



Active Teaching— Active Learning

Teaching Techniques and Tools

Youth like action! They like to go places, feel things, meet people, and have new experiences. Young people will be more active and interested learners if you use a variety of methods to teach project skills and knowledge. The amount of information a learner retains varies from method to method.

Table of contents

Techniques

How children and youth learn	1
Keys to learning.....	2
Experiential learning model	3
Teaching styles	4
Involving older youth as teachers.....	5

Tools

Recreation.....	6
Ice-breaker games.....	6
Educational games.....	7
Tours and field trips	7
Skillathons	8
Presentations.....	8
Speakers.....	9
Role playing.....	9
Educational kits	9
Record keeping	10
Exchanges.....	10
Judging contests.....	11

Resources

Ice-breaker games.....	12
Educational games.....	13
Sample role playing scenarios	14
4-H Recreation Kit	15
Field trips and tours checklist.....	16
Guest speaker checklist	17

Techniques

How children and youth learn

Research has shown that youth learn best by doing.¹ Active involvement of the learner is the key. Teaching knowledge and skills by using a variety of tools and techniques will provide good learning experiences for all 4-H members. Remember that “learn by doing” is a basic concept in 4-H, and often it is the best way to retain knowledge.

Reading

Young people retain approximately 10 percent of what they read. Printed project materials and other literature are important ways to share knowledge, but supplement them with other learning methods.

Hearing

Young people retain approximately 20 percent of what they hear. Most teachers talk too much. Give young people a chance to explain and discuss what is presented.

Seeing

Young people generally retain 30 percent of what they see. Exhibits, posters, and illustrations

¹Research was conducted by the Socony-Vacuum Oil Company Studies and the U.S. Department of Health, Education and Welfare (Klein, 1974).

Learners have the ability to retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say as they talk
- 90% of what they say as they do a thing

Methods of instruction and ability to recall

	Recall 3 hours later	Recall 3 days later
Telling (when used alone)	70%	10%
Showing (when used alone)	72%	20%
Telling and showing together	85%	65%

Basically, we learn through one of the five senses. Here is how we learn.

Seeing	83%
Hearing	11%
Touching	3½%
Smelling	1½%
Tasting	1%

are a big plus in teaching, especially when the young people prepare materials to share.

Hearing and seeing

When young people see and hear new material, they retain approximately 50 percent of it. Observing demonstrations, seeing movies or videos, and participating in tours are all ways members can see and hear. These generally are popular teaching methods.

Saying

Young people retain approximately 70 percent of what they explain personally. When young people become an active part of the learning process, the amount they learn increases dramatically. Discussion groups and judging experiences are two important ways members can express their ideas.

Saying and doing

When young people are involved actively in saying and doing, they retain approximately 90 percent of the material. Most people learn best by actually “doing.” Provide opportunities for the members to practice and explore what they have learned.

Keys to learning

Every 4-H leader should give as much responsibility as possible to group members. The more they do for themselves, the more they learn. How can a leader best involve group members in this learning process? The following ideas may help.

Find out what the members are ready for, and begin at that point.

Start with a question session.

- What do they know about the subject?
- What would they like to know?
- What would they like to do for a project?

Learning will occur if, and only if, a member is ready.

- What can you do to bring him or her to that point?
- How can you best handle the subject under study?

The more senses (seeing, touching, tasting, hearing, and smelling) involved, the better the learning.

- How many senses are being called into play when you present information?

The mind learns by association.

- Relate the unknown to the known. For example, discuss the function of automobile parts by relating them to their more familiar extensions—the steering wheel, clutch, or brake.

Move from fact to principle.

- Explain the “why” of a thing. For example, if you teach the foods in a good breakfast, also describe the nutrients they contain and their effect on health and energy.

Be flexible.

Be able to adapt plans to the teachable moment.

Be varied in your approach.

For example, at a project meeting on dog grooming, show the brush and comb and illustrate grooming techniques. Let each member groom a dog under close supervision. Then, discuss the process with them.

Recognize members’ efforts as soon as you can.

- Young members especially require immediate recognition.
- Discuss the results of their work with them and suggest improvements.
- Have them demonstrate or in some way display their efforts as soon as they are ready.

Experiential learning model

4-H participants learn and retain more when action is involved in teaching. You can become a more effective teacher by posing simple questions to youth while they are doing an activity. Combining activities with questions to help youth learn is called *experiential learning*.

Experiential learning helps youth to:

- Explore (Do)
- Reflect
- Apply

These are the three steps to experiential learning.

Explore (Do)

Youth “explore” and learn when they are involved in a hands-on learning activity.

Reflect

Participants “reflect” on the activity when they can share and think about it. Questions relate to what happened during the activity and what was important about the activity.

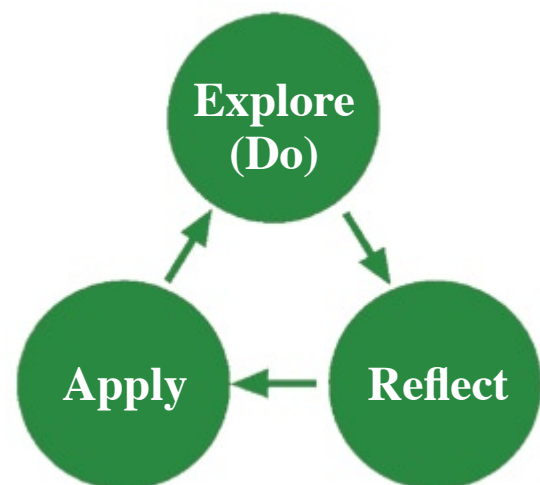
Possible learning questions:

- What did you like about this activity?

