



# Program Planning & Reflection Activities

## Planning Activities

### Goals Sculpture

**What:** Involve all group members in creating a sculpture out of foam core board which showcases each person's interests or goals for the 4-H year ahead!

**Materials Needed:** permanent markers of all colors, odd shaped pieces of foam core (1 per person), hot glue gun and glue sticks, extension cord, board approximately 6"x12 "or larger OR box for base of sculpture

**Do Ahead:** 1. Cut foam core into odd shaped pieces, using a box cutter type utensil. Pieces should be 4-8 inches wide/high—there is no set size but larger pieces make for more impressive sculptures. You will want a variety of shapes/sizes. 2. Obtain wood or cardboard base for the sculpture. It needs to be sturdy enough or the sculpture will tip over.

### Directions

**Leader explains** that in order to make this a successful year in our 4-H club/group, we need to know what members want to do and learn, and what our goals are as a group. We are going to create a sculpture of what you'd like to learn and do this year.

Members (and family members if desired) choose a piece of foam core. Ask everyone to think about 2 things: 1) Things I like to do or am interested in learning about and 2) a goal I have for this 4-H year (for yourself or for the club). Use the markers to draw your name on one side of the foam core, along with pictures or designs showing your interests and things you like to do. On the other side, write or draw a picture to represent your goal for the year. It works best if the artists use a lot of color on their piece! When members finish, invite them to come up to the base board/gluing area and add their piece to the sculpture! **Gluing:** An adult or older teen should help at this station. Put a heavy amount of hot glue along one edge of the foam core piece then place it on the board. The member can help hold it in place for a few minutes so that it doesn't tip. A few pieces get glued to the board, with the rest getting glued onto the other edges of those pieces, slowly building a sculpture that juts out in all different directions.

**Share and Reflect:** At the end of the building time have each member share some interests and their goal with the group. Talk about all the things it takes to "build" a successful year for all members and families!

*Adapted by Anne Stevenson, Extension Educator, Center for Youth Development, University of Minnesota*

## Pipe Dreams

An exercise for setting realistic goals and reaching them.

**Size:** 5 – 50 **Time:** 15 minutes

**Materials Needed:** a pipe cleaner (or chenille stem) for each person in the group

### Directions

Discuss the idea of setting personal goals. Goals are dreams with deadlines. If we write down our goals we'll have a better chance of achieving them.

Goals don't work unless they are "SMART" goals, an acronym for these characteristics:

- Specific
- Measurable
- Attainable
- Responsibility
- Timeline

### **Goals examples:**

- If I want to be an Olympic gymnast and I'm thirty years old, that is not a very SMART goal.
- If I want to attend the gymnastic finals at the next Olympics, that is as SMART goal because it is realistic and attainable if I do some planning.

Give each member a pipe cleaner. Tell them to decide on a goal that they would like to accomplish this school year...by the end of this retreat...by next week...before this class is over (give them the specific time frame).

Make sure they apply the SMART philosophy to it. Have them write it out if you'd like.

Have them form a symbol out of the pipe cleaner that will remind them of their goal.

Each person should share his or her goal with the group. The group can challenge the SMART aspects of the goal to help each member clarify what they hope to achieve.

*Adapted by Anne Stevenson, Extension Educator, Center for Youth Development, University of Minnesota*

## Green Light, Yellow Light, Red Light

**Materials Needed:** easel paper, markers

Post a piece of large paper (easel paper works well) or use a whiteboard, and draw three columns labeled Green Light, Yellow Light, and Red Light. In the Green Light column participants list the things that they would like to start doing in the group. In the Yellow Light column participants list the things that they would like to continue doing in the group (with or

without modifications). In the Red Light column participants list all the things they would like to stop doing in the group. This can lead to a discussion about norms, decisions, and ultimately a plan based on the lists they generated.

