Poultry Leader Guide

4-H

WASHINGTON STATE UNIVERSITY
EXTENSION

EM080E
Introduction

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Introduction

Most Important Facts

Read this or you'll wish you had!

The lessons in this notebook are intended to be used only with groups. They are not designed for independent learning.

Read the appropriate "Ages and Stages" section of this introduction. This will help you know what to expect from your participants and how to help them during each stage of their development.

Lessons are designed for specific age groups:

- Level I: Ages 7 and 8
- Level II: 9, 10, and 11
- Level III: 12, 13, and 14
- Level IV: 15 and older

See "Project Format" for more information.

Young people deserve to be treated as contributors and assets instead of passive objects to be done for or to. Your job is to involve your participants and challenge them toward learning and personal growth. They should be involved in the planning and preparation of meetings.

Therefore, hold an organizational meeting with parents and participants before you begin the project meetings. Share the goals of the poultry science lessons. Have members set personal goals. Together, decide what you want to learn. Then select lessons from the appropriate topics or level. **It is absolutely necessary to plan ahead. Some lessons require preparation one or two weeks in advance.** Read all the selected lessons and mark your calendar with notes regarding preparation.

Your Role as Teacher:

- Help members set goals.
- Share your knowledge of the project through meetings, tours, and home visits. Having five to ten meetings works well. Set meeting dates and times with the participants. Remind participants of upcoming meetings.
- Invite and involve parents and other leaders when appropriate.
- Keep your skills current through trainings, consultations, and reading. Ask for help or advice as needed.

Your Role as Facilitator:

- Use techniques to facilitate (assist) learning.
- Be sensitive and respond to individuals' needs, beliefs, and family circumstances. Do not judge.
- Help members find additional learning opportunities and resources.
- Relate project to everyday life and career possibilities.

Your Role as Encourager:

- Recognize the personal growth of members and help them celebrate their successes.

■ Lead (not push) participants into new skills and new ways of thinking. Encourage and challenge them to become better persons, yet always accept them and love them as they are now.

TEACHING WITH DISCUSSION

Why Use Discussion?

Discussion is part of every lesson. Discussion questions appear in the "Dialogue For Critical Thinking" section and occasionally throughout the lesson. Discussion is most effective when you want to:

1. Give participants practice thinking in terms of the subject matter.
2. Help participants evaluate their beliefs.
3. Stimulate participants to apply principles.
4. Help participants learn to anticipate or solve problems.
5. Use the resources of the group members.
6. Gain acceptance of new information.
7. Develop motivation for further learning.
8. Get feedback on how well participants learned the material.

How Can I Get People to Talk?

Discussion can be difficult at first simply because few participate. Sometimes, all that is necessary to improve the situation is time, your smiles and encouragement, and practice. Many participants are used to being talked **at**, not **with** in educational situations. The fear of being embarrassed is another major factor. Not knowing the other participants, being unsure of one's idea, being afraid of sounding silly—these make the participant feel that the safest thing to do is remain silent.

How Can I Help Them Overcome Their Fear?

1. The first step is making sure participants become acquainted with each other and with you. Begin by having get-acquainted activities at the organizational meeting. Continue by providing games, refreshments, time to talk, and other opportunities for friendship building throughout the project meetings. Get to know each participant personally. Take a special interest in them; they will come to trust you.
2. When asking a question, call on participants by name. This seems to promote freer communication.
3. Sitting in a circle also encourages exchange.
4. Eliminate the fear of being wrong. (This is a tremendous barrier to discussion.) Avoid questions where there is only one right answer. Do not judge participants' answers about beliefs and preferences. Do not allow any participant to make unkind comments about another's answer. At times, give participants opportunities to talk in small groups to work out answers together. If your group seems to have difficulty responding to questions, allow them to write out their answers first. This seems to give them added confidence to share their thoughts with others. As much as possible, ask questions that can have no wrong answers: "How do you feel about this? What do you think?"