Learning concepts

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

- Young people learn best in an atmosphere of *warmth and acceptance*.
- Youth need to have clear, *self-determined goals*.
- Each person has *different abilities*. The same learning method will not be equally successful with all members.
- Youth must be *actively involved* in selecting and carrying out the learning activities.
- *Self-evaluation* is the most meaningful kind of evaluation.



Experiential Learning Model

Example—4-H members participate in a 4-H Judging Contest.

Explore (Do)—When participating in a judging contest, youth are asked to step into the role of judge and to compare, select, and tell why. Typically, participants are presented with a situation and asked to compare four items or animals and decide which is the best choice, next best choice, and so on.

Reflect—The activity leader may ask questions such as:

- “What did you like about participating in the judging contest?”
- “What did you learn about thoroughbred mares by judging that class?”
- “How did you place the class of heifers, and why?”

Apply—For this application, the leader may ask the following questions:

- “What did you learn in the foods judging contest about decision making that you could apply in everyday life?”
- “Tell me about another time that you would organize your thoughts and explain a choice you made.”
- “How might you use the skills you learned in judging if you were to purchase a car?”

- Did everyone in the group agree on how to do the activity?
- What was the most fun about doing the activity?
- Why is it important for us to know about _____?
- What was the most challenging part of the activity?

Apply

To complete the process, youth need to “apply” what they have learned to everyday life. Questions relate to why the activity was important and to applications of the activities outside the world of 4-H.

Possible learning questions:

- When else have you had fun and learned new things at the same time?
- What did you learn about working with others from this activity?
- If you were to do this activity again, what would you do differently next time?
- What did you learn about _____ that will help you in the future?
- What will you remember to do next time when you ____ ?

As you teach 4-H club or group activities, use experiential learning to help the young people think about what they learned and how to apply it to their lives.

Teaching styles

A good teacher has many characteristics. In 4-H, leadership styles are explained as being placed on a line or scale. On one end is a directive or autocratic leader. At the other end is a nondirective style, and in the middle is the democratic style. Your teaching approach is probably related to your leadership style. You may use a **directive** teaching approach or a **facilitative** teaching approach. You may even use a combination of both approaches.

A **directive** teaching approach is similar to the classic model of a classroom teacher. The teacher informs or trains students on how to complete an activity or task. A **facilitative** teacher serves as a coach and believes that students have something to bring to their learning experience.



←—————→
Directive teaching **Facilitative teaching**

Characteristics of a *directive* teacher:

- Uses mostly a lecture style of teaching— one-way communication from teacher to participants
- Gives solutions to problems rather than encouraging participants to discover their own solutions
- The teacher is the “expert”
- Discourages discussion
- The teacher’s method is the best way to do things

Characteristics of a *facilitative* teacher:

- Plans fun, interactive learning activities
- Shares information and then lets participants practice what they have learned
- Encourages questions and discussion
- Serves as a “coach” rather than the expert
- Motivates participants by helping them understand how they can use what they have learned
- Uses questions to help participants *explore*, *reflect on*, and *apply* what they are learning

You may use a different teaching approach depending on the situation at hand. Instances where a *directive* teaching approach is preferred include:

- Activities in which the risk of injury is high and close supervision is needed
- Activities that are time sensitive
- Activities with younger elementary-aged children who might need more guidance

As youth grow older and become more experienced, a more *facilitative* teaching approach is preferred.

Involving older youth as teachers

Older youth are a great resource to 4-H clubs and groups. They can be teachers along with adult leaders. This partnership of adult and youth leaders strengthens clubs and the experiences of younger members.

Older youth add the following to clubs and groups.

- Creativity
- Energy
- New ideas
- Support to adult leaders by sharing the leadership load
- Knowledge and experience of being young

Older youth who teach gain:

- Self-confidence
- Planning and evaluation skills
- Communication skills
- Teaching skills

Delegating responsibility to older youth

How you work with teens will largely determine their success, growth, and value to the 4-H program. Delegating responsibilities can multiply your efforts, build good human relations, and provide for a more efficient club.

When delegating responsibility to your older youth, remember the following things:

- Be sure they are capable of carrying out the job.
- Be sure they know what you expect.
- Involve them in planning what is to be done.
- Meet with them periodically.
- Provide encouragement.
- Let them carry out the job without interference.
- Don’t hesitate to delegate responsibility.

Hints for working with older youth

Older youth are in a unique place. They have one foot in childhood and one foot in adulthood. They need freedom, but they also need support from caring adults. Older youth want to:

- Be treated with respect
- Be trusted to make decisions
- Test themselves in an adult role
- Have guidelines and boundaries within which to live

Tools

Leaders can add pizzazz to their club or group by using a variety of tools to teach knowledge and skills. Keep in mind that members learn least when just listening, and most when doing something. Plan many “doing” experiences for your members.

Recreation

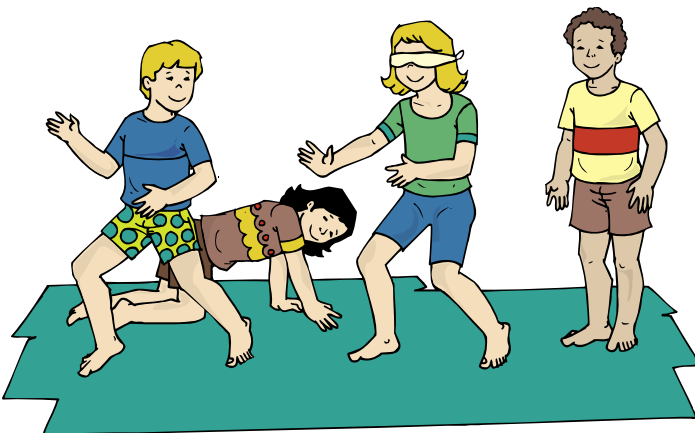
When you include recreation in your club or group, participants create their own fun and better understand themselves and others. Games, skits, parties, songs, camping, hikes, and refreshments are all part of recreation.

