

Positive Youth Development APPROPRIATELY STRUCTURED ENVIRONMENT Meeting Plan

Background



Even though youth sometimes say they want complete freedom, research actually shows that youth feel safer when some limits and structure are provided. In an appropriately structured youth group, there are clear and consistent rules, continuity and predictability, and adequate supervision. In a 4-H Club, youth can contribute to the structure by participating in program planning, setting agendas, and practicing basic parliamentary procedure. Adults can provide adequate supervision and assistance as well as advice for program planning, setting agendas, and learning parliamentary procedure. Also, adults should make sure all participants have equal opportunities for leadership positions. For example, leaders can ensure that nominations for officers come from the members and can encourage those appointing chairpersons to distribute opportunities among all members.

Assessment: Is our environment appropriately structured?

- Are youth given clear messages about the rules and the consequences of not following them? If not, what do we need to change?
- Are the program's guidelines, rules, and disciplinary consequences fairly and consistently enforced? If not, what changes are necessary?
- Are the purpose of the program and activities adequately communicated to the participants? Do they take a leading role planning the activities?
- Do adult leaders help and advise when necessary without taking over planning and carrying out activities?
- Is there enough adult supervision? What is the youth/adult ratio for most events?

**Anything mentioned here we need to discuss or work on together?
(Write it down.)**

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Roll Call Suggestions



Report something you have done to help with planning one 4-H activity.

Tell one new activity you would like the club to consider during the next program planning cycle.

State one part of an agenda for a business meeting.

State one rule of Parliamentary Procedure.

Activities to Emphasize a Structured Environment

Refer to the following Activities Guides:

Make Your Road Map!

Let's Plan an Agenda

Parliamentary Procedure Challenge

Activity Guide for APPROPRIATELY STRUCTURED ENVIRONMENT

- 1 -

Make Your Road Map!



Where is your group going? In order for a youth group to be really satisfactory for all involved, group members and leaders need to work jointly on a strategy that includes goals and action plans.

This is a great website for help with 4-H group planning—

<http://www.urbanext.uiuc.edu/4hplanning/index.html>

Ask someone in your group or someone at your Extension office to print out a copy of all the pages at this website. (Please note that there are 8 major sections to this website: Overview, Steps 1-6, and Resources. In most of the sections, there are Related Forms and Examples to print, also.

Here are the six steps from the web site:

Step 1:

- Form a Program Planning Committee to work on a program plan.
- Assign a chairperson to lead each responsibility or step (See steps adapted from the website on the following pages).

Step 2:

- Make up a survey to be filled out by members, leaders, and parents.
- Survey members, leaders, and parents.

Step 3:

- Review possible alternatives
- Determine needs of members, leaders, and parents after reviewing the survey.
- Set club goals based on club needs.
- Plan for club activities, events, and special programs.
- Write a club program.

Step 4:

- Take plan to club for approval.

Step 5:

- Recruit volunteers to lead club activities and to serve on committees.
- Provide for participation of all members, leaders, and parents.
- Keep eyes and ears open for fresh, exciting ideas to be part of future club programs.

Step 6:

- Evaluate the results of plans at the end of the club year.

Use the instructions, suggestions, and forms from the web site to help you coordinate and carry out program planning!

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"Make Your Road Map" Processing Questions To Ask Planning Committee (Step 2)

This discussion could take place with the entire membership present since everyone could benefit from understanding the planning process.

Sharing

- What on the survey results had you not anticipated?
- What new, fresh ideas emerged?

Processing

- What suggestions for step 2 from the web site did you find most helpful?
- Are there any ideas from the survey that you deem not feasible (not a good idea to put into practice) because of safety or financial reasons? What were they? Why were they not feasible?
- Are there any ideas from the survey for which your group will need to seek expertise from outside the group? Which ones?

Generalizing

- In what other groups that you belong to could a survey like this one help in the planning process? Explain.

Applying

- Using the information gathered in the survey, what should the planning committee do next?

"Make Your Road Map" Processing Questions To Ask Planning Committee (Step 3)

Sharing

- What did you learn when you filled out the form "A Quick Look at Our 4-H Club"?
- Were you able to readily agree on club goals?
- Were you able to agree on the activities and events to include in the club program?
- If there was disagreement, how did you resolve it?

Processing

- How did setting goals affect the program plan? Give examples.
- How has your program plan changed from those of previous years? Why have you made those changes?

Generalizing

- Explain how setting goals could benefit other aspects of your lives.
- Name some activities you have recently participated in because of goals you've set.

Applying

- What should the planning committee do next with the program plan?

Activity Guide for APPROPRIATELY STRUCTURED ENVIRONMENT - 3 -



"Make Your Road Map" Processing Questions To Ask Planning Committee (Steps 4 and 5)

Sharing

- Did the membership readily accept your club plan? Were any changes made to it? If yes, what were they?
- Was it relatively easy to fill in names of volunteers willing to serve as leaders or to be on committees?

Processing

- Have most members, leaders, and parents assumed a role in the plan?
- Do most members seem excited about some aspect of the plan? Give examples.

Generalizing

- What are some things program-planning members can do to increase "buy-in" from membership?

Applying

- What can the program committee do to help ensure that the plan will be carried out?

