

California 4-H Discussion Meet Leader Guide



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Project Meeting Outline and activities were developed by Dr. Brian Brandt, Washington State University and used with permission. The source is *"Toolkit for Chaperoning Meetings That Create Results."*

Sources of other activities are noted if the origin is known.

4-H DISCUSSION MEET LEADER GUIDE

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THE PREFACE

GOALS

The goals of California **4-H Discussion Meet** are to:

- Provide education experiences and activities for senior members to demonstrate, through their research and/or evaluative data how to help deliver high quality 4-H programs through discussions on current events
- Inspire senior members to stay involved while building basic discussion skills
- Introduce opportunities for senior members to pool knowledge to reach consensus and solve current 4-H member issues
- Promote self-esteem through individual expression and leadership

OBJECTIVES

As a result of participation in California **4-H Discussion Meet**, senior members will:

- Build self-confidence by stimulating logical thinking
- Expand inquiry, investigative, and analytical skills
- Develop a concise and direct manner of speaking which can be heard in a large gathering
- Improve the ability to listen while being an active participant in a discussion
- Practice giving and receiving criticism in a helpful manner
- Increase the understanding of the value of compromise
- Extend skills for understanding and addressing effective problem solving through group discussions

As a result of participation in the California **4-H Discussion Meet** Committee, youth and adults will:

- Participate collaboratively in a Youth – Adult partnership
- Increase skills in leadership, written and oral communication, organization, team building, delegation, creative expression, and evaluation
- Develop lifelong friendships throughout California and remain in the 4-H family as current and future volunteer leaders
- Gain personal satisfaction from the accomplishment of difficult tasks while thinking outside of their sphere of influence and comfort

DEVELOPING SUBJECT MATTER AND YOUTH DEVELOPMENT SKILLS

Youth Development curricula are designed to help youth develop both subject matter skills and life skills. Life skills are improved during the process of doing an activity, and they are useful long after the member complete the project.

Youth development skills that are emphasized in the questions featured in California **4-H Discussion Meet** are decision-making, planning and organizing thoughts and ideas. Some of the activities associated with California **4-H Discussion Meet** also give senior members a chance to practice these youth development skills: processing information, practicing creativity, solving problems, learning to learn, achieving goals, and mastering technology, but most of all staying involved to the end with a project or task.

ORGANIZATION OF CALIFORNIA 4-H DISCUSSION MEET STATEWIDE COMMITTEE

The California **4-H Discussion Meet** Committee is composed of a partnership of youth, adults and staff from throughout the state who work together to create, organize, and put on the event. The needs, issues, and progress of each California **4-H Discussion Meet** will be assessed during face-face meetings, on-line communications, and conference calls multiple times during the development and implementation of this annual, as well as a summer retreat for an annual meet and greet, goal and meeting setting dates, etc.

Members of the committee contribute ideas and suggest modifications to enhance the learning experience for participants in California **4-H Discussion Meet**. Youth have major roles in the leadership and design of all phases of this project as well as its roadmap for the future. This manual is a living document and may be updated every year by the committee.

4-H DISCUSSION MEET COMPETITOR QUALIFICATIONS

- Competitors shall be senior 4-H members (age 14 – 19 as of Jan. 1 of the current year) in good standing with their county 4-H program.
- 4-H members younger than 14 may participate in the project meetings but are ineligible to participate as competitors in the Discussion Meets. They may serve as time keepers, moderators and/or room chairs during the Meets.
- Past and present 4-H Discussion Meet committee members are eligible to participate.
- Competitors will be enrolled in the 4-H Discussion Meet project and/or Public Speaking Project, Leadership Project, or Communications Project geared towards 4-H Discussion Meet.
- Competitors will join together at State 4-H Field Day to begin the competition. From the competitors present at State Field Day in May at UC Davis, the top four finalists will participate in the finale to determine the state winner.
- The four top competitors are eligible for scholarships. State winner will receive \$1,000. Second place will receive \$750. Third place will receive \$500 and fourth place will receive \$250.
- Individuals who have been named California 4-H Discussion Meet state winner or have participated in the final four are ineligible to compete a second time.
- Competitors with special needs should contact the Discussion Meet chair prior to participating at the state event to arrange for appropriate accommodations.

THE INTRODUCTION

TOOLKIT FOR 4-H *DISCUSSION MEET* MEETINGS THAT CREATE RESULTS

“Experience in itself is neither productive nor unproductive, it is how you reflect on it that makes it significant or not significant.”

Gavin Bolton, 1979

Introduction: *4-H Discussion Meet* provides the opportunity and the meetings bring out the learning.

Projects and conferences provide great opportunities for youth to gain new knowledge as well as develop stronger social emotional skills or what 4-H calls life skills. Good decision making, accepting differences of other people, better communication skills, and job skills are a few. These experiences provide opportunities to discuss life skills as a result of these involvements. After discussing their learned life skills they can explore where, in the future, they can use these skills. As adults we understand the importance of cultivating life skills, which lead to both career success and greater involvement in community activities. This curriculum is designed with the long-term goal of improving life skills for future success. This is supported by providing a structure for meetings and suggestions for activities to enhance the topic of the meeting. In addition to life skills, when groups discuss positive behaviors there is a reduction of negative behaviors. This resource is not exclusive to *4-H Discussion Meet* but can be used for any youth groups' meetings. It works even better when youth lead the meetings and activities.

Purpose of the 4-H Discussion Meet Meeting Structure

The goals of the meeting structure include, being engaging, fun, consistent and facilitating discussion on learning and opportunities. When engaged in fun activities and discussion, youth are more relaxed and comfortable with each other, which leads to reduced conflict. By having a consistent structure, you become comfortable with the process and become more engaged in the discussions. Discussing what they are learning and how to do better as individuals and as a group serves as a proactive way to increase participation and creativity. Participants reduce conflict, remember more of the content taught and strengthen life skills as a result of the meetings.

How to identify life skills to develop

The tool kit is designed to support the improvement of a few life skills per meeting. The focus is on quality, not quantity. There is no one method that all groups should follow when it comes to selecting on which life skills to focus. The following questions will support your plan:

- How much time is there to engage with the youth and have the group select one or two main life skills on which to work?
- How much time is there for the youth to pick one personal life skill each wants to improve?
- What are the life skills that would be good for your group to develop?

Once you select one or two life skills, keep the group focused on them, before, during, and after the contests. It is normal for groups to not open up immediately when discussing life skills. However, by the second meeting of the project robust discussions should occur.

Discussion Technique: Experiential Education

This discussion technique is the use of the method called Experiential Education. This technique has origins with John Dewey, who focused on needing an experience to reflect on. Also, Kurt Hahn promoted a citizenry that was developed through experience and adventures. David Koilb furthered experiential Education with the model Do, Reflect, Apply upon which the, “What, So What and Now What”, questions are based. The method starts with the “Frame” which lets youth know what skills they are going to improve during the preparation for the project Meets. By letting youth know up front what skills they will be improving, the learning is greater. The “Do” happens each day of preparations. The “Reflection” allows the project leader and youth to explore their learning. The “Apply” encourages project leaders and youth to use their learning the next meeting and after the Meet. By using these techniques, the leaders and youth will use their improved knowledge and life skills for their future success.

The Overview

Structure of the *4-H Discussion Meet* project meetings

This is an example of a typical meeting with six steps. This is not the only way, as each group and project is unique. Below the general outline is an example for a meeting sequence which will work for any beginning project. Again, these are only examples and the activities are designed for you to modify to fit your unique situation.

- 1. Community Builders**

These activities are fun and help members become more comfortable with each other.

- 2. Compliments and Appreciations**

These promote a positive environment and supportive group.

- 3. Group Agreements**

These help reduce conflict, create the optimal learning environment and build team success.

- 4. Learning Support**

This improves learning and keeps the focus on Life Skill development.

- 5. Business items**

Cover contest details here.

- 6. Closing/Reflection**

This activity ends the meeting by youth sharing or thinking about the learning and how to apply it.

