



# Teen Action and Growth

Developing 4-H Teen Leaders for our club, community, country and world

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## Materials Needed

PowerPoint Slides for Session III-Teaching Effectively (The text content of session 3, which corresponds with each slide, has been placed in the “notes” section in the Note Page view. Print all slides in note page format for instructional purposes.)  
Computer, LCD Projector and screen  
18-20 foot of rope  
Activity Sheet 3-5  
Handouts 9-12  
Flip Chart paper and magic markers  
Masking Tape

**T<sup>3</sup> - Training the Trainer to Teacher** – Educators are **strongly encouraged** to utilize the T<sup>3</sup> curriculum Units 2, 3, 5, 6, 7, 8, 9,10, and 13 to enhance and/or supplement Session III materials and activities.

Unit 2 Presentation Skills	Unit 8 Teaching Others
Unit 3 Audience Needs Assessment	Unit 9 Mentoring
Unit 5 Young People as Learners	Unit 10 Simple Visuals
Unit 6 The Learning Process	Unit 13 Designing a Lesson
Unit 7 Learning Styles	

**Oklahoma 4-H Volunteer CORE Competencies** - Educators are **strongly encouraged** to utilize the materials in Units 1, 2, and 3 to enhance and/or supplement Session 3 materials and activities. 4-H Volunteer Development Series Literature which complements this session:

4H·VOL·101, Leading a Project Group	4H·VOL·111, Developing 4-H Project Work
4H·VOL·102, Understanding Boys & Girls	4H·VOL·113, Risk Management
4H·VOL·103, Teaching Techniques	4H·VOL·115, Learning Styles
4H·VOL·104, Public Speaking	4H·VOL·116, Understanding Behavior
4H·VOL·105, Recognition Model	4H·VOL·118, Experiential Learning
4H·VOL·106, Planning a Lesson	4H·VOL·119, Service Learning
4H·VOL·107, Judging – A Teaching Technique	4H·VOL·135, 4-H Life Skills
4H·VOL·108, Understanding 4-H Events and Activities	Being a More Effective Volunteer Teacher, OSU Fact Sheet T-8201
4H·VOL·109, Planning	
4H·VOL·110, Goal Setting	

**Building Leaders for Tomorrow**—A set of activities for exploring and learn about various leadership roles and the importance of each within the 4-H program. Organized by beginning, intermediate and advanced levels.

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**Creating an Atmosphere for Learning:** A series of trainings can be done as a leadership retreat, in an outdoors setting or in a classroom situation. No matter which environment is selected create an informal atmosphere by arranging the room/ environment so it promotes discussion and interaction on the part of the participants.

**Instructional Pointers:** If an LCD projector and computer are not available, the PPT information can be written/drawn on a chalkboard, flip chart, or poster board. All information on PPT slides is included in the student handouts. Encourage participants to create a notebook for all reference materials and handouts.

One aspect of this training is providing opportunities beyond the level of “learner.” Extension Educators should provide participants with hands-on opportunity, instruction and guidance, which allow them to practice leadership skills development

during training sessions. Suggestions would include, but are not limited to leading and facilitating activities and conducting review sessions during training. Involve teens that have been through the training in the past and have demonstrated their leadership abilities at the local and county level. Select individuals who will serve as excellent role models to the participants.

The key component here is, “*the educator providing adequate instruction and guidance.*” The participants are novices; they need instruction and guidance far in advance so they have time to think, prepare, and rehearse. As an educator you will need to provide adequate constructive feedback following the completion of their responsibility. Each of these steps reinforces the importance of what is being taught in the Teen Leader Training Guide. You are their role model!

## Review and Report of Session II

Slides 2-10

Have each participant turn in the personal leadership plan for the next 2 years. Take a few minutes and have them share some of their plans and ideas.

Educators and adult advisors are strongly encouraged to review and provide written comments and suggestions for each participant’s 2-year plan. Return the plan and make sure that they know they will be expected to work the plan. One of your responsibilities in this process is to include teens in county programming, when ever possible helping them fulfill their personal plan.

Review is important, as repetition increases retention. Consider letting youth do the review. This provides opportunity to present and instruct.

### Review Sessions I and II:

- 6 Principles of Leadership
- Attitudes of Leaders
- Traits of a Leader
- Qualifications for Teen Leadership

## Purpose of Session III

Slides 11

1. Understanding and effectively using the 4-H Recognition Model.
2. Creating an environment for learning
3. To learn teaching methods.
4. To gain skills in program planning and development.



