

4-H 101



The Basics of Starting 4-H Clubs

Dedication

This handbook is dedicated to the memory of Andrea Ley Hutson who died September 4, 2003. In her role as Training and Communications Coordinator with the USDA/Army Youth Development Project at National 4-H Headquarters, CSREES, USDA, Andrea helped to acquaint hundreds of military youth professionals with Cooperative Extension 4-H and to help Extension 4-H professionals across the U.S. understand and appreciate Military structures and their youth programs. Andrea supervised the development of the 4-H 101 Curriculum and the extensive pilot training of the material with Extension and Army youth development personnel. It is because of her expertise and facilitative leadership that this curriculum and the training it supports are available to professionals who wish to deliver positive youth development opportunities through 4-H to the youth in their communities. Her gentle and caring spirit is reflected in the design and implementation of the training and will remain in the hearts of those who were fortunate to have worked with her in preparing it.





4-H 101 Training is provided by the Cooperative State Research Education and Extension Service (CSREES) of the U.S. Department of Agriculture under the direction of Sharon K.B. Wright, National Program Leader.



This material is based upon work supported by the Cooperative State Research, Education, and Extension Service, US Department of Agriculture, and K-State Research and Extension, Kansas State University, under special project number 99-EYAR-1-0747.

This 4-H 101 Handbook was developed by the 4-H 101 Design Team chaired by Andrea Hutson, USDA/Army Youth Development Project, CSREES/Virginia Tech University.

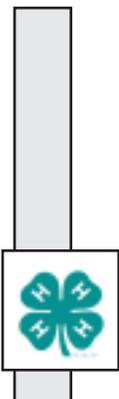
Members of the Design Team who identified and adapted existing resources and developed additional materials for this Handbook are:

DARRIN ALLEN, USDA/Army Youth Development Project,
Virginia Tech University
DEBBIE BOWMAN, Maryland Cooperative Extension
SHARON DIEHL, Maryland Cooperative Extension.
MARLENE GLASSCOCK, USDA/Army Youth Development Project,
Kansas State University
ANN HALL, El Paso County, Colorado Cooperative Extension System
CHUCK HILL, Auburn University, Alabama Cooperative Extension
DEB MARPLE, USDA/Army Youth Development Project,
CFSC/Washington State University
MARIANNE REYNOLDS, USDA/Army Youth Development Project,
Kansas State University
DARCY TESSMAN, University of Arizona Cooperative Extension

Adaptation to generic format prepared by Marcia McFarland,
Professor Emeritus, Extension 4-H Youth Development, Kansas State
University

Special thanks also goes to the following individuals for their input:

VIRGINIA BROWN, U.S. Army Community & Family Support Center
NANCY CAMPBELL, U.S. Army Community & Family Support Center
RON DRUM, Virginia Tech University
MARK OTTO, USDA/Army Youth Development Project, CFSC/Auburn
University
NANCY VALENTINE, CSREES/USDA
USDA/Army Youth Development Project Specialists
Members of the 4-H After-School Leadership Team
SHERAN WATKINS, Mississippi Cooperative Extension
JOY JORDAN, University of Florida Cooperative Extension
DONNA TAAKE, Missouri Cooperative Extension
KAREN KIND, U.S. Air Force, Wright Patterson Air Force Base
SUSAN BRASEL, U.S. Air Force, Lackland Air Force Base
MARTHA WHITE HULING, Kansas State Research and Extension
BETH DRESCHER, Kansas State Research and Extension



Contents

| | |
|--|----------|
| Overview of Handbook | 7 |
| Section I. Understanding 4-H: Purpose, History, and Structure | |
| Lesson 1: <i>Introducing 4-H Youth Development</i> | 9 |
| Lesson 2: <i>Reviewing Youth Development Principles</i> | 11 |
| Lesson 3: <i>Discovering the Organizational Structure And History of 4-H</i> | 15 |
| Lesson 4: <i>Understanding the Culture of 4-H</i> | 21 |
| Lesson 5: <i>Understanding 4-H Youth Development Delivery</i> | 25 |
| Section II. Developing Life Skills Through 4-H Clubs | |
| Lesson 6: <i>Targeting Life Skills</i> | 27 |
| Lesson 7: <i>Using an Experiential Learning Model</i> | 31 |
| Lesson 8: <i>Knowing and Using 4-H Curricula</i> | 37 |
| Lesson 9: <i>Using a Skillathon for Experiential Learning</i> | 43 |
| Section III. Starting and Maintaining 4-H Clubs | |
| Starting Clubs | |
| Lesson 10: <i>Knowing the Basics About Clubs</i> | 51 |
| Lesson 11: <i>Getting Clubs Started</i> | 57 |
| Maintaining Clubs | |
| Lesson 12: <i>Conducting Club Meetings</i> | 69 |
| Lesson 13A: <i>Planning the 4-H Club Year</i> | 87 |
| B: <i>Roles and Responsibilities</i> | 97 |
| Lesson 14: <i>Marketing 4-H Clubs</i> | 99 |
| Section IV. Involving Volunteer Leaders: | |
| Lesson 15: <i>Recruiting, Training and Recognizing Volunteers</i> | 105 |
| Section V. Expanding Opportunities | |
| Lesson 16: <i>Recognizing 4-H'ers Accomplishments</i> | 111 |
| Section VI. Putting It All Together | |
| Lesson 17: <i>Making Action Plans</i> | 125 |



Training Lessons

| | |
|--|------------|
| Lesson 1: <i>Introducing 4-H Youth Development</i> | 129 |
| Lesson 2: <i>Reviewing Youth Development Principles</i> | 137 |
| Lesson 3: <i>Discovering the Organizational Structure And History of 4-H</i> | 155 |
| Lesson 4: <i>Understanding the Culture of 4-H</i> | 171 |
| Lesson 5: <i>Understanding 4-H Youth Development Delivery</i> | 183 |
| Lesson 6: <i>Targeting Life Skills</i> | 189 |
| Lesson 7: <i>Using an Experiential Learning Model</i> | 197 |
| Lesson 8: <i>Knowing and Using 4-H Curricula</i> | 223 |
| Lesson 9: <i>Using a Skillathon for Experiential Learning</i> | 235 |
| Lesson 10: <i>Knowing the Basics About Clubs</i> | 249 |
| Lesson 11: <i>Getting Clubs Started</i> | 275 |
| Lesson 12: <i>Conducting Club Meetings</i> | 285 |
| Lesson 13A: <i>Planning the 4-H Club Year B: Roles and Responsibilities</i> | 307 339 |
| Lesson 14: <i>Marketing 4-H Clubs</i> | 345 |
| Lesson 15: <i>Recruiting, Training and Recognizing Volunteers</i> | 359 |
| Lesson 16: <i>Recognizing 4-H'ers Accomplishments</i> | 389 |
| Lesson 17: <i>Making Action Plans</i> | 411 |

Appendix 415

- A. Group Building
 - One: Commonalities
 - Two: Who?
 - Three: Claytionary
- B. Land Grant Universities
- C. Bibliography
- D. Helping Volunteers Recognize 4-H'ers, from National 4-H Recognition Model, CSREES/USDA Publication
- E. I Have to Do What? Pieces to a 4-H Presentation, Iowa State University Extension Publication, Ames, Iowa



This 4-H 101 Handbook is designed to be a general overview and resource guide for all youth development staff who are starting new 4-H clubs or working with existing clubs. It is designed to assist staff in merging the concepts and principles of effective youth development delivered in non-formal (out of school) settings with the management of a 4-H program, and specifically a 4-H club within an existing organizational structure.

This blending of youth development theory and program management skills assumes a background in the fundamentals of youth development programming in the non-formal setting. 4-H 101 will provide a brief review of some basic youth development principles that form the context for the organizational procedures covered in this handbook. If these principles are new to you, you will need to follow up with a more in depth course. Two easily accessed options are available. Training teams in 39 states and two U.S. territories, trained through funding from CSREES/CYFAR, are prepared to conduct 40 hours of basic youth development training through a course entitled Moving Ahead: Preparing the Youth Development Professional. Your state 4-H office will know how to contact these trainers and may also know of other training opportunities in understanding your role as youth development professionals. For those who have difficulty being away from the office for training, a self-study handbook, Youthworks Self Study Guides: A Performance Based Training Program for Youth Development Professionals, offers training to fit individual scheduling needs. (See bibliography for details).

Using the club delivery mode to reach youth has proved, over the course of the past 100 years, to be an effective avenue for youth development programming. It has the benefits of long term and consistent involvement and the ongoing relationship and support of peers and caring adults. The 4-H club has evolved from an agriculture focused educational format to its current role in providing urban and rural youth with the skills they need to transition into adulthood in today's complex society. If you are coming to this training from a youth serving organization outside the Cooperative Extension Service, it will be important to establish a working partnership with your 4-H agent and county Extension Office. Your county 4-H agent will be able to give you information specific to policies and procedures for the state and county in which you are located and can provide staff training and youth curriculum resources for your club members.

4-H 101 provides the organizational and management tools necessary to start and maintain 4-H clubs. It is divided into five themes; the purpose, history and structure of 4-H; developing life skills through the 4-H club; starting and maintaining 4-H clubs; supporting volunteer leaders; and recognition in and beyond the club.

Because every state has its own 4-H club guidelines, the material included in this manual focuses on common practices across states and provides references to sites for information specific to locale.

For purposes of this Handbook, the term “4-H Agent” will be used to refer to the extension staff person working with 4-H Youth Development. In your area that person may be called an Extension Educator, Extension Agent, County Agent, County Youth Development Specialist or some variation of these titles. All the terms identify the same basic position.

Because 4-H is the youth outreach arm of the state and county Cooperative Extension System, county 4-H youth development staff offices are usually located in the County Extension Office. For simplicity, this handbook will refer to these offices as the “4-H Office”.

For many 4-H Clubs, the club leader is a volunteer. The information contained in this handbook referring to volunteer club leaders is also applicable when a paid staff person is serving in that role.



Lesson 1: **Introducing 4-H Youth Development**

Youth development has been defined as *an ongoing process through which young people attempt to meet their needs and to develop the competencies they perceive as necessary for survival and transition to adulthood*. Positive Youth Development is *development that is positive and productive for both youth and their communities*.

Youth development refers to the development of the whole person and is not focused on a single attribute, skill, or characteristic, but rather the mastery of competencies needed for happy and productive adulthood. Positive youth development occurs from an intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and the support necessary for youth to fully participate.

Youth development is the work of youth. Adults cannot do this work for them. But caring, knowledgeable and skilled adults can contribute 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 expanding opportunities for experiences that will help young people develop skills they need for adulthood. Youth development professionals guide the community in providing these experiences.

In recent years, non-formal, out-of-school programs for youth have become recognized as key avenues for delivering these environments and opportunities. Universities and youth focused organizations have identified the research and knowledge base that supports effective programming for youth development as well as the effective principles and practices in delivering these programs. Course work leading toward a graduate degree in youth development is now available from several universities and university consortiums across the United States resulting in recognition of the need for preparation for participation in the field and providing support for professional staff development throughout the career cycle. A vocabulary to advocate for the work is in place.

4-H Youth Development is the non-formal, educational program for youth of the Cooperative State Research, Education and Extension Service of the U.S. Department of Agriculture. It has gained a national reputation for its work with youth throughout the past century. 4-H is unique in the

non-formal youth development field because it is a partner with the land grant university system and has access to the most current knowledge and research provided by those universities related to youth development. In addition, 4-H staff and Cooperative Extension Offices are located in almost every county in the U.S. and are connected through an extensive electronic network that assures access to the most current developments from the field. This blending of research and field knowledge provides noteworthy support for the 4-H Youth Development Professional.¹

Agencies who have partnered with 4-H in recent years have cited the following strengths that 4-H brings to the partnership.

- 4-H is a nationally recognized effective youth development education program.
- Cooperative Extension/4-H has a strong local, county, state and national infrastructure and international support.
- Cooperative Extension/4-H outreach service opportunities support communities and community service efforts.
- Cooperative Extension/4-H research-based youth curriculum materials support the mission of other youth organizations.
- Cooperative Extension/4-H staff are youth development professionals trained in adult education and youth programming and are capable and accessible resources.
- Cooperative Extension/4-H has a record of successful partnerships with youth serving organizations including worldwide youth programs within the military.

1. Adapted and used with permission from Huebner, A. & McFarland, M. (2002) Youthworks Self-Study Guides: A Performance Based Training for Youth Development Professionals.



Lesson 2: **Reviewing Youth Development Principles**

Because 4-H is the youth development arm of Land Grant University outreach, 4-H youth development professionals are responsible for knowing and applying to their programs the most current and valid information regarding support for the growth and development of the youth in their communities.

Many people do not know that non-formal, out-of-school youth development work has a professional knowledge base or that the quality of programs offered in these settings depends upon the training of professionals in the field. It is up to the youth development professional to explain the field to the community and to assure that community members recognize the vital role this profession plays in our society.

The goal of youth development programs is to help youth become fully prepared for transition to adulthood. Youth development professionals offer youth opportunities within healthy environments to master the competencies they will need to make this transition.

In order to master skills, young people must have certain needs met. Research tells us that they must have¹

1. safety and structure
2. a sense of belonging and membership
3. closeness and several good relationships
4. experience with gaining competence and mastering skills
5. independence and control over some part of their lives
6. self-awareness and the ability and opportunities to act on that understanding
7. a sense of self-worth and the ability and opportunities to contribute

Because youth grow and develop in the context of the family, community and society, these are the places where these needs must be met. Environments that provide the conditions for the healthy growth and development of youth can be described as those that: ²

1. Pittman, K. and Fleming, W. (1991). *A New Vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.*

2. National 4-H Impact and Design Team, Astroth, Kirk; Chair (1999). *Critical Elements and Practices for 4-H. Montana Cooperative Extension Service, Montana State University. Bozeman, Montana*

- Are inclusive and create connections and sense of belonging including a positive relationship with a caring adult.
- Provide opportunities to value and practice service for others.
- Provide autonomy including an opportunity for self-determination.
- Provide opportunity for mastering skills and engaging in learning.
- Assure physical and emotional safety.
- Help youth vision a positive role for themselves in the future.

Programs that are offered for youth within these environments and that are successful in assuring changed behavior in the positive growth and development of the youth they serve:³

- Have well prepared and well supported staff who are offered ongoing training, who apply developmentally appropriate and culturally appropriate practices, and who know of and use community resources.
- Serve a broad based audience that reaches all youth in the community including those at high risk and reaches them early in their development.
- Offer comprehensive programming that is based upon the principles of youth development and that offers opportunities for youth to master skills in competence, character, and connections.
- Are designed with input from participants and involve and empower youth in their delivery.
- Have clearly defined outcomes that inform staff and participants of the developmental changes that are targeted.
- Collect and use evaluation information to refine the program and have the ability to become self-sustaining over time.

Youth Development professionals must understand and apply these two sets of components to their work. They must assure that the conditions necessary for healthy growth are present in the environments in which youth live, and that opportunities to develop competence are offered in the youth programs within those communities/environments.