Community Builders

Community Builders are fun activities, which support the development of a sense of group connection. Activities where youth move around and talk to each other with questions like, what they like, what they want to learn, etc. By getting to know each other better in a fun environment members will work better together and support each other. These introductory activities begin the process of creating a safe environment in which the group can learn and receive support.

Many youth are familiar with these so feel free to invite others to lead these activities. Optional questions are a good way to relate the activities to a Life Skill. Time and energy are factors to consider if you will use the optional questions. It is okay to skip questions if your meeting time is short or if the group doesn't show that it has enough energy for the questions. All activities have a general description, and if needed, detailed directions to give to the group. Some have optional mixer and reflection questions.

Compliments and Appreciations

“I appreciated how quickly we quieted down and got to work.”

“I appreciated how we dealt with the stress of learning about this new dynamic idea.”

“What happened earlier that you appreciated about the group?”

“What did you do today that you appreciate about yourself?”

Compliments and Appreciations reinforce positive events/experiences and build a caring and supportive environment. When leaders and youth point out what is working well everyone notices and appreciates group members' strengths. Encouragement fosters more positive behavior. Youth who are aware of what is going right are more willing to share what they have learned and ideas for future growth. As the adult leader you will have to start and model how this works. During the meeting observe what your group does well. Sincerely share your observations, letting them know about their strengths and achievements, both big and small, and how they helped you and the group. After several meetings, this gets easier for the group.

Group Agreements

Group Agreements are tools that support the group members in exhibiting positive behaviors, builds a sense of belonging and ensures safety and success. They generally are written out so they can be viewed by all members. All groups need boundaries for action and behavior. All groups **MUST** establish, understand and uphold their own Rules and Agreements. The Agreement also helps establish boundaries to follow, practice and become stronger as the group develops. Rules are generally non-negotiable and they have specific consequences when they are broken. Group Agreements describe how group members want to be/ behave as a group. Teams create Group Agreements with the exception of the two non-negotiable items: physical/emotional safety and “Challenge Yourself.” Members should never be subject to physical or emotional harm and adults should intervene immediately if harm is imminent. “Challenge Yourself” is when members have the opportunity to choose different ways for them to participate in an activity. They may not want to share how they are learning with the whole group but can opt to just put it in a journal. This is not an excuse to not participate but to allow different ways to participate.

Learning Support Activities

Many research-based activities increase the ability of the members to learn and get the most out of their participation in the Discussion Meet project. The Growth Scale activity supports youth by helping them understand how they control their learning. It also demonstrates how individuals may have differences in their skills and talents. Each person has opportunities for growth during their participation in a project if they choose to take advantage of them. Learning can be uncomfortable. It requires risk and may have an element of stress. Learning will shut down if it is too uncomfortable. How members treat each other supports or hinders their learning. The uncomfortable aspect of learning is both acceptable and encouraged. The growth occurs in areas that 4-H calls Life Skills.

Another way to support youth learning is using the “**What, So What, Now What**” questioning approach of Experiential Education. This method is included in many of the activities. First, explain the approach to the group and then use it throughout the project. It will support the overall learning of the Discussion Meet preparation.

The final learning support technique is goal setting. This is where everyone talks about learning and planning how to apply. This will increase the likelihood that it will be used after the project is complete. For most groups this will be done at the project meeting. Sometimes a post-event meeting or post-project celebration will focus on applying the learning through goal setting. This is where the adults and youth plan for success beyond the project. The more specific the youth goals are, the greater the success will be.

Evaluation is recommended to understand what learning is occurring during the project meetings, and how everyone will apply that learning. By recording general comments, leaders can report to the families the impact of the project. Follow up surveys can provide more information on how effective the meetings were in terms of youth application of project-related learning.

Business Items

Business items are the general logistics that youth need to know. Examples are: any changes to the schedule, tasks needing to complete that day, upcoming events, specific Discussion Meet items to discuss, etc.

Closing Reflection Activities: Making the Best Better!”

Closing Reflection Activities provide an opportunity to reflect on experiences of the day, what was learned and ideas for improvement. These are usually low energy, calm activities that finish the day on a positive note. Reflection activities use three basic types of questions in order to help group members make meaning out of direct experiences. These three types of questions can be used at any time during the project to talk about what youth are learning.

What? Describe the event or experience, e.g., “What was today like for you?”

So What? Highlight the meaning or impact of the experience, e.g. “So what specific Accepting Differences, or marketable skills did you use in preparing your discussion?”

Now What? Connect the experience to a next step, e.g. “Now what would you like to try differently as you continue your preparation for the Meet?”

HELPFUL HINTS FOR MEMBERS IN THE 4-H DISCUSSION MEET PROJECT

- Study as much material as possible relating to the overall topic.
Sources: Internet, library; newspapers; magazines, 4-H Policies; county, state and National 4-H publications; and conversations with experts or knowledgeable people.
- Remember this is a discussion, not a debate.
- This is not a panel symposium wherein each participant, in turn, makes a presentation, with the moderator ending the session with a summary. Rather, it is an exercise in cooperative problem solving, with the question, answers and statements coming from any person at any time. The moderator plays an inactive role during the discussion.
- The discussion should not be “conversation” or aimless talk, nor should you take the role of a persuasive speaker. Try to cooperatively shed light on the problem and tentatively retain a flexible position.
- Be aware of the audience, but generally address the panel, though you need to speak loudly enough to be heard by the whole audience.
- Make use of statistics, quotes, and share sample solutions so judges know you did your homework.
- Use good listening skills – nodding, leaning in, and looking at speakers.
- Be prepared to ask questions, state facts and opinions, and urge others to be specific.
- On your notepad write the names of the other participants so you can call them by name without having to look at their name tags. Referencing the other competitors by name adds a personal touch.
- Make notes of key points as the discussion proceeds for use in your summary statement.
- Participate whenever your contribution will further the discussion. Do not monopolize the discussion.
- You will get one minute of quiet time to organize your closing statement, make sure you use it to put your notes in order. Include statements from other participants. Jot them down on your notepad.
- Stand and make your closing statement to the audience. Use accepted speech techniques and stay within the time limit.

4-H DISCUSSION MEET - MEETING ONE

SAMPLE AGENDA MEETING ONE

Duration: 1 ½ - 2 hours (maximum)

LET'S DISCUSS THE FIRST 4-H DISCUSSION MEET MEETING

Your first project meeting of the year is the most important in getting the project off to a good start. Use the Sample Agenda Meeting One to organize the meeting.

The information given out at this meeting needs to be the same for each statewide Discussion Meet Leader. How this is done is up to the leader in charge. ALL of the following information needs to be presented.

Invite senior members who will be between the ages of 14 – 19 as of January 1, 2015. Other leaders, staff and parents can also be helpful at your first meeting.

Materials Needed: paper, markers, Discussion Meet Manual, handout of schedule,

Welcome – Introduce yourself and others.

1. **Community Builders:** Categories (see p. 53)
2. **Compliments and Appreciations;** Use something from the preparations to highlight
3. **Learning Support:** Explain life skills (p. 9, p. 63), and determine goals for the project. Review expectations. Discuss skills and knowledge to be covered during the year. (Handouts, posters, or sheets of blank newsprint are helpful.) Discuss project requirements, rules and discipline.
4. **Group Agreements:** Circle (see p. 61)
This is very important as you establish the rules of the project. Spend time to make this happen.
5. **Business Items:** Discuss with the group (handouts are especially important for this information):
 - Calendar for the year: Number, frequency, place and time of meetings
 - What to bring to meetings
 - Dates of special activities, and how to participate
 - Cost of project and registration fees (if any)
 - Completion date for the project

Hand out project materials, answer questions, make assignments.

Discuss the set up of the Discussion Meet contest, the questions for the meets (p. 20), How to prepare for the first question (They will share their work at the next meeting.) Allow plenty of time for questions and answers.