## Praise and Reward

### Activity 1—*Tug of Peace*

Have the group play a *good old fashion game of tug of war*. Following the recreation debrief; discuss how individuals felt about the competition, how sides were chosen, how they felt about winning or losing, etc.

Ask the group how they could turn this game into a *tug of peace*, where everyone wins.

Answer: Accomplished by tying the rope in a circle and everyone sitting down on the ground in a circle holding on to the rope. By working together they can all tug on the rope at the same time and pull their bodies into a standing position.

Discuss how they felt about the accomplishment. How did your emotions vary between the two games Tug War/Tug of Peace? All feel good vs half the group feeling good.

## National 4-H Recognition Model

Slides 12-13

Handout  
4H·VOL·105

Recognition is one way to help young people become self-directed, productive and contributing citizens. 4-H uses five forms of recognition. Each supports, motivates and encourages young people in a unique way. This model presents a balanced approach to effectively using recognition in motivating 4-H'ers. All are important and should be incorporated into programming.

1. Participation in educational experiences.
2. Making progress toward self-set goals.
3. Achieving standards of excellence.
4. Excelling in peer competition.
5. Demonstrating excellence in cooperation.

### Participation

Participation is a type of recognition that emphasizes the importance of commending young people who have been involved in 4-H educational experiences. For some young people, especially beginners, low resource, and those with disabilities, taking part in a 4-H learning experience is a significant accomplishment. All youth find this recognition meaningful. This is the first step in building positive self-esteem. (Examples: stickers, pins, certificates, participation cards, news articles, t-shirts, caps.)

### Progress Toward Self-Set Goals

An important part of 4-H is helping young people learn to set goals and then planning ways they can achieve their goals. From time-to-time, you will help them check their progress toward the goals. The challenge is to help young people set realistic goals and then recognize them for making progress toward the goals, no matter how small or large the accomplishments. Recognition is an important way to help them feel good about progress toward their goals. Recognition also encourages them to continue to work toward their goals.

The key to this recognition is young people working cooperatively to review their work with concerned and caring adult(s). Feedback is essential. Talking face-to-face to give feedback is best, but if it is not possible, give written feedback. Remember that a youths potential and available resource affect the goals set, progress made, and the growth that the young person demonstrates. (Examples: Positive private and/or public feedback, pins, memorabilia, certificates, stickers, handwritten notes.)

- ★ Your "Personal Leadership Plan" is considered *Progress Toward Self-Set Goals*.

General rule of thumb for Standards of Excellence:

Blue = A

Red = B

White = C or below

## Achieving Standards of Excellence

An important goal of 4-H is to teach skills to young people that they can use now and later life. Standards of excellence help 4-H'ers to evaluate the skills they are learning. Standards of excellence can be useful for products (animals, skirts, pumpkins, etc.) and skills (speaking, demonstrating, decision making, etc.) The standards of excellence often are printed on a judge's scorecard.

4-H competitive events are used to provide youth opportunities to have their work compared with standards. The Danish Award System consists of awarding blue-red-white ribbons without ranking within each color group. All 4-H'ers who meet the standards are recognized. When a champion is named or exhibits are ranked within a group, then the experience becomes competitive. (Examples: ribbons, certificates, 4-H memorabilia, project equipment or supplies.)

## Peer Competition

This recognition results where individuals seek to be the best or do better than the other competitors. There are winners and losers (those who were not the best). 4-H members who are not first or champion can learn to improve their skills, but often the emphasis placed on the winner overshadows what others have done, learned or achieved. The use of a first, second and third place ribbon is considered peer competition.

The desire to win is a strong motivator for some, but not for all people. Often young people who are not motivated by competition don't take part in competitive programs or drop out of our program. (Examples: medals, trophies, plaques, scholarships, or media reports.)

## Cooperation

The main goal of 4-H is to help young people become self-directing, productive and contributing citizens. We are helping them to learn to work cooperatively in an increasingly interdependent global world. Recognizing young people who work together to learn and achieve goals is a natural part of our recognition model.

When young people work together, they examine their own skills and abilities and explore solutions beyond their own ideas. At the same time, they affirm their own self-concept. They are learning how to succeed in today's world where business is turning to group efforts to involve all levels of workers in the decision-making process. (Examples: ribbons, certificates, newspaper articles, community recognition like highway clean-up signs, special trips for the group.)

