

Dear 4-H Youth Development Extension Educators and 4-H Volunteers,

Welcome to the 2008 *VolunteerIN, 4-H Toolkit for Success* series!

The materials included in this year's lessons have once again been prepared by the Indiana 4-H Volunteer Development committee. In the second year of a four-year plan covering the Essential Elements of 4-H Youth Development, the lessons this year focus on the "Mastery" concept. This follows the "Belonging" concept in 2007 and precedes "Independence" in 2009, and "Generosity" in 2010.

These lessons are designed to be flexible to meet the local 4-H volunteers' needs. There is no prescribed order in which the lessons are to be presented. Extension Educators and 4-H volunteers are encouraged to work together to select the lessons that will be most beneficial to the local 4-H program. Each lesson contains a detailed lesson plan, a PowerPoint presentation with notes pages, a quiz to help recap the lesson, and a fact sheet that the volunteers can take with them for future reference. Some include additional activity files that can be used to supplement the lesson.

Evaluation tools are also provided to help document the success of this program and to help plan for future training programs.

We hope that *VolunteerIN, 4-H Toolkit for Success* will be an asset to you as you work with the youth in the 4-H program!

Sincerely,

Randy Brown
4-H Youth Development Extension Educator
Committee Co-Chair

Steve McKinley
4-H Extension Specialist
Committee Co-Chair



Indiana 4-H Volunteer Development Committee

The following committee members contributed to the design, writing, and compilation of the materials included in this resource. The lessons each was responsible for are included next to the committee member names.

- Area 1 – Pam Hess, Jackson County
- Area 2 – Deborah Carlton, Floyd County
- Area 3 – Randy Brown, Vanderburgh County
- Area 5 – Alice Alderson, Parke County and Lana Frazier, Vigo County
- Area 6 – Kathleen Koch, Hamilton County
- Area 7 – Beth Leonhard, Madison County and Angie Riffle, Franklin County
- Area 8 – Brian Howell, Tipton County
- Area 9 – Jeff Nagle, Tippecanoe County
- Area 10 – Laurie Sula, Elkhart County
- Area 11 – John Emerson, LaGrange County
- Purdue – Steve McKinley, State 4-H Office

Acknowledgments:

The committee gratefully acknowledges the contributions of the following Purdue University co-workers:

- Becky Goetz, who reviewed and edited these materials
- Sharon Ingerson, who assisted with the preparation of some of the materials
- Bill Vollmer, who designed and created the layout for the CD

Overview of Year 2 Lesson Plans “Mastery” Concept

Essential Elements: “Engagement in Learning and “Opportunity for Mastery”

Note: The Indiana 4-H Volunteer Development Committee members responsible for the preparation of each lesson are listed next to the respective lesson plans.

Lesson plan #1 – “**Experiential Learning Model**” (Brian Howell, Tipton County)

Experiential Learning is the educational basis for all 4-H projects. This lesson is designed to share the steps of the Experiential Learning Model and help volunteers to lead youth through activities using the model.

Objectives:

1. Recognize the five steps of the Experiential Learning Model.
2. Experience the model.
3. Describe how Experiential Learning applies to positive youth development.

Lesson plan #2 – “**Self-Esteem**” (Deborah Carlton, Floyd County)

In order for youth to develop self-confidence, they need to feel and believe they are capable. Children’s self-esteem can determine their level of involvement, achievement, and satisfaction with their 4-H experiences. This lesson will help volunteers understand the concept of self-esteem and identify methods to help youth develop a healthy self-esteem.

Objectives:

1. To understand the concept of self-esteem.
2. To recognize healthy and unhealthy self-esteem in youth.
3. To identify how to assist youth with the development of healthy self-esteem.

Lesson plan #3 – “**Goal Setting**” (Alice Alderson, Parke County and Lana Frazier, Vigo County)

Establishing goals for a 4-H Club gives the club direction and allows members to take ownership of their club. This lesson will review the basics steps to set realistic goals, including the process to hold a goal-setting meeting and present the goals to the club. A club program booklet template is also provided.

Objectives:

1. Understand the process of goal setting.
2. Follow the steps for setting club goals.
3. Develop a workable tool that will reflect the goals of a 4-H Club.

Lesson plan #4 – “**Communicating Effectively**” (Kathleen Koch, Hamilton County)

Communication skills are important for 4-H members to master. Communicating effectively will enable the members to succeed in their educational and career endeavors. This lesson includes several activities that will give the members a chance to practice and build their communication skills.

Objectives:

1. To help youth communicate effectively utilizing verbal and nonverbal skills.
2. To help youth identify parts of a speech.
3. To help youth build their communication skills through simple speaking opportunities.
4. To provide communication activities to be utilized at the 4-H Club meeting.

Lesson plan #5 – “**Parliamentary Procedure**” (Randy Brown, Vanderburgh County)

Parliamentary procedure provides an orderly way in which business can be brought before a group. It ensures that the minority is heard and that the majority prevails. This lesson is designed to provide leaders and members with the basic information they need to utilize parliamentary procedure more effectively in a club meeting.

Objectives:

1. State the purpose of following parliamentary procedure.
2. Recognize the five basic principles of parliamentary procedure.
3. Identify steps involved with presenting a motion.
4. Recognize various methods of voting.
5. Differentiate among five types of motions.

Lesson plan #6 – “**Skill-a-Thon**” (Beth Leonhard, Madison County and Angie Riffle, Franklin County)

A Skill-a-Thon is a method to involve 4-H members in challenging, non-competitive, learn-by-doing activities. In a Skill-a-Thon members develop their personal and project skills through a series of learning stations. This lesson provides suggestions on how to set up a Skill-a-Thon as a 4-H activity.

Objectives:

1. Organize a hands-on learning lab to enhance members' knowledge of a specific project area.
2. Help members build their self-confidence and communication skills.
3. Provide additional opportunities to recognize members for their accomplishments.
4. Provide an objective means to measure members' knowledge of subject material.

Lesson plan #7 – “**Mock Judging**” (Pam Hess, Jackson County)

Mock Judging is a method that can be used to help 4-H members learn to make decisions and defend the choices that they have made. This lesson is designed to describe the benefits of judging activities and identify ways to include practice or mock judging activities in 4-H meetings.

Objectives:

1. Define “judging.”
2. Explain the benefits of mock-judging activities and of giving oral reasons.
3. Identify methods of including judging activities in 4-H meetings.

Lesson plan #8 – “**Life Skill Development**” (John Emerson, LaGrange County, Laurie Sula, Elkhart County, and Steve McKinley, State 4-H Office)

When youth are engaged in learning and have the opportunity to achieve mastery, they are well on their way to developing life skills that will serve them throughout their lives. This lesson will review the life skills youth gain through their 4-H participation and provide some activities that can be led in 4-H Club meetings to help members develop these skills.

Objectives:

1. Identify life skills developed by 4-H members.
2. Discuss methods to help youth develop life skills.
3. Explore examples of activities to assist youth with life-skill development.

Key to the icons used in these lesson plans:



Refers to the learning objectives the lesson plan is designed to meet.



Alerts the presenter to the PowerPoint slides that accompany the information discussed in the lesson plan.



Points to supplies and resources that are needed to teach the lesson plan.



Indicates text that the presenter may choose to read as a part of the lesson plan.



Denotes references that were used to create the materials for the lesson plan.