

New  
Jersey **4-H**

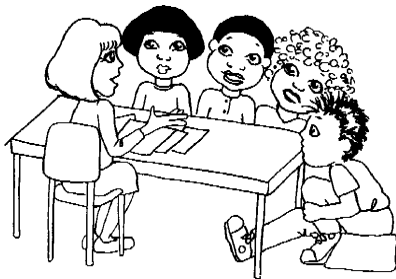
# Leader Training Series



## Helping Youth Set Goals

### What is the Purpose of Setting Individual Goals?

### Self-Set Goals



### 4-H'ers Who Set Their Own Goals:

### Ways to Recognize 4-H'ers for Achieving Individual Goals:

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Learning, growing, and developing self-esteem and self-confidence are important goals of the 4-H program. One way for youth to accomplish these goals is to set their own personal 4-H goals.

Goal setting by the individual enhances learning and the development of self-esteem and self-confidence.

(Refer to *Project Selection Worksheet #3, "My Project Plan"* )

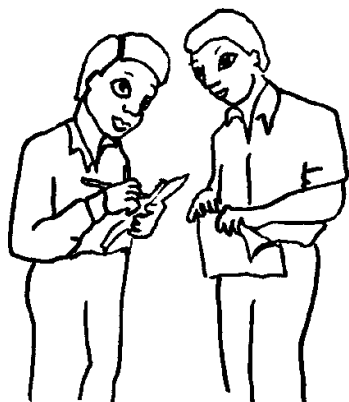
Self-set goals that are realistic will be successfully met.

- Re-evaluating and re-setting unrealistic goals takes the "feeling of failure" out of the learning activity.
- When goals have been reached, new goals for learning can be set. This takes the "feeling of boredom" out of the learning activity.
- Self-set goals allow participants to start where they are, and let them progress at their own rate. The same goals are not set for everyone. The individual is in control of his/her learning.
- develop a higher level of problem-solving skills.
- begin to accept mistakes as part of learning rather than looking at mistakes as failures.
- gain confidence and experience success, no matter how small, thereby developing self-esteem.
- are able to experience success building on success.
- learn that they are appreciated for who they are, not just for what they do, or what they "win" when recognized for achieving individual goals.
- Give verbal praise, and/or a pat on the back.
- Give a Certificate of Recognition for achieving their specific goal.
- Place Danish Ribbons (EX, VG, G, Fair) in a container, and invite the 4-H'ers to take the ribbon that represents their self-evaluation of their success in reaching their goal.

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## How You Can Help Make Goal Setting a Positive Experience for Your 4-H'ers

### Some Pointers About Useful, Effective Feedback:



1. Help 4-H'ers assess their progress toward their goals. The 4-H'er needs to keep records of original goals set for the project; and progress toward the goals such as record books, diary, records on file cards, etc.
2. The leader working directly with the 4-H'er needs to give timely, positive feedback. Feedback can be suggestions to help correct a process, or it can be information that tells 4-H'ers they are on the right track. Feedback or evaluation is done throughout the year.
3. Help 4-H'ers to understand that any unmet goals and objectives can become next year's goals and objectives.

“Nice job” by itself does not help the 4-H'er. What is particularly significant about their performance? Refer to the 4-H'er's goals. What did he/she hope to achieve? What can the 4-H'er do to improve? Be specific with your suggestions.

Effective feedback is positive, even when discussing how to improve. Avoid comments such as “You failed to..”; “Why did you do it this way?” Your 4-H'ers cannot hear what you are trying to say. What they are most likely to have heard is “you failed”. “Why did you do it this way?” is likely to be taken as a challenge and produce a defensive response.

Try open-ended comments such as “Tell me about your project.” While telling you about the project the 4-H'er will answer your questions of why something was left out, left undone, or accomplished in a particular way.

Recognize the unique growth of the individual. For example, a very shy person may set the goal to make a presentation before the club, or a county presentation. Effective feedback would be your verbal and non-verbal support for the 4-H'ers's effort to overcome shyness and fear of public speaking.

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### **References:**

*Self-Worth and School Learning* by Martin V. Covington and Richard G. Beery 1976

*Model for Recognizing 4-H'ers, National Awards Task Force.*

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