

SECTION 2

THE 4-H WAY

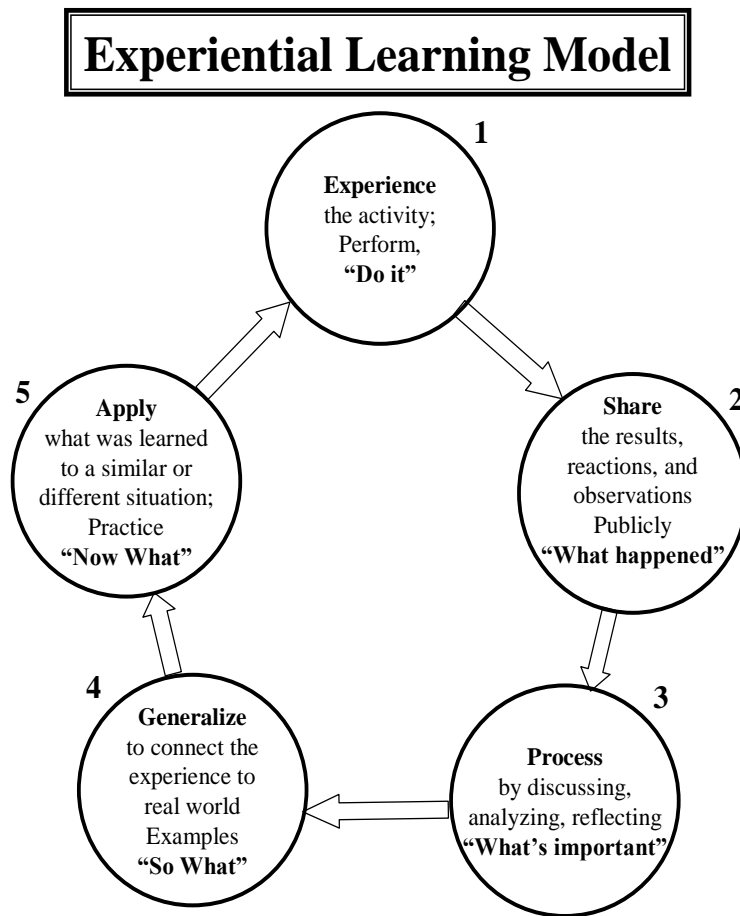
Experiential Learning
Skills for Successful Living
Targeting Life Skills Model
Characteristics for Learning
Teaching Techniques

EXPERIENTIAL LEARNING

“Experiential learning takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.”

John Dewey

The 4-H program promotes the Experiential Model of Learning as the primary format for educating Youth. Several key processing steps take Youth beyond “simply doing” the activity or participating in the experience.



STEPS IN EXPERIENTIAL LEARNING

Do

Experience - could be an individual or group activity

Reflect

Share - talk about what was experienced when doing the activity

Process - talk about what questions were created by doing the activity

Apply

Generalize - find general trends/common lessons learned - how does the experience apply to the "real world?"

Apply - discuss how the new information can be applied to everyday situations, or in the future

Key elements in successful teaching include:

- an atmosphere of warmth and acceptance
- active involvement of youth in setting goals and planning activities
- acceptance that each of us has different abilities and learns at our own pace
- motivation is the key to learning - this is both self motivation and motivation by those around us
- evaluation by self and others

Preparation:

- Know the purpose of the program - what do you want to accomplish?
- Know your audience - size of the group, age range, what level of knowledge do they presently have of the subject?
- Know the physical set up - how is the room arranged, adequate lighting, heat, access, etc.
- Know what equipment and materials are needed, and how to use them
- Know the subject you'll be teaching - you don't need to be an expert - have resources available or ask others to assist
- Be comfortable and have fun!
- Be sure your group knows what is expected of them. Involve them in the planning.
- Processing the experience is where most of the learning takes place - discussing the activity helps members understand how it relates to them and the "real world."

SKILLS FOR SUCCESSFUL LIVING

4-H is the comprehensive youth development educational program of Virginia Cooperative Extension which endeavors to assist youth in becoming self-directing, contributing, and productive members of an Interdependent global community. The concerns and needs of youth and their families are addressed by educational programs resulting from a collaboration of resources from Virginia's Land-grant Universities and from public and private agencies and organizations. The Virginia 4-H Program utilizes experiential learning opportunities to teach the latest research-based subject matter knowledge while facilitating the development of skills for successful living.

These life skills are:

Understanding Self — Understanding and developing a positive attitude toward self and the pursuit of personal potential.

- Understanding likes and dislikes
- Understanding strengths and weaknesses
- Handling success and failure
- Managing stress
- Assuming responsibility
- Assessing role in family and society
- Awareness of cultural heritage
- Exploring career options

Communicating and Relating to Others — Giving, receiving, and exchanging information and interacting with others in a positive manner.

