

Making 4-H Meetings FUN!



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4-H Youth Development



Indiana 4-H Youth Development

- Mission
 - The Indiana 4-H Youth Development mission is to provide real-life educational opportunities that develop young people who positively impact their community and world.
- Vision
 - Indiana 4-H Youth Development strives to be the premier, community-based program empowering young people to reach their full potential.



Purpose of 4-H Meetings

- Keep the Extension Office happy
- Help members with manual activities
- Teach members technical skills related to the project
- Use 4-H projects to teach life skills
- Provide opportunities to develop leadership and citizenship skills
- Education is our primary mission



Essential Elements of Youth Development

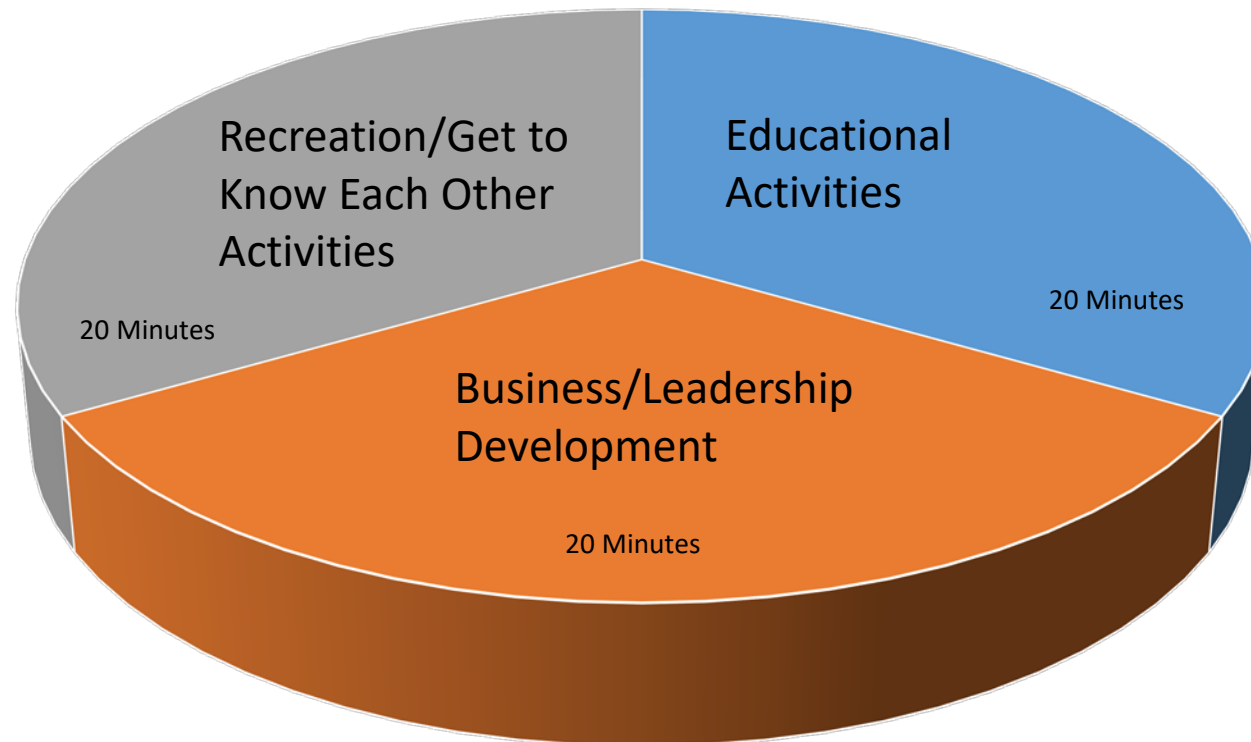
- Independence
- Belonging
- Generosity
- Mastery



Preparing For Meetings

- Schedule through Extension Office
- Advertise
- Review resources
- Involve officers or youth in the planning process
- Prepare a mixer
- Select 4-H manual activities, guest speaker, own activities
- Use a variety of activities, everyone learns differently
- Obtain supplies
- Practice, practice, practice