In addition, 4-H professionals are responsible for the outcomes of working directly with youth to help individual youth achieve the skills they need. For this third responsibility, they must know the specific competencies to target for individual youth and identify the means by which those skills are learned.

3. Betts, S.C. & Dalla, R.L. (July 1995). *Youth, Families and Community: The Arizona Agenda, the University of Arizona Cooperative Extension. Tucson, Arizona.*



SECTION I: Understanding 4-H: Purpose, History and Structure

Research has identified five competency areas that youth must master for positive development and preparation for adulthood. These are:⁴

1. **Health/physical competence:** having the appropriate knowledge, attitudes and behaviors that will ensure current and future health
2. **Personal/social competence:** personal skills such as an ability to understand one's emotions and practice self discipline: and interpersonal skills such as working with others and developing and sustaining friendships
3. **Knowledge, reasoning and creativity competence:** a broad base of knowledge, knowledge application skills, life long learning skills and an ability to appreciate and demonstrate creative expression.
4. **Vocational Competence:** Understanding and awareness of life options and the steps necessary to accomplish them. Adequate preparation for work and family life.
5. **Citizenship competency:** Understanding of the history and values of one's nation, community, race, ethnic and cultural heritage. Desire to be ethical and to be involved in contributing to the broader good.

The role of the Youth Development Professional is to provide environments that meet the needs of youth and to offer opportunities within those environment for youth to master the competencies that prepare them for successful adulthood.⁵

It is also important that youth development professionals are prepared to advocate for their work. Parents and community groups need to know how the activities and experiences that are offered through your youth program support the development of youth. Staff and volunteers who work in these programs must be able to explain how a given activity or series of experiences enhance the development of the young people who participate in them. Community support occurs when the importance of a youth program to the health of the community is recognized.

4. Pittman, K. and Fleming, W. (1991). *A New Vision: Promoting Youth Development, testimony before the ouse Select committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development, Washington, D.C.*

5. Huebner, A., and McFarland M. (2002) *Youthworks Self Study Guides: A Perfamance Based Training Program for Youth Development Professionals, Kansas State University cooperative Extension and Virginia Polytechnic Institute and State University, Kansas State University, Manhattan, Kansas*



Lesson 3: **Discovering the Organizational Structure and History of 4-H**

4-H is made possible through the cooperative efforts of the Cooperative State Research, Education and Extension Service of the United States Department of Agriculture (CSREES/USDA) in Washington D.C., the land-grant University Cooperative Extension System and its partnering institutions, and the state and county governments. These public dollars are augmented by private monies raised by state 4-H Foundations, individual 4-H staff and volunteers, and the National 4-H Council. Local sponsors, partners, donors, alumni and others provide resources and incentives for educational programs, events and recognition.

National

CSREES/USDA (Cooperative State Research, Education and Extension Service of the United States Department of Agriculture) is the National Headquarters for 4-H and provides national leadership for the 4-H program. National administrators and program leaders identify nationwide issues for youth, catalyze system-wide responses and direct government resources for relevant and effective youth development programs. (www.reeusda.gov)

State

The land-grant universities in each state and the tribal colleges are partners with CSREES and administer Extension programs within their state. There could be more than one land-grant institution (an 1862 and an 1890s institution) in a state. Each land-grant university has a 4-H office. Those states in which there is a tribal college have an additional 4-H office that serves youth on reservations and in native communities.

In 1862, the Morrill Act provided land and partial funding for the development of a university in every state to make higher education accessible to the people of that state. These institutions make up the Land Grant University system.

In 1890, the second Morrill Act added 17 historically black colleges to the land grant system.

The Equity in Education Land-Grant Status Act of 1994 added 30 tribal colleges to the land grant system.

Funds are provided through the state to support extension faculty/staff in county 4-H programs. The state 4-H office, with input from the counties, provides the state program plans and policies and supports training for faculty, staff, and volunteers.

Tribal colleges support youth programming on reservations and in native communities.

A list of land-grant universities is in the Appendix. It is also available at: <http://www.reeusda.gov/1700/statepartners/usa>.

County

Each county has one or more 4-H agents with shared or prime responsibility for the 4-H Youth Development Program. Some counties that include large cities may have an additional office and staff serving just that city. The extension office's telephone number may be located in the blue government pages of the local phone book. County funding is provided to support faculty and staff and operations in the local 4-H office. The 4-H Agents, along with volunteers, start 4-H Clubs in the local communities and provide a variety of programs, activities, events and recognition for 4-H youth, parents and volunteers.

Foundations

National 4-H Council: this nonprofit organization that provides grants, establishes programs/initiatives, designs and publishes curriculum and reference materials and creates linkages fostering innovation and shared learning to advance the 4-H youth development movement, building a world in which youth and adults learn, grow and work together as catalysts for positive change. Council partners with 4-H at all levels-national, state and county. Council operates the National 4-H Center in Chevy Chase, MD. (www.fourhcouncil.edu)

State Foundations: Frequently there is a state 4-H Foundation, a nonprofit organization which provides grants and scholarships to support state and local programs. These foundations solicit funding for state-wide programming and often provide grants to county programs, funding for state-wide awards and scholarships, and support for special events. In some states, a 4-H camp facility is owned and operated by the state 4-H Foundation.

County Foundations: The presence of a 4-H foundation in a county is not common. However, when counties do have their own foundation, that entity acts in a similar fashion to the state foundation, providing funding and support that is limited to county program efforts.



Organizational Chart

National Level:

U.S. Department of Agriculture (USDA): Congressionally approved home of the organization in which 4-H resides. Administered by:

U.S. Secretary of Agriculture: political appointment by the president.

Cooperative State Research, Education and Extension Service (CSREES): One of many agencies within USDA. Has 8 units Administered by Administrator of CSREES.

Families, 4-H and Nutrition: One of 8 units within CSREES. Administered by Deputy Administrator for F4-HN.

Youth Development: One of two units within F4-H N and the National Headquarters for 4-H. Administered by: Director, Youth Development

National Program Leaders: 6 program leaders provide program and policy leadership and provide financial assistance through securing and managing grants to land grant universities.

State Level:

Land Grant University: State and Tribal partner with CES. Has many colleges Administered by: University President, (sometimes called Chancellor).

Cooperative Extension Service (CES): Responsible for outreach and bringing knowledge and research generated at the university to address the local needs of citizens in communities across the state. Has many departments or units.

Administered by: Director of Cooperative Extension.

1862 State Extension Specialists: (usually faculty positions) Responsible for translating research to application and supporting county staff and program through teaching, assisting in grant preparation and development of curricula and support materials. CES faculty may be part of the academic department that supports their field of expertise as well as accountable to the extension system.

1890 Extension Specialists deliver programs in counties of regions of the state where needs exist for specific program priorities. All programs focus on the Extension System's nationwide initiatives and provide educational assistance to limited-resource farmers,

families and youth helping them acquire skills that improve the quality of their lives and communities.

1994 Extension Specialists deliver programs to native populations on reservations and in native communities in cities across the state.

(Area/District Extension Specialists: some states group counties together to provide additional staff support. These areas or districts have offices in one of the counties within the multiple county area.

Administered by: Area/District Director & State Associate Director 4-H)

Extension Youth Development: Department within CES responsible for applying knowledge and research related to the growth and development of youth to community youth development efforts across the state.

Administered by the State Extension 4-H Leader (sometimes called the Associate Director of 4-H Youth Development.)

Tribal Extension Youth Development: Department in Tribal College CES responsible for applying knowledge and research related to the growth and development of youth to youth on reservations and in native communities in metropolitan areas. *Administered by the Tribal Extension Youth Development Director.*

County Level:

1862 schools serve audiences in every county in the U.S. through the county extension system. Since 1890 and 1994 schools have a targeted audience, they do not use a county based delivery system.

County Commissioners: Approve the county funding of the Extension budgets. Elected positions.

County Boards: Approve direction and implementation of all county extension programs. The degree to which county agents are accountable to extension boards varies according to the way in which state funding is distributed to counties in each state. Elected positions.

County Extension Educators: Responsible for coordinating the needs of the county with state and county supported extension outreach and for implementing appropriate program offerings. Usually county offices consist of a team of county agents; typically made up of an Agriculture agent, a Family & Consumer Sciences Agent and a 4-H agent. Some larger counties may have staff to address additional functions. Smaller counties may have fewer staff who share programmatic responsibilities or may share staff with neigh-



SECTION I:
Understanding 4-H: Purpose, History and Structure

boring counties. One of these agents will serve as the County or Multi-county Director. Agents are accountable to both the director of extension or designated administrator and to the county extension council.

4-H Agent: responsible for the delivery of all aspects of the county 4-H Youth Development program. 4- H agents work with volunteers, parents, youth, schools and community organizations to provide opportunities for youth to master life skills.

Volunteer Leaders: Adults and older youth who serve as club leaders, project leaders, camp counselors etc. Some volunteer leaders work directly with youth and some with other volunteers as trainers and mentors. All are essential to effective 4-H delivery.





Lesson 4: **Understanding the Culture of 4-H**

This section will provide you with some of the basic information about 4-H.

Culture

Webster defines culture as the concepts, habits, skills, arts, instruments and institutions of a given people in a given place. Basically, the culture within a group is what everybody knows that everybody else knows and includes the visible expression as well as the invisible roots of the culture.

Most groups have spoken or unspoken expectations for member's behavior. These may include rules, rituals, language, demonstration of support for commonly held beliefs, etc. Youth development professionals know the importance of helping young people discover quickly the norms of the group they have joined.

Each 4-H group will have a set of behavioral expectations unique to that group, and these expectations may or may not be clearly defined for all members. However, all 4-H groups will follow certain practices within the club or group that are clearly defined in a document developed by national program leaders titled 4-H FACTS.

This section highlights the concepts and customs to assure that those new to 4-H and those who are already a part of 4-H have the same understanding of the basic aspects of the culture of 4-H.

What is 4-H?

4-H is the youth development outreach of the Land Grant Universities, the Cooperative Extension System, and USDA. It is made up of a community of young people across America who are learning life skills and are supported in this developmental process by caring adult leaders. 4-H'ers are actively involved in educational projects that are fun and that use quality curriculum incorporating the most current research and knowledge available through the Land Grant University system.

4-H youth

- Have fun
- Meet new people
- Learn and do new things
- Gain life skills
- Build self-confidence
- Practice responsibility
- Set and achieve goals
- Receive recognition for their efforts and accomplishments



4-H Colors

The 4-H colors are green and white. The white symbolizes purity and high ideals. The green, nature's most prominent color, growth.

4-H Pledge

The 4-H Pledge is a statement of the outcomes desired for youth from their involvement in the 4-H Youth Development program. It reminds members of the four areas of growth 4-H targets and reinforces the importance of mastery of life skills. The organizational structure the pledge describes will be discussed in the Framework section of this handbook. Delegates to the 1927 National 4-H Club Camp in Washington, D.C. adopted the pledge. The phrase, "my World" was added to the pledge in 1973.

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.

4-H Name and Emblem

The 4-H Youth Development Program is represented by a popular, recognizable image that consists of a green four-leaf clover with a right turned stem and the letter "H" in white or gold on each leaflet. The text, 18 U.S.C. 707, appears with the emblem. This emblem became the official 4-H emblem by an act of Congress in 1948.

Use of the 4-H name or emblem signifies agreement to the principles of youth development as promoted through 4-H. The Secretary of the United States Department of Agriculture holds the name and emblem in trust for the educational and character-building purposes of the 4-H program. The 4-H name and 4-H Clover are protected by Title 18 of the United States Code, Section 707 (18 U.S.C. 707) and are afforded the same status and regard as the White House and Presidential Seals. Therefore, they may only be used as authorized by the statute, regulations and guidelines, and according to the authorization of the Secretary or designated representative.

Specific Ways to Use and Display the 4-H Emblem (print and electronic):

- Always use the specific image (outline/shape) from www.national4-hheadquarters.gov. Do not alter the image.
- Green leaves (Color – PMS - 347)
- Gold or white H's on each leaf
- Stem to right
- "Notice" statement, 18 U.S.C. 707 to right of stem and below



SECTION I: **Understanding 4-H: Purpose, History and Structure**

- lower right leaf or other location provided by USDA
- The emblem should always have a position of prominence in any design
- Do not superimpose anything over the Emblem, use it as a watermark, etc.
- When used by collaboration, the 4-H Emblem should be the same size and proportion as the other logos.
- When used electronically, the same standards as print versions should apply.
- Additional standards are available on www.national4-headquarters.gov

Authorities for Approving Use of the 4-H Name and Emblem:

Secretary of Agriculture has delegated authority to:

- Administrators, CSREES, USDA, (F4-HN Staff) for multi-state use.
- State Extension Directors (1862 land-grant), Administrators (1890 land-grant), Presidents (1994 land grant) for use within state boundaries.
- County 4-H Extension Staff (agents, educators, etc.) for use within a single county or boundary.

Process for 4-H Club Authorization and Responsibilities:

- Letter to County 4-H Staff
- County staff responds in writing and provides certificate charter
- 4-H Club submits names of members, leaders, and other requested information

Detailed information on the use of the name and emblem, statute, regulations, guidelines, information and downloadable 4-H emblems can be found at: <http://www.national4-hheadquarters.gov>.



National 4-H Headquarters web site:
www.national4-hheadquarters.gov





Lesson 5: **Understanding 4-H Youth Development Delivery**

Organized Clubs

4-H provides youth development opportunities for youth through a variety of delivery methods. The 4-H club is one of those delivery methods. Each state has its own policies governing 4-H clubs, but all clubs would fall into the following description.

4-H clubs are organized groups of boys and girls who elect officers and are supported by adult volunteer leaders. The 4-H club conducts meetings and activities throughout the year — usually holding 6 or more official meetings annually. Club meetings typically include the conducting of some business by the officers, an educational program and a group building or recreational activity. The club frequently includes opportunities for leadership, citizenship, and public speaking. It may meet in any location and is authorized through the county and state to use the 4-H name and emblem. Youth ages 8-18 (as of January 1 of the current year) are eligible to be members. (Some states use grades in school to meet membership eligibility standards instead of age.) Some states have club options for younger members (5 to 7 years) called Clover Clubs, Cloverbuds, Mini 4-H etc. Where these clubs exist, they focus on cooperative learning and do not participate in competitive events.

Clubs that meet regularly, conduct a business meeting, address any county 4-H requests and community issues and then focus on one project that the entire membership experiences together are referred to as single project clubs. These clubs are less complicated in structure and thus easier to start.

The historical club format is the multi-project club that meets regularly to conduct a business meeting, address county 4-H requests and community issues, provide an educational program presentation or activity and then offer a selection of projects delivered through project meetings held at times outside the club meeting. This format provides a wider choice of learning experiences for the 4-Her but requires more leaders for the additional project meetings and is more complicated to manage.

Youth can enroll in one or more project areas in a multi-



project community club. In a single-project community club, all the members are enrolled in the same project but may be active in different levels based on skill or knowledge. In all clubs, members are encouraged to do a community service or service learning project during the 4-H year. All clubs require at least one designated adult club leader.