- | | |
|----------------------------|-------------------------------|
| Listening effectively | Communicating non-verbally |
| Expressing beliefs clearly | Sharing ideas |
| Defining terms | Giving directions |
| Documenting | Keeping records and reporting |
| Personal appearance | Participating in discussions |
| Speaking before a group | Developing teaching skills |

Acquiring, Analyzing, and Using Information — Developing an inquiring mind, knowing how to acquire, analyze, and use knowledge.

- Asking questions
- Participating in learning experiences
- Accumulating information
- Synthesizing information
- Utilizing information
- Constructive risk-taking

Problem Solving and Decision Making — Involves the ability to examine a situation, generate alternatives, and make intelligent decisions.

- Assessing needs and interests
- Generating and selecting alternatives
- Setting goals
- Motivation, taking initiative
- Implementing actions to reach goals
- Adapting to change

Managing Resources — The identification, planning, organization, and allocation of resources to meet goals.

- Planning and setting goals
- Setting priorities
- Identifying resources
- Evaluating resources
- Budgeting resources
- Taking initiative

Working with Others — Increasing leadership capabilities, being able to work with others in a group to accomplish group goals.

- Understanding group process
- Awareness of parliamentary procedures
- Networking
- Involvement in community affairs
- Determining group interest and needs
- Understanding group decision-making
- Influencing behavior
- Team building
- Planning programs
- Coordinating resources
- Delegating responsibility
- Conducting group meetings
- Managing conflict

TARGETING LIFE SKILLS MODEL

Incorporating Developmentally Appropriate Learning Opportunities to Assess Impact of Life Skill Development



CHARACTERISTICS FOR LEARNING

By understanding adult attitudes toward young people, and the characteristics and learning implications of four age groups, you can structure meaningful learning experiences, create interesting learning environments and truly help young people interact with information they need. In other words, by knowing your audience and how they learn you can be a better leader!

Everyone brings valuable knowledge and experience to a program. Keep remembering what learning was like for you as a younger person. The clearer that memory, the easier it will be to learn the principles.

Six to Eight Year Olds

- ✓ Characteristics of age group are at a period of slow, steady growth
- ✓ Learning how to use their bodies by mastering physical skills
- ✓ More interested in process than product
- ✓ Thinking is concrete
- ✓ Enjoys doing
- ✓ Learning to sort things into categories
- ✓ Moving from dependence on parents to dependence on another adult
- ✓ Learning how to be friends - May have several "best friends"
- ✓ Boys and girls may enjoy playing together. Peer opinion is important
- ✓ Wrapped up in self
- ✓ Seeks adult approval because not confident enough yet to set their own standard
- ✓ Likes to play games but not ready to accept losing
- ✓ Learning coping skills is important
- ✓ It's okay for 6-8 year olds to work on a project rather than completing it.
- ✓ Use the senses to help child experience things.
- ✓ Provide lots of opportunities for young people to be active.
- ✓ Have youth collect things and sort in various ways.
- ✓ Be a friend that the young person can count on.
- ✓ Involve both sexes in the activities.
- ✓ Small group activities are effective. An adult is needed to share approval.
- ✓ Emphasize cooperative games in which every child wins.
- ✓ Point out reasons behind failures and offer suggestions for improvement.

Nine to Twelve Year Olds

- ✓ Emphasize active learning experiences. Emphasize group learning experiences.
- ✓ Encourage learning experiences to be done with members of the same sex.
- ✓ Encourage many brief learning experiences.
- ✓ Use detailed outlines of the learning experiences.
- ✓ Work closely with 4-Hers in this age group all through the life skills approach to leadership development.
- ✓ Encourage apprenticing with older 4-Hers.
- ✓ Provide a wide variety of learning experiences.
- ✓ Work closely with them in completing records of their leadership work.
- ✓ Are quite active, with boundless energy.
- ✓ Like group activity.
- ✓ Like to be with members of own sex.
- ✓ Have interests which often change rapidly, jumping from one thing to another.
- ✓ Usually do best when work is laid out in small pieces.
- ✓ Need guidance from adults to stay at a task to achieve their best performance.
- ✓ Admire and imitate older boys and girls.
- ✓ Are easily motivated, eager to try something new.
- ✓ Do not like to keep records and do not see the value in them; need assistance and close supervision.

Thirteen to Fifteen Year Olds

Are concerned about physical development. Encourage learning experiences related to being liked by friends, social graces, understanding yourself and getting along with others. Good grooming skills are needed (even though they don't like to admit it).

- ✓ Desire a sense of independence, yet they want and need their parents help
- ✓ Are self-conscious, and may need help concentrating on developing individual skills to get over inferiority complexes
- ✓ Encourage working with or apprenticing to older teens and adults.
- ✓ Want to get outside of their own community
- ✓ Provide learning experiences outside of the community to explore
- ✓ Are getting over the age of fantasy and will begin to relate leadership life skills and career skills in order to make wise choices

- ✓ Encourage learning experiences involving boys and girls.
- ✓ Are interested in sports and active games
- ✓ Encourage active, fun learning experiences.
- ✓ Are ready for in-depth, longer learning
- ✓ Encourage deeper exploration of leadership experiences, roles; encourage more detailed record-keeping of leadership experiences.