*Adapted from the Quality Matters Toolkit, University of Minnesota, Youth Work Institute*

## **Backwards Planning**

**Materials Needed:** easel paper, markers, sticky notes

Young people begin by choosing the final outcome of a project or an activity. Using a time line or other visual method, young people then work backward to outline all the necessary steps to reach that outcome. If done with index cards or sticky notes, participants can rearrange steps as they go (See Post-It® Planning).

For example, in a pottery workshop, a small group of young people may decide on a particular type of bowl they'd like to make. They write down "shiny purple soup bowl." Then, creating a reverse timeline, they write "glaze it, fire it, smooth all bumps away, create shape on wheel, center clump of clay on wheel, get clay." Once the timeline is in place, young people can begin carrying out the steps, starting at the beginning.

*Adapted from the Quality Matters Toolkit, University of Minnesota, Youth Work Institute*

## **Post-It® Planning**

**Materials Needed:** Post-It® notes, flip chart

Young people, by themselves or as a group, write on self-stick notes all the tasks that are necessary to undertake a particular project or activity. As a group, they place these notes in order on a wall or on butcher paper to create a timeline of the steps they will need to take. For example, you are leading a group in planning an open house. You have an easel up front with "Open House" written at the top. Distribute Post-It® notes and ask young people to take turns writing tasks. Cathy writes "Choose a date" and sticks her note on the easel. Danielle writes "Buy ice cream" and puts that up. Henry writes "Reserve the conference room" and sticks his up. Pretty soon there are dozens of notes on the easel. Alex then volunteers to put them in order. He comes up to the easel, and, with the help of the group, reorders the sticky notes.

*Adapted from the Quality Matters Toolkit, University of Minnesota, Youth Work Institute*

## Planning or Reflection Activities

### Rotation Brainstorm

**Materials Needed:** easel paper/butcher paper, markers

In small groups (or individually), young people start brainstorming on a piece of butcher paper that is headed with a topic or concept. It's typically good to have each group select a person to scribe. After some period of time the facilitator plays a sound (e.g. slide whistle, tambourine, etc.), calls "Switch," and each group moves to the next station to continue brainstorming where the previous group left off. At the end, make sure to provide time for participants to read all the sheets. If you have enough wall space, you can place the sheets side by side where everyone can see them, and facilitate a large group reflection.

For example, tape three easel sheets up to different walls and label each as follows: Places we could hold our fundraiser; Entertainment at fundraiser; and, Food possibilities. Divide into three groups. Have one group go to each station and start brainstorming. Say, "Please have one person list all the ideas your group comes up with—and go as quickly as possible!" After three minutes, ring a bell and say, "Rotate clockwise." Help groups move clockwise to the next station, where they add to the brainstorm list of the previous group. After three rotations, ask participants to walk around and read over the three sheets.

*Adapted from the Quality Matters Toolkit, University of Minnesota, Youth Work Institute*

### Picture, Diagram or Collage

**Materials Needed:** different art media (magazines, paints), paper, markers/crayons, etc...

Have young people create visual representations to depict what they will do, or did, in a particular project or activity.

#### **Some planning examples:**

- Before a gardening workshop, have young people go through gardening magazines and cut out pictures they like. They then assemble those pictures into a collage about how they may envision the garden they will help create.
- Have young people draw a diagram of a boat they will construct out of cardboard boxes, plastic bags, and duct tape.

#### **Some reflection examples:**

- Using watercolors, have young people draw abstract representations about how they felt about their mentoring projects at the elementary school.

- Have individuals draw symbolic representations of what they saw on the field trip and have peers guess what the pictures represent.

*Adapted from the Quality Matters Toolkit, University of Minnesota, Youth Work Institute*

## **Reflection Activities**

### **The Talking Stick**

**Materials needed:** a stick, ball, stuffed animal or another item easy to hold

Participants sit in a circle and use the “the talking stick” item to designate who can speak. Only the person who is holding the object may speak. The role of the others in the circle is to listen. It is the role of the group leader to ensure that no one else speaks when the person with the talking stick is speaking. It is important to ensure that each person’s opinion or reflection is listened to and respected. This may take a little time the first few times a group engages in a talking circle, but once established and honored, this process can be very effective for individuals to share what is on their mind or heart. When the person is done speaking, they pass the talking stick to someone else. (Pass the talking stick to the next person or hand it across to another in the circle.)