Clubs will be discussed in more detail in Section III.

4-H Delivery Methods

4-H uses a variety of methods for reaching youth with opportunities that help them grow and develop in positive ways including:

- Organized clubs
 - Special Interest or Single Project Clubs
 - Multi-Project Clubs (Community Clubs)
 - 4-H Afterschool
 - Home School Clubs
 - Community Service Clubs
- Day Camps
- Overnight camping
- Trips
- School Enrichment programs
- Individual Study/ Mentoring
- Family Activities
- Instructional TV
- Events: Competitive (Fairs, Judging etc) and Non-Competitive (Dances, Lock-ins)
- Additional methods identified as appropriate for the audience reached



Lesson 6: **Targeting Life Skills**

Promoting Life Skills

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live.

Youth development professionals are concerned with helping youth become competent in the life skills that will prepare them for transition to adulthood. As we discussed in lesson two, helping youth meet their basic needs and develop the competencies important to their immediate and future success is the role of the youth development professional. In 4-H, we talk about positive youth development because we are focusing on developing skills that are healthy and productive for both youth and their communities.

Positive youth development programs identify the skills within the five targeted competency areas that are appropriate to the age of the youth in the program and offer experiences to teach these skills. Because skills are best learned through practice, many experiences that teach or reinforce skills must be provided. Mastery of any skill requires opportunities to try, make mistakes, and try again.

Skills are learned in sequential steps related to the age and stage of development of the young person. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work. As a youth development professional, you are expected to have and apply this knowledge. Training to increase your understanding of the growth and development of youth is available in all states. If you are a youth development professional partnering with 4-H, you can contact your county 4-H agent for a schedule of training opportunities available through Extension. If you are an Extension employee, contact your state 4-H office for help in obtaining additional training in the ages and stages of youth development

Effective youth serving organizations deliver programs to develop competence through an organizational framework that helps members and staff understand their mission. As a youth development professional, you are expected to be familiar with the structure of your organization and the skills that are targeted for mastery within that structure.

4-H Framework

4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4-H refers to this framework as a “Targeting Life Skills Model”.¹ This model addresses the skills within the five competency areas referred to earlier. In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are inter-related, the categories in which they are placed could vary with organizational structures.

COMPETENCY

4-H FOCUS

Knowledge, Reasoning and Creativity:

HEAD

Thinking: using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.

Managing: using resources to accomplish a purpose.

Personal/Social:

HEART

Relating: establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

Caring: showing understanding, kindness, concern and affection for others.

Vocational/Citizenship:

HANDS

Giving: providing, supplying or causing to happen (social responsibility).

Working: accomplishing something or earning pay to support oneself through physical or mental effort.

Health/Physical :

HEALTH

Living: Acting or behaving; the manner or style of daily life.

Being: living ones life; pursuing ones basic nature; involved in personal development.

1. Hendricks, P.A. (1998). *Developing Youth Curriculum Using the Targeting Life Skills Model*, Iowa State University Cooperative Extension, Iowa State University, Ames Iowa.



SECTION II: Developing Life Skills Through 4-H Clubs

The following chart and graphic lists the skills that lead to mastery in the four categories and eight subcategories.

| HEAD | HEART | HANDS | HEALTH |
|--|---|--|--|
| <p>Thinking Learning to learn Decision-making Problem solving Critical thinking Service learning</p> <p>Managing Goal setting Planning/organizing Wise use of resources Keeping Records Resiliency</p> | <p>Relating Communications Cooperation Social Skills Conflict Resolution Accepting Differences</p> <p>Caring Concern for others Empathy Sharing Nurturing relationships</p> | <p>Giving Community Service-volunteering Leadership Responsible Contribution to group</p> <p>Working Marketable/useful skills Teamwork Self-motivation</p> | <p>Living Healthy life-style choices Stress Management Disease Prevention Personal Safety</p> <p>Being Self Esteem Self responsibility Character Managing feelings Self Discipline</p> |



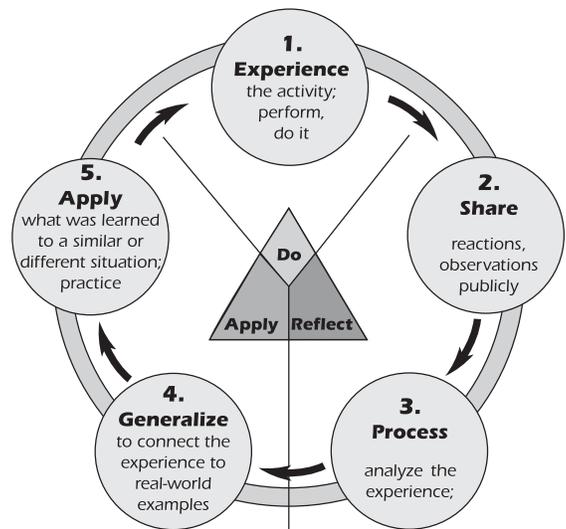
Lesson 7: **Using an Experiential Learning Model**

4-H Youth Development relies heavily upon the five steps of the experiential learning model to teach life skills. The sequential steps of the model help youth identify what they have learned from a 4-H experience or activity and to apply that learning to other experiences or situations. This model requires that the “teacher/leader” be very clear about the skill or concept targeted and that the experience and the processing questions are designed to support that learner goal. The experiential learning process engages the learners in all phases of the activity, resulting in the ability to generalize this learning to new situations.

Exploring Experiential Learning Model

4-H has adopted a process that allows youth to learn through a carefully planned “doing” experience that is followed by leader led discussion using purposeful questions. The experiential learning model by Kolb (1984) and modified by 4-H includes five specific steps:

1. Participant(s) **experience** the activity—perform or do it.
2. Participant(s) **share** the experience by describing what happened.
3. Participant(s) **process** the experience to determine what was most important and identify common themes.
4. Participant(s) **generalize** from the experience and relate it to their daily lives.
5. Participant(s) **apply** what they learned to a new situation.



When this model is used, youth both experience and process the activity. They learn from thoughts and ideas about the experience. Each step contributes to their learning.

Kolb, D. (1984) Experiential Learning: Experience as the Source of Learning and Development, Prentice Hall, Englewood Cliffs, New Jersey.

From Curriculum Development for Issues Programming: A National Handbook for Extension Youth Development Professionals (1992). Cooperative State Research and Extension Service, U.S. Department of Agriculture, pp27-28.

Also found in Pfeifer J.W. & Jones, J.E. (1985). The Reference Guide to Handbooks and Annuals, Vol. 1-10, 1972-1985, University Associates Publishers and Consultants, San Diego, California.



Providing an experience alone does not create experiential learning. Experiences lead to learning if the participant understands what happened, sees patterns of observations, generalizes from those observations and understands how to use the generalization again in a new situation. Advantages for adult/youth helpers (volunteers) in using the experiential learning process in group settings include:

- being able to assess youth’s knowledge of or experiences with a subject and building upon it
- serving as a coach
- using a variety of methods to involve youth in the experience
- learning together with youth in a cooperative way

Benefits for youth participating in the experiential learning process, no matter what their individual learning style, include:

- learning from each other by sharing knowledge and skills
- working together, sharing information and evaluating themselves and others
- taking responsibility for their own learning
- relating experiences to their own lives

Reviewing the Five Steps of the Experiential Learning Model

Experience – Note the model begins with an experience. Action! This immediately focuses the attention on the learner rather than the teacher. The leader should provide guidance throughout the experience, but not be directive – the goal is for the youth to “experience” the activity in order to develop the targeted life skills. When the learner is encouraged to learn by doing, opportunities are presented for a wide variety of life skills to be practiced depending on the method used to engage the youth in the experience.

Offering a Learning Experience – Many types of activities can be used to provide a learning experience. The experience chosen will depend on the life skills being targeted and the way the learners can become involved with the content. If the intent is to have youth practice decision-making, then the experience needs to provide opportunities to practice decision-making as the subject matter is explored. Some popular activities used in 4-H to promote life skill development are:

Method

Playing a game
 Experiments
 Planning Activities
 Giving presentations
 Interviewing others
 Solving a problem
 Making models & products

Life Skill

team-work, risk taking
 decision-making, problem solving
 team work, planning, leadership
 communicating
 communications, relating to others
 decision-making, problem solving
 problem solving, leadership,
 accessing resources



SECTION II: Developing Life Skills Through 4-H Clubs

Processing the Experience – Debriefing the experience is what moves an experience from an activity to a learning experience. The primary purpose of processing the experience is to allow participants the opportunity to integrate their learning and provide a sense of closure or completeness to their experience. The leader can assist in this process by:

1. Setting aside enough time to reflect on the experience(s).
2. Asking the right questions.
3. Listening to the youth carefully.
4. Planning appropriate opportunities to help youth reflect on their experiences.
5. Supporting each youth's unique learning.

The questions asked to walk youth through the experiential process are critical. Leaders need to prepare the questions they will use to process the experience ahead of time. The format is critical to the learning process.

Share – Sharing is accomplished by simply asking the group or individuals to reflect upon what they did. Ask questions that help them think about

- What they did.
- What they saw; felt; heard; smelled, tasted; etc.
- What part of the experience was the most difficult and what was the easiest for them.

This step should generate information leading to the process step.

Process – In this step, the questions and discussion focus on the process of the experience or activity. Participants are asked to think about how the experience was conducted or how the activity was performed. Questions should lead youth to think about

- What procedures or steps they used in doing the activity.
- What problems or issues came up as they did the activity.
- How they dealt with these problems.
- Why the life skill they practiced is important.

Generalize – In this step, the discussion becomes more personal and focuses on what the experience meant to the participant and what was learned from it? The subject matter alone could remain the focus of the discussion in all five steps of the model. However, because 4-H focuses on helping youth develop important life skills, a major part of the discussion is shifted to the life skill the youth practiced while working with the subject matter. For example, if the method employed required the youth to work in teams to complete the activity, then questions about teamwork would be appropriate. If the

methodology requires youth to communicate then communication skills are discussed. Questions should lead youth to determine

- What they learned about (the activity objective) from the experience.
- How this learning relates to other things they have been learning.
- What similar experiences they have had with (this life skill or subject matter).

Apply – This final step in the Experiential Learning model directs youth to apply what they learned to their lives. They are asked to think about how the learning from this experience could be used at another time or under other conditions. They are lead to think about how what they have learned might change the way they approach a similar task. Application of learning can be processed for both the life skill practiced as well as the subject matter skill. Questions are structured to address

- How what they learned relates to other parts of their lives.
- How they can use what they learned.
- How they can apply what they learned to future situations.

As you facilitate the processing of the experience you will want to be very aware of the stage or step of the experiential model in which the group is working and be prepared to move the group to the next step when they are ready.

Asking the right questions is in itself a skill to be learned. Sometimes a short activity in which everyone answers the same question or simply finishes a sentence will get everyone focused. Finishing a statement like “I learned that...” or “I felt...” will stimulate discussion. You may want to ask the group to form pairs or triads to discuss something and to report the highlights of that discussion with the larger group. Remember to move with the participants. Adjust your questions based upon the responses they give. Continue to help them build on their experiences.

The most important outcome of an Experiential Learning process is that participants show they have gained new knowledge and practiced the life skill and project skill targeted. The questions discussed in the processing and application steps of the experiential model will often provide excellent feedback to both youth and leaders. Even better evaluation information can be gathered by having the group apply what they have learned to another situation. If you use experiential learning successfully some of the most important results will happen as youth apply new skills in their everyday lives.



SECTION II: Developing Life Skills Through 4-H Clubs

Using the Experiential Learning Model with Project Meetings

When youth enroll in a project they will attend project meetings and use 4-H CCS Curricula. The Project Meeting is the heart of a member's project involvement, so it's important that the time is well planned and involves all the youth. Participants decide what to include and when, with the assistance of the 4-H Club leader. Projects are used as a way for youth to practice and learn life skills.

4-H Project curricula include manuals for the members, and leaders' or helpers' guides for the adults. All of the curricula include step-by-step instructions on using the material, general information on the project, procedures for conducting each activity, supplies needed for each activity, questions to use to process each experience, and suggestions for related activities. Generally, the 4-H curriculum is self-explanatory and easy to read. Developmental outcomes and learning indicators are included as well the life skill development that is being targeted. It is important to review the curriculum and be prepared with all necessary supplies prior to the club/project group meetings.

All 4-H Cooperative Curriculum System (4-H CCS) curricula use this model. 4-H Cooperative Curriculum Service (4HCCS) is the nationwide curriculum development system of the Cooperative Extension Service. Its mission is to provide high quality experientially based curriculum products to 4-H and other non-formal youth development organizations. Curriculum is submitted for review to a jury made up of youth development and subject matter professionals, and if it meets national standards, it becomes part of the National Collection. Over 100 curriculum products are currently available through CCS.

*Adapted from:
Developing Life Skills through 4-H Activities, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota
Experiential Learning in 4-H Project Experiences, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota
Exploring the Experiential Learning Model, 4-H Cooperative Curriculum System Web Page
Targeting Life Skills Model, Patricia A. Hendricks, Ph.D., Extension Youth Development Specialist, Iowa State University Extension, 1998*





Lesson 8: **Knowing and Using 4-H Curricula**

In planning experiences for youth that target life skills and help youth become aware of the concepts they have learned from those experiences, it is important to remember that young people have different learning styles and therefore will approach or respond to a learning activity differently. You will have the most success in appealing to youth in your program if you provide a wide variety of activities with opportunities for all learning styles.

Briefly, you will want to include opportunities for those who prefer to learn

- by reading (*print learners*)
- by hearing; sound and voice (*auditory learners*)
- by touching or manipulating objects. (*tactile learners*)
- from what they see; color, shape and form. (*visual learners*)
- by using their bodies; rhythm and movement. (*kinesthetic learners*)
- by working in groups (*interactive learners*)
- by working independently (*independent learners*)
- by observing others do something (*observational learners*)
- with a lot of direction
- by figuring things out with little instruction

Effective youth development professionals incorporate many activities into their programs that collectively appeal to all of these learning styles. In addition, they facilitate the processing of those activities to direct the learning toward the targeted goal.

One of the advantages 4-H has to offer the youth development field is the vast amount of curricular resources available for youth at very little cost. The rigor of the national review system assures the user of high quality, age appropriate, content accurate, user-friendly products. If you are a youth development professional partnering with 4-H to start a 4-H club, you have access to these curricula. If you are a county 4-H agent, you need to be aware of all of the materials available to support 4-H and 4-H partners in your county.

The following worksheets provide space to record information about the project handbooks you are previewing. The notes you take about these materials can be used to help your new club identify program directions. The project material offered is only a sample of the curricula available. You will want to learn about all of the CCS and state curricula.