Project assignment: Read the Entire Member Handbook before the next meeting. Think about Question #1 – *4-H has been successful in recruiting new members for years. How can 4-H make the best better by using successful methods from outside organizations to boost interest in 4-H, and therefore, increase membership in the modern age?*

6. **Closing/Reflection:** Two Positives and a Wish (see activities) They will practice the wish and get better at it the next meetings.

Refreshments are always appreciated at meetings.

Project Meeting One Information.

1. What is a “California 4-H Discussion Meet” project?

It is a new project that started July 1, 2014 for senior 4-H members in good standing who are between the ages of 14 – 19 as of January 1, 2015. This project leads up to a contest designed to simulate a committee meeting where discussion and active participation are expected from each qualified 4-H member who participates. This competition is evaluated on an exchange of ideas and information on a pre-determined topic. Participants build basic discussion skills, develop a keen understanding of important California 4-H Youth Development issues and explore how groups can pool knowledge to reach consensus and solve problems. Successful participants are productive thinkers rather than emotional persuaders and assist the group in creating ways to implement the solutions discussed and highlight county wide and sectional 4-H er’s involvement in those actions/steps.

2. What are the California 4-H Discussion Meet objectives? As a leadership training and self-improvement project leading to a competition, the Discussion Meet experience will:

- Stimulate logical thinking and a desire for accurate information;
- Promote a concise and direct manner of speaking;
- Improve the ability to listen;
- Aid the 4-H member in overcoming timidity or stage fright;
- Assist members in the practice of giving/receiving criticism in a helpful manner;
- Teach the value of compromise;
- Develop leaders for effective problem solving through group discussion.

3. What will the discussion questions be about?

The members will discuss pre-selected topics using four bases for the general discussion:

- Cooperation
- Constructive Criticism
- Problem Solving
- Communication

4. What are the eligibility requirements?

- Members for this project must have completed at least three years of 4-H and are in good standing in their county.
- Must be 14 -19 years of age at the time of the Final Four.
- Must be enrolled in the Discussion Meet project, Leadership, Communication or Citizenship.
- Once someone has competed in the Final Four they are no longer eligible to compete.

5. What will this project cost?

- There is no cost for project meetings unless you are bringing snacks to share.
- You will need to wear a suit or business attire at all official competitions.

- Transportation costs to Discussion Meets are the responsibility of the contestants.
- There is no entry fee for participating in the contest.

6. What are the official competition dates?

There are no qualifying rounds for participation in the Discussion Meet Contest. Members who wish to participate must be enrolled in the appropriate project and register to compete by the closing date of May 10.

The first rounds are held during the State 4-H Field Day at UC Davis campus on the last Saturday of May. The location of the Final Four contest will be announced at that time.

7. Helpful hints for members in the discussion meet project:

- Study as much material as possible relating to the overall topic once it is given to you. Sources: Internet, library; newspapers; magazines, 4-H Policies; county, state and National 4-H publications; and conversations with experts or knowledgeable people.
- Remember this is a discussion, not a debate.
- Be prepared to ask questions, state facts and opinions, and urge others to be specific.
- Be aware of the audience, but generally address the panel, though you need to speak loudly enough to be heard by the whole audience.
- Participate whenever your contribution will further the discussion. Do not monopolize the discussion.
- The discussion should not be “conversation” or aimless talk, nor should you take the role of a persuasive speaker. Try to cooperatively shed light on the problem and tentatively retain a flexible position.
- This is not a panel symposium wherein each participant, in turn, makes a presentation, with the moderator ending the session with a summary. Rather, it is an exercise in cooperative problem solving, with the question, answers and statements coming from any person at any time. The moderator plays an inactive role during the discussion.
- Make notes of key points as the discussion proceeds for use in your summary statement.
- You will get one minute of quiet time to organize your closing statement, make sure you use it to put your notes in order.
- Stand and make your closing statement to the audience. Use accepted speech techniques and stay within the time limit.

8. Still not sure about this project?

As a group, sit around a monitor and watch this video.

<http://www.fb.org/index.php?action=programs.yfr.discuss>

4-H DISCUSSION MEET QUESTIONS 2016

1. 4-H has been successful in recruiting new members for years. How can 4-H make the best better by using successful methods from outside organizations to boost interest in 4-H and, therefore, increase membership in the modern age?
2. How can you help 4-Hers identify and analyze actions related to a water resource and its use?
3. How can 4-Hers develop the knowledge and skills necessary to address challenges relevant to the study of the environment?
4. How can 4-Hers learn by doing within the community to provide youth with field research experience, technical expertise, and an opportunity to reflect on their own development?
5. When nations make decisions about healthy living, what are some of the dilemmas and consequences that might impact people around the world? How can 4-Hers decrease some of those negative results and/or increase the positive results?

SOME LIFE SKILLS TO CONSIDER FOR THE DISCUSSION MEET PROJECT

- Stimulate logical thinking.
- Develop a concise and direct manner of speaking.
- Improve the ability to listen.
- Overcome stage freight.
- Practice giving and receiving criticism in a helpful manner.
- Teach the value of compromise.
- Develop leaders for effective problem solving through group discussion.
- Develop the self responsibility to carry out the research for accurate information.
- Improve problem solving skills.
- Practice contributing to the group effort.

COMPETITION

- The participants will discuss pre-selected topics with four, fundamental bases for the general discussion: cooperation, constructive criticism, problem solving and communication.
- The competitive event will consist of four rounds: one practice round, one Round Robin, Elite Eight and Final Four.
- All competitors will compete in the first two rounds. The top eight competitors based on judges' scores will move on to the Elite Eight round.
- The top two competitors in each of the third round rooms will move on to the Final Four round in order to determine the winner.
- Each round will begin with a 30-second opening statement and end with a one-minute closing statement by each participant.
- Participants will have 20-25 minutes of open discussion dependent upon the number of contestants, followed by one minute of quiet time.

Suggested closing/reflection for Meeting #1

TWO POSITIVES AND A WISH: CLOSING/REFLECTION

Purpose: to have members recognize their positive aspects and think about what they can practice until the next meeting.

Materials: None

Introduction: Say, "Take a moment to consider what you learned about yourself during the meeting. I invite each of you to state two positive things about yourself and one wish that you have for how you would like to grow and improve."

Debrief Suggestions:

What happened today with the Life Skill we are working on?

What did you learn about how to improve the Life Skill?

What can you practice until the next meeting?

What was that activity like for you?

What was easier for you to give yourself? The 'positives' (compliments) or the 'wish' (a suggestion for growth or improvement)?

Now, what tips can you give people (peers, coaches, other adults, etc.) about the kinds of messages that are most helpful to you? Strokes? Wishes? Both?

4-H DISCUSSION MEET - MEETING TWO

SAMPLE AGENDA MEETING TWO

Duration: 1 ½ - 2 hours (maximum)

LET'S DISCUSS THE QUIZ

The information given out at this meeting needs to be the same for each statewide Discussion Meet Leader. How this is done is up to the leader in charge. ALL of the following information needs to be presented.

Materials Needed: paper, writing tools, copies of Quiz, 2 tables to simulate Meet setup, members make name cards to set on tables

Welcome

1. **Community Builders:** Circle Up (see p.54), Card Mixers (see p. 56)
2. **Compliments and Appreciations:** Use something from the first day of the project or something that happened during the time between meetings. (see p. 59)
3. **Learning Support:** Experiential Education Discussion (see p. 64)

Hand out Quiz and allow time for completion (10 min). Go over the answers.

Give each member the opportunity to read/tell about his/her Opening Statement for Question #1 introduced at the first meeting. Offer encouragement and ask questions to help clarify the meaning of the discussion. (See p. 8 Member Guide for suggestions.) Allow other members to make positive comments and suggestions.

4. **Group Agreements:** Revisit what we did well. What kinds of life skills did we practice? (see p. 63)
5. **Business Items:**
Familiarize your team with the physical arrangements of the Discussion Meet rooms. (see p. 27)
Follow the discussion suggestions. Spend some time for the members to sit at the tables and practice their opening statements. Encourage members to study the Seven Steps for developing a discussion meet position.

