



## Educational Design and Delivery

# Utilization of Multiple Teaching Strategies

VRKC: Volunteer Research Knowledge Competency Taxonomy

### Intended Audience:

4-H volunteers

### Learning Outcomes:

- Volunteers will describe the importance of using multiple teaching strategies in their 4-H role.
- Volunteers will be able to identify and select a variety of teaching strategies.

### Time:

20 – 30 minutes

### Supplies Needed:

- Playing cards
- Sticky notes
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

### Do Ahead:

Prepare handouts.

### Author:

René Mehlberg, 4-H Youth Development Educator, University of Wisconsin-Extension

### Editor:

Sue Pleskac, Professor, Volunteer Leadership Specialist, University of Wisconsin-Extension

### Volunteerism for the Next

#### Generation:

<http://nextgeneration.4h.org/volunteerism/>

### 4-H National Headquarters:

<http://www.national4-h.org/headquarters.gov/>

## INTRODUCTION

Volunteers often find themselves in the role of “teacher” and teachers need to remember that no one teaching strategy will reach all learners. Some people are visual learners, some are active learners. Think about how you most like to learn. The most effective teachers are those who encourage their students to learn through hands-on discovery and use multiple teaching strategies. (Power Point Slide 1)

## WHAT TO DO

### Activity 1: Cone of Experience

The presenter should prepare playing cards to divide participants into small groups of 4-5 members. This can be done by having everyone with the same suit form a group. Give each group a stack of sticky notes and ask them to brainstorm different ways to teach a specific topic, listing only one idea per note. You may need to give them a concrete example such as teaching basic leadership skills to middle school members. Then ask them to post their notes on flip chart paper, placing the teaching strategy they believe is most effective in helping members learn on the bottom of the paper and working their way up to listing the least effective method on the top of the paper. Ask a spokesperson from each group to explain why they placed the teaching strategies in the order that they did.

(Power Point Slide 2) Learners only retain about:

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

After showing the Power Point slide, ask volunteers to re-order the effectiveness of their methods based on this information. Ask a spokesperson to share what changes they made to their list and why.

Share and discuss Handout 1, Dale’s Cone of Experience. (Power Point Slide 3) What is an example of each level of the cone that is being used in the 4-H club and groups you work with?

What are teaching strategies? Teaching strategies are methods used to help learners gain new knowledge or a skill. Using a variety of teaching methods helps ensure learning happens. Discuss Handout 2. Have participants share a variety of examples for each



**VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:**

<http://www.national4-h.org/headquarters.gov/comm/vrkc.pdf>

**VRKC Research and Design Team:**

*Ken Culp III, Ph.D., University of Kentucky*  
*Renee K. McKee, Ph.D., Purdue University*  
*Patrick Nestor, Ed.D., West Virginia University*

**References for this lesson:**

- *Implementing 4-H Project Experiences: Teaching Methods* University of Wisconsin-Extension (2007) 4-H Community Club Central Website. Volunteer Resources, Project Leader Lessons. <http://www.uwex.edu/ces/4h/pubs/pubdetails.cfm?publicationid=20084>

teaching method that is presently being used or could be used with 4-H members. (Power Point Slide 4)

Activity 2: Middle School Teamwork Lesson

Have participants get back into small groups. They are to design a 30 minute lesson on teamwork for middle school youth. What types of teaching strategies would you use? Process this activity by having the groups share the types of teaching strategies they would use and why.

**Conclusion:**

Volunteers can provide an environment where youth are most apt to learn by using a variety of teaching strategies. This additional work will make a difference for youth and the impact you are making. (Power Point Slide 5)

**TALK IT OVER**

**Reflect:**

- Name two teaching strategies used by the instructor presenting this lesson. How could you use the same strategies as a volunteer teaching youth?
- Why is it important to use multiple teaching strategies when working with 4-H members?

**Apply:**

- Identify multiple teaching strategies that you will try and how you will use them in your work with youth.

**EVALUATION**

Ask each participant to complete the evaluation tool (Handout 3). Use an open communication method by having volunteers get in a circle. Toss a ball around the group and ask the volunteers to share what teaching strategies they will try.