4-H CURRICULUM SCAVENGER HUNT

Work in small groups using one set of project materials to get acquainted with 4-H Curriculum. Put an asterisk by those you are not sure of so they can be discussed with the total group. Not every question is applicable to each set of curriculum.

| INFORMATION NEEDED | INFORMATION FOUND |
|---|-------------------|
| <p>A. Obtaining Materials</p> <ul style="list-style-type: none"> • What is the name of this set of curriculum? • How many pieces are there in this set of curriculum support materials? • Where can the materials be purchased? | |
| <p>B. Design and Development</p> <ul style="list-style-type: none"> • What does the ribbon on the front cover mean? • Who developed these activity guides? • These materials have been designed to be developmentally appropriate for what grades of youth? • Who is the primary audience for each piece in the set of materials? | |
| <p>C. Helper's Role/guide</p> <ul style="list-style-type: none"> • Is there a Helper's Guide? • Who is the person referred to as the helper? • What is the role of the helper? • Where are many of the answers to the activities in the youth guide found? • The development of what life skills are emphasized in the activity guides for the project? | |



| INFORMATION NEEDED | INFORMATION FOUND |
|--|-------------------|
| <p><i>D. Incentives for Using</i></p> <ul style="list-style-type: none"> • Why would youth want to use these materials? • How does setting goals provide an incentive? • What is the Achievement Program? What is its purpose? • What recognition is available to encourage completion of the Achievement Program? | |
| <p><i>E. Each Youth Activity</i></p> <ul style="list-style-type: none"> • What are the basic components or elements of each activity? • What is the importance of encouraging youth to actually do something on the page? • Often more than one question is listed for one or more of the steps of the experiential cycle. Which question should the youth write an answer to? • What are the five steps of the experiential cycle shown in each activity? • Where is the project information shown in each activity? • How could the activities in the youth guides be used in a group setting? • Where are the new words used in activities defined? • Where are the project resources including WWW sites and associations listed? | |



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 9: **Using a Skillathon for Experiential Learning**

Life Skills and Skillathons

4-H defines the optimum development of each young person. These skills will permit youth to successfully and satisfyingly cope with everyday life. Skillathon activities help enhance each of the five major categories of life skills. These categories include: subject matter knowledge, self-awareness, decision-making, social interaction and physical skills.

What Is a 4-H Skillathon?

A Skillathon is a method of involving youth and their parents in challenging, non-competitive, learn-by-doing activities. This method of helping 4-Hers develop both personal and project skills is designed as a series of mini-learning stations with an assistant at each station. The participants rotate from station to station attempting to perform the tasks they are given. The assistant allows all team members to test their knowledge and ability before giving them any hints. This technique is referred to in 4-H as learning by doing, but 4-Hers are supported by the assistant when they falter.

Not only does a skillathon work well during a project meeting, it is also effective at a club meeting, get acquainted gathering, or recognition day. It is an excellent way to involve several project groups at once on the program. By asking various project groups to set up one or two learn-by-doing stations, the entire club can be actively involved at the same time. In addition, project groups and their leaders will gain recognition.

What Will Youth Accomplish Through a Skillathon?

1. They will evaluate their ability to solve the challenge/s presented by the task.
2. They will learn to work together as members of a team.
3. They will discover for themselves what they need to know to do the activity.
4. They will receive recognition for their efforts.

What is the Responsibility of the Station Assistant?

It is challenging and rewarding to assist at one of the skillathon stations. The extent to which the participants develop

project skills and life skills depends largely on how successfully the station assistant works with them. It will be important that assistants:

- Become familiar with the topic and any available project materials, supplies and training aids related to the topic.
- Compile a list of questions to ask each team.
- Set up the station to include a stand up situation, task sign and necessary supplies.
- Allow the team members to discover for themselves how to accomplish the task rather than telling or showing them how.

What are the Steps in Facilitating the Learning Situation for Each Team?

1. Divide the participants into teams of two to four members.
2. Set up the station and make supplies available to the teams.
3. Provide the participants with a realistic situation and task that will encourage a response.
4. Step back and allow the members time.
5. Respond to participants questions with questions so the answers are generated from the participants.
6. Listen carefully to the answers and presentations.
7. Accept the group's solutions.
8. Ask questions to help them build on what they presented. Ask questions that might lead members to a better or more correct solution.
9. Acknowledge and reinforce efforts with positive responses.
10. Review the process and highlight appropriate solutions.
11. When all teams have experienced all stations, review the experience and solicit ideas for conducting this activity at another meeting.
12. Following the Skillathon, ask the station assistants to review the major problems at their station and offer their solutions to each, take an inventory, and pack up all equipment and materials.

What are the Steps in Planning the Skillathon?

1. Decide on the stations wanted. Consider time and resources available.
2. Create a realistic situation and task for each station.
3. Decide on the equipment or supplies needed at each station.
4. Decide who will be in charge of each station.
5. Delegate responsibility for gathering supplies.
6. Ask someone to be in charge of dividing the group into teams of two to four.
7. Ask that same person to assign each team to a workstation, and explain the process of rotating from station to station every 10 minutes.



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 goal and objectives in mind.

Facilitate the process

- Maintain a supportive atmosphere, be aware of learners' feelings and reactions.
- Give everyone something to do at all times.
- Become involved whenever possible, but keep an eye on time.
- Let the group members assist with the process.
- Write directions for the group on an overhead or flip chart.
- Be sure all groups are on time and on task. Left on their own, one group will inevitably be completing an exercise while another group is still clarifying the task.

Facilitate learning

- Turn whatever happens into a learning experience.
- Avoid discussions that are “too deep” or that lead the group too far off target.
- In the learning cycle 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. Signs at each station plus the awarding of ribbons and certificates to all of the participants add to the fun.

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.



Adapted from:

- Pfeiffer and James, *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
- Max Miller, State 4-H Youth Specialist, University of Missouri, Columbia, Missouri
University of Illinois

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 – Composition

Situation: You are asked to judge several photographs for competition.

Task: Place the photographs in order for best composition.

Supplies: Four photographs and judging sheet.

Directions: Look at the photographs and place in order of best composition to the worst composition. Give reason for placement on judge's score sheet.

4. A Palette of Fun – Sponge Fun

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 – Bicycle Repair

Situation: As you are riding along, the chain comes off your bicycle.

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 – Simple Electrical Wiring

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. Mechanic 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 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. Mechanic Science – 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. Outdoor Skills – Camping: Building a Campfire

Situation: You and a friend are on a camping trip. You want to prepare a hot evening meal and have one cooking pot to put it in.

Task: Build a basic teepee fire.

Supplies: Firewood and tinder of various sizes, lengths, etc.; tarp to cover the floor area; stones to form and imaginary fire circle.

Directions: Lay out an “A-Frame” or triangle in the center of the fire circle. Use three sticks about 1-inch thick and 1/2 foot long. In the center of the A-Frame, make a teepee of tinder materials that will burn easily.

13. Arts and Crafts – Drawing: 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 enlargement design to be. Draw into each square exactly what you see in your smaller squares.



Lesson 10: **Knowing the Basics About Clubs**

What is a 4-H Club?

The 4-H club serves as the primary means of delivering youth development programming in 4-H. It has the advantage of providing long term involvement with the support of “caring” adults. Surveys of youth who have been involved in out-of-school youth programs report the importance youth place on knowing that these programs will continue over many years. Youth are reluctant to take ownership in groups or establish relationships with leaders when they appear temporary. 4-H clubs are organized and supported to “be there” for youth throughout their developmental years. While other delivery methods used in 4-H are effective, the more in-depth experiences occur in and through the club.

Because of the key role clubs play in 4-H delivery, it is important to have a clear definition of what a 4-H club is. The goals and structure of 4-H clubs vary according to the needs of the members they serve. Some clubs focus on one project or one project at a time that the entire membership experiences together at the club meeting. Some clubs offer a selection of projects delivered through project meetings held at times outside the club. Some clubs have a singular focus such as community service clubs, or they target a specific audience such as tribal reservation clubs or after school clubs or home school clubs. But there are components and characteristics that are common to all 4-H clubs and these commonalities provide the definition of a 4-H club.

A 4-H Club:

- Is an organized group of youth.
- Has a planned program that is ongoing throughout all or most of the year.
- Is advised by adult staff or volunteers.
- Typically elects officers.
- May meet in any location.
- Includes opportunities to learn skills through a wide variety of project experiences.
- Offers opportunities for leadership, citizenship/community service, and public speaking.

Criteria for 4-H Youth Development Programming Including 4-H Clubs USDA/CSREES

While each state has its own policies governing 4-H clubs, these policies must be in line with criteria governing all youth development programming delivered through 4-H as set by national (CSREES/USDA) headquarters.

- 4-H programs, curricula, and procedures are based in research and are developmentally appropriate.
- 4-H programs are based on the needs of children/youth and their parents.
- 4-H provides access to resources of Land Grant University Cooperative Extension System. 4-H provides members access to county, state, national 4-H opportunities.
- 4-H membership is open to all youth.
- 4-H program delivery employs experiential learning strategies.
- 4-H encourages active involvement and participation by children/youth and adults in all aspects.
- 4-H relies heavily on youth and adult volunteers/staff leaders to provide a critical support system for 4-H.
- 4-H provides training for volunteer/staff leaders recognizing that training is essential for effective 4-H programs.
- 4-H adapts to and supports mobility of children/youth and parents.
- 4-H clubs comply with national 4-H name and emblem policies and policies of the state.



Enrollment

Information on state specific criteria for enrollment of clubs, members, and volunteers should have been provided for county personnel during new-hire orientation training. If it was not, it will be important that you contact your state office to obtain that information. If you are partnering with 4-H, the 4-H agent in your county will help you meet county requirements.

Enrolling A 4-H Club

Each state has established criteria that may vary to some degree for enrolling as an official 4-H Club. Some states have a formal process for chartering a club. Official enrollment as a 4-H Club and/or receipt of a 4-H Club charter gives the club the authority to use the 4-H name and emblem. Examples of what may be necessary for official enrollment are as follows:

- The local club has a set number of members with completed enrollments
- The club is organized with youth officers
- There are one or more appointed and trained club leaders
- An initial meeting place is secured for at least several consecutive months
- An official club name is chosen
- Club rules, which may be in the form of by-laws, are established. By-Laws will be discussed more fully in Lesson 11.
- At least six or more regular meetings plus project meetings are scheduled
- A written educational plan for the club program and activities is presented to the county 4-H office

A copy of the club enrollment is kept on file with the local 4-H office.

Enrolling Members

Enrollment of members, volunteers and leaders is required for participation in a 4-H club. This enrollment is done through the county and submitted to the state office. The county 4-H office has the necessary forms and instructions for completion. Most 4-H offices use a computer enrollment system, which means the forms must be filled out completely and accurately. The 4-H program year is considered to operate from October 1 through September 30 or from January 1 through December 31 depending upon individual states.

All members and volunteers must enroll annually. The enrollment due date for members of 4-H clubs will be determined by the county 4-H agent. Enrollment forms of new members and volunteers who join the club during the year, will be submitted immediately to the county 4-H office by the club leader. Enrollment forms may include releases for use of photographs, agreements for non-discriminatory membership, and other mutual agreements as determined by individual states. Often a state 4-H membership code of conduct and/or a list of leader expectations must be read and signed and submitted with the enrollment form.

Eligibility for competition and some project involvement requirements are often determined by birth date or grade in school. Contact your county 4-H agent for accurate information for your state.

Enrolling Volunteers

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. Position descriptions that outline leader responsibilities are usually provided. This topic will be discussed in greater detail in Lesson 15. Throughout the year, youth and staff/volunteers who participate in special programs beyond the club level (e.g. County 4-H Camp, State 4-H Conference, State Leader's Forum, National Technology Conference) may be required to complete additional forms such as health information, parent/guardian permission, code of ethics, etc. which relate to the specific event.

Fiscal Requirements

Tax Exemption

4-H Clubs are exempt from the payment of income taxes. The ruling was issued to the Department of Agriculture by the Internal Revenue Service on April 24, 1946, which recognized that 4-H Clubs were exempt from federal income tax under section 101(6) of the Internal Revenue Code of 1939, which corresponds to section 501(c)(3) of the 1986 Code.

Member Fees/Dues

Some states require 4-H members to pay membership dues, and some states do not. Sometimes counties will assess fees to cover the cost of insurance, newsletters or other specified items.



SECTION III:
Starting and Maintaining 4-H Clubs

Insurance

Liability and accident insurance coverage varies within each state as well as within local 4-H programs and for partners participating with 4-H. This information should have been provided for county personnel during new-hire orientation training. If it was not, it will be important that you contact your state office to obtain the information. Ensuring proper coverage for members and volunteers is extremely important and protects you and the organization. If you are partnering with 4-H you will want to ask your county agent for information and forms concerning insurance coverage available to your 4-H club. And work with that office to complete the paper work.

Reporting

County 4-H Agents report data to CSREES/USDA in an annual statistical report of summarized demographic data regarding members and volunteers. This information includes the numbers of clubs in the county, member enrollment and narrative information about the program. Staff training in each state prepares county 4-H agents to complete the required report. If you are a youth development professional working with a 4-H club within an organization outside Extension, your county agent will need to include data on your club in this report.

The information you supply the county 4-H office may well be the same information your organization requests.

In addition to the statistics gathered about your club, you will want to evaluate the success of the club in providing the support youth need. In other words, you will need to be able to state how well the club is contributing to the growth and development of its' members. This assessment involves more than gathering numbers. While the numbers of youth participating does indicate a level of success in reaching youth (they keep coming, or drop out), there are other indicators that will help you assess what is happening for youth in your club. Leaders who schedule time throughout the year to come together to review their clubs as compared to the Indicators of Successful Clubs Check List find it easier to say on target.



Lesson 11: **Getting Clubs Started**

This lesson is intended to serve as a guide for starting a 4-H Club. Each state has policies and procedures for starting clubs and these may differ somewhat from state to state. However, the process presented in this lesson uses steps that are common to most state procedures and these steps cover the basic elements you need to get started. If you are starting a 4-H club within another organization, it is essential that you involve and work closely with the 4-H Agent in your county to follow the proper procedures. The following steps, however, are common to the process in all states.

Steps in 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 agent
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 Organizational meeting
7. Recruit project leaders and distribute curricula
8. Complete and submit enrollment and other appropriate reports
9. Assist with club by-laws preparation

STEP 1: Contact the county 4-H Agent

The 4-H Agent 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. In addition to providing help in getting your club started and getting the enrollment forms you will need, the 4-H agent will 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, and gathering the curricula and resources you need. Your 4-H agent 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, that provide many opportunities for exhibiting projects to showcase the 4-Her's knowledge and skill development and conferences for project training, leadership, and citizenship development
- national events and experiences
- opportunities for individuals and groups to get scholarships or small grants

STEP 2: *Attend local 4-H volunteer/leader training*

Although you are a youth development professional, by attending local 4-H volunteer/leader training, you will learn about the policies and procedures of the county program, as well as the specific 4-H opportunities in that county and state. Participation in this 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*

This 4-H 101 handbook is intended as an overall guide on how to start 4-H Clubs. It is important that you work closely with the 4-H Agent to ensure that you are following the proper guidelines for your county. Obtaining these policies will let you know how you need to proceed in terms of enrolling the youth as 4-H'ers, whether or not you need to officially charter your club, and appropriate use of the 4-H name and emblem.

