



4-H Geology

Kansas 4-H Geology Curriculum Team

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In each case, credit James P. Adams,

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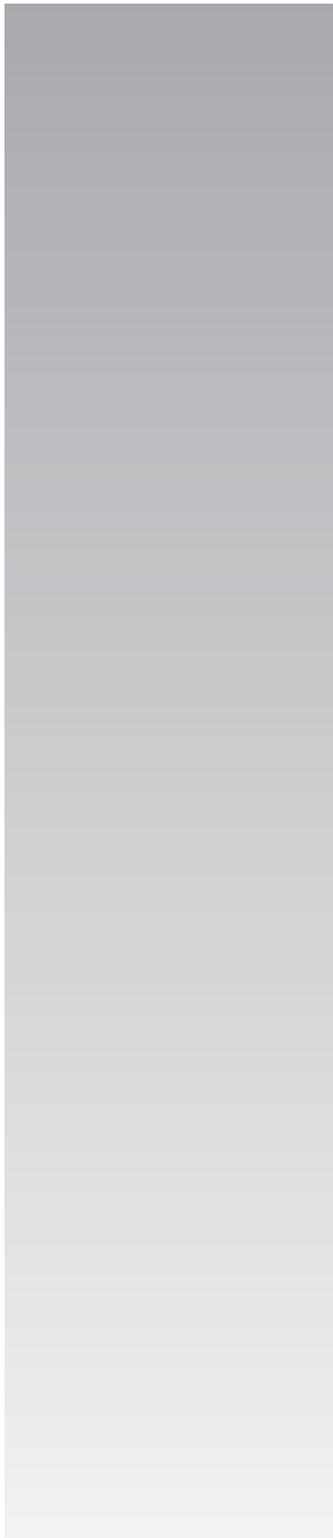
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This notebook is designed to help you as a 4-H Geology project leader do the best job that you can to make the project a fun, interesting, and valuable experience for the 4-H youth that you teach. Geology is important to Kansas, because of the oil, gas and limestone industries. It is important to 4-H, because Kansas youth learn how the earth under Kansas was formed. The Geology project becomes the vehicle through which we can teach history of Kansas formations and related geologic skills, plus the necessary life skills to the youth who enroll. Other 4-H project areas such as science, health and safety are incorporated where appropriate.

Objectives

The objectives of the Geology Project are as follows:

1. To learn and apply recommended principles of geologic processes.
2. Learn to use accepted practices for mental, physical and emotional health, and to respect yourself and others.
3. Demonstrate a knowledge of the geologic skills or observation.
4. Develop skills, knowledge and attitudes for lifelong use.
5. Identify rocks, minerals and fossils and understand how they were formed.
6. Practice leadership skills and roles, participate in community service, and demonstrate citizenship responsibility.
7. Develop integrity, sportsmanship, decision-making capability, and public speaking skills through participation in demonstrations, tours, contests, and/or exhibits.
8. Learn the value of scientific research and its influence on people and the earth.
9. Explore career, job and productive leisure opportunities.

Major Concepts

To help meet the above objectives, seven subject areas were identified. Each of the specific lesson plans falls under one of these areas — Geologic Processes, Geologic History, Minerals, Rocks, Fossils, Natural Resources and Maps, and General Resources.

Life Skills

Kansas 4-H life skills have been articulated to help define the youth development outcomes of our 4-H program. It is the goal of 4-H to develop youth who are contributing, productive members of society. Youth may achieve this goal when these five life skills are developed and applied.

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

These five life skills are incorporated throughout the lesson plans and in the



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educational design of the project meetings. The “Dialogue for Critical Thinking” Section leads the group through the experiential learning process.

Ages and Stages

Leaders can best achieve these desired outcomes with their members when they have well-prepared leader material and understand how to structure a stimulating learning environment for the age of the youth they are leading. We know and believe that each individual is unique, yet we also know that there are generalities about certain age groups that help us teach 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

A review about the physical, mental, social and emotional characteristics of these age groups will prepare the leader for a successful project experience. It should be understood by the leader that the levels are also based on corresponding skill levels of youth. Thus, a 12-year-old youth enrolling in the project for the first time should probably begin with lessons in Level I, and not take Level III until the member has mastered some basic knowledge and skills.

