the basis for Respect and Self-fulfilment. Having others respect your opinion and having self-esteem lead to the need to do something worthwhile using your skills and talents.

REFLECT: Maslow's theory states that everything we do is to satisfy one of the levels of needs. Take a look at your day and find examples of what you do to fulfil each level.

How can knowledge of people's motivational levels be used when we work with people?

Research it!

Are there any other theories that outline the basic needs of a human being? How do they compare to Maslow's Hierarchy of Needs?

Reflect on it!

Think of someone in your life that has been a mentor to you. Why do you consider them a mentor? How have they helped to guide you in the right direction? Have you had more than one mentor? If you are comfortable, share your answers with the group.



ACTIVITY #3 – VALUES AND MOTIVATIONS

To effectively work with people, you need to understand their values and motivations. In other words, you need to be able to see the world like they do. So, dust off your artistic skills!

Resources - paper and markers for each member. You will need to find several photographs or pictures of interest.

One person will describe to the group what they see in the picture while the others draw what is described to them. For example, “In the centre of the picture is an orange cat. It has green eyes and is staring directly at the viewer.” Several people can describe their pictures while the rest of the group tries to draw according to what they hear.



REFLECT:

Did your picture look anything like the one the person described to you? How did other member's pictures help you understand how they view the world?

What helps you understand other people? What can confuse you?

AT HOME ACTIVITY/DIGGING DEEPER

Community Action Project:

Continue to develop your project.

Next meeting Date & Time: _____

MEETING 4:

COMMUNICATION PART 1

Setting Objectives:

1. To develop confidence in public speaking by learning techniques to improve voice.
2. To learn how to effectively speak to small and large groups of people.
3. To have the opportunity to practice speaking in front of a supportive audience.

Suggested Learning Outcomes:

1. Club members will use a variety of techniques to improve their speaking voice. Members will learn how to write effective speeches and will present them to the club. Introduction and thank you skills will also be introduced and practiced.

Roll Call: What is your best suggestion to someone who is afraid to speak in public?

Resources: Leaders may wish to make videos of member speeches to assist with feedback. Video cameras, cell phones or tablets could be used. Remember, that these recordings are for club use only and should not be released to the public!

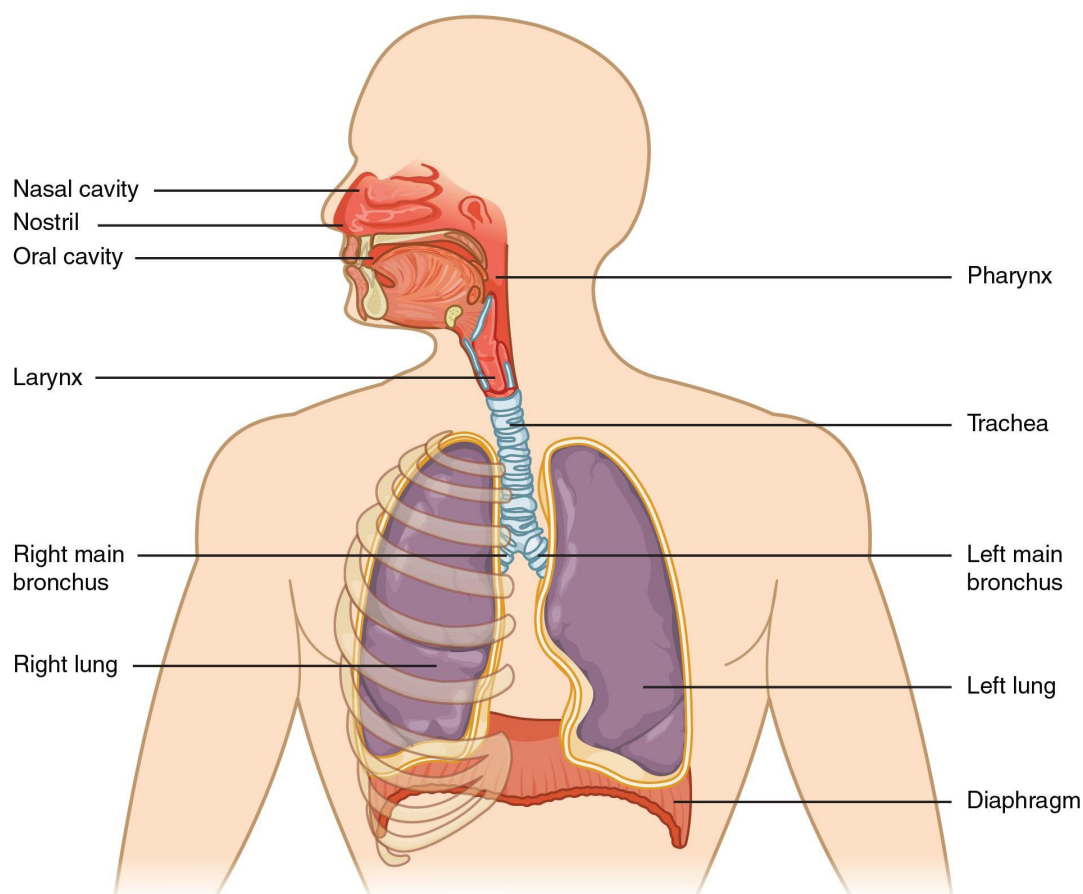
Many of us have heard or read Jerry Seinfeld's comedic take on public speaking:

"According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy."

After learning some new skills tonight, you will be ready to be a "stand up" speaker!

VOICE

It's time for a quick biology lesson! We need to review how your body makes sound.