**Some potential questions you could use include:**

1. One thing I learned from this activity is\_\_\_\_\_.
2. Something I really enjoyed about this activity was\_\_\_\_\_.
3. Something new I got to try was\_\_\_\_\_.
4. Something that surprised you about yourself\_\_\_\_\_.
5. Something I’d do differently next time is\_\_\_\_\_.
6. Something I wondered about was\_\_\_\_\_.

*Adapted by Anne Stevenson, Extension Educator, Center for Youth Development, University of Minnesota*

### **Chat With Your Neighbor**

1. Turn to the person next to you so that you have a partner. Each takes a turn and shares your answer to this question (allow a minute or so for each person to answer).

Name one new thing you learned in this workshop

2. Next turn to the person on the other side of you so that you have a new partner and share your answer to this question (allow a minute or so for each person to answer).

Where and how could you use something you learned today? This could be in school, at work , in your family, with another group, in your personal decisions, etc.

3. In a large group ask if anyone would like to share to the whole group something from their “Chat with their Neighbor”?

*Adapted by Barb Piehl, Extension Educator, Center for Youth Development, University of Minnesota*

## Reflection Questions

Taking time to think back on an experience is an important part of learning by doing in 4-H! Leaders can help young people stop and take a quiet moment to think, ponder, process and wonder. The following are sample questions that can be used with a group or individuals to reflect on an experience. When done in a group, it is important that the leader set a tone of respect so that participants feel comfortable sharing out loud. Youth can also be asked to reflect in their head, without needing to share their response.

1. Tell about a new skill you learned.
2. Tell one thing that surprised you during this event/project.
3. Something I worked hard for is...
4. Something I wonder about is...
5. I took a risk when I...
6. Something I really like about how this group works together is...
7. One thing I'd really like to see us accomplish this year is...
8. As a group, we need...
9. What ideas worked well and did any of your ideas not work so well?
10. One thing I would personally like to get out of being involved in this group is...
11. I am proud that I keep healthy by...
12. What is something you are proud of about this experience?
13. What great idea did you get from another person today?
14. What skills did you use in this activity that you could use as part of a team in real life?
15. What challenges did you have?
16. How do you help other team members when they are struggling?
17. One of my favorite activities today/this month/this year was...
18. Something new I learned (or was reminded of) about myself was ...
19. What is one thing you learned about listening today?
20. What was it like working with a partner? What things are easier with a partner? What things are harder with a partner?
21. What did you learn about leadership today?

*Compiled by Anne Stevenson, Extension Educator, Center for Youth Development, University of Minnesota*

## Postcards

**Materials Needed:** index cards/postcards, markers

This activity is most appropriate at the end or during a day (or more), packed with activities and experiences. Ask young people to mentally review the activities and experiences of the day (or week). You may wish to lead them through a brief guided re-imagining of all of the activities completed (e.g., “On Friday night we arrived and played **Name** and **Motion**. Then we had that campfire and many of you roasted marshmallows...” Ask participants to take a “mental snapshot” of some experience they had during the sessions that they would “send as a post card” to someone who was not there with them. Ask participants to briefly describe their “post card” to others. You may offer an example to get the group started.

The activity can end with simply talking about their postcard ideas as described above, or you can have young people actually make postcards using art supplies (magazines for cutting out pictures works well). Young people could send their completed postcard to a friend or relative, or you can use this activity in combination with **Letter to Myself**.

*Adapted from the Quality Matters Toolkit, University of Minnesota, Youth Work Institute*

## Letter to Myself

Have young people write themselves a letter, reflecting on how they’re feeling and/or what they’re thinking about a particular experience. Have them address an envelope to themselves, insert their letter, and seal the envelopes. At a later date (preferably after some time has passed, e.g. a month, a year), mail the letters. This works particularly well if young people have just completed a meaningful experience, such as a weekend retreat, service learning project, etc.

