



Positive Youth Development ***Ability to Motivate & Encourage Youth***

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:

4-H volunteers

Learning Outcomes:

- Volunteers will describe the importance of creating a club experience that develops a sense of belonging, is fun and safe.
- Volunteers will gain strategies to build positive experiences for the 4-H members.
- Volunteers will gain ideas to motivate and positively encourage 4-H members.

Time:

20 – 30 minutes

Supplies Needed:

- Rubber ball, Roll of toilet paper
- For each participant, one sandwich bag with a 3"x5" card and seven M&M candies
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:

Prepare handouts and M&M bags

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Volunteerism for the Next Generation:

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

4-H National Headquarters:

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

INTRODUCTION

Motivating youth can be an unpredictable role for the 4-H volunteer. It is unpredictable because it depends on the personalities and attitudes of the youth, the sense of friendship and teamwork the youth have in the group, and the family, home, and school situations of the youth. Keeping some 4-H youth motivated may be unnecessary because they naturally tend to be positive and upbeat. But other members may need a nudge or boost from a 4-H volunteer to help them be successful. (Power Point Slides 1, 2)

WHAT TO DO

One constant goal for 4-H clubs is to be a place where every member and volunteer feels welcome and that they belong to the group. (Power Point Slide 3) Make every effort to develop your club in such a way that everyone does in fact feel welcome. It should be fun to come to 4-H meetings. Once everyone knows each other, no one should feel like a stranger in the club.

Activity 1: In the Game

Early in your club meetings include games and recreation to help everyone learn names and provide fun opportunities to interact. Here are some games that work well with new 4-H members. Distribute Handout 1. Have the group briefly experience each game. Bring the group back together and discuss: How did each game make you feel? What would youth feel if this type of activity was part of each 4-H meeting? What other games are good for 4-H groups?

Clubs should also strive to keep all members invited to meetings and activities. (Power Point Slide 4) Communication with members and their parents/guardians needs to be frequent. Make sure each child is notified in a timely fashion of all upcoming 4-H events. Here are some methods to consider:

- Provide a 4-H club calendar/schedule to each 4-H family at the beginning of the year. The calendar should include information about each event such as when, where, and the contact person.
- Send an electronic newsletter to each family regularly.
- Send an e-mail meeting notice reminder to 4-H families.
- Develop a calling tree. Each club member or officer is assigned 1-2 families to call to keep them informed of club plans.
- Send text messages to remind members of club events.



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

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

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References for this lesson:

- Miller-Heyl, J.L. *Dare to be you*. Colorado State University, (1985)
- *Get Acquainted Games*.
<http://www.youthwork-practice.com/games/get-acquainted-games.html>

Make sure the 4-H club is a safe place, both physically and emotionally. (Power Point Slide 5) Create club rules, such as no put downs allowed. As adults, we can never be sure how our words and actions can impact a child. In 4-H, we like to follow the philosophy that everyone is loveable and capable.

Activity 2: IALAC (pronounced I-ah-lack)

To illustrate this to 4-H members, consider letting them experience the IALAC activity. IALAC stands for “I am lovable and capable.” This activity demonstrates how things that happen to us can impact our feelings. Provide each participant with a sheet of paper that has IALAC written on it (Handout 3). Explain that this IALAC sign represents them as a person, and how they feel about themselves. Let them know that they are going to hear a story (Handout 2). When something they hear in the story makes them feel bad, they are to tear off a piece of their sign. Each person’s IALAC sign will look different at the end of the story. After reading the story, ask the questions at the bottom of Handout 2.

As a 4-H volunteer, be diligent in your efforts to enhance the IALAC of every youth. (Power Point Slide 6) It can be as easy as remembering their name or telling they are doing a good job in 4-H. Or you can recognize them publicly by asking the club members to applaud their achievements. Let them experience receiving compliments for their good efforts and successes.

Depending on the variety of things that 4-H members in your club are expected to do, you may also want to make a chart that has a check mark or sticker when each member has completed a task. For example, for doing a demonstration, helping with a community service activity, or participating in the club fund raiser. A visual record of accomplishments can be very helpful to some 4-H members, especially the younger ones.

It is important that youth learn to say positive things about themselves. (Power Point Slide 7) As a 4-H volunteer, you can help them develop a positive self image by teaching them positive self-talk. This sets the framework for how they see themselves in the world.

Activity 3: The M&M Activity

This activity forces each member to say positive things about themselves, which is difficult and uncomfortable for many of us, even as adults! Give each member a plastic sandwich bag with seven M&M candies and a 3”x5” card. Have the participants list on the card the following things they like about themselves:

- An example of something they do well (sports, arts, music, school or home tasks).
- Something they like about their appearance. They may not use modifiers like “sort of” or “for my age.”
- Something they like about their personality.
- Four more things they like about themselves.

Remind the members that one goal of the 4-H club is to help all members learn to say positive things about themselves. Have the participants pick a partner and share what they have written on the card. They can eat an M&M for every item that is shared. Make sure that the partner is using active listening skills.



