

ACKNOWLEDGEMENTS

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INTRODUCTION

Introduction

This 4-H 101 Training Manual is designed to be a general overview and resource guide for youth development staff or volunteers who are starting new 4-H Clubs or working with existing clubs. It merges the basic concepts and principles of effective youth development delivered in a non-formal (out of school) setting with the “nuts and bolts” information needed to manage a 4-H program.

This manual is intended for individuals who have a working knowledge of the fundamentals of non-formal youth development programming. If these principles are new to you or your group, please contact your local or state 4-H Office for additional training opportunities in understanding youth development and the role of the youth development professional or volunteer. Several states have developed on-line training to help staff and volunteers further their knowledge about 4-H club management. These resources are listed in the Appendix by lesson. Two excellent examples of resources for additional training in youth development theory are *Preparing the Youth Development Professional* and *Youthworks*.

If some or all of the participants in your 4-H 101 training are representatives from a youth-serving organization other than Cooperative Extension, please emphasize that it is important they establish a partnership with their local 4-H Extension professional and county Extension Office. The 4-H Extension professional can provide them with resources, curriculum, training, and important policies and procedures required by their particular state 4-H program.

Traditionally, 4-H has been delivered through the club model. This delivery mode is beneficial to youth because it is long term and assumes the consistent involvement and ongoing relationship and support of peers and caring, competent adults. However, the 4-H club has evolved over the past 100 years from an agriculturally focused format to the current model of providing youth from all walks of life the skills they need to transition into adulthood. We will examine some of the different models of a successful 4-H Club throughout this manual.

How to Use the 4-H 101 Training Manual

The 4-H 101 manual provides the organizational and management tools necessary to start and maintain 4-H Clubs. Each lesson begins with a list of learning objectives and the materials needed to complete that lesson. An approximate time allowance is suggested for each lesson. Many lessons are accompanied by a hands-on activity to reinforce the learning objectives. The Appendix contains

handouts for further learning. The handouts may be copied and given to participants as additional reference materials. PowerPoint slide or poster suggestions for each lesson are also included. The complete 4-H 101 manual including lessons, slides and handouts is replicated in the accompanying CD and is available on-line at www.national4-hheadquarters.gov

The material contained in 4-H 101 focuses on national 4-H policies and practices common to all 4-H programs. However, each state may differ in its 4-H club guidelines and requirements.

For purposes of this manual, the term Extension professional will be used to refer to the Extension staff personnel working in the Cooperative Extension Office in your state. That person may be called an extension educator, county agent, extension faculty, or some variation of any of these. Regardless of the title, this term identifies the same basic position.

4-H Professional Research, Knowledge, and Competency Model

4-H Extension professionals set high standards for their work and take their role as youth development educators seriously. Since 1985, the 4-H youth development profession has relied upon a 4-H professional research and knowledge base to guide their efforts when working with and on behalf of youth. In 2004, the most current and comprehensive research and knowledge representing the field of 4-H youth development was compiled, including the competencies that are essential to conducting 4-H youth development programs. The study resulted in the 4-H Professional Research, Knowledge and Competencies model (4-H PRKC) and focuses on what matters most when working with young people. Six integrated, yet distinct domains were identified: 1) youth development; 2) youth program development; 3) volunteerism; 4) equity, access and opportunity; 5) partnerships; and 6) organizational systems. Please note that each 4-H 101 lesson is anchored to one of these domains and can be used to build competencies in those areas.

LESSON 1

Introducing Youth Development

4-H PRKC: Youth Development (domain): Youth Development (topic)

MATERIALS

1. PowerPoint slides or posters of:
 - Definition of Youth Development
 - Definition of Positive Youth Development
 - Strengths of 4-H
 - 4-H Historical Timeline
2. Copies of Appendix, Lesson 1 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Introduce the concept of positive youth development.
2. Review the strengths that Cooperative Extension/4-H bring to the non-formal youth development field.
3. Identify key events in the history of 4-H.

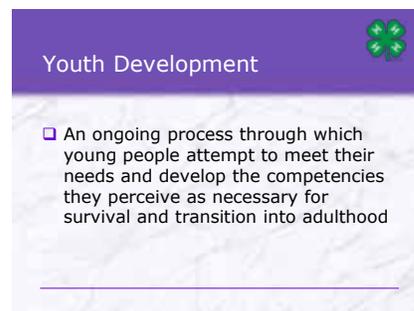
TIME

20 minutes

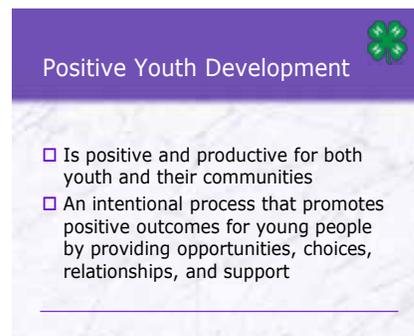
WHAT TO DO

Review youth development principles and the role of 4-H in the non-formal youth development field.

Show Power Point slide or poster of Definition of Youth Development.



Show Power Point slide or poster of Definition of Positive Youth Development.



WHAT TO SAY

Before we can begin to understand how 4-H works, we must first understand some fundamental principles that serve as the foundation of how we approach our work with youth and adult volunteers or professional staff. The goal of all 4-H programming is the growth and development of young people. Let's look at some basic definitions of youth development that will be used throughout this training.