Credit: Wikipedia images/Respiratory system

We usually assume that our larynx or "voice box" is where our speaking voice originates, but it's a bit more complicated than that. If you look at the diagram closely, you see lots of air space. Your sinuses and oral cavity store air, as does your lungs. The amount of air in each cavity "resonates", as we move the air through them to shape words and project sound. We can make different sounds by using only the air space in our heads, or deeper sounds by using our entire chest. If you think about musical instruments, consider the size of the air space and the sound that it makes. So, the little squeaky nervous sounds come from your head and the deep booms

come from your chest!

And now a short physics lesson: Resonance is the vibrant tone that occurs when a sound wave strikes the chambers of the head, nose and throat. You can practice having a resonant voice by humming with an open, relaxed throat, saying the consonants and vowels separately “bee, cee, dee, eff, gee ... and ay, ee, i, oh, oo.” Another trick is to move your voice from your chest, to your nose, throat and head. Silly songs can help too.

A nasal voice occurs when the vowel sounds are divided from the oral cavity to the nasal cavity. The smaller air space reduces resonance and leaves the voice flat. Vowel sounds can be lengthened, shortened or inflected to provide emphasis to words. Think of a “southern drawl” or accents used in the French language.

Diction is the selection and pronunciation of words and their combinations in speech. Many voice coaches stress the importance of clear pronunciation of final consonants in words “going” not “goin’”

Three keys to a good speaking voice depend on applying this knowledge: body relaxation, proper breathing and good posture. All three contribute to having the most air available to amplify and project the sounds you make.

You know you want to.... (Baby Shark)

<https://www.youtube.com/watch?v=XqZsoesa55w>

If you look at the body movements and sounds for all the “sharks” you can see that the smaller and tighter movements produce smaller sounds, and by using more of the body, larger sounds are produced. You probably are a bit more relaxed too after you have tried to make all the sounds and actions of a family of sharks!

An effective actor or speaker has an expressive voice and clear, correct speech. Many actors and singers use voice training to improve their techniques.

Try This!

<https://www.youtube.com/watch?v=q89MLuLSJgk>

Do It!

Practice having a resonant voice by following the instructions of saying consonants and vowels separately.

Research It!

Find at least two activities that are great for improving your diction when speaking. Share these activities with the group.

Reach Out!

You might invite a vocal teacher or drama instructor to be a guest speaker. If you have a Toastmasters group in your area, this is also an excellent source for finding someone to be a guest speaker. Alternatively, one of your Youth Leaders may be studying drama or music at school and could share some of the tips they have learned.

ACTIVITY #1 – VOICE CHARACTERISTICS

Do: Watch Damian Lewis as Marc Antony in Julius Caesar. You might not understand the language of Shakespeare, but Lewis’ voice leaves no doubt to the intent of his speech. He effectively uses four characteristics of voice:

- Voice quality
- Pitch
- Volume
- Rate of speech and pauses

Reflect:

In the space below, write what you think makes the speech memorable.

Apply: How could you use this model to improve your own speech?

Do: The next step is to do a short practice speech. For this first try, choose an idea from this topic list, or feel free to create your own. Take a few minutes to write down some ideas and organize your thoughts.

- How you got your first pet
- Favourite childhood memory
- Proudest moment in your life
- Funniest thing you did as a young child
- How you faced the monster under your bed

Ideas:

You might want to work with a small group before you present to the rest of your club!

INTRODUCTIONS AND THANK YOUS

You won't always be the main speaker (huge sigh of relief!) but you may be asked to introduce or thank a guest speaker at a meeting. There are a few simple tips to help you make this a success.

Introductions can follow the 5W pattern:

Who is speaking? Take the time to greet the speaker prior to your introduction. Ask how to pronounce their name if you are not sure. Making that personal connection makes it easier for both you and the speaker to feel comfortable.

What are they talking about? How does it relate to the meeting you are attending or the situation. Find out!

Why are they the expert on this topic? What is their background, experience and education?

Where and When are other questions you can ask the speaker to help you to make the introduction more personal. If you already know the speaker, you might want to share how you know them and why you think it will be an interesting topic.

So, take a deep breath and introduce your speaker. Tonight, you will take turns introducing and thanking each other for your speeches.

Thank you can be a tricky job. You have to listen carefully to what has been said. You should acknowledge the speaker's key points and what you learned specifically from the presentation. You might wish to state what you will do with the information given. Then thank the person using their name so no one forgets who was there. A handshake and gift presentation may be involved. Don't try to do both at the same time!

Talk About It!

Have you ever had to introduce or thank a guest speaker? If so, how did it go? Would you do something different the next time?

ACTIVITY #2 – INTRODUCTIONS, SPEECHES & THANK YOU

Do: Take turns introducing, speaking and thanking each other.

Reflect: What worked in your turn to speak? What worked in other speeches? What was a memorable introduction or thank you?

Apply: For the next meeting, prepare a speech, 2-3 minutes long, on a topic of your choice.

Ideas:

AT HOME ACTIVITIES/DIGGING DEEPER:

1. Go to the Canadian Young Speakers for Agriculture website and look at the topics for this year's competition. Select one and begin the research to prepare a speech meeting the requirements of this competition. <https://cysa-joca.ca/>
2. Practice saying your speech for the next meeting in front of a mirror or by having a friend video you. Take notice of all the things that are great about your speaking! Then think about one thing you could do to improve.

Community Action Project:

What are some of the speaking jobs needed to make your event a success? Who will take on the responsibility for each job?

Next Meeting Date & Time: _____

MEETING FIVE: COMMUNICATION CONTINUES

Setting Objectives:

1. To develop an understanding of communication as a process.
2. To use social media effectively and with proper etiquette.
3. To evaluate sources of information for their accuracy and bias.

Suggested Learning Outcomes:

1. Members will practice their skills of one and two-way conversation through practicing public speaking and effective listening exercises. By using judging techniques, members will improve critical thinking skills to evaluate news articles. Members will be able to use improved social media etiquette.

Roll Call: How can you tell if someone is telling you the truth?

