



4-H 101

THE BASICS OF

STARTING 4-H CLUBS

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.

Youth Development

- 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

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

Positive Youth Development

- Is positive and productive for both youth and their communities
- An intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and support

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 

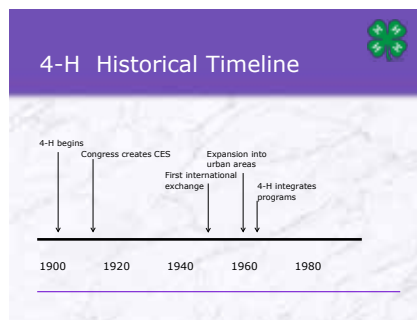
- Nationally recognized as an effective youth development organization
- Has a strong local, county, state and national infrastructure
- Provides outreach opportunities that support communities
- Provides research-based curriculum

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.

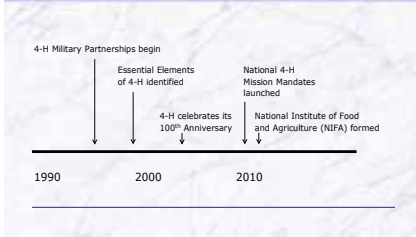
Later, 4-H programming expanded onto the international stage by offering opportunities to 4-H members and families throughout the country to both host students from other countries and to visit other countries themselves. The first 4-H International Exchange occurred in 1948, with American youth traveling 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

MATERIALS

1. PowerPoint slides or posters of:
 - Essential Elements of 4-H
 - Essential Elements: Belonging
 - Essential Elements: Mastery
 - Essential Elements: Generosity
 - Essential Elements: Independence
 - Meeting Youth Needs in Positive Ways
 - Meeting Youth Needs in Negative Ways
 - Unmet Needs
2. Flip chart paper
3. Markers
4. Copies of Appendix, Lesson 2 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Describe the four Essential Elements of 4-H Youth Development
2. State the consequences of meeting the needs of youth in positive or negative ways
3. Practice developing positive youth characteristics based on the Essential Elements

TIME

1 hour 15 minutes

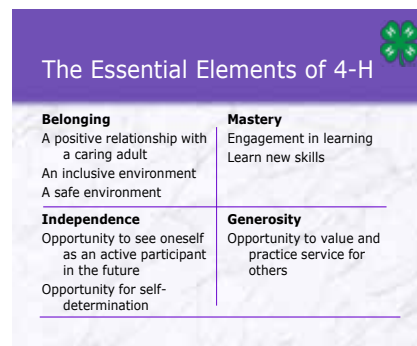
LESSON 2

The Essential Elements of 4-H Youth Development

4-H PRKC: Youth Development (domain): Youth Development Theory; Growth and Development (topics)

WHAT TO DO

Show Power Point slide or poster of Essential Elements of 4-H.



The Essential Elements of 4-H	
Belonging A positive relationship with a caring adult An inclusive environment A safe environment	Mastery Engagement in learning Learn new skills
Independence Opportunity to see oneself as an active participant in the future Opportunity for self-determination	Generosity Opportunity to value and practice service for others

WHAT TO SAY

Because 4-H is the youth development outreach arm of all land-grant universities, youth development professionals are responsible for knowing and applying the most current and valid research available to their work.

Before we begin to examine how to establish 4-H clubs or groups, we need to look at the research framework that supports youth development programming.

Ask yourselves this question: What if no youth development programs existed? If we were to develop one using the latest research that would assist young people in becoming healthy, problem-solving, constructive adults, what would it look like?


The answer: It would look a lot like 4-H. Using the Essential Elements of 4-H, we create opportunities and environments that meet young people's needs and build life skills.

Although each 4-H club or program is different, the four Essential Elements are common to all.

The four Essential Elements are Belonging, Mastery, Independence, and Generosity. Let's look at what the Essential Elements mean in relation to how 4-H structures its youth development programming.


WHAT TO DO

Show Power Point slide or poster of Essential Elements: Belonging.

Belonging 

- Research shows that it is important for youth to have opportunities for long-term consistent relationships with adults other than their parents.
- Belonging may be the single most powerful positive ingredient we can add to the lives of children and youth.

Show Power Point slide or poster of Essential Elements: Mastery.

Mastery 

- Includes the development of skills, knowledge, and attitudes followed by the competent demonstration of these skills and knowledge.
- Settings that promote self-efficacy and mastery encourage youth to take risks, seek out challenges and focus on self-improvement rather than comparing themselves to peers.

WHAT TO SAY

Belonging

- A positive relationship with a caring adult
- An inclusive environment
- A safe environment

Mastery

- Engagement in learning
- Learn new skills

Independence

- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination

Generosity

- Opportunity to value and practice service for others

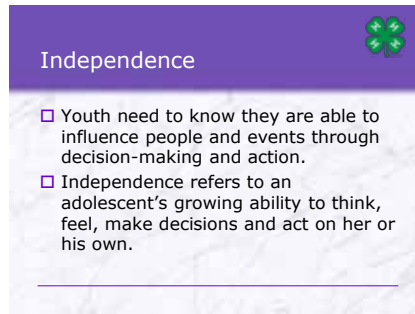
Let's examine the importance of each element more closely.

Belonging. Youth need to know they are cared about and accepted by others. They also need to experience a sense of physical and emotional safety and to feel a sense of connection to others in the group. Research shows that it is important for youth to have opportunities for long-term consistent relationships with adults other than their parents. Research also suggests that a sense of belonging may be the single most powerful positive ingredient we can add to the lives of children and youth.

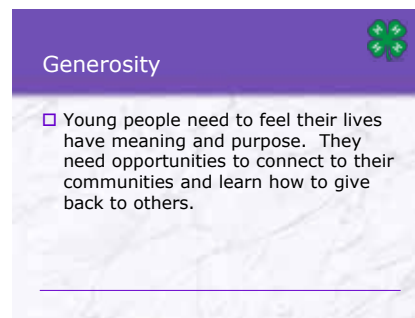
Mastery includes the development of skills, knowledge, and attitudes followed by the competent demonstration of these skills and knowledge. In order to develop self-confidence and a sense that they matter, young people need to feel like they are capable. Mastery is sometimes called self-efficacy. Settings that promote self-efficacy and mastery encourage youth to take risks, seek out challenges and focus on self-improvement rather than comparing themselves to peers.

WHAT TO DO

Show Power Point slide or poster of Essential Elements: Independence.



Show Power Point slide or poster of Essential Elements: Generosity.



Divide participants into four groups. Give each group a piece of flip chart paper and three different colored markers. Ask each group to draw a body outline on their flip chart paper and “create a youth” with a name, age, gender, hobbies, etc. Assign each group one of the four essential elements: Belonging, Mastery, Independence, or Generosity. Ask each group to list characteristics that their youth might develop if his/her needs are met in positive ways. For example, if a group is assigned Independence, some of the positive characteristics one might expect include responsibility, self-discipline, leadership, etc.

After 5 minutes ask each group to report their responses back to the larger group.

WHAT TO SAY

Independence. Youth need to know they are able to influence people and events through decision-making and action. Independence refers to an adolescent's growing ability to think, feel, make decisions and act on her or his own. By gaining a sense of independence, youth develop personal responsibility and discipline.

Generosity. Young people need to feel their lives have meaning and purpose. They need opportunities to connect to their communities and learn how to give back to others. As part of this process, they gain an understanding of others' needs and learn how to respond to these needs. Generosity may also include the development of values such as compassion and tolerance for diversity.

Why is meeting youths' needs so important? What happens to youth if their needs are met in positive ways? Met in negative ways? Unmet?

In your group, let's spend five minutes coming up with positive characteristics for your youth that relate to the essential element you've been assigned. In other words, if your youth's needs are met in positive ways, list some of the characteristics you might expect him/her to exhibit.

Now, I'd like each group to share the list of characteristics your group developed.

WHAT TO DO

After all groups have reported, show the Power Point slide or poster of Characteristics of Youth Whose Needs are Met in Positive Ways.

Characteristics of Youth Whose Needs are Met in Positive Ways

Belonging
 Loving
 Attached
 Friendly
 Intimate
 Social
 Cooperative
 Trusting

Independence
 Autonomous
 Confident
 Assertive
 Responsible
 Self controlled
 Self disciplined
 Leadership

Mastery
 Achieving
 Successful
 Creative
 Problem solving
 Motivated
 Persistent
 Competent

Generosity
 Altruistic
 Caring
 Sharing
 Loyal
 Empathic
 Pro-social
 Supportive



From: Brendtro, L., Brakenley, M., & Van Beckem, S. (1999). Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN, National Education Service.

Ask each group to list characteristics for their assigned element that their youth might develop if needs are met in negative ways.

After 5 minutes ask each group to report back to the larger group.

After all groups have reported, show the PowerPoint slide or poster of Characteristics of Youth Whose Needs are Met in Negative Ways.

Characteristics of Youth Whose Needs are Met in Negative Ways

Belonging
 Gang loyalty
 Craving affection & acceptance from others
 Romances
 Clinging
 Acting overly dependent

Independence
 Disobedient
 Reckless
 Bullying
 Sexual prowess
 Manipulative
 Rebellious
 Defying authority

Mastery
 Overachieving
 Arrogant
 Risk seeking
 Cheating
 Workaholic
 Penetrating
 Delinquent skills

Generosity
 Over involved
 Playing martyr
 Co-dependent



From: Brendtro, L., Brakenley, M., & Van Beckem, S. (1999). Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN, National Education Service.

Ask each group to list characteristics for their assigned element that their youth might develop if needs go unmet.

After 5 minutes ask each group to report back to the larger group.

WHAT TO SAY

When youth have their needs met in positive ways, like through participation in 4-H, they develop characteristics such as those listed here that are valued by society.

When youth feel welcomed at a 4-H Club meeting, they are more attached and friendly (Belonging). When they are able to learn skills to successfully complete a project, they achieve a level of Mastery. Providing opportunities for the youth to self-select the goals they wish to achieve provides them with Independence. And, youth develop caring and sharing characteristics (Generosity) when they work as a team to participate in projects that serve the community through 4-H.

 In your group, let's take another five minutes and list characteristics related to your assigned essential element that we might expect your youth to develop if his/her needs are met in negative ways.

Now, I'd like each group to share the list of characteristics your group developed.

When youth have their needs met in negative ways, they may develop some of these characteristics we see listed here that are not valued by society and indeed can be harmful to young people and those around them.

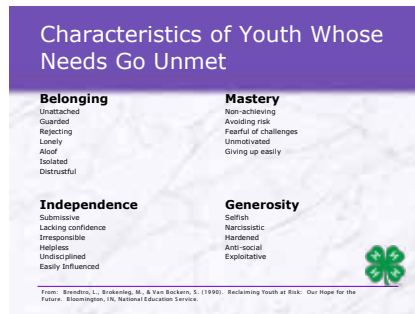
Youth who do not have a safe environment such as a 4-H Club to belong to may seek negative ways to find that acceptance elsewhere, such as with gang involvement. Those who exhibit bullying or rebellious behavior may be seeking independence in a negative way.

 Finally, I want each group to spend five minutes listing characteristics for youth whose needs go unmet.

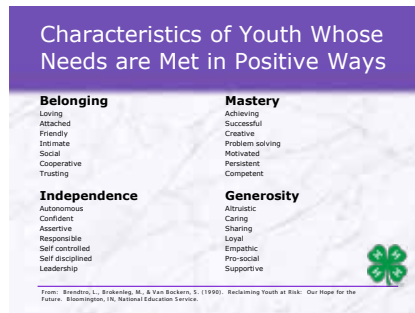
Now, I'd like each group to share the list of characteristics your group developed.

WHAT TO DO

After all groups have reported, show the Power Point slide or poster of Characteristics of Youth Whose Needs Go Unmet.



Again, show the Power Point slide or poster of Characteristics of Youth Whose Needs are Met in Positive Ways.



Allow about 10-15 minutes for each group to come up with strategies that would develop positive characteristics in their 4-H Club for all youth. Ask each group to take two characteristics from two different Essential Elements for discussion. For example: leadership under Independence and cooperation under Belonging.

After 15 minutes ask each group to share their strategies that help to develop positive youth characteristics.

WHAT TO SAY

Again, you can see when youths' needs go unmet, they may develop undesirable characteristics.

Those youth who have no attachment to other people feel rejected and lonely; they lack the Belonging characteristic. Without Mastery, youth will avoid risk and be fearful of challenges. If they lack Independence, they often lack confidence and may be easily influenced. Those who have not had the opportunity to experience Generosity are seen as selfish and perhaps anti-social.

As we consider the ways that youth needs are met or unmet, the importance of youth participation in a positive youth development program such as 4-H is clear!

Next, I want each group to take two positive characteristics from the lists of two different Essential Elements (belonging, mastery, independence, generosity) and brainstorm a way that your 4-H club might develop that characteristic in all young people. For example, using the leadership characteristic, which falls under Independence, you might suggest that the adults in your 4-H club let the youth plan and make the decisions that affect their 4-H club.

Let's hear your ideas for building positive characteristics in youth through your 4-H club.

We will talk more about developing a 4-H club later, but please note that 4-H National Headquarters has developed a program planning tool that can help you build the 4-H Essential Elements into your program. This tool identifies your program's assets and can suggest resources to help you strengthen weak areas.

Information on where to access the Essential Elements Program Planning Tool is included in the Appendix.

REFERENCES

Kress, C. Essential Elements of Youth Development. Retrieved July 20, 2010 from http://www.national4-hheadquarters.gov/library/4h_presents.htm.

McKinley, S. and Broady, C. 2010. Characteristics of Positive Youth Development and Life Skills Development Lesson Plan. Purdue University Cooperative Extension.

Brendtro, L., Brokenleg, M., & Van Bockern, S. 1990. Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN. National Education Service.

MATERIALS

1. For the Building a Human Model of Extension activity you will need 3x5 index cards printed with the name of the individual or organization on one side and role of that individual/organization on the other side. See the instructions.
2. Three large posters: one printed with the words, National: USDA; one with State: Land Grant University; and one with County
3. Ball of string or yarn
4. Markers
5. Tape or sticky wall (sticky wall is made with large paper such as newsprint or bulletin board paper attached to a wall)
6. A can of 3M spray mount to attach paper to sticky wall
7. Large television or LCD projector and screen to show video
8. Video: 4-H Centennial: A USDA Partner
9. Copies of Appendix, Lesson 3 handouts if participants are not receiving 4-H 101 training manual

OBJECTIVES

1. Describe the organizational structure that supports 4-H
2. Demonstrate the national, state and local partnerships that make up the Cooperative Extension system

TIME

1 hour

LESSON 3

The Organizational Structure and History of 4-H

4-H PRKC: Organizational Systems (domain): Knowledge of the Organization (topic)

INSTRUCTIONS FOR BUILDING A HUMAN MODEL OF EXTENSION ACTIVITY

1. Note: If you are working with a smaller group, this activity can be adapted by giving each individual two or more cards. Then, instead of “building” the human model of Extension, you can build an organizational-type chart on a sticky wall depicting the relationship of the partnering organizations.
2. Make three large posters printed with 1) National: USDA; 2) State: Land Grant University; 3) County.
3. Print the names of the following organizations on 3x5 index cards with their roles on the reverse side of the cards:

NATIONAL

U.S. Department of Agriculture

Reverse: Congressionally approved home of the federal department in which 4-H resides

Secretary of Agriculture

Reverse: Assumes office through a political appointment by the President and is responsible for the operation of many agencies within USDA

Director/National Institute of Food and Agriculture (NIFA)

Reverse: Administrator of one of the many agencies within USDA

Deputy Director/Institute of Youth, Family & Community (IYFC)

Reverse: Provides administrative leadership in policies, procedures, curricula development, research, evaluation and grants

Director/Division of Youth & 4-H

Reverse: Administrator for National 4-H program

4-H National Headquarters

Reverse: Implements 4-H programming and policies from the national level

National Program Leaders

Reverse: Responsible for providing 4-H youth development program leadership and financial assistance through grants to land-grant universities

National 4-H Council

Reverse: Private sector non-profit partner of 4-H and the Cooperative Extension System; focuses on fund-raising, brand management, communications, and legal and fiduciary support for national and state 4-H programs

STATES & TERRITORIES

Land Grant University

Reverse: 106 state partner institutions

University President

Reverse: Serves as administrator of the land-grant university

Director of Cooperative Extension Service (CES)

Reverse: Administers CES which is responsible for outreach to bring knowledge and research generated at the university to state-wide audiences to address the local needs of citizens in communities

State 4-H Leader

Reverse: Administers and provides program leadership for the 4-H youth development program which is responsible for applying the knowledge and research related to the growth and development of youth to community youth development efforts across the state

4-H Youth Development Specialists

Reverse: Responsible for translating research to application and supporting county staff through teaching, assisting in grant preparation, and developing curricula and support materials

Area/Regional Extension Director

Reverse: Supervises programs and staff for multiple counties

COUNTY

County Cooperative Extension System

Reverse: Provides local delivery of all Extension programming to counties

County Extension Professionals (Agents/Educators)

Reverse: Responsible for coordinating the needs of the county with state and county supported extension programming. They typically serve as a team consisting of Agriculture, Family Consumer Sciences and 4-H Youth Development Educators.

County 4-H Youth Development Agent/Educator and Program Assistants

Reverse: Responsible for the delivery of all aspects of the county 4-H Youth Development Program. They work with volunteers, parents, schools and community organizations to provide opportunities for youth to master life skills.

4-H Volunteers

Reverse: Volunteers are the direct delivery personnel for 4-H. 600,000 adult or older youth volunteers serve as club leaders, project leaders, camp counselors, etc. Some volunteers serve in the capacity of trainers and mentors to support other volunteers.

WHAT TO DO

Give each participant one or more index card (as needed). Each card will be printed with a name of a national, state or county Extension partner. The objective is to build a human model of the relationship between USDA, Extension and 4-H. To begin building your model, start with USDA. As each position is introduced, bring the holder of the card describing that position forward to connect with the previous position. As each person comes forward, ask him/her to read the description of that role from the back of the card. Use a large ball of yarn or string to connect each person to the person before. You will have a woven human network when the exercise is complete. Everyone should be connected with yarn to at least one other person. If space allows, have the USDA person stand at the front of the room facing the group and then place everyone else in front of this individual. This exercise can also be done in a line with the USDA individual at the beginning of the line.

Ask this person to display the poster printed with National: USDA and to stand at the front of the room and then read the back of their 3x5 index card explaining the USDA role.

WHAT TO SAY

4-H is part of a larger organizational structure called the Cooperative Extension System. The Cooperative Extension System is named because of its unique cooperative relationship between national, state and county governments. It is funded at various levels by all three entities. As you can imagine, this is a very complicated structure. Today, however, we are going to build a human model of the basic elements of that structure in order to understand 4-H and its supporting organizations better. We will begin at the national level.

Who has the USDA card? Please join me here and read your role.

Who has the U.S. Secretary of Agriculture card? Please stand in front of USDA. Will you read your role on the back of your card?

WHAT TO DO

Help participants connect to one another with the yarn as you bring them to the front of the room. Continue to build the organizational model.

Ask this person to display the poster printed with State: Land Grant University. Position him/her in front of the National USDA group.

WHAT TO SAY

Who has the Director of NIFA card? Please connect with the Secretary of Agriculture and read your role.

Who has the Director for the Institute of Youth, Family & Community card? Please connect to the NIFA Director and read your role?

The Institute of Youth, Family & Community has three divisions: Division of Family and Consumer Sciences, Division of Community and Education, and Division of Youth and 4-H. Will the person holding the Director of Youth and 4-H card please connect to the Director of IYFC and read your role?

The 4-H National Headquarters card may come forward to connect with the Director of Youth and 4-H.

The person with the National Program Leaders card may connect with the Director of Youth and 4-H and read your card.

The person with the National 4-H Council card may now connect with the National Program Leaders and read your card.

We have just built a very simplified version of the national structure that supports 4-H in the U.S. Now, let's look at the state partners in the Cooperative Extension system. Will the person holding the Land Grant University card come forward and read your card to us?

In 1862, the Morrill Act provided land and partial funding for the development of a university in every U.S. state that would make higher education accessible to the people of that state. These institutions typically began as agricultural colleges. In 1890, the second Morrill Act added 17 historically black colleges to the land grant university system. In 1994, the Equity in Education Land Grant Status Act added 20 tribal colleges to the land grant university system.

WHAT TO DO

Ask this person to display the poster printed with County and position him/her in front of the state group.

WHAT TO SAY

Will the person holding the University President card come forward and read your role?

As you learned in lesson 1, in 1914, the Smith-Lever Act established the Cooperative Extension Service, which is a part of every land-grant university. Will the person holding the Director of Cooperative Extension Service card connect to the University President and please read your role?

Cooperative Extension is made up of individuals representing many departments on campuses.

State Extension structures vary across states and territories. The individual who administers the youth development program is often referred to as the State 4-H Leader.

Will the State 4-H Leader connect to the Director of Extension and please read your role?

Will the 4-H Youth Development Specialist connect to the State 4-H Leader and read your role?

Some states group counties together and have area or regional directors who report to the State Extension Director. Will the Area/Regional Extension Director come forward and read your role?

Cooperative Extension professionals sometimes, but not always, hold faculty rank and may be part of an academic department that supports their field of expertise. The number of Extension professionals who work with the State 4-H Youth Development program varies by state and available funding.

We have built an outline of the structure of the national and state segments of Cooperative Extension. The final segment is the county. Will the person holding the County Cooperative Extension System card stand in front of the state group and read your role?

WHAT TO DO

Remember to keep connecting individuals with the string or yarn.

Collect the index cards and have the group return to their seats.

Ask the following questions, allowing 10-15 minutes for group discussion.

When all the questions have been addressed, mix up the cards and again distribute them to participants.

Provide help re-forming the organizational structure on the wall only when needed.

Show the 4-H Centennial video

WHAT TO SAY

It is at this level that we find the most differences among states, particularly related to funding.

Will the persons holding the County Extension Professionals and the County 4-H Youth Development Extension Professionals and Program Assistants cards connect with the County Cooperative Extension System and read your roles?

Finally, we come to the 4-H Volunteers. Will the 4-H Volunteer come forward, connect to the County 4-H Professional, and read your role?

Take note of the way the national, state, and county Extension roles are connected. Identify where you fit into this organization.

What new information did you gain from this exercise about the structure of Extension?

How will this knowledge of 4-H and its partnering organizations help you in starting a 4-H club and your work with young people?

Now, let's see how much you remember about this human model of Extension and its partners. I'm going to mix these cards and hand them out again. I want you to reform the network and put your cards in their correct order on the wall.

Now you have a better understanding of how Extension is structured. I would like you to watch a video that gives an historical perspective to this structure.

MATERIALS

1. PowerPoint slides or posters of:
 - Definition of culture
 - 4-H Colors
 - 4-H Emblem
 - 4-H Pledge
 - Head and its Relationship to Independence
 - Heart and its Relationship to Belonging
 - Hands and its Relationship to Generosity
 - Health and its Relationship to Mastery
 - 4-H Mission
 - 4-H Vision
 - 4-H Motto
 - 4-H Educational Philosophy
2. Copies of Appendix, Lesson 4 handouts if participants are not receiving a copy of the 4-H 101 curriculum
3. 4 Beach Balls with key phrases/information written on them

OBJECTIVES

1. Recognize the customs and guidelines that make up the 4-H culture
2. Identify the legal guidelines and responsibilities surrounding use of the 4-H name and emblem

TIME

30 minutes

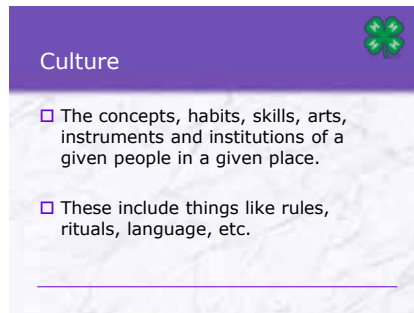
LESSON 4

Understanding the Culture of 4-H

4-H PRKC: Organizational Systems (domain): Knowledge of the Organization (topic)

WHAT TO DO

Show PowerPoint slide or poster of Definition of Culture.



WHAT TO SAY

Most groups have spoken or unspoken expectations for group members' behaviors that are a part of that group's culture.

The dictionary defines culture as the concepts, habits, skills, arts, instruments and institutions of a given people in a given place. These include things like rules, rituals, language, etc.

Each 4-H club has its own unique "culture," but all 4-H programs follow common practices and guidelines as outlined by the 4-H National Headquarters at USDA.


We're going to spend a few minutes looking at these commonly agreed upon 4-H customs as well as the legal guidelines by which 4-H programs must abide.

We learned in Lesson 3 that 4-H is the youth development outreach program of the Cooperative Extension System. It is made up of a community of young people across America learning life skills and supported in this developmental process by caring adult leaders. 4-H members are actively involved in educational projects that are fun and that use quality, research-based curriculum.

We learned in Lessons 1 and 3 about 4-H's long, rich history. This more than 100-year history has allowed 4-H the time to develop its own set of customs that help define its culture. Let's take a look at some of those right now.


WHAT TO DO

Show PowerPoint slide or poster of the 4-H Colors.


4-H Colors 

- Green represents nature's most common color and is emblematic of youth, life and growth.
- White symbolizes purity.


Show the PowerPoint slide or poster of the 4-H Emblem.

4-H Emblem 

- Is the four-leaf clover.
- The four H's stand for Head, Heart, Hands and Health.



Show the PowerPoint slide or poster of the 4-H Pledge.

4-H Pledge 

- I pledge my **Head** to clearer thinking, my **Heart** to greater loyalty, my **Hands** to larger service, and my **Health** to better living, for my club, my community, my country and my world.

WHAT TO SAY

Let's start with the 4-H colors, which are green and white. The white symbolizes purity. The green represents nature's most common color and is emblematic of youth, life and growth.

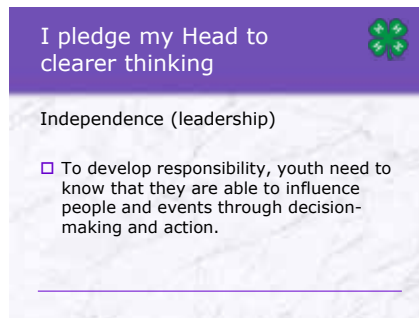
The original symbol of the 4-H Boys' and Girls' Clubs from the early 20th Century was a three-leaf clover with the words Head, Heart and Hands. In 1911, the present 4-H emblem, a four-leaf clover was adopted and the fourth H became Health. The 4-H emblem is federally protected under Section 18 US Code 707 and belongs to the Congress of the United States. If you are a 4-H volunteer, you are permitted to use the 4-H name and emblem once your program is chartered and you have been given permission from your local Extension 4-H professional. We will discuss chartering in more detail in lesson 9. You can learn more about the proper and legal use of the 4-H emblem at the 4-H National Headquarters Web site (<http://www.national4-headquarters.gov/>) or by referring to the handout in your Appendix.

The 4-H pledge tells what 4-H is all about. 4-H has as its goal the development of youth in four areas: Head, Heart, Hands and Health. The pledge was adopted by the delegates to the National 4-H Club Camp in 1927. State club leaders voted for and adopted the pledge for universal use. The phrase "and my world" was added in 1973. The recitation of the pledge has a prominent place in 4-H activities, club meetings, achievement days and other club events.

WHAT TO DO

Ask participants to stand and introduce the hand movements that accompany the pledge. When you say Head, place hand at forehead; Heart, place hand over heart; Hands, hold hands with palms turned open; Health, leave arms at sides.

Show the PowerPoint slide or poster of Head and its Relationship to Independence.

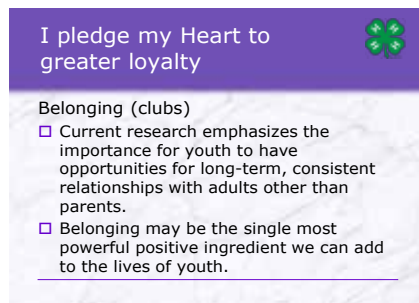


I pledge my Head to clearer thinking

Independence (leadership)

- To develop responsibility, youth need to know that they are able to influence people and events through decision-making and action.

Show the PowerPoint slide or poster of Heart and its Relationship to Belonging.



I pledge my Heart to greater loyalty

Belonging (clubs)

- Current research emphasizes the importance for youth to have opportunities for long-term, consistent relationships with adults other than parents.
- Belonging may be the single most powerful positive ingredient we can add to the lives of youth.

WHAT TO SAY

It is important to know the 4-H pledge. Let's practice saying it now. There are hand movements that accompany the pledge. I will demonstrate them and would like you to stand and repeat the words and movements with me. "I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country and my world."

Remember in Lesson 2 we talked about the Essential Elements, which are the hallmarks of an effective youth development program? This slide shows how the H that stands for Head relates to Independence, one of the four Essential Elements.

"I pledge my Head to clearer thinking" corresponds to Independence or leadership in youth. By exercising leadership, youth develop responsibility and are able to influence people and events through decision-making and action.

"I pledge my Heart to greater loyalty" corresponds to Belonging, the second Essential Element. Youth need to know they are cared about by others and feel a sense of connection to the group. Belonging may be the single most powerful ingredient we can add to the lives of youth. 4-H gives youth the opportunity to feel physically and emotionally safe while actively participating in a group.

WHAT TO DO

Show the PowerPoint slide or poster of Hands and its Relationship to Generosity.

I pledge my Hands to larger service



Generosity (serving the community)

- Youth need to feel their lives have meaning and purpose.
- By participating in 4-H community service and citizenship activities, youth connect to communities and learn to give back to others.

Show the PowerPoint slide or poster of Health and its Relationship to Mastery.

I pledge my Health to better living



Mastery (projects)

- To develop self-confidence, youth need to feel and believe they are capable and they must experience success at solving problems and meeting challenges.

Show the PowerPoint slide or poster of the 4-H Mission.

4-H Mission



- 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

Show the PowerPoint slide or poster of the 4-H Vision.

4-H Vision



- A world in which youth and adults learn, grow and work together as catalysts for positive change.

WHAT TO SAY

“I pledge my Hands to larger service” corresponds to the third Essential Element, Generosity. Youth need to know their lives have meaning and purpose. By participating in 4-H community service and citizenship activities, youth connect to communities and learn to give back to others.

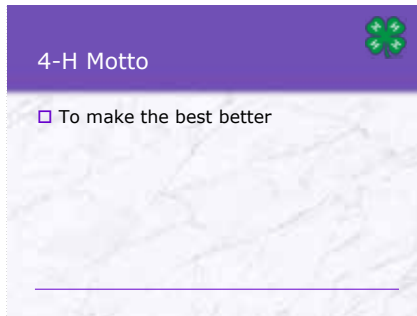
“I pledge my Health to better living” corresponds to Mastery, the fourth Essential Element. To develop self confidence, youth need to feel and believe they are capable, and they must experience success at solving problems and meeting challenges.

The 4-H Mission: 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

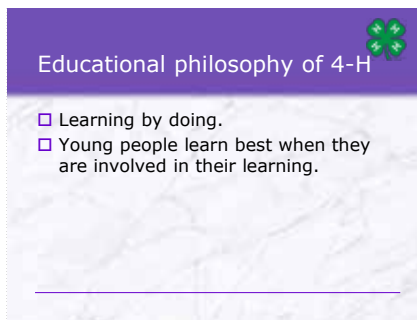
The 4-H Vision: A world in which youth and adults learn, grow and work together as catalysts for positive change.

WHAT TO DO

Show the PowerPoint slide or poster of the 4-H Motto.



Show the PowerPoint slide or poster of the Educational Philosophy of 4-H.



Blow up a beach ball and write key phrases/information from Chapter 4 on each panel of the ball (for example: 4-H motto, 4-H Emblem, Pledge, etc). Gather participants into a circle. Toss the beach ball to a participant. Have that person read the key phrase where their left thumb lands; everyone answers. That person then tosses the ball to another participant. Do this several times, then have the person who catches the beach ball read the phrase and answer it.

WHAT TO SAY

The 4-H Motto: To Make the Best Better. The motto was adopted at about the same time as the 4-H Club pledge. Its intent is to inspire young people to continue to learn and grow, to make their best efforts better through participating in educational experiences.

“Learning by Doing” sums up the educational philosophy of the 4-H program. Young people learn best when they are involved in their learning. We will talk more in upcoming lessons about how “learning by doing” is applied to all 4-H activities.

I’m going to give you a beach ball that has key phrases/information written on it from Chapter 4. Form a circle and be sure you have a beach ball for your group. I’ll start the game by tossing the beach ball to one person. When you catch the ball, read the key phrase where your left thumb lands. Everyone in the circle will then answer the question. Then, you will toss the ball to another participant. After awhile, I will ask the person who catches the beach ball to read the phrase and answer it themselves.

REFERENCES

Kress, C. Essential Elements of Youth Development. Retrieved July 22, 2010 from http://www.national4h-headquarters.gov/library/4h_presents.htm

McKinley, S. and Broady, C. 2010. Characteristics of Positive Youth Development and Life Skills Development Lesson Plan. Purdue University Cooperative Extension.

4-H Lore. Retrieved July 22, 2010 from http://www.national4h-headquarters.gov/about/4h_lore.htm

Using the 4-H Name and Emblem. Retrieved July 22, 2010 from http://www.national4h-headquarters.gov/emblem/4h_name.htm

MATERIALS

1. PowerPoint slides or posters of:
 - Results of NY research on 4-H Members
 - Definition of High-Context Youth Development
 - Definition of Low-Context Youth Development
 - Definition of a Cloverbud Club
 - Definition of Community Club
 - Definition of Single Project Club
 - How a 4-H Club Fosters Belonging
 - How a 4-H Club Fosters Mastery
 - How a 4-H Club Fosters Independence
 - How a 4-H Club Fosters Generosity
 - Examples of Different 4-H Delivery Methods
2. Copies of Appendix, Lesson 5 handouts if participants are not receiving a copy of the 4-H 101 curriculum

OBJECTIVES

1. Differentiate between high- and low-context youth development programming
2. Identify the variety of ways 4-H delivers youth development programming

TIME

1 hour 30 minutes

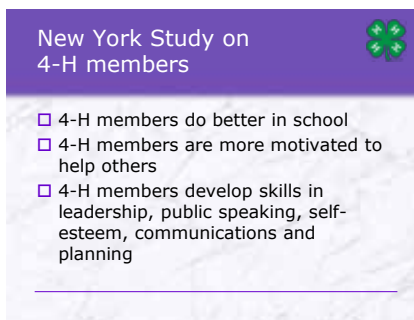
LESSON 5

Understanding 4-H Youth Development Delivery

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

WHAT TO DO

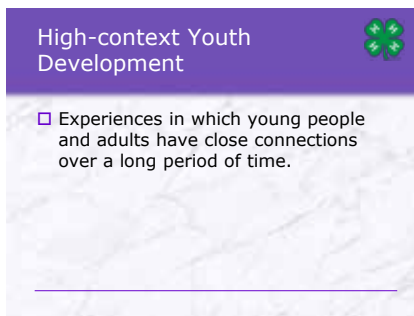
Show PowerPoint slide or poster of the NY Research on 4-H Membership.



New York Study on 4-H members

- 4-H members do better in school
- 4-H members are more motivated to help others
- 4-H members develop skills in leadership, public speaking, self-esteem, communications and planning

Show the PowerPoint slide or poster of the Definition of High-context Youth Development.