Ages 7 and 8

Physical growth can be described as 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 the leader may become very important in their eyes. Building friendships occurs easily and generally by the end of this period, boys prefer playing with boys and girls with girls. Peer opinion now becomes very important. Small group activities are effective, but children still need an adult to share approval.

Seven- and 8-year-olds need and seek the approval of adults, because they are not yet confident enough to set their own standards. Play or making believe is one way they increase their ability to imagine what other people think and feel. Rules and rituals are



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important, but it is very hard for children this age to lose. This is why success needs to be emphasized, even if it is small. Failures should be minimized. Cooperative games and activities are especially enjoyable. When an activity fails, the leader should help children interpret the reasons behind the failures, which teaches that failing is not bad. Learning to cope with problems is a skill the 4-H leader can encourage for all members. The usual practice of awarding competitive ribbons should be avoided for this age.

Ages 9, 10, 11

Physically, most children at this age are in a holding pattern, although puberty may be starting for some very 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 give more attention if they are seeing and doing things.

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

The role of the leader is most crucial at this stage, as these children look to the 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 accomplishments.

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. Giving these youth opportunities to make decisions should be encouraged. Leaders should move from dictating directions to giving reassurance and support for members’ decisions.

Nine-, 10- and 11-year-olds have a strong 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 to past performance for the individual.



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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. Slower developing teens may also 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. Leaders who provide supervision without interference will have a great influence on these youth.

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 participating in 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 young person's self-concept. These youth 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 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 the many body changes by now. Many develop athletic talent and devote hours to training and competition. Learning to drive a car further moves the teen 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. Any 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. A leader can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from them. 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



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of high importance. Sports and clubs are important, but these 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 busywork, teens soon will lose patience and interest. Middle teens are learning to cooperate with others on an adult level. They will pride themselves on increased ability to be responsible in the eyes of themselves, 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 continuing involvement at the local level, they will be self-directed learners or assume adult leadership roles.

This information on child development has been taken from the 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 Development

Some child development specialists and educators have noted every child is vulnerable because of the complex social forces affecting our country since the early 1950s. In 1991, The National Commission on Children estimated that fully one-quarter of all children are “at severe risk” in relation to substance abuse, school failure, delinquency, etc., and another quarter are “moderately at risk.” H. Stephen Glenn and Jane Nelsen document these changes in their book, *Raising Self-Reliant Children in a Self-Indulgent World*. Four major factors necessary for the development of capable young people have been identified 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’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 dialog 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 an adult. 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 4-H project leaders, when we listen to members, we must take them seriously and treat them as significant, we will begin to restore the dialogue and collaboration necessary to link youth with the larger society.

On-the-job training with “hands-on” involvement has been the cornerstone of 4-H



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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 why 4-H has been recognized in the field of informal education. If we, as parents or leaders, think we are helping when we do their work for them, we need to stop and consider that, "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. According to the Ewing Marion Kauffman Foundation report, *Reweaving the Tattered Web — Socializing and Enculturating our Children*, by Basil J. Whiting, "Three generations and extended families in the same house are not so common. Grandparents and aunts and uncles live longer distances away, and often alone (only five percent of American children now see a grandparent regularly)... Divorce is common. Half of those who remarry will experience a second divorce. Half of all children will spend some of their childhood with a divorced parent." As a 4-H project leader, you become a parent resource, both to 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 youth 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 repetitive functions	Quality circle approach
Individual piecework	Team centered
Autocratic	Participatory
Single job in lifetime	Flexible learners
Familiar with simple machines	Technology knowledgeable
Single task orientation	Information processors

The January 1990, issue of *Prevention Forum* magazine offers hope for today's youth when 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.