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 the youth currently in your program. You may also be familiar with the kinds of activities parents want their children involved in, and the other out-of school options available for youth in the community. All of these factors will give you direction in determining whether there is a need to start a club, and if so, the kind of club that will meet the needs of your community. Before deciding on how to get the 4-H club going, meet with youth who are currently enrolled in your program as well as potential members and ask for their input into understanding the



SECTION III:
Starting and Maintaining 4-H Clubs

demographics of your community.

Determine what days and times of day are best for meetings, what age groups might be interested. Look at what is already being offered to the youth in your program, and look for ways to integrate this potential club into your overall program.

Step 5: *Recruit potential club members*

Based upon your assessment of the community, identify potential youth and families and invite them to an “exploring possibilities” meeting for potential youth members and their and families. You will need to be very upbeat about 4-H in this invitation. 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 the presentation about 4-H that you will make at this meeting based upon what you have learned about the demographics of your community. Tell them a little about 4-H and then ask them lots and lots of questions: What are their interests and needs? How can you match their interests with the options available to you through 4-H?

Plan your presentation to answer these questions youth often ask.

- | | |
|--|------------------------------|
| 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? |
| What exciting new experiences will I have? | How much will it cost me? |

If I go to one meeting, is there enough cool stuff that I will want to come back to another meeting?

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 those things.

Remember that you have great flexibility through 4-H. Projects (photography, youth technology, etc.) 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 the experiences offered through the club. If youth want to hike and you have people with technical expertise in your community who would like to help young people gain access to Global Positioning Systems, you can have 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 this exploring 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 surfaced from 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 exploring meeting and encourage them to invite friends who might also be interested.

A detailed description of effective 4-H meetings is offered in Lesson 12. Use that information to prepare for this first meeting of the club. In brief, 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 some introductory group building activities to begin the trust building process.

Share the conducting of the meeting with the new club leader.

Help the group to:

- Determine the kind of club they want to form—single project or multi project. *(You will need to be able to explain these club styles well)*



SECTION III: Starting and Maintaining 4-H Clubs

- Identify the project or projects they want to study (see step 7). By using the interest survey you took at the exploring meeting you can be prepared to share project curricula with the group to help them make these choices.
- Set some ground rules for working together and determine how they will go about establishing a name and by-laws for the club.
- Determine how and when they will elect officers.
- Determine dates and times for regularly scheduled meetings.
- Experience an activity from one of the sets of project materials that surfaced as an 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*

Information to help recruit and train volunteers will be covered in Lesson 15. It is important to remember though, that project leaders can be recruited most easily if they are aware of the project curricula they can use 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 the national juried collection of youth curricula administered by the 4-H Cooperative Curriculum System (CCS). 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. Show them the curricula that correspond to the interests they have expressed and encourage them to explore this material.

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. Many offices have a copy of all of the CCS project curricula as well as their own state specific curricula. If you are a county 4-H agent, you will want to make sure that you have an up to date library at your county office. The more materials you can have available for the public to see, the better you will be able to explain your program and help youth plan meetings that keep them coming back. If your county can't afford to purchase display copies, you could keep lots of copies of the



CCS catalogue on hand to share with your club members. Look on the CCS web site for more information—www.n4hccs.org.

If you are partnering with 4-H, your 4-H agent 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 is available free of charge 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 related to the number of youth involved in 4-H, and the ways in which they are participating. States, in turn, must report to the federal headquarters at CSREES/USDA. If you are forming a club within an organization outside Extension, the information your county agent needs for the annual report will be information that will help you justify the club in your organization as well. Work with your county 4-H Agent 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. A privacy statement is frequently included explaining how the data will be used and what the consequences may be if the data is not provided.

Step 9. *Assist with club by-laws preparation*

It is important to make sure that all members of the club agree upon the way in which the club will operate. Putting this understanding into writing lessens the chance that conflicts will arise during the course of the year and will assist in handling disagreements that do arise. 4-H clubs typically prepare 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 are going to follow. They may be very simple or more detailed and complex but, in whatever form, they will describe when and where the club meets, who may join, what officers the club elects, and what criteria are used for a member to remain in good standing. They will also include a non-discrimination statement that is used by the local 4-H office. A copy of the club by-laws must be on file with the local 4-H office



SECTION III:
Starting and Maintaining 4-H Clubs

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 will want to find out the state and county guidelines, if any, for club by-laws. If you are a youth development professional representing an organization outside Extension, your county 4-H agent can give you any requirements that you might need to meet with your club's by-laws.

All members, parents and leaders should receive a copy of the by-laws. On an annual basis, club members, parents and leaders should review the by-laws to be certain that everyone is aware of the expectations for club membership. Often new goals or objectives for members are included in the club program plan as well.

Writing and Approving By-Laws

The entire 4-H club is responsible for writing and approving the by-laws. It is important that members, parents, and leaders have input into the way the club is operated. Language should be appropriate to the age of the members and policies should be written from a positive viewpoint. A committee should review and update the by-laws annually for the club.

The local 4-H agent will review and approve the club by-laws and assure that there are no restrictions to membership such as dues or uniform requirements and that the attendance expectation requirements are reasonable and inclusive. Often times new goals or objectives for members are included in the club program plan as well.



Example of By-Laws

By-Laws of (name) 4-H Club

Article 1 - Name

The name of this organization shall be the _____ 4-H club.

Article 2 - Purpose

The purpose of this 4-H club is to support the development of its members through club meetings, project work, demonstrations, fairs, and other activities.

Article 3 - Policies

The club will meet regularly to conduct business. Meetings will be held once a month no less than 6 times during the year.
Any major decision of the club must be voted upon by 2/3 of the membership.

Article 4 - Membership

Section 1 – Any youth, without regard to race, color, sex, disability, religion, age, or national origin, who is age 8-18 as of January 1, of the current year may become a member of this club.

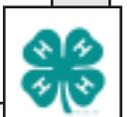
Section 2 - To become a member, a person must attend three meetings, complete an enrollment form with parent/guardian signatures, agree to abide by the 4-H code of conduct, and know the 4-H pledge.

Section 3 - Members must attend 50% of the club meetings held to remain in good standing to exhibit at the fair. The leader, with the executive committee, shall review the reasons for absence to determine whether a member's name is removed from the roll.

Article 4 - Officers, Elections, and Duties

Section 1 - The elected officers of this club shall be president, vice-president, secretary, treasurer, and reporter. The appointed officers shall be recreation leader, song leader and historian.

Section 2 - Officers shall be elected annually in the month of November and shall begin the term of office in January. Other offices will be appointed. In January the executive committee will appoint other officers.



An officer shall have been a member in good standing of the club for three months prior to election.

Officers shall not succeed themselves.

A nominating committee of three members shall be named one month prior to election of officers for the following year. This committee will consist of the president and two appointed members.

The nominating committee shall submit at least one nominee for each elected office at the meeting in November. Nominations from the floor shall follow the report of the nominating committee.

Section 3 – Officers shall perform duties as set forth in the 4-H Club Officer’s Handbook. Vacancies other than the President shall be filled by a vote of the members at the next regular meeting or appointed by the executive committee.

Elected Officers:

The **president** shall preside at all meetings of the club and have in mind at all times the best interest of the club. The President is also given the responsibility for any Executive meetings and will call these meetings in cooperation with the leader.

The **vice president** shall perform the duties of the President in his or her absence. He or she shall serve as chair of the yearly program committee. An annual club program plan will be submitted with the leader to the county extension office. The vice-president shall succeed to the presidency if such a vacancy occurs.

The **secretary** shall keep a record of the proceedings of the club and an accurate attendance count of the membership.

The **treasurer** shall keep club financial records and follow financial procedures with guidance from the leader. An annual club audit will be submitted to the local 4-H office as requested.

The **reporter** shall write news articles and take pictures to submit to the local newspaper or community newsletter of club activities and member accomplishments.

Appointed Officers:

The **song leader** shall be prepared to lead the group in singing at club meetings and social events.

The **recreation leader** shall be responsible to provide team building and cooperative recreation activities (encouraging all to participate) at club meetings and activities.

The **historian** shall keep a scrapbook of the clubs activities, events, and participation of members in other 4-H or youth activities. The scrapbook may be electronic.



Article 5 - Committees

Section 1 - Executive Committee

The executive committee shall consist of the elected officers and a leader.

The duties of the executive committee shall be to transact any absolutely necessary business that comes up between regular meetings and any other business referred to it by the club members.

The executive committee shall meet between regular meetings as necessary.

Section 2 - Standing and Special Committees

Standing committees shall be appointed by the president as necessary and shall serve to the end of the club year.

The committee shall consist of a chair, co-chair, and enough members to carry out the specific assignment.

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. The vice-president is the chair of the program planning committee.

Article 6 - Meetings

Section 1 - Annually there shall be a minimum of 6 club meetings to begin promptly at 4 p.m. on the first Wednesday of each month.

Section 2 – Excused absences will be given for illness and other reasons agreed upon by the local leader and the executive committee, provided they are reported to a club officer or leader before the club meeting.

Section 3 – Members will be required to attend club meetings and project meetings in accordance with the club membership requirements.

Article 7 - Club Reports and Forms

Section 1 – The written club program plan shall be adopted no later than the two meetings of the new club enrollment year.

Section 2 – Enrollment forms for members and volunteers, by-laws new and revised, 4-H code of conduct, animal code of ethics, volunteer expectations, volunteer agreements and position descriptions, fair entries, financial reports and other forms or reports are due to the local extension office upon request.

Article 8 - 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 article.



Lesson 12: **Conducting Club Meetings**

The next three lessons are designed to provide a general overview of the procedures involved in maintaining a 4-H Club. As with starting clubs, each state has its own policies and procedures for ongoing support of clubs. The following tend to be common procedures.

1. Involve youth and leaders in planning and conducting the meetings
2. Involve club members in preparing a yearly club plan
3. Promote or market the club
4. Help youth transition to new communities when families move

Lesson 12 will focus on the first of these procedures:
Involving youth and leaders in planning and conducting the club meetings.

Planning Meetings that Reinforce Life Skills

While there are many avenues within a 4-H club that offer opportunities to learn life skills, this lesson will focus on the club meeting and the life skills that can be addressed through the club meeting. A well-planned and conducted meeting can offer opportunities to practice skills in many competency areas. These include skills leading toward mastery in

| | |
|-------------------------|-------------------|
| Leadership | Communication |
| Responsible Citizenship | Goal Setting |
| Decision Making | Problem Solving |
| Planning/Organizing | Cooperation |
| Managing Feelings | Character |
| Accepting Differences | Social Skills |
| Critical Thinking | Keeping Records |
| Learning to Learn | Teamwork |
| Community Service | Volunteering |
| Sharing | Marketable Skills |
| Self-esteem | |

You will remember that these are skills that require sequential learning experiences and many opportunities for practice. One of the reasons 4-H clubs have proved effective in helping youth develop these life skills is that the club brings

youth together on regular basis and provides time for the interaction and practice necessary for mastery. The club meeting is the primary structure for this coming together. What happens at that meeting, then, is critical to the success of the club. And what happens at meetings will depend upon the planning that has been done before the meetings.

Supporting Youth in Planning Meetings

Youth should be highly involved in planning and conducting their club meetings. Club leaders are expected to assist youth in this planning. In order to do this effectively, leaders need to understand the role the club meeting plays in supporting life skill development, and to recognize and reinforce the skills that can be delivered through the club meeting. With this knowledge they can help youth identify the skills that they choose to target and the experiences that will support those skills. The following information regarding the planning of meetings should be a part of leader training for club leaders. It will also be helpful information for club parents.

Meetings offer a variety of experiences for youth. Meetings contain business, project work, educational programs, community service, recreation, and social activities. All of these may not be a part of every meeting, but each should be included during the year for a well-balanced program. Help youth determine what is going to happen in each segment of the meeting and who will be responsible for each of the pieces planned for those segments.

Mix meetings up with lots of variety to keep youth interested, encourage learning, and provide fun. Keep the business section of the meeting as short as possible; effective and to the point. Meetings that focus only on Robert's Rules of Order are just as boring for kids as they are for adults. Keep the age of your club members in mind when working with Parliamentary procedure. Until the age of 12 youth are very concrete thinkers and will not engage well with the abstract concepts of parliamentary, procedure. An older "business buddy" may be helpful for young members for those meetings that may require procedures more difficult than making and passing simple motions.

Adults can encourage youth to be involved in setting up the meeting space in a way that makes them comfortable and that is visually appealing to them. Their meeting space should be inviting. It should have plenty of light, be kept at a comfortable temperature, and provide adequate space and facilities for the activities that are planned. The way the room is arranged should support the activities planned for that meeting. Seating should be configured so that everyone in the group can see and hear everyone else during discus-



SECTION III:
Starting and Maintaining 4-H Clubs

sions or demonstrations. A semi circle or circle arrangement works well. Providing tables and chairs for officers may give them support and confidence. Help youth determine what equipment and supplies will be needed for the activities that they have planned and assist them in making sure that these needs are readily accessible at the meeting.

Using an Agenda for Planning

The following agenda will be helpful in planning a club meeting.

BUSINESS: No more than 1/4 the meeting time (*15-20 minutes of 90 minute meeting*)

The business section should demonstrate democracy in action. Members learn how to express themselves in a group, listen to the views of others, come to consensus and reach a decision, and abide by majority rule. It is important to keep business meetings interesting and educational. Unless it is an annual business meeting, it is important not to let the business component become the heart of 4-H club meeting.

Typical business agenda:

Call to order.

Pledge of Allegiance and 4-H Pledge

Roll call - answering in any way the group decides.

Minutes of the previous meeting.

Treasurer's report

Committee reports

Old business

New business

Adjournment

EDUCATION PROGRAM: Schedule at least half of the meeting for the Educational Program (*45-50 minutes of a 90 minute meeting*)

“Learning by doing” is one of the 4-H program’s unique strengths. This is the place for members to give demonstrations, work on projects or participate in tours, community service and other activities. Use a variety of activities to involve members in program planning, self-esteem development, and decision- making. Ingenuity and creativity can make this section of the meeting interesting and active.

RECREATION AND SOCIAL ACTIVITIES: Approximately 1/4th the meeting time (*20 minutes of 90 minute meeting*)

A variety of physical activities add enthusiasm and enjoyment to the meetings. Some clubs have a different recreation

committee for each meeting, while others elect recreation officers for the year. A few ideas include: games, charades, relays, sports, puzzle challenges, parties for parents or families, picnics, and hikes. Refreshments can be a part of recreation, with different members responsible through the year.

Support materials to help officers plan the club meeting and conduct the business of the club are found in Lesson 12.

Creating a Meeting Environment that Meets the Needs of Youth

The primary role of adults in the club is to assure that the environment of the club meets the needs of youth. Youth Development professionals must help adult leaders understand these needs and implement these elements into their clubs. The list of developmental needs from our review of youth principles will provide a guide for this role.