Use this time for questions and answers about the contest itself and what is coming for the next meeting.

Assign the second question for research and reasoning and develop an Opening Statement.

2. How can you help 4-Hers identify and analyze actions related to a water resource and its use?

Review the Youth page on Developing an Opening Statement to help with the development of the responses.

Encourage viewing the video again at home and to practice the seven steps learned today.

6. **Closing/Reflections:**

What? What excited you today?

So What? How did you feel when you sat in the competitor's chair. What ways might skills that you used today be useful in the work world?

Now What? How will you proceed with your study for the next question that might be different from what you did for the first question?

Let's discuss the DM Project meeting.

Quiz:

1. Name one of the four Goals given of California 4-H Discussion Meet.
2. *Name one of the six Objectives given of California 4-H Discussion Meet.*

3. *Name one of the four bases for the general discussion questions.*

4. *What are the age requirements for the California 4-H Discussion Meet?*

5. *What is the recommended attire for an official contest?*

6. *The California 4-H Discussion Meet is a _____ not a _____.*

*Extra bonus points for a pencil or pen....What does "18 USC 707" mean?
Take a look at an official 4-H Clover Logo....*

QUIZ: ANSWERS

1. *Name one of the four Goals given of California 4-H Discussion Meet.*
 - a. *Provide education experiences and activities for senior members*
 - b. *Inspire senior members to stay involved while building basic discussion skills*
 - c. *Introduce opportunities for senior members to pool knowledge and solve Current 4-H member issues while reaching a consensus.*
 - d. *Promote self-esteem through individual expression and leadership*

2. *Name one of the six Objectives of California 4-H Discussion Meet.*
 - a. *Build self-confidence*
 - b. *Develop a concise and direct manner of speaking that can be heard in a large crowd*
 - c. *Improve the ability to listen and overcome shyness on stage*
 - d. *Assist the member in the practice of giving & receiving criticism in a helpful manner*
 - e. *Teach the value of compromise*
 - f. *Develop future 4-H Volunteer Leaders for effective problem solving through group discussions.*

3. *Name one of the four bases for the general discussion questions.*
 - a. *Cooperation* b) *Constructive Criticism* c) *Problem Solving* d) *Communication*

4. *What are the age requirements for the California 4-H Discussion Meet?*
14 - 19 years of age at the time of the Final Four.

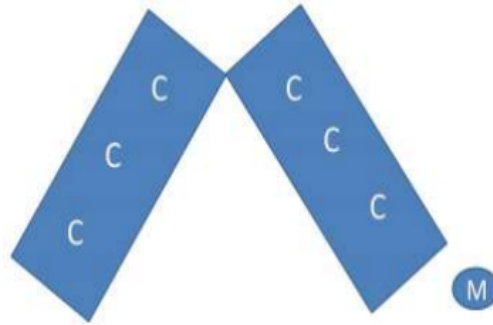
5. *What is the recommended attire for an official contest?*
A suit or business attire

6. *The California 4-H Discussion Meet is a DISCUSSION not a DEBATE.*

*Extra bonus points for a pencil or pen....What does "18 USC 707" mean?
Take a look at an official 4-H Clover Logo....*

ROOM LAYOUT FOR DISCUSSION MEET

Room Layout



```

xJxxxxxxxxT  xxxxxxxxxxx
xxxxxxxxxxx  xxxxxxJxxx
xxxxxxxxJxx  xxxxxxxxxxx
    
```

M = Moderator C = Competitor J = Judge T = Timer X = Audience

FLOW OF COMPETITION

Generally speaking, the discussion should follow these steps:

1. State problem or need.
2. Explore, define, and understand problem or need.
3. Identify causes of problem or need.
4. Elaborate all possible alternative solutions.
5. Evaluate and compare alternatives.
6. Test and project what appears to be the best solution.
7. Arrive at ways to implement the solution.

4-H DISCUSSION MEET - MEETING THREE

SAMPLE AGENDA MEETING THREE

Duration: 1 ½ - 2 hours (maximum)

LET'S DISCUSS OPENING STATEMENTS

The information given out at this meeting needs to be the same for each statewide Discussion Meet Leader. How this is done is up to the leader in charge. ALL of the following information needs to be presented.

Welcome

1. **Community Builder:** Playing Card Greeting (see p. 57)

2. **Compliments and Appreciations:**

Use something from the project meetings or something that happened during the time between meetings.

3. **Learning Support:** Slam Dunk Suggestions (see p. 65)

Give each member the opportunity to read/tell about his/her Opening Statement to Question #2. Offer encouragement and ask questions to help clarify the meaning of the answers. (See p. 8 Member Guide for suggestions.) Allow other members to make positive comments and suggestions.

How did you/can you use the Opening Statement suggestions to develop your new discussion for Question #3?

Question #3 - *How can 4-Hers learn by doing within the community to provide youth with field research experience, technical expertise, and an opportunity to reflect on their own development?*

4. **Group Agreements**

Review the agreements developed by the group from the first meeting. What are we doing well? What needs to be improved? Is there/are there other areas we should include to build team success?

5. **Business Items**

Go over the rest of the questions. Members share resources which they have found to be useful. Make a list. Discuss which of the resources might offer the best information for each question.

Review the seven steps introduced at Meeting 2. Follow through with the position statement development and how it helped. How will members use this information on their study for Question #3?

6. **Closing/Reflection**

What do you notice about how we have used Group Agreement lately?

So What do you think that says about how our team has changed?

Now What would you add to/change about our agreement?

NOTES

4-H DISCUSSION MEET - MEETING FOUR

SAMPLE AGENDA MEETING FOUR

Duration: 1 ½ - 2 hours (maximum)

LET'S DISCUSS HOW YOU APPEAR TO OTHERS

The information given out at this meeting needs to be the same for each statewide Discussion Meet Leader. How this is done is up to the leader in charge. ALL of the following information needs to be presented.

Welcome

1. Community Builder: Your First (see p. 55)

2. Compliments and Appreciations

Use something from the project meetings or something that happened during the time between meetings.

3. Learning Support: Listen/Talking Circle (see activities p. 64)

Give each member the opportunity to share two or three sentences they have prepared for Question #3. Offer encouragement and ask questions to help clarify the meaning of the answers. (See Member Guide for suggestions.)

How did you/can you use the Position Statement suggestions to develop your new discussion for Question #3?

4. Group Agreement: A Sun Rise (see p. 62)

What behaviors, individual and group, if done well, will help us?

5. Business Items

Use a computer that everyone can see. Flash on the screen photos of people dressed in a variety of outfits from sagging, too tight, appropriate for picnics/for school/for business. Turn off the computer and ask the members which ones they remember and made a positive impression on them. Which ones made a negative one? Flip through them and ask for impressions.

Round table discussion about the two D's (Demeanor and Dress) for the contests. (See p. 27) for suggestions. Discuss ways to be a Winner.

Have a mock Discussion Meet using Question #3. Focus on the conversation discussion method as opposed to the debate method.

Prepare Discussion for Question #4. Next whole meeting devoted to mock Meet. Decide if the members need more time for their preparation and practice. Arrange for meetings outside of the next project meeting.

Encourage studying the Conclusions (p. 13) in the Member Guide.

6. Closing/Reflection

What was the best part of your day?

So Where were you most challenged today?

Now What are some examples of when someone in the group showed (insert life skill here)

DEMEANOR AND DRESS

- Grooming
- Smile
- Voice
- Sitting
- Avoid “trendy outfits” – keep business like
- Over-dressed always safer than underdressed
- Avoid “flashy accessories”
- Watch low cut blouses, see through garments, skirts or shirts that are too tight or too short, or stained clothing. (Did you see someone who gave you these examples?)
- The devil is in the details! Set out what you are going to wear the night before to make sure it is pressed, clean and looks great.