High-context Youth Development

- Experiences in which young people and adults have close connections over a long period of time.

WHAT TO SAY

Research from Cornell University Cooperative Extension in New York shows that youth in 4-H do better in school than other students and are more motivated to help others. They also are developing skills in leadership, public speaking, self-esteem, communication, and planning.

Why does membership in a 4-H club make such a difference for youth?

We already know that if the four Essential Elements of youth development are present in our programs, then we are able to create opportunities that meet young people's needs and build life skills such as the ones mentioned in the research done at Cornell.

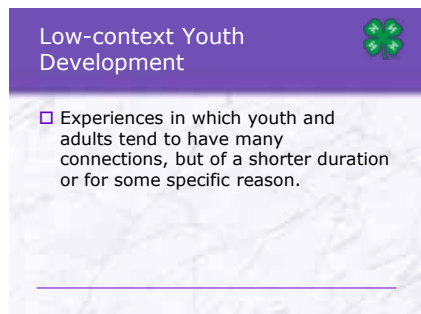
Before we examine 4-H program delivery methods, let's look at high and low context youth development experiences and how these concepts are related to program delivery.

High-context youth development refers to experiences in which young people and adults have close connections over a long period of time. 4-H Youth Development Extension professionals with volunteers and other experts, plan, implement and evaluate a progressive series of educational programs and experiences.

The programs connect young people with caring adults and involve them over an extended period of time. We will look at

WHAT TO DO

Show the PowerPoint slide or poster of the Definition of Low-context Youth Development.



Show the PowerPoint slide or poster of Approaches to 4-H Youth Development



WHAT TO SAY

some examples of these programs such as a 4-H community club in a few minutes.

Low-context youth development refers to experiences in which youth and adults tend to have many connections, but of shorter duration or for some specific reason. 4-H Youth Development Extension professionals work with volunteers and other experts to plan, implement and evaluate programs and experiences that have short-term contact with young people in order to meet strategic goals. We will also look at some examples of low-context youth development experiences such as a school enrichment program.

Ideally, the goal in 4-H programming is for low-context youth development experiences to evolve into high-context youth development programs because of the positive development that occurs when young people engage in long-term interaction with caring adults.

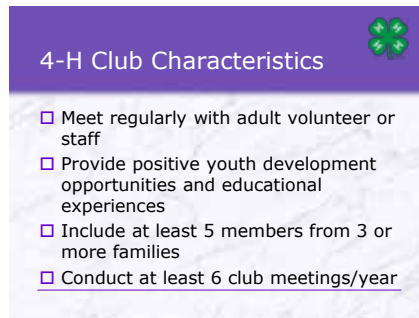
Youth development experiences become transformational when we create high-context environments and provide high-content opportunities for young people to belong, master skills, influence others and learn the meaning of service. Content here refers to the educational experiences we provide youth through our research-based project work.

This slide illustrates how content and context are related to delivery methods. The best learning environment for youth happens when a high-content delivery method overlaps with a high-context experience. The 4-H club emerges as the best place for this to happen.

Let's examine the variety of ways 4-H delivers youth development programs. During this discussion, keep in mind the concepts of

WHAT TO DO

Show PowerPoint slide or poster of 4-H Club Characteristics.



WHAT TO SAY

high and low-context youth development programming.

4-H provides youth development opportunities through a variety of delivery methods. The 4-H club is one of these. There are many variations of 4-H clubs. Each state has unique policies governing 4-H clubs but most share many similarities.

In general, 4-H clubs are organized groups of youth, who sometimes but not always, elect officers and are supported by adult volunteer leaders. A 4-H club conducts meetings and activities throughout the year, usually holding at least six official meetings per year, for at least 5 members from 3 or more families.

Club meetings typically include a business portion, an educational program, and a group building or recreational activity. Ideally, all four essential elements are built in to these activities.

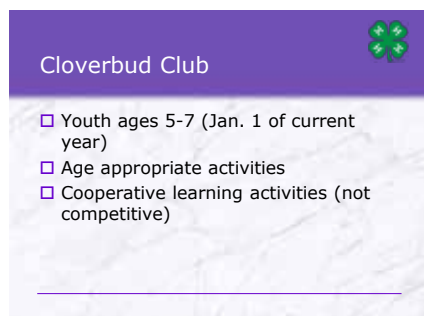
The club frequently offers opportunities for leadership, citizenship, community service and public speaking. It may meet in any location such as community centers, military bases, schools, and places of worship, and is authorized to use the 4-H name and emblem after becoming chartered. We will talk more about chartering in lesson 9.

You can learn more about 4-H Club characteristics by reviewing the “What is a 4-H Club?” fact sheet at the 4-H National Headquarters Web site or referring to the fact sheet in the Appendix section.

Youth ages 8-18 (as of January 1 of the current year) are eligible to be members. Some states may use school grade as a criterion for membership. Check with your state or county 4-H

WHAT TO DO

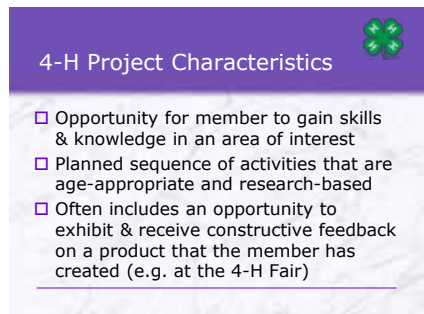
Show PowerPoint slide or poster of Definition of a Cloverbud Club.



Cloverbud Club

- Youth ages 5-7 (Jan. 1 of current year)
- Age appropriate activities
- Cooperative learning activities (not competitive)

Show PowerPoint slide or poster of 4-H Project Characteristics



4-H Project Characteristics

- Opportunity for member to gain skills & knowledge in an area of interest
- Planned sequence of activities that are age-appropriate and research-based
- Often includes an opportunity to exhibit & receive constructive feedback on a product that the member has created (e.g. at the 4-H Fair)

Show PowerPoint slide or poster of Definition of a Community Club.



4-H Community Club

- Meets regularly
- Addresses county 4-H requests and community issues
- Includes multiple project areas in one club
- Provides educational program or activities

WHAT TO SAY

Extension professional for specific membership requirements.

Many states have club options for younger youth. A Cloverbud member (age 5-7) should only be involved in cooperative learning, age-appropriate activities (not competitive events). A description of Cloverbud policies and guidelines is located in the Appendix. States may have different names for 4-H opportunities available to younger youth such as Cloverkids, Mini, or Exploring 4-H.

You'll notice reference to 4-H projects throughout our discussion of 4-H clubs. A 4-H project is an opportunity for a member to gain knowledge and skills in a certain area of interest. It includes a planned sequence of activities that are age-appropriate and research-based. The member often sets individual goals of what he or she wishes to learn and accomplish in the specific project area. An opportunity to exhibit a finished product related to the project area is typically provided, such as at a 4-H Fair. At this exhibit the member receives constructive feedback on his or her project.

A common format for youth age 8-18 is the community or multi-project club. This type of club meets regularly to conduct a business meeting, address county 4-H requests and community issues, provide an educational program or activity and offer a selection of projects. Project meetings or workshops are usually held at different times than the club meeting. This format allows more project choices for 4-H club members but requires more leaders for multiple project meetings.

WHAT TO DO

Show PowerPoint slide or poster of Definition of Single-project Club.

Single-project Club

- A 4-H club whose members all have similar interests such as dog, entomology or technology club.
- Adult volunteers are highly knowledgeable about the project area of interest.
- Includes youth from wider geographic area

Divide participants into four groups and assign each group one of the the Essential Elements. Ask each group to make a list of ways a 4-H club might foster their assigned Essential Element. Allow about 5-10 minutes for discussion.

After the group has had an opportunity to share their own ideas, show the PowerPoint slide or poster of How a 4-H Club Fosters Belonging.

How a 4-H Club Fosters Belonging

- Encourages youth to
 - form friendships
 - be part of a support community
 - participate in collaborative learning
 - bond with one or more caring adults

Show PowerPoint slide or poster of How a 4-H Club Fosters Mastery.

How a 4-H Club Fosters Mastery

- Provides youth with
 - opportunities for project work
 - opportunities for evaluation and feedback
 - Opportunities for hands-on learning to develop life skills

WHAT TO SAY

Some clubs whose members all have similar interests might operate as single-project clubs. These clubs focus on educational opportunities related to one specific project area. The club may include youth from all geographic areas that are served by the local 4-H program. Adult volunteers in the single-project club are well-versed in the specific project area.

The format of the 4-H club is its strength because it provides enriching high-context youth development experiences that intentionally incorporate the four Essential Elements that we know to be so crucial to our youth development efforts.

What are some ways that you think a 4-H club might foster the Essential Elements? In your group brainstorm some ways a 4-H Club might foster the Essential Element your group has been assigned. Record your ideas on paper.

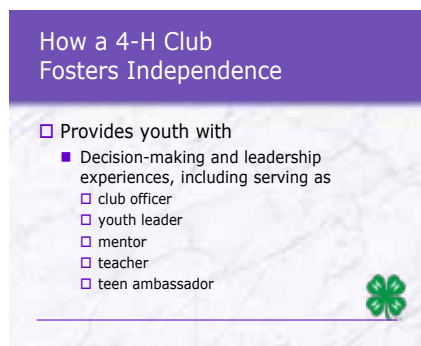
Within the club format the Essential Elements can be fostered in the following ways.

A 4-H club fosters belonging by encouraging youth to form friendships with peers and to be part of a supportive community where collaborative learning is encouraged. Youth also bond with one or more caring adults who encourage and help them grow in positive ways.

A 4-H club fosters mastery by providing many opportunities for project work, evaluation and feedback. Youth develop skills using hands-on learning approaches and learn how to transfer these skills to other life situations.

WHAT TO DO

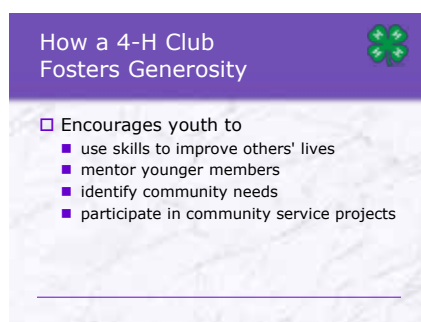
Show PowerPoint slide or poster of How a 4-H Club Fosters Independence.



How a 4-H Club Fosters Independence

- Provides youth with
 - Decision-making and leadership experiences, including serving as
 - club officer
 - youth leader
 - mentor
 - teacher
 - teen ambassador

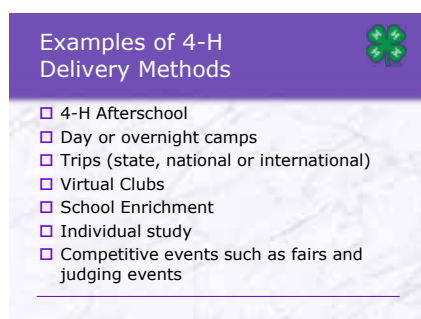
Show PowerPoint slide or poster of How a 4-H Club fosters Generosity.



How a 4-H Club Fosters Generosity

- Encourages youth to
 - use skills to improve others' lives
 - mentor younger members
 - identify community needs
 - participate in community service projects

Show the PowerPoint slide or poster of Examples of Different 4-H Delivery Methods.



Examples of 4-H Delivery Methods

- 4-H Afterschool
- Day or overnight camps
- Trips (state, national or international)
- Virtual Clubs
- School Enrichment
- Individual study
- Competitive events such as fairs and judging events

WHAT TO SAY

Independence is fostered in the 4-H club setting by providing youth with many decision-making and leadership experiences including serving as a club officer, mentor, teacher, teen ambassador and teen leader, among others.

A 4-H club fosters generosity by encouraging members to use their skills to improve others' lives by mentoring younger members, identifying community needs and participating in community service projects.

4-H delivers programming through many formats in addition to the club.

4-H Afterschool is an out-of-school program administered by the 4-H office or other partner organizations such as military School Age Care facilities. It can meet at a community-based facility such as a church, school, or recreation center, where the young people and adults identify themselves as 4-H members and volunteers.

4-H programming is also delivered through camps; state or national trips, for which older 4-H members can qualify through their project work; and virtual clubs, where youth are offered learning experiences via technology.

School enrichment is 4-H programming offered during the

WHAT TO DO

Allow participants about 10 minutes to discuss this question. Reinforce that it is necessary to create many programming options to reach all youth.

WHAT TO SAY

school day to support the school curriculum and involves direct teaching by the 4-H staff or trained volunteers including teachers.

Individual 4-H project study is planned learning that occurs independently of a formal group as an individual or family learning effort, such as in a homeschool setting.

Competitive events in 4-H can include fairs and judging events related to project work.

More information about state and national trips can be found in the Appendix, Lesson 15, "Opportunities Beyond the Club" handout.

The reality today is that more 4-H members live in cities than in rural areas and the delivery methods are structured to meet the needs of youth wherever they live. Geographic area is not the only reason for developing varied programming methods in 4-H. The skills needed for productive adulthood and citizenship have evolved over the years, and the ways we help youth prepare for this transition continue to evolve as well.

Why do you think it is important for youth development professionals to offer programming through a variety of delivery methods?

We've talked about why high-context youth development programming is important, but a quality 4-H program needs low-context youth development opportunities too. Low-context programming offers quality learning opportunities to fit the needs of all youth and to serve as a conduit for introducing youth and their parents to 4-H. 4-H programming can be thought of as a continuum of low to high-context experiences that all serve an important purpose.

WHAT TO DO

Place two pieces of flip chart paper on the wall. Label one High-context Youth Development Experiences and the other Low-context Youth Development Experiences. Give each individual several pieces of sticky note paper. Ask participants to write down examples from their programs that might fit under either category and put them on the corresponding pieces of flip chart paper.

After everyone has placed their sticky notes on the flip chart paper, ask for volunteers to share examples from their programs and to explain why they identified this experience as high or low-context.

Allow about 15 minutes for discussion.

WHAT TO SAY

Now I want you to think about the youth and adults with whom you are currently working. On the sticky notes you have been given, write down examples of programs and educational experiences from your current youth program. Next, place your sticky notes on one of the flip chart papers located on the wall labeled, "High-context or Low-context Youth Development Experiences" based on where you think that program fits.

We have learned that youth benefit most from a long-term experience with caring adults. Day camps, school enrichment programs and other short-term experiences can be an introduction into a longer-term involvement with 4-H.

It is important to be aware of the many delivery methods that are common for implementing 4-H youth development programming. Now that we have learned about ways to deliver the 4-H program, we are going to spend some time addressing what it is we deliver in the next lesson.

REFERENCES

Rodriguez, E., Hirschl, T., Mead, J., & Goggin, S. 1999. Understanding the difference 4-H clubs make in the lives of New York youth: How 4-H contributes to positive youth development. Cornell University. <http://nys4h-staff.cce.cornell.edu/4-HClubStudy.htm>

Stone, B. Concept Paper. 2006. National 4-H Headquarters, Washington, DC. Adapted from "A Vision for the Future" by Jo Turner.

MATERIALS

1. PowerPoint slides or posters of:
 - 4-H Life Skills
 - Targeting Life Skills Model
 - Examples of Life Skills
 - Experiential Learning Model
 - Step 1—Experience
 - Step 2—Share
 - Share Questions
 - Step 3—Process
 - Process Questions
 - Step 4—Generalize
 - Generalize Questions
 - Step 5—Apply
 - Apply Questions
 - Tips for Successful Use of the Experiential Learning Model
2. Supplies for Powerful Payload Balloon Shuttle Activity:
 - balloons
 - straws
 - string
 - paper cups
 - weights (such as nuts, bolts, paperclips, etc)
 - masking tape
 - tape measure
 - pads of paper
 - pencils
 - stop watches
3. Copies of Appendix, Lesson 6 handouts if participants are not receiving a copy of the 4-H 101 curriculum

OBJECTIVES

1. Define life skills and their importance to 4-H.
2. Introduce the basic principles of the Experiential Learning Model.
3. Utilize the five steps of the Experiential Learning Model when completing an activity.

TIME

1 hour, 45 minutes

LESSON 6

Life Skills and the Experiential Learning Model

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

WHAT TO DO

Prior to participants' arrival, prepare the room for the balloon shuttle activity.

Show PowerPoint slide or poster of Definition of Life Skills Development.

4-H Life Skills

- Competencies that help people function well in their environments
- Help youth successfully transition into adulthood
- Learned in sequential steps related to their age and developmental stage
- Acquired through "learn-by-doing" activities

Show PowerPoint slide or poster of Targeting Life Skills Model.

Targeting Life Skills Model



Source: Pat Hendricks, Iowa State Extension

Show PowerPoint slide or poster of Examples of Life Skills.

Examples of life skills developed through 4-H

- Head
 - Decision making
 - Wise use of resources
- Heart
 - Communication
 - Accepting differences
- Hands
 - Leadership
 - Responsible citizenship
- Health
 - Healthy lifestyle choices
 - Self-responsibility

WHAT TO SAY

Life Skills are competencies that help people function well in their environments. One of the goals of 4-H programming is to help youth develop life skills they can use in their everyday lives that will help them successfully transition into adulthood.

These skills cannot be learned in a single experience. Mastery only comes after trying, making mistakes and trying again...the "learn-by-doing" concept.

The "Targeting Life Skills Model" (Pat Hendricks, Iowa State Extension) provides a visual representation of the life skills that 4-H members gain through their participation. This model categorizes the life skills by the four "H"'s.

Some examples of typical life skills learned through each of the four "H"'s in 4-H programming include:

Decision making
Wise use of resources
Communication
Accepting differences
Leadership
Responsible citizenship
Healthy lifestyle choices
Self-responsibility

These represent just a few examples of life skills learned by participation in 4-H project and club work. There are many other important skills that 4-H members develop. Life skills are learned in sequential steps and are related to the age and development of the learner.

WHAT TO DO

Divide participants into groups of 4-6 and place groups as far away from each other as possible. Each group should have one piece of string long enough to reach from the floor to the ceiling on a diagonal and three smaller pieces of string. Place one of each of the remaining items included on the supplies list at each group station. (This activity also can be done with the string running horizontally across the room from wall to wall.)

Give participants 10 minutes to complete the experiment.

After everyone has launched their balloon, give them a new set of instructions.

Give participants about 5 minutes to add baskets and weights to their balloon shuttles.

WHAT TO SAY

4-H teaches life skills through hands-on activities using the Experiential Learning Model. The sequential steps of the Experiential Learning Model help youth identify what they have learned and apply it to other situations. You will have a chance to see how this model works in the activity we are about to do.

We will talk more about the Experiential Learning Model after we have finished our activity. Now, let's get started.

Today, you are going to create a balloon shuttle from the supplies we have provided at each station. We also have some stop watches that you can use to measure the time it takes for your shuttle to reach its destination, and a tape measure, pad of paper and pencil to record times and distances.

Listen carefully to the directions: First, thread the string through the drinking straw. Take your long piece of string and tape the ends to the ceiling and floor. (Or attach the string to a wall if ceilings are too high. For this option, the string should be long enough to reach to the opposite wall.)

Designate someone as a timer and recorder. Inflate the balloon and tie it closed, but do not tie it. Attach the balloon to the straw with tape and release the balloon. Record the distance and speed.

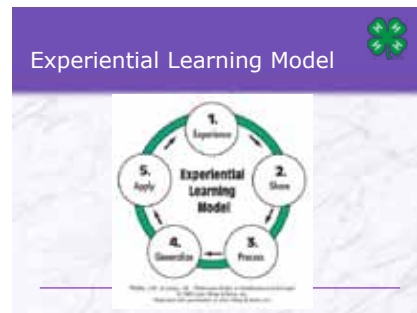
Now I want you to add a basket to your shuttle using the paper cup and three shorter pieces of string. Using tape, attach the basket to the balloon. Then, attach your balloon and basket to the straw again, release them and record the distance and speed.

Next, I would like you to add weights (paper clips, nuts, bolts, etc.) to your basket and try the experiment again. Don't forget to record your results.

WHAT TO DO

Have participants return to their seats. Ask the following questions, allowing about 10-15 minutes for discussion.

Show the PowerPoint slide or poster of the Experiential Learning Model.



WHAT TO SAY

How did you feel when you were building your balloon shuttle?

How did it feel when you were testing it?

What did you think would happen when you launched your shuttle?

What did you expect to happen when you put the baskets and the weights on your shuttles?

How did you make your shuttle?

How did your group decide who would do what part of the task?

What challenges did you have in making your shuttle?

What effect did the size of your balloon have on the distance and speed of your shuttle?

What did you learn about building and launching a shuttle?

What did you learn about involving everyone in your group in the task?

How would you teach youth in your program to make a balloon shuttle?

What would you do differently when you teach this?

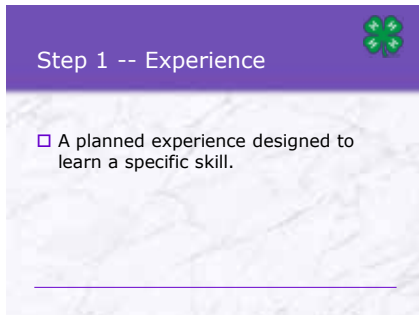
What did you learn from this experience that would help you teach other concepts to a group?

Here is a graphic of the Experiential Learning Model used by 4-H. This model involves a five-part process that incorporates doing something, reflecting upon it and applying what was learned. We just experienced it ourselves with the balloon shuttle experiment.

Let's look at each of the steps in the process.

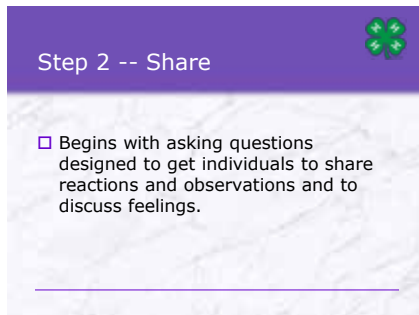
WHAT TO DO

Show the PowerPoint slide or poster of Definition of Step 1 – Experience.



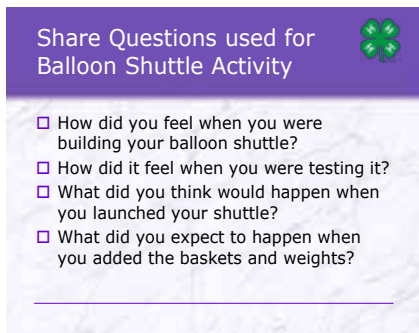
A PowerPoint slide with a purple header that reads "Step 1 -- Experience" and a green four-leaf clover icon. The main content area has a light purple background with a white border and contains a single bullet point: "A planned experience designed to learn a specific skill."

Show the PowerPoint slide or poster of Definition of Step 2 – Share.



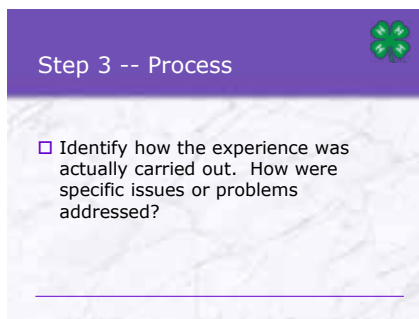
A PowerPoint slide with a purple header that reads "Step 2 -- Share" and a green four-leaf clover icon. The main content area has a light purple background with a white border and contains a single bullet point: "Begins with asking questions designed to get individuals to share reactions and observations and to discuss feelings."

Show the PowerPoint slide or poster of the Share Questions.



A PowerPoint slide with a purple header that reads "Share Questions used for Balloon Shuttle Activity" and a green four-leaf clover icon. The main content area has a light purple background with a white border and contains four bullet points: "How did you feel when you were building your balloon shuttle?", "How did it feel when you were testing it?", "What did you think would happen when you launched your shuttle?", and "What did you expect to happen when you added the baskets and weights?"

Show the PowerPoint slide or poster of Definition of Step 3 – Process.



A PowerPoint slide with a purple header that reads "Step 3 -- Process" and a green four-leaf clover icon. The main content area has a light purple background with a white border and contains a single bullet point: "Identify how the experience was actually carried out. How were specific issues or problems addressed?"

WHAT TO SAY

As you can see, the model begins with a planned experience that is designed to provide an opportunity to learn a specific skill. It will probably be something new for the learner and should push individuals beyond previous experiences.

In the activity we just did, we used the building and launching of a balloon shuttle to involve you in a hands-on learning-by-doing activity.

The sharing process begins with asking questions designed to get individuals to share reactions and observations and to discuss feelings generated by the experience.

We ask these types of question to help participants reflect on what they have done. These are generally questions associated with senses (seeing, feeling, hearing, tasting, etc.) and levels of difficulty.

In our discussion earlier, we asked the following share questions:

How did you feel when you were building your balloon shuttle?

How did it feel when you were testing it?

What did you think would happen when you launched your shuttle?

What did you expect to happen when you put the baskets and the weights on your shuttles?

The next step in the model is to identify the process or how the experience was actually carried out. How were specific problems or issues addressed? In this step, you encourage the group to look for recurring themes.

WHAT TO DO

Show the PowerPoint slide or poster of the Process Questions.

Process Questions used for Balloon Shuttle Activity

- How did you make your shuttle?
 - How did your group decide who would do what parts of the task?
 - What challenges did you have in making your shuttle?
 - What effect did the size of your balloon have on the distance and speed of your shuttle?
-


Show the PowerPoint slide or poster of Definition of Step 4 – Generalize.

Step 4 -- Generalize

- Begin to generalize from the experience. The learner applies what was learned to what he/she already knows.
-

Show the PowerPoint slide or poster of the Generalize Questions.

Generalize Questions used for the Balloon Shuttle Activity

- What did you learn about building and launching a shuttle that could be applied to something else?
 - What did you learn about involving everyone in your group in the task?
-
- 

WHAT TO SAY

Questions that encourage discussion about process usually involve how participants actually did the activity and if there were any problems that arose. If so, how were these problems dealt with?

In our discussion earlier, the process questions included:

How did you make your shuttle?

How did your group decide who would do what part of the task?

What challenges did you have in making your shuttle?

What effect did the size of your balloon have on the distance and speed of your shuttle?

Step four is when we can begin to generalize from the experience. This is when the learner begins to apply what was learned to what he/she already knew. This step helps participants determine how the experience was important for them. Listing key terms that capture the learning can be a helpful exercise in this step.

Questions that encourage discussion about generalizing include:

What was learned from the experience?

How does this new information relate to other things participants have learned?

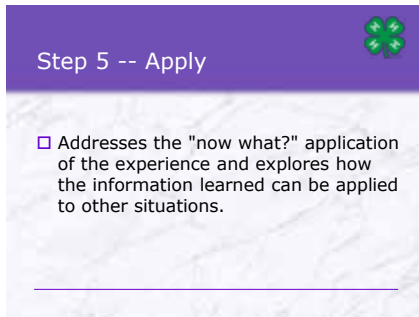
In our discussion earlier, the generalize questions I asked you were:

What did you learn about building and launching a shuttle?

What did you learn about involving everyone in your group in the task?

WHAT TO DO

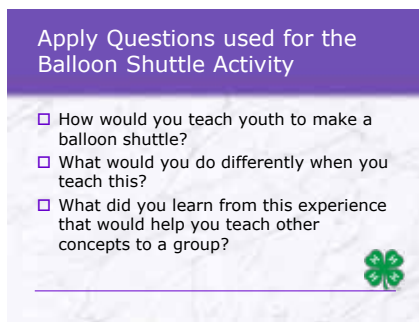
Show the PowerPoint slide or poster of Definition of Step 5 – Apply.



Step 5 -- Apply

- Addresses the "now what?" application of the experience and explores how the information learned can be applied to other situations.

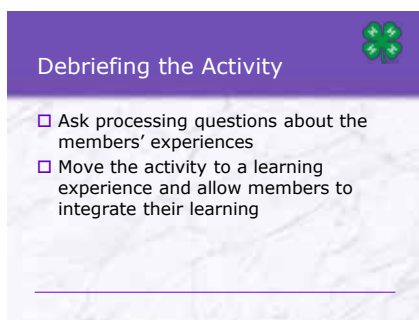
Show the PowerPoint slide or poster of the Apply Questions.



Apply Questions used for the Balloon Shuttle Activity

- How would you teach youth to make a balloon shuttle?
- What would you do differently when you teach this?
- What did you learn from this experience that would help you teach other concepts to a group?

Show the PowerPoint slide or poster of Debriefing the Activity.



Debriefing the Activity

- Ask processing questions about the members' experiences
- Move the activity to a learning experience and allow members to integrate their learning

Allow about 5 minutes for discussion. If not brought up in discussion, point out that this activity targets teamwork, observation, and problem-solving skills, among others.

WHAT TO SAY

In the last step, the Experiential Learning Model addresses the "now what" application of the experience and explores how the information learned can be applied to other situations.

Questions to use that encourage application include:

How can learners use what they learned? How does what they learned apply to other parts of their lives?

Apply questions that I asked you earlier in our discussion included:

How would you teach youth to make a balloon shuttle?

What would you do differently when you teach this?

What did you learn from this experience that would help you teach other concepts to a group?

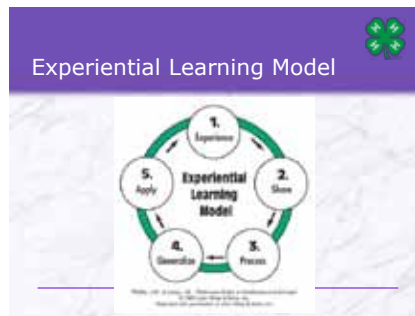
Debriefing is what moves an activity to a learning experience. The primary purpose of processing the experience is to allow participants the opportunity to integrate their learning and come to closure with the activity.

As we mentioned earlier, 4-H uses the Experiential Learning Model to teach life skills. Remember to plan activities that use this approach and start with targeted goals. These goals are the life skills that you wish to teach.

What life skills is the balloon activity intended to develop?

WHAT TO DO

Show PowerPoint slide or poster of Experiential Learning Model.



Show the two PowerPoint slides or posters of Tips for Successful Use of the Experiential Learning Model.

Tips for Successful use of the Experiential Learning Model

- Plan activities that relate to the learning goals or life skills.
- Plan for time to reflect on the experience.
- Ask the right questions. Prepare ahead of time as you are thinking through the learning activity.
- Listen carefully to the youth.
- Support each young person's unique learning style.

Tips (cont'd)

- Be aware of the Experiential Learning Model Step in which the group is working and be prepared to move the group to the next step when they are ready.
- Questions discussed in the processing and application steps provide feedback. Evaluation information also can be gathered by observing the group applying what was learned to another situation.

REFERENCES

Hendricks, Pat. 1998. Targeting Life Skills Model. <http://www.extension.iastate.edu/4h/lifeskills/previewwheel.html>.

Kolb, D. 1984. Experiential Learning: Experience as the Source of Learning and Development, Prentice Hall, Englewood Cliffs, NJ.

WHAT TO SAY

The Experiential Learning Model is an effective way to teach youth and process the learning that occurs. It turns an ordinary activity into a learning experience for the youth.

Let's review some tips for using it successfully.

- Plan activities that relate to the learning goals.
- Plan for time to reflect on the experience.
- Ask the right questions. These must be prepared ahead of time as you are thinking through the learning activity. Sometimes a short activity where everyone answers a question like "I learned that...." will stimulate discussion.
- Listen carefully to the youth.
- Support each young person's unique learning style.
- Be aware of the step of the Experiential Learning Model in which the group is working and be prepared to help move the group to the next step when they are ready. Remember to adjust your questions based on their responses.

The questions discussed in the processing and application steps will often provide excellent feedback. Even better evaluation information can be gathered when you observe the group applying what they learned to another situation.

In the next lesson we are going to explore curricula that are based on the experiential learning model and that support a wide variety of learning styles.

MATERIALS

1. PowerPoint slide or poster of:
 - Learning Styles
2. Set of 4-H curricula for each team of participants
3. 4-H Curriculum Scavenger Hunt Worksheet for each participant
4. Lesson Planning Guide Handout
5. Copies of Appendix, Lesson 7 handouts if participants are not receiving a copy of the 4-H 101 curriculum.

OBJECTIVES

1. Identify characteristics of different learning styles.
2. Review selected 4-H curricula to identify components such as the Experiential Learning Model and life skill development.
3. Use 4-H curricula to design a lesson plan.

TIME

1 hour 30 minutes

LESSON 7

Knowing and Using 4-H Curricula

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

WHAT TO DO

Show PowerPoint slide or poster of Learning Styles.



WHAT TO SAY

We have spent the past several lessons learning about the methods 4-H uses to help youth develop life skills. We have talked briefly about youth development research, the history and structure of 4-H, and the Experiential Learning Model.

Now, we are ready to put this information to work. When you plan experiences for youth that develop life skills, it is important to remember that young people, as well as adults, have different learning styles. You will be more successful if you provide a wide variety of activities that appeal to all learning styles.

Let's look at some different categories of learners and how they learn.

Print learners → learn by reading

Auditory learners → learn from hearing sounds and voices

Tactile learners → learn by touching or manipulating objects

Visual learners → learn by seeing colors, shapes and forms

Kinesthetic learners → learn by using their bodies through rhythm and movement

Interactive learners → learn by working in groups

Independent learners → learn by working independently

Observational learners → learn by watching others do something

WHAT TO DO

Ask participants to form teams of 2-3. Pass out a set of project curricula and a 4-H Curriculum Scavenger Hunt Worksheet to each group.

WHAT TO SAY

Many youth learn better when given a lot of direction, while others prefer figuring things out with little instruction.

Effective youth development professionals incorporate activities that collectively appeal to all of these learning styles. These activities must be processed as well to direct the learning toward the targeted goal.

One contribution 4-H brings to the youth development field is the vast amount of curricular resources available for youth. These curricula have passed stringent screening processes and have been reviewed by youth development faculty and staff from land-grant universities across the nation. The rigor of this system assures high quality and age-appropriate learning materials designed for youth.

If you are a youth development professional partnering with 4-H, you have access to these curricula. If you are a 4-H volunteer or professional, you need to be aware of the materials available to your 4-H programs and your youth development partners in other organizations.

Today, we are going to go on a scavenger hunt to explore some of these curricula.

Each of the groups has a complete set of 4-H curriculum for a specific project. You are going to get better acquainted with this material by going on a scavenger hunt. Instead of gathering objects, you will be gathering information from the curriculum materials. On your group's 4-H Curriculum Scavenger Hunt Worksheet, you will find a list of information you need to obtain from your project curriculum. Please designate someone in your group to record the requested information. I want you to work as a team to gather as many items

WHAT TO DO

Allow approximately 30 minutes for the groups to complete their worksheets.

Ask each group to report back to the larger group what they learned during their curriculum scavenger hunt.

Give each group about 5 minutes to talk about their curriculum.

After each group has reported back, ask the following questions.

If participants do not make the following points, you will need to make them.

- 4-H Curricula are based on the Experiential Learning Model and have the questions for processing an activity built into the materials.
- 4-H Curricula are age-appropriate.
- 4-H Curricula address a variety of learning styles.
- 4-H Curricula provide accurate and current information.
- 4-H Curricula meet high quality standards and are written and reviewed by land-grant university faculty and staff.

WHAT TO SAY

on your scavenger hunt list as possible. You have approximately 30 minutes to complete this task.

I want your group to introduce the rest of us to the curriculum you have been exploring. Tell us:

- * The name of the curriculum
- * The project it supports
- * What you learned about it

I encourage you to take notes when others are presenting their curricula so that in the future, you might help your 4-H club identify possible new opportunities.