"Make Your Road Map" Processing Questions To Ask Planning Committee (Step 6)

Sharing

- Did members of the Planning Committee mostly agree when filling out "Points To Look for in a Good 4-H Meeting"? When filling out "Illinois 4-H Standards of Excellence for 4-H Groups"?

Processing

- Were there any revealing (eye-opening, unexpected) discussions that resulted from filling out these forms?
- Do most members of the Planning Committee believe the year's program plan activities were usually carried out?
- What aspect of the plan didn't produce expected results? What would you do differently next year?
- What aspect of the plan produced better than expected results?
- How has your club benefited from the process of program planning?

Generalizing

- Why is evaluation an important aspect of program planning?
- What personal benefits have you received from serving on the Program Planning Committee?

Applying

- What recommendations do you as a member of the Program Planning Committee make for next year's committee?

Write these down and save them for next year's committee.

Activity Guide for APPROPRIATELY STRUCTURED ENVIRONMENT - 4 -

Let's Plan An Agenda



In this activity, club members will learn components of an agenda for a club meeting and know reasons for composing an agenda before the meeting convenes.

Order for a Business Meeting

From the list contained in "Parliamentary Procedure" (see attached), on each sheet of paper, in large letters write one of the eleven suggested parts of a meeting agenda. (Leaders or a designated member can do this before the meeting, or members can cooperate to do this at the beginning of the activity.)

Examples:

Call to Order

**Treasurer's
Report**

- Randomly pass out the eleven sheets of paper to eleven participants.
- Call out "Order our agenda!" Participants should line up in the order they think is correct. Ask those who don't have sheets to examine the order and suggest corrections they would make.
- Tell participants they can move if they think they are not in the correct order.
- If necessary, reveal the correct order and have the participants realign themselves. Then note what the correct order is by comparing the lineup to the list.
- When the order is the same as in the handout, tell the participants they are lined up correctly.
- Then have each participant hand his/her paper to someone else and start the process over.
- Continue until all the participants can line up in the correct order very quickly.

Activity Guide for APPROPRIATELY STRUCTURED ENVIRONMENT - 5 -



"Let's Plan An Agenda" Processing Questions

Sharing

- Were participants able to line up correctly without leader guidance?
- Did members help each other with the lineup?

Processing

- What are advantages of agenda items occurring in a set order?
- What sections of the agenda would benefit from some sub-details (a listing of things to be covered in that agenda item)? Why?
- What are the advantages of having a written agenda prepared before a meeting begins?
- How do the sub-details under some categories like "Other Reports" and "Unfinished Business" help the president conduct a meeting?

Generalizing

- In what other groups do you suppose agendas are used?
- Of the eleven categories we had in our agenda lineup for 4-H Clubs, which do you think would be omitted in your local city council meeting? Why?

Applying

- Who should be responsible for writing an agenda for your meetings? Why?

Adapted from a lesson plan written by David McMurtry, University of Illinois Extension Educator, Matteson Center

Activity Guide for APPROPRIATELY STRUCTURED ENVIRONMENT - 6 -

Parliamentary Procedure Challenge

Materials needed:

Parliamentary Procedure handout
Cut-apart questions in a container
Pencil and paper for each group



The purpose of this activity is to teach members to use the language and rules of basic parliamentary procedure with ease.

- Cut apart the Parliamentary Procedure questions from the Parliamentary Procedure game (see attached).
- Put the questions in a container so a game leader can draw one out.
- Divide the participants into small groups (3-5 participants).
- Pass out the "Parliamentary Procedure" handout (same as used for "Let's Plan an Agenda") (see attached). Allow participants to use the handout during the activity.
- Randomly draw out and read a question; ask the groups to write an answer. (Give a few seconds for groups to look for answers in the handout.)
- Announce the correct answer (see attached answer key). Have groups keep track of the points they get for correct answers. (Correct answers to 10-point questions net the group 10 points.)
- Continue until you run out of time.
- Declare a winning group.

Parliamentary Procedure Challenge Variations

- For beginners in Parliamentary Procedure, make sets of answers to the questions you are using and put each answer set in an envelope. Have groups of participants find the correct answer (instead of formulating it).
- For younger youth, use questions worth only 10-30 points. Add a few more difficult ones you think your youth might know.
- For mostly older youth, use questions worth 30-60 points.
- If you have older youth who are experienced in Parliamentary Procedure, encourage them to add game pieces.

These questions and answers were adapted from a Jeopardy Parliamentary Procedure game in PowerPoint. It is available under the 4-H activities tab on the East Central Illinois Youth Development web portal:

<http://192.17.100.4/portals/ec4h/>

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"Parliamentary Procedure Challenge" Processing Questions

Sharing

- What did you notice about members' use of Parliamentary Procedure?
- Did members help each other with the wording or rules?

Processing

- What are advantages of conducting meetings using Parliamentary Procedure?
- What roles should adults play in conducting a meeting?
- How can members become more skilled at using the rules of Parliamentary Procedure?
- Can groups decide to modify the accepted rules of Parliamentary Procedure to meet their own needs? What might be some modifications your group could make? (Example: Use of names instead of Madame President)

Generalizing

- In what other groups do you use Parliamentary Procedure?
- In what way might Parliamentary Procedure be beneficial to use in other groups you belong to? Explain.

Applying

- What else can you do in this group to become more effective users of Parliamentary Procedure?