Why have recreation in a club meeting or group?

- Recreation is a chance to release excess energy and practice cooperation.
- Teenage participants gain leadership skills by planning and leading games and other recreation activities.
- Recreation provides an opportunity for members to get to know one another better. More friendships with more people are made during recreation than at any other time.

When should recreation occur?

Recreation can happen at any time during your activity. Games can be conducted while waiting for everyone to arrive, played as part of a meeting, or played as refreshments are enjoyed at the end of the meeting or activity.



Your club or group also may plan a skating or swim party as an activity.

It also provides an opportunity for everyone to participate and to feel that they belong.

Check with your local library or Extension office for recreation ideas or resources. You also can find many games on the Internet. You can buy books about recreation at bookstores or from camping publications.

See the 4-H Recreation Kit suggestion list on page 15 to make a recreation kit for your club and for more ideas to use in your club or group.

Ice-breaker games

Ice-breaker games are interactive games leaders use at the beginning of meetings or educational events. These games should be:

- Fun!
- 10 to 15 minutes long
- Active
- Encouraging for the group members to talk with one another

Why have Ice-breaker games in a club meeting or with a group?

- People get acquainted.
- Members find things they have in common with others in the group.
- Leaders get to know their members (for example, levels of experience, hobbies, 4-H projects, grade levels, communities, likes and dislikes).
- Ice-breaker games energize the group.
- They focus the group in the here and now (leave baggage behind).
- They help youth develop social skills.
- People have fun!

See page 12 for examples of Ice-breaker games. You also can find games in recreation books and other sources.

Educational games

We know that games can be a very effective way for 4-H members to learn subject matter and to have fun at club meetings. Games in the correct setting can be nonthreatening and enjoyable for members and the leader.

When including games as educational tools, leaders need to keep several concepts in mind. The following information will assist leaders in preparing and conducting games that are educational, productive, and fun.

Why play educational games?

- Teach a skill or concept
- Build group teamwork
- Develop trust among members
- Provide healthy and monitored competition
- Have **fun** while learning

Selecting games

Leaders can select any popular game and adapt it to 4-H project material. For example, clubs use the “quiz bowl” for everything from horses to small animals. Other common question-type games can be adapted with little effort.

Drawing games also fit the 4-H project material with minimal effort. The only requirement is that the leader be creative. Artistic ability, glamour, and glitzy materials are not that important, because we become more human as young people see some of our imperfections.

Playing the game

For the game to have impact and reach the educational target, leaders need to do the following things.

- Be prepared with all the parts of the game (props, score board, questions).
- Be enthusiastic about the game.
- Assure yourself that the level of the game meets the level of the youth playing.
- Explain how the game is played and all the rules.
- Create an environment that is physically and emotionally “safe.”
- “Test drive” the game, allowing the youth to demonstrate that they understand.

- Remind members that *education* is the primary goal.
- Offer “prizes” instead of keeping score (individually wrapped candy works well).
- Have members rotate out of the “Hot Seat” if they miss a question.
- Allow other members to assist a player when she or he does not know the answer. Everyone learns this way.
- Be part of the group when possible.
- Know when to **stop**—quit playing when youth are still having fun!

After the game

As the leader, you will need to show encouragement to all the members who participated. You can return to the information contained in the game as you continue to lead club activities. By drawing on the “fun” in learning, you reinforce the educational material that was taught during the game activity.

See page 13 for examples of educational games adapted from popular games.

Tours and field trips

Field trips and tours can be a good way to teach youth, change their surroundings, and create a solid learning experience. However, a poorly planned tour can create challenges for the leader and the youth. The main objective is that a good interactive tour take youth to a new level of understanding in a specific area. Plus, youth can gain leadership skills as they plan, participate in, and evaluate the tour.

Following are things to consider as you plan the next club tour or field trip.

What is the purpose of the tour?

Education

- What do you hope the members will learn?
- Who will be involved in the teaching?

Fun

- There can be some educational value in a “just for fun” tour.
- Youth members will get to know each other better.

Who should plan the tour?

If your club or group has a large number of junior members, the leaders probably will do most of the planning. Even so, include youth members in the discussion of where to go and other details appropriate for their age.

If your club or group has a large number of intermediate (grades 7–9) and senior (grades 10–12) members, the leader should allow the members to do much of the planning. They can take care of the following things:

- Contact the host
- Plan and arrange the details
- Transportation
- Food and meals

The skills the members learn from planning the tour could be as valuable as the tour itself.

See page 16 for a checklist of things to consider when planning a club or group tour. Be creative when thinking of potential tour locations, and have a fun and educational experience with your members.

Skillathons

A “skillathon” is a series of mini-learning stations with an assistant to facilitate at each one. The person in charge of each station asks a series of questions to help youth figure out how to do the skill. Individuals or small teams rotate from one station to another. Each station tests the participant’s knowledge and ability in

Examples of skillathon situations

■ Animal Science

Situation: You need to administer an antibiotic to your animal.

Your task: Demonstrate how to administer a subcutaneous (Sub Q) injection properly using a plastic needle, syringe, and orange.

■ Foods and Nutrition

Situation: The cookie recipe you are making calls for 1 cup of flour.