Who would like to start?

How many people were able to find information for every item on the worksheet?

How did your group approach the scavenger hunt task?

What was the most interesting thing you learned about your particular curriculum?

What was the most interesting thing you learned about the other curricula presented by other groups?

What things did all of the curricula have in common?

WHAT TO DO

Give a Lesson Planning Guide Handout to each group.

Give the groups about 15-20 minutes to complete the lesson plan. When they have finished, ask each group to share their lesson plan with the larger group.

Allow each group about 3-5 minutes to report on their lesson plan.

WHAT TO SAY

You probably noticed that your 4-H curriculum materials included manuals for members and leaders' guides for adults. All the curricula include step-by-step instruction for using the materials, procedures for conducting each activity, supplies needed for each activity, questions for processing each experience, and suggestions for related activities. Developmental outcomes and learning indicators are also included as well as the targeted life skills.

It is always important to review the curriculum and be prepared with all necessary supplies prior to using it with youth.

Now we are ready to apply the information from your curriculum or from one of the other curriculum you heard about today to your youth development program.

I want your group to pretend that you are the members of a 4-H Club. Designate an adult leader. You have 10 youth, 10-13 years old. You have been given the task of planning this meeting. Start by picturing what you will be doing at the meeting. Which life skills will you be practicing? What curriculum will you be using?

I would like each group to tell us the life skills they targeted, the activity they designed, and the questions they used to process the activity.

MATERIALS

1. PowerPoint slides or posters of:
 - Experiential Learning Model
 - 4-H Skillathons
2. Supplies for “Books Tell a Story” Activity from “A Palette of Fun with Arts and Crafts” including:
 - large sheets of drawing paper
 - colored card stock or other heavy paper for book covers
 - cord, yarn, string, or ribbon
 - scissors
 - glue for fabric and/or paper
 - pencils
 - markers, colored pencils or crayons
 - colored paper scraps
3. Items needed to complete specific skillathon tasks. See examples of skillathon stations with instructions and necessary materials in the Appendix.
4. Copies of Appendix, Lesson 8 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Participate in a 4-H experiential learning activity.
2. Describe characteristics of a skillathon teaching method.

Note to Instructor

Examples of skillathons and specific instructions are located in the Appendix. Use a variety of skillathons that appeal to different learning styles, i.e., visual, tactile, etc. Choose activities that require individual effort as well as group solutions. Skillathons are best conducted with a facilitator at each site to assist participants.

TIME

1 hour 30 minutes
(depending upon number of skillathons)

LESSON 8

Putting the Experiential Learning Model to Practice

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

WHAT TO DO

Before beginning the lesson, set up skillathon stations and ask station facilitators to acquaint themselves with the “Skillathon Guidelines Handout” in the appendix. Prepare supplies for the “Books Tell a Story” Activity

Make a Book

Cut a strip of 5.25” x 17” paper for each participant. When folded, this will form the book pages.

Cut two pieces of 4.25” x 5.5” card stock or heavy paper for each participant. These will form the front and back covers of the book.

Make a sample book prior to the lesson. (*See below for specific instructions.*)

Introduce the “Books Tell a Story” Activity by showing them the sample book you made prior to the lesson.

Tell participants that although everyone is making their own book, they may work together in small groups if they choose.

Give each participant one of the 5.25” x 17” sheets of paper to use as book pages and two card stock pages to use as cover pages.

WHAT TO SAY

In the last lesson we talked about the necessity of using different teaching techniques to appeal to all learning styles. Now, we are going to participate in some activities that use different techniques, but they all share experiential learning.

We are going to start with a teacher-directed activity that would appeal to youth who like to have detailed directions. The activity is taken from the 4-H “A Palette of Fun with Arts and Crafts” curriculum for grades K-6.

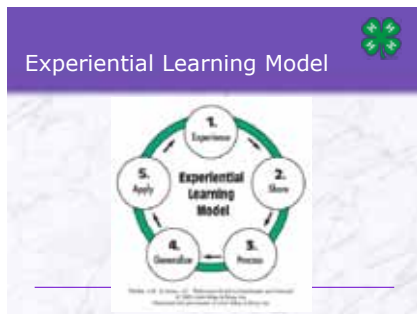
We are going to make an accordion book like the one I have here that will be used to record information in our next activity.

Fold the long strip of paper in half. Open and then fold each end in toward the centerfold by placing the edges at the centerfold crease.

WHAT TO DO

Allow about 15 minutes for participants to assemble their books.

Show PowerPoint slide or poster of the Experiential Learning Model.



Ask for volunteers to answer each question.

Allow about 10 minutes for discussion.

WHAT TO SAY

Open the sheet of paper and bend the creases as needed to form a fan shape. This will give you a front, back and four pages.

Now, I would like you to decorate the two pieces of card stock paper I gave you for the front and back of your book. You may use whatever you have at your station to decorate your book.

Next, I want you to run a bead of fabric glue across the horizontal middle of the front cover. Lay a piece of yarn over the glue line. Glue one end of the folded paper to the inside of the front cover. Glue the back cover to the other end of the folded paper. You can open the book like an accordion and tie the yarn around the book to close it.

Congratulations! You now have a completed book!

Let's process the activity we just finished using the Experiential Learning Model.

Share questions

What did we do?
What did you think when I said we were going to make a book?
How did you feel about the instructions you were given?
What part of making this book was the most fun?

Process questions

What did you learn as a group that you might not have learned alone?
What did you learn about communicating with others?
What was the most challenging part of the activity?

Generalize questions

What did you learn about helping a young person make a book?
What did you learn about the way you prefer to learn something new?
What did you learn about the learning style of others in the room?

WHAT TO DO

Divide the participants into groups of 4-5. Assign each group a skillathon station. The groups will rotate in a counterclockwise direction among stations in 10-minute intervals. Time needed will depend upon the number of skillathon stations. Place a facilitator at each skillathon station to ask processing questions during the last two minutes of the activity and to help guide the group. Remind the facilitators to allow the participants to first experience the activity on their own with minimal assistance from the facilitators.

Use a stop watch for keeping time. You may wish to give a two-minute warning before the 10-minute time limit is up. Instruct participants to take their books with them to keep notes on each activity.

Help groups find their stations and monitor the activities to insure that everyone is engaged as groups rotate from station to station.

WHAT TO SAY

Apply questions

What might you do with this book?
What uses could you suggest to youth for the book?

How will you use what you learned about your own learning style to approach another learning situation?

How will you use this activity with youth in your program?

We have just completed an activity in which the teacher led the learning experience and then conducted a discussion using the Experiential Learning Model.

Next, we are going to experience an entirely different activity that also uses the Experiential Learning Model. This activity incorporates a variety of learning styles and is used often by 4-H volunteers and professional staff.

Take your books with you and use them to record notes or questions you might have as you move through the stations.

Keep in mind, that if you were doing this activity with a group of youth, you would need more time at each station to guide learners through their learning experience.

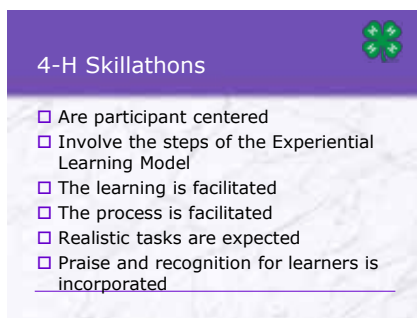
Now, I would like you to think about what you have just learned.

WHAT TO DO

When each group has completed all the skillathons, instruct participants to take a seat.

Tell participants that now they are going to process this activity using the Experiential Learning Model. Ask for volunteers to answer questions. Allow about 10-15 minutes for discussion.

Show PowerPoint slide or poster of 4-H Skillathons.



WHAT TO SAY

Share questions

What did you do in this workshop?
What was the most fun during this activity?
What did you observe during this activity?

Process questions

What did you learn as a group that you might not have learned alone?
What did you learn about communicating with others?
What was the most challenging part of this activity?
How does this workshop relate to 4-H project materials?

Generalize questions

What is one new thing you learned or experienced?
What did you learn about experiential learning methods?
What did you learn about setting up a skillathon?

Apply questions

How might you help youth learn based upon what you learned today?
What advice would you give someone who wants to do a skillathon to introduce projects to youth and parents?
What will you share with others from this workshop?

In closing, let's briefly review these important points about skillathons.

A skillathon:

Is participant centered.
It involves the steps of the Experiential Learning Model.
It sets up a situation for learning.
The learning is facilitated.
The process is facilitated.
Realistic tasks are expected.
Praise and recognition for learners is incorporated.

Because 4-H is a non-formal educational program and the youth in your program have different learning styles, it is important to provide experiences that support many learning styles. It is also important to be intentional in targeting skill development and to help youth recognize what they have learned. Skillathons are one way to accomplish that.

MATERIALS

1. PowerPoint slides or posters of:
 - Criteria for 4-H Club Programming
 - Typical Policies of 4-H Clubs
 - Enrollment Policies for 4-H Members
 - Enrollment Policies for 4-H Volunteers
 - Fiscal Policies for 4-H Clubs
 - Reporting Policies of 4-H Clubs
2. Copies of Appendix, Lesson 9 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Describe characteristics of a 4-H Club.
2. Identify guidelines and policies involving 4-H enrollment, reporting and fiscal responsibility.

TIME

30 minutes

LESSON 9

4-H Club Basics

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

WHAT TO DO

Show PowerPoint slides or posters of the Criteria for 4-H Club Programming.

Criteria for 4-H Club Programming

- A 4-H club:
 - enrolls at least 5 members from at least 3 families
 - conducts a minimum of 6 regular club meetings per year, supplemented by other activities
 - typically includes a time for a business and educational program and for social/recreational interaction during the meeting.

Criteria for 4-H Club Programming

- A 4-H club
 - typically elects officers or youth leaders
 - meets in any location (community center, military base, schools, libraries, etc.)
 - adapts to and supports mobility of youth and parents, linking them to 4-H programs in other counties and states.
 - meets interests and needs of youth
 - is advised by screened/trained adult staff or volunteers

WHAT TO SAY

Now we are ready to look at the nuts and bolts of getting 4-H clubs started and sustained.

There is no one definition of what a 4-H Club should look like. A 4-H Club can be broadly defined, but there are some characteristics that are common to all.

States have their own policies governing 4-H Clubs, and these policies should be consistent with criteria set by 4-H National Headquarters at USDA.

These criteria state that a 4-H club:

- enrolls at least five members from at least three families.
- conducts a minimum of six regular club meetings each year supplemented by project meetings, camps, fairs and other 4-H learning activities. A regular meeting typically includes a business meeting led by youth officers or leaders, an educational program and time for social/recreational interaction.
- typically elects youth officers or leaders to provide leadership to the club.
- meets in any location including schools, a community center, military base, library, public housing site, place of worship and many other places.
- adapts to and supports mobility of youth and parents, linking them to 4-H programs in other counties and states.
- meets interests and needs of youth in same-age or cross-age groupings using single-project or multi-project formats.

WHAT TO DO

Criteria for 4-H Club Programming



- A 4-H club:
 - includes opportunities to learn and apply skills such as leadership, citizenship, community service and public speaking
 - provides individual project experiences in science, citizenship, and healthy living
 - provides programs, curricula and procedures based in research, which are developmentally appropriate

Criteria for 4-H Club Programming



- A 4-H club:
 - provides members and volunteers access to resources of land-grant universities and to county, state and national 4-H opportunities
 - uses experiential learning as a primary teaching approach
 - fosters youth-adult partnerships that encourage active involvement and participation by youth and adults
 - provides safe and healthy physical and emotional environments

WHAT TO SAY

(Refer to Lesson 5 for description of community and project clubs.)

- is advised by adult staff or volunteers who have been screened and trained.
- includes opportunities to learn and apply skills such as leadership, citizenship, community service and public speaking.
- provides individual project experiences to develop in-depth knowledge about science, citizenship, and healthy living.
- provides programs, curricula and procedures based in research, which are developmentally appropriate.
- provides members and volunteers access to resources of land-grant universities and to county, state and national 4-H opportunities.
- uses experiential learning or learning by doing as a primary teaching approach.
- fosters youth-adult partnerships that encourage active involvement and participation by youth and adults.
- provides safe and healthy physical and emotional environments.

Each state has established criteria for enrolling and chartering an official 4-H Club. 4-H National Headquarters require that a charter is necessary for a 4-H entity to use the 4-H name and emblem.

For more information, please see the Chartering handout in the Appendix.

WHAT TO DO

Show PowerPoint slides or poster of Typical Policies of 4-H Clubs.

Typical Policies of 4-H Clubs

- A set number of members with completed enrollment papers.
- Club is organized with youth officers.
- One or more appointed and trained club volunteer leaders.
- An official club name is chosen.
- Club rules are established.

Typical Policies (cont'd)

- At least 6 regular meetings plus project meetings are scheduled.
- A written educational plan for the club program is on file at county 4-H Office.
- A copy of the club enrollment is kept on file with the county 4-H Office.

Show PowerPoint slides or poster of Enrollment Policies for 4-H Members.

Enrollment Policies for 4-H Members

- Enrollment of members, volunteers and leaders is required each year and is done through the county 4-H Office.
- New members joining throughout the year must submit enrollment papers immediately to county 4-H Office.
- Other forms such as code of conduct may also be submitted each year.

WHAT TO SAY

Typically, here are some examples of what might be necessary in your state.

- The club has a set number of members with completed enrollments.
- The club is organized with youth officers or teen leaders.
- An official club name is chosen.
- Club rules, which may be in the form of by-laws, are established. We will talk more about by-laws in the next lesson. A sample copy of by-laws is located in the Appendix for Lesson 10.
- At least six regular meetings plus project meetings are scheduled.
- A written educational plan for the club program is on file at the county 4-H Office.
- A copy of the club enrollment is kept on file with the county 4-H Office.

Let's talk a little bit more about how members and volunteers are enrolled.

Enrollment of members and volunteers is required each year and is done through the county office, which then submits this information to the state. These forms are due at the beginning of the 4-H year, which is typically October 1 through September 30, or January 1 through December 31, depending on the state.

If your club has new members joining throughout the year, it is important to submit their enrollment papers immediately to the county 4-H office. Often a state 4-H code of conduct and/or a list of expectations must be read, signed and submitted with the enrollment forms.

WHAT TO DO

Enrollment Policies for 4-H members (cont'd)



- Eligibility for competition and some project involvement are determined by birth date or grade in school.
- Contact your county 4-H Extension professional for specific policies.

Show Power Point slides or poster of Enrollment Policies for 4-H Volunteers.

Enrollment Policies for 4-H Volunteers



- Volunteers must also complete enrollment forms each year.
- Screening and training prior to serving as an official 4-H volunteer leader are usually required.
- Position descriptions are provided for volunteer leaders.

Show Power Point slides or poster of Fiscal Policies for 4-H Clubs.

Fiscal Policies for 4-H Clubs



- 4-H clubs do not pay taxes on income generated by the club.
- Some states have membership dues to cover insurance or other specific costs.
- Liability and accident insurance varies in each state. Contact your county 4-H Extension professional for information about insurance coverage in your state.

WHAT TO SAY

Eligibility for competition and some project involvement requirements are often determined by birth date or grade in school. Contact your county 4-H Extension professional for specific policies.

Additionally, some 4-H programs require health information and parental permission forms to participate in special programs such as 4-H camps and state and national trips.

Volunteers must also complete enrollment forms each year. Most states require that volunteers complete a screening and training process prior to serving as an official 4-H leader and working directly with youth.

4-H offices usually provide position descriptions to volunteer leaders, which outline specific responsibilities. We will talk more about these position descriptions in Lesson 14.

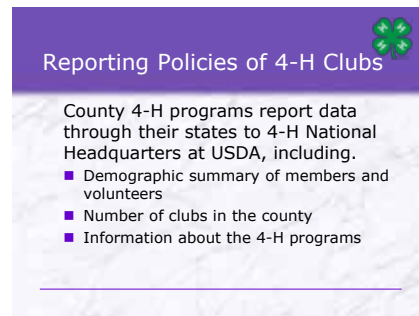
Let's look at some of the fiscal requirements for 4-H clubs.

Typically, 4-H clubs do not pay taxes on income generated by the club. Contact your county 4-H Extension professional regarding tax-exempt policies and guidelines.

Some states require 4-H members to pay membership dues, while other states do not. Some counties will assess fees to cover the cost of insurance or other specific items.

WHAT TO DO

Show Power Point slides or poster of Reporting Policies of 4-H Clubs.



WHAT TO SAY

Liability and accident insurance coverage varies with each state. Proper insurance coverage to protect members and volunteers is extremely important.

Contact your county 4-H Extension professional for more information about insurance coverage in your state.

There are also some reporting requirements associated with 4-H clubs. County 4-H programs report data through their state offices to the 4-H National Headquarters at USDA in an annual demographic summary of members and volunteers. This information includes numbers of clubs in the county, member enrollment and other demographic information about the participants.

In summary, we have learned some of the basic requirements and guidelines for starting and sustaining a 4-H program. Now you are ready to move forward with your club.

MATERIALS

1. PowerPoint slides or posters of:
 - Nine steps of establishing a 4-H Club
2. Nine Steps handout for each participant
3. Copies of Appendix, Lesson 10 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Describe the nine steps for starting a 4-H Club.

TIME

1 hour 15 minutes

LESSON 10

Starting 4-H Clubs

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

WHAT TO DO

Give each participant a copy of the Nine Steps of Establishing a 4-H Club Handout.

Divide participants into five groups. Each group will be assigned one or more steps to teach to the larger group as indicated below.

- Group 1: Steps 1,2,3, 4
- Group 2: Step 5
- Group 3: Step 6
- Group 4: Steps 7,8
- Group 5: Step 9

Show the PowerPoint slides or poster of the Nine Steps of Establishing a 4-H Club.

Nine Steps for Establishing a 4-H Club

Step 1 -- Contact the county 4-H Extension professional

Step 2 -- Attend local 4-H volunteer/leader training

Step 3 -- Obtain county and state 4-H policies and guidelines

WHAT TO SAY

In this lesson, we are going to cover the steps involved in starting a 4-H club. Each state has its own policies and procedures for starting clubs. The steps presented here are typical in many states. If you are a youth development professional from an organization other than Extension, please contact your county 4-H Extension professional for guidelines that are specific to your state.

I have given you a handout of the nine steps of establishing a 4-H Club. Use this handout as a reference for the next activity. I am going to involve you in teaching this process. I divided you into five groups and will assign each group a portion of this material. It is the responsibility of each group to present the steps they have been assigned to the rest of the class. You may be as creative as you like and use whatever teaching techniques you are comfortable with. Your presentation should be limited to 5-7 minutes.

The first four steps of the process are concerned with preparation needed before bringing a group together. Three of those steps are directed to youth development professionals who are partnering with 4-H.

The remaining steps address recruitment of members and additional volunteers, holding an organizational meeting, completing enrollment and other reports, and developing club guidelines.

WHAT TO DO

Nine steps (cont'd)



- Step 4 -- Assess youth, parent and community needs and interests
- Step 5 -- Recruit potential club members
- Step 6 -- Conduct an organizational meeting

Nine steps (cont'd)



- Step 7 -- Recruit project leader(s) and distribute curricula
- Step 8 -- Complete and submit enrollment and other appropriate reports
- Step 9 -- Assist with club rules or by-laws preparation

Provide assistance and monitor each group's progress. Adjust the time if necessary.

Give the group a five-minute warning when time is nearly up.

Monitor group presentations to keep to the 5-7 minutes limitation.

Look for these key points and make sure to bring them up if they are missing from the group presentation. Refer to the handout in the Appendix for additional information.

WHAT TO SAY

I'm going to give you approximately 15 minutes to develop your presentation.

We are ready for the presentations on the nine steps for establishing 4-H clubs. Please take notes for future reference or make note of any questions that arise from the presentations.

(Let the group present the information. Bring up the following points only if the group fails to do so.)

Let's start with Group 1, which will present steps 1-4.

Step 1—Contact the county 4-H Extension professional. He/she can provide:

- help in getting your club started and in managing the club;
- enrollment forms;

WHAT TO DO

Continue in this manner until all five groups have presented their lessons on the nine steps.

WHAT TO SAY

- curricula and resources;
- volunteer/leader training opportunities;
- recognition opportunities for volunteers and youth;
- information about county and state competitive and noncompetitive activities;
- information on national events and experiences, scholarships and small grants.

Step 2—Attend local 4-H volunteer/leader training. This training will help you:

- learn about the policies and procedures of the county program;
- discover 4-H opportunities in that county/region and state; network with other 4-H club leaders and the county/region 4-H Extension professional;
- review principles of youth development and experiential learning;
- find out more about specific 4-H curricula.

Step 3—Obtain county and state 4-H policies and guidelines. This will:

- ensure you are following the proper guidelines for your county;
- ensure you know the appropriate use of the 4-H name and emblem.

Step 4—Assess youth, parent, and community needs and interests. This step:

- will help you understand the demographics of that community;
- determines what other out-of-school options are currently available;

WHAT TO DO

WHAT TO SAY

- will help you determine the kind of club that meets the needs and interests of the youth and the activities that parents want for their children.

Now let's hear from Group 2.
(Let the group present the information. Bring up the following points only if the group fails to do so.)

Step 5—Recruit potential club members To accomplish this step you will:

- identify potential youth and families; use technology as well as traditional methods;
- hold “exploring possibilities” meetings;
- give presentations about 4-H.

When you are speaking publicly about 4-H remember to include reasons why youth might want to join. Some points to bring up might include:

- friends can join too;
- there are fun things to do and learn;
- 4-H is youth directed;
- 4-H is everywhere;
- 4-H is not costly;
- 4-H projects are adaptable.

At your exploratory meetings, you may want to gather information on those who attend including contact information and what their interests are. This will help you prepare for your first meeting and identify the curriculum materials that support those interests. Ask the group for days and times that suit their schedules and if any adults are interested in serving as volunteer leaders.

WHAT TO DO

WHAT TO SAY

Now let's hear from Group 3.
(Let the group present the information. Bring up the following points only if the group fails to do so.)

Step 6—Conduct an Organizational Meeting

At your first organizational meeting you will need to:

- recruit an adult leader;
- invite youth/parents who showed interest;
- prepare the space;
- greet and introduce youth and families as they arrive;
- use group-building activities; share the meeting responsibilities with your adult leader;
- provide an activity from one of the project materials that was identified as being of interest;
- help the group determine
 1. the kind of club they want
 2. the project or projects they want
 3. the name and by-laws of their club
 4. officers for their club
 5. dates and times for meetings.

Now let's hear from Group 4.
(Let the group present the information. Bring up the following points only if the group fails to do so.)

Step 7—Recruit project leaders and distribute curricula

It is easier to recruit and train volunteers when they are aware of the project curricula and how easy it is to use. When recruiting adult leaders, make sure to emphasize that:

WHAT TO DO

WHAT TO SAY

- you have access to many quality 4-H curricula;
- some states have additional project curricula;
- most curricula are low cost or free.

Also, many county 4-H offices maintain a resource library open to the public with at least one copy of all the project curricula.

Step 8—Complete and submit enrollment and other appropriate reports

Emphasize that:

- clubs are responsible for submitting forms to the county 4-H office;
- counties provide an annual enrollment report to the state 4-H office;
- states must report to the 4-H National Headquarters at USDA;
- data gathered is also used to generate county or state mailing lists for newsletters and other important information for youth and adults via postal or electronic mailings;
- enrollment data verifies eligibility for local, state and national competition.

Now, let's hear from Group 5.
(Let the group present the information. Bring up the following points only if the group fails to do so.)

WHAT TO DO

Thank the groups for their presentations.

WHAT TO SAY

Step 9—Assist with developing club by-laws

By-laws:

- provide agreed upon rules for the way clubs function; reduce misunderstandings and conflict;
- include important facts about the clubs, such as:
 1. when and where the club meets
 2. what officers (if any) the club elects
 3. what criteria are used for a member to remain in good standing
 4. the non-discrimination statements
- are kept on file with the local 4-H office;
- are a pre-requisite for most club charters;
- should be distributed to all youth and parents;
- are reviewed annually;
- are written and agreed upon by the entire membership;
- are approved by the county 4-H office to assure compliance with local and national guidelines.

You will find a sample copy of 4-H club by-laws in the Appendix.

We have covered the steps to starting a 4-H Club. Now we need to know how to keep a 4-H club going. Young people will not keep coming to a club meeting that is boring and does not provide interaction with their friends. In our next lesson we will talk about how to hold effective club meetings.

MATERIALS

1. PowerPoint slides or posters of:
 - Definition of High-context Youth Development
 - 3 Elements of an Effective Club Meeting

Step 1: Identify Specific Life Skills

Step 2: Involve Youth and Leaders

Step 3: Plan for Balance and Variety

 - Guiding Principles: The Essential Elements of 4-H
2. 2 pieces of flip chart paper for each participant
3. A gavel and 4-H banner with the 4-H pledge
4. Several rolls of 2-inch clear packing tape
5. 4-H Club skit handouts for half of the participants
6. "What Hat Are You Wearing" Handouts for half of the participants
7. Copies of Appendix, Lesson 11 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Demonstrate the elements of an effective 4-H club meeting.
2. Participate in a 4-H club meeting.

TIME

1 hour 15 minutes

LESSON 11

Conducting Club Meetings

4-H PRKC: Youth Program Development (domain): Program Design; Program Implementation; Program Evaluation (topics) Equity, Access and Opportunity (domain): Sensitivity, Communication, Relevant Programming (topics)

WHAT TO DO

Show PowerPoint slide or poster of the Definition of High-context Youth Development

Definition of High-context Youth Development



- Experiences in which young people and adults have close connections over a long period of time.

Show PowerPoint slide or poster of Elements of an Effective Club Meeting, Step 1: Identify Specific Life Skills.

Step 1 Identify Specific Life Skills



Examples of life skills developed through 4-H club meetings:

- leadership
- communication
- decision making
- problem solving
- teamwork
- cooperation
- accepting differences

WHAT TO SAY

Now, we're going to talk about the three basic elements present in an effective 4-H club meeting.

Remember from Lesson 5 that high-context youth development refers to experiences in which young people and adults have close connections over a long period of time. 4-H youth Extension professionals, with volunteers and other leaders, plan, implement and evaluate a progressive series of educational programs and experiences. The programs connect young people with caring adults and involve them over an extended period of time. A 4-H community club is an excellent example of how high-context youth development happens in practice.

So now our task is to make the connections with youth through a 4-H club meeting that results in high-context youth development. To do that we must plan our meetings effectively. There are three basic elements involved in planning effective club meetings.

The first step is to identify specific life skills you want club members to develop. Remember that a club meeting that is well planned and conducted can offer opportunities to practice many life skills. Some of these might include:

- leadership
- communication
- decision making
- problem solving
- teamwork
- cooperation
- accepting differences

WHAT TO DO

Show PowerPoint slide or poster of Elements of an Effective Club Meeting, Step 2: Involve Youth and Leaders.

Step 2 Involve Youth and Leaders



- Club meetings should be planned and conducted by youth members.
- Youth-run meetings attract more young people to the club and keep everyone involved.

Show PowerPoint slide or poster of Elements of an Effective Club Meeting, Step 3: Plan for Balance and Variety

Step 3 Plan for Balance and Variety



- Rule of thumb for 90-minute meeting:

Business meeting	15-20 minutes
Educational program	30-45 minutes
Recreation, social	30-45 minutes

WHAT TO SAY

The next two steps are to involve youth, along with the leaders, in planning the meeting and to guide the planning to assure balance and variety. Club meetings should be planned and conducted by youth members. It is their club. Youth-run meetings attract more young people to the club and keep everyone involved. Older youth can take more responsibility for planning and implementing the plans. Younger club members may need more assistance from older club members or adults.

When planning a club meeting, a good rule of thumb to use for a 90-minute meeting is:
Business meeting—15-20 minutes;
Educational Program—30-45 minutes;
Recreation and Social part of the meeting—30-45 minutes.


This is just a guideline. The club meeting format is flexible. One meeting might have a longer recreational program and a very short business meeting if the club is going on a hike, for example. The important thing to remember is that proper planning is necessary to know who is responsible for each activity.

The primary role of adults in the club is to make sure that the opportunities and environments created by 4-H are meeting young people's needs and building life skills.

Adults can encourage youth to make sure the room set-up is comfortable and appropriate for the planned activities. Help youth determine what equipment and supplies are needed for the activities beforehand.

WHAT TO DO

Show the PowerPoint slide or poster of Guiding Principles: The Essential Elements of 4-H

Guiding Principles: The Essential Elements of 4-H 	
Belonging A positive relationship with a caring adult An inclusive environment A safe environment	Mastery Engagement in learning Learn new skills
Independence Opportunity to see oneself as an active participant in the future Opportunity for self-determination	Generosity Opportunity to value and practice service for others

WHAT TO SAY

Remember in Lesson 2 our discussion of the Eight Essential Elements of 4-H? Keep the Essential Elements in mind as you plan club programming.

To do this, think about how your club environment is fostering belonging, independence, mastery and generosity. Let's briefly review these concepts again.

Belonging

- A positive relationship with a caring adult
- An inclusive environment
- A safe environment

Mastery

- Engagement in learning
- Learn new skills

Independence

- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination

Generosity

- Opportunity to value and practice service for others

Now, we have a chance to put what we've learned to the test. We are going to pretend that we are members of a new 4-H Club. Half the class will be responsible for working on the business part of the meeting, while the other half is going to be responsible for learning, demonstrating and teaching our educational program. You have approximately 20 minutes to prepare.

WHAT TO DO

Divide participants into two groups. Hand out copies of the 4-H club skit to members of one group. Give members of the other group the handout with directions for “What Hat Are You Wearing” along with supplies for making the hats. (If you are working with a large group, you may want to assign a third group to design a physical activity or game for the club meeting.) If possible, separate the groups into different rooms while they are preparing their presentations. Give each group about 20 minutes to practice. Set-up the main room so that the “officers” can sit in front of the larger group.

Monitor the progress of both groups, adjusting time if necessary.

Give a 5-minute warning before time is up.

Bring both groups to the room. Invite the “Club Skit” group to start the meeting using their handouts. When the “meeting” has progressed to the educational program, have the second group demonstrate the “What Hat Are You Wearing” activity.

After the skit is over, ask participants if they have any questions about how to run a meeting. Allow time for discussion.

WHAT TO SAY

Let’s call our meeting to order.

Are there any questions about how a typical 4-H Club meeting is held?

This activity demonstrates one form that a 4-H club meeting may take. Another club with youth leaders (as opposed to officers) may opt not to use parliamentary procedures. Many 4-H clubs use parliamentary procedures to conduct their business meetings because it provides an orderly way to conduct a meeting; it is a fair way to make a group decision where everyone has a chance to speak; and it is a method of conducting business that is common to many groups.

WHAT TO DO

Allow about 5-10 minutes for participants to briefly read the handouts.

WHAT TO SAY

There are some helpful worksheets in the Appendix that you might copy for leaders and youth to plan and conduct a meeting. They include the following:

- * an outline of a club meeting agenda;
- * a worksheet for planning a club meeting;
- * a checklist to evaluate the success of a meeting;
- * an explanation of parliamentary procedures;
- * a guide for presidents to conduct business meetings;
- * a guide for secretaries to use for taking notes and writing minutes; and
- * a game using cue cards to teach parliamentary procedures.

Let's take a few minutes to look at those now.

MATERIALS

1. PowerPoint slides or posters of:
 - Characteristics of a Yearly Plan
 - Constructing a Yearly Plan
 - Ideas for Gathering Information
 - Clover Survey
 - Setting Goals for Your 4-H Club
 - Examples of Club Goals
 - A Typical 4-H Program Plan
2. One Clover Survey handout for each participant
3. Easel with markers
4. Tape
5. Copies of Appendix, Lesson 12 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Identify components included in a typical 4-H Club yearly plan.
2. Describe methods to incorporate youth input into planning yearly club activities.
3. Develop effective club goals.

TIME

1 hour

LESSON 12

Planning the 4-H Club Year

4-H PRKC: Youth Program Development (domain): Program Design; Program Implementation (topics)

WHAT TO DO

WHAT TO SAY

In this lesson we will continue our conversation about supporting and maintaining 4-H Clubs. This lesson addresses efforts to involve club members in preparing a yearly club plan.

Youth learn leadership skills by taking part in organizing the club, deciding what the club will do during the year, and writing the rules for group behavior. Young people have more ownership in activities and projects they have planned. Adult leaders can facilitate the process but should not be the ones deciding what a club will do.

Show PowerPoint slides or poster of Characteristics of a Yearly Plan.

A well-developed yearly club plan gives guidance and direction to club members. It will:

- clearly state the agreed-upon club goals;
- inform everyone on what to expect as members of the club;
- outline each person's responsibilities;
- give everyone ample time to prepare for meetings and events;
- promote a balanced experience with a variety of activities;
- help the group measure how successful they were in reaching their goals.

Characteristics of a Yearly Plan

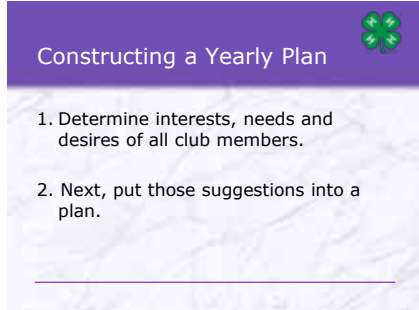
- Clearly states the agreed upon club goals.
- Informs everyone on what to expect as members.
- Outlines each person's responsibilities.
- Gives everyone time to prepare for meetings and events.

A Yearly Plan (cont'd)

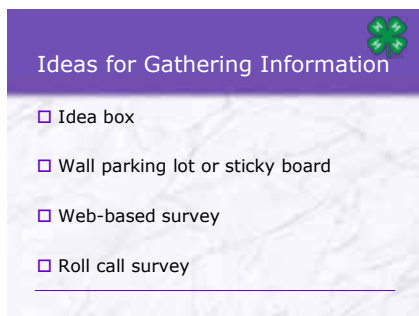
- Promotes a balanced experience with a variety of activities.
- Helps the group measure how successful they were in reaching their goals.

WHAT TO DO

Show PowerPoint slide or poster of Constructing a Yearly Plan.



Show PowerPoint slide or poster of Ideas for Gathering Information.



WHAT TO SAY

Now let's talk about how to actually put the plan together. This process involves two steps:

- 1) Determine the interests, needs and desires of all the members of the club. It is important to involve everyone in the club in identifying the things they would like to learn and the activities in which they would like to participate.
- 2) Next, you need to put those suggestions into a plan.

There are many ways to discover what youth and parents would like from their 4-H experience. Everyone should have an opportunity to provide input. Here are some ways to encourage club members to share ideas.

Use an idea box, which can be a decorated shoe box or plastic container. Explain its purpose at an open house or meeting. Provide blank pieces of paper for suggestions to be put in the box for the upcoming 4-H year.

Use a wall parking lot or sticky board in an area easily accessible to youth. As youth arrive at a meeting, ask them to write on a self-adhesive note or brightly colored paper at least one thing they would like to do, learn, or make in 4-H.

Ask teens to develop a web-based survey to gather information from all club members. Several web-based survey options are available, including SurveyMonkey.com. Doodle.com is another web-based mechanism that can allow members to identify their preferred choice of meeting dates.