***A club and county program should work toward having a healthy blend of all five forms of recognition.***

Material taken from "Helping Volunteers Recognize 4-H'ers - National 4-H Recognition Model"



# Creating an Environment for Learning

## Program Planning and Development

A 4-H meeting and educational program should be stimulating, exciting, educational, safe and result in a satisfying experience for the participants. As a teen leader your goal should be to be a motivational teacher who inspires 4-H member to stay in 4-H and follow in your footsteps as a leader.

Successful teachers spend quality time planning and preparing for the “learning experience.” A pre-planned program provides a solid foundation for a successful program. Think of the plan as a road map that shows where you are, points you in the direction of your destination, yet offers many routes/paths towards your final objective.

## Activity 2 - Brainstorming

Divide the group into five discussion groups. Give each group one the following questions. Allow time for each group to report on their thoughts.

- Are warmth and acceptance necessary for creating a learning environment? Why?
- What are the most effective ways to teach younger 4-H members and why? Does the same method work for everyone? Why?
- Discuss evaluation and recognition. Do you agree with the idea of comparing one member’s accomplishments with other members? What types of recognition could you use when working with younger 4-H members?
- Why is setting goals and planning important? Who should set the goals for your group and for individuals within your group? Why?
- Discuss the statement, “Learning takes place because of what the youth thinks and does not what the leader thinks and does.” What implication does this place upon you as a teen leader?

## Basic Needs of Learners

Slides 14

Belonging	“I’m in.”
Acceptance	“What I do and say counts.”
Security	“I feel safe.”
Achievement	“I can do it.”
Independence	“I can do it by myself.”
Recognition	“Others recognize me.”

The “**Learn by Doing**” phrase sums up the educational philosophy of the 4-H program. Young people learn best when they are involved in their learning. The intent for project work, club meetings, activities and events is to do, reflect, and apply their understanding of the experience to real life situations.

## The Leader who Teaches

Slides 15

As a teen leader you will also be viewed as a teacher.

Your role:

- Isn’t mere information giving
- Isn’t mere entertaining

Your Role:

- Is creating a learning environment
- Is structuring learning experiences
- Is helping the learner interact with information

As a teacher you have need for materials, information, and ideas to help younger members grow and mature. Good teachers are always looking for new ways to increase the learning experiences of younger 4-H members.

Every good teacher needs to keep in mind the educational principle that *learning increases as members progress from just listening to being able to see, and finally to doing*. Doing is when the student actually participates through hands on learning.

People learn through hearing, seeing and doing. We use all three methods, but, each of us has a learning preference. We learn best using this method.

Basic knowledge is learned through one of the 5 senses.

Seeing	83 percent
Hearing	11 percent
Touching	3 ½ percent
Smelling	1 ½ percent
Tasting	1 percent

Turn a passive learning experience into an active experience by understanding and applying the four learning styles.

### **Auditory Learning – “I hear.”**

Auditory learners learn best through hearing, using their ears and their voices as the primary way to learn. These learners:

- Remember what they hear and their own verbal expressions;
- Remember by talking aloud and through verbal repetition;
- Desire to talk through a concept not understood;
- Verbally express excitement about learning;
- Can remember verbal instructions without recording them;
- Enjoy class discussions and talking with others;
- Are easily distracted by sound but also find silence distracting;
- Enjoy interesting lectures;
- Find it difficult to work quietly for extended periods of time;
- Enjoy music activities.

Learn best through: hearing, vibrations, rhythms, mentally configured sounds, patterns, tone, oral directions, chanting and listening.

### **Visual Learning – “I See.”**

Visual learners learn best through seeing, using their eyes as the primary way to learn. These learners:

- Desire to see words written down;
- Enjoy a picture of something being described;
- Prefer a timeline to remember historical events;

## **Three Learning Styles**

Slides 16

Handout  
4H·VOL·115

Slides 17

VARK a guide to learning styles. VARK is a questionnaire that helps your learning by suggesting the strategies you should be using. <http://vark-learn.com/> (2015)

VARK is free for use in colleges, high schools, and universities for student or faculty development as long as attribution is given.

- Prefer written instructions for assignments;
- Observe all the physical elements in a classroom;
- Carefully organize their learning materials;
- Enjoy decorating learning areas;
- Desire photography and illustrations with printed content;
- Remember and understand through the use of diagrams, charts and maps;
- Appreciate presentations using PPT or handouts;
- Study materials by reading over notes and organizing in outline form;
- Enjoy visual art activities.

Learn best through: color, images, shapes, drawings, paintings, patterns, forms and sculpture.

### **Tactile Learning—“I Touch”**

Tactile learners learn best through touch, using their hands as the primary way to learn. These learners:

- Do well with hands-on activities.
- Often draw and doodle to remember
- Enjoy making a product or completing a project;
- Prefer building and physically handling learning materials;

Learn best through: sense of touching— feeling, handling, making.