Typical 4-H Meeting





Grade Appropriate Activities

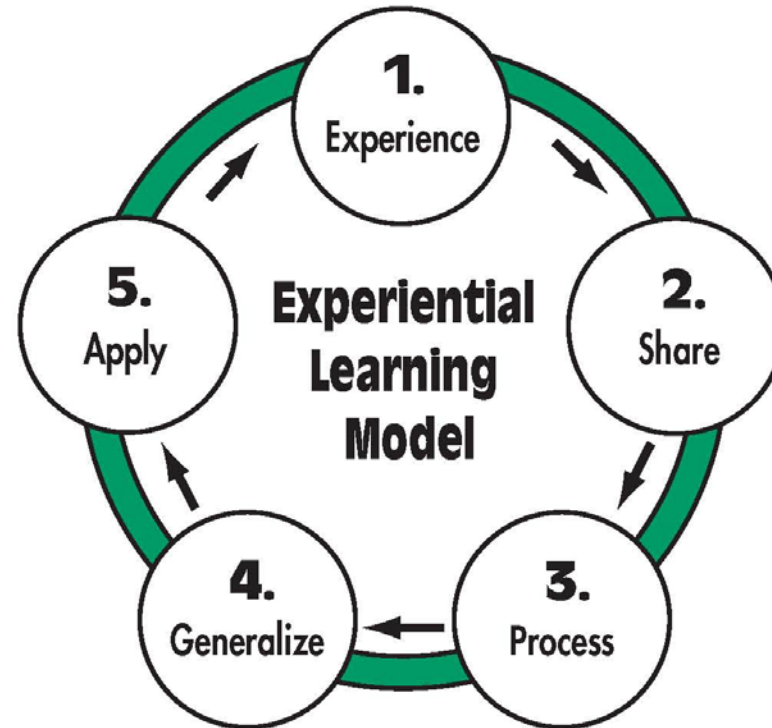
- Which will be most effective?
 - Activities for everyone
 - Activities for grades 3-5, 6-8, 9-12
- Ages & Stages of Youth Development



Grade Appropriate Activities Meet Youth Needs

- Social
- Physical
- Emotional
- Intellectual
- Why is it important to understand the developmental stages of youth?

Experiential Learning Model



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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EXPERIENCE the activity; do it

- Begin with a concrete experience that:
 - Can be individual or group experience, but involves doing.
 - Most likely will be unfamiliar to learner or first-time activity
 - Pushes learning beyond previous performance levels
 - May be uncomfortable to learner
 - Includes the risk of failure



SHARE reactions and observations publicly

- Get participants to talk about experience
- Share reactions and observations
- Discuss feelings generated by the experience
- Let the group (or individual) talk freely and acknowledge ideas generated



PROCESS by analyzing and reflecting upon what happened

- Discuss how the experience was carried out
- Discuss how themes, problems, and issues are brought out by the experience
- Discuss how specific problems or issues were addressed
- Discuss personal experiences of members
- Encourage the group to look for recurring themes



GENERALIZE note what was learned and connect to real life

- Find general trends or common truths in the experience
- Identify “real life” principles that surfaced
- Identify key items that were learned
- List key terms that capture the learning



APPLY what was learned to similar or different situations

- Discuss how new learning can be applied to other situations
- Discuss how issues raised can be useful in the future
- Discuss how more effective behaviors can develop from new learning
- Help each individual feel a sense of ownership for what is learned



Experiential Learning Model Short Version

- **Do** the activity
- **Reflect** on what happened or didn't happen
- **Apply** what was learned



Paper Airplane

- Make a paper airplane
- There will be a contest to see who's airplane flies the farthest
- Do
- Reflect
- Apply



Apple Judging

- Place the apples from best to worst and record your answer on the judging card.
- Explain your rationale using the outline provided.
- Do
- Reflect
- Apply

Nickers, Snorts & Whinnies

Chapter 1 - Discovering Horses
NICKERS, SNORTS & WHINNIES


Horses use body language to show people and other horses how they feel. In this activity, you will practice your observation skills and learn how to "read" horse body language.

The MANE Event
 Horses have many of the same emotions as humans. For each of the ten emotions in the boxes, mark the letter of the matching behavior listed below.

Behaviors

- A. Nose stretched out, soft look in the eye
- B. Head dropped, ears drooped, sluggish movement
- C. Head lowered, quiet expression
- D. Tight muscles, worried expression
- E. Ears pinned back, rapidly swishing the tail
- F. Ears pricked forward and looking intently
- G. Teeth bared, ears pinned back, charging a horse or person
- H. Looking away
- I. Head up, ears forward, ready to run, or jumping sideways
- J. Constant fidgety movement, sweating

Horse Project Skill: Identifying horse behaviors
Life Skill: Problem solving
Educational Standard: NS.5-8.3 Life science - structure and function in living systems
Success Indicator: Describe common horse behaviors



Horses communicate and play with each other.

Aggressive, Angry, Tired, Friendly, Nervous, Interested, Tense, Ignoring, Relaxed, Afraid

Behavior	Emotion

Visit a horse show or riding stable. Observe horses in several different settings (in their stalls, in the ring, being groomed, in a pasture). In the chart to the left, write down the behaviors you observe and then guess the emotions being expressed by the horse.

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Reflecting and Applying

STABLE TALK

HORSIN' AROUND
How many different types of behavior did you see? What behavior surprised you the most?

BITS & PIECES
Why is it important to understand how horses show their feelings? What happens if you don't understand a horse's body language?

HORSEPOWER
What cues about your feelings do you send through body language? Describe how a person can show the same emotions listed for horses in this activity.

GALLOPING AHEAD
How can you improve your understanding of other people's body language?

SPUR YOU ON

1. Play charades with your family or friends using horse behaviors. See if they can guess what feelings you are demonstrating.
2. Write a story about a horse. Include several examples of the horse using body language and sounds to communicate. Share your story with your family or project helper.


Horse Body Language

Horses use their bodies to show other horses or people how they feel. Rapidly swishing or ringing of the tail can signal anger. When a horse lowers its head, licks and makes chewing motions, it is showing readiness to cooperate. If a horse raises its head up high and pricks its ears forward, it is checking out something that it thinks may be dangerous. Horses show affection to each other by standing side-by-side facing opposite directions and scratching the other horse's withers with their teeth. A horse can tell another horse to stay away or leave. It does this by laying back its ears, opening its mouth and showing its teeth or biting, turning its rear toward the other horse and lifting a hind leg, or by kicking and charging the other horse.

Horse Project Online
Saddle Up to the Classroom
n4hccs.org

- Horse Sounds Online
- Understanding Horse Behavior

Horse Talk
Withers



Understanding horse body language requires careful observation.

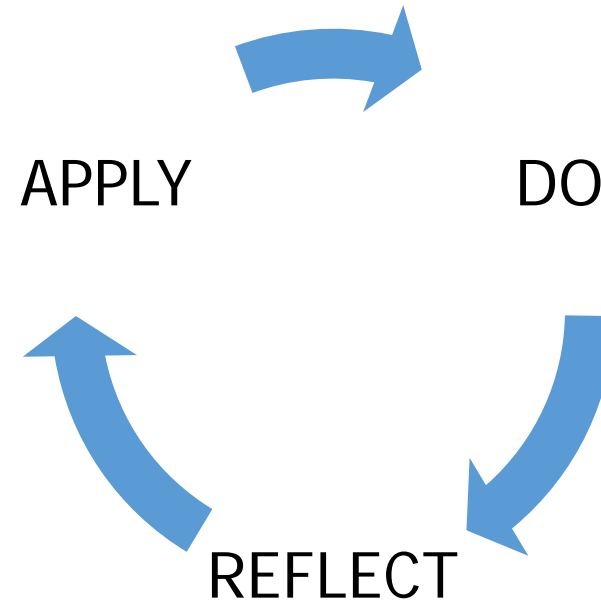
Written by Carmelita Lamb and Beth Legley. Adapted by Leslie Pyllaman and Ami Nohberger-Miller. Photos courtesy of Gert Parsons and the United States Department of Agriculture.

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Putting This Knowledge to Work

- Life skills development using 4-H as the tool
- Utilize the Experiential Learning model for most activities
- Use grade appropriate activities
- Incorporate in 4-H meetings
- Be creative and have fun!





Summary

- Plan ahead
- How will your meetings and experiences meet the needs of youth
- Use a variety of activities
- Use grade appropriate activities
- Doing the activity is easy, processing and applying take extra effort but are critical
- Review & evaluate



Learning Can Be Fun!