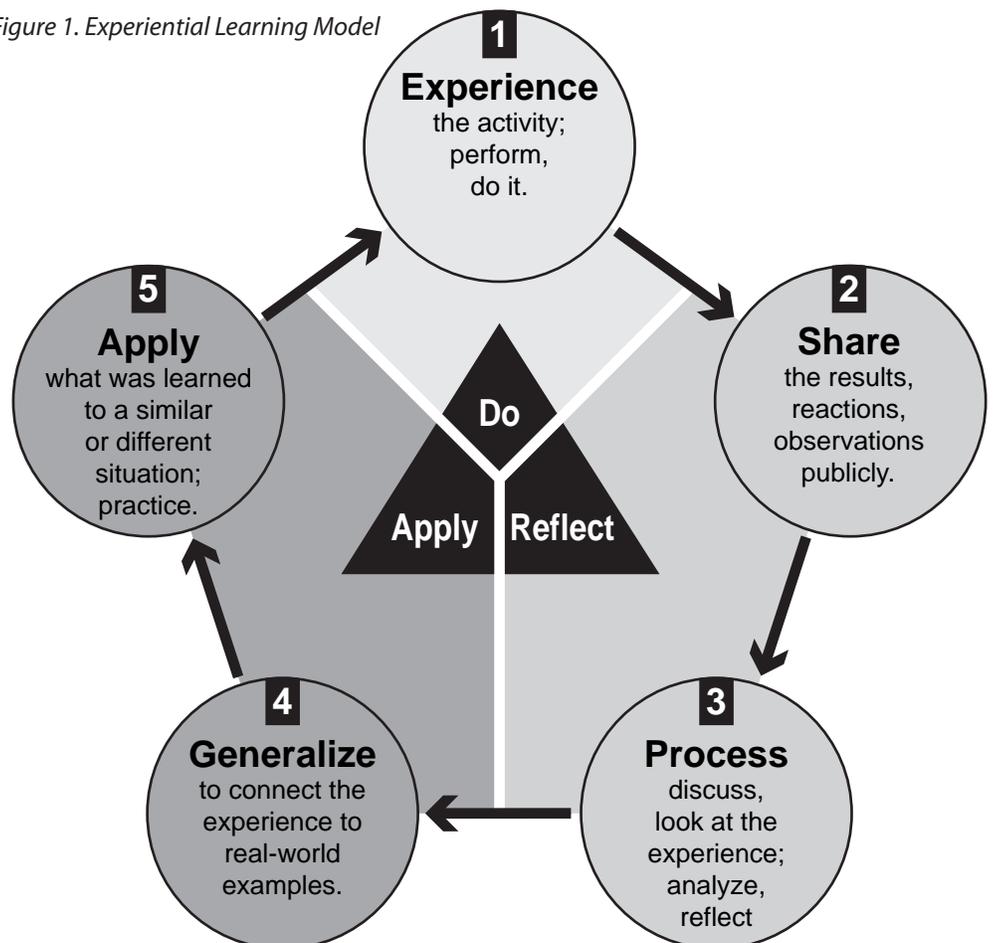
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According to the Kauffman Foundation report, “child and youth development by natural osmosis is no longer an effective strategy. We can rely no longer on child development to occur as a natural by-product of family and community functioning because too many families and communities no longer function the way they used to. This means reweaving the web to do what the family and community no longer do, and perhaps no longer can do adequately. It means constructing new institutions and new ways for children and youth to sustain relationships with a variety of caring adults ... yet this must be supplementation, not replacement. We dare not leave out strands of parent-strengthening services in the many ways and places where traditional parenting is, at bottom, the still-to-be-preferred approach.”

Experiential Learning Model

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 members to function and live productively in the world which they will soon inherit and direct.

Figure 1. Experiential Learning Model





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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.

Example questions used to complete the Experiential Learning Model

A. Share (what happened)

1. What did you do?
2. What happened? What did you see? Hear? Touch? Taste?
3. How did you feel?
4. How did it feel to...?
5. What was most difficult? Easiest?

B. Process (what's important)

1. What problems or issues seemed to occur over and over?
2. What similar experiences have you had?
3. What was most important?
4. Why was that significant?
5. Why do you think it happened?
6. What caused you to feel that way?

C. Generalize (so what?)

1. What did you learn about yourself through this activity?
2. What did you learn about a life skill?
3. How do the major themes or ideas relate to real life and not just the activity?
4. How did you go about making your decision?

D. Apply (now what)

1. How can you apply what you learned (life skill) to a new situation?
2. How will the issues raised by this activity be useful in the future?
3. How will you act differently in the future as a result of this activity?
4. How can you do it differently for different results?