What If Someone Talks Too Much?
There are several effective ways to work with a person who monopolizes the discussion. You might ask this person and at least one other to observe the discussion and report their observations to the group; for example: "Did we solve the problem? Did everyone get a chance to participate?" Another option is to divide into smaller discussion groups. Ask one person from each group to report the results of the discussion. Do not choose the monopolizer to report. You also could talk to this person privately. Explain that you appreciate the participation and insights, but you believe other people also should be given the opportunity to learn how to talk in a group. Ask this participant to help the group by allowing others more time for discussion and perhaps saving personal insights for more difficult questions.

Reference: ***Teaching Tips*** *by Wilbert J. McKeachie (1986).*

WHY PARTICIPANTS WON'T TALK:

- the topic is beyond their interest, knowledge, or experience
- the topic is not practical for them
- the issue or question isn't deep enough to attract discussion
- the discussion rambles too much
- one point has been discussed too much
- arguments take the place of group thinking
- members are strangers to one another
- they don't want others to know their real thoughts
- members sit too far away from each other
- there is too much formality
- they are embarrassed by the question
- they fear ridicule or disapproval
- they are taking time to think about their answers
- one person "knows it all"
- the leader is "preachy"
- the leader is pushy, intolerant, or unfair
- the leader likes to answer the questions
- the leader talks too much
- one or two members "hog" the discussion
- they think the leader expects a particular answer
- they are pressed or hurried
- the leader pleads for discussion
- the question is stated vaguely
- the question has too obvious an answer (but remember obvious to you may not be obvious to them!)
- the question is too difficult
- the question is one on which all agree
- the only answers are "yes" and "no" without explanations
- only the teacher's ideas are accepted as the "right" ones

Adapted from a handout prepared by the South Dakota State University Department of Agricultural Education, 1992.

Introduction

This notebook will help you do the best job that you can to make the poultry project a fun, interesting and valuable experience for the 4-H youth that you teach. The poultry project is one of several projects within the Animal Sciences 4-H Curriculum Division. It is the vehicle through which you teach necessary life skills and profitable poultry production practices.

OBJECTIVES

Objectives of the poultry project:

1. Learn to use accepted practices for mental, physical, and emotional health, and to respect yourself and others.
2. Develop skills, knowledge and attitudes for lifelong use.
3. Practice leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
4. Develop integrity, sportsmanship, decision-making capability, and public speaking skills through participation in demonstrations, tours, judging, or exhibits.
5. Learn and apply recommended principles of poultry production.
6. Demonstrate a knowledge of sound breeding, feeding, and management practices.
7. Identify breeds, types of poultry, and employ efficient marketing methods.
8. Explore career, job, and productive leisure opportunities.

MAJOR CONCEPTS

To help meet the above objectives, general 4-H poultry project concepts or topics are used. In addition, these life skills are incorporated throughout the lesson plans and in the educational design of the project meetings:

1. Positive self-concept
2. Sound decision-making
3. Positive interpersonal relationships
4. Desire for lifelong learning
5. Concern for community

Each of the specific lesson plans fall into one of these major areas: Nutrition, Health Practices, Incubation and Breeding, Anatomy and Physiology, Selection and Culling, Nomenclature, Behavior, Management Practices, Reproduction and Genetics, Egg and Meats Marketing, and Business and Industry.

AGES AND STAGES

To achieve these desired outcomes with your members, prepare your material well and understand how to structure a stimulating learning environment for the age of youth you teach. We know that each child is unique, yet generalities about certain age groups exist that help us program more effectively.

These lesson plans have been developed to target four general age groups:

- Level I—ages 7 and 8
- Level II—ages 9, 10, 11
- Level III—ages 12, 13, 14
- Level IV—ages 15 and older

Review the physical, mental, social and emotional characteristics of these age groups. The levels are based on corresponding skills of youth. Thus, a 12-year-old enrolling in poultry for the first time should probably begin with lessons in Level I, and not take Level III until he or she has mastered basic knowledge and skills.