- Safety and structure
- A sense of belonging and membership
- Closeness and several good relationships
- Experience with gaining competence and mastering skills
- Independence and control over some part of their lives
- Self awareness and ability to act on that understanding
- Self worth and the opportunity to contribute

Club meetings provide environments that meet the basic needs of youth when they:

Promote Feelings of Acceptance and Belonging

Youth join clubs and organizations because they want to be an active part of a group, but sometimes they need help in finding their niche. If they do not feel they are welcome or that they “fit in” they will very quickly stop coming. Often, groups do not intentionally leave out members, but simply overlook new or quieter members. Provide group-building activities at every meeting. Through these activities, young people can be pulled into the group without feeling singled out.

Provide Opportunity to Develop Relationships

It is impossible to develop relationships without talking to one another. Club meetings that do not provide lots of opportunities for youth to talk with one another do not take advantage of one of the unique learning opportunities a club meeting can provide. Some simple ways to provide structured interaction beyond get-acquainted activities are team-building activities, small group discussions, and committee work. Remember to include unstructured interaction time as well.



SECTION III: **Starting and Maintaining 4-H Clubs**

Provide Safety and Structure

Youth feel safe in a group when they know the behaviors that are expected of them. To clarify these behaviors it will be important to lead the club through a process of identifying the standards of behavior they all agree they want for their club. These can be written in the form of Club Rules and posted in a place where everyone can see them.

Club rules help members monitor their own behaviors and decrease the need for the adult leader to control behavior. Posted rules also help prevent misunderstandings between members and adults and leaders about appropriate behavior at club meetings and events.

In addition to club standards, 4-H members must be informed of and agree to any Code of Conduct that the state 4-H office requires for state and national events and activities.

Provide Opportunities to Contribute to the Group

A sense of belonging to any group, whether family, school, community, or club, is formed when there are opportunities to contribute to that group and when it is clear that those contributions are essential to the group. Clubs meetings must offer ways for all members to contribute and see themselves necessary to the success of the club.

Adult leaders can be vigilant in identifying the skills and talents of all members that can be employed to help the club. If youth are given new responsibilities, it is up to adult leaders to make sure they are properly prepared to fulfill them. Training and mentoring are often needed for new leadership positions.

Before electing club officers, allow the youth to get a taste of the 4-H Club experience. The first meetings should help members get a sense of what the 4-H Club will be like, and whether or not they would even like to be an officer. Some clubs ask several youth to assume leadership responsibilities and rotate them through different positions fairly often.

Promote Competence and Independence

Help youth plan and conduct their meetings. Provide opportunities at age appropriate levels to have input into the design of the meeting and to provide leadership for the meeting. Prepare youth for the leadership roles they assume and provide support as they practice these roles. Help members evaluate their plans and use that information in future plan-

ning. Assist youth in developing plans for future meetings. The initial work for a 4-H meeting takes place long before the actual gathering.

Lesson 13 will focus on helping youth and their adult leaders prepare an annual club plan for all of the opportunities that will be offered during a club year.

Adapted from: Effective 4-H Club Meetings, Chuck Hill and Molly Gregg, 4-H Program Specialists, Alabama Cooperative Extension.



4-H MEETING GUIDE

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 this or one activity can sometimes serve both purposes. This is especially important with new groups, but still important for a continuing 4-H Club to do.

Business Meeting:

The organizational leader (or leader in charge of the business meeting) should meet or speak with the President ahead of the meeting so that the President has an agenda prepared. Give the president as much information as you can so he (or 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 | Reports |
| Communications | Leader's Report |
| Roll Call | Old Business |
| Introduction of guests | New Business |
| Minutes of the last meeting | |

Educational Program or Activity:

The educational program at regular club meetings can be one of the most important parts of the 4-H meeting for members. This part of the meeting provides an opportunity for the members to join in a group learning experience. The learning experiences may take many forms including demonstrations, guest speakers, movies, tours, learning games and hands-on doing activities, such as crafts and project related activities. The program or activity should be fun, interesting and a learning experience for the members. 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.

Recreation:

Youth (and most adults) come to meetings to have fun and get something done. Include some recreation in every meeting. The recreation can be placed anywhere in the meeting schedule. Just be sure it is there someplace. Ideas for recreation include:



Games
Music
Stunts

Group Activities Thought for the Day
Stories and Story Telling
Drama Activities

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.

Delegation:

Almost all of these 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 then better you will feel about it.



4-H CLUB MEETING AGENDA WORKSHEET

4-H CLUB
DATE

Pre-Meeting Activities

Business Meeting

Call to Order

Pledge to the Flags

American

4-H pledge

Roll Call

Welcome and Introduce Guests

Reading and Approval of Minutes

Other Officer Reports

Announcements and Other Communication

Committee Reports

Project Reports

Leader Report (Optional)

Unfinished (Old) Business

New Business

Adjournment of Business Meeting

Educational Program

Program / Demonstrations / Presentations

Social/Recreation/Program

Refreshments



4-H Club Meeting Check List

Use this checklist to do a quick evaluation of your 4-H Club's meeting

| | <i>GOOD</i> | <i>AVERAGE</i> | <i>NEEDS IMPROVEMENT</i> |
|---|-------------|----------------|------------------------------|
| 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 were 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.





PARLIAMENTARY PROCEDURE FOR 4-H CLUBS

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....” For instance, “I move our club visit the Nursing Home on the day before Thanksgiving” 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. No thirds, fourths or fifths are required or desired.

At this time 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. Contact the 4-H office if you want to learn more about Parliamentary Procedure.

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.



President's Guide to Conducting Business Meetings

Use these phrases to conduct a 4-H Business Meeting.

AGENDA ITEMPHRASE

- Call to Order "The meeting will come to order."
- Pledge to the Flags "Name and name 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?"
- Treasurer's Report "The Treasurer will present the treasurers report." Does not need a motion to approve.
- Committee Reports..... "The _____ Committee will report."
- Leader's Report (Optional)
Project Reports (Optional)
- Unfinished (Old) Business..Present any old business you know about.(You have that information from the secretary) Then ask, "Is there any more 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.

Secretary's Guide for Recording Minutes

The secretary is the record keeper of the club. The secretary records and keeps information about attendance and about the business conducted by the club. These minutes are the official record of decisions made by the club. They become official when they are “approved” at the next meeting.

It will be important to take complete and accurate minutes of 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 to refer to. 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:

Were the Pledge of Allegiance and 4-H pledge made? Who led them?

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)



OLD BUSINESS:

What was the old business? What motions were made? Who made and seconded the motions and were they passed? Put in all motions. You may include key discussion points, but this is optional.

NEW BUSINESS:

What was the New Business? What motions were made? Who made and seconded the motions and were they passed? You may include key discussion points, but this is optional.

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 lead it? These notes can be brief.

SOCIAL/RECREATIONAL PROGRAM

RECREATION:

What was the recreation activity and who lead it? Can be brief notes.

REFRESHMENTS:

Who provided the refreshments?

Adapted from materials developed by Colorado State University Extension, Southeast Area.

TIPS FOR CONDUCTING EFFECTIVE MEETINGS

- Have fun.
- Start and stop on time.
- The club officers and leaders set the standard for the group. Well-planned activities can hold interest, reach goals, and be fun.
- Have a clear agenda for the meeting.
- Let the officers fulfill their responsibilities.
- The president calls the meeting to order and is in charge. Let other officers and committee chairpersons do their assigned jobs.
- Leaders should help officers develop confidence in their abilities by providing guidance, while remaining in the background.
- Encourage the use of parliamentary procedure. Democratic participation takes place when members have a chance to express themselves. Basic parliamentary procedure is an orderly way of making this possible.
- Communicate upcoming events, dates, and responsibilities.
- Provide opportunities for all youth to be involved in the program and recreational parts of the meeting – and have refreshments available, too.
- Be well prepared – have all the necessary supplies for project activities.

Use a variety of methods to communicate with to members and parents including phone, personal visits, media, written notes, newsletters, and phone chains. Keeping everyone well informed about meetings and upcoming events is very important.

Know what needs to be accomplished at each meeting. Make sure each member has a chance to do and learn something at every meeting. Keep youth involved and include lots of variety to help them learn and grow through club work. And most importantly, HAVE FUN!!



Lesson 13A:
Planning the 4-H Club Year

Procedures for Maintaining Clubs

1. Involving youth and leaders in planning and conducting the meetings
2. Involving club members in preparing a yearly club plan
3. Promoting or marketing the club
4. Helping youth transition to new communities when families move

This is the second of three lessons focusing on maintaining 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 will have more ownership in the activities and projects they have planned or helped plan and this ownership will increase their level of participation. In addition, the activities will likely be ones that they find interesting, and therefore the club will be more rewarding and fun for everyone. Adult leaders can facilitate this input by involving them in making plans for what the club will do during the coming year.

A well-developed Annual 4-H Club Program Plan gives guidance and direction to club leaders and members. This yearly plan will:

- Clearly state the goals that the club has agreed to work toward.
- Let everyone know what to expect from participation in the club.
- Outline each person's responsibilities.
- Provide each member with specific tasks during the year.
- 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.
- Help families to better participate in 4-H events.

Putting the Annual 4-H Club Program Plan Together

Participation in the planning of what will be offered during the year through the 4-H club is an important learning

experience for youth. Most clubs use a three-step method of planning for their year that allows youth to provide input in ways that are appropriate to their stage of development. The first step involves everyone in the club in identifying interests and desires for the club and the activities they would like to focus on during the year. The second step outlines the way in which these interests and goals will be carried out. As a rule the second step is handled by a planning committee made up of older youth and the club leaders. The third step is part of the implementation process and occurs throughout the year. Members and leaders should review their plans quarterly to determine how well the club is doing what it set out to do. This information should be used to make any adjustments that are needed to help the group in this with the assistance of the adult club leaders.

STEP 1. *Determining needs, interests and desires of the entire club*

Each member has different ideas about the club's program and it is important that they have a chance to express them. The activity in this lesson using a 4-H clover results in good program input from all club members. Additional suggestions for getting information from youth and parents include:

- Clover Survey – give each member a worksheet of a four-leaf clover that has one interest survey topic printed in each leaf of the clover. (“I am curious about”, “we could help our community by”, “my hobbies”, “just for fun we could”). Ask members to write or draw their responses to each of the questions in the space formed by each clover leaf. Facilitate a discussion of each survey question and record and post the ideas generated on newsprint. Help the group consolidate and select ideas that could fit into a club's yearly time frame. Collect the worksheets.
- Survey box – decorate a box or container and explain its purpose at an open house, general meeting, activity or event. Have a short form or blank pieces of paper for suggestions to be put into the box for the upcoming 4-H program year.
- Post a wall parking lot or sticky board - Tape a large sheet of poster board or a sticky wall cloth to an area easily accessible to the youth's height. As youth arrive ask them to write on a self-adhesive note or a brightly colored paper at least one thing they would like to do, to learn, or make in the 4-H club this year.
- Technology – ask teens to develop a web-based survey to gather information about interests from other youth – have the survey be creative and interactive.
- Collages – have members create collages suggesting programs,



SECTION III: Starting and Maintaining 4-H Clubs

activities, and events they wish to participate in during the club year and explain the collages.

- Roll call – During roll call ask members to answer with a suggestion for a club activity, program, goal, etc. No response should be repeated.
- Place responses onto a poster pad for all to see.
- Brainstorming – Divide the club into small groups and make suggestions within the categories of
 - What do you want to learn?
 - What do you want to do for others?
 - How do you want to learn?
 - What do you want to do to promote a healthy lifestyle for yourself and others?

All ideas should be encouraged. Each group may list their ideas for each “H” on a sheet of paper and present the ideas to the group.

STEP 2. Putting the Suggestions into a Plan

The following planning methods have proved successful. However, no one way to plan a 4-H program is the “only” way and you may find other methods of accomplishing this planning process. The key is to be as inclusive as possible in preparing plans for the entire club. It is recommended that a club planning committee be formed. Some club planning committees take full responsibility for preparing the annual plan using ideas submitted to them ahead of time by the club. This model is suitable for a large club. Others function with the help of the entire club. In this case, members are divided into groups, each of which has responsibility for planning a specific part of the club plan (such as time, place, business agenda, educational programs, social/recreational activities and citizenship opportunities). The Planning Committee coordinates the efforts of the group and is responsible for getting their work into a written plan. In either approach, the proposed yearly plan is presented to the membership for approval.

–Select A Club Planning Committee

The membership of the Club Planning Committee should represent the interests of all people in the club. Older members may be efficient planners but may need help in remembering the interests of younger members. The diversity represented within the club should be seen within the committee. This diversity could include race, gender, disabilities, age or national origin. Youth members, parents and volunteers should all have a representative on the committee. The committee may be elected, selected or appointed in accordance with the club’s by-laws or guide-

lines. If a club is small, the entire membership may be on the program planning committee.

The vice president often serves as the youth chair of the planning committee. The youth chair and adult leaders will work with the planning committee to put the suggestions and input from club members into a practical plan for the year.

–Organize the Club Planning Meeting

The planning meeting provides a “hands-on” learning activity in group- process and assures that everyone will have a voice in what the group does during the year ahead. This participation increases the likelihood that the interests of everyone in the club will be addressed at some point in the year and that club members will stay involved. In addition, while deciding how they will make their ideas happen, youth develop skills in planning and management.

Good planning includes participation from all members and leaders on the team. Make sure the time, space and format that you are using for this meeting will encourage total group participation.

Gather information ahead of time to help the group. This might include:

- Ages of members, where they live, and what they do
- Activities and organizations outside the 4-H club in which members are involved
- Information about the community: schools, businesses, and people
- Suggestions on how 4-H can work with other groups to develop a good program and improve the community
- Information on the current emphasis in the county 4-H program, noting the training that is available, county or district events and activities, and emerging areas of interest and support

–Set Goals

Begin the planning process by identifying the club’s goals. Goals state what the club members would like to see the club accomplish during the year.

Goals should:

- be developed from the interests of club members and target life skills development
- be stated clearly so that it is easy to determine whether or not they were reached
- be realistic and achievable and measurable
- meet the developmental needs and interests of members
- promote cooperation and learning



SECTION III:
Starting and Maintaining 4-H Clubs

- promote learning and skill development
- provide individual and group achievement incentives for members
- provide opportunities for community service, leadership and communication

The following are examples of some possible club goals:

In (year)___ our club members will:

- Promote 4-H and recruit new members and volunteers
- Learn more about (health, computers, pets, etc)
- Participate in hands on learning opportunities in (project)
- Participate in (# or names) project educational programs
- Invite parents to share their talents with the members
- Participate in _(# of)_____ community service activities
- Train officers to conduct a monthly business meeting
- Participate in county and state activities
- Complete one project and its record form
- Give a demonstration or public speech on a selected topic
- Enter a photograph or expressive arts work in a contest
- Provide all 4-H club families with a calendar of events
- Recognize members for their accomplishment individually and as teams

-Create Action Plans

Once specific goals are defined, the planning committee must decide upon the kinds of experiences the club will offer to achieve each goal. The actions to be taken may include workshops, speakers, fieldtrips, recreational activities, business meetings, parent's night, recognition events, fundraising activities, and much more. Project work that is offered through the club should support the development of the skills youth have targeted through their goals.