During roll call, ask members to answer with a suggestion for a club activity, program, or goal for the coming year. Place responses on an easel or poster board for later discussion.

WHAT TO DO

WHAT TO SAY

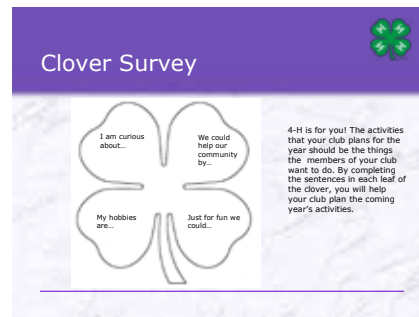
Today we are going to participate in an activity that many 4-H staff and volunteers use as a way to gather information from club members. It can be used with all age groups, though you may wish to partner 7-8 year olds with an older youth to help with writing. Each club member should complete the survey and return it to the planning committee. A copy of this handout is included in the Appendix.

Let's assume that our 4-H club is a multi-project club that has members ranging from 9-16 years old.

In each section of the clover, you will find a partial sentence. Please finish that sentence with your own ideas.

Give each participant a Clover Survey handout.

Show PowerPoint slide or poster of Clover Survey.



Give participants an example of how a 4-H member might finish one of the clover survey questions.

For example, you could finish the sentence, "We could help our community..." "by sponsoring a clean-up day at City Park."

Allow participants about 10 minutes to finish their clover survey.

WHAT TO DO

As participants are working on their clover survey, tape four pieces of easel paper to the wall.

Title the first piece of paper: "I am curious about..."

Title the second piece of paper: "We could help our community by..."

Title the third piece of paper with: "My hobbies are..."

Title the fourth piece of paper with: "Just for fun we could..."

Have participants break into groups of 4-5.

Allow about 10 minutes for group sharing.

Give each group a different color marker. Ask participants to record their ideas with their markers on the easel papers you have placed around the room.

Help the group identify entries on each piece of paper that are similar and circle them. Those ideas that are circled will be the basis for the program planning process, because they represent common choices related to project interests, community service and recreation.

Lead a discussion of how this method worked. Allow about 10 minutes for discussion.

WHAT TO SAY

Take some time now to share what you have written on your clover with the people in your group. Make a check by the items that are the same.

I have placed four large pieces of paper around the room. I would like to have the ideas that were common in each group recorded on these charts.

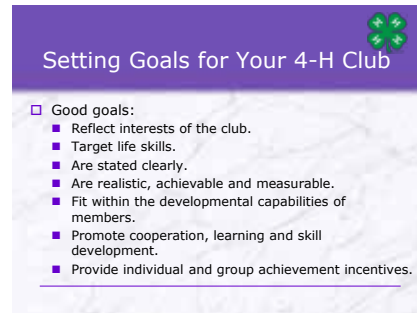
Now let's look at similarities on our lists and circle them. These represent the common interests in our club.

As you can see, many of you came up with similar ideas for our club's plan. The ideas I have circled will be the basis for the program planning process, because they represent common choices related to project interests, community service and recreation. From here, we can move into setting goals, or we could give this information to our planning committee.

How well do you think this planning method worked?

WHAT TO DO

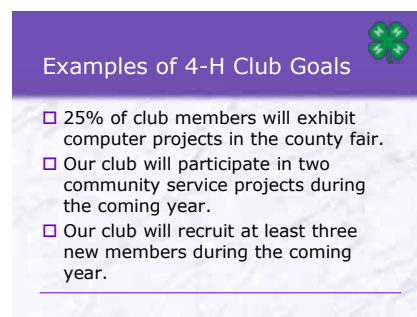
Show PowerPoint slide or poster of Setting Goals for Your 4-H Club.



Setting Goals for Your 4-H Club

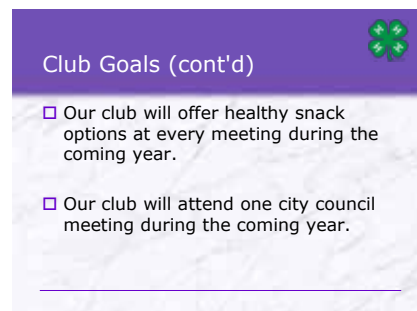
- Good goals:
 - Reflect interests of the club.
 - Target life skills.
 - Are stated clearly.
 - Are realistic, achievable and measurable.
 - Fit within the developmental capabilities of members.
 - Promote cooperation, learning and skill development.
 - Provide individual and group achievement incentives.

Show Power Point slides or poster of Examples of Club Goals.



Examples of 4-H Club Goals

- 25% of club members will exhibit computer projects in the county fair.
- Our club will participate in two community service projects during the coming year.
- Our club will recruit at least three new members during the coming year.



Club Goals (cont'd)

- Our club will offer healthy snack options at every meeting during the coming year.
- Our club will attend one city council meeting during the coming year.

WHAT TO SAY

Does anyone have any other ways they would like to share that we might use in a club setting to gather information from youth and parents?

Now let's talk about setting goals for your club. We have already generated our list of ideas and interests; now we need to work on how to make those ideas into goals. Good club goals should:

- reflect the interests of the club;
- target life skills;
- be stated clearly in words that make it easy to determine whether they were reached;
- be realistic, achievable, and measurable;
- fit within the developmental capabilities of members;
- promote cooperation, learning and skill development;
- provide individual and group achievement incentives.

Here are examples of some possible club goals that were generated as a result of a club using the Clover Survey to generate ideas.

- 1) 25% of our club members will exhibit computer projects at the county fair.
- 2) Our club will participate in 2 community service projects during the coming year.
- 3) Our club will recruit at least three new members during the coming year.
- 4) Our club will offer healthy snack options at every meeting during the coming year.
- 5) Our club will attend one city council meeting during the coming year.

WHAT TO DO

WHAT TO SAY

Once specific goals are defined, the planning committee or club must decide on action plans to support each goal.

For example, to accomplish the goal of serving the community, let's say the club identified a nursing home and park as two community services projects to adopt. Now, they must decide in their action plan how to support these community service projects. Perhaps the nursing home has asked for volunteers to sit and talk with the residents one weekend per month. Or, the club might plan a holiday party at the nursing home, providing snacks and entertainment for the residents. The club might also volunteer to "adopt" a certain area of the City Park, keeping it free from trash and donating flowers or trees for a beautification project.

The completion of goals and supporting action plans will naturally lead to a yearly club plan. Knowing what actions you want to take to accomplish your goals sets the agenda for the coming year. Typically, a 4-H program plan might include:

- meetings that take place on a fixed day every month;
- educational field trips or presentations by special guests;
- recreational activities, such as games, songs, or dance;
- exercise at each meeting;
- special events such as holiday parties or picnics;
- community service projects;
- project work, which usually takes place with adult project leaders at a different time than the general club meeting;
- at least one opportunity for each member to make a presentation;

Show the PowerPoint slides or poster of a Typical 4-H Program Plan

A Typical 4-H Program Plan

□ Includes:

- Meetings on a fixed day every month.
- Educational trips or presentations by special guests.
- Recreational activities.
- Special events such as holiday parties.
- Community service projects.
- Project work.

A Typical 4-H Program Plan (cont'd)

□ Includes:

- Opportunities for member presentations.
- One club recognition activity.
- One 4-H promotional activity.
- One meeting to plan the program for the following year.

WHAT TO DO

WHAT TO SAY

- one club recognition activity;
- one 4-H promotional activity, perhaps during 4-H Week;
- one meeting to plan the program for the following year.

Your 4-H Club yearly club plan can be written very simply listing the date, times, places and names of those responsible for each activity. Copies of the plan should then be shared with everyone and voted on by club membership.

Once approved by the club, provide a copy of the plan to the 4-H Extension professional.

Throughout the year, adult leaders and members need to review the plan to determine how the club is doing in terms of reaching its goals.

In summary, remember that club members will develop ownership if they are actively involved in generating ideas, setting goals and developing the yearly plan. Adult leaders are there to guide and facilitate the learning process.

MATERIALS

1. PowerPoint slides or posters of:
 - Marketing to Youth
 - Guide to Creating Your 4-H Marketing Plan
 - Your Club's Marketing Strategy
 - Transitioning Youth to New 4-H Communities
2. Note pads and pencils/ pens
3. Easel paper and markers
4. Copies of Appendix, Lesson 13 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Recognize effective strategies to market 4-H to youth.
2. Create a 4-H Club marketing plan.
3. Identify methods to help youth transition to 4-H in new communities.

TIME

1 hour 30 minutes

LESSON 13

Marketing 4-H Clubs

4-H PRKC: Partnerships (domain): Community Development (topic)
Organizational Systems (domain): Communication Strategies (topic)

WHAT TO DO

Give each participant a notepad and pencil.

Give participants about 10 minutes to develop their lists.

Ask for a few volunteers to share their answers. Allow about 10 minutes for discussion.

Use the discussion to point out that groups meet many needs for adults and that youth join groups for the same reasons adults do.

WHAT TO SAY

This lesson focuses on marketing 4-H to youth of all ages and their families.

I'd like you to use the notepads to make a list of all the groups and organizations that you currently or previously belonged to. Write a few words about why you joined that group, why you are still a member, or why you left the group.

Can anyone give us a few examples of groups you identified? Why did you join? What benefits did belonging to the group have? If you are no longer a member, why did you leave?

As you can see from our discussion, adults join groups because they meet their needs for belonging and membership, closeness, meeting people, and developing self-worth. Further, groups allow us to contribute, develop competence and mastery, and to have structure. Young people are attracted to groups for the same reasons.

Let's look at why some groups are more effective at attracting new members than others. Think about some of the groups you have identified on your notepads. Did you join because someone made personal contact with you? How did you find out about that organization?

WHAT TO DO

Allow about 3-5 minutes for discussion on effective marketing strategies used to attract people to join organizations. Some examples for discussion purposes might be: the American Red Cross, Big Brothers/Big Sisters, Girl Scouts, religious organizations, etc.

Show PowerPoint slide or poster of Marketing to Youth.



Divide the participants into five groups. Each group will be responsible for developing a marketing plan for an imaginary 4-H Club. Assign each group an age category or audience for them to target: group 1, parents; group 2, ages 6-8; group 3, ages 9-11; group 4, ages 12-14; and group 5, ages 15-18.

WHAT TO SAY

What is the most creative marketing strategy you have seen or heard used to recruit people to join or volunteer for an organization?

Good marketing is all about seeing individuals' needs and meeting them. In today's world, we need to think of new, different and creative ways to reach out to youth. We must find ways to help youth recognize what 4-H can do for them.

Youth today get information from the digital world. When marketing to young people, especially teens, remember:

* Youth pay more attention to digital marketing than traditional forms of marketing.

* To use technology that youth use such as Podcasts, Facebook, YouTube, and Twitter.

* Advertisements can be produced at minimal cost and posted to YouTube, while Podcasts can be made available on Web sites.

* Sites such as Facebook can be used to create virtual groups and clubs for dissemination of information.

All of these marketing techniques can be developed and managed by teen technology clubs.

It's also important to remember to follow the guidelines for the proper use of the 4-H Name & Emblem when using technology to promote 4-H. Refer back to the guidelines provided in Lesson 4.

Your task is to work with your group to identify a marketing plan for your 4-H Club with the age group you were assigned. First you need to name your club and define the community where it is located.

WHAT TO DO

Show PowerPoint slide or poster of Guide to Creating Your 4-H Marketing Plan.

Guide to Creating Your 4-H Marketing Plan



1. What experiences can 4-H provide to your age group that they would see as a benefit?
2. What are some special events and activities that 4-H is involved with that appeal to your audience?
3. What are some strategies you could use to let your audience know about 4-H and your club?

Give each group several pieces of easel paper and a marker.

Allow about 10-15 minutes for the groups to answer these questions.

Show PowerPoint slide or poster of Your Club's Marketing Strategy.

Your Club's Marketing Strategy



- List 3 things your club will do to attract members.
- How will this be accomplished?
- Who will be responsible?

Provide copies of "Ideas for Marketing Your 4-H Club" handout to help generate ideas. (See Appendix.)

Separate groups into different rooms if possible and allow about 15 minutes for them to develop their skits.

Bring the groups back together and have each group perform their skit in front of the larger group.

WHAT TO SAY

Now, record your answers to these questions on your easel paper.

1) What experiences can 4-H provide to your particular age group that they would see as a benefit?

2) What are some special events and activities that 4-H is involved with in the community that appeal to your audience?

3) What are some strategies you could use to let your audience know about 4-H and your club?

Using the information that surfaced during your discussion, I want you to develop a marketing strategy for your club that is appropriate for your age group. Name at least three things your club will do to attract members of this age group and include how these things will be accomplished and by whom. Record these ideas on another sheet of easel paper.

Next, I would like your group to develop a 3-5 minute skit that demonstrates your group's most creative ideas for attracting this age group. Build your skit around the three things your club will do to attract members. You will have 15 minutes to prepare your skit.

As you come forward to present your skits, please identify your club by name and community and tell us which age group you are

WHAT TO DO

When all groups have given their skits, ask the following questions. Allow about 10 minutes for discussion.

Introduce the importance of helping youth transition to new 4-H communities when families move.

WHAT TO SAY

targeting. Tell us the three things your club plans to accomplish this year to attract new members and then introduce your skit.

How did your group select marketing ideas?

What did you learn about working in a group to generate a marketing plan?

What ideas can you take home from the skits?

How will this exercise help you assist a club in recruiting members?

Now we're going to switch gears a little bit and talk about keeping members. In the last lesson, we learned that the most important way to keep young people in 4-H is to let them be actively involved in deciding what their club will do. Continued participation in 4-H becomes more difficult when youth move to a new community.

Families are much more mobile now than they used to be. 4-H provides programs to youth in every county in the United States and its territories and to youth on military installations throughout the world. A move to a new community should not result in losing 4-H club membership.

4-H clubs may vary somewhat from state to state, but the basic concepts are the same. 4-H can provide some continuity in out-of-school opportunities for youth new to a community.

WHAT TO DO

Show the Power Point slides or poster of Transitioning Youth to New 4-H Communities.

Transitioning Youth to New 4-H Communities



- 4-H Extension professionals can provide contact information for all state 4-H offices.
- 4-H Extension professionals can make phone calls to help the transitioning member.
- 4-H Extension professionals can provide other youth development professionals information to help transition youth to new communities.

Transitioning Youth to New 4-H Communities



- 4-H club leaders can assist youth who are moving by helping get all of their 4-H records and paperwork in order.
- 4-H club leaders can assist new 4-H members by making sure members have all the information they need to be successful in their new club.

Provide copies of “Helping Youth Transition to New Communities When Families Move” handout as a reference for staff and volunteers. (See Appendix.)

WHAT TO SAY

What are some of the ways that we can assist youth in making a transition to a 4-H club in a new community?

- 4-H Extension professionals can provide e-mails and/or phone numbers for all state 4-H offices.
- 4-H Extension professionals can make phone calls to the professional in the new county to alert them to the arrival of a transitioning 4-H member.
- If you are a youth development professional from a partnering organization, such as the military, your county 4-H Extension professional can provide you information to help youth transition to another 4-H program.
- 4-H club leaders can assist youth who are moving by helping them gather all of their 4-H records and paperwork to take to their new community.
- Adult leaders can assist new 4-H members by making sure they have all the information they need to be successful in their new club.

This lesson has focused on developing marketing strategies for all 4-H audiences to attract and keep 4-H club members. Marketing strategies may also include ways to help youth who are transitioning to new communities stay involved with 4-H.

MATERIALS

1. PowerPoint slides or posters of:
 - Reasons Why People Volunteer
 - Club Leader Role
 - Project Leader Role
 - Skills and Attitudes of Volunteers
 - Supporting and Recognizing Volunteers
 - Volunteer Recognition Ideas
2. Flip Chart pages prepared with the following headings:
 - What could volunteers be asked to do?
 - Where could you look for volunteers?
 - What do potential volunteers need to know?
 - What are some good experiences you have had as a volunteer?
 - What are some bad experiences you have had as a volunteer?
3. Different colored markers
4. Copies of Appendix, Lesson 14 handouts if participants are not receiving 4-H 101 curriculum

OBJECTIVES

1. Highlight the importance of volunteers to the 4-H Youth Development Program.
2. Discuss recruitment strategies for 4-H Volunteers.
3. Identify strategies to effectively train 4-H Volunteers.
4. Generate ideas for recognition of 4-H Volunteers.

TIME

1 hour 30 minutes

LESSON 14

Recruiting, Training and Recognizing Volunteers

4-H PRKC: Volunteerism (domain): Engagement of Volunteers; Education of Volunteers; Sustainability of Volunteers (topics)

WHAT TO DO

Introduce the importance of volunteers to the delivery of the 4-H youth development program.

WHAT TO SAY

One of the things that distinguishes 4-H from other programs and makes us strong is the role of volunteers. All 4-H clubs must have an adult leader. Historically, 4-H has relied upon volunteers to fill this role. Volunteers have been an integral part of the success of 4-H since the 1920's. A 4-H volunteer is anyone who is not paid through the Cooperative Extension system. 4-H volunteers are adults and older youth who serve as club leaders, project leaders, committee or council members, camp counselors, etc. Some volunteers work directly with youth and others serve as trainers and mentors.

If you are a youth development professional from a partnering organization, previously you may not have worked with or relied upon volunteers. It is important to recognize that skilled volunteers are essential for program expansion opportunities for youth.

If you are a 4-H youth development professional, you are probably working with a cadre of volunteers serving in various roles. You may be expanding your 4-H program by starting new 4-H clubs or groups, and to do so, you need to recruit and train volunteers to provide adult leadership.

Adult volunteers play an important role in the 4-H program. Volunteers coordinate local community clubs and help to plan and conduct local, regional, state and national 4-H events.

WHAT TO DO

Divide the participants into five groups and have them start at one of the posted questions. (You will have already written the question on each flip chart sheet.) Provide each group with a different colored marker. Instruct the groups to record their responses to the question on their flip chart paper.

Allow about five minutes for this exercise.

After five minutes, instruct the groups to rotate in a clockwise fashion to answer their new question below the answers already listed by the previous group. Tell participants not to repeat what has already been listed.

After five minutes instruct the groups to rotate in a clockwise fashion to another question. Continue in this manner until all five groups have had an opportunity to answer all five questions.

Ask a representative from each group to stand and read the answers from their paper.

WHAT TO SAY

Nationwide, over 600,000 teen and adult volunteers share their time and talents with 4-H youth. They volunteer on a continuum, from club leaders who may devote many hours per week to 4-H, to event organizers who may volunteer for one specific event per year.

Let's talk now about ways to recruit and support these volunteers.

Each group is standing in front of a question related to recruiting volunteers. I want your group to work together to record as many responses as you can to the question you have been given. Write your answers below your assigned question on the flip chart paper. You have about five minutes to complete this task.

Please rotate in a clockwise fashion to the next question. When your group is at this question, record your responses to the new question below those responses made by the previous group. Do not list the same answer multiple times. You have about five minutes to complete this task.

Please rotate in a clockwise fashion to the next question. Again, you will have about five minutes to complete this task.

Let's see what we have discovered about volunteering from this exercise. Will the group holding the question, "What could volunteers be asked to do?", stand and read your answers to us?

WHAT TO DO

If it doesn't come out in discussion, emphasize that there are many ways to volunteer.

Ask for the next group to read their responses.

If it doesn't come out in discussion, share some examples of where to look for volunteers.

Ask for the third group to read their responses.

If it doesn't come out in discussion, emphasize the importance of volunteer position descriptions.

Ask for the fourth group to read their responses.

If it doesn't come out in discussion, point out that personal experiences can be helpful in understanding what motivates a volunteer.

WHAT TO SAY

Remember that there are many levels of involvement for volunteers from addressing envelopes, to managing an event, to assuming leadership of the entire club. All volunteers should have the opportunity to assist the club in ways that their interests, abilities, and availability allow.

Will the group holding the question, "Where could you look for volunteers?", stand and read your answers to us?

Some examples of where to recruit volunteers include local school personnel such as teachers and office staff; staff from community colleges; community volunteer agencies; military organizations such as the American Legion or Auxiliary; civic organizations such as the Rotary or Business and Professional Women's Groups; Garden Clubs; interested parents; retirees; local 4-H alumni; and 4-H teen leaders.

Will the group holding the question, "What do potential volunteers need to know?", stand and read your answers to us?

Remember that people want to know what they are agreeing to before they volunteer. If they have a written position description, then they know exactly what is expected from them.

Will the group holding the question, "What are some good experiences you have had as a volunteer?", stand and read your answers to us?

One of the best ways to know what interests your volunteers and how to support them is to remember what your own experiences with

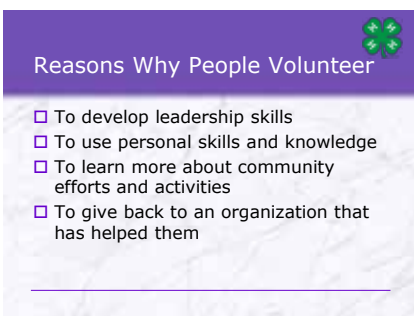
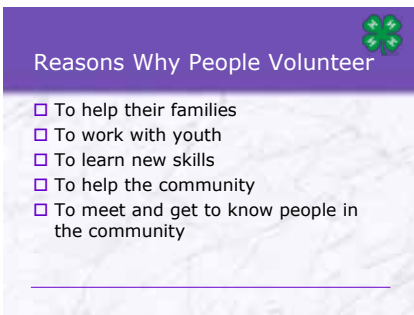
WHAT TO DO

Ask for the last group to read their responses.

Again, if it doesn't come out in discussion, remind participants that their own experiences as a volunteer are helpful.

Allow 3-5 minutes for discussion, if necessary.

Show PowerPoint slides or poster of Reasons Why People Volunteer.



WHAT TO SAY

volunteering have taught you.

Will the group holding the question, "What are some bad experiences you have had as a volunteer?", stand and read your answers to us?

If you have had a negative volunteer experience, you can use what you have learned to develop a checklist of actions to avoid with volunteers.

Are there questions about anything we have discussed?

Now, let's examine some of the reasons why people volunteer.

Research shows that volunteers want to feel that their service is helping the community. Different people are motivated by different things, but most volunteers become involved because they want:

- to help their families;
- to work with youth;
- to learn new skills;
- to help the community;
- to meet and get to know people in the community;
- to develop leadership skills;
- to use personal skills and knowledge;
- to learn more about community efforts and activities;
- to give back to an organization that has helped them.

This list should help you provide potential volunteers with the benefits they might expect from their volunteer roles.

Recruitment will also be easier if you have identified the responsibilities associated with volunteer roles. There are many types of 4-H volunteers, but for our purposes today, we are going to discuss two primary roles of volunteers—the club and project

WHAT TO DO

Show PowerPoint slides or poster of Club Leader Role.

Club Leader Role



- Supports youth by providing encouragement, ideas and learning opportunities
- Recruits other volunteers and parents to assist with project and club activities

Club Leader Role



- Links the club to the county 4-H program by keeping communication open between the club and local 4-H Extension professional
- Makes sure that 4-H clubs contribute to and make use of community resources

Show PowerPoint slide or poster of Project Leader Role.

Project Leader Role



- Creates positive learning environment where needs of all youth are met
- Provides experiences that teach the subject matter using experiential learning methods
- Provides opportunities to develop life skills
- Helps youth set realistic goals for projects and helps them reach those goals

WHAT TO SAY

leaders.

The club leader's responsibilities are fairly standard across states. The club leader is the organizational leader of the group and works with members and their parents to provide experiences that will support youth in their positive growth and development. The club leader's main responsibilities are:

- 1) supporting youth by providing encouragement, ideas and learning opportunities;
- 2) recruiting other volunteers and parents to assist with project and club activities as needed;
- 3) linking the club to the county 4-H office and program by maintaining contact and keeping communication open between the club and the local 4-H Extension professional;
- 4) making sure that their 4-H club contributes to and makes use of community resources.

Communities are proud to support 4-H when the activities and goals of the program contribute to the positive growth of their youth and support community goals.

Project leaders take on the role of teachers. They focus their efforts on teaching life skills through the 4-H project materials. The project leader is responsible for:

- 1) creating a positive learning environment where the needs of all youth are met;
- 2) providing experiences that teach the project subject matter using experiential learning methods;
- 3) providing opportunities to develop life skills;
- 4) helping youth set realistic goals for their projects and then helping

WHAT TO DO

WHAT TO SAY

them reach those goals.

Clubs may also have volunteers who work as mentors for club officers or who help to coordinate specific club events. It is important to survey the interests, talents and skills of parents and other potential volunteers to match people to appropriate volunteer positions.

If you are a 4-H youth development professional, it is essential that you know and understand the policies in your state regarding screening, registration and training requirements for volunteers. Each state has its own requirements that need to be shared with partnering organizations. If you are a youth development professional in a partnering organization, ask your 4-H Extension professional about your state's screening, training and appointment policies. You and any of your staff/volunteers are eligible to participate in any county, district or state 4-H volunteer trainings.

If you are using paid staff in lieu of volunteers, you need to contact your 4-H Extension professional about your state's specific volunteer training requirements. Oftentimes, a partnering youth development organization, such as the military, assumes the liability for their staff in the role as volunteer leader for the 4-H club.

4-H has a wealth of material to assist 4-H Extension professionals in recruiting, training and supporting volunteers. Training opportunities should focus on skills and attitudes of effective leaders and on developing life skills through project work.

WHAT TO DO

Show the PowerPoint slides or poster of Skills and Attitudes of Volunteers.

Skills and Attitudes of Volunteers



- Understanding youth development principles
- Share age-appropriate responsibilities with youth
- Have high expectations and hold youth accountable
- Recognize the accomplishments of youth

Skills and Attitudes of Volunteers



- Fair, objective, honest and sincere
- Facilitate teamwork
- Develop leadership skills of youth

Show the PowerPoint slide or poster of Supporting and Recognizing Volunteers.

Supporting and Recognizing Volunteers



- Maintain contact with volunteers (internet, personal contact, phone)
- Develop clearly focused agendas for volunteer meetings
- Handle conflicts immediately
- Encouragement and recognition are essential

WHAT TO SAY

Through training, volunteers should receive a basic grounding in some general skills and attitudes that characterize effective volunteer leaders. Some of this training might cover topics such as:

- understanding youth development principles;
- sharing certain age-appropriate responsibilities with youth;
- having high expectations and holding youth accountable;
- recognizing the accomplishments of youth;
- the importance of being fair, objective, honest and sincere;
- facilitating teamwork;
- developing leadership skills of youth.

Volunteers should also receive training on specific project materials. 4-H project curricula include leaders' guides that review the use of hands-on teaching experiences for youth in specific subject matter and directions for facilitating and processing those experiences to develop specific life skills.

As a 4-H youth development professional, you need to develop an on-going support program for your volunteers. There are many ways to achieve this. Some examples include:

- maintaining contact with your volunteers through the internet, personal contact, mail, e-mail, and phone. People are motivated when they feel their efforts are respected and help is available. Make sure that your communication skills demonstrate that you value your volunteers. Online communities are another way for volunteers to stay

WHAT TO DO

Show PowerPoint slides or poster of Volunteer Recognition Ideas.

Volunteer Recognition Ideas

1. Publicly thank volunteers. Write a news release for local paper highlighting their contributions.
2. Ask for volunteers' input into programs, events, workshops.
3. Invite volunteers to participate in staff meetings and conferences.

Volunteer Recognition Ideas

4. Ask a volunteer to speak on behalf of the 4-H program to an outside agency or to a donor.
5. Promote a volunteer to a higher level of responsibilities.
6. Write a letter of reference.
7. Nominate volunteers for community, state or national awards.

Volunteer Recognition Ideas

8. Encourage youth to send thank-you notes.
9. Feature volunteers in print or media promotional publications.
10. Provide recognition tokens such as plaques, certificates, pins.

Volunteer Recognition Ideas

11. Offer perks such as free admission, parking, reserved seating, etc.
12. Have a Volunteer of the Month Award.
13. Host a banquet, luncheon, party or reception in the volunteers' honor.

WHAT TO SAY

connected.

- developing agendas for volunteer meetings that are clearly focused and relevant to the needs of the volunteers;
- handle conflicts immediately. Disagreement is to be expected and can lead to new ideas and creative ways to approach situations when dealt with openly and honestly.
- encouragement and recognition are essential. Everyone likes to be appreciated for doing a good job. Recognition activities do not need to be formal or expensive.

Here is a list of ways to recognize volunteers. As you get to know your volunteers, you will be able to identify the kinds of recognition that are most meaningful to each individual.

- Publicly thank volunteers and acknowledge their contributions. Write a news article for the local newspaper or your newsletter highlighting their contributions.
- Ask for volunteers' input into programs, workshops, etc.
- Invite volunteers to participate in staff meetings and conferences.
- Ask a volunteer to speak on behalf of the 4-H program to an outside agency or to a donor.
- Promote a volunteer to expanded or higher level responsibilities.
- Write a letter of reference.
- Nominate volunteers for community, state or national awards.

WHAT TO DO

WHAT TO SAY

- Encourage youth to send thank-you notes to volunteers who have helped them.
- Feature volunteers in print or media promotional publications.
- Provide recognition tokens such as plaques, certificates, pins, etc.
- Offer perks such as free admission, parking, reserved seating, etc.
- Have a Volunteer of the Month Award.
- Host a banquet, luncheon, party or reception in the volunteers' honor.

For additional volunteer recognition ideas, refer to the “131 Ways to Recognize 4-H Volunteers” handout (see Appendix).

The goal of the 4-H youth development professional is to help volunteers grow within the organization through training, providing recognition for their work, and offering on-going support of the volunteer role.

REFERENCES

131 Ways to Recognize 4-H Volunteers. 2002. Ohio 4-H Volunteer Fact Sheet #40, Ohio State University Extension.

LESSON 1

Youth Development



- 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 positive and productive for both youth and their communities
- An intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and support

Strengths of 4-H



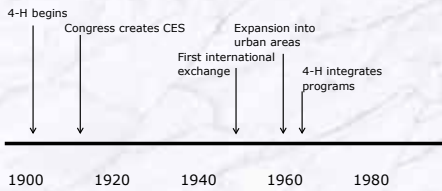
- Nationally recognized as an effective youth development organization
- Has a strong local, county, state and national infrastructure
- Provides outreach opportunities that support communities
- Provides research-based curriculum

Strengths of 4-H (cont'd)

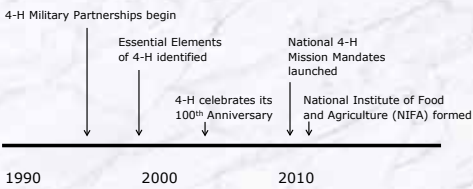


- Staff are youth development professionals trained in adult education and youth programming and are accessible resources
- Has a record of successful partnerships with other youth-serving organizations including youth programs within the military

4-H Historical Timeline



4-H Historical Timeline (cont'd)



LESSON 1

ADDITIONAL YOUTH DEVELOPMENT/VOLUNTEER RESOURCES HANDOUT

1. Huebner, A. 2007. Preparing the Youth Development Professional. Virginia Polytechnic Institute and State University, Falls Church, VA.

Available on line at <http://www.national4-hheadquarters.gov>

2. Huebner, A., and McFarland, M. 2002. Youthworks Self-study Guides: A Performance Based Training Program for Youth Development Professionals, Kansas State University Cooperative Extension, Manhattan, KS and Virginia Polytechnic Institute and State University, Falls Church, VA.

Available for order at <http://www.4-h.k-state.edu/Resources>

3. Missouri Cooperative Extension volunteer training

Available on line at <http://www.4h.missouri.edu/getinvolved/volunteer/volunteertraining>

4. E-Learning for 4-H Volunteers: Four interactive self-paced on-line training modules complete with review. Topics include: About 4-H, Positive Youth Development, Getting Started in 4-H, and Leadership & Teaching.

If you live in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington, or Wyoming contact your state 4-H office or County Extension Office for the appropriate URL to access modules. If you live outside of these states, you can preview the About 4-H module by going to <http://4h.wsu.edu/4HModule1Demo/default.html>

For more information on how your state can fully access the modules and collect volunteer data specific to your state, contact: Pat BoyEs, Washington State 4-H Program Director, boyesp@wsu.edu; 253-445-4589.

5. Purdue Cooperative Extension volunteer training.

Available on-line at <http://www.four-h.purdue.edu/volunteer/index.html>


6. Maryland Cooperative Extension training for new volunteers.

Available on-line at <http://www.maryland4h.org/>


7. National Association of Extension 4-H Agents, Professional Development Resources

Available online at <http://www.nae4ha.org> Click on Professional Development Resources.


LESSON 2

The Essential Elements of 4-H 


Belonging A positive relationship with a caring adult An inclusive environment A safe environment	Mastery Engagement in learning Learn new skills
Independence Opportunity to see oneself as an active participant in the future Opportunity for self-determination	Generosity Opportunity to value and practice service for others

Belonging 


- Research shows that it is important for youth to have opportunities for long-term consistent relationships with adults other than their parents.
- Belonging may be the single most powerful positive ingredient we can add to the lives of children and youth.

Mastery 

- Includes the development of skills, knowledge, and attitudes followed by the competent demonstration of these skills and knowledge.
- Settings that promote self-efficacy and mastery encourage youth to take risks, seek out challenges and focus on self-improvement rather than comparing themselves to peers.

Independence 

- Youth need to know they are able to influence people and events through decision-making and action.
- Independence refers to an adolescent’s growing ability to think, feel, make decisions and act on her or his own.


Generosity 

- Young people need to feel their lives have meaning and purpose. They need opportunities to connect to their communities and learn how to give back to others.

Characteristics of Youth Whose Needs are Met in Positive Ways

<p>Belonging</p> <ul style="list-style-type: none"> Loving Attached Friendly Intimate Social Cooperative Trusting 	<p>Mastery</p> <ul style="list-style-type: none"> Achieving Successful Creative Problem solving Motivated Persistent Competent
<p>Independence</p> <ul style="list-style-type: none"> Autonomous Confident Assertive Responsible Self controlled Self disciplined Leadership 	<p>Generosity</p> <ul style="list-style-type: none"> Altruistic Caring Sharing Loyal Empathic Pro-social Supportive


From: Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990). Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN, National Education Service.



Characteristics of Youth Whose Needs Go Unmet

<p>Belonging</p> <ul style="list-style-type: none"> Unattached Guarded Rejecting Lonely Aloof Isolated Distrustful 	<p>Mastery</p> <ul style="list-style-type: none"> Non-achieving Avoiding risk Fearful of challenges Unmotivated Giving up easily
<p>Independence</p> <ul style="list-style-type: none"> Submissive Lacking confidence Irresponsible Helpless Undisciplined Easily influenced 	<p>Generosity</p> <ul style="list-style-type: none"> Selfish Narcissistic Hardened Anti-social Exploitative


From: Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990). Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN, National Education Service.



Characteristics of Youth Whose Needs are Met in Positive Ways

<p>Belonging</p> <ul style="list-style-type: none"> Loving Attached Friendly Intimate Social Cooperative Trusting 	<p>Mastery</p> <ul style="list-style-type: none"> Achieving Successful Creative Problem solving Motivated Persistent Competent
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From: Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990). Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN, National Education Service.



LESSON 2

4-H ESSENTIAL ELEMENTS PROGRAM PLANNING TOOL HANDOUT

Learn how to build the 4-H essential elements into every one of your 4-H programs!