Applying the Experiential Learning Process

Hands-on involvement (learning by doing) is the most effective method for learning this material. It helps youth learn personal initiative, hard work, patience and deferred gratification. By doing the work for the youth, parents, teachers and leaders may destroy the young person's self-esteem and sense of worth. They may rob youth of learning by trial and error, practicing skills and becoming competent and capable. The greatest gift leaders can give is to help youth validate themselves as capable people. These lessons were designed using a model known as the experiential learning process which has been adopted as the national curriculum development model for 4-H Youth Development.

Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses this



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information to perform another activity.

The experiential learning process encourages youth involvement through dialogue and strengthens adult-child relationships. To enhance the goal of learning, an atmosphere of friendliness, trust, and unconditional acceptance is required.

In each lesson, the “Dialogue for Critical Thinking” questions help complete the experiential learning steps. Except for the content review questions, most of these leading questions do not have a “right” or “wrong” answer. In addition to providing feedback to the leader, their purpose is to affirm and validate the perceptions of the members.

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 Experiential Learning process is used to help youth share the process of discovery, leaders will be developing them as critical thinkers, concerned for others, with the wisdom to function successfully in their future world.

Format of Each Lesson Plan

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

TITLE — generally descriptive of the skill to be learned.

LEVEL — describes which age level it is written for.

What Members Will Learn...

ABOUT THE PROJECT — indicates what 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 — information is what the leader needs to know to teach the activity. This portion can be used as a leader’s script for the leader if necessary.

LEADER NOTES — give directions or instructions for the leader that go with the “Activity” information. Space is available for leaders to write their own notes also. Member activity sheets or handouts are provided for the leader to copy and give to members to work on at the meeting or take home so parents can reinforce the learning.

DIALOGUE FOR CRITICAL THINKING — questions are provided for the leader to help enhance life skill development and generalize the subject information to the real world of the youth participant.

GOING FURTHER — ideas such as tours, demonstrations, handouts, and things to do at home, are for the leader and members to consider if they want to learn more about this particular lesson content.



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REFERENCES — credit the source used to develop this lesson activity in addition to the author.

AUTHOR — is the source of information plus names of Kansas State University faculty who reviewed and adapted this lesson including specific ideas from volunteers.

The Geology project is one of several Kansas 4-H projects to undergo a major change in the way the project materials have been designed and used. Leaders need to realize that members will no longer receive member resource books or materials through the County Extension Office. Members will receive a *Generic Project Record Form (P1106)*, which outlines how to set learning goals and provides a year-end Geology summary record. All other printed materials for members will be given to them by their project leader.

In order for members to have a successful project experience, it is imperative that a leader meet with members. These lessons work best with an adult and/or teen leader working with a small group of members. Several youth in the group will stimulate the discussion and dialogue, which is so important to the success of this process. If members are unable to meet in a group, the parent may serve as a leader to his/her child by requesting copies of the appropriate lesson plans from the K-State Research and Extension office and completing them at home.

The project has been restructured to feature a series of sequential learning experiences based on members' age and skill level, 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 geologic processes and specimen identification skills.

It is important for members to be able to exhibit or share products or ideas they have learned. General fair class should be offered to accommodate geology exhibits or educational displays, plus Lapidary.

Ideally, members should progress through all levels in order, but it is not necessary. If project members vary in age and skill levels and the group is large enough, splitting into like age groups with additional leaders is recommended. Older members might be used as assistant leaders with beginning levels which then allows teens to be self-directed learners for advanced skills, or teens might meet together as a multi-club or county-wide group.



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Role of the 4-H Project Leader

Your major roles are that of teacher, facilitator and encourager.

Your Role as Teacher:

- Help members set goals.
- Share your knowledge of the project through meetings, tours and home visits. Having five to 10 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. See *Teaching with Discussion*.
- Be sensitive and respond to individuals' needs, beliefs and family circumstances. Do not judge.
- Help members find additional learning opportunities and resources. (Using *Going Further* in the lessons.)
- 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.

Your classroom is wherever the member must be in order to learn — in the home, meeting room, or on a field trip. Your subject matter – what you teach – is Geology plus youth development.