Ages 7 and 8
Physical growth is slow and steady. Mastering physical skills is important to self-concept. This includes everything from printing with a pencil to large muscle skills like catching a ball. Activities need to be just that—active! Provide opportunities to practice skills, but use projects that can be completed successfully and quickly by beginners.

Typical second or third graders think in concrete terms. If they have never seen it, heard it, felt it, tasted it, or smelled it, they have a hard time thinking of it. Leaders should show and tell, rather than giving instructions verbally. Early elementary children are learning to sort things into categories. This makes collecting things important and fun at this age. Most are more interested in the "process"—what? why? how?—than in the resulting product.

As children move away from dependence on parents at this age, they need to transfer that dependence to another adult, so you may become important in their eyes. Building friendships occurs easily. Generally by the end of this period, boys prefer playing with boys and girls with girls. Peer opinion now becomes important. Small group activities are effective, but children still need an adult to share approval.

Seven- and eight-year-olds need and seek the approval of adults, because they are not yet confident enough to set their own standards. Play or pretending making believe is one way they increase their ability to imagine what other people think and feel. Rules and rituals are important, but it is very hard for children this age to lose. Emphasize successes, even small ones. Failures should be minimized. Cooperative games and activities are especially enjoyable. When an activity fails, help children interpret the reasons behind the failure; this teaches that failing is not always bad. Learning to cope with problems is a skill you can encourage for all members. **Do not award competitive ribbons to children this age.**

Ages 9, 10, 11
Physically, most children at this age are in a holding pattern, although

puberty may be starting for some early-maturing girls. Activities should encourage physical involvement, because 9- to 11-year-olds are anything but still and quiet.

Hands-on involvement with objects is helpful. Children this age like field trips, but only if they are not expected to stay confined or to do one thing for a long period of time. Upper elementary children need opportunities to share their thoughts and reactions with others. They are still fairly concrete thinkers and will pay more attention if they are seeing and doing things.

Children at this stage are beginning to think logically and symbolically and understand abstract ideas. They will consider ideas to be either right or wrong, great or disgusting, fun or boring. There is little middle ground.

Your role is crucial at this stage, as these children look to an adult for approval and follow rules primarily out of respect for the adult. Individual evaluation by adults is preferable to group competition where only one can be the best. They want to know how much they have improved and what they should do to be better next time. Encouragement from an adult can have remarkable results.

This is the age of the "joiners." They like to be in organized groups of others similar to themselves. If you have both boys and girls of this age in your project groups, you will do best if small group work is done in same-sex groups. They generally are concerned with immediate self-reward; however, the satisfaction of completing a project comes from pleasing the leader or parent rather than from the value of the activity itself.

Toward the end of this age range, children are ready to take responsibility for their own actions. Encourage these youths to make their own decisions. Move from dictating directions to giving reassurance and support for members' decisions.

Nine-, 10-, and 11-year-olds need to feel accepted and worthwhile. School and other pressures become demanding. Successes should continue to be emphasized. Comparison with the success of others is difficult for these children. It erodes self-confidence. Instead of comparing children with each other, build positive self-concepts by comparing present with past performance for each individual.

Ages 12, 13, and 14

This is a time of developmental variety among peers. Growth spurts beginning with adolescence occur at a wide range of ages, with girls maturing before boys. These rapid changes in physical appearance may make teens uncomfortable. Teens who develop more slowly may be uneasy about the lack of changes.

Young teens move from concrete to more abstract thinking. Playing with ideas is as much fun as playing sports. Ready-made solutions from adults often are rejected in favor of finding their own solutions. If you provide supervision without interference, you can greatly influence these 4-H'ers.

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Judging of projects is now viewed in terms of what is fair, as well as a reflection of the self-worth of the individual.