Want to know how to intentionally implement a youth development approach and better meet the needs of young people in a positive way?

The **4-H Essential Elements Program Planning Tool** will help you discover how your 4-H programs stack up next to the essential elements.

The **4-H Essential Element Program Planning Tool** will help you verify your program's strong points and spot areas where you can step up your emphasis—for each of the essential elements of belonging, mastery, independence and generosity.

It also offers some of the best resources from current youth development research and CYFERnet that relate to the 4-H Essential Elements.

Volunteers will find the **4-H Essential Element Program Planning Tool** easy to use and jam-packed with good ideas to make them more effective as a leader.

Need resources that will help your 4-H partners understand and apply the 4-H essential elements? The **4-H Essential Element Program Planning Tool** offers resources for staff support, volunteer training, new staff orientation, and mentoring boards and committees.

Find the **4-H Essential Element Program Planning Tool** at 4-H National Headquarters Web site:
<http://cals-cf.calsnet.arizona.edu/fcs/bpy/assessmentTool.cfm>

The 4-H Essential Elements Program Planning Tool project was led by Karen Hoffman-Tepper, Ph.D. of the John and Doris Norton School of Family and Consumer Sciences in the College of Agriculture and Life Sciences at the University of Arizona, and 4-H National Headquarters and acknowledges the hosting of this Web site by the College of Agriculture and Life Sciences. Funding for this project was generously provided by National 4-H Council.

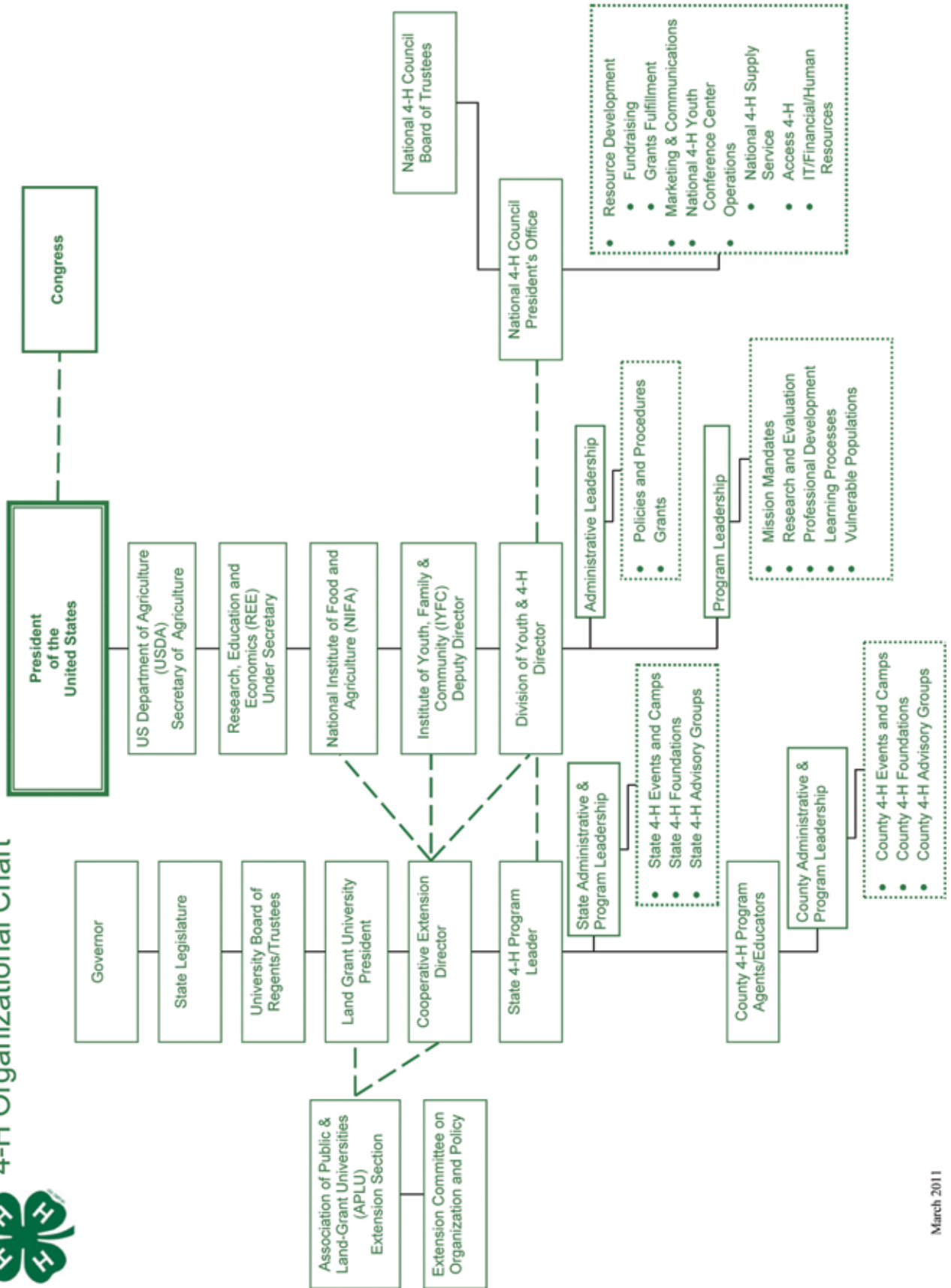


LESSON 3

4-H ORGANIZATIONAL CHART HANDOUT



4-H Organizational Chart



March 2011

LESSON 3

NATIONAL 4-H COUNCIL HANDOUT



About National 4-H Council

National 4-H Council is the national, private sector non-profit partner of 4-H and the Cooperative Extension System. National 4-H Council focuses on fund-raising; brand management; communications; legal and fiduciary support to national and state 4-H programs; and operation of the full-service National 4-H Youth Conference Center in Chevy Chase, Md., and the National 4-H Supply Service, the authorized agent for items bearing the 4-H Name and Emblem.

Council is governed by its own Board of Trustees, made up of youth, representatives from 4-H, Extension, and land-grant universities, corporate executives and other private citizens from a wide array of backgrounds.

To learn more about National 4-H Council visit <http://4-h.org/>.

Address

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
Phone: 301-961-2800
Email: info@fourhcouncil.edu

LESSON 3

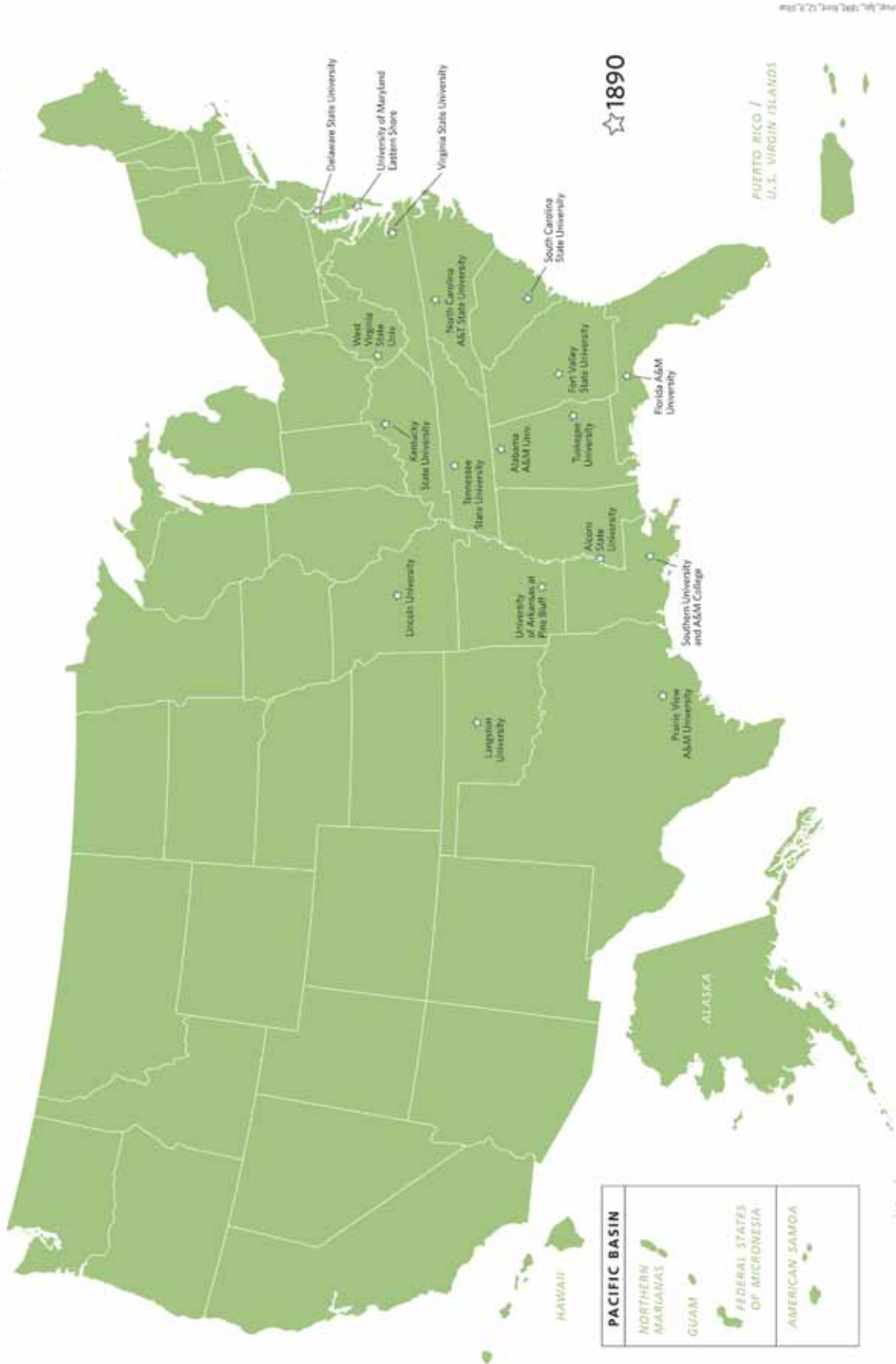


United States
Department of
Agriculture

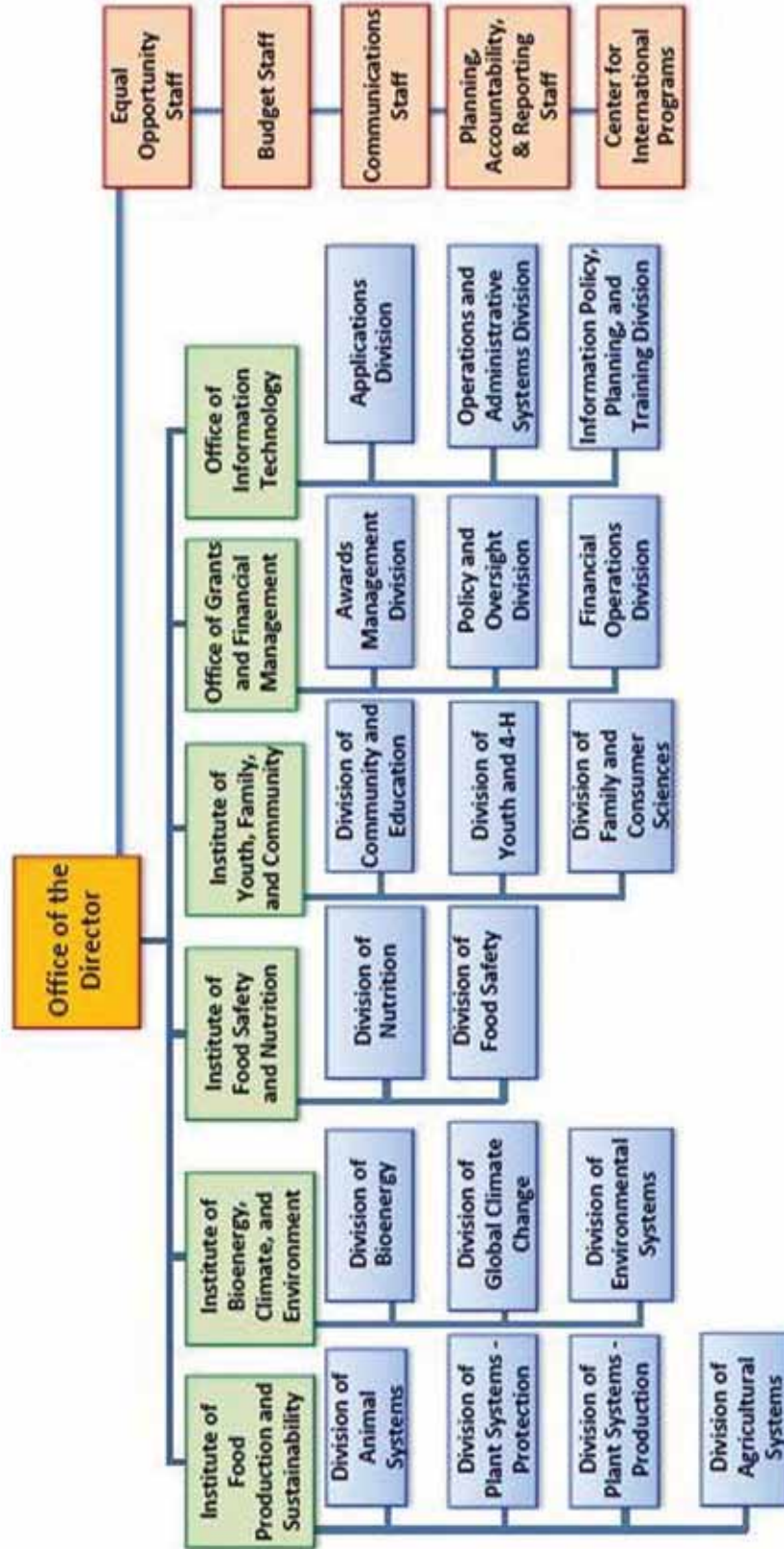
National Institute
of Food and
Agriculture

NIFA LAND-GRANT COLLEGES AND UNIVERSITIES

☆ 1890



UNITED STATES DEPARTMENT OF AGRICULTURE
National Institute of Food and Agriculture (NIFA)



LESSON 4

Culture



- The concepts, habits, skills, arts, instruments and institutions of a given people in a given place.
- These include things like rules, rituals, language, etc.

4-H Colors



- Green represents nature's most common color and is emblematic of youth, life and growth.
- White symbolizes purity.

4-H Emblem



- Is the four-leaf clover.
- The four H's stand for Head, Heart, Hands and Health.



4-H Pledge



I pledge my **Head** to clearer thinking, my **Heart** to greater loyalty, my **Hands** to larger service, and my **Health** to better living, for my club, my community, my country and my world.

I pledge my Head to clearer thinking



Independence (leadership)

To develop responsibility, youth need to know that they are able to influence people and events through decision-making and action.

I pledge my Heart to greater loyalty



Belonging (clubs)

Current research emphasizes the importance for youth to have opportunities for long-term, consistent relationships with adults other than parents.

Belonging may be the single most powerful positive ingredient we can add to the lives of youth.

I pledge my Hands to larger service



Generosity (serving the community)

- Youth need to feel their lives have meaning and purpose.
- By participating in 4-H community service and citizenship activities, youth connect to communities and learn to give back to others.

I pledge my Health to better living



Mastery (projects)

- To develop self-confidence, youth need to feel and believe they are capable and they must experience success at solving problems and meeting challenges.

4-H Mission



- 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

4-H Vision



- A world in which youth and adults learn, grow and work together as catalysts for positive change.

4-H Motto



- To make the best better

Educational philosophy of 4-H



- Learning by doing.
- Young people learn best when they are involved in their learning.

LESSON 4

4-H NAME AND EMBLEM HANDOUT



Using the 4-H Name and Emblem

The 4-H Youth Development Program is the youth outreach from the Land Grant Universities, Cooperative Extension Services, and the United States Department of Agriculture. The 4-H Name & Emblem is intended to represent the ideals of the program with its focus on **Head, Heart, Hands, and Health**. Today, it is one of the best-known and most valued images emblematic of a century of 4-H achievement. The 4-H Name & Emblem is very important to us as an organization because it represents who we are.

What is the 4-H Name & Emblem?



The official 4-H Emblem is a clover with four leaves and an "H" on each leaf. The clover's stem must point to the right as you look at the image. The 4-H Emblem is *not* a plain four-leaf clover. The 4-H Emblem should appear in specific colors and in its entirety. The 4-H Name & Emblem belongs to the 4-H Youth Development Program, under the authority of USDA and anyone wishing to use it must obtain permission to use it ahead of time.



How Do I Get Permission to Use the 4-H Name and Emblem?

It depends on who you are and for what reason you wish to use the 4-H Name & Emblem: 4-H Club or Program member or volunteer leader? Commercial vendor? Event, activity or program affiliated with 4-H? Private, non-profit organization?

If you are a 4-H member or volunteer, you are permitted to use the 4-H Name & Emblem once your program is chartered with the official 4-H Charter from 4-H National Headquarters at the Cooperative State Research, Education and Extension Service (CSREES), within the United States Department of Agriculture (USDA). If you are a commercial vendor, private organization or any other entity, you need to contact either the local Cooperative Extension Service office or the State 4-H Office to determine what steps you need to take for your use of the 4-H Name & Emblem. Anyone wishing to use the 4-H Name & Emblem in a way that does not specify a local or state program, should seek authorization to use the 4-H Name & Emblem from 4-H National Headquarters at USDA.

In all private and commercial use of the 4-H Emblem, the statement "18 USC 707" **must** legibly appear either to the right of the base of the stem or below the lower right leaf of the clover. In use internal to the Cooperative Extension System (all 4-H Youth Development programs and clubs duly given authorization to use the 4-H Name & Emblem) use of the statement is at the discretion of the State 4-H Program Leader, or for those uses that are multi-state, regional, or national in scope, at the discretion of 4-H National Headquarters.

Whoever uses such emblem or any sign, insignia, or symbol in colorable imitation thereof, or the words "4-H Club" or "4-H Clubs" or any combination of these or other words or characters in colorable imitation thereof, without being duly authorized, shall be fined not more than \$5,000 for individuals and \$10,000 for groups, or imprisoned not more than six months, or both.

Did You Know? The 4-H Name & Emblem is a highly valued mark within our country's history. As such, it was granted a very unique and special status; it is in a category similar to the Presidential Seal and the Olympic Emblem. This federal protection makes it a mark into and of itself with protection that supercedes the limited authorities of both a trademark and a copyright. As a result, responsibility and stewardship for the 4-H Name & Emblem were not given to the U.S. Patent Office but were given to a higher level of the federal government, a member of the Cabinet, the Secretary of Agriculture. The Secretary has responsibility for the 4-H Name and Emblem, at the direct request of Congress. The "18 USC 707" is the statement in the United States Code that outlines the protection of the 4-H Name & Emblem.



Using the 4-H Name and Emblem

Using the 4-H Name & Emblem: Graphics Basics

The Official 4-H Emblem

The Official 4-H Emblem is a 4-leaf clover with an H in each leaf, the stem turned to the right. The Emblem may be two-dimensional (flat) or three dimensional (with shadows that show depth and perspective). Authorized users of the 4-H Emblem should take care to ensure that when they use the Emblem, they have done the following:

1. They have obtained the Official 4-H Emblem and are using it in its entirety.
2. They do not “flip” the image to create a framed look. The stem on the 4-H Emblem **must** point to the right as you look at the image. Under no circumstances should the stem be changed to point to the left.
3. They are familiar with resizing graphics through the software application being used, and do not distort or warp the dimensions of the Emblem.
4. The 4-H Emblem is never used to imply endorsement of any product or material.
5. They follow the graphic use guidelines outlined in this document, or for additional information, contact 4-H National Headquarters.

Use the Whole Emblem

The 4-H Emblem should always appear in its entirety - meaning it should always appear as a whole and complete image - the image recognized by millions of people. This means:

Don't remove any leaves. If you are using a clover image that has an “H” on each leaf, the leaves cannot be removed or have another image superimposed over the top of one of the leaves. Other images should be moved and appear completely separate from the 4-H Emblem. This also means you shouldn't “cut off” a leaf by running it off the edge of the paper in print media or other designs.

Don't place text or other images over or on top of the 4-H Emblem. The 4-H Emblem should not appear screened under words or graphics. No photo, drawing, symbol, word or other figure or object may be placed on or obscure the 4-H Emblem. This includes on web pages, where it should not appear as a “watermark” behind other information.

Keep it Upright

In general, the 4-H Emblem should not be rotated or turned on its side. There are some exceptions, such as on fabric where the emblem is scattered randomly across the fabric or in other random designs. If you are considering an exception, please contact the 4-H National Headquarters.

Color

The 4-H Emblem should never be screened, shaded, gradated, or appear in a multi-colored hue. The official and preferred color of the 4-H Emblem is 100 percent PMS 347 green, (The H's reversed out to the color of the paper on which the emblem is printed). The clover can also be white, black, or metallic gold. The H's on the clover can be white, metallic gold (only on a green clover), green (only on a white clover), or black. The clover can be outlined in green (for white clover) or white (for green clover) to add prominence to the image and make the emblem stand out from the background.

One-color printing requires either PMS 347 green or black. For commercial applications, the “18 USC 707” notice should be the same color as the clover leaves. Black is the only acceptable alternative to green for one-color printing and should be used only when cost prohibits green ink or color photocopies.

Two-color printing—Only PMS 347 green may be used for the leaves and “18 USC 707” notice—the H's will be reversed out of the PMS 347 to be white or the color of the paper on which the emblem is printed. The H's may also be printed in metallic gold (PMS 873) on a green background.

Four-color process (full color printing)—In four-color process printing, PMS colors are approximated using a particular combination of the standard four-color process printing inks. The four-color process percentages required to match 4-H's PMS 347 green are: cyan 100%, magenta 0%, yellow 90%, and black 0%. There is no CMYK equivalent to PMS 873.



Appropriate Use



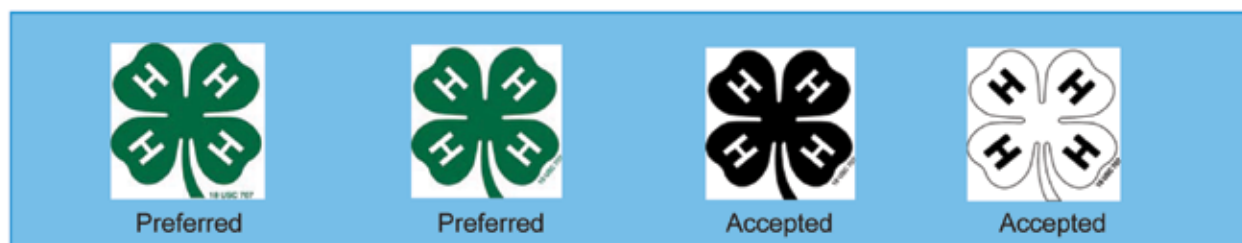
Inappropriate Use



Appropriate Use



Inappropriate Use



Video and Computer Screen Colors (Electronic Media) The colors transmitted by electronic media are created using precise combinations of RGB (red, green, blue). The correct RGB values for the 4-H green are: R=51, G=153, B=102. No other colors are acceptable.

For exceptions to the guidance provided regarding color, especially in non-print or corollary materials, please contact 4-H National Headquarters.

Distortion and Proportion

The appearance, shape, and proportion of the 4-H Emblem should never be distorted to fit in an imprint space. Do not make the 4-H Emblem longer, taller, wider or angled. Do not alter the shape in any way. The overall size of the 4-H Emblem may be changed, but the proportions must remain intact. All standard word processing software applications allow you to scale an image while maintaining its original proportions. Before rescaling the 4-H Emblem, please consult your software manual for proper instructions. Do not make the 4-H Emblem so small that the H's are no longer clearly legible.

Using the 4-H Name

The official 4-H Name includes 4-H, 4-H Youth Development, or 4-H Youth Development Program. When using the term "4-H" it must conform as follows:

- Numeral "4" separated from a capital "H" with a hyphen (not a dash, slash or space).
- It is well documented in English usage, as well as in the most familiar style manuals, that you should never begin a sentence with a numeral. To comply with this rule, you would need to begin a sentence using "Four-H." This language rule, however, is contrary to the regulations set down for use of the 4-H Name & Emblem; if such a situation arises in writings, it is far better to re-word the sentence slightly to avoid the language rule. An exception to this would be in writing news headlines where the 4-H name would be better served by using the familiar numeral-hyphen-letter combination to provide instant recognition.
- Do not use the 4-H Emblem in place of the word "4-H" in a title or text.
- Avoid separation of any of the elements of the 4-H Name at the end of sentences. This can sometimes be difficult because some software programs override user commands. Often, these overrides do not become visible until after printing or posting to a web page: careful scrutiny of text after trial printing or posting is advised. If such overrides occur, try rewording your sentence to keep the entire name on the same line or add a small word or space between words to force the separated portions together on the next line.

Using the 4-H Emblem on Collateral Items

The 4-H Emblem can be used for collateral materials such as jewelry or fine art and may be made of metal (e.g. copper, bronze, gold or silver), glass, leather, or wood without conflicting with the color specifications for the 4-H Emblem. Ceramic, plaster, paper, fabric or any materials that are colored or painted must comply with the color specifications and all other guidelines.

Use of the emblem on fabric, whether painted, screen printed, embroidered, appliquéd, or some other technique, must accurately represent the 4-H Emblem in authorized colors and adhere to all other use guidelines.

The 4-H Emblem is not open to reinterpretation or reconfiguration, regardless of its intended use, including the development of materials such as jewelry, sculpture, furniture, signage, crafts, or other fine art.

Using the 4-H Emblem in Animation

Animation of the 4-H Name & Emblem is allowable provided that the animation is in keeping with the guidelines, and that at the end point of the animation (where the animated loop begins to repeat, if an ongoing loop), the 4-H Name & Emblem appear in a manner that meets all guidelines for its use. Effects that may be used as part of an animation loop include: swivel and rotate, transition and dissolve, fly-by, layer, and posterization.



Using the 4-H Name and Emblem

Animation may also show the 4-H Emblem on a waving flag, on a float that is partially hidden by crowds watching a parade, being placed in a box or behind a curtain, twirling as it “dances,” “separating” as it forms the doors opening to welcome you to the 4-H Program, be partially hidden as it forms the backdrop for a youth speaking about 4-H, slowly come into focus or formation as the 4-H Emblem from an amorphous or other background, or completing itself as the clover leaves are added one by one to form the 4-H Emblem and each “H” is explained. In each of these cases, the 4-H Emblem may be temporarily blocked, in whole or in part, or have its shape altered. The end point of the animation must still comply with the guidelines.

For additional information or guidance related to animation applications for the 4-H Name & Emblem, contact 4-H National Headquarters.

Using the 4-H Name & Emblem in Partnership with Others

The 4-H Name & Emblem may be used in conjunction with the names, emblems, and word marks of other organizations and programs when 4-H is a partner, co-author, sponsor, or supporter or in some other official relationship. When feasible, the nature of the relationship among the organizations or programs should be clearly defined (e.g., in partnership with, sponsored by, etc.), and the 4-H Emblem should be given prominence consistent with its role in the relationship.

The 4-H Emblem should not be used or integrated into a larger design in such a manner that it becomes difficult to recognize or distinguish, or that is not consistent with the graphic guidelines for use of the 4-H Emblem.

To avoid the appearance of endorsement of a program, product, or service, the 4-H Emblem may not be incorporated into a larger design of a program, product, or service that is protected by trademark, service mark, copyright, or other similar laws. It is not acceptable to incorporate the 4-H Emblem into any other organization’s logo or emblem. The authority for determining the proper display and use of the 4-H Emblem rests with 4-H National Headquarters.

Permission to use the 4-H Name & Emblem is not required when the 4-H Name & Emblem is used to link to an official 4-H website in keeping with the policies and guidelines of 4-H National Headquarters.

Downloadable Graphics

The official 4-H Emblem and versions for print and the web are available for download at: <http://www.national4-hheadquarters.gov>. Each of the download files contains both black and white, and two-color and three-color versions of the 4-H Emblem in EPS, TIFF and GIF formats, for Mac and PC. The EPS files are especially suited for “Postscript” printers and Mac-based units. In general, TIFF files may be used with any printer type. Test both formats with your software and printer to find which yields the best results.

Making 4-H Name & Emblem Decisions

This document is meant to be a quick reference for using the 4-H Name & Emblem. The 4-H National Headquarters at CSREES, USDA provides further documentation on the official headquarters web site: <http://www.national4-hheadquarters.gov>.

If your questions are not answered here, please go to the URL above and click on the 4-H Name & Emblem link. Carefully researching the **4-H Name & Emblem section of the 4-H National Headquarters website** should answer your questions. If you need more information or clarification contact 4-H National Headquarters for help at (202) 720-2908.

Portions of the content and graphics used in this document were taken from “4-H Emblem Use and Graphic Standards,” <http://4h.ifas.ufl.edu/newsandinfo/ClipArt/4hemblem.htm>, Ami Nieberger-Miller, University of Florida, Gainesville, FL. Special thanks: Laura Stone and Dallas Woodrum, N4-HYTLT, for publication design, and to the 4-H Name & Emblem Working Group.

The 4-H Name & Emblem is protected under “18 USC 707.”

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA’s TARGET Center at (202) 720-2600 (voice and TDD).

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice or TDD). USDA is an equal opportunity provider and employer.

LESSON 4

4-H LORE HANDOUT



Name & Emblem	About 4-H	Library	4-H Community	Quick Links
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About 4-H
Join 4-H
History
Lore
Essential Elements
Programs & Results
Around the World
Home

4-H Lore

The 4-H Pledge

"I Pledge my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service,
and my Health to better living,
for my club, my community, my country,
and my world."



The pledge tells what 4-H is all about. 4-H has as its goal the four-fold development of youth: Head, Heart, Hands and Health. The pledge was adopted by the delegates to the 1927 National 4-H Club Camp in Washington, DC. State club leaders voted for and adopted the pledge for universal use. The phrase "and my world" was added in 1973. The saying of the pledge has prominent place in 4-H activities at regular 4-H meetings, achievement days, and other club events.

4-H Mission

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

4-H Vision

A world in which youth and adults learn, grow and work together as catalysts for positive change.

The 4-H Emblem, Colors, and the four H's

The original symbol of the Boys and Girls Clubs was a three leaf clover with the words Head, Heart, and Hands. Nebraska clubs used the words as part of their statement of purpose: "to educate the youth of the county, town and city to a knowledge of their dependence upon nature's resources, and to the value of the fullest development of hand, head and heart...."

Here are two examples of the pins designed by O.H. Benson, Superintendent of Schools, Wright County, Iowa. He used the design on placards, posters and badges in 1907 or 1908.



On September 16, 1909, he placed the first order on record with the Union Emblem Company for the pins. Benson and others are said to have had a four-leaf H design around 1908, but no record of it has been found.

Early in 1911, a meeting of club leaders in Washington adopted a

committee recommendation approving the present 4-H emblem design. O.B. Martin, who was directing club work in the South, is credited with suggesting that the 4-H's stand for Head, Heart, Hands and Health. (Benson originally referred to a fourth H as Hustle.)

The 4-H emblem is federally protected under Section 18 US Code 707 and belongs to the Congress of the United States. The official emblem is green with white H's - the 4-H colors. The white symbolizes purity. The green represents nature's most common color and is emblematic of youth, life, and growth. Go to [Name and Emblem](#) to learn more about the proper, legal use of the 4-H name and emblem.

Motto: "To Make The Best Better"

The motto was adopted at about the same time as the 4-H Club Pledge. Its intent is to inspire young people to continue to learn and grow, to make their best efforts better through participating in educational experiences.

"Learning By Doing"

This phrase sums up the educational philosophy of the 4-H program. Young people learn best when they are involved in their learning. The intent is to do, reflect, and apply.

National
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Agriculture

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The 4-H Name & Emblem are protected under 18 USC 707 - Updated September 24, 2009

LESSON 5

New York Study on 4-H members



- 4-H members do better in school
- 4-H members are more motivated to help others
- 4-H members develop skills in leadership, public speaking, self-esteem, communications and planning

High-context Youth Development



- Experiences in which young people and adults have close connections over a long period of time.

Low-context Youth Development



- Experiences in which youth and adults tend to have many connections, but of a shorter duration or for some specific reason.

Approaches to 4-H Youth Development



4-H Club Characteristics



- Meet regularly with adult volunteer or staff
- Provide positive youth development opportunities and educational experiences
- Include at least 5 members from 3 or more families
- Conduct at least 6 club meetings/year

Cloverbud Club



- Youth ages 5-7 (Jan. 1 of current year)
- Age appropriate activities
- Cooperative learning activities (not competitive)

4-H Project Characteristics



- Opportunity for member to gain skills & knowledge in an area of interest
- Planned sequence of activities that are age-appropriate and research-based
- Often includes an opportunity to exhibit & receive constructive feedback on a product that the member has created (e.g. at the 4-H Fair)

4-H Community Club



- Meets regularly
- Addresses county 4-H requests and community issues
- Includes multiple project areas in one club
- Provides educational program or activities

Single-project Club



- A 4-H club whose members all have similar interests such as dog, entomology or technology club.
- Adult volunteers are highly knowledgeable about the project area of interest.
- Includes youth from wider geographic area

How a 4-H Club Fosters Belonging

- Encourages youth to
 - form friendships
 - be part of a support community
 - participate in collaborative learning
 - bond with one or more caring adults



How a 4-H Club Fosters Mastery

- Provides youth with
 - opportunities for project work
 - opportunities for evaluation and feedback
 - Opportunities for hands-on learning to develop life skills



How a 4-H Club Fosters Independence

- Provides youth with
 - Decision-making and leadership experiences, including serving as
 - club officer
 - youth leader
 - mentor
 - teacher
 - teen ambassador



How a 4-H Club Fosters Generosity



- Encourages youth to
 - use skills to improve others' lives
 - mentor younger members
 - identify community needs
 - participate in community service projects

Examples of 4-H Delivery Methods



- 4-H Afterschool
- Day or overnight camps
- Trips (state, national or international)
- Virtual Clubs
- School Enrichment
- Individual study
- Competitive events such as fairs and judging events

Approaches to 4-H Youth Development



Youth Development experiences become **TRANSFORMATIONAL** when we create high context environments and provide high content opportunities for young people to:



- Belong
- Master Skills through Experience
- Influence others
- Learn the meaning of service

- ♦ **CONTEXT** – circumstances and conditions which surround an event or individual; the circumstances or settings which determine, specify, or clarify the meaning of an event.
- ♦ **CONTENT** – information and experiences created by individuals, institutions, and technology to benefit audiences in venues that they value.



Approaches to 4-H Youth Development



Youth Development experiences become **TRANSFORMATIONAL** when we create high context environments and provide high content opportunities for young people to:



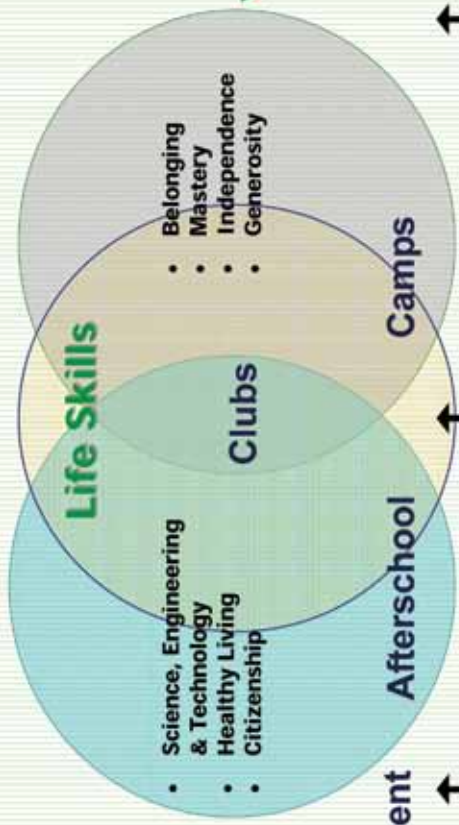
- Belong
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- ♦ **CONTENT** – information and experiences created by individuals, institutions, and technology to benefit audiences in venues that they value.