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Teaching With Discussion

Why Use Discussion?

Discussion is part of every lesson. Discussion questions appear in the “Dialogue for Critical Thinking” section. Discussion is most effective when you want to:

1. Help participants think 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 participants feel that the safest thing to do is remain silent.

How Can I Help Them Overcome Their Fear?

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 meeting period. Get to know each participant personally. Take a special interest in them; they will come to trust you. When asking a question, call on participants by name. This seems to promote freer communication.

Sitting in a circle encourages exchange.

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?



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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

The First Meeting

The first meeting is usually an organizational one to plan for the project year. It is a good idea to have parents attend this first meeting with the members. Parents should be encouraged to take part in any or all activities.

As members arrive, plan something for them to do. Perhaps a teen leader can be prepared with a get-acquainted game or activity. Make sure every member knows everyone else. Do not assume this is the case. Taking time now to build group trust will have payoffs later in commitment, discipline and encouraging discussion. Share some of the broad objectives you have for the project. Set dates with members and parents for future meetings. Schedule any demonstrations with members and discuss other special activities for the entire year. Discuss your expectations for recovering costs of materials, copying, etc.

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.

The Kansas Recognition Model provides for recognition for: participation, progress toward goals, standards of excellence, peer competition, and team cooperation efforts.

When properly used, incentives can be an effective way to encourage good project work and enhance personal development of the members. 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 encouragement or pat on the back from leaders are also effective in promoting desirable performance.

Group recognition should be used 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 helpful member, the most reliable, the most prompt, the most improved trainer, etc.



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References

Portions of this introduction section have been adapted from the *Beef Cattle Leader Guide*, published by the Texas Agricultural Extension Service, and from *Celebration!*, Nebraska Cooperative Extension Service, 4-H publication 262.

McKeachie, Wilbert James. 1986. *Teaching Tips: A Guidebook for the Beginning College Teacher*. Lexington, Mass.: D.C. Heath.

Reweaving the Tattered Web — Socializing and Enculturating our Children, by Basil J. Whiting, is published by Ewing Marion Kauffman Foundation, 4900 Oak, Kansas City, MO 64112-2776.

Raising Self-Reliant Children in a Self-Indulgent World, by H. Stephen Glenn and Jane Nelsen, Ed. D., is published by Prima Publishing and Communications, P.O. Box 1260SR, Rocklin, CA 95677, (916) 624-5718, and can be ordered from St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 (212) 674-5151.

A video presentation by Stephen Glenn, which summarizes much of *Raising Self-Reliant Children in a Self-Indulgent World*, can be requested through your county/district Extension office. Ask for the video, *Developing Capable Young People*, available from Kansas State University, Department of Communications, Production Services/ Instructional Media.

Planning Helps

The following forms may be used by the leader to help in planning.

- Project Member Enrollment Record
- Project Leader Meeting Record
- List of Members and Their Goals
- Volunteer Support Form
- Project Meeting Checklist

Project Leader Meeting Record

Name of Project

Phase(s)

Project Leader

Project Members		Attendance at Project Meetings								Presentations Made by Members	
Name	Phone	1	2	3	4	5	6	7	8	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

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: _____

VOLUNTEER SUPPORT FORM

Volunteer I Name _____

Volunteer II Name _____

Address _____

City _____ Home phone _____

Volunteer I Occupation _____ Business phone _____

e-mail _____

Volunteer II Occupation _____ Business phone _____

e-mail _____

Other Volunteer obligations _____

I would be willing to assist the 4-H program by:

Volunteer I **Volunteer II**

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Helping members with demonstrations. |
| <input type="checkbox"/> | <input type="checkbox"/> | Helping members with project talks or public speaking. |
| <input type="checkbox"/> | <input type="checkbox"/> | Helping provide transportation to project meetings. |
| <input type="checkbox"/> | <input type="checkbox"/> | Assisting members with project records. |
| <input type="checkbox"/> | <input type="checkbox"/> | Helping provide transportation for project tours or field trips. |
| <input type="checkbox"/> | <input type="checkbox"/> | Assisting with project meetings when needed. |
| <input type="checkbox"/> | <input type="checkbox"/> | Special skills I have |
| <input type="checkbox"/> | <input type="checkbox"/> | Help bring refreshments. |
| <input type="checkbox"/> | <input type="checkbox"/> | Develop a "calling tree" for meeting reminders. |
| <input type="checkbox"/> | <input type="checkbox"/> | Making my home available for a project meeting if needed. |
| <input type="checkbox"/> | <input type="checkbox"/> | Helping provide special supplies if needed. |
| <input type="checkbox"/> | <input type="checkbox"/> | Others, 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 members?						
6. Did I involve other volunteers 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?						
<i>*Seven or more positive responses denote an excellent meeting rating.</i>						