WAYS TO BE A WINNER

- **Be Prepared:** Be prepared by thinking out the contest before it happens. Know where the Discussion Meet is going to be held and arrive 15 minutes early. Maybe even bring another shirt/blouse in case the one you are wearing gets dirty and you move to the next round.
- **Dress Appropriately:** Dress conservatively and it’s always good to over-dress instead of under-dress. Dress also includes not having too much jewelry or makeup and clean shaven for boys. **Remember details make the difference.**
- **Be Confident:** Smile and believe in yourself. If you believe in yourself, your discussions are more likely to be heard by others and not be dismissed just to get their points across. Be careful to not sound cocky or conceited, but take pride in your skills and knowledge that you researched for the question given. Make the judges feel you know your topic.
- **Make Eye-Contact:** This can be difficult when you are nervous, but this is one of the best ways to show confidence. Make eye-contact with the person you are talking with or asking a question to during the discussion meet and then make sure to make eye contact with the judges in the audience in your summary.
- **Show your Enthusiasm:** Be excited to be at the discussion meet! Show that you are eager and willing to learn, and excited about what the other members have to offer in order to ‘make the best-better’. This is done both with your words and body language.
- **Know Your Facts:** If you have an idea that you believe in, make sure you have your facts down pat. Understand where 4-H fits into your idea and how their mission or goals can be connected. This will help you see the big picture and lead others to believe in your idea.
- **Practice:** Practice makes perfect. Sorry to say that over and over, but it’s a fact. Don’t memorize answers, but think about possible questions and how you might respond. Watch your non-verbal communication such as eye and facial expressions in the mirror or with a friend. You’ll be more confident and prepared if you practice

4-H DISCUSSION MEET - MEETING FIVE

SAMPLE AGENDA MEETING FIVE

Duration: 1 ½ - 2 hours (maximum)

LET'S DISCUSS A PRACTICE DISCUSSION MEET

The information given out at this meeting needs to be the same for each statewide Discussion Meet Leader. How this is done is up to the leader in charge. ALL of the following information needs to be presented.

Welcome

1. Community Builder: Candy Introductions (see p. 58)

2. Group Agreements

As you get to the meeting and before you start the meeting, just take turns listening how everyone's day went and then ask the question 'How do you feel about 4-H right NOW, this MINUTE? Positive, Negative, doesn't matter. The important thing is your feelings are important. You are with your team, your 4-H family, and they are with you to support your ups and downs.

3. Learning Support

4. Practice California 4-H Discussion Meet. Question will be, *How can 4-Hers learn by doing within the community to provide youth with field research experience, technical expertise, and an opportunity to reflect on their own development?*

This time it will be for the full time limit of 20 minutes.

- a) In voluntary order, members will give their 30-second opening statement directed to the pretend audience.
- b) As Leader: you will flash a red time card indicating when 30 seconds have elapsed.
- c) Once everyone has given his/her statement, open the discussion, which will continue for a total of 25 minutes.
- d) As Leader: your job is to be moderator for this mock event and hold up a red card to show time is up and for open discussion to stop for one minute of quiet time, allowing members to compose a closing statement.
- e) Moderator (the leader at this point) will give each of the members, in voluntary order, the opportunity to make a one-minute closing statement directed to the audience. Again use a red card when the time is up.

5. Compliments and Appreciations: Point out specific members and what they did to advance the Discussion Meet today.

6. Business Items

Use this time for questions and answers about the contest itself and what is coming next. Prepare for a Mock Discussion Meet.

7. Closing/Reflection

NOTES

4-H DISCUSSION MEET - MEETING SIX

SAMPLE AGENDA MEETING SIX

Duration: 1 ½ - 2 hours (maximum)

LET'S DISCUSS A MOCK DISCUSSION MEET

The information given out at this meeting needs to be the same for each statewide Discussion Meet Leader. How this is done is up to the leader in charge. ALL of the following information needs to be presented.

Welcome

Have the refreshments at the start of the meeting with the guests whom you have invited to serve in the capacity of officials in a 4-H Discussion Meet contest. Introduce them as friends who want to learn about this state-wide 4-H project and have them interact with each other. After 20 minutes have the members sit down and write their names on name cards and announce that they will be having a full run through from start to finish just like a real contest. Your invited friends will be the: Room Chair, Timekeeper, Moderator and the three Judges, just like an official contest.

Learning Support

- 1) As the leader, you have already given your guests their roles and they know what to do as Room Chair, Timekeeper, Moderator and Judges. (Look in manual for specific job duties). At this point they will assume their positions in the room and members will now assume the roles of participants. Tables will be set up in the specified arrangement. A glass of water and note pads with pens will be at each seat for them.
- 2) Competitors take their seats (where they have placed their name card). And the **Room Chair** will call the meeting to order, announce the topic, which will be, "How do you define 4-H to someone who knows nothing about our program?", and introduce the timekeeper and moderator.
- 3) The **Moderator** will introduce the competitors and re-announce the topic to be discussed. He/she will give each of the competitors, in voluntary order, the opportunity to make a 30-second opening statement directed to the audience.
- 4) The **Timekeeper** will flash a red time card indicating when 30 seconds have elapsed. Judges may subtract points at their discretion for competitors who abuse the time limit or do not have a clear opening statement.
- 5) The **Moderator** will then indicate the opportunity for open discussion, which will continue for a total of 25 minutes. The discussion should be directed to the fellow competitors and not the audience at this point.
- 6) The **Judges** will have score sheets and be placed around the room so they are not all in the same location.
- 7) The **Timekeeper** will indicate to the **Moderator** when five minutes of open discussion time remains. Then call for open discussion to stop at that point AND for one minute of quiet time, allowing the competitors to compose a closing statement.

- 8) The **Moderator** will give each of the competitors, in voluntary order, the opportunity to make a one-minute closing statement directed to the audience.
- 9) The **Moderator** will recognize the judges and request them to leave the room with the room chair to finalize the tabulation of their score sheets. Judges are not to confer with each other until the room chair has collected their tabulated score sheets.
- 10) The **Moderator** will thank the panel and ask the audience to recognize their efforts. He/she will then ask the competitors to share their personal 4-H background with the audience. (You might have more refreshments at this time while waiting for the judging results.)
- 11) Call the meeting back to order. Bring out judges and share scores with the members. Ask how they felt about this first semi-real experience. Was it like they expected? How well prepared did they feel?

Compliments and Appreciations:

Use the comments of the judges and audience to congratulate the members on a job well done.

Business Items:

Use this time for questions and answers about the contest itself and what will happen at the last meeting. Set the next meeting date and remind them that this will be the last official meeting (unless they want more practice together) and they will be required to bring (or wear) the business attire they will wear for computation. All family members are encouraged to attend. They will play the role of audience, room chair, timekeeper, moderator and judges.

Make sure members RSVP who will be attending the next meeting from their family or friends, and suggestions of who might be willing to act in an official capacity during the Meet.

Closing/Reflections

What is exciting about participating in a Discussion Meet?

So What difference did you notice in your group members?

Now What can you do to use the suggestions that were made today by our guests?

4-H DISCUSSION MEET - MEETING SEVEN

SAMPLE AGENDA MEETING SEVEN

Duration: 2 hours

LET'S DISCUSS

You have reached the end of the mandatory project meetings at this point (unless your group wants more practices). At this meeting family members will role play the Meet officials and members will have a full dress rehearsal for the California 4-H Discussion Meet. Do give them instruction, orientation, and training in their jobs prior to the meeting so they are fully prepared to serve.

Welcome

Learning Support

- 1) As the leader, you have already given visiting family members their roles and they know what to do as Room Chair, Timekeeper, Moderator and Judges. (Look in manual for specific job duties). At this point they will assume their positions in the room and members will now assume the roles of participants. Tables will be set up in the specified arrangement. A glass of water and note pads with pens will be at each seat for them.

Competitors take their seats (where they have placed their name cards).