Your task: Demonstrate how you would measure 1 cup of flour.

a particular subject. Give recognition and praise to participants at the conclusion of the event.

A skillathon is an excellent way to involve 4-H participants, leaders, and families in a fun “learning by doing” activity. Experienced older youth or family members can assist in planning and conducting a skillathon. Skillathons provide participants a chance to practice a skill or discover for themselves how to accomplish a task. These activities use the “learning by doing” philosophy and teach both the 4-H project areas being studied and life skills gained in 4-H.

Check with your local Extension office to see if there are hands-on educational kits (most relate to animal science projects) that you can use to set up a skillathon. Project materials are excellent sources of skillathon activity ideas.

Presentations

Research shows that some adults are more fearful of speaking in public than they are of dying! So, public speaking may be one of the most important skills youth can learn. Presentations also serve as excellent teaching tools for 4-H club meetings.

Presentations can be used to:

- Teach subject matter to all club members
- Share personal information so people get to know each other
- Remind youth what was learned at previous meetings and “get everyone on the same page”
- Help youth research information on a topic
- Help youth gain organizational skills
- Share members’ talents and interests with each other

There are three types of presentations in 4-H.

1. **Demonstrations** (show how to do or make something)
2. **Illustrated talks** (using visuals)
3. **Speech** (no visuals or equipment used)

For club meetings, use any of the following presentation techniques:

- Interviews in pairs or small groups
- Grab bag game (A member pulls an item out of a bag and then has to describe the object and how it is used.)

- Demonstration kits (Put together bags of items that can be used to present a specific topic.)
- Presentations in teams of three members, then two, and eventually individually
- Have junior or teen leaders give presentations on the topic for the meeting
- Introduce parents
- Have youth answer a question, such as “What is your favorite _____ and why?” (Examples: hobby, sport, TV show, movie)

See “Acknowledgements” on the back page of this publication for more resources on presentations.

Speakers

Speakers can share more knowledge and expertise to benefit your club members. You might invite a speaker because you don’t feel comfortable with a portion of the project, to enhance material you have taught already, or because the members want to explore the project beyond the club level.

As do all other aspects of club activities, a good speaker can enhance the educational experience of the youth. The checklist on page 17 can help you organize your plans to have a speaker at your club meeting.

Role playing

Putting knowledge into practice is an important part of 4-H and youth development in general. One teaching tool that can help this happen is role playing. This tool sets up situations (or **scenarios**) that are as close to real situations as possible and then allows youth to play the roles.

There are two ways to set this up.

1. On 5- by 7-inch cards, write scenarios that connect to the subject matter area you are teaching. (See page 14 for some sample situations.) Have supplies available for each scenario.

Then, have the member or members read the card, look at their supplies, and decide how they will handle the situation. Within 10 minutes, they must play out the situation and their solution to the whole group.

After the “role play” is complete, ask for feedback from the group and group leaders who watched. Find the positives to their solution, as well as ideas to add to their solution. If there are problems with their solution, share why (for example, a rule that exists, safety) and how they could change their solution to make it better.

2. Have the members write on cards scenarios they have experienced or think they could experience with their projects. They must bring the supplies they need to play out the situation. Then, each person or group gives their scenario card and supplies to another group to “role play,” as described in #1 above.

Benefits to role playing include:

- Youth can learn how to plan for emergencies they might face.
- Youth can get a feel for situations they may face, such as answering a 4-H judge’s questions, dealing with a sick animal, or working with younger members.
- Leaders can learn about their members and how they make decisions.
- Information can be shared with a group in a “hands on” (interactive) way.

Educational kits

Many Oregon Extension offices have Animal Science Education Kits available for 4-H clubs to borrow. These kits have many tools for teaching about animal science.

You can buy the following kits from Ohio Agricultural Education Curriculum Materials Service, 254 Ag. Admin. Bldg., 2120 Fyffe Road, Columbus, OH 43210-1067.

- Beef
- Dairy
- Goat
- Sheep
- Horse
- Dog
- Swine
- Rabbit
- Poultry

The kits include laminated posters for parts, breeds, farm layout, and other topics that can be used as educational games for youth. The “hands on” activities available in the kits are excellent and vary according to subject matter.

Older youth are excellent teachers when they use these kits, because the materials are colorful and interactive. Leaders can make copies of

printed materials in the kit to use when they don't have access to the kit.

Clubs and groups in other subject matter areas can make their own educational kits. One idea is to make copies from existing printed publications and then enlarge them. Examples of some activities could include the following:

- Archery—Place the names of the parts along a drawing of an arrow.
- Clothing—Put the names of equipment on slips of paper and drop them in a box. Have members reach in, choose a slip of paper, and say the name of the equipment and the uses of that equipment.
- Horticulture—Match pictures of flower arrangements with the names of the flower arrangements. Then, have members make one of the types of arrangements listed.
- Entomology—Have cards with drawings of different insects. Members draw one card and race down to a chart of the different classifications and place the insect card in the correct classification. This can be done as a relay between teams, with scoring for correct answers; or, the whole club can play to improve the group time score over the course of several meetings.

Record keeping

Record keeping is an integral part of everyone's adult life. 4-H gives members the opportunity to learn this valuable life skill. When you use record keeping as a teaching tool, be sure to:

1. Help members see the purpose of records, and work with them to encourage good record-keeping practices.
 - Records preserve facts. Memory is not reliable.
 - Learning to keep 4-H records is preparation for keeping other types of records (such as income tax records).
 - Records can show profit or loss in projects where financial information is important.
 - Records provide opportunities for members to learn skills in organization, neatness, following directions, and sorting out the important from the unimportant.