CONTENT

EDUCATION *Mission Areas*



School Enrichment

High Content
Low Context

High Content
High Context

High Content
High Context

High Content
Low Context

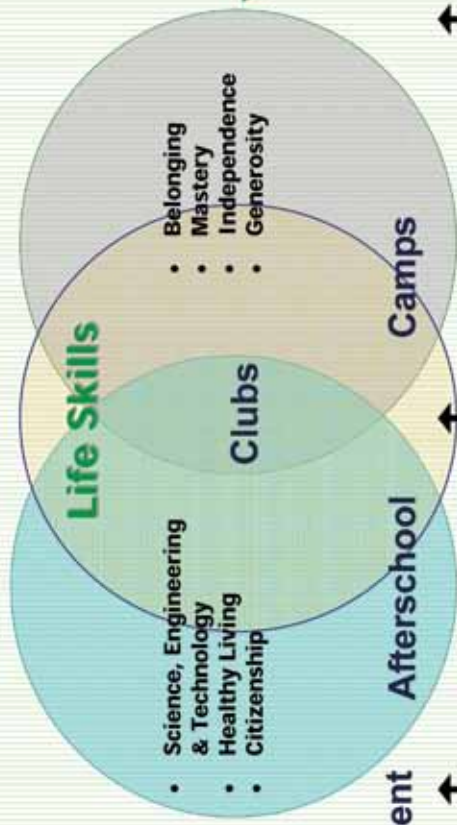
CONTEXT

YOUTH DEVELOPMENT *Essential Elements*

Developed by Cathann A. Kress, Ph.D., Director, Youth Development, Cooperative State Research, Education and Extension Service and National 4-H Headquarters, visit <http://www.national4-hheadquarters.gov/>

CONTENT

EDUCATION *Mission Areas*



School Enrichment

High Content
Low Context

High Content
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High Content
Low Context

CONTEXT

YOUTH DEVELOPMENT *Essential Elements*

Developed by Cathann A. Kress, Ph.D., Director, Youth Development, Cooperative State Research, Education and Extension Service and National 4-H Headquarters, visit <http://www.national4-hheadquarters.gov/>

LESSON 5

CLOVERBUD HANDOUT

Special Membership Category for 4-H: Kindergarten through Third Graders

It is neither the intent nor the objective of the 4-H Cloverbuds program to duplicate the 4-H member experiences that are designed for older youth, nor to create a “mini-4-H” concept. While the 4-H Cloverbuds program is a part of the overall 4-H Youth Development program and 4-H Cloverbuds members are recognized as 4-H members for the purposes of enrollment, they are considered to be in a special membership category with regard to program and policy.

Chartering 4-H Cloverbuds, 4-H CloverKids or Similar Primary Grade Programs

No matter what a state or county 4-H program chooses to use as the name for members in this age group, the 4-H program must still follow the national policies established for this special membership category and these groups must still be chartered to recognize their program and enable them to use the 4-H Name and Emblem. While different names are recognized for this membership category, “4-H Cloverbuds” will be used within this document for consistency and ease.

Purpose of Kindergarten through Third Grade Programs

The overall purpose of the 4-H Cloverbuds program is to foster the development of life skills that are essential for the cognitive, social, emotional and physical maturation of Kindergarten through 3rd graders. Children in these grades are a distinct audience for 4-H, with unique learning characteristics and developmental needs that are different from older children and youth. As a result, the 4-H Cloverbuds program is designed with specific educational objectives and program policies focused on the 5-8 year old [Note: We recognize that 8 year olds are in transition between the 4-H Cloverbuds program and 4-H, these policies are pertinent to those children served by these special membership programs as defined within a state program].

Participation, safety, personal development, learning and fun are the highest priorities in providing 4-H Cloverbuds programs. The policies outlined in this document seek to ensure that 4-H Cloverbuds members remain safe and have positive, developmentally-appropriate experiences in 4-H. State and county programs that offer the 4-H Cloverbuds program are expected to utilize age-appropriate programmatic goals, policies, curriculum, and cooperation-based methods to give feedback and recognition. In all programs, the determining factors in designing the learning experiences are the 4-H Cloverbuds members' interests, abilities, and needs. The focus of the 4-H Cloverbuds is the positive growth of the children, not the activities used as vehicles to foster that growth and development.

POLICIES & GUIDELINES

The 4-H Youth Development program is committed to experiential education, supporting the development of life skills, and meeting developmental needs in positive, productive ways. 4-H accomplishes this through three major mission areas: Science, Engineering & Technology, Healthy Lifestyles, and Citizenship. Based on the needs, interests, and developmental tasks of children in grades K-3, the following policies and guidelines were established with the initial recognition of the 4-H Cloverbuds program, and subsequently supported by the National 5-8 Curriculum Task Force in 1992. It is understood that policies that affect different age groups and settings will vary. State and county programs may add additional policies and guidelines to direct their programs; however, these national policies define the minimum standards for 4-H programming with the K-3 audience.

4-H Cloverbuds programs follow a set of program guidelines based on developmental appropriateness. A “developmentally appropriate” program is one that is based on the general characteristics of an age group and adapts to meet the individual needs of each child. That often involves using different kinds of equipment or providing more adult supervision. Sometimes a 4-H Cloverbuds member will be physically capable of doing something but will not be able to understand the reason for the process or the result. Participation in that activity would be just as inappropriate as participation in an activity that is unsafe because of physical limitations.

As a result, the 4-H Cloverbuds program is fundamentally different than general membership in 4-H. Requirements of the 4-H Cloverbuds program include:

1. Activity-Focused rather than Project-Focused

The educational component of a 4-H Cloverbuds program consists of activities rather than projects. A 4-H Cloverbuds activity focuses on developing a single concept and/or skill rather than focusing on a project over time. It is not appropriate for K-3 graders to participate in an ongoing, planned series of activities as a member, whether it is a 4-H Shooting Sports program, an animal project, or another type of project. 4-H Cloverbuds members participate in occasional, non-competitive, sampler-type, age-appropriate, properly supervised events or activities sponsored or conducted by 4-H groups.

2. Cooperative vs. Competitive Activities

4-H Cloverbuds programs do not conduct or participate in competitive activities.

Competitive activities require motor skills, reflexes, and strength that often are not yet fully developed in young children. In addition, research indicates that participation in competitive activities is developmentally inappropriate for 4-H Cloverbuds members. Grades K-3 children are sensitive to criticism; often have not developed frustration tolerance or the full ability to manage their emotions, which often results in not being able to accept failure well. 4-H Cloverbuds activities should be conducted in a positive environment that focuses on the members' strengths rather than analyzing their deficiencies. 4-H Cloverbuds members need opportunities to practice skills, discover talents and learn about fairness in a non-judgmental environment.

3. 4-H Cloverbuds members and Exhibition at Fairs

4-H Cloverbuds members are encouraged to exhibit activity-related items from their club at appropriate venues. 4-H Exhibitions should be open to participation by 4-H Cloverbuds as noncompetitive exhibitors. 4-H Cloverbuds members are not eligible to receive premium funds as a result of exhibition.

4-H Cloverbuds members should not have animal projects (as described under item #1) nor should they participate as competitive exhibitors with animals. To exhibit animals in a noncompetitive event as a 4-H Cloverbuds member, youth must be in at least 3rd grade during the current 4-H year and there must be increased adult supervision with a one-to-one adult-to-child ratio. This policy is for the safety of the 4-H Cloverbuds member and the public at the public exhibition. The developmental ability and the maturity level of the exhibitor and the unpredictable behavior of animals determine this policy.

4. Adult Supervision of 4-H Cloverbuds Programs

4-H Cloverbuds clubs do not conduct formal business meetings or elect officers. Children in grades K-3 are not yet ready to fulfill the responsibilities of club officership and require much more adult guidance when making group decisions. However, a structured routine is important to this age group.

4-H Cloverbuds clubs handle their finances differently than clubs of older children. For safety reasons, 4-H Cloverbuds should not bring money for dues or supplies to club meetings, nor should they conduct door-to-door fundraising activities. They may, however, participate in group fundraising events supervised by adults. Parents and leaders will decide on how club expenses will be handled when the club is organized.

A minimum of two adult leaders is required to start a 4-H club of any age group and at least two adults (leaders, parents or others) must be present at every 4-H meeting and activity. For groups of 5-6 year olds, the group should not exceed twelve children. For groups of 7-8 years olds, a third adult is required if the group exceeds twelve children and the group size should not exceed sixteen children.

An adult or older teen leader will be with the 4-H Cloverbuds member at all times when in the presence of an animal or when using equipment that is potentially dangerous. This includes: scissors, saws, knives, needles, rockets, kitchen appliances, and so forth. 4-H Cloverbuds members should not operate power-driven equipment as a part of activities (sewing machines, power drills, small engines, blenders, mixers, clippers, mowers, etc.). 4-H Cloverbuds members should wear appropriate safety helmets or other safety equipment such as life vests when engaged in activities such as riding horses, bicycles, skateboards, canoeing, or other activities.

Management of K-3 Programs

Those leading a K-3 special membership category program should be sensitive to risk management issues, and should consult with insurance providers. Many providers insure “4-H participants” which is defined as 4th graders and up and may not cover K-3 participants in activities or events not specified without an additional rider.

Resources

It is important that children in grades K-3 be involved in activities where the risk of failure is minimized and the opportunity to experience success is maximized. The most reliable way to find activities that are based on the general characteristics of the age group is to select from the many 4-H Cloverbuds resources that are available throughout the 4-H system and referenced on the 4-H National Headquarters Web site.

New York State 4-H Cloverbuds Leader Handbook:

<http://nys4h-staff.cce.cornell.edu/NYS4-HCloverbudsLeaderHandbook.php>

K-3 Youth in 4-H: Guidelines for Programming, National 5-8 Curriculum Task Force, (1992)
National 4-H Headquarters, CSREES, USDA.

Center for 4-H Youth Development, University of Minnesota Extension 4-H Cloverbuds Leader Guide

LESSON 5

WHAT IS A 4-H CLUB HANDOUT

4-H National Headquarters Fact Sheet



WHAT IS A 4-H CLUB?

4-H is the premier youth development program of the U.S. Department of Agriculture (USDA). Originating in the early 1900's as "four-square education," the 4-H's (head-heart-hands-health) seek to promote positive youth development, facilitate learning and engage youth in the work of their community through the Cooperative Extension Service to enhance the quality of life. For more than a hundred years, 4-H has been dedicated to creating opportunities for youth that broaden skills and aspirations nurturing the full potential of youth.

4-H CLUB DEFINITION:

A 4-H Club is an organized group of at least five youth from three different families who meet regularly with adult volunteers or staff for a long-term, progressive series of educational experiences.

4-H CLUB PURPOSE:

The purpose of a 4-H club is to provide positive youth development opportunities to meet the needs of young people to experience belonging, mastery, independence, and generosity—the Essential Elements—and to foster educational opportunities tied to the Land Grant University knowledge base.

4-H CLUB MEMBERSHIP:

4-H Club membership is open to all youth beginning at age 8 or 4th grade (with actual enrollment date determined by the state) and open to all young people as determined by each state but not to exceed beyond the age of 21.

4-H Club membership is open to all youth without regard to race, color, creed, religion, national origin, sex, marital status, disability, or public assistance. All 4-H members must be enrolled in the 4-H club each year.

STRUCTURE OF A 4-H CLUB:

- ✓ Enrolls at least 5 youth members from at least 3 families.
- ✓ Conducts a minimum of 6 regular club meetings per year, with many holding 9-12 regular meetings throughout most or all of the year, and often supplemented by project meetings, camps, fairs, and other 4-H learning activities.
- ✓ Selects youth officers or youth leaders to provide leadership to the club.
- ✓ Meets in any location—a home, community center, military installation, library, public housing site, school, afterschool program, and/or many other places.
- ✓ Adapts to and supports mobility of youth and parents—linking them to 4-H programs in other counties and states.
- ✓ Meets interests and needs of youth in same-age or cross-age groupings and using single project or multiple project formats.
- ✓ Is advised by adult staff or volunteers who have been screened and trained.

WHAT IS A 4-H PROJECT?

A 4-H Project is a planned sequence of age-appropriate and research-based learning opportunities. As a result of long-term active engagement in the project, the youth gains knowledge and develops skills based on planned goals and identified outcomes. 4-H project work is guided by trained adults who help youth set goals and provide access to appropriate curricula and resources.

(continued)



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20250
www.national4-hheadquarters.gov



4-H National Headquarters Fact Sheet

THE EDUCATIONAL AND YOUTH DEVELOPMENT PRINCIPLES OF A 4-H CLUB:

- ✓ Uses experiential learning—learning by doing—as a primary teaching approach.
- ✓ Must have programming that shows evidence of promoting the Essential Elements of 4-H Youth Development.
- ✓ Includes planned opportunities to learn and apply life skills such as leadership, citizenship, community service and public speaking.
- ✓ Provides individual project experiences to develop in-depth knowledge about science, engineering and technology; citizenship; and healthy living.
- ✓ Provides programs, curricula, and procedures that are based in research and are developmentally appropriate.
- ✓ Provides members and volunteers access to resources of land-grant universities and to county, state, and national 4-H opportunities.
- ✓ Fosters youth-adult partnerships that encourage active involvement and participation by youth and adults.
- ✓ Provides safe and healthy physical and emotional environments.
- ✓ Offers projects in a wide range of subject matter areas relevant to the Land Grant University knowledge base to meet youth needs and interests.

PROGRAM MANAGEMENT AND IMPLEMENTATION FOR A 4-H CLUB:

A 4-H Club:

1. Selects its own club name. Club names must (for additional information please see the Fact Sheet on Naming 4-H Clubs/Units at <http://www.national4-hheadquarters.gov/>):
 - a. Be specific to the 4-H club or organization either through a unique name or by identifying the county or location. Not be overtly religious or represent the beliefs of one denomination over another;
 - b. Not imply that membership is limited or exclusive; and
 - c. Not be offensive or generally seen as demeaning to any group protected by equal opportunity regulations.
2. Develops a set of by-laws or rules approved by the members to govern the club.
3. Develops an annual educational plan.
4. Keeps records of their meetings and finances.
5. Complies with applicable state, Land Grant University and 4-H National Headquarters' policies.

CHARTERING 4-H CLUBS:

A 4-H club must be chartered by 4-H National Headquarters at the U.S. Department of Agriculture and the appropriate State 4-H Program office in order to be recognized as part of 4-H, authorized to use the 4-H Name and Emblem, and to be eligible for tax exempt status. State 4-H offices should maintain documentation on the issuance of Charters to 4-H clubs in their states. The decision whether or not to charter a potential club or group is at the discretion of the State 4-H Program office and will not be reviewed by 4-H National Headquarters.

4-H NAME & EMBLEM:

The 4-H Name & Emblem is officially protected by the United States government under Title 18 U.S. Code 707. The situations in which it may be used, the manner in which it may be displayed, and the text style and colors required for its reproduction are all specified. 4-H clubs must meet these standards when using the 4-H name and emblem. Guidelines for using the 4-H Name and Emblem can be found on the 4-H National Headquarters website at <http://www.national4-hheadquarters.gov/>.

FISCAL & TAX ISSUES FOR 4-H CLUBS:

Chartered 4-H Clubs may be granted an exemption for paying taxes on income generated by the club in the name of 4-H and intended to benefit the club or 4-H overall. If the club raises funds, it must have a federal EIN number for the club and accounting systems in place for the funds and needs to request inclusion under the federal 4-H tax exempt status. These clubs are also required to electronically file a 990-N with the IRS each year, even if they do not raise funds in that year. Information on 4-H tax exempt filing requirements and applications can be found on the 4-H National Headquarters website at <http://www.national4-hheadquarters.gov/>.

(continued)



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4-H National Headquarters Fact Sheet

RISK MANAGEMENT:

Risk management policies and procedures for 4-H clubs are established by each state 4-H program. Issues concerning risk management, including liability and accident insurance are not the responsibility of 4-H National Headquarters, NIFA, USDA and must be addressed locally.

OTHER DELIVERY METHODS IN 4-H PROGRAMS:

- ✓ School Enrichment
- ✓ Afterschool Programs
- ✓ Day Camps and Residential Camps

OTHER PROGRAM COMPONENTS:

Kindergarten-3rd Grade Programs (Cloverbuds, Cloverkids, etc.):

Some states offer age-appropriate programs designed especially for children in Kindergarten through 3rd grade. These programs require more adult supervision and cooperative learning rather than competition. Guidelines for Kindergarten-3rd grade programs can be found on the 4-H National Headquarters website at <http://www.national4-hheadquarters.gov/>.

Collegiate 4-H:

Collegiate 4-H clubs are student organizations based on university campuses nationwide. These clubs provide opportunities for members to develop leadership skills, engage in meaningful group projects, enjoy social activities with their peers, have a sense of identity and community on campus, provide service and support to local and state communities and 4-H programs, and for many, facilitate 4-H members' transition to 4-H volunteers or extension professionals. For more information, visit <http://www.collegiate4h.org/>.

Families, Independent Members, and Others:

For many youth, their exposure to 4-H experiences and learning materials comes through activities conducted either within their family or as independent members. While 4-H encourages participation in club settings to promote friendships and interaction with other youth and adults, for some youth, this is not always possible. Families and independent members are welcome to participate as part of the 4-H experience, however, the IRS and National 4-H Policies prohibit 4-H families or independent members from inclusion under the 4-H General Exemption Number as a tax-exempt entity, and from raising funds for their specific family group or members.

The 4-H Club Name and Emblem are held in trust by the Secretary of the United States Department of Agriculture for the educational and character-building purposes of the 4-H program and can be used only as authorized by the statute and according to the authorization of the Secretary or 4-H National Headquarters. Within each state, the State 4-H Program Office and Cooperative Extension Service has the designated authority for state and local 4-H youth development programs. Each State 4-H Program Office determines appropriate policies and practices in accordance with federal regulations, state and local policies, and university regulations. Please consult your State 4-H Program Office for more specific requirements or information related to 4-H youth development programming within your state or local area.

Revised September 2008



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LESSON 6

4-H Life Skills

- Competencies that help people function well in their environments
- Help youth successfully transition into adulthood
- Learned in sequential steps related to their age and developmental stage
- Acquired through "learn-by-doing" activities


Targeting Life Skills Model




Source: Pat Hendricks, Iowa State Extension


Examples of life skills developed through 4-H

<input type="checkbox"/> Head	<input type="checkbox"/> Hands
<ul style="list-style-type: none"> ■ Decision making ■ Wise use of resources 	<ul style="list-style-type: none"> ■ Leadership ■ Responsible citizenship
<input type="checkbox"/> Heart	<input type="checkbox"/> Health
<ul style="list-style-type: none"> ■ Communication ■ Accepting differences 	<ul style="list-style-type: none"> ■ Healthy lifestyle choices ■ Self-responsibility


Experiential Learning Model 



Miller, J. D., & Jones, J. D. (1992). Experiential Learning: A Guide to Improving and Assessing. © 1992, Center for Experiential Education, Inc. Reprinted with permission of Center for Experiential Education, Inc.

Step 1 -- Experience 

- A planned experience designed to learn a specific skill.

Step 2 -- Share 

- Begins with asking questions designed to get individuals to share reactions and observations and to discuss feelings.

Share Questions used for Balloon Shuttle Activity



- How did you feel when you were building your balloon shuttle?
- How did it feel when you were testing it?
- What did you think would happen when you launched your shuttle?
- What did you expect to happen when you added the baskets and weights?

Step 3 -- Process



- Identify how the experience was actually carried out. How were specific issues or problems addressed?

Process Questions used for Balloon Shuttle Activity



- How did you make your shuttle?
- How did your group decide who would do what parts of the task?
- What challenges did you have in making your shuttle?
- What effect did the size of your balloon have on the distance and speed of your shuttle?

Step 4 -- Generalize



- Begin to generalize from the experience. The learner applies what was learned to what he/she already knows.

Generalize Questions used for the Balloon Shuttle Activity

- What did you learn about building and launching a shuttle that could be applied to something else?
- What did you learn about involving everyone in your group in the task?



Step 5 -- Apply



- Addresses the "now what?" application of the experience and explores how the information learned can be applied to other situations.

Apply Questions used for the Balloon Shuttle Activity

- How would you teach youth to make a balloon shuttle?
- What would you do differently when you teach this?
- What did you learn from this experience that would help you teach other concepts to a group?



Debriefing the Activity



- Ask processing questions about the members' experiences
- Move the activity to a learning experience and allow members to integrate their learning

Experiential Learning Model



Miller, J.P., & Jones, L.L. (1990). *Instructional Guide to Experiences and Concepts*. © 1990 by Miller & Jones, Inc. Reprinted with permission of John Wiley & Sons, Inc.

Tips for Successful use of the Experiential Learning Model




- Plan activities that relate to the learning goals or life skills.
- Plan for time to reflect on the experience.
- Ask the right questions. Prepare ahead of time as you are thinking through the learning activity.
- Listen carefully to the youth.
- Support each young person's unique learning style.

Tips (cont'd)



- Be aware of the Experiential Learning Model Step in which the group is working and be prepared to move the group to the next step when they are ready.
- Questions discussed in the processing and application steps provide feedback. Evaluation information also can be gathered by observing the group applying what was learned to another situation.

LESSON 7

Learning Styles 

- Print learners
- Auditory learners
- Tactile learners
- Visual learners
- Kinesthetic learners
- Interactive learners
- Independent learners
- Observational learners

LESSON 7

4-H CURRICULUM SCAVENGER HUNT WORKSHEET

4-H CURRICULUM SCAVENGER HUNT

This Scavenger Hunt is meant to familiarize you with 4-H Curriculum. Work in small groups to answer the questions. If there are questions you are unsure of mark them with an asterisk so they can be discussed with the total group. Not every question is applicable to each set of curriculum.

Name of Curriculum:

Project Area:

INFORMATION NEEDED	INFORMATION FOUND	
A. The Materials <ul style="list-style-type: none"> • How many pieces are there in this set of curriculum? • Where can the materials be purchased? 		
B. Design and Development <ul style="list-style-type: none"> • How do you know this is a quality piece with reliable information? • Who developed these activity guides? • What age are these materials best suited for? • Who is the primary audience for each piece in this set of materials? • Which life skill(s) is emphasized in the activity guides for this project? 		
C. Helper's/Leader's Role <ul style="list-style-type: none"> • Is there a Helper's/Leader's Guide? • What is the role of the helper? • Are the answers to the activities easy to find? 		
D. Incentives for Using <ul style="list-style-type: none"> • Why would youth want to use these materials? • What recognition is available to encourage completion of the project? 		
E. Youth Activities - 4-H Curriculum is based on the Experiential Learning Model (ELM).	Yes	No
<ul style="list-style-type: none"> • Is the ELM easy to find? • Is there an explanation of the 5 steps of the ELM in this curriculum? • Are there explanations of each step easy to understand? • Are there questions included in each step to ask participants? • Is it important for the youth to respond to each question? • Does the curriculum have a resource page including Web sites? • Does it have a glossary of terms? 		

LESSON 7

LESSON PLANNING GUIDE HANDOUT

Lesson Plan Using the Experiential Learning Model

Experience or Activity:

Life Skill Targeted:

Project Skill Targeted:

Materials Needed:

Directions:

Share Questions:


Process Questions:

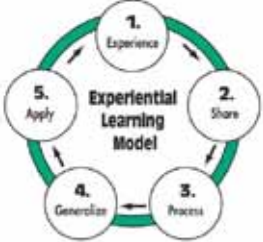
Generalize Questions:

Apply Questions:


Success Indicators:

LESSON 8

Experiential Learning Model 



Miller, J.H., & Stoney, J.D. (1993). *Handbook for Facilitators and Trainers*.
© 1993, Life Skills & Skills, Inc.
Reprinted and approved by 4-H, 1998 & 2000, Inc.

4-H Skillathons 

- Are participant centered
- Involve the steps of the Experiential Learning Model
- The learning is facilitated
- The process is facilitated
- Realistic tasks are expected
- Praise and recognition for learners is incorporated

LESSON 8

SKILLATHON GUIDELINES HANDOUT

Skillathon Guidelines

Set up the situation

- Give a broad overview of what will happen.
- Provide further instruction in small segments as the group progresses.
- Always keep the learning goals and objectives in mind.

Facilitate the process

- Maintain a supportive atmosphere.
- Give everyone something to do at all times.
- Become involved whenever possible.
- Monitor time.
- Let the group members assist with the process.
- Write directions for the group on a flip chart or Power Point slide.
- Be sure all groups stay on task.

Facilitate learning

- Turn whatever happens into a learning experience.
- Avoid discussions that lead the group too far off target.
- At each station, make the steps clear and complete.

Because of the learn-by-doing nature of 4-H projects, any single project or a combination of projects could be used to put together a successful skillathon. Normally, 6 to 10 stations make up a skillathon. However, fewer or more stations could be used depending upon the purpose and size of the group. When using combinations of projects, choose projects that have some relation to each other.

Things to Avoid

Over Instructing

- Giving too much detail.
- Excessive telling (versus listening or sharing).
- Pressuring people to participate.

Negotiating the Design

- Arguing over interpretations of what happened.
- Changing what will happen to meet the needs of one or a few of the group members.

Playing Psychological Games

- Ridiculing individuals.
- Deceiving people.
- Interpreting an individual's behavior.

Overloading

- Generating more data than can be discussed thoroughly.
- Repeating an activity until it works.
- Overanalyzing data.

Ending Without Closure

- Leaving with unresolved tasks.
- Leaving applications to chance.

LESSON 8 SKILLATHON GUIDELINES HANDOUT (CONTINUED)

Adapted from:

Pfeiffer, J.W. and Jones, J.E. The 1980 and 1986 Annual Handbooks for Group Facilitators, University Associates, Inc.

Experiential Learning in 4-H Project Experiences, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota.

Training Trainers to Teach, Cooperative Extension 4-H System.

Miller, M. State 4-H Youth Specialist, University of Missouri, Columbia, Missouri
University of Illinois.

LESSON 8

SKILLATHON STATION EXAMPLES HANDOUT

Skillathon Station Examples

1. Computer Science – Identifying computer parts.

Situation: You have been given a box of computer parts to improve your computer.

Task: Match the names with the parts.

Supplies: Computer parts, cards with name of parts.

Directions: Match the cards to the parts. Discuss and ask questions.

2. Theater Arts Adventures – Creating a puppet.

Situation: You have been asked to put on a puppet show for children.

Task: Make a puppet from supplies available.

Supplies: Scissors, glue, yarn, construction paper, paper bags, socks, felt.

Directions: Create a puppet to use in telling a story to children.

3. Photography – Composing a photograph.

Situation: You are asked to judge several photographs for competition.

Task: Place the photographs in order in terms of best composition.

Supplies: Four photographs and judging sheet.

Directions: Look at the photographs and place in order from best to worst composition. Give reasons for placement on judge's score sheet.

4. A Palette of Fun – Creating a sponge painting.

Situation: You need to make a picture for a class project. All you have are sponges, paints, and paper.

Task: Group sponges into shapes to design a picture.

Supplies: Sponges, paint, paper, paper towels, and water.

Directions: Dip sponges into paint, press onto paper to design your picture. Clean up sponges in water provided.

5. Mechanical Science – Repairing a bicycle chain.

Situation: The chain comes off your bicycle while you are riding.

Task: Replace the chain on your bicycle.

Supplies: Bicycle, chain and wrenches.

Directions: Demonstrate how you would put the chain back on.

6. Mechanical Science – Repairing an extension cord.

Situation: You pick up an extension cord and find the electrical wiring is loose.

Task: Rewire the extension cord, have it approved by the station assistant, and check to see if it works properly.

Supplies: An extension cord, knife and a screwdriver.

Directions: Let the members rewire the extension cord.

7. Mechanical Science – Measuring a board.

Situation: You are making a birdhouse. The plans call for a bottom board 8 inches square.

Task: Measure and mark an 8-inch square on the board making sure it is square on all sides.

Supplies: A 1-inch thick board, square and a pencil.

Directions: Mark an 8-inch square on the board and make sure that it is square on all sides.

8. Mechanical Science – Maintaining a spark plug.

Situation: The lawn mower is not running properly. You suspect that the spark plug may be fouled.

Task: Remove the plug, clean, space and replace it properly.

Supplies: Lawn mower, spark plug, spark plug wrench, feeler gauge and cloths to use for rags.

Directions: Unscrew the spark plug from the lawn mower; clean, space and replace it properly.

9. Food and Nutrition – Measuring dry ingredients.

Situation: The recipe calls for a cup of flour.

Task: Demonstrate how you would measure the flour.

Supplies: Flour, measuring cup, spoon or scoop, and knife.

Directions: Correctly fill a 1-cup measure with flour, sugar or another dry ingredient.

10. Food and Nutrition – Measuring liquid ingredients.

Situation: Amanda is making muffins for her grandmother. The recipe calls for 1/2 cup of water.

Task: Measure 1/2 cup of water correctly.

Supplies: Liquid measuring cup, water.

Directions: Correctly fill a liquid measuring cup to the 1/2-cup level.

11. Clothing and Textiles - Choosing fabric.

Situation: In front of you are several choices of different textures and weights of fabric.

Task: Choose three fabrics that would be appropriate in a quilt.

Supplies: At least six different types of fabrics.

Directions: Examine the cloth samples supplied and select the three that would be the best for a quilt top.

12. Arts and Crafts – Enlarging a design.


Situation: You received a birthday card that has a drawing on it you like very much. You want to enlarge the design and put it on a poster for your room.

Task: Select one of the designs and make an enlargement of it.


Supplies: Pencils, rulers, erasers, drawing paper and sample designs.

Directions: Select the design that you want to enlarge. Using a ruler, mark off squares over the design. Each square must be the same size. This makes a framework or grid. Make the same number of squares across the top and down the side of a sheet of paper the size you want your enlarged design to be. Draw into each square exactly what you see in your smaller squares.


LESSON 9

Criteria for 4-H Club Programming 

- A 4-H club:
 - enrolls at least 5 members from at least 3 families
 - conducts a minimum of 6 regular club meetings per year, supplemented by other activities
 - typically includes a time for a business and educational program and for social/recreational interaction during the meeting.

Criteria for 4-H Club Programming 

- A 4-H club
 - typically elects officers or youth leaders
 - meets in any location (community center, military base, schools, libraries, etc.)
 - adapts to and supports mobility of youth and parents, linking them to 4-H programs in other counties and states.
 - meets interests and needs of youth
 - is advised by screened/trained adult staff or volunteers

Criteria for 4-H Club Programming 

- A 4-H club:
 - includes opportunities to learn and apply skills such as leadership, citizenship, community service and public speaking
 - provides individual project experiences in science, citizenship, and healthy living
 - provides programs, curricula and procedures based in research, which are developmentally appropriate

Criteria for 4-H Club Programming



- A 4-H club:
 - provides members and volunteers access to resources of land-grant universities and to county, state and national 4-H opportunities
 - uses experiential learning as a primary teaching approach
 - fosters youth-adult partnerships that encourage active involvement and participation by youth and adults
 - provides safe and healthy physical and emotional environments

Typical Policies of 4-H Clubs



- A set number of members with completed enrollment papers.
- Club is organized with youth officers.
- One or more appointed and trained club volunteer leaders.
- An official club name is chosen.
- Club rules are established.

Typical Policies (cont'd)



- At least 6 regular meetings plus project meetings are scheduled.
- A written educational plan for the club program is on file at county 4-H Office.
- A copy of the club enrollment is kept on file with the county 4-H Office.

Enrollment Policies for 4-H Members



- Enrollment of members, volunteers and leaders is required each year and is done through the county 4-H Office.
- New members joining throughout the year must submit enrollment papers immediately to county 4-H Office.
- Other forms such as code of conduct may also be submitted each year.

Enrollment Policies for 4-H members (cont'd)



- Eligibility for competition and some project involvement are determined by birth date or grade in school.
- Contact your county 4-H Extension professional for specific policies.

Enrollment Policies for 4-H Volunteers



- Volunteers must also complete enrollment forms each year.
- Screening and training prior to serving as an official 4-H volunteer leader are usually required.
- Position descriptions are provided for volunteer leaders.

Fiscal Policies for 4-H Clubs



- 4-H clubs do not pay taxes on income generated by the club.
- Some states have membership dues to cover insurance or other specific costs.
- Liability and accident insurance varies in each state. Contact your county 4-H Extension professional for information about insurance coverage in your state.

Reporting Policies of 4-H Clubs



County 4-H programs report data through their states to 4-H National Headquarters at USDA, including.

- Demographic summary of members and volunteers
- Number of clubs in the county
- Information about the 4-H programs

LESSON 9

CHARTERS: THE KEY TO OFFICIAL RECOGNITION HANDOUT

4-H National Headquarters Fact Sheet



CHARTERS: THE KEY TO OFFICIAL RECOGNITION

4-H Charters, either in certificate or letter form, issued by the United States Department of Agriculture (USDA) and signed by the Secretary of Agriculture's designated representative are the only documents that officially recognize a 4-H Club and authorizes its use of the 4-H Name and Emblem for the conduct of 4-H Youth Development programs. The official 4-H Charter, issued by USDA, is obtained from the 4-H National Headquarters—USDA in two formats: certificate version (most widely used), and a letter version.

As formulated under Federal regulation Title 18 U.S.C. 707, "The Cooperative Extension Service, land-grant institutions, local 4-H Clubs and groups **recognized by the Secretary of Agriculture...** are authorized to use the 4-H Name and Emblem." 4-H Charters issued by USDA are the only documentation of that recognition. State and local charters that do not include a USDA signatory, are not considered official 4-H Charters.

State 4-H offices are expected to maintain documentation on the issuance of 4-H Charters to 4-H Clubs within their respective states. Charters should be issued when establishing a 4-H Club. For those 4-H Clubs that have been long established and verification of a valid Charter is not available, issuance of a new 4-H Charter is necessary.

Affiliated 4-H Organizations (such as Foundations, Councils, Camps, etc.) obtain their official recognition and authorization to use the 4-H Name and Emblem through a Memorandum of Understanding / Agreement between the organization and the Land Grant Institutions' State or Local 4-H Extension Office.

4-H Charters are agreements. It is an agreement by the club with 4-H National Headquarters-USDA on the proper use of the 4-H Name and Emblem. And it is an agreement by the club with the Land Grant Institutions' State or Local 4-H Extension Office to follow and abide by all state and local 4-H policies, procedures, and other requirements.

4-H Charters are agreements within the context of the overall 4-H Program. 4-H Charters do not qualify a 4-H Club as a legal entity according to state government and business policies and definitions. 4-H Charters do not allow a recognized 4-H Club to share their rights and privileges, like the use of the 4-H Name and Emblem, with any other person, group, or business. A 4-H Charter is required for any 4-H Club to use the 4-H Name and Emblem.

