

The 4-H Project Meeting Information & Planning Guide



**The 4-H Project
Meeting**
**An extraordinary
place to learn!**

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UW-Extension Office for the list of project members mellis@waukeshacounty.gov
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.

You may wish to consult with the parent or your 4-H Youth Development Educator, Cindy Sarkady cindy.sarkady@ces.uwex.edu as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as member's progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

There is a wide variety of means for covering the cost of project meetings. Some methods used include:

- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval Form needed
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members. Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting
- Facebook or Twitter post
- Phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Educator.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs in the county know I am a project leader? Prior to enrollment, ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development Educator about this opportunity.

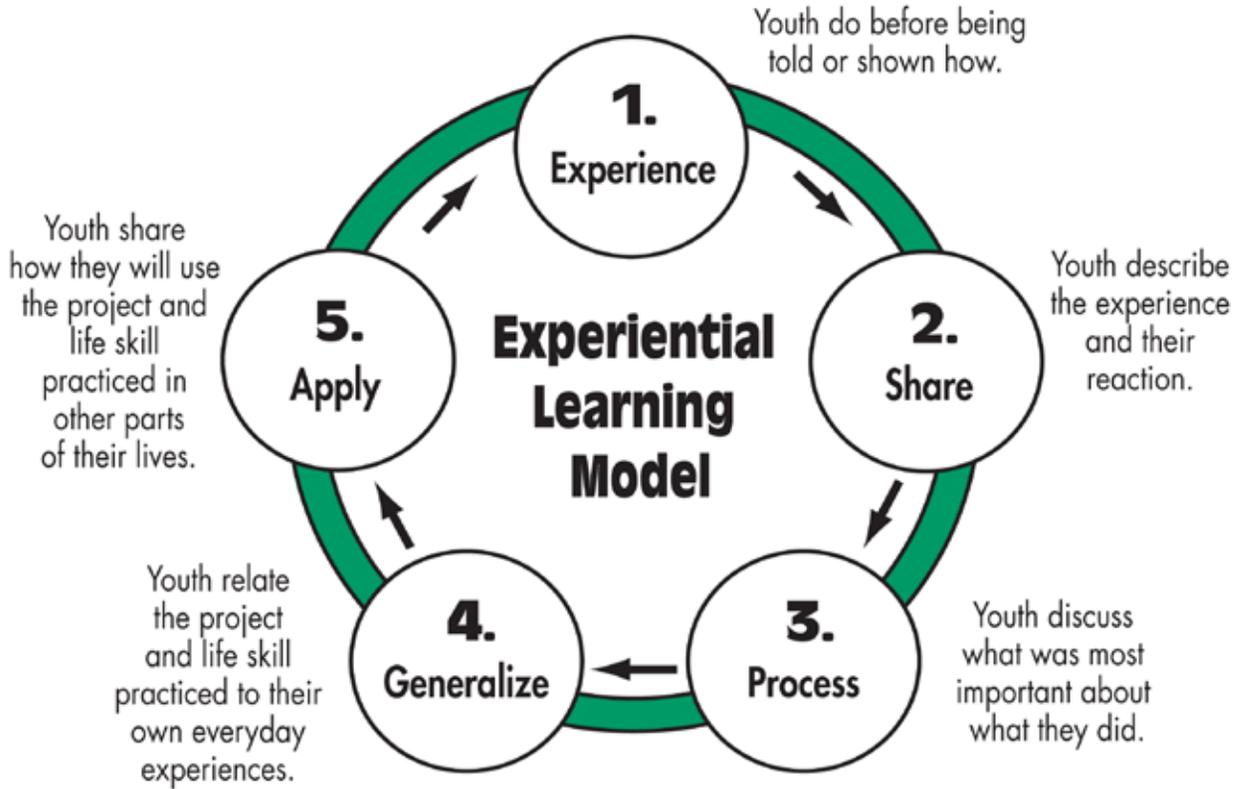
How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.
- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What is Experiential Learning? (Do, Reflect, Apply)



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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Wisconsin 4-H
VISION

4-H Youth Development:
a catalyst for positive community
youth development



Incorporate Life Skills Development into the project areas (Projects are the vehicles that help youth develop life skills)



What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

What resources are available to help me?