2. Check periodically to see how records are progressing.

All 4-H members should be encouraged to keep records. However, leaders must consider each member as an individual with unique abilities, skills, and interests. A record should fit the needs of the member. Every person progresses and learns at his or her own speed.

A positive, enthusiastic attitude about keeping 4-H records is a great motivating factor. Make record keeping as simple, easy, and interesting as possible. Some ways to help the members include the following:

- Have members use a calendar or small notebook to record things as they do them. For youth who do not write well or have a developmental disability, consider options such as use of a computer or tape recorder, or dictating to an adult.
- Take time in 4-H meetings on a regular basis, or create special meetings to work on records.
- Explain both the "why" and "how" of record keeping.
- Use good samples or examples.
- Show interest in each person's records and give help where needed.
- Be sure parents know the importance of 4-H records and how they can help encourage their children to keep records.
- Invite older 4-H members who take pride in their own records to work with younger members on record keeping.

Exchanges

Exchanges are part of the global education program offered by the 4-H Youth Development Program. Exchanges with another club, county, state, or country can be challenging, educational, and fun. In an exchange, members can:

- Learn about others in different living situations.
- Create new friendships.
- Learn about themselves and their heritage.
- Enrich the 4-H program through sharing their experiences.

- Increase their coping skills in facing unfamiliar situations.
- Develop leadership and communication skills.

All exchanges require planning and preparation. Knowing what to expect is the key to a successful exchange. County Extension staff members have more details on exchange opportunities.

Judging contests

Judging is an everyday activity. You use your judgment every time you make a decision. Youth have judging experiences long before they become involved in 4-H. By including judging contests as a teaching tool, 4-H leaders can help youth develop important decision-making skills.

Judging teaches 4-H members to:

- Observe carefully
- Recognize good products, articles, or animals
- Improve their own work
- Make wise selections
- Become better buyers
- Make their own decisions
- Express themselves clearly
- Appreciate others' opinions

The 4-H club meeting is a good place to use judging as a teaching tool. Junior leaders, older members, and parents can help provide materials, animals, or other items to judge; or, you can use items made at club meetings.

With beginners, judging can be done first on an informal basis.

1. Have members examine one article. Discuss its good points and the points where improvement is desired.
2. Help your members visualize an ideal animal or article. Discuss why the good points are desirable and why you would want to improve other points.
3. Compare two items and decide which is better and why.
4. Compare three or four items and rate them 1, 2, 3, 4. As the group decides how the articles should be ranked or placed, have them give their reasons.

After working as a group, members will be ready to make decisions on their own. Judging is a fun way to learn.

The four important steps in the judging process are:

1. Observe
2. Compare
3. Decide
4. Tell why

Leaders also can use the judging contest as a way to determine the current knowledge and skill level of their 4-H members. This can help you determine which topics to cover in project meetings.

Additional information on judging contests is available through your county Extension office.

Life is full of choices— one needs to know how to use the best information available on which to base decisions.

Resources

Ice-breaker games

Group Juggle

Group size: 6 to 100 (put people into groups of about 10 to 12)

Equipment: Kush balls and other soft balls, beanbags, medium-sized stuffed animals

Hint: If everyone wears a nametag, this will be more successful!

Have people form a circle, with everyone facing the middle of the circle. Be sure everyone has room to move (catch and throw).

Explain that an object will be thrown around the circle, each person catching it only once, until it returns to the “starting point.” Once the group has done this, explain that now the “pattern” is set, and from now on each person must throw the object to the same person and the same person will throw it to them. Still standing behind the “starting point,” give them one object and allow this to make its way through the “set pattern” two or three times.

Once the group seems to have this down, begin to introduce new items, so there are 2 items in the air, then 3, then 4, then 5, and you can see why it’s called “Group Juggle”! This activity can go on as long as the members are enjoying it.

Name Bingo

Group size: 25 or more people

Equipment: Bingo sheet, pencil, and a square of paper for each person; container (such as a hat, bowl, or box)

Give each person a small, blank piece of paper, a pencil, and a blank bingo card (can be

printed on paper). Have each person write his or her name on the small square of paper and drop it into the container for later use.

Let everyone circulate for about 15 minutes. They should introduce themselves, shake hands, and then write each other’s names in the bingo card squares; i.e., I write Joe’s name on my sheet, while Joe writes my name on his sheet. Names can be written on any square, but no name may be written more than once. (Keep the center square a free space.)

At the end of the allotted time, everyone gathers in front of the caller. The caller reaches into the container, pulls out a name, and reads it to the group. That person then stands up and says “Hi!” to everyone. People who have that person’s name on their bingo card place an “X” over the name. The first person to cross off five names in a row (either horizontally, vertically, or diagonally) calls “Bingo!”

Play can continue for as many rounds as you like.

Scavenger Hunt

Group size: 20 or more

Equipment: A sheet of paper with at least 10 characteristics on it (everyone has a copy of the same sheet of paper) and a pencil for each person

Hand each person a sheet of the paper and a pencil. Tell everyone to mill around and find someone in the group with one of the characteristics on the sheet. When they find that person, have the person sign on their sheet and have them do the same for the other person. Choose positive characteristics, such as:

- Birthdays in the same week or month
- Plays the same sport or does the same activity
- Likes the same kind of music
- Same kind of 4-H project you do
- Same color of eyes or hair

- Same middle name
- Older or younger siblings or someone with none at all
- In the same grade at school
- Has on an article of clothing that is the same as one you are wearing
- Lives in the same community

Card Introduction Game

Size of group: 16 to 52

Equipment: Deck of cards

Every person gets a card (use up each set of four cards—for example, all the aces or kings—until each person has their card). Direct everyone to move without talking.