Resources: Farm Babe has written an excellent article for Ag Daily on evaluating media sources.

<https://www.agdaily.com/insights/6-ways-to-detect-internet-pseudoscience/>

This would be an excellent way to introduce the judging activity.

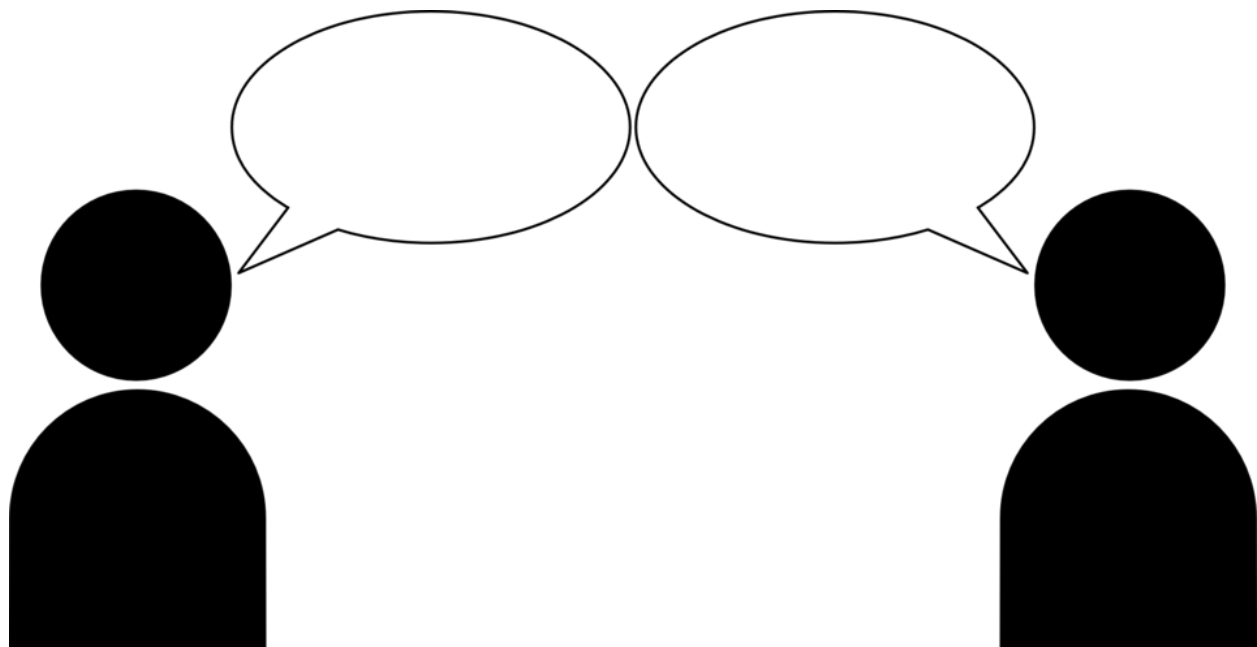
ACTIVITY #1 - TRY THIS!

Play “2 Truths and a Lie”. Each person thinks of three statements, 2 that are true and one that is not. The secret is to make the lie seem reasonable. For example, you might say you have two sisters and one brother, but you really have two brothers and one sister. As each person tells their statements, watch for the “tells” that give away the lie.

What are some of the most common clues a person is lying?

COMMUNICATION AND LEADERSHIP

In previous meetings, we have seen that many consider communication a key skill of effective leaders. A leader must be able to understand what others are thinking and saying, as well as communicate their own message. This can be a bit more complicated than you think!



I know I am saying A

I think they are hearing B

I think they think I'm thinking C

I know I am hearing X

I think they are saying Y

I think they think I'm thinking Z

Each person has a lot of “voices” in their head when they speak or listen. Our goal is to make what is said, heard and thought match up!

It is thought that we spend about 70% of our time communicating in one way or another - reading, writing, speaking and listening. The split between each of these actions varies between different age groups. In general terms, younger people spend more time communicating via social media so keyboard or touch screen skills, use of acronyms, memes and emojis are most used. Older people spend more time with print media or radio and television. Face to face conversations are very important.

Discuss It!

Think of a situation where someone misinterpreted something you said. What happened? If comfortable, share your experience with the group.

Effective communication exists between two people when the receiver interprets the sender's messages in the same way that the sender intended. We have all seen the lol joke - "laugh out loud" misinterpreted to be "lots of love". We need to choose our words, symbols and images carefully if we want the receiver to understand our message. This means we need to be aware of the receiver's preferred medium of communication, their language of choice, and their ability to understand the content of our message.

Talk About It!

What type of communication is used most by the people within your 4-H club? What type of communication do members of your family use?

Share It!

Can you think of another acronym used when texting that could be misinterpreted to mean something else?

ACTIVITY #2 – MAKING A PEANUT BUTTER SANDWICH

Try This: Describe how to make a peanut butter sandwich to

- Your best friend
- A two year old
- Someone who does not speak English
- A person who has difficulty hearing
- A person who has no experience of peanut butter.

Reflect: Which description was easiest for you? What was your greatest challenge? How could you make these instructions clear for most people?

Sender

Receiver



Verbal &
Non-verbal message

Feedback
response

In this feedback loop, we see that a sender's message can be verbal or non-verbal or a combination of both kinds of signals. Think of a person speaking in a stern voice with arms crossed in front. You can sense that the message is negative even if you do not understand the words being spoken. The receiver can respond to the tone and nonverbal cues or can ask for a clarification of the message. The message can be sent and received in many ways, with varying degrees of effectiveness.

The words we use can affect the receiver's understanding. Some words carry more emotional weight than others. For example, you can describe a person as heavy, stocky, sturdy, rotund, fat, or pleasantly plump. Each of those terms paints a different picture of that person. Similarly, another person could be described as slim, skinny, scrawny, slender or fit. The only way you could describe each person without creating a bias would be to say that the first person was 170 cm tall and weighed 90 kg and the second person was 170 cm tall and weighed 60 kg.