The committee will then outline how these actions will be carried out. For example, to accomplish the goal of developing greater parent involvement, the group may decide to have a parents' night or plan visits with each parent at their homes.

A typical annual 4-H program action plan will include the following kinds of activities

- Meetings that take place on a fixed date every month.
- Educational field trips or presentations by special guests.
- Recreational activities (games, songs, etc.) for each meeting.
- Special events such as parties, dances, or picnics.

- At least one community service project.
- Two or three projects lasting at least two months each.
- At least one opportunity for each member to make a presentation.
- One club recognition activity.
- One promotional activity during National 4-H Week.
- One meeting to plan the program for the following year.

Identify the persons who will be responsible for carrying out the activities selected.

–Write the Yearly Club Plan

Write the plan for the year in simple terms with date, time, place, and the names of those responsible for each offering. Keep good minutes when planning. In considering the plan, the membership should be able to answer these questions with a “yes.”

Does the plan include experiences that involve all members?
Are the planned opportunities interesting and appropriate for all ages?

Can we realistically accomplish what we have planned?
Will the members have fun while learning?

Has the plan taken into consideration the activities outside of the 4-H club that members are involved in that could affect their participation?

Does the plan include opportunities for members to experience leadership, public speaking, service to the community ?

–Approve the Yearly Plan

The completed yearly plan should be presented in simple language and distributed to each member, parent, and leader. It should be discussed and approved by the club membership.

Step 3. Measure Club Success

Throughout the year, leaders and members need to review the club plan to determine the progress they are making toward reaching their goals. This review does not need to be lengthy, but must involve all of the members of the group.

The planning process is fairly straightforward. As you implement it with youth and adults, you will want to be aware of the issues and concerns that may surface in the group if conflicts arise. Make sure that the final product has something for everyone in it.

In addition, it is important that club leaders and officers review the structure of the club quarterly to assure that the environment of the club is one that supports positive growth and development. A check -list to use in this review is provided in this lesson.



How to Design your own Clover

I am curious about

We could help our community by

My hobbies

Just for fun we could

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 writing your ideas on this clover you will help the planning committee.

In the upper left hand segment of the clover, write what you would like to find out about this year in 4-H.

In the upper right hand segment, write ideas you have for helping the community

In the lower left hand segment of the clover, list any hobbies you enjoy.

In the lower right hand segment, write ideas for activities that would be fun for you.





Indicators of Successful 4-H Clubs: Check List

- _____ Open communication exists between the local 4-H office and the leaders of the local 4-H club.
- _____ Membership and leadership show diversity.
- _____ Leadership responsibilities are shared among adults, youth and children.
- _____ The club's leadership is willing and able to be flexible and adaptable to individual situations.
- _____ Youth/adult partnerships are supported by:
 - Providing varied opportunities for adults and youth to work together toward a common purpose.
 - Recognizing individual interests, abilities, and assets, and factoring them into the club program plan.
 - Balancing the strengths and weaknesses of members and leaders when helping them select avenues of participation.
- _____ Rules contribute to positive youth development and focus on such fundamental issues as safety and respect.
- _____ A healthy balance exists between cooperation and competition among its members.
- _____ Volunteer and member accomplishments and contributions are recognized



Lesson 13B: **Roles and Responsibilities**

Just as clubs must have a team of players to assume responsibility for the tasks involved in carrying out the yearly plans, a successful county and state 4-H program requires the efforts of a team of players to assure a successful program. It is important to identify specific roles that must be filled to support successful and effective 4-H clubs and the responsibilities assigned to each of these roles.

The following list of responsibilities is a typical distribution of tasks. Obviously, many of these responsibilities can belong to more than one person. While some of these responsibilities are clearly associated with specific job descriptions, some are subject to discussion. Youth development professionals must use good facilitation skills to assist those who are involved in the program to clarify role responsibilities. It will be important to record and post these decisions so that everyone is clear about the responsibilities they have agreed to take on.

Youth

- Participate in meetings and activities
- Provide input into 4-H club and project offerings
- Carry out responsibilities as needed by the group
- Interact with other members of the group
- Gain skills leading to competence
- Promote 4-H to other youth

4-H Club Leader

- Serve as the first contact for the club
- Inform county 4-H office of club plans
- Ensure 4-H'ers are being recognized
- Discuss agenda with officers prior to each business meeting
- Make arrangements for meetings
- Ensure supplies and materials are available
- Assist youth in developing life and project related skills

County 4-H Youth Development Professional (Agent)

- Meet with county program development committee
- Share 4-H curriculum options
- Provide training on county and state 4-H programs and policies
- Develop articles recognizing 4-H'ers accomplishments
- Assist youth in developing life and project related skills
- Recruit volunteers for 4-H clubs
- Provide recognition for 4-H volunteer leaders
- Assist with 4-H Enrollment
- Ensure 4-H clubs have necessary supplies and materials

Club Officers

- Promote 4-H to other youth
- Mentor younger members
- Conduct 4-H business meetings
- Provide leadership for 4-H Club
- Work with 4-H club leader to plan meetings and program

Parents

- Volunteer to assist with 4-H projects and activities
- Provide transportation for members to 4-H activities
- Attend club meetings and activities
- Encourage participation in 4-H program

Program Development Committee/Advisory Board

- Work with County youth development specialist to plan the overall Extension youth development program
- Assure county program is delivered as planned
- Meet with county 4-H youth development professional (agent)

Project Leader

- Know and use 4-H curriculum
- Find out youth's interests
- Plan and conduct project meetings
- Assist members in setting goals and planning the project
- Assist youth in developing life and project related skills

State 4-H Specialist

- Submit state 4-H Club data to on-line reporting system
- Coordinate efforts of 4-H clubs in their state
- Support county 4-H youth development professionals (agents)
- Promote and support 4-H initiatives statewide
- Train staff on use of 4-H curriculum
- Submit quarterly 4-H update form

County 4-H Office Secretary

- Submit county 4-H club data to on-line reporting system
- Process 4-H enrollments
- Provide information on county and state events

Events Coordinator

- Coordinate member involvement in presentations, demonstrations and county events
- Coordinate 4-H events in the county
- Assist youth in developing life and project related skills

Area/District Youth Development Specialist (where appropriate)

- Coordinate 4-H Activities for the Region
- Provide Technical Assistance on 4-H
- Train staff on use of 4-H curriculum
- Support county 4-H youth development professionals (agents)



Lesson 14: **Marketing 4-H Clubs**

Procedures for Maintaining Clubs

1. Involving youth and leaders in planning and conducting the meetings
2. Involving club members in preparing a yearly club plan
3. Promoting or marketing the club
4. Helping youth transition to new communities when families move

This lesson will address the last two procedures in maintaining clubs; **promoting or marketing the club and helping youth transition to new communities**. The focus is on methods for attracting youth and families to 4-H clubs and groups and retaining them in 4-H.

Promoting or Marketing the Club

When the 4-H club is organized and functioning well, members can begin to plan ways to publicize their club. It is important to note that publicity requires a product. That is, the club must have something to tell about before efforts to promote it can take place. Someone has defined publicity as “doing good things and telling the world about it”. Youth might translate that to “doing cool stuff” and telling others how they can be a part of it.

Promotional efforts should be designed to inform and involve the community with your club and should be a planned part of your group’s ongoing activities. While good publicity may help the group attract new members, the real strength of engaging the group in publicizing their club lies in the opportunities youth are given to learn skills in marketing and promoting their club work. Preparing press releases, web sites or Power Point presentations are great “learn by doing” opportunities for young people.

Marketing is not about slogans, it is about seeing needs and meeting them. Flyers are not sufficient marketing tools in this day and age of technological advances. It is important for our marketing strategies to be appealing to our audience—the youth that we want to participate in 4-H. We need to think of new, different and creative ways to reach out to them.

The key to all marketing however, is to remember that



youth don't join 4-H because it is well publicized. They join because the clubs and meetings are interesting and enjoyable. And they initially come to 4-H because someone—another youth or an adult—personally invited them!

Ideas for Marketing Your 4-H Club

Forming a publicity committee is a great method for expanding 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've signed up for 4-H or not. These are officially considered "4-H events" (so you can count the numbers in your reporting) and they provide a good introduction for your club program.

Use technology to help promote the 4-H program. Encourage 4-H'ers to create a web site that highlights your 4-H Club activities.

Ask the newspaper to do a tabloid or special feature on 4-H with lots of action pictures of your 4-H'ers. Find success stories about local 4-H'ers, volunteer leaders, and 4-H alumni.

Your county Extension office has promotional 4-H videos. Show them at various locations during the year. See if the local cable company will run a video on a regular basis.

Provide local radio and television stations, including the cable channel, with public service announcements about 4-H.

Have 4-H'ers recognized as a group during special events or before adult service clubs. Long time 4-H'ers (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.

Put up bulletin boards about 4-H wherever young people gather in the community; fast food shops, shopping areas, video stores, theaters etc.

Have a 4-H club enrollment drive. Set up a booth with information about 4-H and what's available to youth at schools in your community. Create rewards or recognition for kids who help recruit other kids to join.



SECTION III: Starting and Maintaining 4-H Clubs

Ask a volunteer to write an article about 4-H community service events and promote it through various newspapers/newsletters.

Announce special events with banners around the community.

Have 4-H volunteers and 4-H'ers 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 4-H announcements made at school during morning announcement time or during an assembly program.

Plant a tree or wildflower garden to honor 4-H in your community.

Have 4-H'ers, 4-H staff, or community volunteers promote 4-H on a stretch of 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 Friday night football games to read a public service announcement promoting 4-H membership.

Work concessions at ballgames 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.

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.

Helping Youth Transition to New Communities When Families Move

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 agents in the new county. You will be expected to provide information to help 4-H youth who are moving to new communities connect with 4-H programs in those communities. You should have a listing of the phone numbers for all of the state 4-H offices in the U.S. We have included a listing that is current at the publication date of this handbook in the Appendix. Your state 4-H office can give you this list as well. By contacting the state 4-H office in the state to which a youth is moving, you can obtain the county 4-H office phone number for your 4-H'ers new community and provide the youth/family with that information. This will facilitate connection to 4-H in the new community. You can increase your level of assistance by making a phone call to the agent in that 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 agent can provide you with the information you need to help youth transition to another 4-H program. If you are a military partner, your extension liaison person will also have this information.

In addition, you will want to be sure that the adult leaders in your community are aware of the transition connections available to 4-H members and that they refer youth who will be moving to your office or work with you to make these connections themselves. 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.



SECTION III:
Starting and Maintaining 4-H Clubs

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 15: **Recruiting, Training and Recognizing** **Volunteers**

All 4-H clubs must have an adult leader. Historically, 4-H has relied upon volunteers to fill this role. 4-H defines a volunteer as anyone who is not paid through the Cooperative Extension System.

If you are starting a 4-H club within another youth serving organization, you may have paid staff to cover this leadership role. However, volunteers can increase the capacity of paid professionals to reach additional youth within the community, and you may find it helpful to enlist parents or other adults in the community who are interested in supporting youth through an out-of school experience and who would be willing to work with your club.

Recruiting, training and supporting volunteers are important tasks for the youth development professional. This is particularly true for the 4-H youth development professional. Often, the most direct contact a 4-H agent has with youth is through the volunteers who work with them. It is imperative, then, that you become skilled in all aspects of volunteer development and that you know the policies in your state regarding registration and training requirements for volunteers. You will need to share this information with staff from partnering organizations as well, and assist them in accessing volunteer training opportunities in your county, area/district and state. If you did not receive this training during your new agent orientation, you will need to contact your state 4-H office to seek out this information.

If you are a youth development professional in an organization other than 4-H, ask your 4-H agent what requirements must be met for screening, training and appointment processes in your state. Find out how to access volunteer training opportunities scheduled in the county, area/district, or state. Because you are not paid through Cooperative Extension, you are eligible to participate in this training and any of the volunteers you choose to involve in your program are eligible as well.

States have adopted their individual processes to identify, select, orient, train, utilize, recognize and evaluate leaders. When using paid staff, partnering organizations may share the responsibility with 4-H to meet the state's policies and proce-



dures for volunteer leadership roles. Often, the partnering organization assumes the liability for their staff in the role as “volunteer” leader for the 4-H club unit. Volunteers and paid staff are required to participate in training for the leadership role they have accepted with the 4-H program.

Recruiting Volunteers

Research tells us that volunteers want to feel that their service is helping the community. Different people may be motivated by different opportunities. To be successful in recruiting and maintaining volunteers, you must always be sensitive to your volunteers’ needs. Most volunteers become involved because they want

- An opportunity to help their families.
- An opportunity to work with youth.
- An opportunity to learn new skills.
- An opportunity to help the community.
- An opportunity to meet and get to know people in the community.
- An opportunity to develop leadership skills.
- An opportunity for community recognition.
- An opportunity to use personal skills and knowledge.
- An opportunity to learn more about community efforts and activities.

Recruiting efforts will be enhanced if you can highlight the way participation as a volunteer meets some of these needs. It will also be important to survey the interests, talents and skills of parents and other potential volunteers. Use this information to match people to volunteer positions.

You will need to have identified the responsibilities associated with the leadership roles you are seeking to fill. People want to know what they are agreeing to do before they volunteer.

If you are forming a single project 4-H club, you may only need a club leader and a project leader to teach the project material selected. If you are forming a multi-project 4-H club, you will need a club leader and project leaders for each of the projects offered.

The following job descriptions for these two leadership positions provide some guidelines in outlining the tasks most commonly associated with these volunteer positions.

Club Leader/Organizational Leader:

The job description of the club leader has become 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 is responsible for three major functions:



SECTION IV: *Involving Volunteer Leaders*

- 1.) Supporting youth. This includes providing encouragement, ideas and learning opportunities to individual 4-H members and the group
- 2.) Recruiting other volunteers to assist with project and club activities as needed.
- 3.) Linking the club to the county 4-H office and program. Every local 4-H club is a part of a system defined by Cooperative Extension. The club leader maintains contact and keeps communication open between the club and the local 4-H office through the 4-H Agent.
- 4.) Bridging the club with the community. Club leaders assure that the 4-H club contributes to and also makes use of community resources. They keep the community informed about the youth development opportunities in which club members are involved. 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.

The club leader is usually the first leader recruited when the group is being formed. You may want to identify someone to fill this role before holding your first organizational meeting, although this is not essential.

Project Leader:

Project leaders take on the role of teacher. They focus their efforts on teaching life skills through the content of selected topics. Life skills addressed include concern for others, effective communication, positive self-esteem, responsibility and cooperation. The project leader is responsible for four major functions.

- 1.) Creating a positive learning environments to assure that the needs of all youth involved in the project are met and developing caring relationships with youth.
- 2.) Providing experiences that teach the project subject matter using experiential learning methods.
- 3.) Providing opportunities and processing those experiences to support the development of life skills.
- 4.) Helping youth set realistic goals for themselves within their project and support them in reaching those goals.