Have everyone find another person who has the same number they do. When everyone has a partner, have the group listen for the question. When the question is given, one person talks while the other person listens. The listener cannot say anything. When the time limit is over, have everyone switch roles. One person talks and the other person listens.

Tell everyone to move on and find another person with the same number. Then, a new question is given. Again, each person talks and listens during her or his turn.

Have the group do this one more time.

Questions should encourage people to talk to each other, such as the following:

- What is the best thing about your community, and what is the thing you’d most like to change?
- What would you do if you had a whole week to spend on anything you want (money is no object)?
- What is something you are good at, and what is something you’d like to learn?

Educational games

Baseball

For this game, you will need to go through your project materials and draw out two to three questions of varying difficulty per member.

(Tip: If you have older members or junior leaders who have been in the project for 2 years or more, they will have a “ball” coming up with the needed questions.)

Start the game by dividing the group into teams. You can do this by having them count off by twos, with the “ones” being on one team and the “twos” on the other. If you have different ages and levels of experience, you might want to hand-pick the teams yourself in order to even up the sides.

After deciding which team will “bat” first (perhaps by the toss of a coin), the first team to “bat” must send their first “batter” to the plate.

Then, draw one of the questions at random and “pitch” by asking the batter the question. If she or he is correct, she or he progresses the number of bases indicated by the value of the question. If a fellow team member is on the base ahead, that team member advances the appropriate number of bases. Eventually, when enough questions are answered correctly, the players will advance back to home plate and score a run for their team.

Wrong answers put the batter “out” and three outs retire the side. When a wrong answer is given, allow the other team members to try to answer the question.

Play a pre-set number of innings (an inning is complete when both teams have been up to “bat”). The winning team is the one with the most runs. (A player must advance

through all the bases and back to home plate to score a run. Runs are not scored when players are still on base when their side retires.)

Password

This game operates exactly as the TV show. Two teams of two players each play against each other. Instead of random words, have cards made up with words associated with the 4-H projects you are leading.

Start by giving one player on each team cards with the *same* words. One player is allowed to give a *one-word* clue to his or her teammate. If the teammate guesses the correct word, the team wins 5 points. If the answer is incorrect, the player on the other team gives a *one-word* clue for the same word to her or his teammate. A correct answer now is worth 4 points. Alternate between teams until a correct answer is given or until no points are left.

When five one-word clues are given without a correct guess, allow the spectators to try to guess the word.

Each time you begin a new word, start with the team that had the second clue before so that each team gets an equal chance at the 5-point clues. The first team to reach 10 points wins the opportunity to face a new team from the club.

Jeopardy

This game is based on the TV game show. Jeopardy is a wonderful game for 4-H clubs. Because of the number of members in a 4-H club, this version of the game has club members divided into two teams.

Categories can be any 4-H projects in a 4-H club plus a general 4-H category. List categories on a chalkboard or piece of paper with points listed below each category

(100, 200, 300, 400, 500). It could look something like this:

General	Sheep	Foods	Natural Resources
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Set a time limit for the game (15 to 30 minutes is suggested) and choose a timekeeper. Decide which team gets to start first (flip a coin). Ask that team to choose a category and an amount of points (for example, “Food for 100 points”). (To make it easier for 4-H members, we will ask questions and have them give answers, instead of the way it is played on TV.) The Foods question could be something like: “What are the five basic food groups?” (Answer: fruits; vegetables; meat; milk [dairy]; breads and cereals.)

The team discusses the question, and then one person gives an answer. If the answer is correct, the team receives 100 points (or whatever the point total for that question).

If the team answers correctly, it will be asked a second question. The team may answer up to three questions in a row (if all are correct). If a team answers a question incorrectly or has successfully answered three questions in a row, the other team gets a turn.

Be sure to have a balance of older and younger members on each team, as well as members within a variety of project areas. This will make the game as fair as possible. One older member can serve as moderator and another member can keep track of the score and questions that have been asked.

Sample role playing scenarios

1.

Your friends from school, who know nothing about sheep, ask how you can distinguish among the different breeds. You decide to explain and show them the different breeds of sheep.

2.

You come out to feed your rabbits and find that one of them has a leg caught in the cage wiring. What steps will you take to deal with this situation? What kind of information do you need? Who or what are your resources?

3.

You come home after school and find the following note from your parents: “We will be home at 6:00 pm. Please make dinner for the four of us from the items found in the refrigerator and cupboards. Remember that Joan is allergic to milk. Thanks. Mom and Dad.” What process will you use to deal with this situation?

4.

You come home and find that an animal has eaten one of the houseplants. The dog and cat don't show any symptoms of illness. What can you do in this situation? What resources can help you?

5.

You are a junior leader in your 4-H club and County Fair is 2 weeks away! You have completed your entomology exhibit, forestry notebook, and records, but keep thinking there are other things you can do to prepare for the fair. What are some things you can do?

6.

Your horse needs to be loaded into a trailer for an upcoming clinic. Demonstrate how to load a horse safely onto the trailer, making sure you avoid obstacles in your barn. What training do you need to do to get your horse ready for the loading process?

7.

You are going to visit a breeder next week to select your feeder hogs for County Fair. What steps should you take to get ready for the hogs to come to your property? What materials will you need? What information should you take with you? What questions should you ask the breeder?



4-H Recreation Kit

Every club can have a game kit which includes a variety of recreation equipment and games. As a club learns what games its members enjoy playing, add that game or equipment to the kit. It can be stored in a box or an old suitcase. Ask youngsters to donate or loan games or equipment. Parents or members also could make some games.