Experience It and Test It Out!

Write out a phrase about how your day has gone. Deliver the message to part of the club with your arms folded and a stern look. Then deliver the same message to the other part of your club with your arms at your side and a smile on your face. Compare the reactions you received from each group.

Our experiences often affect the way we hear a word. If you say “farm” one person may see a dairy farm, others may see cash crop fields, while still others may picture terraced rice fields or greenhouses. All are correct. The sender needs to include enough clues to make the receiver understand what type of operation is being described.

Listening is the other half of the communication process. One way to think about the importance of listening is to remember that we each have one mouth with which to speak, but we have two ears for listening.

Active listening is a skill where the listener fully concentrates on the speaker, watching for the verbal and non-verbal cues (remember 2 truths and a lie?). The listener must try to understand what has been said and to question and provide feedback to make sure the sender’s message is being received correctly. A good listener responds and then remembers what has been communicated.

Some suggest that active listening involves writing down the key ideas, summarizing and then repeating them back to the sender. Others think that asking questions and seeking more information are part of the process. Another way of demonstrating active listening is eye contact and nodding your head in agreement, as well as other body signals.

One Way Communication

The speech you prepared for tonight’s meeting is an example of one-way communication. You are giving a message to the receiver but the only feedback you get is from the person thanking you. Youtube, television and road signs are good examples of one-way communication. The message is sent out, but feedback is usually limited to posting a comment. The response is not immediate and the speaker has no opportunity to adjust the message for easier understanding. It is critical that the message be very clearly explained from the beginning. Road signs, on the other hand, are explicit. When the sign say STOP, you stop!

Discuss it!

List additional examples of one-way communication.

Two-Way Communication

With two-way communication, the sender gives a message to the receiver and the receiver gives a message back to the sender. The message back can be in many forms - a question or statement, hand gestures, facial expressions, sighing, laughing. The sender has an idea of how well the receiver has understood the message. This is what we would consider to be “normal” conversation.

Discuss it!

List additional examples of two-way communication.

ACTIVITY #3 – SPEECHES

Do: Present your prepared speeches and continue to develop your skills for introductions and thank you's.

Reflect: How would your speech change if you were to use two-way communication? What things should you consider?

Apply: If time permits, try presenting your speech as a conversation with a partner. Reflect on how this changes the way the information is transmitted.

USING A MICROPHONE

According to The Total Communicator, “A microphone is a tool to amplify your voice, not a substitute for good vocal expression. It won’t make a boring voice interesting - just louder.” Here are some suggestions for improving your skills with microphones:

1. Do a sound check. If you are lucky, you will have an expert around to do it for you! If not, enlist a friend to act as your audience by moving around the room to see if you can be heard clearly in all areas. Go slightly louder than that level, as you need to be heard over all the small noises that people make.
2. Know how the microphone works. Check where the on/off switch is before you speak. Nothing is quite as awkward as having the microphone on and having the audience hear you say things that you might not want them to hear.
3. Position yourself properly. Not only is good posture important for your speaking voice, you need to be at the proper distance from the microphone. Each microphone has its own capability to pick up sound, but generally it is best to speak over or across the microphone and not into it. Make sure the microphone does not block your face!
4. Clip-on microphones and headsets allow you to move freely. Ideally, the mike should be about 25 cm from your chin allowing your head to move and let your voice be picked up. Headsets have a small microphone held directly in front of your mouth. A wireless mike requires a transmitter pack to be worn, usually by being clipped to your belt. Make sure no hair, jewelry or clothing interferes with the microphone.

ACTIVITY #4 – PROPER MICROPHONE TECHNIQUES

Do: Practice using a variety of microphones, if possible, to be able to do your own sound check. Try using it incorrectly as well to hear how badly it sounds if you don't use proper techniques!

Reflect: What do you notice about your own voice using a microphone? What techniques help you sound your best?

Apply: As you gain confidence in using various microphones, help other 4-H members learn the skills needed to do sound checks, attach clip-ons or headsets, and speak with confidence!

ACTIVITY 4B – SPEECHES WITH A MICROPHONE

Do: Practice giving the speech you prepared at the last meeting using a microphone.

Reflect: How was presenting your speech different when you did not use a microphone compared to when you did? When did you feel more confident? What advice would you have for other club members?

JARGON

As 4-H members, and members of the agricultural community, we often use language that other people do not understand. For example, a local radio station was talking about harvesting grain and used the word “combining” but pronounced it as if they were mixing ingredients. We need to consider our audience before we use jargon. Jargon can be described as special words or expressions that are used by a particular profession or group that are difficult for others to understand. The simplest way to deal with jargon is to explain the term as soon as you use it. In agriculture, we also use acronyms like TMR (total mixed rations), but a Google search shows that TMR can be used for several other purposes. Take the time to explain what you mean for effective communication.

ACTIVITY #5 - JUDGING ACTIVITY

With a wide range of information sources readily available, it becomes critical that we develop our skills of assessing the credibility and accuracy of these sources. Please read the Farm Babe article or follow the link to Snopes <https://www.snopes.com/>, the fact checking site to learn more about these skills.

A good Canadian source is **Break the Fake**. For those who remember, the house hippos are back!

