

**Intended Audience:**

- 4-H youth and adult project leaders

**Learning Objectives:**

Project leaders will:

- Understand the importance of using a variety of teaching methods to help members learn and develop skills
- Learn about a variety of teaching methods
- Practice developing a lesson plan using effective teaching methods.

**Target Essential Elements:**

Participating in a variety of learning experiences helps members develop a *mastery* of project-related knowledge and skills.

**VRKC Taxonomy:**

Volunteers will increase their expertise in *educational design and delivery* as they develop skills in *implementing* learning opportunities that effectively promote positive personal development.

**Time:** 30-40 minutes

**Supplies Needed:**

Cone of Experience

Activity

- Playing cards
- Markers
- Sticky notes
- Easel paper
- Pencils
- Handouts

Lesson Plan Activity

- Flip chart

**BACKGROUND**

“Learn by doing” is more than just the 4-H slogan. It describes the experiential or hands-on learning that is at the heart of 4-H project work. Through hands-on project work, members master not only project skills, but life skills as well, such as decision making and problem solving, communicating and relating with others, acquiring, analyzing, and using information, and developing a positive self-concept.

**WHAT TO DO**

**Introduction**

Among the many roles of a 4-H project leader is that of “teacher.” The most effective teachers are those who encourage their students to learn through hands-on discovery and exploration of the topics that interest them, then help those students reflect on what they’ve learned from their experiences and how it might apply in similar or different situations. 4-H project work is guided by this “Do-Reflect-Apply” experiential learning model.



**Activity: Cone of Experience**

Divide participants into small groups of 4-5 participants, using a fun strategy, such as playing cards, prepared ahead of time. (Everyone drawing the same suit forms a group, or everyone drawing an ace, two, three, etc., forms a group.) Give each group a stack of sticky notes and ask them to brainstorm a list of different ways to teach project skills, listing only one idea per note. Then, ask them to post these notes on easel paper, placing the teaching methods they believe are most effective in helping members learn at the bottom of the paper and progressing up the page in order, placing the least effective methods at the top of the page. Ask a spokesperson from each group to explain why they placed the teaching methods on the page in the order that they did.

Note: This information is from the handout, “Dales Cone of Experience.” You may want to write this information in advance on an easel paper to facilitate the discussion. Tell leaders that learners only retain about:

- 20% of what we *read or hear*
- 30% of what we *see*
- 50% of what we *hear and see*
- 70% of what we *say*
- 90% of what we *do*

Ask leaders to think about the project teaching methods posted on the easel papers, and have each group re-order the effectiveness of these methods based on this information. What changes did they make to their posting? Why?

What they’ve posted on the easel paper should more closely model the cone of experience, as depicted in the handout, “Dale’s Cone of Experience.” Distribute this handout to the group and assign each group one or more of the teaching techniques listed on the cone. Ask the group to define the technique(s) and to give an example of the technique from the ideas posted on their easel paper.

- Markers
- Handout

#### Innovative Sharing Activity

- Handout
- Project resources, literature, etc.

#### Handouts

- Dale's Cone of Experience
- Teaching Methods
- Lesson Planner
- Innovative Sharing Situations
- Examples
- Evaluation

#### **Do Ahead:**

- Have supplies and handouts ready.
- Prepare playing cards to split participants into groups.
- Gather resources for "Innovative Sharing Situations" activity and print handout on card stock. Cut card to separate individual situations.

#### **Sources:**

- Developed by Carolyn L. Belczyk, 4-H Youth Development Educator, UW-Extension 4-H Youth Development Program.
- "Helping 4-H'ers Learn," *New Jersey 4-H Leader Training Series*, Rutgers Cooperative Extension.
- "Life Skills for Youth Development," Timothy J. Rollins, Assistant Professor of Agricultural and Extension Education, Penn State College of Agricultural Sciences - Cooperative Extension, 1993.
- "Teaching Techniques for Your Project Meeting," Melanie Miller, 4-H Youth Development Specialist, UW-Extension 4-H Youth Development Program.

#### **Activity: The Lesson Plan**

Preparation is the key to successful teaching. Review with leaders (or ask them to brainstorm) a list of why having a detailed lesson plan for teaching is important.

A lesson plan:

- Lists priorities in sequence
- Helps you stay on track
- Helps you help learners reach their goals
- Makes you more confident because you are prepared
- Ensures you'll have necessary materials and equipment
- Makes it easy for others to step in and teach if you are unable to make it as planned
- Makes lesson repeatable
- Addresses liability concerns (by documenting that you taught the "safe" way to do things)

Distribute the handout "Lesson Planner."

#### **Activity: Innovative Sharing Situations**

Give each group one of the situation statements and provide related project resources and literature. Challenge them to work together to complete the task, using the "Lesson Planner" handout. Ask each group to report back on the key teaching method they used in their lesson plan.

