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Leader's Handbook

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Leader's Handbook



METHODS
LESSON LEADERS — FOR USE IN
HOME DEMONSTRATION CLUBS

BEATITUDES OF A LEADER

Blessed is the leader who has not sought the high places but who has been drafted because of ability and willingness to serve.

Blessed is the leader who knows where he is going, why he is going, and how to get there.

Blessed is the leader who knows no discouragement, who presents no alibi.

Blessed is the leader who seeks for the best for those he serves.

Blessed is the leader who leads for the good of the most concerned, and not for the personal gratification of his own ideas.

Blessed is the leader who develops leaders while leading.

Blessed is the leader who marches with the group, interprets correctly the signs on the pathway that lead to success.

Blessed is the leader who has his head in the clouds but his feet on the ground.

Blessed is the leader who considers leadership an opportunity to serve.

-- Author Unknown --

WE REMEMBER:

3/8 of What We Hear

5/8 of What We See

7/8 of What We Do

* * * * *

"An open mind leaves a chance for someone to drop a worth-while thought in it." - - - - - Anon.

Home Economics Extension Work
for Use in Officers-Leaders Training Meetings

THE JOB OF BEING A SUBJECT MATTER LEADER

The responsibilities of subject matter leaders are:

- To attend the leader training meetings.
- To adopt the practices taught in the lessons.
- To prepare and give the lessons in two local club meetings.
- To make a follow-up of the practices taught.

I. Attending the Leader Training Meetings

- A. Assume the full responsibility of being present.
- B. Be at the place of meeting on time and stay for the full day.
- C. Whenever the specialist does not make a full explanation, ask questions when the point is being discussed.
- D. Take a pencil, notebook and materials required for the lesson.
- E. In order to be a good teacher of the practices, forget your personal interests and teach the information as it was given to you.

II. Adopting the Practices

- A. The practices can be taught better if the leader tries to use them.

III. Preparing the Lesson

- A. Plan with the other leader your part of the lesson.
- B. Thoroughly review notes and become familiar with the lesson leaflets.
- C. Plan the lesson, step by step, so that the club members can follow the points made in the lesson.
- D. Make or collect illustrative material which will make for more interest in the lesson.
- E. Practice giving the lesson to gain self-confidence.
- F. Discuss your plans for the lesson with the hostess. Go early to the place of meeting to arrange equipment and illustrative materials for the lesson. Arrange meeting place so that all members can see and hear.

IV. Giving the Lesson

- A. Stand where all the club members can see and hear you.
- B. State clearly the title of the lesson and the practices you are teaching.
- C. Present the lesson as suggested by the specialist in the leader's outline.
- D. Summarize the main points of the lesson.
- E. Allow time for discussion and questions
 - 1. Get the members to express how they expect to use the practices.

V. The Follow-Up

- A. Give the list of practices to be adopted to the secretary for her record.
- B. Influence members to report the practices used.

VI. Factors that Influence Teaching Subject Matter to Adults:

- A. All club members should be able to see demonstrations.
- B. All club members should be able to hear all that is said.
- C. All club members should be able to handle any illustrative material presented.

SUGGESTED METHODS AND TECHNIQUES

Your club members will remember best what you say if you hold their attention. This may be done by involving them in the program or by visual aids or demonstration. Take your cue from the specialist giving the leader training lesson for an interesting method to use in giving your lesson to the club.

To help you recognize some methods she may use and you will want to know about, here are some ways we can give various lessons.

I. DEMONSTRATIONS

Remember - Demonstration is our middle name. We would all rather see a lesson than hear one! Preparation for the demonstration takes time, but the satisfactions one gets from helping others learn is well worth the effort. The demonstration is a show-and-tell method.

II. GROUP METHODS

(a) Talk-To-Your-Nearby Neighbor Discussion

Ask audience to establish contact with a neighbor, right or left, get pencil out in front of them on a piece of paper. Each set of neighbors discusses subject for 1 minute, listing two questions they would like to ask or comment to make. Receive these questions orally from around the room and comment on them with help of other members in audience.

(b) Direct Question-Answer Discussion

After presenting the lesson give the audience a chance to ask questions, you answering them with help of others as needed. This is a common form of discussion after meetings, but is not recommended. People need time to think up questions. This method also usually results in response just between the person who asked and the leader. Usually a good way to kill a meeting or to end it on a dull note, is to ask if anyone has a question. Often there being none the meeting closes too soon without holding discussion. It is better to set up some method for getting questions.

(c) Open Forum Discussion

Same as above but instead of answering the questions yourself immediately, first toss them back around the room, perhaps to a certain person or sub-group. Say, "What do you think? Do you agree with what she said? Is this important?" Let the questions and tentative answers bounce around awhile; then make your summary answer, clinching the main points.

(d) Role Playing

Some of the lessons will probably adapt to this method. It means that a few club members will assume the role of certain characters. It is similar to a skit, except that the parts are not written out ahead. One plays the part as they feel it after having the role described to them.

