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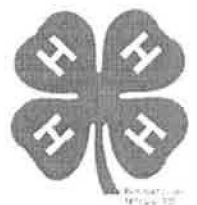
**Montgomery
County 4-H Project**

Do Your Own Thing

LEVEL 1
Grades 3 - 5

LEVEL 2
Grades 6 - 8

LEVEL 3
Grades 9 - 12



General Scorecard for Do Your Own Thing

Name _____ Level _____

Club _____ Placing _____

*Needs
Improvement*

*Meets
Expectation*

*Above
and Beyond*

Project is Educational

Correct Spelling

Attracts interest, eye-catching

Neatness, workmanship neat,
Lettering clear

Accomplish Purpose

Exhibit is well-designed and thought out

Difficulty

Originality/Creativity

ADDITIONAL JUDGE'S COMMENTS:

Do Your Thing

The Self-Determined 4-H project is one in which you the 4-H member make the decisions about:

What is will be.
How you will do it.
How you will evaluate and report it.

We will call it a "Do Your Own Thing" project. Sound simple? Perhaps, it is, but making up your mind about the project can be challenging and a good exercise in decision making.

You can plan a long term project (several years) or one that can be completed in a few weeks.

You may select any topic that is of interest to you. It may be in a different direction than any 4-H project you have already taken. It may be on a topic completely unrelated to previous work, but one in which you are interested.



WHY?

The work we do can be much more worthwhile to us if we have a deep interest in the endeavor. The self-determined project will fit the project to the 4-H'er rather than fit the 4-Her to the project.

The 4-H projects and project manuals cover many interesting topics but cannot possible cover everything that is interesting and worthwhile to young people today. New knowledge and new situations come to our attention daily that are appropriate for study and work in 4-H.

It is important to learn how to make sound decisions. You will have ample opportunity in this project to practice as you decide the nature of your project and how you will carry it out.

This project guide was adapted from the University of Nebraska bulletin, "Do Your Own Thing" and from a similar circular prepared by the Cooperative Extension Service, University of Illinois

DO YOUR OWN THING

Congratulations! Your choice of “Do Your Own Thing” is proof of your willingness and courage to try something new. Do your Own Thing means that you, with the help of adult guidance, can determine your own project or a state project that may not currently be offered in Montgomery County.

Options:

1. You may set up your own project and determine what you want to learn, set goals and determine what you will exhibit at the county fair.
2. You may use a 4-H manual that is available for a state project and follow the exhibit guidelines listed in the manual for your grade and level.

Requirements:

- ▶ You may NOT choose an activity that duplicates any requirements in an existing project offered in Montgomery County, example - Crafts, Scrapbooking.
- ▶ **Record Sheet:** You will be required to turn in a record sheet at project check-in. Please place it in your green record book.
- ▶ **Exhibit:** It can be a display, notebook, or 22” X 28” poster. A display can be no larger than 14”x28”x22”. If your project is larger than this size or is very valuable, you may bring it to the project judging along with a poster or notebook describing how and what you made. The project will be taken home after judging and the poster or notebook will be on display during the fair week and be displayed as your exhibit. Be sure to include at least a one page summary of your exhibit with your project exhibit outlining why you selected this project and what you did to complete the project. Your completed project record sheet must be in your Green Record Book at the time of project check-in.

It is recommended/suggested that all posters, notebooks, and display boards include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member’s exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the manner in which references are listed or a lack thereof.

DO YOUR OWN THING

With the help of adult guidance, young people can determine their own projects. The Do Your Own Thing project allows you to participate in a project that may not be included in the current 4-H program. Such projects can be developed to expand a current interest or to explore a new field. This particular project encourages the use and development of individual abilities and creativity. So get creative and use your imagination!

An important part of learning is to assume responsibility through different opportunities. Making decisions and setting up goals is a good way to gain that responsibility. There are different methods and procedures that enable you to reach your set goals. You may be more interested and more highly motivated in your project if you choose the experiences rather than those assigned by others.

The Do Your Own Thing project allows 4-H members of any grade to enroll. The first step is to choose activities, as long as they do not duplicate requirements in an existing project offered in Montgomery County. As a participant in this project, select an area that is of interest to you (i.e., music, auto mechanics, poetry, collectibles, beekeeping, architecture, safety, etc.) **NO ARTS AND CRAFTS or SCRAPBOOKS SHOULD BE ENTERED** into the Do Your Own Thing Project.