### **Kinesthetic Learning – “I Do.”**

Kinesthetic learners learn best through moving and doing as the primary way to learn. These learners:

- Find it difficult to sit still for extended periods of time;
- Enjoy hands-on art activities.
- Become physically involved in the subject being studied;
- Enjoy acting out a situation through dramatic methods;
- Enjoy making a product or completing a project;
- Prefer building and physically handling learning materials;
- Remember and understand through doing something;
- Take study notes to keep busy, but often do not read them;
- Physically express enthusiasm by getting active and excited;

Learn best through: body movements, dance, gesturing, positioning, touching – all physical action.

### **Learn by Doing**

The first question most volunteers have when they think of working with youth is: “How can I plan a fun, exciting and educational experience for the kids?” To answer this question it helps to understand how people learn. This in turn will help you to plan activities, which will stimulate youth or adult audiences. In 1974 (Klein) a study by the U.S. Department of Health, Education and Welfare has shown that youth learn best by doing. Active involvement of the learner is the key.

## The Cone of Experience

Slides 18

Handout VDS  
4H-VOL-115

People learn best when they hear, see and do.

### People generally remember:

10% of what they read

20% of what they hear

30% of what they see

50% of what they hear and see

70 % of what they say as they talk

80-90% of what they hear, see and do

Below is a table that illustrates the correlation between method of instruction and ability to recall:

	Recall 3 hours later	Recall 3 days later
<b>Telling</b> (when used alone)	70 percent	10 percent
<b>Showing</b> (when used alone)	72 percent	20 percent
<b>Blending of telling and showing</b>	85 percent	65 percent

The Cone of Experience is a method that easily describes how the effectiveness of learning increases as one moves up the cone.

The second diagram in 4HVOL 115 applies the cone to 4-H project work. The left hand column includes teaching methods used in 4-H. The right hand column includes a project work tied to that teaching method.

## Learning by Doing

Slides 19-20

Handout VDS  
4H-VOL-118

### A Constructive Learning Experiences – “Learning by Doing”

The 4-H Youth Development program creates opportunities for youth to develop skills, practical knowledge and wisdom through observing, doing and living the experiences. We want youth to learn how to discover knowledge and develop themselves by personalizing experiences, raising questions and seeking answers important to themselves, their families, peers and their community. This is done through the Experiential Learning Cycle.

1. Participants **experience** the activity - perform or do it.
2. Participants **share** the experience by describing what happened to them.
3. Participants **process** the experience to determine what was most important and identify common themes and experiences.
4. Participants **generalize** from the experience and relate it to their daily lives.
5. Participants **apply** what they learned to a new situation.

Experiential learning is a cycle. Participants do, reflect and apply the information, continually building upon what they have learned. Through both the process and experiences participants are developing life skills. When this model is used, youth both experience and process the activity. They learn from thoughts and ideas about the experience. Each step contributes to their learning.

Providing an experience alone does not create experiential learning. Experiences lead to learning if the participant understands what happened, sees patterns of observations, generalizes from those observations and understands



Slides 21

### REFLECTION and APPLICATION

Through out the training the presenter has been using Experiential Learning: Doing an activity/assignment and then asking questions or using discussion to Reflect and then Applying the information to being a Teen Leader.

Take time at this point to have the participants reflect on what the presenter has been doing.

How has Experiential Learning been use? What was your perception? How were questions used? Were answers provided to questions or were you challenged to arrive at the answer?

Handout VDS  
4H·VOL·135

how to use the generalization again in a new situation. 4-H curriculum and materials for both youth and volunteers includes experientially based activities. Advantages of using the experiential learning process in group settings include:

1. The helper quickly assesses the youth's knowledge of the subject.
2. The helper builds on the experience or knowledge.
3. The youths learn from each other by sharing knowledge and skills.
4. The helper is a coach rather than an up front teacher.
5. The youth relate the experience to their own lives and experiences.
6. Helpers may use a variety of methods to involve the youth in the experience and processing of it.
7. Youth with many different learning styles can be successful.
8. Discussions move from the concrete to the abstract and analytical.
9. Stimulates youth to learn through discovery and draw meaning from the experience.
10. Helper and participant learn together in a cooperative way, rather than in a teacher-student relationship.
11. Youth work together, share information, provide explanations and evaluate themselves and others.
12. Youth take responsibility for their own learning.

\*\* See side box.

