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CREATING AN EXCITING SELF-DETERMINED PROJECT



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TRY OUT YOUR PEN HERE . . . by listing
some areas you'd like to study.

If you have never developed your own project before, this is your chance! Part of this bulletin is already written, but the most important part—recording your ideas, thoughts, goals, dreams, and wishes—remains unfinished.

The printing is usually on the inside half of each page; the other half remains blank . . . until you write in your own words (1) What you want to learn (2) Where you can locate information on your topic (3) How you will do it (4) When you plan to do your project and (5) How you will evaluate your project.

Are you ready to do some more creative thinking on your project?

Why not try to come up with an interesting and unique title for your project?

On the right side of this page list as many project titles as you can (at least five) for the areas of interest you listed on page 1.

Think big and dream a bit, too. Remember, it's your project and you have a chance to be creative and learn in a new and different way.

TITLE FOR MY PROJECT

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

DEFINE YOUR OBJECTIVES
(What do I want to learn?)

Learning takes place in a variety of ways and a variety of places. We might call some of these different levels.

Skills—the “how-to’s?”

Knowledge—facts and figures

Awareness—being aware of what’s happening

Acceptance—it becomes a part of you and your behavior

To make your objectives specific, you might use phrases such as:

To identify 10 animal behaviors

To list the foods in the four food groups

To establish base data for a science experiment

Locating Information

(Where and from whom can I obtain accurate and informative information about this project?)

Identifying resources for your own particular self-determined topic may not be easy.

Here are some leads for you . . .

- *local businessmen
- *extension office
- *your parents
- *school library
- *local library
- *local person skilled in your area of interest
- *high school teacher
- *teen leader
- *legislators
- *civic organizations
- *vocational-technical schools
- *private and public social agencies
- *other youth organizations

The Facts

The Concepts

My Values

Three aspects may affect learning.


Facts— dates
measurements
observable data

Concepts— major, broad areas to be
explored

Values— how you feel or react based on
past experiences. Values may
be different from the values of
others. You may find you have
quite different values from
your parents.

Record some ideas in each of the
three areas at the left that you might
seriously look at in this project.

HOW WILL I ACCOMPLISH MY GOALS?



By now you should have some good "hunches" on how you will explore your self-determined project . . . write these ideas down on the left side of this page. These ideas may also help you in evaluating your project.

WHEN WILL I DO MY SELF-DETERMINED PROJECT?

One important step in any goal setting process is to plan a realistic time schedule.

Questions you might ask yourself:

Is my goal conceivable? Have I expressed what I expect to accomplish?

Is my goal believable? Is it appropriate within my value system?

Can I control this goal? Will I determine my own time table?

Can I measure my goal within the time allotted?
Can I observe or count skills, behaviors, etc. within the time limit?

Will I grow personally as a result of my project within the time I've predicted?

Is my project desirable? That is, do I really want to do this within the time scheduled?

EVALUATION

How will I determine my accomplishments?

Evaluation may be the most important part of your project.

Evaluation will help you determine if you met your goals, if your time schedule was feasible, if you were able to locate needed resources, and if you made adequate plans for your project.

Here are some evaluation techniques . . . perhaps you can think of others.

- observation
- analysis of facts and concepts
- surveying
- attitude comparisons
- successful project completion
- recording in pictures
- written analysis of what was planned; what happened, why it happened, and what else could be done or changed in the future?
- reactions of other 4-H'ers
- reactions from your leader
- exhibit or reporting opportunities

Now that you've planned your project you will want to share it. Here are a few ideas . . . perhaps you can think of other ways of sharing your self and your project:

- youth-in-action demonstration
- talk to local civic or service club
- newspaper article or feature
- window or shopping center display
- written evaluation report to share with others

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