Sixteen to Nineteen Year Olds

- ✓ Want and need a strong voice in planning own programs.
- ✓ Areas of interests are more restricted; patterns of interest becoming more definite.
- ✓ Developing community consciousness.
- ✓ Beginning to think of leaving home for college, employment, etc.
- ✓ Many will leave the community for employment and many who go to college will not return to their present community after graduation.
- ✓ Interested in travel and adventure.
- ✓ Put more emphasis on personal development wherever possible (mental and social)
- ✓ Provide suggestions and several alternatives rather than detailed instructions.
- ✓ Provide many opportunities for boys and girls to work together.
- ✓ Project work can have considerably more depth. May need to suggest related areas to give members a broader outlook. Provide references.
- ✓ Include suggestions and information of a career exploration nature.
- ✓ Recommend civic projects of a service nature.
- ✓ Put emphasis on economics (management, budgets, recordkeeping, credit, etc.)
- ✓ Need to introduce members to the urban- industrial complex, through tours, trips to state and interstate conferences and audiovisual materials (slides, films, and TV tapes)
- ✓ Trips rather than medals and ribbons should be provided as incentives.
- ✓ Quite interested in coeducational activities.
- ✓ Need vocational guidance.

Sequential 4-H Curriculum System

Curriculum Components	Cloverbuds	Juniors	Intermediates	Seniors
Projects	Short lessons. Variety of topics	1-2 each year. Explore areas to find individual interest.	2-3 each year. Some continued from Junior years. More in depth.	3-4 continued several years. Some advanced levels.
Activities/ Events Participation	Local with family members. Community/neighborhood exhibits, hikes, tours. Day, family, backyard camping.	County/city tours and exhibits. Day and resident camping. Computer educational games. Bowl, judging, presentation, and skill participation activities at the project, club, and unit levels.	Resident camp with more advanced sessions. Multi-county/State 4-H Intermediate Congress. Special interest district level bowl, judging, presentation, and skill activities at the project, club, and unit levels.	District Ambassador State Ambassador VA Heritage Focus Citizenship Washington Focus District Teen Weekends State Ldrshp Conf. LABO Japan Exchange Inter & Intra State Exchange Study Tours IFYE Ambassadors National 4-H Congress Electric Conference Issue Conference Participation at project, club, unit, district, state, national, and international levels. Trips, Tours, Scholarships
Recognition and Awards	Recognize for participation. No competition	Recognize for participation. Progress toward goals. Achievement of standards. No top winners; Group Awards	Recognize for participation. Progress toward goals. Achievement of Standards. Peer Competition.	Recognize for participation. Progress toward goals. Achievement of Standards. Peer Competition.
Leadership	Members take turns leading pledges, etc.	Members of Committees. Some may hold office.	Member, Chairman of Committees. Club Officer.	Club/Unit State Officers District Officers Significant Leadership roles Leadership roles in unit/district activities Teaches other teens & adults Teaches younger members
Citizenship/ Community Service	Introduction to flag etiquette. Concern for surroundings & others. Awareness/acceptance of difference among people.	Concern for environment. Club/community improvement activities. Awareness of local government.	Environment improvement activities. Increased concern for others. Understanding local government. Service to others.	State, national, & international understanding. Host International Visitors. Participate as LABO or IFYE delegate

LEARNING STYLES – GENERAL CHARACTERISTICS

VISUAL LEARNERS

- ✓ Take copious notes
- ✓ Sit in front of the room
- ✓ Remember faces rather than names
- ✓ Often close their eyes to remember
- ✓ Neat and clean and coordinated
- ✓ If they are bored, they will find something to watch
- ✓ Like to see what they are learning – illustrations, color and relative size help them learn
- ✓ Enjoy listening and reading writing with imagery

AUDITORY LEARNERS

- ✓ Sit where they can hear
- ✓ Remember names but no faces
- ✓ May not coordinate clothes and colors
- ✓ If bored, hum or talk to self
- ✓ Love sound of speech and enjoy listening to themselves and others
- ✓ May read aloud
- ✓ Remember by saying lessons to themselves
- ✓ Can learn in a noisy environment

KINESTHETIC LEARNERS

- ✓ Sit near the door or a space where they can move around
- ✓ Need to be active and take frequent breaks
- ✓ Speak with their hands and with gestures
- ✓ Remember what was done but have difficulty remembering what was said or seen
- ✓ If bored, they move around
- ✓ Rely on what they can directly experience
- ✓ Activities such as construction, engineering, cooking and art can help them learn
- ✓ Enjoy field trips and manipulating material
- ✓ Communicate by touching and like a pat on the back