Youth Development has been defined as an ongoing process through which young people attempt to meet their needs and develop the competencies they perceive as necessary for survival and transition into adulthood.

Positive Youth Development is development that is positive and productive for both youth and their communities. It occurs from an intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and support.

Caring, knowledgeable and skilled adults are necessary to the success of young people as they grow and develop. Adults do this by providing environments for youth that are safe and nurturing and by offering experiences that help young people develop skills needed for adulthood.

WHAT TO DO

WHAT TO SAY

Youth development professionals, such as yourselves, help guide and train adult volunteers and staff to provide appropriate positive youth development experiences for the youth with whom they work.

Non-formal, out-of-school programs, such as 4-H, are recognized providers for positive youth development. Universities and youth-serving agencies have identified research that supports positive youth development. Many people in our communities do not realize that work done by 4-H members comes from a research base and that 4-H has a direct relationship to land-grant universities.

4-H is the non-formal youth development program of the National Institute of Food and Agriculture (NIFA) of the U.S. Department of Agriculture. It is part of the land-grant university system and has access to the most current knowledge and research related to youth development.

4-H staff and Cooperative Extension Offices are located in almost every county in the United States.

Let's look at some of the 4-H program strengths. 4-H:

- is nationally recognized as an effective youth development organization;
- has a strong local, county, state and national infrastructure;
- provides outreach opportunities that support communities;
- provides research-based curriculum;
- has staff who are youth development professionals trained in adult education and youth programming and are accessible resources;

Show Power Point slide or poster of Strengths of 4-H.

Strengths of 4-H



- Nationally recognized as an effective youth development organization
- Has a strong local, county, state and national infrastructure
- Provides outreach opportunities that support communities
- Provides research-based curriculum

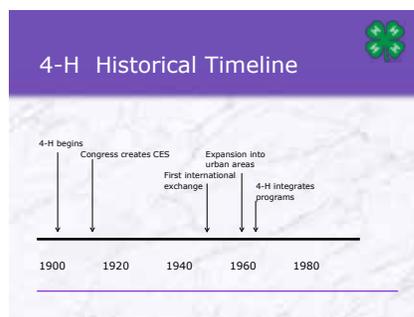
Strengths of 4-H (cont'd)



- Staff are youth development professionals trained in adult education and youth programming and are accessible resources
- Has a record of successful partnerships with other youth-serving organizations including youth programs within the military

WHAT TO DO

Show Power Point slides or posters of the 4-H Historical Timeline.



WHAT TO SAY

- has a record of successful partnerships with other youth-serving organizations including military youth programs.

In Lesson 3, we spend will learn more about the 4-H history and structure. Now we'll take a brief look at how 4-H arrived at where it is today.

4-H began in 1902 when researchers at land-grant universities were trying to get farmers to adopt modern farming techniques but were meeting with resistance from adult farmers who did not readily accept new discoveries.

Rural youth programs, which encouraged youth to experiment with new ideas, became a way to introduce new agriculture technology to adults. In 1914, Congress created the Cooperative Extension Service at USDA, which included 4-H. At that time, 4-H Clubs consisted of corn clubs for boys and canning clubs for girls.

Later, 4-H programming expanded onto the international stage by offering opportunities to 4-H members and families throughout the country to both host students from other countries and to visit other countries themselves. The first 4-H International Exchange occurred in 1948, with American youth traveling to Eroup. A group of Europeans also came to the United States on the first International Farm Youth Exchange.

In the 1950's, 4-H begins to extend into urban areas throughout the United States.

In the 1960's, 4-H groups which had been previously divided by gender or race were integrated into a single program.

WHAT TO DO

4-H Historical Timeline (cont'd)



WHAT TO SAY

In 1995, 4-H Clubs begin to be organized on military bases throughout the country to enable military youth to benefit from the strong youth development programming offered by 4-H. 4-H Clubs are currently offered on Army, Navy, and Air Force facilities throughout the country and around the world. Additionally, 4-H offers opportunities nationwide for military children from geographically dispersed guard and reserve families.

The National 4-H Impact Design Team identified the Essential Elements for 4-H in 1999. These elements are those that have been considered essential to create a strong, positive youth development program such as 4-H. Much more will be discussed about the Essential Elements starting with Lesson 2.

What began as a method to help teach cropping strategies to children (who would in turn teach them to their parents) evolved over time to be the largest youth-serving organization in the United States. 4-H continues to meet the needs of young people through a variety of delivery methods with hands-on learning opportunities, striving to “Make the Best Better.” The year 2002 marked the celebration of 4-H’s 100th anniversary.

In 2009 National Mission Mandates were launched in 4-H Science, Healthy Living, and Citizenship. These major programming areas enable 4-H to refocus its efforts on some of its long-term strengths, thus further demonstrating the impact that these programs have on the development of youth over time.

WHAT TO DO

WHAT TO SAY

4-H is the non-formal youth development program of the National Institute of Food and Agriculture (NIFA) of the U.S. Department of Agriculture. It is part of the land-grant university system and has access to the most current knowledge and research related to youth development. NIFA provides administrative, advocacy, and programming support for the 4-H Youth Development Program at a national level.

As you can see, 4-H has enjoyed a long, rich history to help make it the successful youth development organization that it is today.

REFERENCES

4-H History. 2006.
Retrieved January 16, 2007
from http://www.national4-hheadquarters.gov/about/4h_history.htm