These youth enjoy activities away from home as they begin to develop independence. Opinions of peers become more important than opinions of parents or other adults. Close friendships begin to develop, and group experiences provide opportunity for social acceptance.

As puberty approaches, emotions begin a roller coaster ride. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. This period seems to present the biggest challenge to a person's self-concept. These youngsters face so many changes that they hardly know who they are. Adults can help by providing self-knowledge and self-discovery activities such as the "dialogue for critical thinking" portion of these lesson plans.

Continue to avoid comparing young people with each other, being careful not to embarrass them. They want to be a part of something important that provides them the opportunity to develop responsibility.

Ages 15, 16, and 17
Most teens of this age know their own abilities and talents. In most cases, they have adjusted to body changes by now. Many develop athletic talent and devote hours to training and competition. Learning to drive a car further moves teens from family into the community as independent people.

Mid-teens begin to think about their future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on feelings of personal need and priorities. **Goals set by others are generally rejected.** As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.

These teens can initiate and carry out their own tasks without supervision. You can help by arranging new experiences in areas of interest to teens, but always include them in the planning. Leader-member relations should change from director/follower to that of advisor/independent worker.

Mid-teens tend to be wrapped up in themselves. Relationship skills are usually well-developed. Dating increases and acceptance by members of the opposite sex is now of high importance. Sports and clubs are important, but teens now want to be recognized as unique individuals within that group.

Two important emotional goals of the middle-teen years are independence and identity. Time is precious. If activities are perceived as busy work, teens soon will lose patience and interest. Middle teens are learning to cooperate with others on an adult level. They pride themselves on increased ability to be responsible in the eyes of their peers and adults.

Ages 18 and 19
These young adults are completing their 4-H careers and moving on to college, jobs, marriage, and other adult responsibilities. If still involved at the local level, they will be self-directed learners or assume adult leadership roles.

Reference: North Central Regional Extension Publication No. 292, *Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders*, written by Jeanne Karns, graduate assistant and Judith Myers-Walls, Extension Specialist, Human Development, Purdue University.

YOUTH AT RISK

Some child development specialists and educators have noted every child of the '90s is "at risk" because of the complex social forces affecting our country since the early 1950s. H. Stephen Glenn and Jane Nelsen document these changes in their book, *Raising Self-Reliant Children in a Self-Indulgent World*. They identify four major factors necessary for the development of capable young people that are generally missing from our culture—networks, meaningful roles, on-the-job training, and parenting resources. 4-H project meetings can help restore these vital missing pieces.

Glenn and Nelsen's definition of a network, in the simplest sense, defines the 4-H project meeting: "Two or more individuals who engage in dialogue about the world and the life they are living and who occasionally collaborate to achieve some mutually desirable end." The dialogue for critical thinking portion of these lesson plans directly address this definition.

Many youth today are growing up in families and communities without any significant role to play. They just don't seem needed until they become adults. Research indicates that a primary cause of decline in motivation, discipline, and achievement is this perceived lack of need or value. Glenn and Nelsen challenge us to deal with youth actively in ways that affirm their contributions. **We must treat youth as contributors and assets rather than passive objects to be done for or to.** As a 4-H project leader, take members seriously, and treat them with respect. This will help to restore the dialogue and collaboration necessary to link youth with the larger society.

On-the-job training with "hands-on" involvement is the cornerstone of 4-H project work. It is important for youth to have this opportunity because that is where they learn patience, personal initiative, hard work,

and deferred gratification. If they don't learn about real life in this way, they receive its impressions passively from the media, generally through five hours of television each day.

"Learning by doing" is one of the primary reasons 4-H has been recognized in the field of informal education. Parents and leaders aren't helping when they do kids' work for them. "The best way to destroy self-esteem and a sense of worth in young people is to do too much for them. This robs them of a sense of personal capability. The greatest gift of all is to help them validate themselves as agents in their own lives," (Glenn and Nelsen, pg. 47).

