

# Creative Component: Leadership

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OSU EXTENSION  
4-H YOUTH DEVELOPMENT

## 4-H Design and Construction

*General Skills to be mastered in project/product in ADC, IDC and HTDC:*

- **Structural Design:** Construction technique, size, form, color and texture suited to the materials and product end use.
- **Elements of Design:** The finished product illustrates the member is mastering the basic elements of design - lines, shapes or forms, textures, colors, and space.
- **Principles of Design:** The finished product illustrates an understanding and application of the principles of harmony, proportion, balance, rhythm and emphasis adding dimension, interest and/or appeal to the finished product.
- **Decorative Design:** Any lines, shapes, colors, textures, or materials applied to structural design that creates an emotional or personal quality, individuality and creative expression without disturbing initial/end purpose.

**Projects being exhibited for competition** are being evaluated on the 4-H members "mastery" of skill(s) and subject matter. The 4-H Fashion and Fabrics Member's & Leader's Guides provide basic information members are to learn (master) and demonstrate in their project work. Members are encouraged to seek out other valid resources which teach proper technique and knowledge in the areas of design and construction.

4-H members "learn by doing." We want you to develop the life skill of "Learning to Learn." A part of your project work will be looking up terms and techniques when selecting a 4-H project, as well as seeking out reliable and valid resources which teach proper technique and knowledge in the areas of design and construction. This guide is a starting point. It will outline the basics and then allow for personal creativity and innovation.

Develop and present a lesson that teaches some aspect of Apparel, Interior, Textile or Hobbies Design and Construction. It may be a single workshop or series of workshops. Project will consist of a report presented as either a

- Multimedia Presentation
- Notebook that includes documentation of the workshop.

The primary purpose for this project is to grow and enhance your skills as a teacher and/or facilitator. The presentation should demonstrate the use of a lesson plan, experiential learning, teaching and learning styles and 4-H life skills. There are a variety of 4-H resources to assist in developing good leadership skills as a workshop instructor.

### General thoughts for developing a Lesson:

#### 1. Know your objective

At the beginning of every lesson, write lesson's purpose at the top of the page. Keep it simple but direct. Something like, "Students will be able to identify sorting practices and laundry products for proper care." Basically, it's what the students can do after the lesson/workshop.

#### 2. Write an overview

Outline the big ideas. For example, if the class is about clothing care, the overview might include quick fixes for three common laundry problems.

**Resources** – To develop your knowledge of being a teacher, and/or workshop facilitator go to <http://4h.okstate.edu/literature-links/ok-4-h-literature-online-1/family-consumer-science/fabric/project-guide-sheets-2014/leadership-in-design-and-construction> for:  
4H.TAG.10 Planning a Lesson  
4H.VOL.102 Understanding Boys & Girls  
4H.VOL.103 Teaching Techniques  
4H.VOL.115 Learning Styles  
4H.VOL.116 Understanding Behavior  
4H.VOL.118 Experiential Learning  
4H.VOL.135 Life Skills Definitions  
Make a Lesson Plan  
<http://www.wikihow.com/Make-a-Lesson-Plan> (6/2014)

### 3. Plan a timeline

If there's a lot to cover in a fixed amount of time, break the plan into sections that can speed up or slow down to accommodate changes as they happen. Example of a 1-hour lesson:

- 1:00-1:10 *Warm up* - Bring class into focus and recap yesterday's discussion on pretreating stains.
- 1:10-1:25 *Present information* - Discuss fabric characteristics, focusing on correct temperatures for different fabrics.
- 1:25-1:40 *Guided practice* - Class discussion regarding machine settings.
- 1:40-1:55 *Free practice* - Class sorts clothing by checking care labels.
- 1:55-2:00 *Conclusion* - Summarize what was learned today, assign homework, dismiss class.