4-H _____ Project Record

(May be used for any 4-H project)

The purpose of this form is to give you a tool to use to record information about your learning experience in this project. In addition, this form will provide one method of keeping track of basic expenses for this project. This record sheet is for you and your project leader to use.

Project level _____ Years in Project _____

Name _____ Club _____

- List your goals for this project this year.** Complete this section at the beginning of the 4-H year when you enroll. Share these goals with your project leader and parent(s)/legal guardian(s). At the end of the year, place an “*” next to those that you accomplished.

I want to learn how to... _____

I want to learn about... _____

I want to be able to... _____

- List learning activities that relate to this project.** Project meetings, field trips, workshops, judging schools, quiz bowls, skillathons, etc. Indicate level of participation: L — club and local, C/D — County/District, A/R — Area/Regional within Kansas, S or N — State or National

Activity/Event	L	C/D	A/R	S or N

3. List the demonstrations/talks/presentations you did related to this project.

Title	Topic	Event	#People	#Times

4. Project Expenses and Income

Project Costs

Date	Things bought, used, labor costs, value of homegrown product	Amount
	*Beginning inventory (if applicable)	
	Total Project Expenses	

Project Income

Date	Things sold or used at home (tell which)	Amount
	**Ending inventory (if applicable)	
	Total Project Income	

Summary

Total project income \$ _____

Total project expenses \$ _____

How much money made or lost \$ _____

(Profit or Loss does not mean that the project was or was not a good learning experience!)

**Beginning Inventory means what your project was worth in dollars at the start.*

***Ending Inventory means what it was worth when you finished, if you didn't sell or use it.*

5. List the knowledge/skills you learned and what you accomplished during the year.

*For example: I learned how to... I interviewed 3 people about... I researched
the different materials used in I observed.... I shared.... I taught....*

6. List the size and amount accomplished in your project for this year. This is more than just how many items you entered at a fair or shows. Include numbers: how many animals, articles, garments, pounds, repairs, hours spent making project, number of other people taught, total number of photos taken, etc. For example: Managed 12 breeding ewes for 8 months; Prepared 48 family meals; Repaired 12 articles of clothing for a cost savings of \$65.

7. Project leadership activities (*taking initiative, organizing, leading teaching*) in this project were: *L — club and local, C/D — County/District, A/R — Area/Regional within Kansas., S or N — State or National.*

8. Citizenship (*helping others, community service, volunteering*) activities in project were:

Date	Responsibility (your part)	Number people/hours, etc.

9. **My Leader/Helpers:** *List who helped you and how they helped. What did you learn from each helper in this project?*

10. **Exhibits at shows and fairs.** *List items displayed or judged. L — club and local, C/D — county/district, A/R — area/regional within Kansas, S or N — state or national.*

Item	Event	Placing	L	C/D	A/R	S or N

11. **Reflection:**

* The favorite part of my project was... _____

*The part of my project that I am proud of is... _____

*The most difficult part of the project was... _____

*The most important thing I learned in this project was... _____

12. **Apply** — Next year I want to... _____

13. **Attach any additional pages with any project information that you feel is important.** *It can be photos, pictures, stories, drawings, programs, additional records, etc. This is information that is special to you and a memory that you want to create for this project. There is no required format for this section.*

This record has been reviewed by each of us:

Member's Signature _____ Date _____

Parent or Leader _____ Date _____

*Compiled and edited by James P. Adams, Associate Professor, 4-H Youth Development,
with original input from agents and leaders from Reno and Sedgwick counties.*

*Brand names appearing in this publication are for product identification purposes only. No endorsement is intended,
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