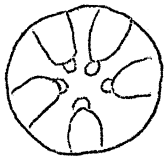
The leader or teacher may prepare ahead of time the situation to be role-played or leave this for the group to decide according to the circumstances. The leader may wish to write out the description of the role for each person in the situation. It is necessary that she explain purpose at time of use; select and instruct the players; prepare audience as to what to look for; stop the action at an appropriate place; conduct the discussion to follow the role playing. It is a spontaneous dramatization in which participants act out a role.

This technique can be used to develop a situation for analysis, to present alternative courses of action, to develop understanding of points of view of others as well as for several other purposes.

It is a good method to use when you want to involve people.

The leader should be aware of limitations of role playing as well as the advantages. Emotional difficulties might arise from use in certain situations. It cannot be used in every situation. It is useful only in problems that involve human relations. Beware of over use of any technique.

(e) Buzz Groups



Have the members form a small group (from four to six). Let them discuss some phase of the lesson for a few minutes. (Everyone has a chance and will talk). One member from each group can give a brief report of what her group has discussed or decided in the follow-up session.

(f) Skits, Pantomime

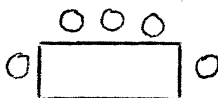
A skit is a method in which several people act out a situation following a script -- it can be read or memorized. A skit is a valuable aid to teaching because:

1. It can be a basis for discussion.
2. It gives participants a close feeling to the situation presented.
3. It allows for participation of group members.
4. It gives opportunity for creativeness.

If a skit or pantomime is selected as a method to use, advance preparation will be required. This is a chance to be creative! You and the other leader may want to write the skit and have a committee from the group present it -- a rehearsal would be a good idea. This may be the basis for a good discussion.

Pantomime -- Action without words. It might be possible to teach form of a business meeting by having the group pantomime this activity.

(g) Panel Discussion



Don't overlook this method -- several of your group or some outside resource people may be just what you need to spark an interest in a topic like Mental Health or some phase of citizenship!

(h) Quiz or Agree-Disagree Questions

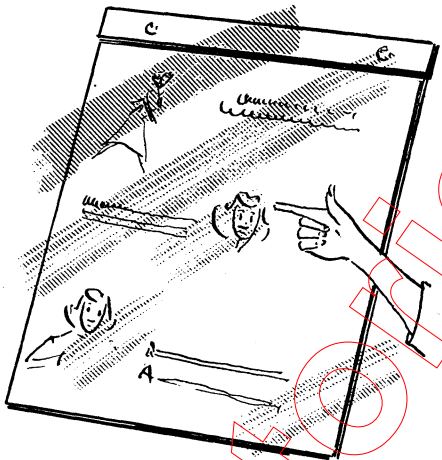
Most of us enjoy taking quizzes to see how much we know. Several specialists use this as an attention getter. It involves everybody and helps them in their readiness to learn! Several agree-disagree statements can be set up in advance to bring out certain points. Often such a list can be the basis for the whole lesson.

III. VISUAL AIDS

"One picture is worth a thousand words." Visual aids help to do a more efficient and thorough job of teaching.

Here are some you'll want to use:

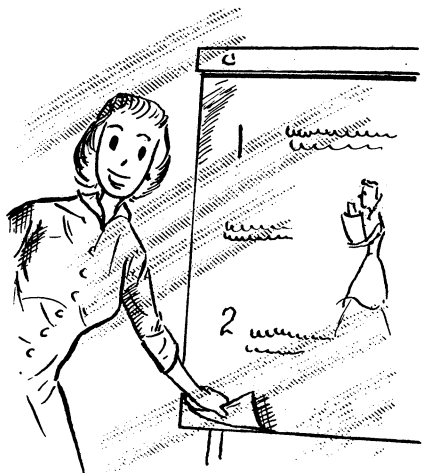
- (a) Actual objects - "Never use a substitute when the real thing will do." Example - sample of material, or types and steps of the hat you've made, etc.
- (b) Pictures from magazines - Be sure to mount these if possible. Light pictures or whatever visual is being used by spotting it -- or hold over floor lamps.



- (c) Flip chart - An effective way to present a lesson will be to use a flip chart to outline the highlights of the lesson. Supplies -- Newsprint from the newspaper office or back side of wallpaper or wrapping paper and a dark color crayon. Perhaps you'll want to outline your talk before the meeting. You don't have to be an artist to add interest with simple drawings. However, if you are, you'll have fun!

- (d) Charts - Also, simple charts can be used when one wants to show statistics, facts, etc. Either printing or writing will work. Printing can be seen better in a large group.

Several sheets of posterboard can be obtained at low cost from office supply stores.



- (e) Flannel Graphs - A good grade of flannel cloth can be stretched tightly over a piece of plywood or over the playing surface of a card table. The card table (on edge, with two legs open) can be placed on another table. Cutouts of cardboard with strips of flannel or sandpaper on the backside will stick to the flannel when pressed firmly against it. Pictures from magazines, newspapers, etc., can be used.
- (f) Posters - A poster made in a short time can present a major idea which you wish to convey. Maybe your school-age boy or girl would enjoy helping you prepare for the lesson in this way.

RESOURCES

There may be very good local resource people who will enrich your club lesson. Contact your County Extension Agent - Home Economics and talk to the specialist about this possibility for a specific subject matter area.