*Adapted from the Quality Matters Toolkit, University of Minnesota, Youth Work Institute*

## A Rose and a Thorn

**Materials Needed:** paper, pencils

Have participants write one “rose” or good thing that has happened for them and one “thorn” or challenge. Next have them share this in large or small groups. This can refer to time spent during activities or away. For example, to start off the 3rd session of a group that meets weekly, the adult leader may ask young people to say a rose and a thorn for the past week. One youth may say, “A rose was that I got an A on my math test. A thorn was that we lost the basketball game”. Or at the end of the session, the adult may ask young people to say a rose and a thorn that occurred for them during the activity.

*Adapted from the Quality Matters Toolkit, University of Minnesota, Youth Work Institute*

## **BALL TOSS**

Toss the ball gently around the circle (in no particular order). Explain, “When you’re holding the ball, tell us something that you learned about your experience.” Make sure everyone has a chance to speak. For fun, you could limit the number of words they can use, require them to answer in two sentences, etc. After everyone has had a turn, go through the activity again, asking each person to answer the question, “What will you do that is related to this experience in the next month?”

## **WEATHER REPORT**

As the group works on the project, stop the action and have everyone stand up and form a circle. Ask participants to relate how they feel right at the moment, using only weather words; sunny, stormy, partly cloudy, etc. Let people show their reactions, one at a time, and then have participants explain their reactions. This activity should only last a few minutes. Then, return to the project.

## **PLAY DOUGH**

Divide the group into pairs to discuss the service; what they liked and learned from the experience. Who was the most interesting person they met and what made them interesting? What was their biggest challenge? What was meaningful about the experience? After they have discussed the experience, have them pick one person, moment or event and shape it out of play dough. Then ask them to talk about their object.

## **PICTURE TAKING**

Throughout the project, have the 4-Hers take pictures of what they are doing and the people whom they are working with. During the reflection time, write captions for the pictures. Use the exercise to lead the group through the service to see what they did, what they felt, and what they learned. How do they think they have changed because of their experiences?

## **SPINNING WEBS**

Ask the group to stand in a circle. The leader needs to have a large ball of yarn as she/he asks a reflection question such as “What talent did I contribute to the project?” After the first person answers, she/he holds onto the string and tosses the ball to someone across the circle. The process repeats until each person has answered the question and the ball of string returns to the first person. Everyone should be holding onto the string and a web should be visible in the circle’s center. While looking at the web, discuss the value of unique perspective in teamwork, group input, talents, etc. How would the structure be different if just one person were missing from the group? What if one person had let go his/her part of the string (responsibility)?

*The five reflection activities above are adapted from the [Minnesota 4-H Club Management Guide](http://www.fourh.umn.edu/downloads/4HMG/toolkit/Toolkit-26-Identifying-Service-Project.pdf), <http://www.fourh.umn.edu/downloads/4HMG/toolkit/Toolkit-26-Identifying-Service-Project.pdf>, and [Helping Hands: A 4-H Leader Guide to Service-Learning Projects, University of Tennessee](http://www.utextension.utk.edu/4H/sos/acrobat/Helping%20Hands-second.pdf), <http://www.utextension.utk.edu/4H/sos/acrobat/Helping%20Hands-second.pdf>.*