### Choosing a Method

Many teaching methods can be adapted to almost any subject matter. The method depend upon the learners, the life skills targeted and the way the learners are involved with the content. The method selected should be one that allows the youth to learn-by-doing, discover, practice the life skills and project skills/knowledge targeted for the activity while having fun. The subject matter or topic usually doesn't limit the choice of a method, the life skill to be practiced will. If the intent is to have the youth practice decision-making, then the method needs to provide opportunities to practice decision making as they explore the subject matter. Here are some popular methods used in 4-H to develop life skills. Following each method is one or more life skills that could be targeted with the teaching method.

TEACHING METHOD	LIFE SKILL
Playing a game	Empathy, Sharing, Contributing to Group Effort
Giving a presentation	Keeping Records, Self-motivation
Judging activity	Resiliency, Marketable Skills
Planning activity	Service Learning, Teamwork, Leadership
Role Playing	Character, Conflict Resolution
Experiments	Personal Safety, Planning/Organizing
Interviewing others	Communications, Social Skills
Solving a problem	Decision making, Critical Thinking
Making models and products (projects)	Problem solving, Wise use of Resources
Learning a skill	Learning to learn, Self-responsibility

The 4-H program has a long history of helping youth "learn by doing." Methods like lectures and demonstrations that are often used in formal school settings do not support experiential learning. Rather than being a passive teacher, teaching the youth what you want them to know or do, become an active instructor helping youth learn by guiding the learning experience. Become a facilitator or coach. Involve the youth in ways they can discover for themselves instead of being put into a position of attempting to repeat what they have been told or shown. When the experiences are carefully designed, safely executed and thoughtfully processed, you provide tremendous potential for youth development and growth.

### Keep Youth Involved in the Learning Process

The level of involvement is important in how much is learned. Activities that are more like real life experiences and that involve members in listening, seeing and doing usually bring about the greatest learning. Avoid telling or asking members to read as the primary method of teaching. When possible, use simulations, games, demonstrations or models. This gives participants ownership and a feeling of belonging (it is "our club," not "your club").



## Teaching Methods

### Activity 2—Number Quiz

This activity is used both as a teaching tool on the importance of instruction and as a form of recreation.

In presenting answer: Discuss results and reasons for results by emphasizing the importance of clear instructions, record keeping and motivation in working with people.

Staple together 4 copies of Activity 3 for each participant. The top copy should be stapled upside down so the numbers do not show, pages 2, 3 and 4 right side-up. Round:

1. Using the top copy instruct the participants to:
  - Circle numbers consecutively 1 through 60. Go as far as you can in 1 minute.
  - Record winner and highest number reached.
2. Using the second copy instruct participants to:
  - Circle numbers consecutively 1 through 60. Go as far as you can in 1 minute.
  - Record winner and highest number reached.
3. Using the third copy provide the following verbal instructions to the participants:

1	2
3	4
5	6
7	8
9	10
11	12

Example:



1	13	25	37	49	2	14	26	38	50
3	15	27	39	51	4	16	28	40	52
5	17	29	41	53	6	18	30	42	54

7	19	31	43	55	8	20	32	44	56
9	21	33	45	57	10	22	34	46	58
11	23	35	47	59	12	24	36	48	60

Key located with Activity 2.

- To help you find numbers more quickly, divide the sheet in quarters. Alternate quarters in half for consecutive numbers. Shift halves on multiple of 6.
- Circle numbers consecutively 1 through 60. Go as far as you can in 1 minute.
- Record winner and highest number reached.

3. Using the fourth copy provide the following instruction:

- Circle numbers consecutively 1 through 60. Go as far as you can in 1 minutes
- Record winner and the highest number reached.

This activity teaches:

1. Learn by doing.
2. Learn by experience.
3. Learn by instruction.
4. Influence of competition and recognition in learning.
5. How record keeping can show a trend in improvement.

## Environment for Learning

Slides 22

Handout  
4H-VOL-103

One of the most important responsibilities of a volunteer is to help youth acquire the skills and knowledge to reach their goals. Some basic principles apply to all learning situations:

- Youth learn best in an atmosphere of WARMTH AND ACCEPTANCE.
- Youth must have clear, SELF-DETERMINED GOALS.
- Each youth will have DIFFERENT ABILITIES. The same teaching method will not be equally successful with all youth.
- Adequate learning requires MOTIVATION. Self-motivation comes from basic needs, personal preferences, and feelings of self-worth and belonging. External motivation, on the other hand, is based on incentives and awards received.
- Youth must be ACTIVELY INVOLVED in selecting and carrying out the learning activities.
- SELF-EVALUATION is the most meaningful kind of evaluation.