Here are items and activities to consider.

Sticks

- Roll discs
- Push discs
- Push pennies
- Jump sticks
- Catch hoops

Ping pong balls

- Blow on table
- Blow along floor
- Fan with paddles
- Balance on paddles
- Play baseball

Inner tubes

- Over and under
- Roll
- Crawl through
- Jump from
- Arm wrestle on

Paddles

- Bat balloons
- Balance balls
- Catch beanbags
- Play baseball
- Fan ping pong balls

Rope

- Tug-of-war
- Jump the rope
- Swing with bag
- Pick up while jumping
- Tie ball on end
- Elastic bands (cut from inner tubes)
- Hobble race
- Three-legged race
- Crawl through
- Foot to hand race

Balloons

- Hold with knees and run
- Pass under chin relay
- Bat with hands relay
- Play soccer

Beanbags

- Catch
- Play tag
- Relay races
- Keep away

Other items

- Rubber balls
- Floppy frisbees
- Rubber chicken
- Blindfolds
- Play golf with cans

See the publication *Recreation* for more resources and information on recreation in 4-H clubs or groups. This publication is available through your local Extension office.

Field trips and tours checklist

The following can help you decide where and when the field trip or tour should take place.

- What do you want the members to see and learn?
- Where will you find what you want to see and learn?
- When will the tour occur?
 - School holidays
 - Long weekends
- Other factors to consider
 - Weather conditions
 - Available transportation

Before the tour or field trip

- Develop a tentative schedule
- Contact the host of the tour
 - Explain the purpose of the tour
 - Size of your group
 - Other limitations
- Parent permission/health forms
 - Make sure you hand these out far enough in advance so there is time to get them back. It might take two or three meetings to get them all.
- Insurance (if needed)
- Safety/first-aid kit
- Transportation
 - 4-H leaders
 - Maps/directions to destination
- Food
 - Sack lunches with proper cold storage
 - Restaurant plans/reservations
- Cost
 - Budget and Financial Reporting Form
- PA/sound system (if needed)
 - Rent or borrow
- Chaperone/adults
 - Define responsibilities
 - Men/women ratios that match the group
 - Overnight tours
 - Review the publication *For the Well-being of Youth and Adults* (4-H 0258L)

Pre-tour meeting

- Inform the members and parents
- Tentative schedule
- Collect health forms
- Meeting/departure/pick-up locations
- Contact numbers
- Discuss suitable clothing requirements
- Discuss expected behaviors and consequences if expectations are not met

Day of the tour or field trip

Meet with the group and check for:

- Health forms
- Money/fees
- Clothing/footwear

Start/leave/return on time

At the tour location:

- Gather the group
- Introduce the host of the tour
- Keep the group together
- Encourage questions
- Handle conduct problems
- Have the members thank the host of the tour
- Stay on schedule

After the tour or field trip

Review the tour.

- What did they learn?
- What did they see?
- How does what they saw and learned relate to them?
- How can they apply it to their lives and projects?

Have members sign and send thank-you notes to:

- Tour host
- Parents/volunteers
- Have the members submit a news story/release to the local radio and newspapers
- Pay any expenses
- Prepare a report with photos for the club scrapbook
- Ask members and parents about future tours

Guest speaker checklist

What is the purpose of having a speaker come to your club?

- Education
- Career exploration
- Expanded project information
- Other

Make sure you communicate the purpose to the speaker so that he or she can prepare his or her talk to fit.

Who should make the arrangements?

Club leaders who have a large number of intermediate and senior members should encourage those youth to make the contact and arrangements with the guest speakers. Leaders need to be sure that the members have the details and that they have done the follow-up.

Club leaders who have young members will make the majority of arrangements for their club. Young members can be involved in the process by selecting topics and ideas, introducing the speakers, and arranging other details that are age appropriate.

Making contact

Once the topic has been selected and suitable speakers identified, the speakers need to be contacted. This list can help you make sure that you've taken care of the details.

- Identify yourself and your affiliation with the 4-H Youth Development Program.
- Tell the person why you are calling.
- Confirm the topic and the date you are asking for.
- Ask if she or he would be willing to speak to your club.
- Ask the speaker if she or he will be using any equipment and what the club might need to have ready.
- Thank him or her and say that you will confirm closer to the date.
- If the person cannot participate, thank him or her for the time and say that you will keep his or her name and number for future opportunities.

One week prior to the club meeting

Call the speaker and confirm the date, time, and place. Ask if she or he needs directions.

You might also want to give the speaker a phone number where she or he can reach you. That number may be a cellular phone or the number where the meeting is held. That way, the speaker can contact you in case she or he is unable to make the meeting or if he or she needs further directions. Mail a map or directions.

When the speaker arrives

Make sure the speaker is greeted and is made to feel comfortable. This can be a very good experience for younger members. Ask the speaker if members can help in preparing or setting up. Again, younger members can assist with this task.

Once the speaker is ready and set up, gather the group and start the meeting. It is very important that you stay on schedule. Many of the guest speakers that come to 4-H work in a specialized field. They might have taken time from their job to speak to the 4-H club. Be respectful of their time schedule. Start and end on time.

During the speaker's presentation

Leaders may need to help the members stay on task with their questions, provide information to the speaker related to members' questions, and handle any problem with members' conduct.