Today's parents need all the help they can get. Seldom do parents have the extended family (grandparents, aunts, and uncles) close enough to give support and advice when needed. In fact, many of today's children have only one parent to handle this awesome task. As a 4-H project leader, you become a parent resource, both for the child and the child's parent.

Today's parents are concerned and fearful for their children. Why? Dr. Bruce Baldwin, nationally known psychologist and author says, "They wonder if their kids have what it takes to succeed as they have. Parents know that in the future even menial positions will require well-developed cognitive skills: reading, writing, math, computer literacy, and the ability to process information quickly and efficiently." (*TEAM*, *The Early Adolescence Magazine*, Vol. IV, No. 5, May-June 1990)

The same magazine noted that a large metropolitan education trust reported the types of requirements for employees comparing the past with the future:

PAST	**FUTURE**
Doers	Thinkers
Single	Quality circle approach
Individual piecework	Team centered
Autocratic	Participatory
Single job in lifetime	Flexible learners
Familiar with simple machines	Knowledgeable about technology
Single task orientation	Information processors

The January 1990 issue of *Prevention Forum* magazine offers hope for today's youth. It reports that research on youth who have become healthy adults in spite of adversity have had the opportunity, somewhere in their lives, to experience a caring, nurturing environment that encourages their active participation in problem solving, decision making, planning, goal setting, and helping others in meaningful activities.

The project lesson plans contained in this leader's notebook have been designed to incorporate the components critical to the development of capable, contributing young people. By following these plans, leaders

will help prepare their 4-H members to function and live productively in the world which they will soon inherit and direct. They are also designed to help you, as the leader, quickly and easily prepare for the lesson, conduct the activity, and facilitate the discussion and dialogue.

EXPERIENTAL LEARNING

Professional educators have developed a learning process that must be followed if lasting changes are to be expected. It is called the EIAG hierarchy which stands for: 1. Experience; 2. Identification; 3. Analysis; and 4. Generalization. A simpler way of remembering it is to call it the What? Why? How? process. Stephen Glenn notes this process encourages dialogue and strengthens adult-child relationships. The process must occur in an atmosphere of friendliness and unconditional acceptance by the adult if learning is the goal.

LESSON FORMAT

Each lesson plan in this notebook follows the same general outline which includes:

TITLE describes the skill to be learned.

LEVEL describes which age level it is written for.

What Members Will Learn . . .
ABOUT THE PROJECT indicates what poultry subject matter will be learned.
ABOUT THEMSELVES indicates what personal or life skills will be learned. These specific objectives can be used to evaluate if the lesson was successful and learning goals accomplished by the members.

MATERIALS NEEDED tells the leader what equipment, supplies, visuals, or handouts will be needed in preparation for the lesson.

ACTIVITY TIME NEEDED gives the approximate time needed to complete the activity. Most lessons can be completed in 30 to 60 minutes.

ACTIVITY provides information the leader needs to know to teach the activity; in some cases this can be used as a script.

LEADER NOTES are directions or instructions for you which go with the "Activity" information. Space is available to write your own notes also. In the beginning Levels, member activity pages or handouts are provided. Copy and give to members to work on at the meeting or take home so parents can reinforce the learning.

DIALOGUE FOR CRITICAL THINKING lists questions provided for the leader to help enhance life skill development and generalize the subject information to the kids' real world.

The Dialogue for Critical Thinking section is essential. What, why, and how questions have been provided to help you get started. Except for the content review questions, most of these leading questions do not have a "right" or "wrong" answer. In addition to providing feedback, their purpose is to affirm and validate the perceptions of the members. Glenn and Nelsen provide these guidelines to help the leader apply the "EIAG" formula:

1. EXPERIENCE: Get to know the members personally. Become aware of both the negative and positive experiences in their lives.

2. IDENTIFY: Help the members identify the important elements or outcomes of the lesson activity or particular event. Use these kinds of questions: "What happened? What did you see? What are you feeling? What was the most important thing about this experience?"