- 4-H Project Literature – <http://fyi.uwex.edu/wi4hprojects/>
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.
- Media Collection & Public Libraries – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
- 4-H Website – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.

- Volunteer Leaders Conferences – Review each issue of your county’s newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide events such as Area Animal Science Days and Youth Plant Science Day.
- Field Trips – Youth always enjoy the opportunity to see first hand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
- Local Experts – Bring in a local “expert” to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
- Missouri 4-H Web Site – Many project leaders volunteer because of a special interest in a project area and are looking for more guidance on working with youth. Missouri 4-H has developed a web site to help volunteers working with youth learn more about their role. The “lessons” on the website include How Kids Develop, Learning Through Experience, Kids as Resources, Managing Groups of Kids and Working with Parents and Other Adults. Visit their web site at <http://dlcd-courses.ext.missouri.edu/umc/4h-volunteers/>.
- Utah 4-H Discover Club curriculums <http://utah4h.org/discover/>

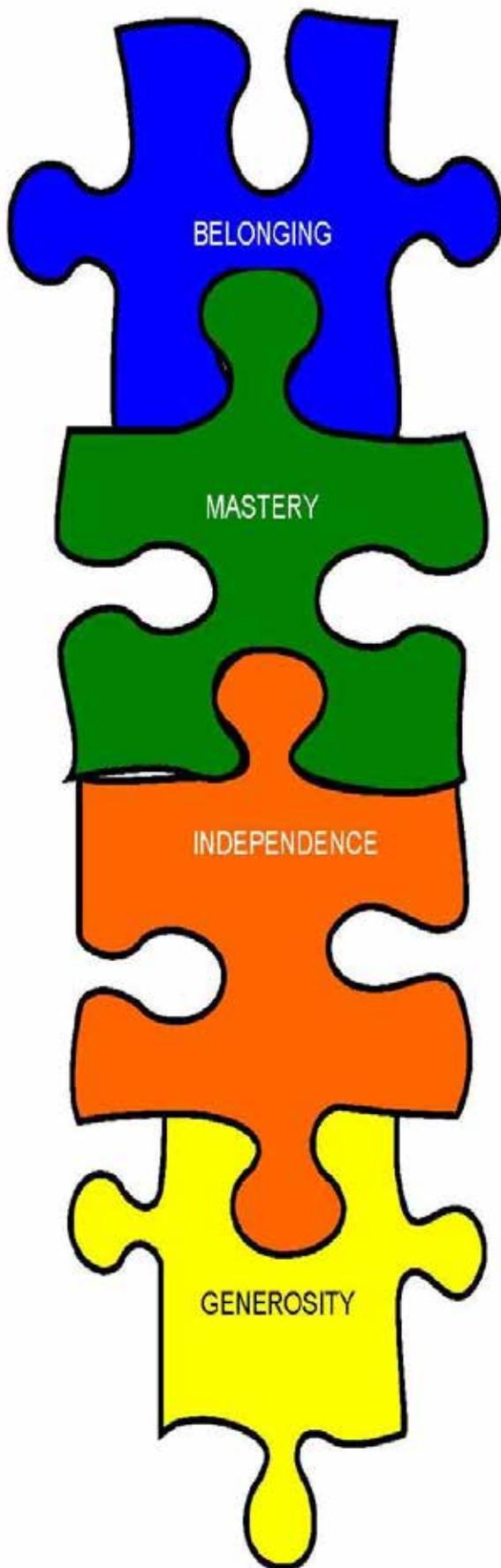
Wisconsin 4-H Mission



UW-Extension 4-H Youth Development
integrates research, education,
and community-based partnerships,
enabling youth to learn and practice skills
to be productive citizens.