1. **Room Chair** will call the meeting to order, announce the topic, which will be, "How can California 4-H aid in educating the citizens of California about the current statewide drought and about the importance of water efficiency and use in California?" and introduce the timekeeper and moderator.
- 2 The **Moderator** will introduce the competitors and re-announce the topic to be discussed. He/she will give each of the competitors, in voluntary order, the opportunity to make a 30-second opening statement directed to the audience.
- 3 The **Timekeeper** will flash a red time card indicating when 30 seconds have elapsed. Judges may subtract points at their discretion for competitors who abuse the time limit or do not have a clear opening statement.
- 4 The **Moderator** will then indicate the opportunity for open discussion, which will continue for a total of 25 minutes. The discussion should be directed to the fellow competitors and not the audience at this point.
- 5 The **Judges** will have score sheets and be placed around the room so they are not all in the same location.
- 6 The **Timekeeper** will indicate to the **Moderator** when five minutes of open discussion time remains. Then call for open discussion to stop at that point AND for one minute of quiet time, allowing the competitors to compose a closing statement.

- 7 The **Moderator** will give each of the competitors, in voluntary order, the opportunity to make a one-minute closing statement directed to the audience.
- 8 The **Moderator** will recognize the judges and request them to leave the room with the room chair to finalize the tabulation of their score sheets. Judges are not to confer with each other until the room chair has collected their tabulated score sheets.
- 9 The **Moderator** will thank the panel and ask the audience to recognize their efforts. He/she will then ask the competitors to share their personal 4-H background with the audience.
- 10 Bring out judges and share scores with the members. Ask members how they felt different about this experience than they did from the last one.
- 11 Closing/Debrief
Include family members and other guests in this exercise.

Refreshments and celebration time with the awarding of certificates. Makes plans for the future of the project, plus members who are moving on to competitions need information.



Congratulations to:

*For completing the California State
4-H Discussion Meet Project*

Date



ACTIVITIES

CATEGORIES: COMMUNITY BUILDER

Purpose: to help members get more comfortable with and aware of similarities/differences.

Materials: none

Preparation: Everyone should be standing in the center of the room.

Introduction: Players quickly form groups with people who share their response to the category you call out. For example: "I call out favorite color and you get into categories by the color you like best. Everybody who likes the color blue forms a group. Everyone who likes black forms another, etc. if a group is large, split into smaller sub groups of the main category." Groups could subdivide by shades of a color, 'dark blue vs sky blue.' Then say, "You will have a minute to introduce yourself and share with an individual something about your category. What you like about it or why you chose it. Ask each group or sub group to shout out their commonality before calling out a new category, e.g., "Blue!" Start out with simple categories and then go to categories that relate to the project and life skills.

Category Suggestions:

Favorite food

Favorite school subject

Type of leader you are

What life skill do you do well: (Give them the different life skills that you have selected for the project.)

What life skill do you want to develop? (Give them the different life skills that you have selected for the project.)

Source: bbrandt@wsu.edu

CIRCLE UP: COMMUNITY BUILDER

Purpose: To train the group to get into a circle quickly (a technique that can be used any time when you need to talk as a group and you need full attention). It also allows everyone to see who is talking and you can see if they are listening. (This is a good pre-activity for a group to do before discussions.)

Materials: None

Introduction: Quickly make a circle in which no one is standing next to someone that they know well. Everyone introduce themselves to the people on either side and is asked to remember the names and the order in which they are standing. The leader should stand as part of the circle.

To start say, 'When I say go, 'Go,' we will mix up in the middle, When I yell 'Circle up!' you will get back into the same order, using me as the anchor. You build the circle from where I am standing. The people on my right and on my left need to be the same people who are here now. I won't be in the same place every time." Count out loud as they do it and see how fast the group can circle up. It has to be fun when you do this exercise. Challenge them to do better each time.

Optional Debrief Ideas:

What is the purpose of standing in a circle? (Explain, so all can see and understand it helps everyone see each other and communicate better.)

What are the benefits when everyone is heard and included?

Now what can we do during the project meetings – besides circling up – that will help everyone be heard and feel included?

Source: bbrandt@wsu.edu

YOUR FIRST: COMMUNITY BUILDER

Purpose: to get members more familiar and comfortable with each other.

Materials: None

Introduction: “I will ask you to share your first experience with something or your best memory of a first experience. That way we can get to know more about the great similarities and diversity in the group.” As the facilitator you may also come up with alternate “firsts’ that are related to your event or program.

1. your first speaking experience that felt uncomfortable
2. your first group experience
3. your first job or chore for which you received money
4. your first experience participating in a meeting
5. your first . . .
6. your first . . .
7. your first . . .

Debrief Questions:

What did you notice?

So What did you learn about others? Differences and similarities?

Now What do we get to know about each other?

CARD MIXERS: COMMUNITY BUILDER

Purpose: to mix members, so that they talk to more than their regular friends. Give groups some time to answer and move on when most groups are done.

Materials: Deck of cards. Pull out cards with similarities, such as the kinds, queens, jacks, or the lower cards: ace, one, two or three. Pull enough cards so there is one per person. Give each person a card.

Introduction: Ask everyone to find another person with a similar card (color, suit, sequence, etc.). It doesn't matter what cards they have or if they match up. It's all about mixing up the group. What you might say: "Quickly find a partner with a similar card. If they are not similar, that is OK. Now with that partner, you will answer a question that I give you. When you are done, find a new partner and wait for the next question."

Debrief Questions:

What are you excited about today?

What do you want to learn or try today?

So What ideas do you have about preparing your discussion points for the questions?

So What ways might skills that you used today be useful in the work world?

Now What do you want to do to improve one specific skill?

Now What can you do to use differences to strengthen your team?

Source: bbrandt@wsu.edu

PLAYING CARD GREETING: COMMUNITY BUILDER

Purpose: to get members to know each other better and to interact with different people. The more they know about each other, the more likely it is that they will get along, find commonalities and note the diversity of the group.

Materials: Deck of Cards. Prepare by selecting the lowest value cards (one to four) from a deck of cards. Have enough cards for one per person. Distribute one card to each member of the group.

Introduction: Ask players to pair up with someone (doesn't have to be with someone holding same card number) and share the same number of facts about themselves as the number on the card that they are holding, e.g, a person holding a three card must share three things about themselves. After each conversation, partners trade cards with each other and find a new player with whom to share. Encourage group members not to share the same personal fact more than once throughout the activity.

Debrief Questions:

What was the most unique thing you heard?

What do you have in common with others?

So What did you learn about the group?

Now What can we do to get to know more about the great ways that we are similar/different?
(This promotes getting to know more about each other.)

Source: bbrandt@wsu.edu

CANDY INTRODUCTIONS: COMMUNITY BUILDER

Candy Introductions is a get-to-know-you game that helps people learn new facts about each other in an easy way. They select various pieces of candy from a bag, and each candy variety is associated with a fact about themselves, which they will introduce to the others. Candy Introductions can work with any group size. The icebreaker works best when the group size is limited to 12, so if you have more than 12, divide the larger group and run the icebreaker within the smaller sized groups. This icebreaker works best indoors, and is well suited for classrooms or meeting rooms.

Purpose: to help members learn new facts about each other

Materials: wrapped candy with about five different variations (color or candy type), and an optional chalkboard/whiteboard.

Setup for Candy Introductions

Purchase several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any wrapped candy type that has a variety of colors, but not too many choices (limit it to around five or six different varieties).

Instructions for How to Play

Pass around the candy and tell each participant to choose anywhere from 1 to 5 pieces of anything that they want. Instruct them not to eat it yet, though. After they have chosen their candy, tell them what each candy type/color represents.

If there is a whiteboard or chalkboard present, write on the board the following:

- Red - Favorite hobbies
- Green - Favorite place on earth
- Blue - Favorite memory
- Yellow - Dream job
- Orange - Wildcard (tell us anything about yourself!)

If you don't have the above colors, change the above to match the candy types that you have. Each person takes turns introducing himself or herself, beginning with their name and then saying one fact for each candy type that they have. This easy introduction game should go relatively quickly (assuming they weren't greedy and that they didn't take too many pieces of candy!)

Note: This game also goes by other names, including the M&M game, Candy Confessions, the Skittles Game, the Gum Drop game, among others.

COMPLIMENTS AND APPRECIATIONS

Purpose: to build a positive environment

Materials: none

Introduction: Say, "Part of our time together will be spend on teambuilding to become aware of what we do for the group that helps us get along and have a great experience as we get ready for the Discussion Meet experience. One way to do that is to share compliments on things you appreciated about the group. I'll start and then we can go around the circle."

(Posting the sentence starters can help members participate.)

Sentence Starters:

I appreciated that the group did _____.

I appreciated that when _____ happened, the group

_____.

The group did _____ well.

FOLLOW UP DEBRIEF OPTIONS FOR EACH MEETING: GROUP AGREEMENTS

Purpose: a group agreement is only effective when it is put to use and upheld by the members it binds. However the agreement is created it must continue to fit individual and collective needs and goals. It is a “living” document, updated to meet the needs of the team as it evolves. Below are different options of how to revisit it daily.

Materials: Current Group agreement

Introduction: We are going to revisit the group agreement so we can continue to get better at the items in the agreement.

Debrief Ideas

What did you see that reminded you of our group agreement?

So What did you do to use our agreements well? Not so well?

Now What are you going to do to uphold our agreements even better?

What do you notice about how we have used our agreement lately?

So What do you think that says about how our team has changed?

Now What would you add to/change about agreement?

What part of the agreement have you noticed could use some practice?

So What was the impact of it not working well?

So What are you learning about that part of the agreement?

Now What can you and everyone do to get better at it for our next meeting?

What part of the agreement did the group do well today?

So What is the impact on the group members when it is done well?

So What are you learning?

Now What can you (or the group) do at our next meeting to do it even better?

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CIRCLE: GROUP AGREEMENT

Purpose: to create a safe learning environment where groups work on behaviors that support success. This is accomplished by placing group and individual goals in a middle circle on the paper. By writing down goals it reminds the members of some of the reasons for the project. Members create four to five positive behaviors that help achieve the goals. These appear in the next circle around the inner circle. (Think concentric circles.)

Materials: paper and markers

Introduction: What are the goals of the project? What will we learn and what life skills will we focus on to improve? The desired results after working on preparations for the 'Meets' should be made part of the goals. The purpose of this fun project is to use what we learn, content and Life Skills later. So what will happen while we work on our presentations is very important. This is the inner circle. Fill in the blanks can help you:

As a result of participating in this project we will be able to _____.

As a result of participating in the project I will use my knowledge to _____.

As a result of participating in the project I will use my improved life skills to _____.

The group reaches its collective and individual goals (the inner circle) by working on positive behaviors (the outer circle). What behaviors, individual and group, if done well, will help us? (Example: If we have "Good Communication" in the agreement how will it help? If we use "Personal Safety" skills, will it be a good project meeting?) The group needs to brainstorm the behaviors and get the list down to four to five, on which everyone can agree, and then place them around the inner circle. Remember, this is about progress and not perfection, when creating the four or five behaviors. This agreement will be used during the meetings.

Source: bbrandt@wsu.edu

A SUN RISE: GROUP AGREEMENT

Purpose: to create a safe learning environment where groups work on behaviors that support success. This is done by drawing a sun rising, with rays of light coming out of it. Leave space below the horizon line for the group to write their goals. And draw the sun large enough to hold the words that the group says are important behaviors to practice for a successful project.

Introduction: What are the goals of the 4-H Discussion Meet project? What will we learn and what Life Skills will be do better? The desired results after the completion of the project should be made part of the goals. The purpose of this project is to use what we learn, the content and Life Skills later. So what will happen after the project is very important. Under the horizon put the answers to the following questions:

As a result of participating in the project we will be able to

_____.

As a result of participating in the project I will use my knowledge to

_____.

As a result of participating in the project I will use my improved life skills to

_____.

What behaviors, individual and group, if done well will help us to have a great experience? Put these in the sun. (Example: if we have good communication in the agreement, it will help. If we use good listening skills we will have better meetings.) Get four to five general behaviors on which we can all agree and put them around the inner circle. You will revisit this during the project. You can pick one of the behaviors you feel is important and write it into a ray from the sun. (Behaviors written on the rays are for deeper understanding and something to practice for next meeting.) On that ray, write specific details of what that behavior looks like, sounds like and feels like.

Source: bbrandt@wsu.edu

EXPLAINING LIFE SKILLS TO YOUTH: LEARNING SUPPORT

Materials: None

Introduction: In the goals for the 4-H Discussion Meet it refers to a “focus on better communication, both speaking and listening, compromise, effective problem solving, among others.

- The 4-H Discussion meet project is a great opportunity to develop these skills. Include an explanation at the Orientation meeting of the project. You may relate the project to the 4-H mission and vision. Provide an in-depth explanation. Discuss with the group how the project relates to the Life Skills that the group wants to improve.

Examples:

Throughout the course of our project, what skills are we improving? (Most youth will talk about team support, researching and writing opening statements, etc.)

What team skills or life skills are we using to be successful our project?

We'll be working on some of the team skills that you mentioned. Think of it like this – when someone wants to strengthen a muscle, they have to stress it, work it, practice, lift weights. This work results in the muscle getting stronger. Our team skills are similar. We have to practice our skills. This is similar to lifting weights. Also, the better our team skills or life skills are, the better our time together will be. The group thinking about these skills and answering some simple questions does this. So be ready, and let's have fun.

EXPERIENTIAL EDUCATION DISCUSSION: LEARNING SUPPORT

Purpose: to discuss with youth the EE approach and help prepare youth for the experiential education “Reflection” process. Knowing that there are questions, their learning will improve, and they will be more willing to engage in the discussion. As you use this technique youth will become more comfortable and talk more.

Materials: None

Introduction: Say, “During our time together, we will get the most out of the experiences by talking about them This connects to the Life Skills on which we are working. After we talk about experiences, we will figure out what we have learned from them. Then, the most important part is figuring out what we will do with that learning. This is personal, as each of us is unique and can use our learning in different ways.” The “Reflection” process has three simple steps.

What: ‘What’ questions ask the group to remember the experiences of the day. By revisiting the meeting, youth will be able to answer the next question of what they learned from the day’s experience.

So What: “So What’ questions help them figure out what they learned.

Now What: “Now What” questions help them figure out how to use their learning for the study and preparation of Opening Statements and discussion points for each question. It’s all about their future success.

Source: bbrandt@wsu.edu

SLAM DUNK SUGGESTIONS: LEARNING SUPPORT

Purpose: to get anonymous comments and ideas in a fun way. This can be used in the beginning when the group is uncomfortable with sharing. Also, it stops a few people from dominating the conversation. You can use Slam Dunk Suggestions for ideas of what to do for researching information. You can use Slam Dunk Suggestions for ideas on how to be a stronger team or to answer the following questions. What are we learning about opportunities that the group has? So what can you do to support a stronger team?

Materials: paper and writing tools for every member

Introduction: Take a sheet of paper and caringly share some that occurred during the day that was either meaning or could have been improved. No names please. We will crumple the papers and toss them into a bin in the center of the room. Volunteers will select a piece of paper from the bin and read it aloud and we will talk about the ideas.

LISTEN/TALK CIRCLE: LEARNING SUPPORT

Purpose: to stimulate/regulate discussion on any topic. It can be used during the business part of a meeting. It pulls people together, gets eyes focused on the speaker, creates a sense of connection and decreases side discussions. You can do versions in which you ask a question and when people answer they step in and step out when done. Another version is one in which everyone gets to talk the first time they enter; they stay and others enter and answer the question until everyone is in the circle.

Materials: webbing, rope, string. Or chalk with which to form a circle large enough for several people to stand inside.