SETTING UP GOALS WHAT I WANT TO LEARN

▲ *Goals are a very meaningful part of learning. Learning and setting goals are based on three interrelated areas:*

- | | |
|-------------------------------------|--|
| 1) What I hope to do | Knowledge, Facts, Information, Thinking, and Understanding |
| 2) How will I accomplish this goal? | Feelings, Attitudes, Values, Beliefs, and Dedication |
| 3) The end result | Skills, Ways of doing things, Actions, and Behavior |

Note that the various words beside each heading indicate the meaning involved.

WHO WOULD BE WILLING TO HELP?

Explore your project before you write down any goals. Arrange to visit with someone who can share his/her experiences and knowledge with you. Some of the numerous possibilities of people who may help you are parents, teachers, neighbors, friends, nurses, businessmen, farmers, homemakers, clergymen, mechanics, dieticians, dentists, and laborers. They can assist you by providing information and ideas to help the process of completing your project. Learning is not only reading. 4-H is learning by doing.

▲ *The search for information is an educational process.*

- ◀ Find people willing and able to provide help, guidance, information and skill.
- ◀ Seek information from a library or from the internet
- ◀ Write for materials
- ◀ Visit project of a similar nature.

Selecting a Project

You may already have a topic in mind around which to build your self-determined project. If you have-good-go ahead and develop it. But before you make the final decision you may want to think about other possibilities as well.

.....

One way to begin is to make an inventory of your of your interests, needs, aspirations and concerns. This should include everything that "could be" a project. From this list you can identify which "should be" and finally which "will be" your self-determined project this year.

.....

If your project is to be based upon an interest, need, aspiration and concern, a definition will be of help in clarifying what is meant by each of these terms.

<p style="text-align: center;">INTERESTS</p> <p>An interest is something which excites your feelings and gains your attention or curiosity. It causes you to say, "Oh, I'd like to do that!"</p>	<p style="text-align: center;">NEEDS</p> <p>A need is something, which you, your family, or community seem to be in want of, to lack or to require. You say to yourself, "Yes, I can see that it is necessary to do that."</p>
<p style="text-align: center;">ASPIRATIONS</p> <p>Your aspirations are strong, wishes, something you long for, desire with eagerness or seek to attain. Welling up in you is an ardent desire which causes you to feel, "Now I really want to try to reach that."</p>	<p style="text-align: center;">CONCERNS</p> <p>Your concerns are those things which affect the welfare and happiness of yourself, your family, your club, of other people or of the community, society or world in which you live. A concern is of importance to you; you care.</p>

Talk to others whom you know or who live in your community and make your list. They might be:

- | | | |
|-------------------|-------------|------------|
| Friends | Neighbors | Parents |
| Leaders | Farmers | Ranchers |
| Teachers | Specialists | Clergymen |
| Engineers | Mechanics | Artists |
| Doctors | Dentists | Laborers |
| Business People | *** | Homemakers |
| Extension Workers | *** | Counselors |



Making up your Mind

Select the one topic you will use for your "Do Your Thing" project. The following criteria may help you decide.

1. What personal experience have you had in this area?
2. Where will you go to find background information?
3. How much will it cost?
4. Who could be helpful in planning or carrying out the project?
5. How worthwhile will the project be?
6. What will you learn from the project?
7. How will it fit into your home and family situation?
8. How will it benefit others?
9. How will it benefit you?

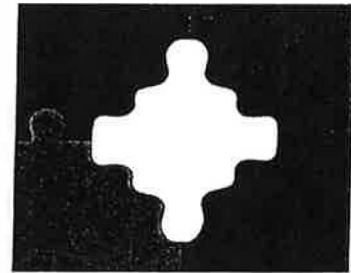
\$Cost \$
Learning ?
My Experience?
Benefits?



My Inventory of Interests

List ideas of topics suitable for your "Do Your Own Thing" project. Include ideas or problems you would like to investigate, something you would like to do, ways in which you could be helpful to other people, topics which could be helpful to you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



To whom did you talk about your ideas in the above list?

1. _____

2. _____

Circle the topic above that seems to have the most promise.

Developing a Plan

A plan is simply "thinking ahead"; anticipating what you will do, how you will do it, possible difficulties, final results. The plan becomes more clear if it is written down. A time table will help you make progress in an orderly way.

The plan must include not only what you plan to do, but also what you plan to learn. You may need new information, facts, understandings. Your feelings and attitudes may change. It may be necessary to learn a new skill.