3. ANALYZE: Help the members analyze why aspects of the event were important to them. "Why was that significant to you? Why do you think it happened? What made that seem important to you? What caused you to feel that way?"

4. GENERALIZE: Help members focus on a single principle that can be used in similar situations. "How can you use this information in the future? How can you do it differently next time for different results? What do you need to repeat if you want to achieve similar results again?"

Take time to begin to feel comfortable with this process. It may seem awkward at first, but remember, Latin for "to teach" means to draw forth through dialogue and understanding. When the EIAG formula is used carefully, not to manipulate others to believe a certain way but to share the process of discovery with them, leaders will be developing capable young people as critical thinkers, with concern for others, and with the wisdom to function successfully in their future world.

GOING FURTHER suggests ideas such as tours, demonstrations, handouts, things to do at home, which you might consider if the children want to learn more about this particular lesson content.

POULTRY PROJECT FORMAT

In order for members to have a successful project experience, you must meet with members. These lessons work best with an adult or teen leader working with a small group of members. Several youths together will stimulate the discussion and dialogue, which is so important to the success of this process.

The poultry project features a series of sequential learning experiences based on members' ages and skill levels, which will challenge them with new skills each year they remain in the project. Our goal is to make them knowledgeable in the total area of poultry production, not to specialize in one type of project exhibit. In fact, owning a bird and exhibiting at a show is not required. A member may participate in the group lessons without owning a bird. Owning, caring for, and exhibiting a bird are a special bonus to the total project experience.

The project exhibit should be decided on by the member, parent, and leader, based on member's age, skill level, facility and financial needs, and what local exhibit opportunities have been identified. Most counties provide county fair classes for individual birds of standard breeds, production and meat pens, waterfowl, and pigeons.

This approach to the poultry materials provides maximum flexibility for counties to establish exhibits that meet the needs of their poultry members. Poultry shows should be encouraged to offer other exhibit opportunities (educational posters, talks, demonstrations, window displays, etc.) in addition to actual bird exhibits.

Ideally, members should progress through all levels in order, but this is not necessary. If project members vary in age within several levels and the group is large enough, splitting into groups of the same age with additional leaders is recommended. Older members might be assistant leaders with beginning levels. This allows teens to be self-directed learners for advanced skills, or to meet together as multi-club or countywide groups.

ROLE OF THE 4-H PROJECT LEADER

Your major roles are those of teacher, facilitator, and encourager. Your classroom is wherever the member must be in order to learn—in the home, meeting room, barn, or on a field trip. Your discipline, what you teach, is child development and poultry production.

You must fulfill eight basic responsibilities in order to provide a successful experience for members:

1. Help members with project selection and goal setting within that project.
2. Hold at least five to ten meetings by using project lesson plans, tours, trips, etc., during the 4-H year. Develop a schedule and method for notifying members of meetings.
3. Maintain sensitivity and respond to the individual member's needs.
4. Help members find additional learning experiences and resources.
5. Recognize personal growth of members and celebrate their successes.
6. Relate project experiences to everyday life and career possibilities.
7. Invite and involve other adult and teen leaders when appropriate.
8. Keep your skills current through trainings, consultation, and reading.

THE FIRST MEETING

The first meeting is usually an organizational one to plan for the project year. Have parents attend this first meeting with the members. Encourage parents to take part in all activities.

As members arrive, plan for something for them to do. Perhaps a teen leader can be prepared with a get-acquainted game or activity. One idea related to the poultry project might be to have feed ingredients or pictures of poultry breeds on display for members to identify. Make sure every member knows everyone else. Do not assume this. Taking time now to build group trust will pay off later in commitment, discipline, and encouraging discussion.

Share some of the broad objectives you have for the poultry project. Explain the different exhibit opportunities 4-H'ers might consider in their county. Set dates with members and parents for future meetings. Schedule any demonstrations with members and discuss other special activities for the entire year.

