

4-H VIP Orientation Teaching Guide

Fall 2006

Directions:

Download the VIP Orientation PowerPoint from <http://www.kansas4-h.org/Volunteer/VIP/>. The PowerPoint includes a notes section with a **Script** of what to say with each slide. These are for your notes.

When printing the PowerPoint for your use, choose the **Notes Pages** at the **Print What** option. If you would like to print more than one slide with notes per page select the **Properties** option. Click on **Layout**, then **Pages per Sheet**. Select the number of slides per page to print. Printing 4 per page is legible.

As you prepare to teach the VIP Orientation to your volunteers, remember that the key to a successful training session is to **make it interactive**. This means applying the experiential learning model or “learn by doing” philosophy. We also know from research of the Teaching Methods - Cone of Experience, that effectiveness of learning increases the more we involve participants in the “doing” instead of talking to them or giving them printed materials. Plan on this orientation lasting 1 ½ to 2 hours depending on number of participants.

This teaching guide only includes the activities to add to the 4-H VIP Orientation.

Content	Notes
<p>Get Acquainted Activity: Step Forward Ask participants to take a step forward if the statement you read describes them.</p> <ul style="list-style-type: none"> TI am enthusiastic about my role as a 4-H volunteer. TI take time to learn more about my role as a 4-H volunteer. TI ask for the opinions of the 4-H members and listen to them. TI know the resources that are available from my local Extension Office. TI like to see kids learn new skills. TI can name one of the five life skills that Kansas 4-H focuses on. TI am a 4-H alumn. <p>It takes all of us stepping forward to have a strong 4-H Youth Development program. We appreciate your willingness to step forward as a 4-H volunteer and to help make the _____ county/district program the best it can be.</p>	<p>Have participants stand at one end of the room. Make sure there is space for them to take small steps.</p>

<p>Life Skills Activity: Build A Child I have given each of you several sticky notes. Write a life skill that you believe 4-H teaches - one per sticky note. (Give them time to complete the task.)</p> <p>Now I would like for each of you to read, out loud what skills you wrote and put the sticky note on the outline of the child.</p> <p>Processing Questions: *Were there several skills that were mentioned more than once? *As a parent, are these skills ones that you would like for your child to learn?</p>	<p>Have a poster size outline of a child. Suggest drawing similar to a ginger bread cut out. On the outline, label the 4 H's - HEAD on the head, HEART near the heart, HANDS on one of the hands and HEALTH at the base of the outline.</p> <p>They will adhere the sticky note to the outline of a child.</p>
<p>Let's see if we can connect those skills you listed in the "Build A Child" activity with the Kansas 4-H Life Skills.</p> <p>I will read the skill and I want you to tell me which of the Kansas Life Skills it corresponds to. (Note - there may be more than one right answer.)</p>	<p>Have the five life skills written on a poster or each skill written on the side of a small box. Adhere the sticky note to Life Skills on the poster or box.</p>
<p>Ages and Stages Activity: What's My Age? As a 4-H volunteer, you will be working with a wide variety of ages of 4-H members. It is important that in 4-H we create age appropriate learning experiences for them. We know and believe that each child develops at their own pace but there are some characteristics that each age group may share. Understanding these characteristics will help us program more effectively.</p> <p>I will have you form four different groups. Each group will represent an age group. Group 1 - 7 & 8 year olds Group 2 - 9, 10, & 11 year olds Group 3 - 12, 13, & 14 year olds Group 4 - 15 years & older</p> <p>When I read a characteristic that describes your age group, please stand and explain why you feel this is your age group. You may discuss within your group to determine the answer.</p> <p>Processing Questions: *What is the implication of these age characteristics for our work as 4-H volunteers. *How can we best provide age appropriate activities at club meetings when all ages are in attendance?</p>	<p>Break total group of participants into four equal groups. Assign each group to be an age group: Group 1 - 7 & 8 year olds Group 2 - 9, 10, & 11 year olds Group 3 - 12, 13, & 14 year olds Group 4 - 15 years & older Would suggest handing each group a sign with the age group that they represent.</p> <p>Read characteristics randomly from the powerpoint lists or from "Ages and Stages of 4-H Youth Development" page from the <i>Participant Packet</i>. If more than one age group stands have them discuss and define. Explain to them that research and experience tells us that this characteristic describes this age group.</p>

Experiential Learning Activity: Lighting the Bulb

To introduce you to the Experiential Learning Model we are going to do an activity. The situation is: You are camping in the woods. It is getting dark. You just tripped and broke your flashlight. You salvaged the light bulb and a battery. Back at camp you found some aluminum foil.

Your challenge is to use these items to make a light for camp.

Processing Questions:

- *What did you do? (Share)
- *Did you try different ideas? (Process)
- *How did you solve the problem? (Process)
- *Describe another time when you experimented to solve a problem. (Generalize)
- *When faced with a new problem, like making a light for camp, describe some ways that you could figure out the answer. (Apply)

To explain the Experiential Learning model have participants do the “Experiential Learning Activity: Lighting the Bulb.”

Break total group of participants into four equal groups. Give each group a D-cell battery, light bulb and a 2 inch by 6 inches piece of aluminum foil.

Watch to see which group is successful in making the light bulb light.

A similar activity is outlined in the CCS resource “Magic of Electricity” Project Activity Guide, page 11.

Refer to the *Participant Packet*, Experiential Learning Model. Review the questions for each step.

Process the “processing questions” that you asked in the “Lighting the Bulb” activity and relate it again to the model. Emphasizing the point of taking project skill development to life skill development.