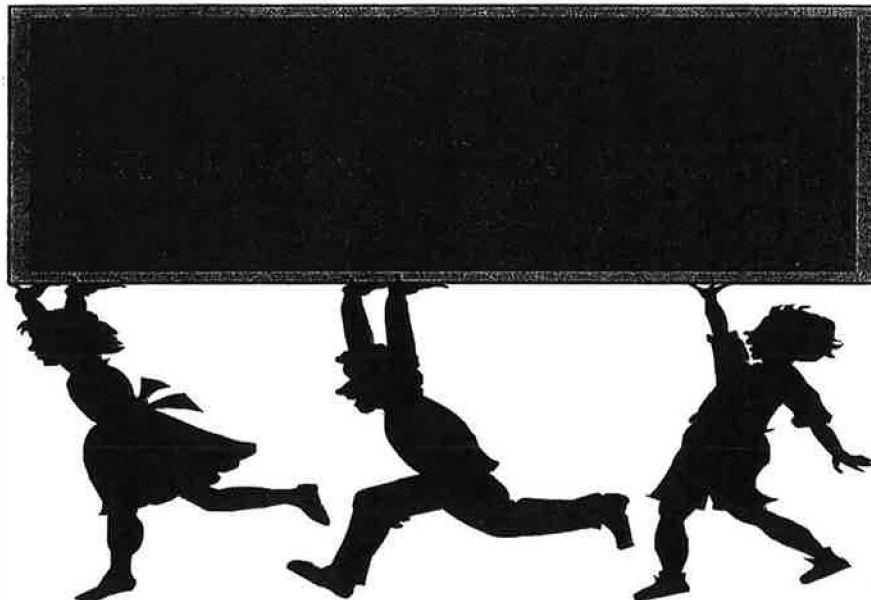
Consider:

Reviewing project plans with other people-your leader, parents, Extension Agent, teachers, friends, etc.

Write for literature and materials. Check costs.

Check the library and other sources of information.

Carry out your plan.



Evaluating the Project

Progress is measured in terms of goals that you set at the beginning of the project.

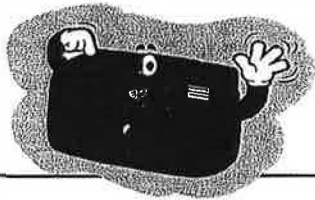
How well did you accomplish what you set out to do?

Evidence of what you have accomplished can be collected in a number of ways.

You may want to:

Take Pictures

Photographs, slides, even movies can tell a story. Before and after pictures are very effective. A series of pictures showing the steps or different stages in the development of your project can show progress.



Have Records

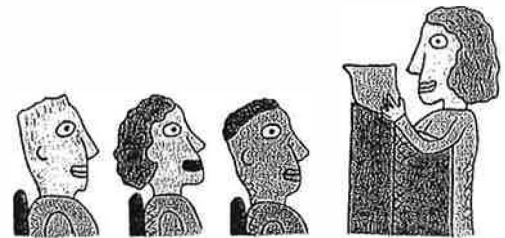
You decide what kind of information you need to keep. A diary, outline, drawings, pictures can help tell your story. Your record should show:

1. What you have done.
2. What you have learned from the project.
3. What did it cost?
4. How has your project been of benefit to others?
5. How has your project been of benefit to you?
6. Use your imagination. Let the records you develop be an exciting reflection of what your project means to you.

Tell Others

Further satisfactions and opportunities for growth come from sharing what you have learned with others. Sharing can also help you summarize, analyze, and further assess what you are accomplishing. These ways of sharing were suggested by young people:

1. Individual help, workshops, programs, meetings, and serving on committees.
2. Exhibits, window displays, bulletin boards, and fair booths.
3. Demonstrations, illustrated talks, dramatic scenes, and TV programs.
4. Talks, interviews, panel discussions and radio programs.
5. Tours and field trips.
6. Newspaper articles and features in magazines.



DO YOUR OWN THING RECORD SHEET

Name:		Level:
Grade:	4-H Club:	
Project Description:		

1. Why did you enroll in this project?

2. What new things have you learned in this project?

3. How much Money and Time have you invested in this project?

4. Were you able to accomplish the goals you set for this project?

4b. Did your goals change as your project progressed? If so, How?

5. Sources of Information. Who did you ask for information, what books or reference materials did you use, or where did you visit?

6. How can you use what you have learned in this project?

Leaders' Signature: