

Training 3: 4-H Club Communications Project

TUESDAY, FEBRUARY 16, 2021

7:00 PM

SHARE A SUCCESS FROM LESSON 2
"FOLLOW MY LEAD" OR LESSON 3 "JUMPING
IN." INCLUDE YOUR FIRST NAME AND
EXTENSION UNIT

K-STATE
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Lesson 1 Reflection

1. What challenges have you encountered?
2. What tips or lessons have we learned, that we want to keep in mind, looking forward to lessons 5, 9, & 10?

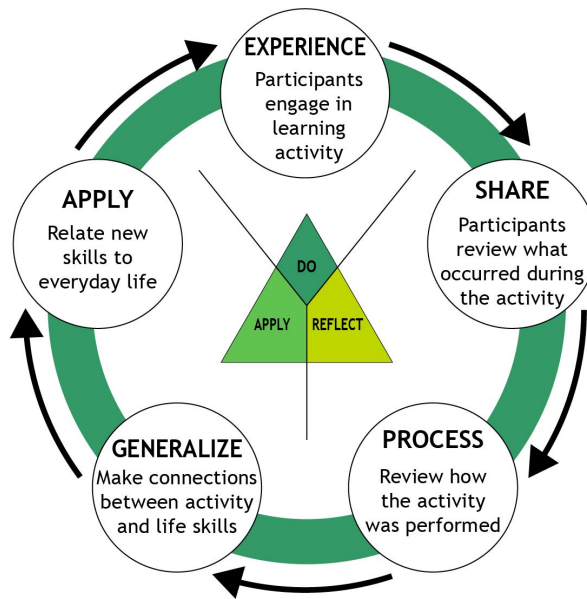
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Overview of Timeline

Sept 1- Oct 9	Extension staff announces program to club leaders and encourages them to recruit Communications Project Leader and register for Communications Project Series
October 20	Webinar training 1 for Communications Project Leader
November	Communications Project Leader teaches Chapter 1: Communication & Me
December 15	Webinar training 2 for Communication Project Leader
January	Communications Project Leader teaches Chapter 2: Follow My Lead
February	Communications Project Leader teaches Chapter 3: Jumping In
February 16	Webinar training 3 for Communications Project Leader
March	Communications Project Leader teaches Chapter 5: Let's Write
April	Communications Project Leader teaches Lesson 9: Illustrated Talks
May	Communications Project Leader teaches Lesson 10: Do-able Demo
May 11	Webinar Check-In & Summer Overview
June, July, August	Youth give a presentation at a club meeting or enter a communications project exhibit at the county fair
August 10	Webinar Wrap Up & Survey Instructions
August/ September	4-H Communications evaluation survey distributed to youth and collected



Experiential Learning Model



Please have your curriculum in hand



Communications Curriculum: 6 lessons



Contents	
Chapter 1: Communication & Me	1
Chapter 2: Follow My Lead	5
Chapter 3: Jumping in	9
Chapter 4: Don't Be Bullied	13
Chapter 5: Let's Write	17
Chapter 6: Resource Detectives	21
Chapter 7: Who's Who	25
Chapter 8: Compose Your Song	29
Chapter 9: Illustrated Talks	33
Chapter 10: Do-able Demo	37

Chapter 5: Let's Write

Let's Write
Time Needed: 20 min.

Materials List
Paper, writing utensils, envelopes, address labels, optional computer, word processing software.

Learning Objectives
Understands the difference between letter writing formats and chooses appropriately.

Education Standard(s)
Core Curriculum Standard: Writing K-5. Produce clear and coherent writing appropriate to task, purpose, and audience.

Process Activities
Selects and writes a letter using either a business or friendly letter format.

Life Skills
Communicating with others, Composing letters

Learn More
The use of e-mail has entered the business world and it can be appropriate in some situations to write a business letter via e-mail. This link explains some of the differences and things to keep in mind when writing a business email versus a letter. http://writing.colostate.edu/guides/doccomm/biz/biz_email_writing/business_email/

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Experience / What to Do

1. After learning about the important parts of a business and friendly letters, have youth practice writing both types of letters. Youth can either hand write the letters using the following formats or use a letter generator developed by the International Reading Association at http://www.readingthink.org/teachersources/interactives/letter_generator/

The business letters could be to request information about a product or service a business offers in the community, and the friendly letter thanking an adult for something. If you want to have some added fun have them write their letters to their parents or grandparents using both the business and friendly approach. At your next gathering ask youth which letter produced the best results.

My Sample Business Letter	My Sample Friendly Letter
Return Address	Return Address
Heading	Heading
Inside Address	Inside Address
Salutation	Salutation
Body	Body
Closing	Closing
Signature	Signature
Enclosure:	Signature

2. After youth have completed their letter, have them send it to the company. Once enough time has passed, ask the youth about the feedback they received from the company.

Did You Know?
Email letters are stored or anchored by businesses for a very long time, so it is important to be careful about what you say and how you word your emails. Always be courteous.

Glossary Words
Heading, Inside Address, Salutation, Body, Closing and Signature, Feedback

Related Activities
Seek to Connect Bridging the Gap

References
Activity adapted by Courtney Demmon and Amy Pappas, Iowa 4th Grade. Reviewed by Judith Lempp, Associate Director, Iowa 4th Grade Development and Michael Hoyle, Iowa 4th Program Specialist. From the activity, "Picking Up The Pieces: Communication Activities for Youth" produced by the National 4th Grade Cooperative Curriculum System, Inc. (2002)

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Talk It Over...

Share...
What did you request in your letter?
What part of the letter was the hardest to write?

Reflect...
What did you learn about writing a business letter?
What did you do to make your request clear and concise to the company?

Generalize...
What is important about being able to write a clear and accurate letter?

Apply...
When would you use a business letter?
What other kinds of purposeful letters could you write besides business letter requests?

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Chapter 9: Illustrated Talks

Illustrated Talks
Time Needed: 20-45 minutes plus time at end meeting to present.

Materials List
Paper, pencils, computerized "Smart" whiteboard.

Learning Objectives
Understanding the process of preparing an illustrated talk.

Education Standard(s)
Core Curriculum Standard: Writing K-5. Develop & strengthen writing by planning, revising, editing, or trying a new approach.

Process Activities
Develops and presents an illustrated talk (integrates electronic and visuo).

Life Skills
Communicating with others – poses critical questions

Learn More
If you choose to accompany a presentation with a poster board, this website has some tips for how to use an electronic visual aid: <http://www.ccsma.edu/edu/forcomm/illustrating04-05/posters.pdf>
New Mexico State University

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Experience / What to Do

- Have youth think about a topic they would like to present. This could be something new they want to explore or a topic they already know about and want to look into further.
- Create a plan! Youth should decide the amount of information and the amount of time it will take to present the information.
- Youth should then assemble the introduction, body and summary for their presentation. "Tip" start with the body part go back to the introduction to make sure you introduce all of the things you will discuss.
- After youth have gone through the work and organization of creating a presentation, think about the places that would be best suited to include a visual aid.
- Next, youth should create their visual aids. This can be done outside of meeting time. Encourage the usage of traditional aids (posters) as well as electronic methods. A few electronic examples are:
 - PowerPoint
 - Video
 - Photo slideshow
- Have youth present at the next meeting and explain why they chose the visual aids they used.

Did You Know?
The use of visual aids makes your presentation more interesting and allows you to stretch your creativity.

Glossary Words
Illustrated talk, visual aids

Related Activities
Spokench Up Communications accompanying Do-A-Dee Demo, Step Up to the Plate

References
Activity adapted by Devin Demmon and Poshan Ong, Iowa 4th Grade Development team. Reviewed by Judith Lempp, Associate Director, Iowa 4th Grade Development and Michael Hoyle, Iowa 4th Program Specialist. From the activity, "Illustrated Talks" in Picking Up The Pieces: Communication Activities for Youth produced by the National 4th Grade Cooperative Curriculum System, Inc. (2002)

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Talk It Over...

Share...
What new information did you learn about your topic?
What challenged you as you presented your illustrated talk?

Reflect...
What new skills did you learn as a result of completing this activity?
What did you learn about communicating information with others?

Generalize...
How do illustrations improve audience understanding of your talks?
How will the skills you developed help you improve your writing, speeches, demonstrations, posters, etc.?

Apply...
How can the choice of visual aid in a presentation/talk impact the message communicated positively or negatively?
How do you plan on using visual aids in the future?

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Chapter 10: Do-able Demo

Do-able Demo

Master List
The more you know, the better.

Have you ever tried to show someone how to do something that involved several steps? Is there something that excites you and you would like to share with others?

Introduction
Many people learn how to do something after they see it being done and described. A demonstration is a presentation or speech that shares detailed steps of a process. How is a demonstration different than a speech or presentation?

As you prepare what to say and do in a demonstration, give careful attention to the following aspects.

- Title:** Get the audience's attention and peak their curiosity through the title.
- Introduction:** Gain attention by clearly explaining what is going to be demonstrated and why the topic was chosen.
- Body:** Narrow down the information to the main points that need to be understood. Organize and explain the steps in a logical order for an effective demonstration.
- Conclusion/Summary:** Repeat the main points that the audience should remember. Include ways that the topic can be used by the audience later.
- Visuals and Props:** Anything that the audience can view to better understand information being presented (posters, word models, in-boards, charts, diagrams or props)

Learn More
Are you having trouble finding a topic? Here are some ideas to get you thinking:
<https://www.k-state.edu/extension/4-H/4-H-projects/4-H-projects-2019>
Demonstrations are great to give as prizes/awards for your 4-H club or as a working demonstration at your county fair. **Take what you have learned to the next level!**

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Experience / What to Do

Step 1:
1. Youth should select a topic by brainstorming things they do well or topics they would like to learn more about.
2. Youth should narrow down their topics to one choice and discuss their topic idea with a partner.

Step 2:
1. After they have chosen a topic, youth should research and start to prepare an outline using the example below.

Title _____

Introduction _____

Body _____

Conclusion/Summary _____

- Next youth should think of visuals and props that will help the audience understand the information.
- Have youth look over the presentation and make any changes they think necessary before they present their demonstration.
- Now that youth have successfully thought of an idea and created an outline for an informative demonstration, it is suggested they move onto *Prepare, Present, Critique*, an activity to help youth learn about the art of presenting information to others.

References
Activity adapted by: Pauline Berg and Rachel Nixby, Iowa 4-H Youth Development Interns; Reviewed by: Judith Lorange, Resource Director, Iowa 4-H Youth Development and Internal Support, Iowa 4-H Youth Development Program Specialist

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Talk It Over...

Share...
How did you select your topic?
Where did you obtain information for your demonstration?

Reflect...
How did preparing an outline help you organize your demonstration?
In what ways do you feel prepared to deliver your demonstration to a group?
What other things could you do to make sure your demonstration captures the interest and keeps the attention of your audience?

Generalize...
What do you learn about yourself through this activity?
In what other parts of your life have you used a similar process?

Apply...
How would you teach a younger child to deal with a bully?
How will you use what you have learned from the activity in the future to prevent bullying to yourself and those around you?

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Evaluation & Documentation Efforts

- Share your efforts on social media
- Make note of any “aha” moments
- Take a few photos during each lesson (verify with local Agent that you have photo release for all participants).



Webinars & Resources

1. Kansas4-H.org
2. Projects
3. Personal Development
4. Communications
5. Club Communications Project

4-H Youth Development

About Join 4-H Projects Events and Activities Resources

Agriculture and Natural Resources

Animals

Creative Arts

Family and Consumer Sciences

Personal Development

Citizenship

Communications

Club Communications Project

Communications & Cultural Events

Exploring 4-H Leadership

Reading

Self-Determined

Science, Engineering and Technology

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Club Communications Project

Welcome! Kansas 4-H is excited to continue to develop young people into #TrueLeaders through this effort. Using National 4-H Council's 4-H Communications Curriculum, Module 1, we will offer a series of webinars to train club volunteers to utilize six lesson plans with their 4-H members. Club leaders and other club volunteers will be strongly encouraged to facilitate lessons during their monthly club meetings as part of their educational program time. This will strengthen and ensure hands on learning, youth engagement and communications skill building for all club members.

Communications Curriculum

Project Leader Position Description

Watch Recorded Webinar 1 Passcode: 0bz*54.&

Webinar 1 Slides PDF

Watch Recorded Webinar 2 Passcode: 8vvH28&E

Webinar 2 Slides PDF

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Looking Ahead

Next Training Webinar is May 11th at 7:00 pm

- Club Communications Project Check-In
- June-August: Encourage youth to give a presentation at a club meeting or enter communications project exhibit at county fair

Be mindful of upcoming local 4-H Days

- Encourage club members to participate

Questions?

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