#### **Closing**

Using a variety of effective teaching methods when teaching project skills will help members master not only project skills, but life skills as well, such as decision making and problem solving, communicating and relating with others, acquiring, analyzing, and using information, and developing a positive self-concept.

#### **TALK IT OVER**

##### **Reflect:**

- Name two teaching methods used by the educator in presenting this lesson.
- Why is it important to use hands-on teaching methods when working with 4-H members?
- Why is a lesson plan a useful tool?

##### **Apply:**

- What teaching method(s) will you try with your project group?

#### **ENHANCE/SIMPLIFY**

##### **Enhance:**

- Using the "Innovative Sharing Situations" activity, have the groups actually teach the lesson they planned. Ask the "learners" to identify the teaching method(s) used.
- Show a vignette from the DVD (DV-7901) or video (VH7900), "Power of Experiential Learning," 4HCCS, Minnesota, and have participants analyze the lesson, identifying teaching method(s) used. For example, if you show the "Horse Tying Lesson," ask leaders questions such as these:
  1. What was the skill being taught?
  2. What teaching method(s) were used?
  3. What were the steps in the *learning* process?
  4. Was this an example of experiential learning?
- Help leaders learn more about the experiential learning model by using the lesson, "It's All About Education," on the Wis. 4-H Community Club Central web site at <http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=13523>.

##### **Simplify:**

- Consider presenting this lesson over two 30-40 minute sessions, so that leaders have ample opportunity to plan and teach lessons using a variety of teaching methods.

- “Strengthening 4-H Project Leader Support” UW-Extension work team, January 2001, whose work provides a foundation for this project leader training series.

## EVALUATION

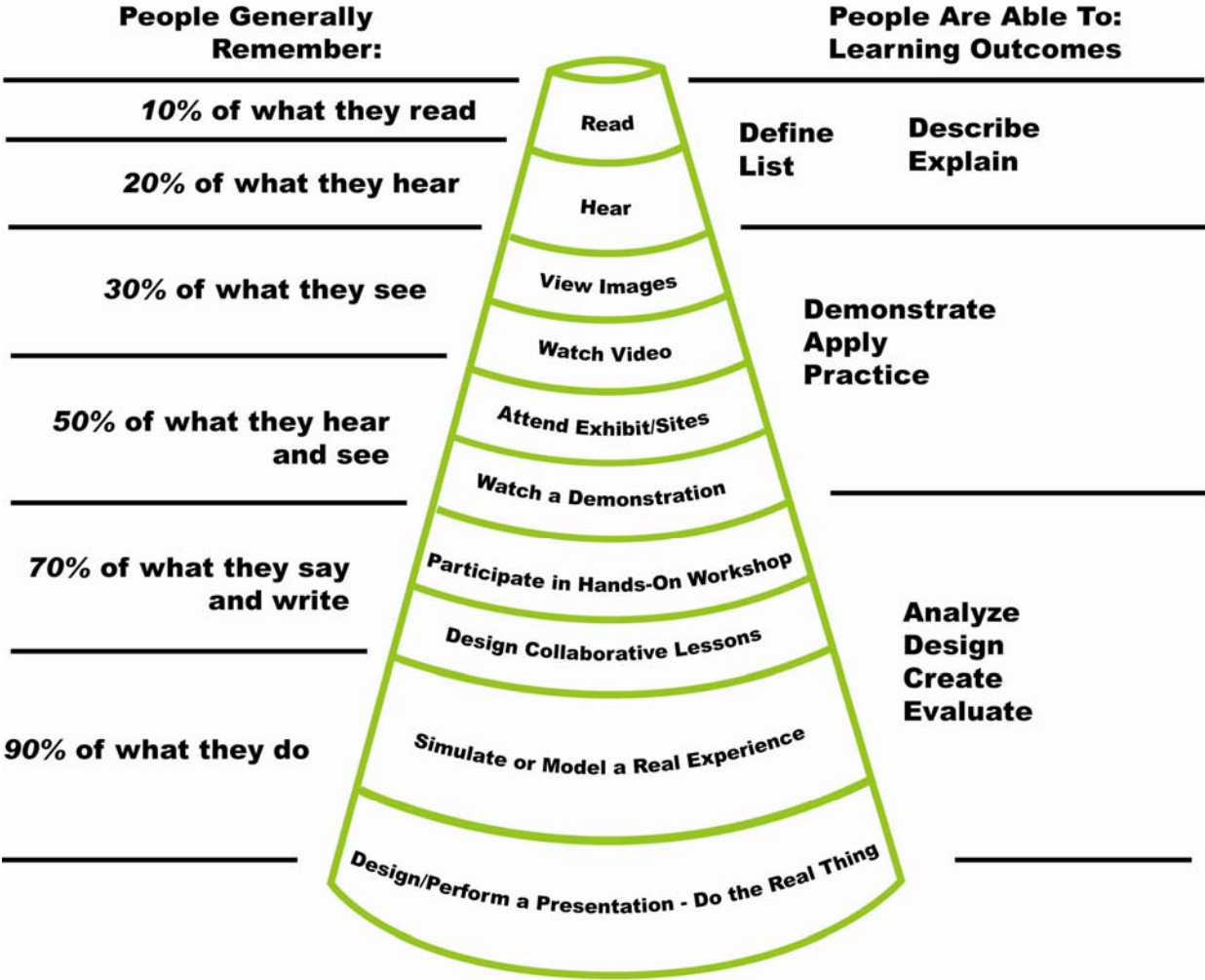
It is important to use an evaluation that is consistent with your teaching objectives. The short evaluation provided at the end of this lesson plan can be modified to meet your needs. An option to a written evaluation is to record the Reflection question discussion. Recruit someone ahead of time to take notes while you are leading the discussion.