Examples of Frequently Asked Questions:

- Q. How can I obtain copies of the USDA 4-H Charter?
- A. State 4-H Offices may obtain copies of the USDA 4-H Charter, in the official formats, through the 4-H National Headquarters—USDA. Contact the Headquarters at 4HNE@nifa.usda.gov.
- Q. Is there an expiration date on the Charters?
- A. No. The USDA 4-H Charter, once issued, would be valid for as long as the 4-H entity receiving the 4-H Charter existed. If the 4-H entity disbanded, separated into multiple entities, or changed its name, a new charter would need to be issued. States may elect to use an expiration date on the USDA 4-H Charter prior to issuance, however, USDA does not mandate the use of an expiration date. Additionally, even with a change in the USDA designated representative, the USDA 4-H Charters remain valid until new ones are made available from the 4-H National Headquarters—USDA. However, 4-H Charters may be revoked at any time by the Land Grant Institutions' State or Local 4-H Extension Office for failure by the club to meet any aspect of the agreement.



4-H National Headquarters; 1400 Independence Avenue, S.W.; MS 2225; Washington, D.C. 20250
www.national4-hheadquarters.gov



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January 2011

LESSON 9

WHAT IS A 4-H CLUB? HANDOUT

What Is a 4-H Club?

A 4-H club is an organized group of youth who meet regularly for a long-term, progressive series of educational experiences. The 4-H club's purpose is to provide positive youth development opportunities to meet the needs of young people to experience belonging, mastery, independence, and generosity and gain in-depth knowledge and skills.

4-H club membership is open to all youth ages 8-18 without regard to race, color, creed, religion, national origin, sex, marital status, disability, public assistance, veteran or military status or sexual orientation. Some states offer age-appropriate programs designed especially for children in kindergarten through third grade. These programs require more adult supervision and cooperative learning than competition. Visit www.national4-hheadquarters.gov for K-3 program guidelines (or refer to Lesson 5).

All 4-H members must be enrolled in the 4-H club each year. Member enrollment must be kept on file in the local/county 4-H office. **It is critical that 4-H members and leaders identify themselves and their club programs with 4-H.**

4-H Club Criteria

Structure

A 4-H club:

- enrolls at least five members from at least three families.
- conducts a minimum of six regular club meetings throughout most or all of the year,
- supplemented by project meetings, camps, fairs, and other 4-H learning activities. A regular
- meeting typically includes a business meeting led by youth officers, an educational program,
- and time for social/recreational interaction.
- typically selects youth officers or youth leaders to provide leadership to the club.
- meets in any location—a community center, military base, school (either during school hours or
- after school), library, public housing site, place of worship, and/or many other places.
- adapts to and supports mobility of youth and parents, linking them to 4-H programs in other
- counties and states.
- meets the interests and needs of youth in same-age or cross-age groupings using single project
- or multiple project formats.
- is advised by adult staff or volunteers who have been screened and trained.

Educational and Youth Development Principles

A 4-H club:

- includes planned opportunities to learn and apply life skills such as leadership, citizenship,
- community service and public speaking.
- provides individual project experiences to develop in-depth knowledge about science,
- engineering and technology; citizenship; and healthy living.
- provides programs, curricula and procedures that are based in research and developmentally
- appropriate.
- provides members and volunteers access to resources of land-grant universities and to county,
- state and national 4-H opportunities.

What Is a 4-H Club? (Continued)

- uses experiential learning—learning by doing—as a primary teaching approach.
- fosters youth-adult partnerships that encourage active involvement and participation by youth and adults.
- provides safe and healthy physical and emotional environments.
- offers projects in a wide range of subject matter areas to meet youth needs and interests. (A **4-H project** is a planned sequence of age-appropriate, research-based learning opportunities. As a result of long-term, active engagement in the project, the youth gains knowledge and develops skills based on planned goals and identified outcomes. 4-H project work is guided by trained adults who help youth set goals and provide access to appropriate curricula and resources.)

Program Management and Implementation

A 4-H club:

- selects a club name.
- develops a set of rules approved by the members to govern the club.
- develops an annual educational plan.
- keeps records of their meetings and finances.
- complies with 4-H National Headquarters and state land-grant university policies.

Chartering

4-H clubs must be chartered through the United States Department of Agriculture to be authorized to use the 4-H Name and Emblem and eligible for tax exempt status. State 4-H offices should maintain documentation on the issuance of charters to 4-H clubs in their states.

Name and Emblem Usage

The 4-H Name and Emblem are officially protected by the United States government under Title 18 U.S. Code 707. Situations in which it may be used, the manner in which it may be displayed, and the specifications for its reproduction are all online at www.national4-hheadquarters.gov. 4-H clubs must meet these standards when using the 4-H Name and Emblem.

Fiscal Requirements

4-H clubs do not pay taxes on income generated by the club. If the club raises funds, it must have a federal Employer Identification Number (EIN) for the club and accounting systems in place for the funds. 4-H clubs must keep financial records of income and expenses. Some states require 4-H members pay membership dues, while other states do not. Some counties assess fees to cover costs of insurance or other specific items.

Risk Management

States are responsible for providing liability and accident insurance coverage to protect members and volunteers.

LESSON 10

Nine Steps for Establishing a 4-H Club



Step 1 -- Contact the county 4-H Extension professional

Step 2 -- Attend local 4-H volunteer/leader training

Step 3 -- Obtain county and state 4-H policies and guidelines

Nine steps (cont'd)



Step 4 -- Assess youth, parent and community needs and interests

Step 5 -- Recruit potential club members

Step 6 -- Conduct an organizational meeting

Nine steps (cont'd)



Step 7 -- Recruit project leader(s) and distribute curricula

Step 8 -- Complete and submit enrollment and other appropriate reports

Step 9 -- Assist with club rules or by-laws preparation

LESSON 10

NINE STEPS FOR ESTABLISHING A 4-H CLUB HANDOUT

Each state has its own policies and procedures for starting 4-H clubs. The process presented in Lesson 10 includes the basic steps common to most states. If you are starting a 4-H club within another organization, it is essential that you involve and work closely with the 4-H Extension professional in your county to follow proper procedures.

Steps for Establishing a 4-H Club

If you are a youth development professional organizing a 4-H club within your youth program, start with Step 1. If you are an Extension youth development professional, it is assumed that you know the county and state policies and should begin with Step 4.

Start here if you are representing a partnering organization

1. Contact the county 4-H Extension professional
2. Attend local 4-H volunteer/leader training
3. Obtain county and state 4-H policies and guidelines

Start here if you represent Extension

4. Assess youth, parent and community needs and interests
5. Recruit potential club members
6. Conduct an organizational meeting
7. Recruit project leaders and distribute curricula
8. Complete and submit enrollment and other appropriate reports
9. Assist with club rules or by-laws preparation

STEP 1: Contact the county 4-H Extension professional

- The 4-H Extension professional is your main source of help and the link to the county, state and national policies and guidelines. He or she is located in the 4-H/Cooperative Extension Office in your county or city. The 4-H Extension professional will help get your club started and support you in managing the club. You can expect help in solving problems that arise, advocating for the growth of the club and individual members, providing professional development training, and gathering the curricula and resources you need. Your 4-H Extension professional will also connect you with additional opportunities for youth and volunteers that are available through Extension. These opportunities might include:
 - volunteer/leader training opportunities
 - recognition opportunities for both volunteers and youth
 - county and state competitive and noncompetitive activities and programs, such as fairs and conferences
 - national events and experiences
 - information on scholarships or small grants for individuals or groups

STEP 2: Attend local 4-H volunteer/leader training

- By attending local 4-H volunteer/leader training you will learn about policies and procedures of the county program, as well as specific 4-H opportunities in that county and state. Participation in training also offers you the opportunity to network with other 4-H club leaders and the county 4-H staff and to receive and review training on principles of youth development, the experiential learning model and specific 4-H curricula.

STEP 3: Obtain county and state 4-H policies and guidelines

- The 4-H 101 manual provides national 4-H policy on name, emblem, chartering, etc. It is important that you work closely with the 4-H Extension professional to ensure that you are following the proper guidelines for your county. Obtaining these policies will inform you on issues related to enrollment, how to charter clubs, appropriate use of the 4-H name and emblem, if the county 4-H program charges member fees, how to obtain curricula, etc.

STEP 4: Assess youth, parent and community needs and interests

- As a youth development professional, you probably have a good sense of the needs and interests of youth currently living in your community. You may also be familiar with the kinds of activities parents want for their children and the other out-of school options available for youth. All of these factors will give you direction in determining the kind of club that will meet youths' and parents' needs. Before starting your 4-H club, meet with potential members to get their input into understanding the demographics of your community. Determine what days and times are best for meetings, what age groups are interested, and finally, consider what youth programming efforts are currently offered.

STEP 5: Recruit potential club members

- Based upon your assessment of the community, identify potential youth and their families and invite them to an “exploring possibilities” meeting for the entire family. Be very upbeat about 4-H in this invitation and remember that before you start “spreading the word,” you need to have a thorough understanding of what an exciting, appealing program you have to offer. Your enthusiasm is the key to any marketing efforts. Plan your presentation about 4-H based upon what you have learned about the demographics of your community. Talk a little bit about 4-H and then ask your audience lots of questions. What are youths' and families' interests and needs? How can you match their interests with the options available through 4-H? Plan your presentation to answer questions youth often ask. Some of these questions might include:
 - Why should I join 4-H?
 - Can my friends join too?
 - What will we do that is fun?
 - Can I stay in 4-H if I move?
 - Will I be able to help plan club activities?
 - What will I learn?
 - How much will it cost?

Young people join groups to have fun, do interesting things, meet other youth, and have new experiences. They even want to learn new skills. You will need to show that a 4-H club offers a way to do all these things. Remember that 4-H projects are all designed to be very adaptable. For example, if you find that youth want to do hiking and canoeing, that could be the primary focus of a community club – or it could be an important aspect of a photography project/group that documents the trip. Community resources can be incorporated into your 4-H program. If youth want to hike, team them with community members who have access to Global Positioning Systems for a great learning experience. A 4-H Citizenship Club might want to do a community clean-up project or work with another community group in an existing community service activity. The county 4-H program may have teen ambassadors who could partner with teens in your club who are new to 4-H.

At your exploratory meeting, you will also want to gather some information from those attending that will help you with the next step in forming a club. Record the interests of the group. This will help you identify the curriculum materials that support these interests so that you can have them ready to share with the club at their first meeting. Find out what days and times for meetings work best with this particular group. Determine if any of the adults attending the meeting would be interested in serving as leaders of the group. Find out the best means for contacting the youth and adults attending this meeting regarding future meetings. You will want to leave the meeting with a complete roster of names, street addresses, phone numbers and e-mail addresses. If sufficient interest is shown in starting a club at this meeting, you are ready to move on to step 6.

STEP 6: Conduct an organizational meeting

- Recruit an adult volunteer to serve as the club leader for your new club before holding the first meeting. With that leader, plan and schedule an organizational meeting for the club. Invite all the youth and parents who showed interest in joining the club at your exploratory meeting and encourage them to invite interested friends. A description of an effective 4-H meeting is included in Lesson 11. Use that information to prepare for this first meeting. In general, you will want to:
 - Prepare a welcoming space with plenty of room to do some interactive activities.
 - Greet youth and families as they arrive and introduce people to one another. Lead an introductory group-building activity to begin building trust.
 - Share the conducting of the meeting with the new club leader.
 - Help the group to determine whether they want a single-project or multi-project club. By using the interest survey you took at the exploratory meeting, you can be prepared to share project curricula with the group.
 - Work together to develop ground rules or by-laws for the club.
 - Decide whether the club will elect officers.
 - Do an activity from a project that was identified as one of interest. Youth need to leave the meeting having done something that makes them want to return.

STEP 7: Recruit project leader/leaders and distribute curricula

- 4-H project leaders can be recruited more easily if they are familiar with the project curricula and how easy it is to use. Because there are a wide variety of curricula available for your 4-H Club, there truly is something for everyone. 4-H 101 Training has highlighted some of these project options, but there are over 100 curricular options offered in age-appropriate formats. In addition, states often have project curricula that address topics specific to state needs. Youth will also find information on available curricula helpful in planning their 4-H experience. Most county offices maintain a resource library that is open to the public. These libraries usually have at least one copy of all of the project curricula that the county supports. If you are a county 4-H Extension professional, you will want to make sure that you have an up-to-date library at your county office. If you are partnering with 4-H, your 4-H Extension professional will work with you to provide a way for your members to browse through the 4-H curricula. You will also want to find out the cost of the materials. Some curricula are available free through your county office and others may have a nominal fee.

STEP 8: Complete and submit enrollment and other appropriate reports.

- Each club is responsible for completing any necessary paperwork and submitting it to the county office as required. Counties must provide an annual report to the state office of the number of youth involved in 4-H and how they are participating. States, in turn, must report to the 4-H National Headquarters at USDA. If you are forming a club within an organization outside Extension, the information your county Extension professional needs for the annual report will help justify the club in your organization as well. Work with your county 4-H Extension professional to determine what paperwork needs to be completed and the due dates. Data gathered is also used to generate county or state mailing lists for newsletters and distribution of other pertinent information via postal or electronic mailings to the membership and volunteers. Enrollment data verifies eligibility requirements for local, state and national competitions. Photo release and privacy statements explaining how the data will be used are also frequently included.

STEP 9: Assist with club rules or by-laws preparation

- It is important to make sure that all members of the club agree upon the way the club will operate. Putting this understanding into writing lessens the chance that conflicts will arise during the course of the year and assists in handling disagreements that do arise. 4-H clubs typically prepare rules or by-laws to serve as this written agreement. By-laws for 4-H Clubs reflect the standards and procedures that the 4-H club's members and leaders follow. They describe when and where the club meets, what (if any) officers the club elects, and what criteria are used for a member to remain in good standing. A copy of the club by-laws must be on file with the local 4-H office and is a pre-requisite for most club charters. If changes are made, a new copy must be sent to the local 4-H office.

If you are an Extension youth development professional, you need to find out the state and county guidelines for club rules or by-laws. If you are a youth development professional representing an organization outside Extension, your county 4-H Extension professional can help you develop this document. Language should be appropriate for the age of the members and rules should be short and written from a positive viewpoint. All members, parents and leaders should receive a copy of the by-laws, and on an annual basis everyone should review them to be certain of the expectations for club membership. The local 4-H Extension professional will review and approve the club by-laws and ensure that there are no restrictions to membership and that the attendance expectation requirements are reasonable and inclusive.

LESSON 10

EXAMPLE OF BY-LAWS HANDOUT



4-H Club/Group By-Laws

One of the requirements for a 4-H Club or Group to receive a 4-H Charter is that the club/group has a set of guidelines which establish the parameters for the club/group. These guidelines are usually in the form of by-laws.

The club or group members take responsibility, with guidance from a 4-H adult volunteer, for establishing the by-laws. The written guidelines for a club or group should not exceed two pages. It is important that by-laws be written in such a way that they do not eliminate any youth from participation or discriminate against any youth. The guidelines established should be simple, easy to understand, and approved by the city or county 4-H youth development Extension professional.

A sample outline for club/group by-laws is provided for use by clubs in your county/city program.

SAMPLE

By-Laws of _____ 4-H Club/Group

Name

The name of this organization shall be _____.

Purpose

The purpose of this 4-H club/group is to support the development of its members through club meetings, project work, demonstrations, fairs, and other activities.

Policies

- The club/group will meet regularly once a month to conduct business.
- Any major decision of the club must be voted upon by 2/3 of the membership

Membership

- Without regard to race, color, sex, disability, religion, age, national origin, ancestry, marital status, parental status, sexual orientation, or status as a veteran, any youth, age 8-18 as of January 1, of the current year may become a member of this club.
- Membership shall be renewed annually.

Officers, Elections, and Duties

- The elected officers of this club/group shall be president, vice-president, secretary, treasurer, and reporter
- Officers shall be elected annually in the month of December and shall begin term of office in January
- An officer shall have been a member in good standing of the club for three months prior to election
- Officers shall not succeed themselves.
- There shall be a nominating committee of three members: the president and two appointed members at least one month prior to election.
- The nominating committee shall submit at least one nominee for each office at the meeting in December.
- Nominations from the floor shall follow the report of the nominating committee.
- Only those members who are eligible and willing shall be accepted as nominees.
- The appointed officers shall be historian, recreation leader and song leader.
- These officers shall be appointed in January by the executive committee.

LESSON 10 EXAMPLE OF BY-LAWS HANDOUT (CONTINUED)

- An appointed officer shall have been a member in good standing for three months prior to appointment.
- Officers shall perform duties set forth in the 4-H Officer Handbook.
- The vice-president shall succeed to the presidency if such vacancy occurs.
- Other vacancies shall be filled by a vote of the members at the next regular meeting or appointed by the executive committee.

Meetings to begin promptly at _____ p.m. on the _____ of each month.

Executive Committee

- The executive committee shall consist of the officers and standing committee chairs (and leaders).
- The duties of the executive committee shall be to transact any absolutely necessary business between regular meetings and any other business referred to it by the club members.
- The executive committee shall meet between regular meetings as necessary.

Standing and Special Committees

- Standing committees shall be appointed by the president as necessary and shall serve to the end of the club year.
- Special committees shall be appointed by the president and shall serve only as long as needed.
- The vice-president shall be a member of all committees except the nominating committee.

Article IX: Amendments

The by-laws may be amended at any regular meeting by a 2/3 vote of the membership provided they do not conflict with the required articles.

This is just a sample of by-laws from one state. Some of these things may not be true in your state. Please check with your local 4-H office.

LESSON 11

Definition of High-context Youth Development



- Experiences in which young people and adults have close connections over a long period of time.

Step 1 Identify Specific Life Skills



Examples of life skills developed through 4-H club meetings:

- leadership
- communication
- decision making
- problem solving
- teamwork
- cooperation
- accepting differences


Step 2 Involve Youth and Leaders



- Club meetings should be planned and conducted by youth members.
- Youth-run meetings attract more young people to the club and keep everyone involved.

Step 3
Plan for Balance and Variety 

- Rule of thumb for 90-minute meeting:
 - Business meeting 15-20 minutes
 - Educational program 30-45 minutes
 - Recreation, social 30-45 minutes

Guiding Principles:
The Essential Elements of 4-H 

Belonging A positive relationship with a caring adult An inclusive environment A safe environment	Mastery Engagement in learning Learn new skills
Independence Opportunity to see oneself as an active participant in the future Opportunity for self-determination	Generosity Opportunity to value and practice service for others

LESSON 11

4-H CLUB MEETING AGENDA WORKSHEET

Date _____

Business Meeting

Call to Order

Pledge to the Flags
American
4-H

Roll Call

Welcome and Introduce Guests

Reading and Approval of Minutes

Other Officer Reports

Announcements and Other Communication

Committee Reports

Project Reports

Unfinished (Old) Business

New Business

Adjournment of Business Meeting

Educational Program

Program / Demonstrations / Presentations

Social/Recreation/Program

Refreshments

LESSON 11

4-H CLUB MEETING CHECK LIST HANDOUT

Use this checklist to do a quick evaluation of your 4-H Club's meeting.

	Good	Average	Needs Improvement
1. The meeting was well planned.	_____	_____	_____
2. Each officer did his/her job well.	_____	_____	_____
a. The President used an agenda.	_____	_____	_____
b. The Vice-President organized the program.	_____	_____	_____
c. The Secretary had minutes prepared.	_____	_____	_____
d. Other officers had reports prepared.	_____	_____	_____
3. The business meeting moved along well.	_____	_____	_____
4. All members took part in discussion.	_____	_____	_____
5. The meeting place was set up for the meeting before members began to arrive.	_____	_____	_____
6. The meeting place was comfortable.	_____	_____	_____
7. A program of presentations and/or other activities was part of the meeting.	_____	_____	_____
8. The program or activity was interesting.	_____	_____	_____
9. Recreation was part of the meeting.	_____	_____	_____
10. The recreation was well led.	_____	_____	_____
11. Refreshments were served.	_____	_____	_____
12. Each member participated in the meeting.	_____	_____	_____

Adapted from materials developed by Colorado State University Cooperative Extension, Southeast Area.

LESSON 11

4-H MEETING GUIDE HANDOUT

Pre-Meeting Activity:

Have something for the early arrivals to do.

Opening Activity:

The purpose of this activity is group building. The pre-meeting activity can lead right into the opening activity or one activity can sometimes serve both purposes. This activity is especially important with new groups, but also serves a purpose for a long-standing 4-H Club.

Business Meeting:

The organizational leader (or leader in charge of the business meeting) should meet or speak with the president before the meeting so that the president has an agenda prepared. Give the president as much information as you can so he/she can run the meeting. Use the 4-H Club Agenda sheet for help in making out an agenda. The agenda should include:

Call to Order	Treasurer's Report
Pledges	Communications
Roll Call Other	Officer Reports
Communications	Unfinished (Old) Business
Introduction of guests	New Business
Minutes of the last meeting	

Educational Program or Activity:

The educational program at club meetings can be one of the most important parts of the 4-H meeting. This part of the meeting provides an opportunity for the members to join in a group learning experience. The learning experience may include demonstrations, guest speakers, movies, tours, learning games and hands-on activities, such as crafts and project-related activities. The program or activity should be fun, interesting and educational. Well planned programs and activities take into account the needs, ages and interests of young people and contribute greatly to the value of the meeting. Many Extension programs offer 4-H Club Officers Training workshops and/or materials at the beginning of the program year to help the members better understand their roles and responsibilities as officers.

Recreation:

Youth (and most adults) come to meetings to have fun and get something done. Include some recreation in every meeting. The recreation can take place anytime during the meeting. Ideas for recreation include games, group activities, dancing, fitness activities, stories, music, stunts and drama. Remember that young people get bored when sitting for more than a few minutes. Youth need to move their bodies and enjoy activities where they can "let off a little steam."

Refreshments:

Youth like to eat, so be sure to have refreshments. If the meeting is right after school, refreshments should be the first activity on the agenda. Limit high sugar sodas and snacks. Model good eating behaviors by serving fruits, veggies, whole-grain crackers and dip, cheese, juice, milk or water.

Delegation:

Most parts of the meeting can be delegated to teens, parents and other interested adults. The more people you can get involved contributing to and feeling a part of the club, the better the club will function and the more likely members will continue to participate.

LESSON 11

PARLIAMENTARY PROCEDURES HANDOUT

Why Do We Use Parliamentary Procedure?

We use parliamentary procedure in 4-H business meetings because it provides:

- an orderly way to conduct a meeting
- a fair way to make a group decision
- a method that respects everyone
- a means for everyone to have a chance to speak
- a method that allows majority rule while protecting the minority
- a way to learn a method of business that is common to many groups

Business Meeting Procedure:

- Conducted by the president or presiding officer
- Members must be recognized by the president before speaking
- Members must stand up to speak
- Only one person may speak at a time
- Only the subject under discussion may be addressed by the speakers
- Decisions are made through motions
- Motions require a second
- Motions will be discussed until all members have had a chance to speak
- Decisions will be made by voting using voice vote, show of hands or secret ballot

Motions:

Main Motion

To start a discussion about some proposed action, a main motion is used. It is the type of motion you will use most of the time in your 4-H club. There can be only one main motion at a time. It is made by saying, "I move that our club visit the Nursing Home on the day before Thanksgiving," for example, or "I move we donate \$50.00 to Special Olympics." Someone must second the motion by saying, "I second the motion," before it can be discussed. After it has been seconded, the presiding officer will say, "It has been moved and seconded that (state the motion again). Is there any discussion?" At the conclusion of the discussion, the group will vote on the motion.

Other Types of Motions:

There are over 30 different types of motions. The main motion and the following two motions are the basic ones you need to know for a 4-H club.

Motion to Amend

To amend means to change. The motion to amend is made if you want to change the main motion. You can change the main motion by adding something to it, changing some words or taking something out of the motion. For example, "I move to amend the motion by [adding] [changing][deleting]" what you want changed. The motion to amend requires a second. Discuss the amendment only. Vote on the amendment only. If the amendment passes then the main motion is changed. If it does not, then the main motion is not changed. Then discuss the main motion, as amended if the amendment passed. Vote on the main motion.

Motion to Adjourn

To end the meeting, a motion to adjourn is needed. It is worded, "I move to adjourn this meeting." A motion to adjourn needs a second but does not have a discussion. It must be voted on as soon as it is made.

Adapted from materials developed by Colorado State University Cooperative Extension, Southeast Area.

LESSON 11

PRESIDENT'S GUIDE TO CONDUCTING BUSINESS MEETINGS HANDOUT

Use these phrases to conduct a 4-H Business Meeting.

Call to Order.....	“The meeting will come to order.”
Pledge to the Flags	“Joe and Sally will lead the pledges.”
Roll Call	“The Secretary will please call the roll.”
Reading of the Minutes	“The Secretary will read the minutes of the last meeting.”
Approval of the Minutes	“Are there any additions or corrections to the minutes?” If not, “The minutes stand approved as read.” OR “Is there a motion to approve the minutes?” If there are corrections, state, “The minutes stand approved as revised.” OR “Is there a motion to approve the minutes as revised?”
Treasurer's Report	“The Treasurer will present the treasurer's report.” Does not need a motion to approve.
Committee Reports.....	“The _____ Committee will report.”
Unfinished (Old) Business.....	Present any unfinished (old) business you know about. (You have this information from the secretary's minutes from the last meeting.) Then ask, “Is there any more unfinished (old) business?”
New Business	Present any new business you know about. Then ask, “Is there any more new business?”
Adjournment	“Do I have a motion to adjourn the meeting?” Take a vote and declare the meeting adjourned if the motion is passed.
Voting	Repeat the motion and call for a vote. “It has been moved and seconded to...” “All those in favor say aye.” “Those opposed, nay.” State the motion again and add, “The motion passed.” or “The motion carried.” Or “The motion is defeated;” or “the motion did not pass.”

Adapted from materials developed by Colorado State University Extension, Southeast Area.

LESSON 11

SECRETARY'S GUIDE FOR RECORDING MINUTES HANDOUT

The secretary records and keeps information about attendance and about the business conducted by the club. These minutes are the official record of the club. They become official when they are "approved" at the next meeting.

It is important to take complete and accurate minutes at each club meeting. During the meeting, the secretary should make a note about everything that happens. It is not a good plan to trust memory for accurate records, as it is easy to forget details. The minutes written from these notes will provide the record of what happened at each meeting so that when people forget, or remember things differently, there is a clear and accurate record for reference.

Here is a sample outline for the minutes:

Business Meeting

Call to order:

Who called the meeting to order? When was the meeting held and where was it held?

Attendance:

How many members and guests were present?

Pledges:

Who led the pledges?

Minutes from the last meeting:

Were the minutes read? What action was taken (were they approved or changed and then approved)? Was there a motion to approve? If so, who made it and who seconded it? Did it pass?

Treasurer's report:

How much money does the club have? (You may want to ask the treasurer to have this information in written form for you rather than trying to copy it all down as it is read.)

Announcements:

Record a brief summary of any announcements.

Committee reports:

Did any committees report? If so, what did they say? (Briefly record the major points)

Unfinished (Old) business:

What was the unfinished (old) business? What motions were made? Who made and seconded the motions and were they passed? Include all motions.

New business:

What was the new business? What motions were made? Who made and seconded the motions and were they passed?

Adjournment:

Who moved and who seconded the motion to adjourn? Note that the motion passed and record the time the meeting was adjourned by the president.

Educational Program

Program or activity:

What was the program and who led it? These notes can be brief.

Social/recreational program

Recreation:

What was the recreation activity and who led it? Can be brief notes.

Refreshments:

Who provided the refreshments?

Adapted from materials developed by Colorado State University Extension, Southeast Area.

LESSON 11

WHAT HAT ARE YOU WEARING HANDOUT

Before beginning this activity, demonstrate how to make a hat.

Directions:

1. Have participants work in pairs.
2. Give each participant two sheets of newspaper or flip chart paper.
3. Hold the two sheets of paper together at the center.
4. Turn one sheet a quarter turn so that all eight corners of the paper are visible.
5. Place the paper on top of your partner's head and press the down to form a snugly fitting crown.
6. Wrap clear tape around the papers at the forehead and back of the head.
7. Roll the points of the paper to the base of the tape to form a "Derby" shape. Add additional tape as needed.

LESSON 11

CLUB SKIT HANDOUT

President taps gavel:

The meeting of the _____ 4-H Club is called to order. Please stand for the pledges.

Pledge of Allegiance

4-H Pledge

I pledge my head to clearer thinking

My heart to greater loyalty

My hands to larger service

My health to better living

For my club, my community, my country and my world.

President:

Now the secretary will call the roll.

Secretary:

Today we will call the roll by telling our favorite food.

Member 1

Member 2

Member 3

Member 4

Member 5

Member 6

Member 7

Leader

President:

Thank you.

President:

Now the secretary will read the minutes of our last meeting, which was held on _____ (date).

Secretary:

The meeting of the _____ 4-H Club was called to order at 3:30 p.m. by President _____ .

Pledges were said. Roll was taken. 8 members were present. Unfinished business: _____ said

the gardening project group made container gardens for the _____ . _____

reported that the computer project members took a printer apart and put it back together again.

_____ reported that two 4-H photography members took photos of the container garden

presentations to send to the newspaper. There was no other unfinished business.

_____ reported that the 4-H photography project group was going to take pictures of

displays at the Botanical Garden on _____ (date). _____ said the fine arts

project was going to a museum on _____. There was no other new business. _____

moved to adjourn the meeting. _____ seconded the motion. Meeting adjourned at 3:52 p.m.

_____ gave a demonstration on How Rockets Fly.

President:

Are there any corrections to the minutes? If not, they stand approved as read. (*Taps gavel.*)

President:

We will now have reports from the project committees.

Citizenship

Fine Arts

Foods and Nutrition

Technology

President:

Thank you. Is there any unfinished (old) business?

Leader:

I'd like to thank all the 4-H'ers and adults who helped to make and present the container gardens to _____. Also thanks to _____ for taking photos. We have a display of the photos and other 4-H members' work on the back wall.

President:

Is there any other unfinished (old) business?

President:

Is there any new business?

Member:

The rocket project group has planned a trip to the Planetarium on _____(date).

Member:

Some of us want to plan a community service project for the Jones Street Shelter. Anyone who would like to work on this project, please meet tomorrow at 4:30.

President:

Is there any other new business?

President:

If there is no other business, is there a motion to be adjourned?

Member:

I move that the meeting be adjourned.

Member:

I second the motion.

President:

All in favor of the motion say "aye." All opposed say "no." The motion is passed. The meeting is adjourned. Taps gavel.

Educational Program

President:

Now it is time for our program. _____ will present a demonstration from the Arts and Crafts project called, "What Hat are You Wearing?"

Group members present, "What Hat are You Wearing?"

President:

Thank you. This was a fun activity. Please hang on to your hats because we will be using them in another activity on another day.

Social/Recreational Program

(We will not be enacting this portion, but do point out that the president would lead it in the following manner.)

President:

Our recreation committee will lead us in our games. _____ will be in charge today.

President:

Thank you. Our snacks are provided today by _____. Thank you for preparing these delicious and healthy goodies for us.

Closure

President:

I want to thank everyone who has helped to make our meeting run smoothly. Our next meeting will be held _____ (date).

LESSON 11

USING CUE CARDS TO TEACH PARLIAMENTARY PROCEDURES GAME HANDOUT

Using Cue Cards to Teach Parliamentary Procedure Game



Supplies:

1. Note cards with one “motion” listed on each.
2. A container to draw the “motions” out of.
3. One “I move that...” cue card (can be a regular piece of paper with the words “I move that...” in large letters.
4. One “I second the motion.” cue card.
5. One “It has been moved and seconded that...” cue card.
6. One “Is there any discussion?” cue card.
7. One “Is there any more discussion? Then we will vote.” cue card.
8. One “All those in favor of.../All those opposed...” cue card.
9. One “The motion passes and we will... OR The motion fails and we will not...” cue card.

Lesson

Explain that Parliamentary Procedure is one way to run a meeting. The guidelines for using Parliamentary Procedure are Robert’s Rules of Order. The rules can be quite complicated, and 4-H Clubs are encouraged to use only the simplest form of Parliamentary Procedure when conducting club business. It is important that 4-H members learn the proper way to make and dispose of a main motion. For example, if the club was trying to decide on a fun activity for the members, and someone thought it would be fun to go to the amusement park, they would make a motion to do just that. Making a motion just means, “I suggest we do this.”

The proper way to make a motion is to start with “I move that...”, so in this example the member would say, “I move that the club go to the amusement park.” When the motion has been made, it must receive a second from another member before the club can act further on the motion. The proper way to second a motion is to say, “I second the motion.” The “second” just means, “I like that idea, too.”

The President then repeats the motion and asks for discussion. “It has been moved and seconded that we go to the amusement park. Is there any discussion?” This means it is time for other people to share their opinions about the motion. Members should raise their hands, wait for the President to call on them, then say what is on their minds. When it looks like there is no more discussion, the President asks, “Is there any more discussion?” If no one raises their hand, the President says, “Since there is no more discussion, we will vote.”

The President should then repeat the motion and ask for the vote. We usually ask for those who like the idea, that is “those in favor” to vote first. Then we ask for those who don’t agree with the motion to vote. The President should say, “All those in favor of going to the amusement park, please stand up.” After the number has been counted, and everyone has sat down again, the President says, “All those opposed to going to the amusement park, please stand up.” After the vote the President announces the result and what it means for the club. “The motion carries and we will go to the amusement park,” or “The motion fails and we will not go to the amusement park.”

Now lets play a game to give each of you a chance to practice. We will use cue cards so no one has to worry about getting it wrong.

Developed by Dave Hileman, 4-H Youth Specialist, Missouri Cooperative Extension.

Game Procedure

Divide into teams of three people each. Explain that each team of three will have a chance to earn three points. The team will determine which member will be the “motion maker”, which will be the “President”, and which will be the “second”. The group will have a chance to correctly make a motion, second the motion, and have the “President” state the motion. Each part is worth one point, for a total of three points each round. If you have a smaller number, the game can go three rounds. The team members must change roles for each round.

The first team will send their “motion maker” to draw a motion card from the container. The member must then read what it says on the card, and then put it in a motion using the “I move that...” format. If done correctly the team earns one point. The “second” then must second the motion properly, and again earns one point for the team if done correctly. Finally, the President must state the motion (repeat what has been moved and seconded) properly, and must ask for discussion to earn the third point for the team.

Each team takes one turn until all have participated. For smaller groups you can repeat until all have had the chance to participate in each role. If going more than one round, the cue cards can be used for all rounds, or for a variation, use the cue cards for the first round only.

Ideas for motion cards:

You want the club to have a car wash.

You want the club to have a roller skating party on June 13.

You want the club to pick up trash on Washington Avenue.

You want the club to change its name to the Fans of Elvis 4-H Club.

You would like the club to change its meeting night to the third Tuesday.

You want the club to sell candy bars to raise money for Kids Helping Kids.

You want the club to help rake leaves for the elderly.

You want the club to have a float in the Memorial Day parade.

You want the club to buy a new 4-H flag.

You want the club to pay \$20 of the camp fee for any member going to 4-H camp.

You want the club to name Sponge Bob Square Pants as the official club cartoon.

You want the club to have only healthy foods for refreshments.