Introduction: The inside of the circle is the place for talking while the outside of the circle is a place for listening. Ask questions and members of the group may enter the circle when they have something to say or remain outside just listening.

Suggested closing/reflection for Meeting #1

TWO POSITIVES AND A WISH: CLOSING/REFLECTION

Purpose: to have members recognize their positive aspects and think about what they can practice until the next meeting.

Materials: None

Introduction: Say, "Take a moment to consider what you learned about yourself during the meeting. I invite each of you to state two positive things about yourself and one wish that you have for how you would like to grow and improve."

Debrief Suggestions:

What happened today with the Life Skill we are working on?

What did you learn about how to improve the Life Skill?

What can you practice until the next meeting?

What was that activity like for you?

What was easier for you to give yourself? The 'positives' (compliments) or the 'wish' (a suggestion for growth or improvement)?

Now, what tips can you give people (peers, coaches, other adults, etc.) about the kinds of messages that are most helpful to you? Strokes? Wishes? Both?

GROUP JOURNALING: CLOSING/REFLECTION

Purpose: to give youth a different form of recording and reflection of the work of the project. This tool can be used in multiple ways to support learning: recording ice breakers with pictures, wishes for the group, norms and growth opportunities. It can be used in various ways from before, during and after the meetings and Meets. You may assign one person to be the scribe, who writes in the journal for the group. Another option is to ask a question, having each participant write his/her response on a large sticker or label. The stickers are then pasted into the group journal. By using stickers, you let everyone add in something that all can read and be used to review your group's history together.

Materials: Journals or stickers

Introduction: Say, "As part of our learning we will take sometime to write down what we are learning. I will give you a sentence to complete. These will be shared."

Options:

4-H skills that could help me in the working world include . . .

I can improve my marketable (job) skills by . . .

My project leader can help me hone my (job) skills by . . .

Another Life Skill/knowledge area that I want to improve in this project is . . .

I can improve my skill/knowledge in this area by . . .

My project mates, my project leader can support me by . . .

Debrief:

What happened today with the Life Skill on which we are working?

So What did you learn about how to improve the life skill?

Now What can you do during the coming time between meetings?

CATCH THE DRAGON'S TAIL: MOVEMENT

Am I for it, against it, or in between?

Materials: Bandannas

Let's get started!

You will need a good-sized area for this game. Make sure you are clear of any sudden pits and trees. Have about eight to ten people line up, one behind another. Everyone puts his/her arms around the waist of the person in front of him/her, forming the dragon. The last person in line tucks a bandanna in the back of his/her belt. At the GO signal, the dragon starts chasing its own tail, with the objective being to snatch the bandanna. The tricky part of this is that the head and the tail are competing, but the middle is not sure where to go. When the head finally catches the tail, who is the defeated and who is the victor? Everyone! The head puts the bandanna in his/her belt and becomes the new tail.

Source: New Mexico State University, 2009)

PASS AND DUCK RELAY: MOVEMENT

Quickness and accuracy are key!

Materials: A ball or any object to be thrown for each team participating

Let's get started!

Divide the group into teams of five or more. Teams line up in single file. Choose a thrower for each team. The thrower will stand facing the first person in line about 10 feet away. Give each thrower a ball for the team. On the start signal, each leader will toss the ball to the first teammate in line. The first person immediately throws the ball back to the leader, ducks down and stays down. The leader then throws the ball to the second person in line and each person continues the sequence until the last person throws the ball back to the leader (over the heads of the team). The first team to be ducked down entirely wins.

You also may play a version where the last player to catch the ball from the leader becomes the new thrower. Send the old thrower to the front of the line while the rest of the team stands up again and the activity continues until everyone has been a thrower. The first team to work through its whole line wins.

Source: Buchele, 2008

MOVE LEFT: MOVEMENT

This works better when the group has been in a couple of meetings together.

Purpose: to move around the circle only to the left one chair at a time back to the starting spot .

Materials: Chair for each person

Introduction:

Form a circle with the group sitting in chairs. The chosen leader calls out orders such as, "Everyone with brown on, move one left," or "Everyone wearing tennis shoes, move left " You may move only one chair left at a time. If a chair is occupied to the left, sit on the person's lap. Several players may be sitting on each other's laps in one chair at some point during the game. Players move only when the leader gives them directions to do so. Leaders should try to mix up the qualifications for moving so the game doesn't move slowly. A good option for this is, "All girls/boys move to the left!" The first person back to his/her original spot wins.

Source: Buchele, 2008

BALL POWER FOR CONDUCTING A MEETING

Purpose: to introduce the concept of taking turns while speaking. This serves to remind members when they are participating in the Discussion Meet contest to wait until the other person is finished speaking.

Material: ball or “speaking stick”

Thanks for agreeing to act out a 4-H club meeting. It’s important that you really act out your part by adding comments.

A script outline is given below. The important part of this activity is to show that only one person speaks at a time at a meeting. A person may speak in the skit only when they are holding the ball.

Script Outline:

All Actors: Come in rowdy and loudly discussing tonight’s training. Keep up the noise and chatter.

President: Try to call the meeting to order but no one listens to you. Beat on the table until the members are quiet.

President: Start to talk but members become very noisy again.

Member #1: Throw the ball to the president.

All Actors: When the president catches the ball, everyone become quiet and remains quiet unless the ball is thrown to them.

President: “I feel this ball gives me power. From now on the individual who holds the ball is the only one who can speak. Now as President I am going to call this meeting to order.”

President: Call on Member #1 to lead pledges and throw the ball to him/her.

All Actors: Stand and say pledges.

Member #1: Throw the ball back to the president.

President: Call on the secretary to read the roll call and throw the ball to the secretary.

Secretary: Read member name and throw the ball to that member who then responds and throws the ball back to the secretary. Repeat for all members. Throw ball to president.

President: Call on secretary to read the minutes and throw ball to the secretary.

Secretary: Make up some brief minutes to read and return ball to the president.

President: Ask for any corrections or additions. State that the minutes stand approved as read.

President: Ask for the treasurer's report and throw the ball to the treasurer.

Treasurer: Give a fictional report. Present one outstanding bill. Return ball to the president.

President: Ask for a motion to pay the bill. Throw ball to member #2 who stands.

Member #2: Make motion. Return ball to the president.

President: Ask for second. Throw ball to Member #3.

Member #3: Second motion. Return ball to president.

President: Ask for discussion. Throw ball to any members who want to comment. Take the vote. State whether the motion carries or fails.

End

Source: Strengthening Your 4-H Club Through Planning. **Minnesota 4-H: Building Effective Leadership Level 1**. Kathy Sperry and Juanita J. Reed-Boniface. 4-H-MI-6047-S. 1992. Level 1 Lesson 4 Page A-11.

FUN ACTIVITY TO TEACH PARLIAMENTARY PROCEDURE

ACTIVITY NAME: MAKE A PIZZA PARLI PRO STYLE

Purpose: to practice making and voting on motions

Materials: a basic pizza with crust and sauce
toppings, such as pepperoni, onions, tomatoes, mushrooms, peppers,
cheese, etc.

Introduction:

The chairperson announces that the group will vote to finish making a pizza. Participants will vote on additional ingredients by making motions and amendments.

After each motion is passed, the person introducing the motion performs the task of adding the ingredient and then takes over the chairmanship. Continue the process until the pizza is complete.

Hints for success:

- The chairperson will hold up the items being considered to enhance the visual effect of the activity.
- In the beginning, keep the activity simple by voting to add one item at a time.

Debrief questions:

- Did our group reach consensus?
- How did parliamentary procedure help us achieve our goal of making a pizza?
- How did parliamentary procedure hamper our efforts?
- How does parliamentary procedure help a group making other types of decisions?

Source: Amy Davis Derby, Dana Martin, and Robin VanWinkle, Oregon State University Extension, 4-H Youth Development. Original source unknown - presented at a workshop "Gaveling Your Way to Better Meetings - 2005 NAE4HA Annual Conference, Seattle, WA.