Lesson Planning Guide		
Audience _____	Time Allocated _____	
Number of Participants _____	Place _____	
What are the audience needs? _____		
Is my purpose to inform, persuade, inspire, or entertain? _____		
Do you want to change an attitude, increase knowledge, or teach a skill? _____		
Key concepts I want them to know: _____		
_____		
What teaching methods are most appropriate for the group and subject matter? _____		
Materials and equipment needed: _____		
What tasks must I do? _____		
_____		
How will the members participate? _____		
_____		
Life Skills to be developed? Focus on one skill from each quadrant, transfer the definitions from the life skills model and use it to guide in workshop development.		
Head	Life Skill	Definition
Heart		
Hands		
Health		

### 4. Know your Audience

Identify clearly who is being educated. What is their learning style (visual, auditory, tactile or a combination)? What might they already know and where might they be lacking? Focus your plan to fit the overall group of students. Make modifications to account for students with disabilities, those who are struggling or unmotivated and those who are gifted.

### 5. Use a variety of Teaching Styles to accommodate the various Learning Styles

Some students do well on their own, others in pairs and yet others in big groups. Each student is different; allow opportunities for all types of interaction.

### 6. Allow time for reflection, application and questions

Leave time at the end for reflection on what was learned as well as for questions. It might start as a discussion and morph into more probing questions. Or, it could just be time for clarification -- both will benefit the group.

### 7. Conclude the lesson concretely

A lesson is like a conversation, if you just stop the receiver (listener) is left hanging in mid-air. Summarize the day, celebrate what was learned and encourage them to learn more on their own.

See "resource" box on page one for sample lesson plan, teaching outlines, etc.

## Project/Product Ideas

This guide was developed with Hobbies and Textile Design and Construct (HTDC) projects in mind. The same concept can be applied to any of the Design and Construction areas. Youth at any age can begin developing their leadership skills for teaching. It can begin by being a helper and grow as they gradually take on greater responsibilities. As you determine a project, focus on need and the "Skills" to be acquired for the audience/age/level found on the Skill Mastery Sheet. The process and activity can become part of the portfolio.

- Dying Fabric – Design and Techniques
- Knitting or Crocheting 101
- Weaving with Ribbon – introduction to different types of weaves
- Upholstery – how to upholster a chair seat
- Storage Unit – constructing a locker caddy for school

- Doll Clothes – sewing 101 for 9-10 year olds
- Needle Art – introduction to hand embroidery
- Possibilities are endless. Be creative or meet a need in your club or community

## Multimedia Presentation framework for Leadership

Report the leadership project as a multimedia presentation or a notebook. Presentation/notebook must include the lesson plan. Other support materials may include but is not limited to handouts, photos, a program, digital presentation, budget, etc. Each persons report will be unique and built to showcase the skills and knowledge gained and engaged as a teacher/facilitator. If you taught unique to the Skills Mastery Sheet for a particular level/age, please not that in the narration/report.

**Multimedia Presentation** refers to content that uses a combination of text, audio, still images, animation, video, or interactivity content forms. Multimedia content is recorded and played back on electronic media devices – flash drive or CD. Examples of Multimedia presentations: Movie, PowerPoint, Prezi, etc. For more information see the *Design and Construction Multimedia Presentation guide*.

- For exhibit purposes the **movie must be published as WMV (Windows Media) or MP4 (Multimedia Format)**.
- The presentation must be saved on a flash drive or CD.
- Documentation in a PowerPoint presentation can be narrated or written in the “Notes” section of the PPT. *If the PPT is not narrated then a print copy of the presentation in “Notes” format must accompany the CD or flash drive securely attached in a binder.*

## Portfolio

4-H members are encouraged to have a portfolio for project work, ideas, resources and skill mastery sheets. See “Design and Construction Portfolio” guidelines for more information.

## Project/Product Exhibit Description

Description found in the 2014 Fair book, subject to change annually.

	<b>Hobbies and Textile Design and Construction.</b>
Level 3	<b>Textile Design Creative Component –“Leadership”:</b> Develop and <u>present</u> a lesson to teach an Apparel, Interior or Hobbies Design and Construction workshop. Exhibit will consist of a multimedia presentation or notebook that includes documentation of workshop - lesson plan, handouts, photo’s, program, digital presentation, etc.