## Teaching Methods

Activity Sheet 4 and  
Handout 4H-VOL-103

As a teen leader-teacher you will need to provide many opportunities for doing and thinking. Using a variety of teaching methods will stimulate interest, help to hold attention, and create a positive attitude towards learning. The following are teaching methods that are very successfully with 4-H members

## Activity 3— Teaching Methods Matching Quiz

Have each participant complete Activity Sheet 4.(T<sup>3</sup> Unit 8.2, Handout D, pg 314-315)

## Selecting a Teaching Technique

Slides 23

There are a number of factors you would consider when selecting a teaching technique and working with members.

Some of these might include:

- The size of the group.
- Subject to be taught.
- Facilities and equipment available.
- Age and interest span of members.
- Teaching objective - are you teaching a skill, increasing knowledge, or just creating awareness?

Slides 24

## Reference Table of Teaching Techniques

<p><b>Brainstorming</b> Brainstorming is a freewheeling technique where creative thinking is more important than practical thinking. The format is to have members spontaneously present ideas on the topic without regard to how practical the ideas might be, to jot the ideas down and then to edit the list. An atmosphere must be created which allows the participants to be uninhibited.</p>	<p><b>Buzz Session</b> The buzz session is a method involving all members of a group directly in the discussion process. The group is divided into small groups (3 to 5 members) for a limited time (about 5 minutes) for discussion to which each contributes his/her ideas.</p>	<p><b>Collage</b> An artistic composition of fragments of printed matter and other materials pasted on a surface. A collage is used to convey an idea or theme to others. A group or an individual can do it. Materials that can be used include: magazine pictures, newspaper headlines and clippings, tissue paper, advertisements, etc.</p>
<p><b>Committees</b> A committee consists of a small group of members selected to fulfill a function or perform a task that cannot be done efficiently or effectively either by the entire group or by one person.</p>	<p><b>Demonstration</b> The method of demonstration is a presentation that shows how to use a procedure or to perform an act. It is often followed by the member carrying out the activity under the supervision of the leader. It is basically a visual presentation accompanied by oral discussion.</p>	<p><b>Discussion Group</b> A discussion group includes a meeting of two or more people informally discussing a topic of mutual concern. It is generally based on a common background achieved through assigned readings or shared educational experiences. The facilitator gets things going, keeps the conversation on the subject, and makes sure everyone gets a chance to speak. This technique must have leadership and direction or it may become non-productive.</p>
<p><b>Exhibits</b> Exhibits are collections or related items displayed to assist in the learning process or to carry an educational, informational or inspirational message. They are educational during the preparation as well as upon completion of the exhibit to both the preparer of the exhibit and the viewer.</p>	<p><b>Experiment</b> The experiment shows the outcome of some practice that can be seen, heard, or felt. It often deals with operational costs, production procedures, or with the quality of a product and often requires a considerable period of time to complete.</p>	<p><b>Field Trip or Tour</b> A planned visit to places of educational interest for direct observation and study. Field trips usually involve less than four hours, while tours include visits to many points of interest and require from one day to several weeks to complete. Each consists of three parts: a discussion period for planning a trip, the trip itself, and a second discussion period to summarize and evaluate what was seen and learned. Tours allow participants to be "where the action is." It adds excitement to the learning process.</p>

To learn more about teaching others refer to Training Trainers to Teach (T3), Unit 8