A map helps give direction, keeps us on track and lets us know when we've reached our destination. We've designed a MAP—Member Achievement Plan—to help you and your 4-H members plan, as a group and as individuals, what they want to learn, make and do in this project. This is called goal-setting. It also teaches decision-making.

As a group, decide on four to six lessons to learn about. Give members a list of lesson titles from the appropriate level and let them choose. There should be plenty of choices to choose from different topics within the same level if the same members enroll next year. As members get older, they will to choose less from a given list and become skilled at identifying and writing their own learning goals.

Step 1—Plan

Goals may be divided into two groups: short-term and long-term. Short-term goals can be accomplished during the project year, while long-term goals take one or more years. Members will need to work with both types; however, a base for success and confidence will be established quickly with short-term goals.

Short-term goals:

Must be specific and attainable
Have a measurable outcome
Specify time of completion
Often related to long-term goals

Examples:

A. By the end of summer, I will know how to identify 10 breeds of birds.
B. By May 1, I will know how to carry and show a bird without getting scratched.

Long-term goals:
Must be believable
Give direction and motivation
Describe conditions one hopes to achieve

Examples:
A. To establish a laying flock to produce eggs for my family.
B. To expand my flock to include five different breeds.

It is easy for a member to list long-term goals: "I want to learn how to show a bird, own 50 hens, sell eggs." If your members tend to think only of long-term goals, ask them, "What will you need to learn or do in order to accomplish this goal?" "How will you make this happen?" Answering these questions will provide many short-term goals. As a leader, you are aware of many of your members' capabilities. You can help identify which goals are realistic for this year and which might have to become long-term goals.

After setting goals, review them periodically with members to see what progress is being made or what needs to be altered to reflect current situations. Hearing genuine praise or concern from interested adults is essential to help members obtain their goals.

Step 2—Do
At the project meeting, or at home with their family, members add their own personal goals to their MAP and add the date planned in their schedule.

Step 3—Measure
As members complete their goals, they write the date done and complete other records.

Step 4—Evaluate
At the end of the annual project experience, goals should be evaluated. How did the goals work? What was learned? What needs to be accomplished next? Members may not have accomplished what they set out to do, but they have learned many things in the process. Setting a goal to reach a partial number of total goals isn't a bad idea for the younger member who you want to feel successful.

Step 5—Share and Celebrate
All members who complete this step should be given immediate recognition for their project goal-planning accomplishments.

When used properly, incentives can be an effective way to encourage good project work and enhance members' personal development. One of the strongest human incentives is that inner feeling of accomplishment and achievement.

Public recognition in news articles or at meetings, a word of praise, or a pat on the back from leaders are also effective in encouraging desirable performance.

Use group recognition at the end of the project to recognize the accomplishments of each member who completed the project, attended a certain number of meetings, demonstrated certain acquired skills, etc. Recognize not only the member who might have won the championship, but use your imagination to recognize the most improved exhibitor, best group participation, best records, most improved poultry judge, etc.

PROJECT MEMBER ENROLLMENT RECORD

Name	Age Jan. 1	Yrs. in Project	Parent/Guardian Name(s)	Address	Phone No.

PROJECT LEADER MEETING RECORD

(name of project) **project leader**

PROJECT MEMBERS		ATTENDANCE AT PROJECT MEETINGS									PRESENTATIONS MADE BY MEMBERS	
Name	**Phone**	**1**	**2**	**3**	**4**	**5**	**6**		**7**		**Demonstrations**	**Talks**
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												

LIST OF MEMBERS AND THEIR GOALS (May be used *in addition* to regular 4-H enrollment forms.)