**ENHANCE or SIMPLIFY**

- "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>

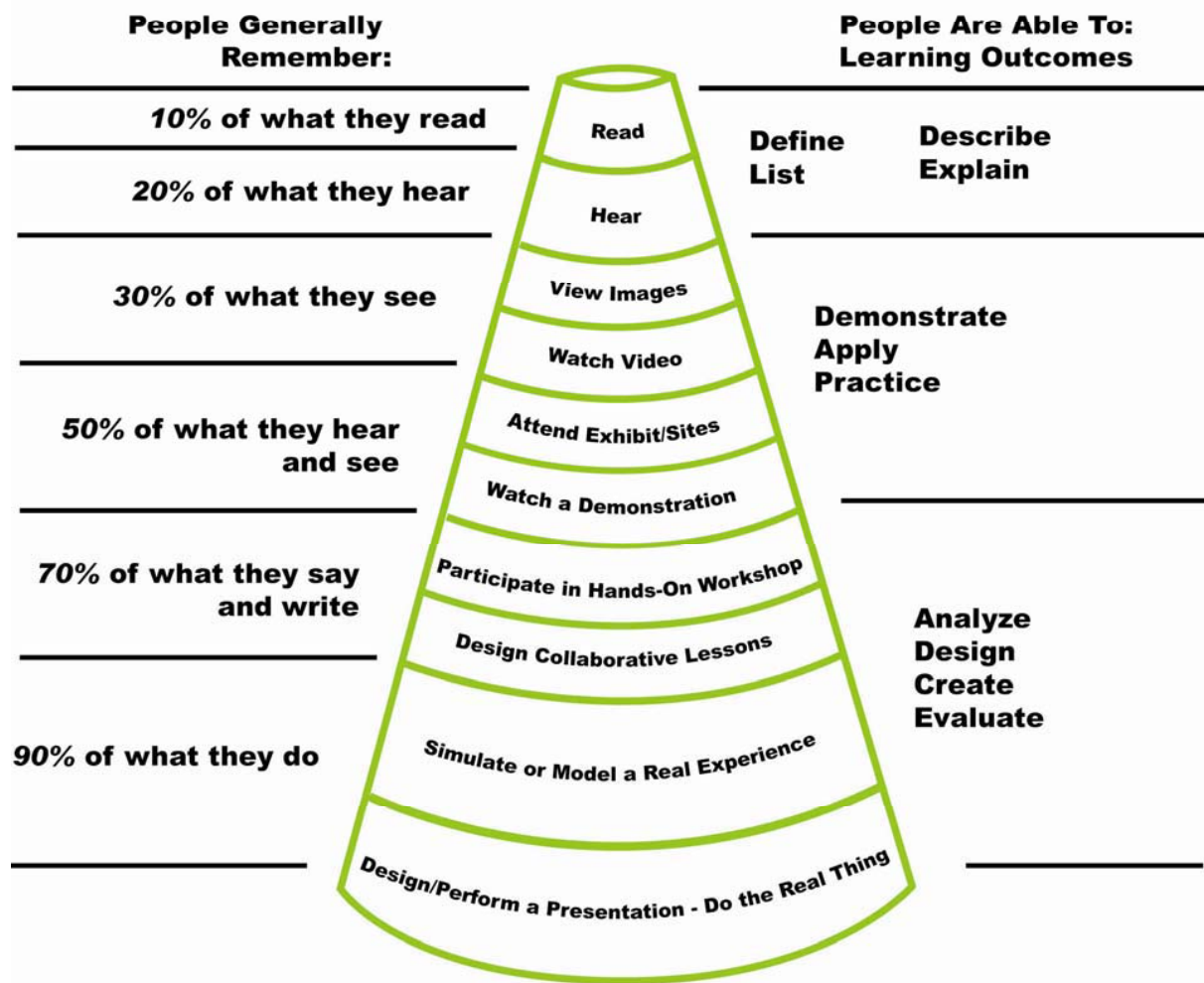
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# Dale's Cone of Experience



Developed by Edgar Dale (1946)



## Handout 2

### 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 record 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 Wisconsin 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.



*From "Helping 4-H'ers Learn," New Jersey 4-H Leader Training Series, Rutgers Cooperative Extension*



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## Handout 3

## Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding

2 = Understand somewhat

3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the importance of using multiple teaching strategies, especially in my role as a 4-H volunteer.	1      2      3	1      2      3
2. I know a variety of teaching strategies to use in my 4-H volunteer role.	1      2      3	1      2      3
3. I feel confident in my ability to use multiple teaching strategies in my role as a 4-H volunteer.	1      2      3	1      2      3

- Please list at least two ideas or skills that you learned as a result of this presentation.
- How will you use what you learned in this presentation?



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