Breakthefake.ca

Leader Suggestion: Please find four articles for your group to judge. Nutrition, agriculture, health and science are current “hot” topics where it is possible to find a wide range of articles. Find articles that you are comfortable with judging the reliability of the information. Generally speaking, government and university sites are vetted for accuracy. New stories should be examined for bias. We tend to evaluate information based on our own biases. Please refer to the following article to help explain this idea:

<https://www.psychologytoday.com/ca/basics/bias>

SAMPLE JUDGING CARD

Judging – Judging Card

Criteria:

1. Is the item made properly? Was this item grown properly?
2. Does the item serve the purpose for the class it is in?
3. Is it the proper size for its purpose?
4. Does it smell and/or look like it should?
5. _____
6. _____
7. _____

**note: additional requirements can be added to list specific to the item being judged

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

AT HOME ACTIVITIES/DIGGING DEEPER

1. You may have had some training in how to evaluate source material at school. Review this information and try to write some simple instructions for a fellow 4-H member to make good choices.
2. If you haven't had some training, ask one of your teachers why you haven't been taught this skill! Find a way to use effective two-way communication to initiate the learning process.
3. Through other volunteer or school opportunities, find a way to practice your microphone/headset skills. Instead of saying "Test 1,2,3, change it up and give the prime numbers or sing a nursery rhyme.

Community Action Project - How can we make sure that our message to the community is giving the correct information? Are we using the correct media sources for the audience we hope to reach?

Next Meeting Date & Time: _____

MEETING SIX: EXPLORING THE FUTURE

Setting Objectives:

1. To evaluate the leadership skills developed over the course of this project.
2. To decide which skills need to be nurtured.
3. To complete the work of planning and implementing the Community Action Project.

Suggested Learning Outcomes:

1. Club members will refer back to their first meeting quiz “Me- a Leader?” and record their reflections of their own development. They will then set SMART goals for their continuing growth in leadership. The balance of the meeting will be spent working on the Community Action Project.

Roll Call: Which leadership skill do you think is most applicable for the successful implementation of the Community Action Project?

Resources: Leaders and members will provide what is needed to complete the Community Action Project.

SMART GOALS

Refer back to meeting one's "Me? A Leader?" Checklist. Pick one skill you decided needed to be improved to work on. We will be using the SMART goal planning method to help you achieve your goal.

S - Specific

Your goal must be clearly defined. It can be simple, "I want to be able to set up an agenda" or as challenging as, "I want to compete in the Canadian Young Speakers for Agriculture (CYSA) contest at the Royal Agricultural Winter Fair."

M - Measurable

You must include details, how you will measure your success, and how you will track your progress. "I will work with the club president and secretary to see how they put the agenda together before the next meeting."

A - Achievable

You need to set goals that you can actually accomplish. Your long term goal might be to become Prime Minister, but your first step will be to chair a meeting.

R - Realistic

You will need to set goals that are appropriate to your access to resources, knowledge and time. For example, it is not realistic to say your goal is to win the lottery if you haven't bought a ticket!

T - Time

If you have decided that competing in CYSA is your goal, you have selected and researched your topic, rehearsed and honed your speech, sought feedback from your friends and leaders, and registered prior to the deadline, you have allowed yourself the time to achieve your goal!

ACTIVITY #1 - EVALUATION

The process of evaluation allows you to critically examine the results of your goal setting and measure the effectiveness of the results.

The big question is **Did I achieve my goals?** If yes, then congratulations! If no, ask yourself:

- What did I do right?
- What could I have done better?
- What can I do to fix this and move toward my goal?
- What could I do next time?

Do: Refer to to your original checklist. Go through the evaluation process.

Reflect: How does this process help you with setting and achieving goals?

Apply: Do you have SMART goals? Have you asked yourself the right evaluation questions to help you move forward as a developing leader?

RECORD KEEPING

As a club, you have developed a Community Action Project. You have used all of your new skills to create something that will improve your community. If the plan is as good as a 4-H club can make it, you should leave a record of your planning to inspire other clubs across your county, Ontario, Canada and the world. Please take the time to record your idea, the planning and timelines used to create the CAP, the resources and skills you used, and the final results. Please share this with us at 4-H Ontario!

DIGGING DEEPER

1. Using your records for your Community Action Project, develop an outline for a future possible 4-H club.
2. Communicate your CAP using various media and social media outlets.
3. Be a Leader in all you do!

DIGGING EVEN DEEPER!

In the resources section of this manual, you will find British Columbia's 4-H "Specific Regulations" for Self-Determined Project". British Columbia allows members to create their own project, subject to leader supervision and very specific criteria for completion. As a Youth Leader or Senior Member, you might consider following the guidelines and develop your own project.

If you are part of the SHSM program in your high school, talk to your lead teacher to see what subject-specific certifications you require. In some cases, your 4-H self-determined project may meet the requirements.

PROJECT SUMMARY: LEADERSHIP PROJECT

A. Member Comments

1. What did you gain from taking this project?

2. Which meeting or topic was the most/least interesting? Why?

3. Two (2) topics about leadership that I would like to investigate further:

4. One (1) activity that I really liked and why:

B. Parent/Guardian Comments:

C. Leader Comments:

This project has been completed satisfactorily!

Member: _____ Leader: _____

Date: _____ Leader: _____



CANADA
4-H Ontario

4-H ONTARIO SELF-DETERMINED PROJECT

Leadership Project Guide

(Credit: B.C. 4-H Self-Determined Project Guide)

Here's your chance to select what kind of project you would like to take, how you want to handle it and how and when you want to carry this plan out. Sounds exciting, doesn't it? And it is!

A senior 4-H member may choose to plan, carry out and evaluate a project of their choice, upon the written approval of their project leaders. Satisfactory completion will result in achievement.

If you are willing to accept the challenge of choosing your own leadership project and setting up your project plan, then this is the project for you. The responsibility that you accept is large, but if you can make the most of your project, it can be the greatest learning experience you'll ever have. By planning what you work on and by using all the resource people available in your community, you can be sure you are learning something new every step of the way. You can put your own creativity and awareness to work and really test your potential.

This project can be something that you create with your hands, or perhaps there's an idea you'd like to investigate (pollution control); some community service you'd like to promote (a charity golf tournament, a local art exhibit); a situation in the world about which you feel strongly (environmental care) – and would like to learn more about. The choice is yours – the field is wide open.