1. **NAME:** _____

   Plans or wants to do: _____

   _____

   Assistance, resources, or materials needed: _____

   _____

2. **NAME:** _____

   Plans or wants to do: _____

   _____

   Assistance, resources, or materials needed: _____

   _____

3. **NAME:** _____

   Plans or wants to do: _____

   _____

   Assistance, resources, or materials needed: _____

   _____

4. **NAME:** _____

   Plans or wants to do: _____

   _____

   Assistance, resources, or materials needed: _____

   _____

5. **NAME:** _____

   Plans or wants to do: _____

   _____

   Assistance, resources, or materials needed: _____

   _____

6. **NAME:** _____

   Plans or wants to do: _____

   _____

   Assistance, resources, or materials needed: _____

   _____

7. **NAME:** _____

   Plans or wants to do: _____

   _____

   Assistance, resources, or materials needed: _____

   _____

8. **NAME:** _____

Plans or wants to do: _____

Assistance, resources, or materials needed: _____

9. **NAME:** _____

Plans or wants to do: _____

Assistance, resources, or materials needed: _____

10. **NAME:** _____

Plans or wants to do: _____

Assistance, resources, or materials needed: _____

11. **NAME:** _____

Plans or wants to do: _____

Assistance, resources, or materials needed: _____

12. **NAME:** _____

Plans or wants to do: _____

Assistance, resources, or materials needed: _____

13. **NAME:** _____

Plans or wants to do: _____

Assistance, resources, or materials needed: _____

14. **NAME:** _____

Plans or wants to do: _____

Assistance, resources, or materials needed: _____

PARENT VOLUNTEER SUPPORT FORM

Parent('s) Name(s) _____

_____

Address _____

City _____ Home Phone _____

Father's Occupation _____ Business Phone _____

Mother's Occupation _____ Business Phone _____

Children in 4-H _____ Age _____
_____ Age _____
_____ Age _____
_____ Age _____

I WOULD BE WILLING TO ASSIST THE 4-H PROGRAM BY:

- ☐ *Helping 4-H'ers with demonstrations.*
- ☐ *Helping 4-H'ers with project talks or public speaking.*
- ☐ *Providing transportation to project meetings.*
- ☐ *Helping members with project records.*
- ☐ *Providing transportation for project tours or field trips.*
- ☐ *Assisting with project meetings. Special skills I have:* _____
- ☐ *Bringing refreshments.*
- ☐ *Developing a "calling tree" for meeting reminders.*
- ☐ *Making my home available for a project meeting.*
- ☐ *Helping provide special supplies.*
- ☐ *Other, please explain:* _____

_____

PROJECT MEETING CHECKLIST

A MEETING EVALUATION INSTRUMENT
After your project meeting, take a few minutes to consider each of the following questions. This checklist should also serve as a reminder of ideas to incorporate in future project meetings.

	MEETINGS HELD					
	1st	2nd	3rd	4th	5th	6th
1. Were the objectives of the meeting clear to members?						
2 Did I give each member a chance to actively participate? (sharing ideas, assisting, presentations)						
3. Did I commend or encourage each youth in some way?						
4. Did I plan for differences in ages, abilities, and interests of members?						
5. Did I observe progress of individual 4-H'ers?						
6. Did I involve a parent or parents in some way? (planning, leadership assistance, transportation, refreshments)						
7. Did I give members a chance to assume responsibility when it was appropriate?						
8. Did I incorporate some fun activity or game into the project meeting?						
9. Did I summarize the new information shared and skills learned at the close of the meeting?						
10. Most of all, did I enjoy working with the young people involved?						

**Seven or more positive responses denote an excellent meeting rating!*

MY JOURNAL **4-H'ER'S NAME** _____

See instructions for Step 2, page 2, of this guide. You may want to include the date, what you did, what you learned, and how you felt, for the purpose of helping you remember your experiences.

Adapted from a Kansas State University Cooperative Extension Service publication written by Cynthia R Siemens and reviewed by James P. Adams and Albert W. Adams, All from KSU.

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4-H

WASHINGTON STATE UNIVERSITY
EXTENSION

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