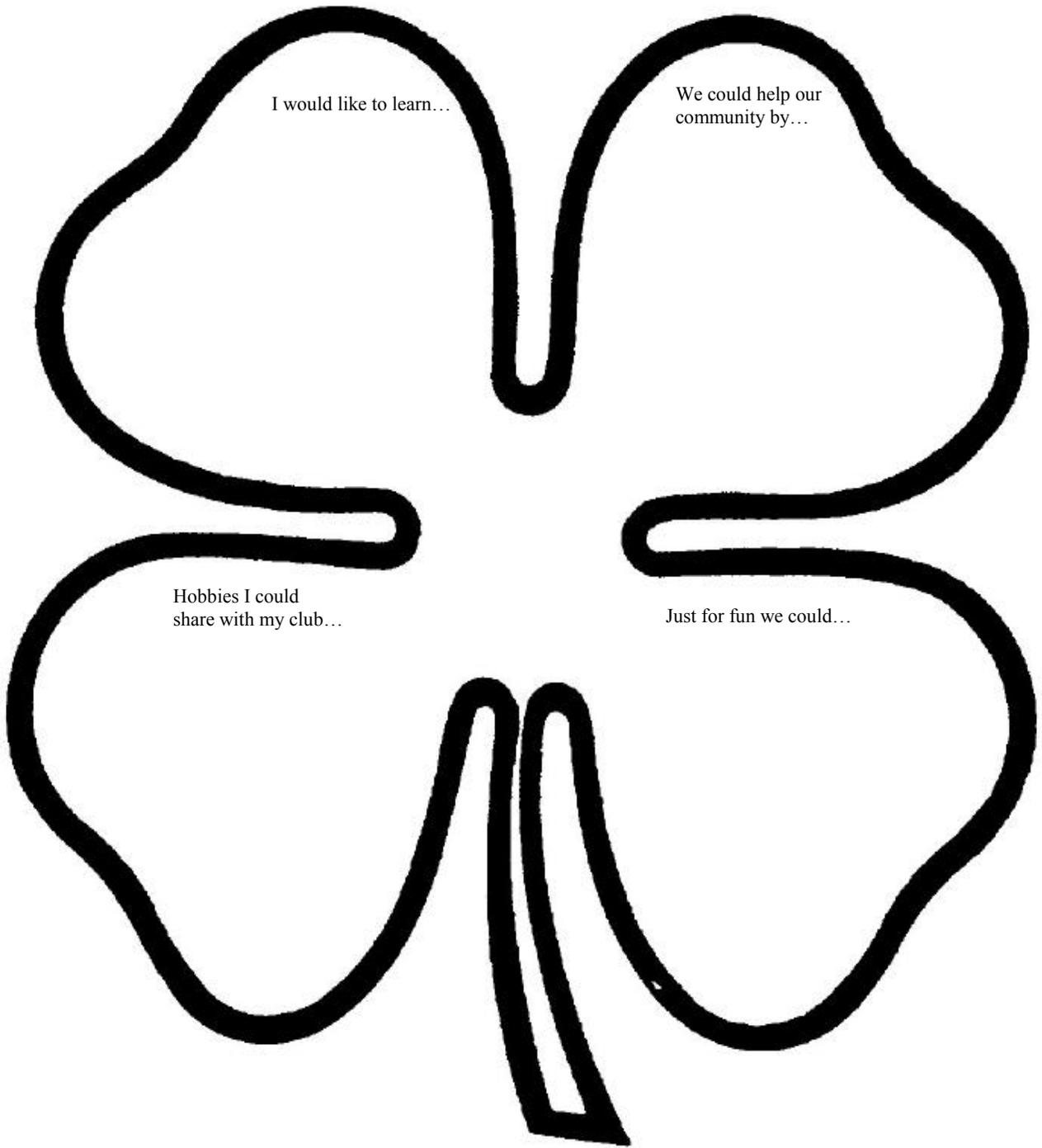
# Design Your Own Clover!

I would like to learn...

We could help our  
community by...

Hobbies I could  
share with my club...

Just for fun we could...



## How To Design Your Own Clover

4-H is for you – what you want to do in 4-H determines what you do. The things your club decides to do should be the things the members of your club want to do.

Design your clover now.

I would like to learn...

- List here the things YOU want to learn.

We could help our community by...

- What do you think your community needs? What are some things you think your club could do? List them. If you think you could help by making a survey to see what other people think...write it here. You could do a demonstration on...

My hobbies I could share with my club...

- What are your hobbies? What do you like to do? It is possible that someone in your group would like to learn your hobby or maybe you would like to learn about someone else's hobby. This will give you a chance to discuss learning from each other.

Just for fun we could...