Project Selection

The selection of a worthwhile and interesting project is a very important decision. Here are a few questions to help you. They may seem unrelated at first, but you'll be able to tie them all together when you think about your project. Get out a piece of paper or set up a chart on your computer to create a spreadsheet that will help you to make a decision.

What do I enjoy?

Write down several things you're interested in, things you'd find interesting and challenging to learn about. For the present, don't worry about their feasibility or usefulness. Just make an idea pile of all the things that you would like to do. They can be completely unrelated to anything you've done before, or they can be things you've had an interest in for years and never really found time to follow up.

What have I done?

Make a list of the activities you're now involved in:

- "I take piano lessons" ...
- "I attend Junior High" ...
- "I play on the hockey team" ...
- "I sing in the church choir" ...

List the experience you have:

- “I have been club president”...
- “I helped organize our school play”...
- “I redecorated my own bedroom”...

List the duties and responsibilities you have:

- “I help Mom and/or Dad with the chores”...
- “I am leader of our club’s social recreation”....
- “I am a Youth Leader in my 4-H club”...

Use this information when you are asking yourself honest questions about project choices.

What do I need?

Because our ideas and goals are always in a state of change as we continue to learn and experience, it’s always extremely difficult to try and determine exactly what they are at the present. Seriously think about yourself and jot down what you think are your characteristics, ambitions, your attitudes and ideals. Be honest with yourself. Because often others can be more objective about us than we can be about ourselves, you might like to get some help from others who know you, for instance your parents, leaders, friends, etc. This can be an eye opener and most valuable if done seriously and honestly. Be sure to write down characteristics that you might think at first are poor things to have, but if they are you, admit it – at least to yourself. These characteristics are going to help determine the usefulness to you of your project, so be complete and honest; you are the judge.

Decisions, Decisions

Making a decision about project topic will only be the first of many decisions that you will have to make. Learning to make decisions well is important, since everyone must make them all their life. Before making any decision, ask yourself as many questions as you possibly can about the choices in order to provide yourself with as much information as possible.

One method that you might like to use as a guideline when choosing your project is outlined here:

- Study your “interest pile” and pick out about five project ideas that you feel will be the most interesting and challenging to you.
- Draw up a rough outline of what you think you’d like to do with each project idea. How much do you hope to accomplish within this project? What are some of the subject areas you plan on covering? How difficult would it be to access needed resources?

Using information from your self-analysis, ask and answer as many questions as you possibly can about the project. After questioning yourself you may find that most or all of them would be too difficult or would not be just what you hoped to accomplish. It is a lot better to realize this now than after months of working on the project.

Here are some questions to help start you thinking. You'll be able to think of a lot more questions that apply just to you and to your project ideas. Try to look at all sides before making your choice.

- Where can you get background material on your interest?
 - “Mrs. Jones knows all about mythology – I’ll ask her.”
 - “The library might have some books on Yoga.”
 - “My biology teacher might help me find out about edible wild plants.”
- How much is it going to cost?
 - “I can earn \$50 a month babysitting – that should cover expenses.”
 - “My summer job would let me pay for supplies but if I borrowed tools from John, I could save that money for university.”
 - “This will cost too much – there must be something else I could do instead with less cash outlay.”
- How worthwhile will it be to you now? Later?
 - “I can always practice public speaking now to use later in my career”
 - “One day I’ll live in a city, so learning about city planning would be useful.”
 - “I may be able to use creative writing in my career.”
- What do you think you might be able to learn from it?
 - “I will learn to really ‘see’ nature.”
 - “I’ll know how to manage my money.”
 - “I can make things for my own home.”
- What other people besides yourself will benefit from it? Should your idea be an individual project or should a group of people work together on it? Could you start it and teach it?
 - “My family will also learn about wildlife.”
 - “My school friends often need help in costumes and stage design.”
 - “I can learn this by myself, but that would work better if two or more were involved.”
- Will it fit in with your home and family situation?
 - “My brother is allergic to animals.”
 - “We don’t have enough space for making a sail boat.”
 - “I can make that chair in my dad’s workshop.”
- What other things (such as your school activities) will you be doing which may affect your time, energy, how well you can do the project and cost?
 - “If I curl this winter that will take up quite a few hours of my spare time.”

- “I’ve already learned to cook in school, so this should help me in my gourmet cooking.”
- “I have that after school job which will help me buy fencing tools.”
- Do you have someone to go to who is willing to help and who knows something about what you want to learn?
 - “I can have Mary help me with creative stitchery.”
 - “My neighbour could teach me about snowmobiles.”
 - “My history teacher could help me search out local Ontario history.”
- Do you have an opportunity to do this in school or during other activities making this a repetitive activity?
 - “I already learned sewing, so I’ll try something different.”
 - “My father taught me how to repair machinery, so I’ll decide on another experience.”
- Does it use your characteristics to full advantage? If you’re an extremely scientific-minded person, do you want a science-oriented project, or do you want to widen your field of interests by choosing a completely unrelated project? The choice is yours. What do you think will be best for you?
 - “I like working with my hands – this is up my alley.”
 - “I have musical ability – this will enlarge my scope.”
- Do you realize your characteristics that are going to hinder the carrying out of this project? For example, if you are poor in money management, does your project require you to keep a tight budget? Be sure to think about all of these characteristics but don’t necessarily shy away from a project that necessitates using them. If you feel they can and should be changed and are willing to accept the challenge of changing them, you’ll be surprised at the results you can get during this project!
 - “I have trouble finishing things – this might help me cure the habit.”
 - “I’m not very good at organizing -could I select something that would improve this skill?”
- Does this project help you accomplish what you feel you should accomplish this year?
 - “I will be able to rebuild a stereo set – that’s a good year’s work.”
 - “I can compare three different styles of leadership – and I will then see the similarities and differences.”
- Is this topic too broad to be covered within your project?
 - “I’d never cover all that – I should choose one part I know I’ll have the time and money to handle – I’ll carry it on next year.”
 - “With chores and school, I’d better be careful I don’t bite off more than I can chew.”
 - “I really think, if I plan my time, I can get this done within this project – it could lead into my project for the next year – I could teach it to younger members.”