<p><b>Games</b> Games can provide interest, add variety to a program and increase retention. The game may be used to introduce a subject, to break a tense moment and/or a long period of lecturing, or to reinforce a point.</p>	<p><b>Illustrated Talk</b> A talk presented for the same purposes as the project talk with the addition of visual aids such as charts, pictures, slides, models, or posters. The speaker relies on visuals, as much as what he/she is saying in this method. Audience attention is easier to hold, since the visuals allow for more showmanship. The illustrated talk is used when the purpose is to leave a more vivid impression and to stimulate greater interest with the audience. This technique makes use of the eyes, as well as the ears, resulting in more learning taking place.</p>	<p><b>Information</b> Paperwork commonly called: "handouts," information sheets are learning aids given to trainees in support of a presentation. They may be in narrative or outline form, or copies from published materials.</p>
<p><b>Jingle Writing</b> Jingle writing is creative writing using rhymes. It is used to emphasize important points in a lesson and to develop creativity in students. Decide what topics are suited to jingle writing and explain that no special organization, type of structure or particular talent is needed to write jingles.</p>	<p><b>Judging</b> Judging is the process of measuring quality in comparison with an established standard. When several members are taking on the same project, you can help them by group judging. Place all projects where the members can all see them. Help them look the projects or items over; discuss good points, and those that need improvement. Judging does not have to be limited to projects. It's a learning activity. Members learn to recognize quality; they set standards and sharpen their judgment.</p>	<p><b>Lecture</b> In a lecture, the teacher speaks alone; this enables the teacher to present ideas to large numbers of people. Since the lecture makes use of only our ears, participants retain only a small portion of the information presented. Attention and interest is difficult to hold since the members do not become involved, nor are they always required to think.  The lecture is useful in presenting facts and information, but has limited value in developing skills, attitudes and the kind of understanding which is necessary for members to put their knowledge and facts to work in their situation. The lecture should seldom be used in 4-H club work by itself, but is often effective when combined with other techniques.</p>
<p><b>Newsletters</b> A newsletter is mailed to many people. It carries a message, which might be an announcement or report. It often carries internal information and is a way of personally communicating with many people.</p>	<p><b>Panel</b> A panel is a dialogue between a group of four to eight experts on an assigned topic in front of a group. It often carries internal information and it is a way of personally communicating with many people.</p>	<p><b>Project Talk</b> A project talk is a "telling" process. If it is a "telling and showing" process, it is an illustrated talk. If the member is "doing" the process while "telling" about it, the project talk becomes a demonstration.</p>
<p><b>Puppet Show</b> Puppetry is a technique in which participants express ideas and concepts through puppet characters. The participants can write original scripts or use stories, songs, or existing scripts to convey ideas. The puppets can be hand-made, purchased or stuffed animals. This method permits imagination and creativity for participants and audiences.</p>	<p><b>Role Playing</b> Role-playing is a technique where a small group of participants acts out a real-life situation in front of a group. There is no script. The participants make up their part as they act. The performance is then discussed in relation to the situation or problem under consideration.</p>	<p><b>Skit</b> A skit is a brief, rehearsed dramatic presentation involving two or more persons. Working from a prepared script, the participants act out an event or incident, which dramatizes a situation taken from a real life experience.</p>
<p><b>Work or Learning Station</b> Individuals can work at their own pace at a work/learning station. Supplies, instructions (both verbal and written) and space are provided. The educator makes sure the person is comfortable with what they are to do and have a safe understanding to precede. The educator needs to check with the individual from time to time.</p>	<p><b>Workshop</b> The workshop is a teaching method, which permits extensive study of a specific topic. It usually gathers a number of people who meet together to improve their skills, knowledge and understanding of a specific topic or problem.</p>	<p><b>Video/PPT/Electronic Recording</b> A presentation for the same purposes as the talk, illustrated talk, demonstration. Finished product edited and posted on the internet.</p>

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A good framework to keep in mind is the active training credo:

- What I **hear**, I *forget*.
- What I hear and **see**, I *remember a little*.
- What I hear, see, and **ask questions about** or **discuss** with someone else, I begin to *understand*.
- What I hear, see, discuss, and **do**, I *acquire* knowledge and skill.
- What I **teach** to another, I *master*. (Silberman, 1996, p. 1)

As a teacher, your goal is not only to present information that learners need but also to facilitate experiences that will help them gain and master the knowledge and skills that they need to know and practice. By using a variety of teaching techniques and by actively involving learners in the experience, we increase the chances that they will retain and use the information.

We will now apply what has been learned about the “learner” to the development of a lesson plan, turning passive learning into engaging active learning for our audience.



## Creating a Lesson Plan

### Importance of a Plan

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Handout 9 and  
4HVOL 106

### Why Lesson Plans are Important

- A good lesson plan will list the priorities you want to cover in a logical sequence.
- The plan will help you stay on track and lead you through the lesson without time-consuming tangents and loss of momentum.
- Sticking to a plan helps you help learners reach the goals of the lesson.
- You'll be more confident, knowing you're prepared.
- Your session can easily be repeated to other groups by you or by another trainer if it is written out.

### Steps in Planning a Lesson

1. Analyze the audience needs, select what to teach (also called learning objectives or determining what you want the learner to learn) and then select the best teaching methods (or ways to best help the learner interact with what's to be learned). All of these decisions must be made before you are ready to outline the lesson in written form.

Determine the purpose for the lesson. Is it to:

**Inform** (explain or teach) - This type of presentation helps the listener know or understand more about a topic.

**Persuade** (or convince) - The listener is encouraged to accept a challenge, change an attitude or take action as a result of this presentation.