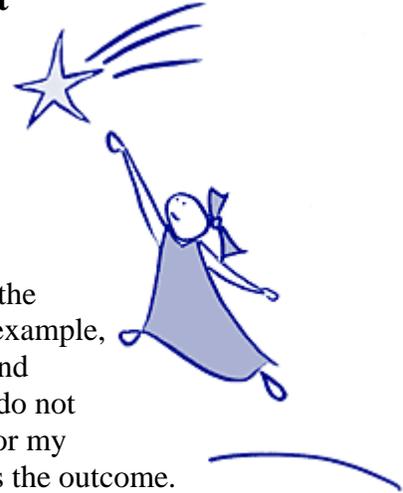
- Every 4-H club needs activities “just for fun.” What suggestions do you have for this club?

Adapted from Mississippi State 4-H Youth Development Department, Information Sheet 701 – (09-01) by Joseph Campbell, Program Leader, Volunteerism, 4-H Youth Development, The Ohio State University.

## 4-H Goal Setting Worksheet

Good goals are measurable and have three parts:

1. Action – how you will do something
2. Results – what you are going to do
3. Timetable – when you are going to do it.



Good goals also pass the “control test.” Do you have control over the *outcome* of the goal, or does someone else have that control? For example, you control the outcome of this goal, “I want to collect, identify, and display six new species of butterflies for this year’s fair,” but you do not control the outcome of this goal, “I want to win grand champion for my butterfly display at this year’s fair.” In this goal, the judge controls the outcome.

	<b>ACTION</b>	<b>RESULT</b>	<b>TIMETABLE</b>
<b>I want</b>	to learn	to bake two new kinds of cookies	by Christmas
<b>I want</b>	to train	my dog to sit and lie down on my command	by June 1
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



# 4-H Club Meeting Agenda

**Note:** This is to be used by 4-H youth when planning their meetings in cooperation with their adult volunteers.

4-H Club \_\_\_\_\_

Date of Meeting \_\_\_\_\_

Call To Order \_\_\_\_\_

Pledge of Allegiance (Led by) \_\_\_\_\_ 4-H Pledge (Led by) \_\_\_\_\_

Roll Call (list specific roll call question) \_\_\_\_\_

Welcome and Introduction of Guests \_\_\_\_\_

Reading and Approval of Minutes \_\_\_\_\_

Treasurer's Report \_\_\_\_\_

Reading of Communications \_\_\_\_\_

Committee Reports \_\_\_\_\_

Leader Report (Optional) \_\_\_\_\_

Project Leader Report (Optional) \_\_\_\_\_

Unfinished / Old Business (list items) \_\_\_\_\_

\_\_\_\_\_

New Business (list items) \_\_\_\_\_

Adjournment

Program, Activity, Demonstrations (list program presenter or 4-H members to give talks)

Recreation (Led by) \_\_\_\_\_

Refreshments (list families responsible) \_\_\_\_\_



# 4-H Club Meeting Check List

**Note:** Please have your 4-H Junior Leaders and adult volunteers evaluate your club meetings and compare notes.

	Great	Ok	Could Improve
1. All meetings are well planned	_____	_____	_____
2. Each officer does his/her job well	_____	_____	_____
A. The President uses an agenda	_____	_____	_____
B. The Secretary has minutes prepared	_____	_____	_____
C. The Treasurer has report prepared	_____	_____	_____
3. Business part of the meeting is short and snappy	_____	_____	_____
4. All members take part in discussion	_____	_____	_____
5. Meeting place is set up when members started arriving	_____	_____	_____
6. Guests are introduced and made to feel welcome	_____	_____	_____
7. Educational program is interesting	_____	_____	_____
8. At least one demonstration given at at each meeting	_____	_____	_____
9. Recreation is suitable to the meeting place and size of group	_____	_____	_____
10. Officers avoid doing all the talking	_____	_____	_____
11. Refreshments are served	_____	_____	_____
12. There is fun, learning and fellowship during the meeting	_____	_____	_____