- Do you have some place to carry out your project?
 - “Mom would let me use the living room for meetings.”
 - “Mr. Brown might let me use his workshop.”

Next combine your data – interests and resources, self-analysis and start eliminating project ideas with reasons until you think you’re there. You’ve just done a good bit of that necessary pre-planning that leads to good decision making. You’ve tried to pre-think all the things that might make or break your project. The time has come to make your choice. What is the project for you?

PROJECT PLANNING

Now that you’ve chosen your project, how are you going to develop this project to accomplish what you want to do this year? The next section is to help you develop the Project Outline to submit for approval.

That main idea you finally settled on is the backbone of your project planning. But a backbone is pretty useless to people unless there’s a head attached that thinks, questions, directs and evaluates.

There are some simple questions that will always help you out – what, why, how and when?

You’ve thought out what project you want to take, and why you want to take it. Let’s go on from there.

Below are the Project Outline questions from the 4-H Self-Determined Project Outline (also found at the end of this section). **The answer to these questions will provide the outline for your project. This outline must be approved by your leaders before you proceed.**

Project Outline

- Main Idea – What is the project that you have decided on?
- Why did you choose this project?
- What are your Goals? What do you hope to learn from this project?
- What are your resources?
- What is your plan of action? (monthly plan)
- How do you plan to present information from this project to your club/leaders/ Association (to be determined by you and your leaders)?
- When do you plan on starting your project? Finish date?

Once you have completed the answers to these questions submit the 4-H Self-Determined Project Outline to your leaders for approval.

To complete the sections of your outline consider the following:

What are your goals?

In order to have any sense of satisfaction when doing something, you want to know where you're headed so that you can measure your progress as you go along. In a race you like to know where the finish line is. What do you want to learn and accomplish with your project this year? These are the goals to which you will be working. Do you want to acquire new skills, gain certain knowledge, change some of your feelings, attitudes?

Write your goals down so that you can always refer to them and use them to help you to evaluate yourself, to see how you have progressed and to help you see how much farther you'll have to go to accomplish what you want to.

What are your resources?

You won't have a project manual guiding you with information – you'll have to find it yourself. The people, books and internet that can help you in your search are called your resources. There are many, many, resources available if you take the time to hunt. Keep your eyes open, and mind ready for the "treasure hunt" of your life!

There are dozens of other sources, too. Here are a few to get you started. Almost everyone is eager to help an inquisitive mind. Try these, but don't let us do all your thinking!

- People in your own community
 - Every community is a tremendous source of resource people if you search them out, people who have studied what you're studying now or who are very interested in it and could give you suggestions and objective criticisms.
- Companies or organizations that are dealing with some aspect of your project
 - e.g. plastics, mental health, dietetics, they will probably be able to give you much information.
- Departments of the government (either provincial or federal) that deal with some aspect of your project
 - e.g. if it's an agricultural project, or a natural resource or health project these are valuable sources of information.
- The internet.
 - An internet search can be very valuable to find resource information. Be aware though of finding credible information while searching the Internet. The Internet has a lot of information but you will need to sift through what's good information and what can potentially be misleading.

Make sure you reference all of your resources with a bibliography at the end of the project book.

What is your plan of action?

Organize this however you think best – what might work for your project wouldn't at all for another. Be logical, creative and consistent.

What steps can you do when carrying out your project?

When making your plans of how you're going to carry out your project you'll no doubt find invaluable help from a resource person. That resource person can probably point out things that you would never have known, such as how much can be reasonably accomplished within the project, how long it will require to learn one particular skill, etc. Each decision you make about what you plan to do in your project requires the same careful questioning and thinking process that your project selection choice required. Here are a few suggestions of some things you might like to try with any project:

- field days
- tours
- share your knowledge with others
 - demonstrations
 - displays
 - illustrated talks
 - regattas
 - exhibitions
- interviews of people who have knowledge in your field of study
- movies
- books, pamphlets, publications
- get a resource person in your community who can help you with the project
- make models
- scrapbooks
 - clippings from newspaper about your topic
 - material collected
 - your own pictures, sketches
- collections
- experiments
- “raise your own”
 - e.g. mushrooms, bees
- penpals
 - reports, essays, charts
- “make your own”
 - costumes of another country, food of another country

- personal observations
- take pictures to help observe your progress
- survey

Group Activities

- social activities
 - coffee house
 - parties with a country theme
 - e.g. Japanese garden party
- seminars
- work bees
- community service activities
 - e.g. clean-up, drive for funds
- visit a senior's home, orphanages
- carol singing at Christmas
- tours
- art exhibits, talent nights
- learn crafts etc. of ethnic group

These are only a few of the many activities that you can carry out and have fun doing! You'll probably be able to think of a lot more that are especially related to your project.

You should, by this time, have a careful outline of your project indicating plan of action, subject matter, resources, goals. Talk this over with your leaders or resource person and give him/her a copy of your outline. You both can use this information at project completion to evaluate how you did.

What about records?

Records help give evidence of what you have done and what you have accomplished. You refer back to them, in order to see what you did and how you did it (or what you didn't do and why not!).

- What type of record-keeping will best suit your project? Each member involved in a Self-Determined project is required to submit a record book at the end of the project.
- How can you show the extent to which you are learning or accomplishing what you set out to do?
- How can you describe or show what you did?
- How could you show the data collected or the results of your investigations or work?
- In what ways is what you have done of benefit to other people? Will they be able to learn something from your experiences by reading your records?
- How can you make your records exciting and imaginative for those who are going to read them?