**Inspire** - This presentation should have emotional impact on listeners. The topic, examples and delivery method each contribute to an inspirational presentation.

**Entertain** - This presentation is designed to fit a specific occasion and for the

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audience to enjoy. It may involve additional speaker/audience interaction.

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2. Decide whether you are primarily trying to change an attitude, provide knowledge or teach a skill. Too many trainers try to do too much in one lesson, so decide specifically what you are trying to teach in the lesson: attitude, knowledge or skill. Using the points listed under each heading to outline a lesson that achieves the desired outcome.

**Changing an Attitude** – changes one's perception or appreciation for something

- Create a desire to learn
- Provide new knowledge
- Emotion-producing experience
- Desirable attitude
- Effects of desirable attitude
- Reinforce desired behavior, which may bring about an attitude change
- Opportunities to see people with the attitude
- Review and conclusion

**Increase Knowledge** – know, understand new information

- Explain what is to be learned
- Explain why information is important
- Actually learning activity
- Evaluate how much was learned
- Apply what was learned
- Review and conclusion

**Teaching Skills**-develop ability to do something

- Understanding what to do and not to do
- Practicing the skill
- Feedback on how well they did
- Modeling opportunity
- Application of skills afterwards
- Summary and conclusion

3. The following outline can assist in preparing the presentation, as well as providing a means to review segments which comprise a successful plan. For example, if you are hoping to teach an attitude/knowledge/skill, you'll need to specify:

- a. Audience  
Learn what the groups interests are. Understand that the audience will have common and varied interests and will listen when you speak to or address these interests. An effective communicator speaks in terms of the listener's interests.
- b. Number of participants
- c. Time required
- d. Teaching objectives

Handout 10, 11,  
and 16

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- e. How a change in attitude will be evaluated
- f. What you will say, what you will do or show, and what participants will do in learning segments for lessons to change attitudes
- g. Visuals you will need
- h. Equipment and supplies you will need
- i. Handouts you will use

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4. Identify the key concepts/things you want to present or teach the group.
5. Then outline in detail, or even better, write a narrative of what you will say about each concept.

The presentation will include a catchy introduction, the body of major points, and a memorable conclusion. Provide the participants Handout 12 (T3 – Training Trainers to Teach, Unit 2.6, handout B, pgs 124-129). Go through this material in detail with the participants.

Give the participants Activity Sheet 5 (T3, Unit 2.6 as Handout A pgs. 122-123). Provide the participants time to complete the handout. This activity could be done in small groups, or each person could be assigned one or more of the topics and then give them an opportunity to share.

6. Write out what you will show or do throughout the lesson.
7. Describe what participants will do during the lesson. If, as a presenter, you have adequately stepped out of the spotlight, participants will be busy throughout much of the lesson.
8. Sketch or describe each visual needed.
9. List all equipment and supplies which need to be assembled for the session.
10. Prepare handouts for the participants.
11. Review the lesson plan to see if it:

- a. Arouses a desire to learn
- b. Contains information arranged in a logical sequence
- c. Has information that is complete and thorough
- d. Involves learners actively in applying information
- e. Uses varied and interesting teaching methods
- f. Helps learners feel good about participating in the session
- g. Helps learners leave with new attitudes, knowledge or skills
- h. Helps learners have some fun while learning
- i. Helps learners interact with other people
- j. Helps learners want to learn more

## Activity 4— Developing the Presentation

Handout 12 and  
Activity Sheet 5

Plan your work and  
work your plan.

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## Summary

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Invite parents and club leaders to graduation.

Ask class participants to be part of a committee to plan the decorations and refreshments. Form committee during sessions III

- Review the importance of planning educational programs.
- Out of class assignment – Write a lesson plan for teaching an identified subject matter. Be sure to specify whether you are teaching an attitude change, knowledge or a skill.
- Introduce the subject matter of Session IV.
- Ask for volunteers to serve on a planning committee for the graduation ceremony following session IV. Be sure to have a written position description of what they will be responsible. (i.e. Refreshment, decorations, etc.)

## Purpose for Session IV

1. To review leadership techniques
2. Understanding the Ages and Stages of Youth Development
3. Introduction to multicultural sensitivity and understanding
4. How to plan and conduct meaningful meetings
5. Personal assessment of leadership skills
6. Personal assessment of presentations and leadership responsibilities
7. Knowing when you're a good leader
8. Brainstorming future continuing education topics
9. Graduation as time allows.