## ADDITIONAL WEB LINKS

- “Getting Ready for Speeches and Demonstrations,” ACTcc060, Wis. 4-H Community Club Central, <http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=4751>.
- “Helping 4-H’ers Learn,” *New Jersey 4-H Leader Training Series*, Rutgers Cooperative Extension, <http://www.rcrc.rutgers.edu/pubs/pdfs/4h/e148/411-414.pdf>.
- “It’s All About Education,” ACTcc016, Wis. 4-H Community Club Central, <http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=13523>.
- “Planning a Successful Field Trip,” *New Jersey 4-H Leader Training Series*, Rutgers Cooperative Extension, <http://www.rcrc.rutgers.edu/pubs/pdfs/4h/e148/327-330.pdf>.

*Finalized by the Strengthening the Vitality of 4-H Community Clubs Work Team, March 2007.*

# Dale's Cone of Experience



## Teaching Methods

Many different ways of teaching are available to you. Here are a few examples of ways you can help members learn. Remember, involve members in ways that will motivate them to learn. Try using a variety of teaching methods to accommodate many different learning styles.

**Group Discussion, Questioning** – This method helps members express their own thoughts. Use open-ended questions to encourage all members to share more information. Open-ended questions usually begin with “how,” “what,” “why,” or “could.”

**Brainstorming** – In this method, creative thinking is more important than practical thinking. As members present ideas, none are to be criticized. In fact, the group is encouraged to list everything, no matter how wild. Hearing other ideas can spark more creativity. Quantity is the goal. All ideas are written down and edited later. Brainstorming could be used to think of 4-H county fair themes.

**Record Keeping** – Besides being a good business practice, record keeping is the best way to measure progress towards group and individual goals. Members learn more about their projects through record keeping. They learn about costs, materials, and how to evaluate finished products. Record keeping doesn't have to be boring. Besides books, members can show progress through a scrapbook or a portfolio. This is a good way to help a member keep an ongoing record of his or her 4-H career.

**Collage** – A collage (an artistic composition of materials on a surface) is used to convey an idea or theme to others. Materials that can be used include: magazine and newspaper pictures and texts, tissue paper, markers, poster board, etc.

**Demonstration** – This method is a presentation of how to do something, along with the finished product. Demonstrations can be done by the leader, but are preferably done by members. Not only does everyone learn a new skill, but the member giving the demonstration also gains communication skills and confidence in speaking in front of a group. An example of a demonstration is how to make bread. A finished product should be available because the process of actual baking would be too time-consuming. Check the Wis. 4-H Community Club Central web site to find an activity to help your members get ready to present an effective demonstration:  
<http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=4751>.

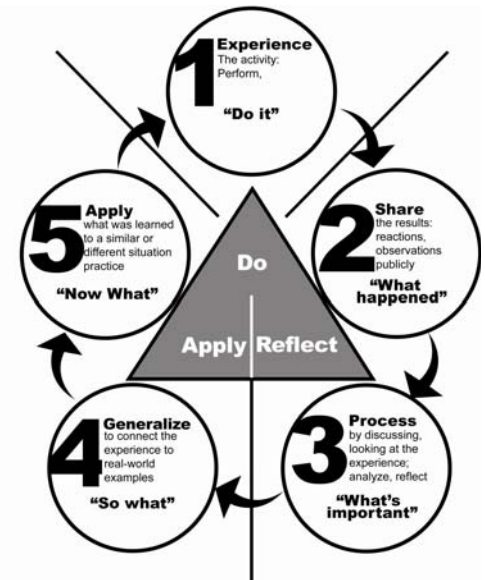
**Audio-Visual Aids** – DVD's, videos, PowerPoint presentations, and CD's are other methods to help young people learn. Be sure to preview any visual aids you plan to use. Videotaping presentations or club meetings is another way of teaching and providing feedback. The county 4-H office, libraries, and schools are good sources of visual aids.