4-H Project Meeting Planning Guide

Project Name	Meeting Date	
Description	Supplies needed	
Meeting Time	Location	
County wide or community club (circle one)	<input type="checkbox"/> Meeting info sent to Extension office (three weeks ahead of time or before the Clover flyer deadline)	
Leadership Team for Meeting (List adult and youth leaders):		
Basic Checklist	Check if OK	Notes
Notification of members?		
At least two adults present? (required by policy)		
Adequate space for meeting?		
Safety concerns addressed?		
Arrival activity for early birds?		
Instructional Interest Getter? (15-20 minutes)		
Hands-on Activity? (30-50 minutes)		
Discussion Time? (10-15 minutes)		
Member presentations? (10 minutes)		
Record keeping Time (10 minutes)		
Summary and Assignments for future? (10 minutes)		
Refreshments & recreation?		



Belonging

A Positive Relationship with a Caring Adult
A caring adults acts as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people.

An Inclusive Environment
An inclusive environment is one that creates a sense of belonging, encourages and supports its members with positive and specific feedback.

A Safe Environment
Youth should not fear physical or emotional harm while participating in a 4-H experience whether from the learning environment itself, adults, other participants or spectators.

Mastery

Opportunity for Mastery
Mastery is the building of knowledge, skills, and attitudes and then demonstrating the competent use of this knowledge and skills in the manner of a proficient practitioner. The development of mastery is a process over time.

Engagement in Learning
An engaged youth is one who is mindful of the subject area, building relationships and connections in order to develop understanding. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity to create.

Independence

Opportunity to See Oneself as an Active Participant in the Future
The ability to see oneself in the future is to have hope and optimism to shape life choices to facilitate the transition into participating in the future.

Opportunity for Self-Determination
Youth must exercise a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

Generosity

Opportunity to Value and Practice Service to Others
Finding one's self begins with losing yourself in the service of others. Service is a way for members to gain exposure to the larger community. indeed the world itself.

Content Planning

Part of Meeting	Why	What We Will Do	Who Will Lead
Interest Getter (15-20 minutes) Ideas include identification quizzes, judging contests, relay skill game, videos, tour, guest speakers, instruction by leader, etc.	Establishes concepts to be learned at the meeting. Promotes skill development and Mastery.		
Skills Session (20-30 minutes) Hands-on activity using Experiential Learning.	Improves learning, promotes a sense of Mastery and Independence, and develops Life Skills.		
Discussion (15 minutes) Allow time for members to process the experience of the skill session.	Promotes Mastery of the concepts and skills. Promotes a sense of Teamwork.		
Presentation (10 minutes) Have members make short and simple prepared talks.	Promotes Mastery and Independence. Develop public speaking Life Skill.		
Record Keeping (10 minutes) Help members capture what they did and learned.	Promotes a sense of mastery and record keeping Life Skill.		
Summary & Assignments (10 minutes) Summarize key points and make assignments.	Promotes sense of Belonging, develops Leadership, and possibly Citizenship.		
Refreshments & Recreation (20 minutes) Time can vary. The point is fun and fellowship.	Promotes sense of Belonging.		

Suggested Division of Time for a 90-minute 4-H Project Meeting

Summary & Assignments
10 Minutes

Assign presenters for next meeting. Plan a service project. Promotes Belonging and could be used for Citizenship.

Record Keeping
10 Minutes

Spend a few minutes helping members capture what they did and learned. Great Life Skill!!

Presentations
10 Minutes

Have members give short, simple presentations on topics from other meetings or new information they have researched. Great for building confidence and life skills and developing Independence and Mastery.

Refreshments & Recreation – 5+ Minutes
Promotes a sense of Belonging. It's fun!

Instructional Interest Getter
15 Minutes

Instruction, videos, demonstrations, quizzes, tours, guest speakers.

Skills Session – 30 Minutes

Hands-on activity in which the members are involved in learning and practicing a new skill. This is the first step of Experiential Learning and promotes a sense of mastery and accomplishment. Use experienced members to help less experienced ones to promote leadership. Address safety issues at beginning of session.

Discussion – 10 Minutes

Talk about what happened in the skill session. Ask questions to help members think about applying what they learned to future experiences. Promotes a sense of teamwork, belonging and mastery.