Project Completion

If you see a value in writing down what you think you should be able to accomplish within your project, you can set up project completion requirements. These are simply things you feel you must have done before you can say you have completed your project.

- Do you think project completion requirements would help you by letting you have a concrete goal to work towards?
- Do you feel you should do a specific amount of work before you can honestly say you have completed your project? If so, what do you think these requirements should be?

Let your leaders know in your project outline.

At the end of the project, the member's own evaluation takes place. As we said at the beginning, you're the judge. Your feelings of personal accomplishment are far better than any ribbon.

The Self-Determined Project – Self Evaluation form is also found at the end of this section.

What about evaluation?

In order to judge the value of what you have done, to see if you are getting closer towards your goals, it is always necessary to evaluate what happens when you do something. One method that has been used to help self-evaluate has been to use three steps. As you work through the project:

- A. Write down before undertaking an activity, tour, interview or other activity, what you hoped to achieve before you actually did it. What did you think you would learn? What did you do to try and make your activity succeed?
- B. What happened? Did everything go as planned? What did you actually see or do?
- C. Now that I look back – did I make some mistakes in planning? Was there something I missed doing that would have made the activity more successful? What did I do that really worked out well? What did I learn about planning? About my project material?

Discuss with other people what happened. They might have some objective ideas and criticisms. Sometimes you never really know how much you've learned until you start explaining it to someone else.

What about sharing your project?

People are always interested in what other people are doing. Further opportunities for growth and satisfaction come from showing people part of what you have learned. They help you summarize what you have learned and further assess what you are accomplishing. If you feel your project is worth doing, you'll probably be enthusiastic about it and think everyone should know something about it. The job is to communicate this enthusiasm to others.

The ways that you can help share this knowledge are numerous. Here's an opportunity to really let your imagination go to work! You can plan for certain activities throughout the project to give others an opportunity to learn something from your experiences and study. Here are a few

ideas to help you get started thinking.

- displays and exhibits
 - your records
 - your collection
 - what you've made or done
- pictures
- demonstrations, fair booths
- talks, T.V. programs
- panel discussions on the value of self-determined projects, on what you feel you have learned this year
- dramatic scenes
 - role playing, skits
- give tours and field trips
- hold a self-determined project open house
- write newspaper articles and features in magazines
- bulletin boards
- workshops

The decision of what to do for your project at an Achievement Day is yours in consultation with your leaders. What do you feel the Objectives of an Achievement Day should be? Could you use an Achievement Day as a means of helping others learn about 4-H, self-determined projects and your specific project material? Would this be a means of summing up your project and giving yourself a feeling that you have “reached the finish line”? What if anything, would you like to see done at an Achievement Day? Talk it over with your club leaders to decide what you are going to do, so it can fit into the program.

Was it a good year?

An evaluation at the end of the project will help you decide whether or not you achieved what you set out to do. If you have made detailed records of your project you will probably want to write up an evaluation to help you get your own thoughts clearer and to keep as a “reference” to know exactly how you felt when you finished the project. Question every aspect of the project as to its value, success, etc.

- Did you achieve some of the goals you set out to?
- What did you learn?
- Did you follow the outline set out at the beginning of the project? What deviations did you make? Were these worthwhile deviations that came about because of increased knowledge at the time or unforeseen circumstances such as weather etc.? Or were they because you couldn't control some of your characteristics as well as you had hoped?
- What did you learn from your mistakes?

- Would you like to continue learning about this and continue the project next year, or would you rather choose an entirely different project?
- Would you like to act as a Youth Leader and help other members learn about it next year?
- What skills did you develop?
- If you were to do another self-analysis now, would you find some of your characteristics different than when you started? Were these characteristics ones that you set out to change? Were they ones that you didn't realize would change till after you noticed the change? e.g. Do you find it easier to make a decision, to talk to people, to manage your time?
- Did you share some of your knowledge and enthusiasm about your project with other people?
- Did you learn to work with other people better (parents, leader, friends, etc.)?
- Did you enjoy yourself throughout the year and look forward to doing the things you'd set out to do?

At the end of your project, submit the Project Self-Evaluation form (found at the end of this document) along with the Project Outline originally submitted at the beginning of this project. Both of these completed forms must be handed in to your project leaders for satisfactory completion of the Self-Determined 4-H Project.



CANADA
4-H Ontario

SELF-DETERMINED PROJECT OUTLINE

(To be submitted to club leaders for approval before starting the project)

Main Idea: What is the project that you have decided on?

Why did you choose this project?

What are your goals? What do you hope to learn from this project?

What are your resources?

What is your plan of action (monthly plan)?

How do you plan to present information from this project to your club/leaders/Association (to be determined by you and your leaders)?

When do you plan on starting your project? Finish date?

Submit your project plan to your leaders for approval.



CANADA
4-H Ontario

SELF-DETERMINED PROJECT SELF EVALUATION

(To be submitted to club leaders at the completion of the project)

Evaluation helps you to see whether you have achieved your goals. It teaches you to learn from your experiences. Take some time to answer the self-evaluation questions thoroughly and sincerely to get the most out of this project experience.

What progress did you make towards the goals set at the beginning of this project?

What were your key successes or what did you find most interesting about your project?

What did you learn from this project?

Did you follow the outline set out at the beginning of the project? What changes did you make and why?

What do you think you could do better if you had the opportunity to go back over the project? Explain.

Did you develop new skills as a result of this project?

Did you share some of your knowledge and enthusiasm about your project with other people?

What do you feel you as an individual achieved through your self-determined project?

Would you like to continue learning about this and continue the project next year or would you rather choose an entirely different project?

Submit your self-evaluation to your leaders for approval.