After the speaker concludes

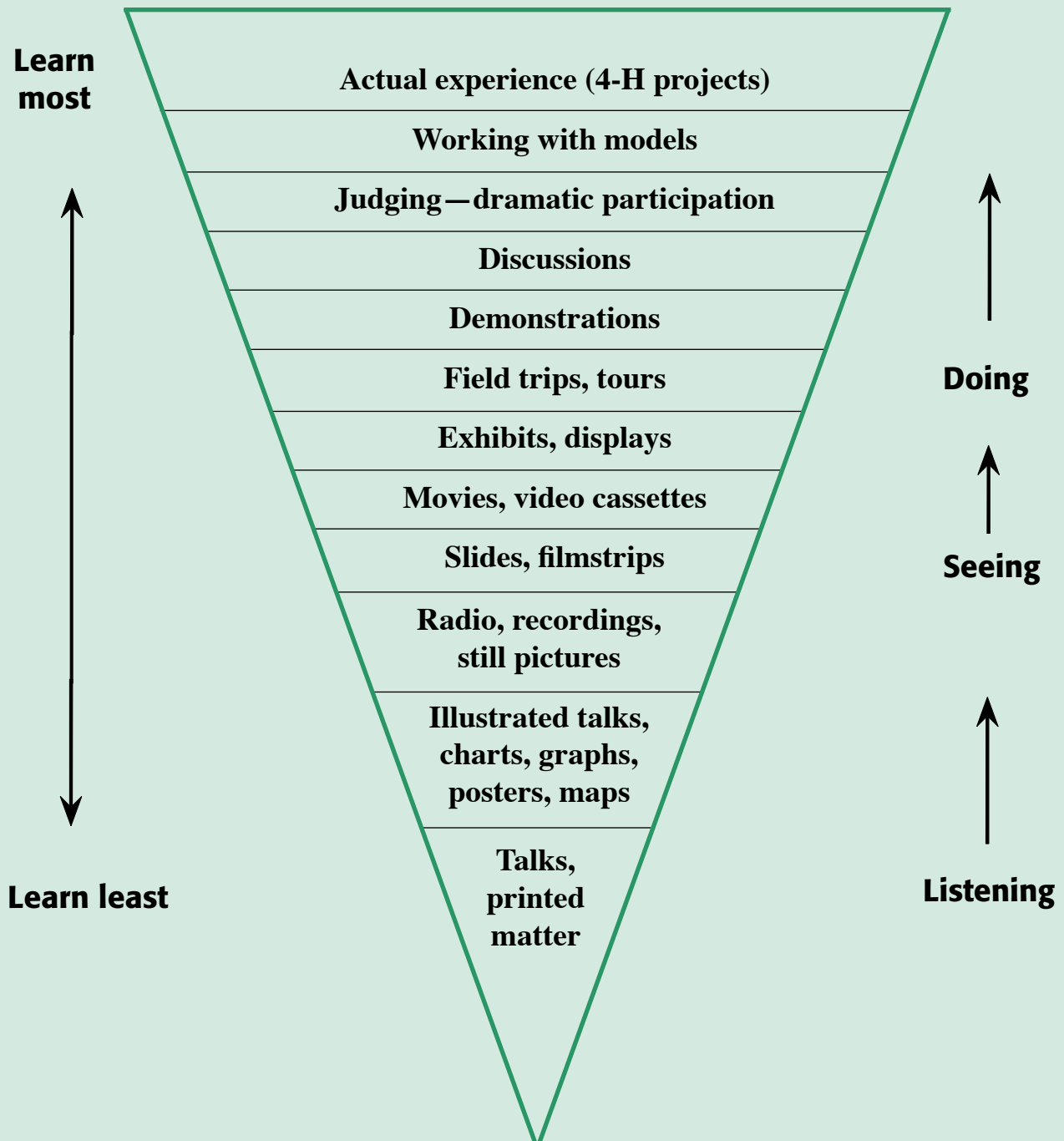
Encourage members to ask questions that pertain to the topic. Assist the members in showing appreciation to the speaker, and thank the speaker for coming.

After the speaker leaves

Leaders can enhance the learning experience in the following ways.

- Recap what the speaker said.
- Have members list ways that they can improve their project based on the information they heard.
- Have them draw a picture of one part of the speaker's comments.
- Let members write a news story about the experience.
- Ask members what other topics would be of interest to them.
- Have the members write and sign thank-you notes to the speaker.

Cone of Experience



Now that you've learned many ways to teach, keep in mind that the more involved the learner, the more she or he will retain.

Notes

“To merely provide an experience, no matter how powerful, and expect the students to take it home and sort it out on their own, is to invite failure.”

—*author unknown*

Acknowledgements

The information on presentations comes from:
You Present, (4-H 0226), available in your county
Extension office

“Speakeasy,” by Cindy Osterlund, 4-H Extension
agent, Gilliam County (available in your county
Extension office)

“Ideas for Involving 4-H Members in Presentations,”
by Tammy Skubinna, 4-H Extension agent,
Benton County.

The educational games samples come from:
“Educational Games for 4-H Clubs,” by
Gregg Mitchell, former 4-H Extension agent,
Clackamas County; and Tammy Skubinna, 4-H
Extension agent, Benton County.

This publication contains some material
adapted from the Washington State University
4-H Club Leaders’ Handbook.

Robin VanWinkle, 4-H Extension agent, Douglas County; Woody Davis, 4-H Extension agent, Columbia County; Tammy Skubinna, 4-H Extension agent, Benton County; and Lillian Larwood, 4-H Extension specialist; Oregon State University.

© 2002 Oregon State University. This publication was produced and distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914. Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials—*without discrimination based on race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, or disabled veteran or Vietnam-era veteran status*. Oregon State University Extension Service is an Equal Opportunity Employer.

Published July 2002. Reprinted November 2005.