**Field Trip or Tour** – This method is a great way to reinforce something already discussed. See “Planning a Successful Field Trip” information sheet at <http://www.rcrc.rutgers.edu/pubs/pdfs/4h/e148/327-330.pdf>.

**Simulations, Games** – This method is great for problem-solving. Real-life dilemmas are presented through simulations or games where participants make decisions. Their choices lead to further problems and decision-making opportunities. Simulations and games could be used in planning a community service project.

**Role-Playing** – Members give spontaneous answers with this method. A group of participants act out a real-life situation in front of the club. They have no script but are given a situation and individual roles that they must act out. Participants create their parts as they act. The performance is discussed in relation to the situation or problem under consideration. An example of a role-play is parents and a teenager discussing curfew time.

**Skits** – A skit is similar to a role-play, except that the script is prepared and the presentation has been rehearsed. Participants act out an event or situation that can be real-life. Skits can be humorous or serious. An example of a skit could be a group dramatizing how to prepare a campfire.





# Wisconsin 4-H Community Clubs

# LESSON PLANNER

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**Statement of Purpose:**

Use this tool when planning the details for teaching a specific project learning activity for a meeting.

**The Lesson Plan:** Be sure to keep in mind:

Your audience: How many? \_\_\_\_\_ What age-range? \_\_\_\_\_

Your facility: Place? \_\_\_\_\_ Set-up? \_\_\_\_\_

Time (How long?)	Message for you (What you say)	What you do or show and equipment needed	What participants do



## Innovative Sharing Situations

### **SITUATION 1:**

4-H members need to learn the names of the external parts of the animals they work with so they can speak intelligently to their veterinarian if there's a problem, understand the judge's comments in the show ring, begin to develop judging skills, and "talk the talk" when speaking with others who raise the same species.

#### **TASK:**

You have decided to teach the members of the cat project group about the external parts of the cat. Choose a teaching method and plan a 20-minute lesson for the 12 first-year project members who range in age from 8-12 years old.

### **SITUATION 2:**

You are the new leader of the electric project in your club. You have no idea what members already know about electricity and you've decided to test their knowledge about insulators and conductors.

#### **TASK:**

Develop a test that will assess members' knowledge about insulators and conductors that can be taken during the group's meeting in your garage. Choose a teaching method and develop a lesson plan for this topic. You will have 15 minutes for your lesson. There are 10 members, ages 10-12, in the group.

### **SITUATION 3:**

Eating right is important. Recently, dietary guidelines have changed and there aren't four food groups anymore! There's not even the standard food pyramid that is discussed in the slightly out-of-date 4-H foods and nutrition literature. Now there's MyPyramid and a whole new set of dietary guidelines to consider when making daily food choices.

#### **TASK:**

You have been asked by the project members to teach them about MyPyramid and to help them learn to make healthy food choices. Choose a teaching method and plan a lesson to teach this topic. You will have 30 minutes at the meeting. There are 8 members, ages 8-10, in the group.

### **SITUATION 4:**

The county fair entry requirements and classes for photography have been revised for this year.

#### **TASK:**

You have decided to introduce the members of your photography project group to the new entry and class requirements and to show them what they can enter this year. There are 5 members in the first year project, all about 10 years old. You have 20 minutes for your lesson. Choose a teaching method and develop a lesson plan that will work with this group.

## Examples

Following are examples of how other leaders have applied the key principles from this lesson in real life situations:

### **4-H Project Example #1: Foods** **4-H Project Leader Training Concept:** **Ingredients and why we use them**



*How we taught this concept:*

Started with a taste test of all white and powdery ingredients.

Then we talked about each ingredient and what they do and where they fit in a recipe.

Then made several food items which highlighted these ingredients.

Wrapped up by looking in recipe books and discussing the various ingredients and why they were important.

### **4-H Project Example #2: Sheep** **4-H Project Leader Training Concept:** **Sheep Nutrition**



*How we taught this concept:*

Started with scrambled words of the main nutritional requirements – Protein, Minerals, Water, Energy, and Vitamins. Had members unscramble words and asked what they knew about the elements.

Talked about what each nutrient does and why it is important to the project animals  
Teamed up the youth and had them build rations for the market and breeding sheep, young and old animals, and pregnant and lactating animals.

Look at feed tags and feed samples and talk about their composition.

To review main points – parallel human nutrition with needs of project animals.

Examples prepared by:  
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4-H Youth Development Specialist  
December 2000



Handout

## **Implementing 4-H Project Experiences: Teaching Methods Evaluation**

1. Please rate the following: How useful will this information be in helping you present effective project lessons?

Very Useful    Somewhat Useful    Not Sure    Not Useful

2. Please answer the following: Do you feel better prepared to use effective teaching methods in helping members learn and develop project skills?

Yes                      No

3. What will you do as a result of this program?