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Conclusion:

The 4-H Club can and should be a fun place to be. 4-H members should feel like they belong to the club. Everything that 4-H volunteers can do to reduce the negative experiences at 4-H, and to increase the chance of positive experiences at 4-H, will better enable the members to develop skills to be successful and capable. (Power Point Slides 8, 9)

TALK IT OVER

Reflect:

- Why is it important to create a welcoming, safe environment for 4-H members?
- How will youth respond if they are motivated and positively encouraged?

Apply:

- What are ways to help motivate and positively encourage 4-H members?

EVALUATION

Ask each participant to complete the evaluation tool (Handout 4).

ENHANCE or SIMPLIFY

Ask participants to share experiences where they have felt motivated and encouraged. Have them share what created that environment, the roles that adult volunteers played and the outcomes of the experience for the event/activity and for themselves personally.

The National 4-H Recognition Model can provide insights and support for motivation and encouragement for 4-H youth. http://www.national4-hheadquarters.gov/library/4h_recmo.pdf

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Handout 1

In the Game

4-H meetings should include games and recreation to help everyone learn names and provide fun opportunities to interact. Here are some games that work well with new 4-H members.

Circle name game: All participants sit in a circle and say their own name as well as a hobby or activity* that starts with the same letter as their name. The next person has to repeat the person's name and then say his/her own name. Continue around the circle in this way. *For different versions of this game, rather than a hobby/activity, players can say a favorite food, a personality trait, or something related to the theme of the meeting.

Name-Ball Game: Players stand in a circle facing the center. The goal of this game is for every player to have a chance to throw the ball to another person in the circle. At the start of the game, the leader explains that before throwing the ball, each player needs to say their name loud enough that all players can hear their name. Then they toss the ball to another player, who will say his/her name and then toss the ball to another. This continues until all players have caught and tossed the ball. In a second round of the game, each player can say the name of the person to whom they will toss the ball.

Toilet Paper Roll Introductions: A roll of toilet paper is passed around and the instructions are simply for everyone to take how much they think they will need. After everyone has taken their paper, explain that each person must tell one thing about themselves for every square of paper they took.

Shoe Pile: Every player removes one of their shoes and puts it in a pile in the middle of the room. When signaled by the leader, every player chooses a shoe from the pile that is not their own and tries to find the player who owns the shoe.

Other games:



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Handout 2

IALAC Story (pronounced I-ah-lack)

Adapt and embellish this story as you see fit.

A seventh-grade boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls to him, "Michael, you lazy-head, get your body out of bed and get down here before I send your father up there!" (Rip!) Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair. (Rip!) He goes to brush his teeth and his older sister, who has already locked herself in the bathroom, tells him to drop dead! (Rip!) He goes to breakfast to find soggy cereal waiting for him. (Rip!) As he leaves for school, he forgets his lunch and his mother calls to him, "Michael, you've forgotten your lunch; you'd forget your head if it weren't attached!" (Rip!) As he gets to the corner he sees the school bus pull away and has to walk to school. (Rip!) He's late to school and has to get a pass from the principal who gives him a lecture. (Rip!)

Continue the story through the school day with appropriate examples. Some possibilities are:

- Getting a bad grade on a test
- Being called on for the only homework question he can't answer
- Making a mistake in class so that all the kids laugh
- Being picked last to play ball at recess
- Dropping his tray in the lunchroom, with everybody applauding
- Being picked on by bullies on the way home from school
- Being referred to as "Hey you!" by the gym teacher

You can think of other examples, or get the members to help you.

When Michael gets home from school, some typical negative events might include:

- Not being able to watch the baseball game because his mother is watching her favorite show
- Being told to wash the dishes for the third night in a row because his older brother has band practice
- Not being able to play his computer games because he has not yet finished his homework

End the story by showing Michael going to bed with an IALAC sign about as big as a quarter.

When you finish, ask the members discuss the following questions:

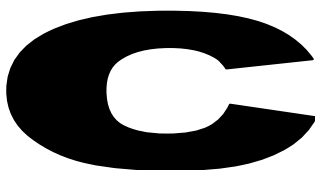
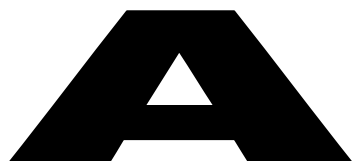
- How does *your* IALAC sign get torn? What things affect you the most?
- What do you do that destroys the IALAC signs of others— in school, at home, at 4-H club meetings?
- How do you feel when your IALAC sign is ripped?
- How do you feel when you do something that rips another person's IALAC sign?
- What can we do in the 4-H club to help members enlarge their IALAC sign rather than make it smaller?
- How can we motivate and encourage 4-H members?



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Handout 3



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Handout 4

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 understand the importance of motivating and encouraging youth, especially in my role as a 4-H volunteer.	1 2 3	1 2 3
2. I have new ideas to help me motivate and encourage 4-H members.	1 2 3	1 2 3
3. I feel confident about being able to be a positive example for all 4-H members in the 4-H club or group.	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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