Make it Last

Save the cue cards and use them at the appropriate time during all club meetings. The Vice-President, a member, or an adult can hold the “I move that...” and “I second the motion” cards. An adult leader or knowledgeable member who sits facing the President can hold the other cards. By using the cards in meeting situations, the President and members will have the help they need to practice what they learned, and new members joining the club will easily pick up on the proper language.

I move that...

Is there any more discussion?

President 3

I second the motion.

Then we will vote.

President 4

Member 2

It has been moved and seconded that:

All those in favor of...

President 5

President 1

All those opposed...

President 6

Is there any discussion?

The motion passes and we will...


_____ Or _____

The motion fails and we will not...


President 2

President 7


LESSON 12

Characteristics of a Yearly Plan 

- Clearly states the agreed upon club goals.
- Informs everyone on what to expect as members.
- Outlines each person's responsibilities.
- Gives everyone time to prepare for meetings and events.

A Yearly Plan (cont'd) 

- Promotes a balanced experience with a variety of activities.
- Helps the group measure how successful they were in reaching their goals.

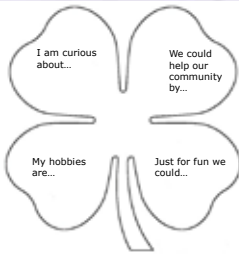
Constructing a Yearly Plan 

1. Determine interests, needs and desires of all club members.
2. Next, put those suggestions into a plan.

Ideas for Gathering Information

- ❑ Idea box
- ❑ Wall parking lot or sticky board
- ❑ Web-based survey
- ❑ Roll call survey

Clover Survey



4-H is for you! The activities that your club plans for the year should be the things the members of your club want to do. By completing the sentences in each leaf of the clover, you will help your club plan the coming year's activities.

Setting Goals for Your 4-H Club

- ❑ Good goals:
 - Reflect interests of the club.
 - Target life skills.
 - Are stated clearly.
 - Are realistic, achievable and measurable.
 - Fit within the developmental capabilities of members.
 - Promote cooperation, learning and skill development.
 - Provide individual and group achievement incentives.

Examples of 4-H Club Goals


- 25% of club members will exhibit computer projects in the county fair.
- Our club will participate in two community service projects during the coming year.
- Our club will recruit at least three new members during the coming year.

Club Goals (cont'd)

- Our club will offer healthy snack options at every meeting during the coming year.
- Our club will attend one city council meeting during the coming year.

A Typical 4-H Program Plan

- Includes:
 - Meetings on a fixed day every month.
 - Educational trips or presentations by special guests.
 - Recreational activities.
 - Special events such as holiday parties.
 - Community service projects.
 - Project work.

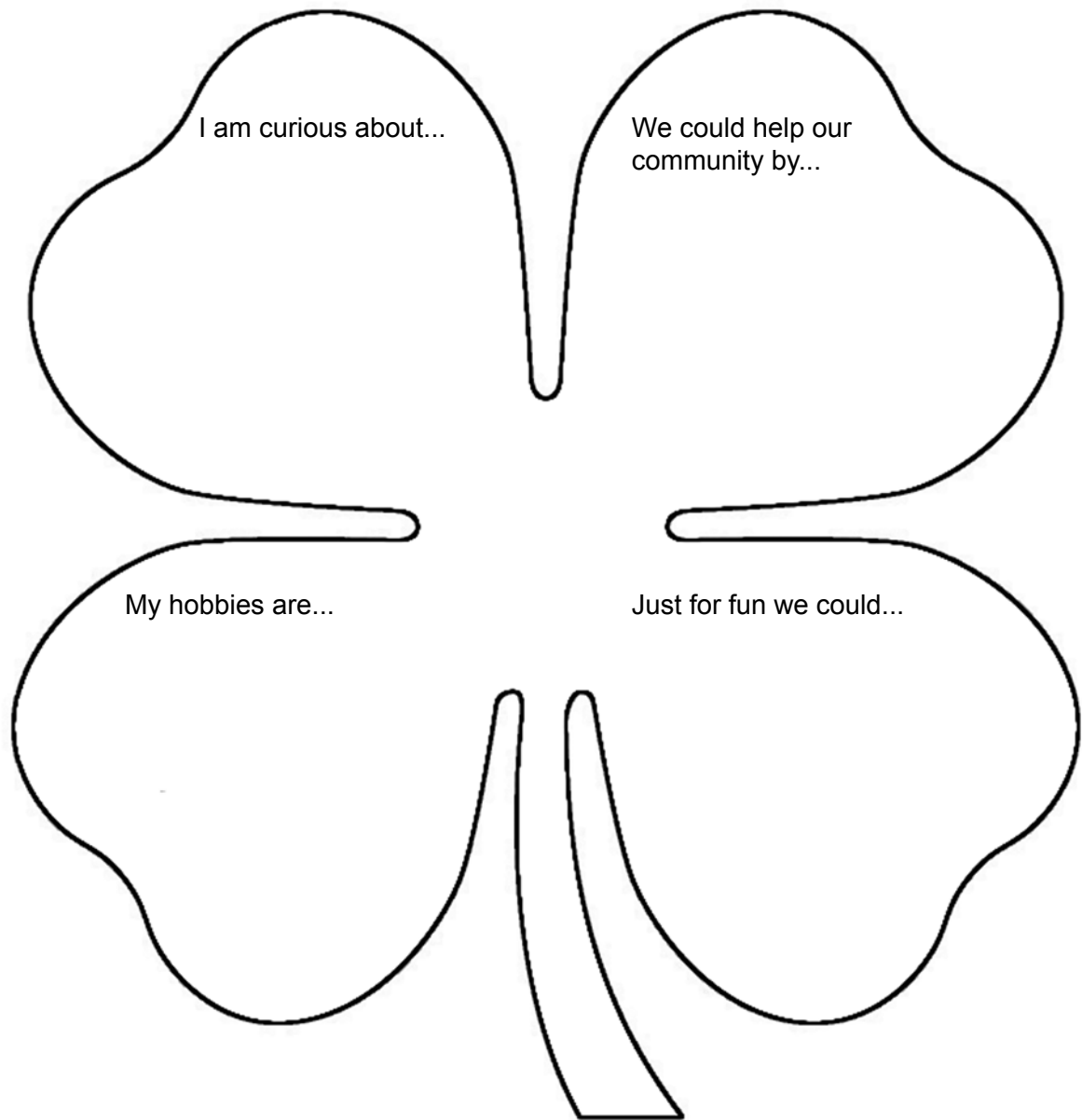


A Typical 4-H Program Plan (cont'd)

- Includes:
 - Opportunities for member presentations.
 - One club recognition activity.
 - One 4-H promotional activity.
 - One meeting to plan the program for the following year.

LESSON 12

CLOVER SURVEY HANDOUT



4-H is for you! The activities that your club plans for the year should be the things the members of your club want to do. By completing the sentences in each leaf of the clover you will help your club plan the coming year's activities.

LESSON 13

Marketing to Youth



Youth today get information from the digital world. When marketing to young people, especially teens, remember:

- Youth pay more attention to digital marketing than traditional forms of marketing.
- Use technology that youth use such as Podcasts, Facebook, YouTube, and Twitter.
- Advertisements can be produced at minimal cost and posted to YouTube, while Podcasts can be made available on Web sites.
- Sites such as Facebook can be used to create virtual groups and clubs for dissemination of information.

All of these marketing techniques can be developed and managed by teen technology clubs.

Guide to Creating Your 4-H Marketing Plan




1. What experiences can 4-H provide to your age group that they would see as a benefit?
2. What are some special events and activities that 4-H is involved with that appeal to your audience?
3. What are some strategies you could use to let your audience know about 4-H and your club?


Your Club's Marketing Strategy



- List 3 things your club will do to attract members.
- How will this be accomplished?
- Who will be responsible?

Transitioning Youth to New 4-H Communities 

- 4-H Extension professionals can provide contact information for all state 4-H offices.
- 4-H Extension professionals can make phone calls to help the transitioning member.
- 4-H Extension professionals can provide other youth development professionals information to help transition youth to new communities.

Transitioning Youth to New 4-H Communities 

- 4-H club leaders can assist youth who are moving by helping get all of their 4-H records and paperwork in order.
- 4-H club leaders can assist new 4-H members by making sure members have all the information they need to be successful in their new club.

LESSON 13

IDEAS FOR MARKETING YOUR 4-H CLUB HANDOUT

- ▶ Form a publicity committee to expand community involvement in your club program. Recruit people from the community who work in communications or who do a great job of keeping the community informed. Young people should be involved in all phases of promoting and publicizing your 4-H club.
- ▶ Have special events that are high profile and lots of fun. Open them up to all kids, whether they are in 4-H or not.
- ▶ Use technology to help promote the 4-H program. Encourage 4-H members to create a Web site that highlights your 4-H club activities.
- ▶ Ask the newspaper to do a special feature on 4-H with lots of action pictures of your 4-H members. Find success stories about local 4-H members, volunteer leaders, and 4-H alumni.
- ▶ Your local Extension office has promotional 4-H materials. Display them at various locations during the year. See if the local cable company will run a 4-H video on a regular basis. Provide local radio and television stations, including the cable channel, with public service announcements about 4-H and news releases about special events.
- ▶ Have 4-H members recognized as a group during special events or before adult service clubs. Long time 4-H members (and adults who were in 4-H) could give testimonials on the positive influence of 4-H in their lives. Create a proclamation declaring a 4-H Appreciation Week during National 4-H Week, which is held every October. Contact your local 4-H Office for promotional materials about National 4-H Week.
- ▶ Put up bulletin boards about 4-H in places where young people gather in the community such as fast food shops, shopping areas, libraries, community centers, parks, video stores, theaters, etc. Have a 4-H club enrollment drive. Set up a booth with information about 4-H at schools in your community.
- ▶ Ask a volunteer to write an article about 4-H community service events and promote them through various newspapers/newsletters.
- ▶ Announce special events with banners around the community. Have 4-H volunteers and 4-H members address civic club meetings.
- ▶ Carry out a community project, such as reading to youngsters during story time at the library or a school, cleaning up a street or highway, recycling cans or newspapers, participating in a food drive, helping with a blood drive, or presenting an entertaining program in a nursing home. Make sure that good photos are taken, and work with local media to “toot your horn.”
- ▶ Have youth write 4-H announcements to be read during morning announcement time or during an assembly program at school.
- ▶ Encourage youth and volunteers to visit their state legislators to talk about 4-H in their community. Set aside a special day each year when 4-H teens and adult volunteers from across your state visit the state capitol to make appointments with their state lawmakers.
- ▶ Plant a tree or wildflower garden to honor 4-H in your community.
- ▶ Have 4-H members, 4-H staff, or community volunteers promote 4-H on radio morning shows, television talk shows, and local news broadcasts. Ask the cable company to do a video message board (crawl) promoting 4-H.

▶ Arrange for the public address announcer at sports games to read a public service announcement promoting 4-H membership.

▶ Work concessions at sports events to raise funds for local programs. Wear your 4-H t-shirts while working. Create and wear buttons that say “Ask Me About 4-H” during National 4-H Week in October.

Adapted from: Publicizing National 4-H Week and Other Special Events, Donna Reynolds, Extension Communications Editor, News and Public Affairs, and Chuck Hill, 4-H Program Specialist, Alabama Cooperative Extension.

LESSON 13

HELPING YOUTH TRANSITION TO NEW COMMUNITIES WHEN FAMILIES MOVE HANDOUT

Marketing includes keeping existing members involved and active. Continued participation becomes more difficult to support, however, when youth move to a new community. A strategy to retain members through this transition is an important factor in a youth development program. Today's families are much more mobile than families were when 4-H first began. Many youth will experience a move to a new community several times during their childhood and teen years. The advantage of belonging to 4-H, an organization that provides programs to youth in every county in the United States and its territories and to youth on military installations throughout the world, is that a move to a new community should not result in losing club or group membership.

While long-time involvement with the same group of people is a positive factor for healthy development, youth can experience some of the benefits of longevity through participation in clubs that are similar in structure and goals. State 4-H programs may vary, but the basic concepts and formats of 4-H clubs are familiar to new members with past 4-H experience. Therefore, 4-H can provide some continuity in out-of-school opportunities for youth who are new to a community.

If you are an Extension 4-H youth development professional, you will need to facilitate connection to 4-H Extension professionals in the new county. You will be expected to provide information to help 4-H youth who are moving to connect with new 4-H programs. You should have a listing of phone numbers, e-mails and websites for all of the state 4-H offices in the U.S. Your state 4-H office can give you this list as well. Work with the youth and his/her parents to search the state and county 4-H Web sites in their new community. By contacting the state 4-H office in the state to which a youth is moving, you can obtain contact information for your 4-H member who is relocating. You can also e-mail or call the 4-H Extension professional in the new county to alert them to the arrival of a transitioning 4-H member.

If you are a youth development professional from a partnering organization, your county 4-H Extension professional can provide you with the information you need to help youth transition to another 4-H program. If you are a military partner, your state 4-H military liaison will also have this information. The link to the Operation: Military Kids Web site with state contact information included is: www.operationmilitarykids.org.

In addition, you will want to be sure that the adult leaders in your program are aware of the transition connections available to 4-H members. Ask leaders to refer transitioning youth to you so you can help them make connections. 4-H club leaders can assist youth who are moving away by helping them gather all of their 4-H records and paperwork to take to their new community.


Club Leaders should assist youth who are new arrivals to the club by making sure new members have the information they need to succeed in this new club. Taking time to talk with young people about the club they have just left and the experiences they have had with 4-H will give the leader the information needed to help youth become a part of the community.

LESSON 13


NATIONAL 4-H COUNCIL PROMOTIONAL MATERIALS

Visit the National 4-H Council website at <http://www.fourhcouncil.edu> for ready-to use 4-H promotional materials. Click on 4-H Brand Network and sign up as a user. You must be 13 years old to register. After you sign up you can access promotional kits, brochures, 4-H graphics and instructions for using the 4-H name and emblem for your 4-H club's marketing materials.


LESSON 14

Reasons Why People Volunteer 

- To help their families
- To work with youth
- To learn new skills
- To help the community
- To meet and get to know people in the community

Reasons Why People Volunteer 

- To develop leadership skills
- To use personal skills and knowledge
- To learn more about community efforts and activities
- To give back to an organization that has helped them

Club Leader Role 

- Supports youth by providing encouragement, ideas and learning opportunities
- Recruits other volunteers and parents to assist with project and club activities

Club Leader Role



- Links the club to the county 4-H program by keeping communication open between the club and local 4-H Extension professional
- Makes sure that 4-H clubs contribute to and make use of community resources

Project Leader Role



- Creates positive learning environment where needs of all youth are met
- Provides experiences that teach the subject matter using experiential learning methods
- Provides opportunities to develop life skills
- Helps youth set realistic goals for projects and helps them reach those goals

Skills and Attitudes of Volunteers



- Understanding youth development principles
- Share age-appropriate responsibilities with youth
- Have high expectations and hold youth accountable
- Recognize the accomplishments of youth

Skills and Attitudes of Volunteers



- Fair, objective, honest and sincere
- Facilitate teamwork
- Develop leadership skills of youth

Supporting and Recognizing Volunteers



- Maintain contact with volunteers (internet, personal contact, phone)
- Develop clearly focused agendas for volunteer meetings
- Handle conflicts immediately
- Encouragement and recognition are essential

Volunteer Recognition Ideas



1. Publicly thank volunteers. Write a news release for local paper highlighting their contributions.
2. Ask for volunteers' input into programs, events, workshops.
3. Invite volunteers to participate in staff meetings and conferences.

Volunteer Recognition Ideas



4. Ask a volunteer to speak on behalf of the 4-H program to an outside agency or to a donor.
5. Promote a volunteer to a higher level of responsibilities.
6. Write a letter of reference.
7. Nominate volunteers for community, state or national awards.

Volunteer Recognition Ideas



8. Encourage youth to send thank-you notes.
9. Feature volunteers in print or media promotional publications.
10. Provide recognition tokens such as plaques, certificates, pins.

Volunteer Recognition Ideas



11. Offer perks such as free admission, parking, reserved seating, etc.
12. Have a Volunteer of the Month Award.
13. Host a banquet, luncheon, party or reception in the volunteers' honor.

LESSON 14

131 WAYS TO RECOGNIZE 4-H VOLUNTEERS HANDOUT

131 WAYS TO RECOGNIZE 4-H VOLUNTEERS

Ohio 4-H Volunteer Fact Sheet #40

Everyone likes to be appreciated for doing a good job. Recognition activities need not be formal, public, or expensive. Following is a list of informal recognition ideas, which are either inexpensive or no cost, which can be utilized to recognize 4-H volunteers.

- Send cards for achievements (birthday, new arrivals, anniversary, promotion, graduation, etc.)
- Write a news article for the local newspaper, highlighting a 4-H volunteer's contribution or impact.
- Write a news article for the 4-H newsletter.
- Send a thank-you note.
- Smile.
- Send a holiday greeting card.
- Say "thank-you" during a meeting or gathering.
- Ask a 4-H volunteer for their input about a program.
- Utilize a 4-H volunteer suggestion box.
- Ask a 4-H volunteer to serve in a leadership role.
- Present service stripes, or candy canes with the message—You've earned your stripes!
- Ask a 4-H volunteer to conduct a program.
- Have a soft drink party.
- Ask a 4-H volunteer to coordinate a program or event.
- Shake hands.
- Plan a theme party (toga, costume, western, etc.)
- Give a pat-on-the-back.
- Invite 4-H volunteers to staff meetings.
- Encourage them to contribute and participate.
- Ask a 4-H volunteer to develop a display.
- Send a 4-H volunteer to a conference.
- Ask the 4-H volunteer to present a report or workshop on some aspect of the conference.
- Cultivate special interests. Find ways for 4-H volunteers to utilize their special interests.
- Utilize 4-H volunteer's unique special talents.
- Be flexible.
- Share the success or impact of one 4-H volunteer with others at a meeting or gathering.
- Provide certificates, plaques, pins, etc.
- Provide "perks" (free admission, parking, etc.)
- Take an interest in their personal lives.
- Have a "4-H volunteer of the month" award.
- Host a banquet, luncheon, dessert, tea, or reception in the 4-H volunteers' honor.
- Invite a 4-H volunteer out to lunch.
- Reimburse gas money for club activities.
- Establish a 4-H Honor Roll.
- Provide educational resources for the 4-H volunteers to utilize (videos, pamphlets, books, and curriculum)
- Be motivational and challenging.
- Ask effective 4-H volunteers to each recruit another 4-H volunteer who is "just like them."
- Debrief with 4-H volunteers following a conference, program, or activity, which they participated in.
- Always use a person's first name.
- Nominate a 4-H volunteer to teach a workshop at a conference or symposium.
- Assist with workshop preparation.
- Label the coffeepot. ("Vicki pours herself out for us!" or "Joe keeps things perking!")
- Greet each 4-H volunteer with enthusiasm and appreciation.

- Ask an effective 4-H volunteer to mentor a new recruit.
- Send Hershey's Kisses.
- Provide useful and effective orientation for each 4-H volunteer position.
- Send peppermint candies with the message "You're worth a mint!"
- Develop leadership skills and self-confidence.
- Ask a 4-H volunteer for their input or opinion.
- Recognize and share innovative suggestions or programs.
- Be patient.
- Recognize community service activities.
- Take time to explain.
- Send get well cards.
- Recognize 4-H volunteers for financial and philanthropic contributions.
- Build consensus and support.
- Recognize tenure.
- Practice the "Platinum Rule." ("Do unto others as they prefer being done unto.")
- Recognize the impact of the number of hours contributed to the organization or program.
- Ask a 4-H volunteer to speak on behalf of the program to an outside agency.
- Ask a 4-H volunteer to speak to a donor.
- Hold a rap session.
- Ask a 4-H volunteer to speak at a 4-H volunteer meeting.
- Run a photograph and story in the local paper.
- Ask a 4-H volunteer to write a news article or news release.
- Foster personal growth.
- Ask a 4-H volunteer to make a television appearance or radio announcement.
- Provide scholarships to conferences.
- Promote a 4-H volunteer to expanded or higher level responsibilities.
- Recognize the achievements or accomplishments of those with whom the 4-H volunteer works.
- Ask the 4-H volunteer to direct a volunteer recruitment campaign.
- Share the 4-H volunteer's personal success story.
- Provide 4-H volunteers their own work area.
- Be respectful.
- Schedule monthly birthday bashs.
- Have a program participant share a success story about the 4-H volunteer.
- Provide transportation.
- Write letters of reference.
- Surprise a 4-H volunteer with a birthday cake.
- Utilize a 4-H volunteer as a consultant.
- Send flowers.
- Nominate 4-H volunteers for awards.
- Attend personal celebrations (birthdays, anniversaries, etc.)
- Take note of 4-H volunteers' children's accomplishments. Recognize them.
- Make home visits.
- Make sure that each 4-H volunteer is a "good fit" with their leadership role.
- Let each 4-H volunteer know they were missed.
- Make telephone calls.
- Encourage clientele to send thank-you notes.
- Plan an organizational outing (picnic, theater, ball game, family day, pool party, etc.)
- Praise in public—especially in front of family and friends.
- Encourage program participants to send birthday and anniversary cards.
- Have a birthday column in your 4-H newsletter.
- Send a note of congratulations for personal and professional achievements.
- Send a thank-you note to the 4-H volunteer's parent.
- Recognize an employer with a 4-H volunteer.
- Send a thank-you note to the 4-H volunteer's employer acknowledging the employee's contribution.

- Encourage others to express appreciation.
- Send 4-H volunteers an “Encouragemint.”
- Ask 4-H volunteers to chaperone trips.
- Ask 4-H volunteers to judge competitions.
- Provide childcare.
- Send hand-written notes.
- Give complimentary gift certificates.
- Print business cards for 4-H volunteers.
- Ask a 4-H volunteer to co-present a workshop.
- Stage a potluck dinner in a 4-H volunteer’s honor.
- Attend 4-H volunteers’ activities and sporting events.
- Bounce new ideas off of a 4-H volunteer.
- Involve 4-H volunteers in problem solving efforts.
- Organize a card shower for a 4-H volunteer.
- Plant a tree or flowerbed in a 4-H volunteer’s name.
- Contribute to a charity in a 4-H volunteer’s name.
- Send spices with a note: “You’re the spice of life!”
- Print and distribute bumper stickers.
- Provide caps or shirts to promote unity.
- Provide a golf cart for a 4-H volunteer to utilize during a fair, festival, golf outing, etc.
- Organize a holiday open house.
- Feature a 4-H volunteer in a slide show.
- Provide reserved seating at any event.
- Provide favors at meetings or events.
- Direct newspaper reporters to worthy 4-H volunteers when writing a news story.
- Send balloons.
- Send candy.
- Surprise everyone by bringing donuts.
- Send cookies.
- Encourage 4-H volunteers to provide leadership in their community.
- Give a 4-H volunteer a light bulb or candle with the message “You light up my life.”
- Send valentines.
- Give calendars, notepads, pens, or pencils.
- Be pleasant and appreciative.

Fact Sheet Compiled By: Ken Culp, III, Ph.D., Extension Specialist, Volunteerism, Ohio State University Extension; Vicki J. Schwartz, M.Ed., Chair & Extension Agent, 4-H Youth Development, OSU Extension, Washington County; I. Joseph Campbell, M.S., Chair & Extension Agent, 4-H Youth Development, OSU Extension, Fairfield County

LESSON 15

Characteristics of Recognition



- Recognition is a basic human need.
- Recognition must be designed to build self-esteem.
- A balance between intangible and tangible recognition is essential.
- Adult support is essential.
- All 4-H members need to experience recognition for their efforts.

Characteristics of Recognition



- Recognition is more meaningful when it occurs soon after it is earned.
- Appropriate recognition for individual 4-H members varies with stage of development, past experiences, family lifestyle, community and cultural heritage.
- Opportunities for self-assessment and reflection within the recognition process allow for youth to learn and grow.

Five Types of Recognition



1. Participating in educational experiences.
2. Progress toward self-set goals.
3. Achieving standards of excellence.
4. Peer competition.
5. Excellence in cooperation.

Participation Recognition

- Recognizes attending, participating and successfully completing an activity.
- Can take the form of a name in the paper, t-shirt, participation ribbon, etc.

Progress Toward Self-Set Goals Recognition

- Not limited to the outcome at the end of the project and is useful when several steps are involved in reaching a goal. This form of recognition:
 - Can be used with all ages
 - Requires goals to be realistic and reachable
 - Progress is evaluated by youth and adults
 - Progress is measured using young person's own goals and plans

Achievement of Standards Recognition

- Recognizing accomplishments as they compare to pre-determined standards. Key elements are:
 - Standard used to measure success is an outside source
 - Adults must assure standards are clearly defined and youth are well informed
 - Involves a judging system. 4-H uses a ribbon placement system
 - The standard measures quality of work and is not a comparison to others

Peer Competition Recognition

- Comparison to peers can negatively influence younger members' self-perception.
- Desire to win may overpower desire to learn. Help youth remain focused on the experience rather than the competition.
- Rules and procedures must be clear.

Peer Competition Recognition

- Negative stress, conflict, etc., can be reduced by assuring everyone understands expectations.
- Adults must remember that this form of recognition is designed to promote the development of youth rather than the success of their program.
- Competition should be optional. It does not motivate ALL youth.

Excellence in Cooperation Recognition

- Key components:
 - Involves all youth in the group
 - Is measured against mutually agreed upon goals and supports looking at a variety of ideas
 - Ultimate goal is not recognition
 - Everyone is recognized

LESSON 15

PREPARING JUDGES HANDOUT

It is important that volunteers who serve as judges are adequately prepared to provide effective evaluation and feedback to 4-H youth. Judges need to be informed about the judging experience and what is expected of them during judging. The following points should be covered with all volunteers before they engage in a judging experience with youth.

Getting Ready

Judges must know:

- The standards and requirements for the projects and exhibits to be judged.
- Any additional judging standards or adjustments to the standards in place for a particular contest.
- The capabilities and levels of understanding appropriate to the age of the youth being judged.
- The preferred procedures for getting answers from the superintendent regarding questions of clarification or problems that might arise. Remind them that it is best not to guess if not sure about a rule or requirement. No one is expected to have all of the answers.

Judging the Project or Exhibit

Judges must:

- Be prepared to give full concentration to the judging task.
- Be on time to check in with the appropriate person.
- Be willing to judge longer than they may have been asked. Unavoidable delays may occur.
- Keep a positive attitude, and avoid becoming upset over delays and schedule changes.
- Keep a sense of humor. This is a serious event for the exhibitor, but humor often helps relieve stress.
- Be tactful and concerned about the feelings of the exhibitors.
- Offer constructive criticism, keeping the educational value of the experience in mind.
- Keep personal likes and dislikes to themselves.
- Make decisions quickly and with confidence.
- Base decisions on clear, factual statements, not on opinions.
- Keep judging consistent among all youth exhibitors.
- Give the exhibitor the benefit of the doubt.
- Personalize remarks about the project or exhibit. Exhibitors compare remarks made by the judge.
- Be prepared to take criticisms. It is not unusual to have an exhibitor challenge the evaluation of the judge or be critical of a remark.
- Share suggestions with the superintendent regarding improvements in the judging process or repeated problem with exhibits.

Suggested Interview Procedure:

Ask Questions of the Exhibitor

The questions asked should test the understanding of the why's and how's of the exhibited work. Asking about strengths and weaknesses gives the exhibitor an opportunity for self-evaluation.

Be Positive

Talk about something that stands out favorably on the exhibit. It is easier to hear suggestions for improvement in the context of what has been done well. Praise should be sincere and in line with the achievement.

Help the Exhibitor Feel At Ease

Choose a pleasant site for the interview with little noise or potential interruption. Help the exhibitor feel at ease by extending a warm greeting and talking in a friendly manner. Talk with and not at the exhibitor. A two-way conversation will add to the exhibitor's learning experiences. Lead the exhibitor in discovering the positive aspects of the learning experience as well as recognizing the problems. Ask about things the exhibitor likes to do. Ask what new things they learned. Find out how the exhibitor feels about the project. Ask what they liked best and least about the project. Did they get help with their project and if so, how? Remember to be a good listener and to be genuinely interested in what the exhibitor did and why. Often something unexpected was learned. Allow time for the exhibitor to ask questions too.

Focus on the Individual

Evaluate each item and exhibitor as an individual. The exhibitor's efforts are not to be judged against other exhibitors. Use the growth of the individual and the set standards for the project to evaluate the skills and abilities of the exhibitor. Judges' personal preferences or tastes should not influence the evaluation.

Be Consistent

Evaluation of techniques or methods must be consistent. Explain why certain techniques are or are not appropriate for the item. If non-standard approaches have been taken, explore the reason for taking a different approach and consider the effectiveness of that decision. It is important to keep an open mind and encourage creativity.

Facilitate Analysis

Help exhibitors analyze their work, so that each successive venture will be a more successful one. Focus on the complete project and avoid becoming overly concerned with small details of the project. Learning occurs when an exhibitor knows, understands and recognizes the strengths and weaknesses of the work. If an exhibit has not met standards, it is important to help the exhibitor learn what could be done in the future to assure success.

End on a Positive Note

Begin and end each evaluation on a positive note. Find something about the exhibit that is successful and compliment the exhibitor. Try to inspire future work. If interview judging is done well, exhibitors will leave with a sense of accomplishment, even when the project has not met their own or the judges' expectations. It is important to remember that the goal of project work is the development and growth of the youth.

Sample Questions for Interviews

Introduction

1. What did you enjoy about working with this project?
2. Have you taken this project before? What did you learn during those years?
3. What were your goals for this project?

Detailed Learning

4. What did you learn as you worked with this project?
5. How did you go about making or assembling this exhibit?
6. Did someone help you with your project? Who? How?
7. What were some of the difficulties or problems you had?
8. What would you do differently if you did it again?
9. Approximately how much did this project cost?
10. What are some characteristics of a good exhibit?
11. What do you believe contributed to the success of this project?

Continued Learning

12. What other things would you like to do with this project?
13. What are some new things you could learn?
14. Have you helped someone else learn these skills?
15. How will what you learned be helpful in the future?

Final Note:

There are variations in counties and states in judging procedures. Always check rules and regulations with the person handling the judging.

Adapted from:

Parsons, Jerry. 1996. Helping Volunteers Recognize 4-Hers and Introduction to Model for Recognizing 4-Hers, USDA, National 4-H Council.

Payne, Claudia. 1996. Judging of 4-H Exhibits, University of Maryland Cooperative Extension, College Park.

LESSON 15

JUDGING RIBBON HANDOUT

Danish Ribbon System

There is no special formula about the number of blue, red or white ribbons to be given with the Danish ribbon system. Quality, measured against product standards and fulfillment of exhibit requirements, determines the ranking. A typical standard for awarding ribbons is as follows: blue means the exhibit meets or exceeds product standards and exhibit requirements; overall, the work is of high quality and is considered "excellent." Red means the exhibit meets minimum product standards and exhibit requirements; overall the work is of average quality and is considered "very good." White indicates serious or considerable deficiencies in meeting product standards and/or exhibit requirements and is considered "good."

American Ribbon System

This is a rank-order system in which exhibits are placed from first to infinity. There also may be special categories such as top of class, best of show, grand champion, etc. While the American system uses product standards and fulfillment of exhibit requirements, it also uses the idea of competition among exhibitors to establish the ranking. Check with the county prior to judging to clarify their interpretation of this system.

Participation System

This system recognizes the exhibitor's participation in a category, usually without regard to the quality of the exhibit or competition among the exhibitors. This is often used with youth who are 5-7 years old. Combinations and modifications of these systems are used often. If there are questions or something is not clear, always check with the department superintendent.

Adapted from:

Payne, Claudia. 1996. Maryland Judging of 4-H Exhibits, University of Maryland Cooperative Extension, College Park.

LESSON 15

OPPORTUNITIES BEYOND THE CLUB HANDOUT

In addition to the actual club experience, members and leaders are encouraged to participate in local, state and national events. As a youth development professional, it is your job to maintain contact with state and national programs that are providing developmental experiences for youth and to connect the youth in your program to these opportunities. Listed here are some of the national 4-H opportunities available annually.

National 4-H Week is celebrated the first full week in October. Over 6 million 4-H'ers nationwide celebrate with special activities including window displays, community projects, attending a church service as a group, field trips, outings and more. National 4-H Council provides a packet of ideas for celebrating National 4-H Week that includes sample news releases, radio spots, clip art and more. Contact your 4-H Extension professional or visit <http://4-H.org> for more information.

National 4-H Conference is held at the National 4-H Center in Chevy Chase, Maryland near Washington, D.C. every spring and is planned and conducted by teens. At the National 4-H Conference, teen delegates take the lead by making recommendations for future directions for 4-H and by accepting responsibility to be on one of the committees that helps conduct the events and functions of the Conference. Activities include a visit to Capitol Hill and meetings with senators and/or representatives. This event is sponsored and conducted by National 4-H Council and CSREES. Contact your county 4-H Extension professional for more information.

National 4-H Congress is built upon the Cooperative Extension System's belief that young people can be significant partners in addressing the issues that face our nation, especially those affecting youth. Each year a National Design Team of Extension professionals, 4-H youth, and 4-H adult volunteers analyze current youth issues and determine the most effective ways to address them. The program combines plenary sessions, seminars, discussion groups, and a service learning experience. The nation's most outstanding community leaders, speakers, and educators present the most current and timely information available. More information can be found at www.national4-hcongress.com.

Citizenship Washington Focus is a six-day civic education and leadership program organized by National 4-H Council and held at the National 4-H Youth Conference Center in Chevy Chase, MD every summer for high school youth. Those attending CWF will broaden their appreciation and respect for themselves and others in the world through workshops, committee work, field trips and social events. Participants learn and practice skills intended to make them better citizens and successful individuals. To learn more call 800-368-7432 and/or visit <http://www.citizenshipwashingtonfocus.org>

State-to-State Exchange Programs are available between individual counties in different states. Local 4-H Extension professionals make the connections and arrangements for these exchange opportunities for the youth in their communities.

Wonders of Washington (WOW). WOW is a civic education program for youth organized by National 4-H Council that includes field trips and workshops that highlight the historical, political and cultural attractions of Washington, DC. WOW is a flexible option for youth to learn about the nation's capitol and is designed specifically for each group's age and length of stay. Visit <http://www.wow.washington.org> for more information.

4-H members can also participate in a variety of national 4-H contests in various project areas. These are for individuals and teams that have won at the county and state levels. Your Local 4-H Extension professionals can explain more about these opportunities.

Opportunities for professional development are available regionally and nationally for both adult and youth leaders and/or youth development professionals.

Regional 4-H Volunteer Leader Forums are where adult and teen leaders from multi-state regions attend annual meetings to learn new information, gain new skills, and share ideas with other 4-H leaders. Contact your local 4-H Extension professional to find out when the next Regional Leader Forum is scheduled in your area.

4-H professional development opportunities for youth development professionals include NAE4-HA affiliate membership (National Association of Extension 4-H Agents). Affiliate membership in the professional association of 4-H agents is open to the staff of partnering organizations. This inclusive network of youth development professionals sponsors a national conference for youth development professionals each year. See <http://www.nae4ha.com> for more information.

LESSON 16

ACTION PLAN HANDOUT

Action Plan

Name (county, state, organization)

Current Situation

Challenges

Supports

Key Players

Action Steps

Target Date

Action Steps	Target Date

APPENDIX

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