In addition to these leader roles, clubs often have an events coordinator, teacher/mentors for club officers and recognition coordinators. Be prepared to explain all of these roles at the organizational meeting held with your new club. At that time the group can determine the leadership roles that they believe they will need.



Training and Supporting Volunteers

As soon as volunteers have been secured, training must be offered to prepare them for the roles they will be expected to fill. It is not fair to ask someone to assume a responsibility without adequate preparation for the task. Your job as a youth development professional is to assure that youth and volunteers find their experiences in your organization to be fulfilling and growth producing. Certainly, a 4-H Club will not be successful if the adult leaders do not feel confident about their ability to carry out their functions and assured that they are contributing to the program. Because 4-H relies heavily on volunteers, a wealth of material has been developed over the years to assist agents in recruiting, training and supporting volunteers.

Training

Training opportunities for volunteers will focus on the skills and attitudes that have been shown to characterize effective leaders as well as on the delivery of opportunities to develop life skills.

Training addressing skills and attitudes of leadership skills will focus on preparing leaders to

- Have an understanding of youth development principles.
- Take responsibility as a leader – set limits and provide guidance.
- Share age appropriate responsibilities with youth.
- Have high expectations and hold youth accountable.
- Exhibit sincere interest in what youth think and want.
- Exhibit respectful behaviors toward youth and their ideas, feelings, skills and fears.
- Recognize the accomplishments of young people.
- Encourage cooperation and refrain from comparing youth with one another.
- Behave with fairness and objectivity and never show favoritism.
- Maintain professionalism and not attempt to be “one of the kids”.
- Be honest and sincere in all interactions with youth.
- Have the ability to facilitate teamwork and leadership.

Training addressing life skill development often occurs as training for specific project delivery. The 4-H project materials produced through the Cooperative Curriculum System include leader guides that review the use of hands-on teaching experiences for youth in specific subject matter and include directions for facilitating and processing those experiences to foster the growth of personal life skills. It will be important to provide a hands-on training experience in the use of these materials to all project leaders. The involvement in a group training experience assures that leaders understand the



SECTION IV: Involving Volunteer Leaders

content and the experiential learning method used to deliver that content. Providing adequate training also serves as a form of recognition.

Ongoing support throughout the year is important to the successful performance of the volunteer. Support can be provided by

Maintaining contact with volunteers through the year.

People are motivated to achieve when they feel their efforts are respected and that help is available when needed.

Assuring that meetings involving volunteers are clearly focused and relevant to the needs of the volunteers.

Reflecting on your communication style (face-to-face, phone, email, etc.) and assessing its effectiveness in connecting you with others. Assure that your communication skills demonstrate that you value your volunteers.

Skillfully handling conflicts that arise. Disagreement within an organization is to be expected, because people bring differing ideas to a situation or task. Disagreement can lead to new ideas and creative ways to approach situations when dealt with openly and honestly. When ignored or handled poorly it can escalate to unnecessary levels of conflict. Youth development professionals must become skilled in helping volunteers work through differences and reduce the potential for conflict. They must also gain skills in moving people through the conflicts that arise.

Recognizing Volunteers

Encouragement and recognition are essential for active involvement of youth and volunteers in 4-H. Everyone likes to be appreciated for doing a good job. The kinds of recognition that are meaningful vary from individual to individual. It will be important to find out what forms of recognition are rewarding to the volunteers in your program.

Recognition activities need not be formal or expensive. The following list of informal and inexpensive recognition ideas for 4-H volunteers provide some ideas to work from. This list is just a start. As you learn to know the volunteers who work in your 4-H program you will be able to identify the kinds of recognition that are most meaningful to each individual.

- Find opportunities to publicly thank volunteers and acknowledge their contributions. For example, write a news article for the local newspaper or your newsletter highlighting a volunteer's contributions or impact.
- Involve volunteers in providing input into the programs, coordinating programs or events, presenting workshops,



- etc.
- Invite volunteers to participate in staff meetings and conferences.
 - Know the special interests of volunteers and design volunteer opportunities to capitalize on those interests and talents.
 - Ask a volunteer to speak on behalf of the 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.
 - 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.

4-H looks at volunteer leadership as a continuous process which begins with identifying a need which a volunteer can fill and ends with a decision to either renew the volunteer commitment, transfer into another volunteer role or discontinue volunteer service. The goal of the youth development professional is to both keep and further the growth of volunteers within the organization. This goal is accomplished by providing the training needed to be successful, offering ongoing support in the performance of the volunteer role, and providing recognition for the work.

1. Adapted from: Ohio 4-H Volunteer Fact Sheet #40



Lesson 16: **Recognizing 4-H'ers Accomplishments**

Recognition is an important component of the 4-H experience. Youth need feedback on their efforts to contribute to the group or to master skills. Recognition of these efforts provides this feedback. Youth development professionals must be skilled in providing recognition that supports growth and in training staff to understand and use recognition appropriately.

While appropriate recognition takes many forms, recognition for 4-H youth is based on the following beliefs:

- Recognition is a basic human need.
- Recognition must be designed to build positive self-esteem.
- A balance between intrinsic (an intangible) and extrinsic (a tangible) recognition is essential.
- Adult support is essential.
- All 4-H'ers need to experience recognition for their efforts.
- Recognition is more meaningful when it occurs soon after it is earned.
- Appropriate recognition for individual 4-H'ers varies with their stage of development, past experiences, family lifestyle, community and cultural heritage.
- Opportunities for self-assessment and reflection within the recognition process allow youth to learn and grow.
- 4-H'ers should be permitted to exercise individual choices in learning and participation and be recognized accordingly.

The National 4-H Recognition Model

The National 4-H Recognition Model is a comprehensive plan that acknowledges positive learning behaviors in young people. The model identifies recognition appropriate for individuals and groups participating in a variety of educational experiences and is designed to meet the needs, interests, and aspirations of young people from different backgrounds and life experiences.

The 4-H recognition program includes five types of accomplishments. Each is unique in the way it motivates young people and recognizes their achievements. The five types of accomplishments 4-H measures for recognition are:

1. Participation in educational experiences
2. Progress toward self-set goals
3. Achieving standards of excellence

4. Excelling in peer competition
5. Excelling in cooperation

Participation in Educational Experiences

Participation recognition acknowledges attending, participating and successfully completing an experience or activity. Participation has simple requirements that are well publicized and known. Participation recognition can be earned many times. It demonstrates that a young person was “there” and can take the form of names in the paper, event T-shirts, participation ribbons, etc. Participation recognition usually comes from someone the young person cares about such as project leaders, camp counselors, teachers, etc.

Progress Toward Self-Set goals

This form of recognition is not limited to the outcome at the end of the project or effort. It can occur within the action process and can be stimulated with questions like “how are you coming along?” or “how is it going?” This form is particularly useful when several steps are involved in reaching a goal. Recognizing accomplishment of steps along the way can provide motivation to continue the effort.

Adults need to help youth set realistic goals that are likely to result in successful outcomes. But self-set goals are just that, and youth will have the final decision as to what they will be. Here are some keys to understanding recognition of progress toward self-set goals.

1. It is used with all ages
2. Goals must be realistic and reachable
3. Progress is evaluated by both the youth and adult
4. Progress is measured using the young persons own goals and plans

Achieving Standards of Excellence

Recognizing accomplishments as they compare to a predetermined standard, is a more extrinsic form of recognition.

1. The standard used to measure success is established by an outside source or specialist and serves as a measuring stick. Recognition is determined by how closely performance matches that measuring stick.
2. To use this form of recognition, adults must assure that the standards are clearly defined and that youth are well informed about them. Young people must know what they are working toward.
3. Standards measurement involves a judging system and rating categories are often used. 4-H uses a ribbon placement system in recognizing the achieving of a standard of performance. A blue ribbon indicates excellent accomplishment. A red ribbon indicates a rank of “very good” and a white ribbon indicates a “good” ranking.
4. Recognition based on a set of standards, measures quality of work and not a comparison to the performance of others. Judges



SECTION V: Expanding Opportunities

must be well informed of the standards. They must be impartial and be diligent about not comparing work to that of other youth.

Excelling in Peer Competition

There are some qualifications that must be discussed with this form of recognition as it supports positive youth development. The quest to be a champion can be a strong motivator for some youth. It is not a motivator for all youth.

1. For youth under the age of 12-14 who are not yet skilled abstract thinkers, the ability to deal with the ambiguities that may accompany competitive judgment calls are not in place. In addition, because they are maturing at very different rates, comparison to peers can negatively influence their concept of their own potential. Recognition based upon competition with peers is not recommended for youth under the age of 12.

2. The desire to win may overpower the desire to learn from the experience. It is easy to confuse the means with the ends when striving for recognition through competition. Youth development professionals must help youth remain focused on the experience rather than the competition and prepare youth for both winning and not winning.

3. Rules and procedures must be clearly spelled out, so that everyone knows exactly what will be judged and how that judging will take place. Competition can be high risk and can bring with it stress, conflict, hard feelings, and disagreement. Negative stress and conflict can be reduced or eliminated by making sure that everyone involved understands exactly what is going to be expected.

4. Competition may generate publicity for your group. It may result in trophies, scholarships plaques etc. It is important that the adults helping youth remember that this form of recognition is designed to promote the development of youth rather than the success of their program.

5. As these factors would indicate, competition should be optional. It is a good avenue of recognition for some youth but does not serve as a positive motivator for all youth.

Excelling in Cooperation

Cooperation skills are increasing in importance in today's inter-dependent society. Recognition of cooperation relies on the following guidelines.

1. Cooperation involves all the youth in your group and provides opportunities to be involved in group-identity issues and attempt to find solutions with the group.

2. Cooperation is measured against mutually agreed upon goals and supports looking at a variety of ideas.

3. Recognition for cooperation gives attention to the way a

group works. Leadership skills that promote the involvement of everyone in the group are supported.

4. The ultimate goal of cooperation is not recognition. Conflict that occurs around recognition for cooperation will be around the procedures for working together rather than over who has done the best work.

5. Everyone in the group is recognized when measuring cooperative efforts.

Recognition of Accomplishments in Project Work

Because project work is a key delivery method in 4-H for teaching skill development, quite a lot of material has been created to assist leaders in providing recognition for project accomplishments. Some evaluations are paired with tangible awards. Many of these awards can be purchased through National 4-H Council – (<http://www.4-Hmall.org> or call 310-961-2934 for information)

Young people need and want specific feedback on their projects and exhibits. They want to know what was done well and what needs to be improved. The recognition of their efforts in their project work gives immediate feedback and has reinforcement value.

For short-term efforts, some sort of a verbal recognition may be sufficient. However, youth may desire that achievements gained through the more in depth efforts of project work be recognized and reinforced through a structured evaluation. When recognition is paired with learning, the reinforcement is increased. Evaluation is an important part of the educational process and is appropriate at all levels in a program. The most effective learning takes place when the evaluation is done on a one-to-one basis, and based on realistic goals that have been set by the exhibitor.

Project Judging

Interview judging is an educational evaluation technique that helps youth learn to evaluate the effectiveness of their efforts. Identifying what was learned and analyzing the methods used to reach goals is an important part of the educational process. Young people need and want specific feedback on their projects and exhibits. They want to know what they did well and what measures, if any, would improve their work. They need to understand the educational experience, and how they may benefit from it and from the judging experience.

There are several names for interview judging depending upon state and/or county preferences. You may see it referred to as



SECTION V: *Expanding Opportunities*

“conference judging”, “face-to-face judging”, or “one-to-one judging”. Interview judging brings the judge and the exhibitor together to discuss and evaluate the project experience. Judging is done in an informal setting. The discussion should center on the goals established by the youth, the learning experiences associated with the project or exhibit, and the standards set for evaluating the finished item.

For interview judging to be effective, the judge must be someone who interacts well with youth and is familiar with the project or exhibit. The discussion between the two (judge and exhibitor) must focus on the learning experience associated with the project or exhibit. Both the interview and the set standards for the exhibit need to be considered in determining the judging results.

Consideration needs to be given to:

- age of the youth
- skill level
- special circumstances
- opportunity for future growth

Judging is done in an informal setting. The discussion should center on the goals established by the youth, the learning experiences associated with the project or exhibit, and the standards set for evaluating the finished item.

Interview judging is the most desired method of helping youth evaluate their experiences and growth. Interview judging gives exhibitors a sense of personal involvement and makes project work more educational and fun.

Preparing Judges:

It is important to assure that volunteers who serve as judges are adequately prepared to provide effective evaluation and feedback on the project efforts of 4-H youth. Judges need to know what to do to get ready for the judging experience and what to do during the 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 this 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 all the time.

Judging the Project or Exhibit

Judges must:

- Be prepared to give full concentration to the judging task - get ample rest the night before.
- Be on time, 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 that is appropriate to the situation often helps relieve stress.
- Be tactful and concerned about the feeling of the exhibitor.
- Offer constructive criticism, keeping the educational value of the experience in mind.
- Keep personal likes and dislikes out of the picture.
- 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, so do not use the same statements with each exhibitor.
- 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 suggestion regarding improvements in the judging process or repeated problem with exhibits with the superintendent.

Provide volunteers with the following procedure to follow.



SECTION V: Expanding Opportunities

Suggested Interview Procedure:

Ask Questions:

The questions asked should test the understanding of the “why’s” as well as the “how’s” of the exhibited work. By asking questions and encouraging active participation in the interview discussion, a better understanding of the exhibitors, their skills, and levels of ability is gained. Asking about strengths, weaknesses and areas of extreme difficulty gives the exhibitor an opportunity for self-evaluation.

Be Positive:

Talk about something that stands out favorably at first glance. 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 with as little noise or potential interruption as possible for the interview. 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 to discovering the positive aspects of the learning experience as well as to recognize the problems. Ask a little about the exhibitor and things he or she likes to do. Ask, “What new things did you learn?”

Find out how the exhibitor feels about the project; the ways the project has seemed successful or unsuccessful. Ask, “What do you like best about the project?”, “What do you like least about the project?” “Were you able to get help with your project?” “How were you helped?” 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 preference or taste 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 presented for evaluation. Interview judges help the exhibitor reach this learning point. 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 and why these changes are important. Just indicating that something was poorly done does not give the feedback necessary to correct future efforts, nor does it encourage the youth to try again.

End on a Positive Note:

Begin and end each evaluation with a positive approach. Find something about the exhibit that is successful, and compliment the exhibitor. Help the exhibitor to discover what could be done to improve the exhibit. 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 involved. With proper support from adults, growth from working with a project can occur at all levels of project success.

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?



SECTION V: Expanding Opportunities

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 do you see applying what was learned as helpful in the future?

Written Critique

Judges written comments are very beneficial for the exhibitor. The written critique gives valuable information to the exhibitor about the qualities desired and standards used for judging. It serves as a reminder for those who may not remember all that was said during the judging experience and is a guide for future project work. This reference is valuable as the exhibitor continues to grow in project work.

Final Note:

There are variations in counties and states in judging procedures. Always check rules and regulations with the person handling the judging. It is always best to ask—then you can be sure of the requirements.

Sources used:

Parsons, Jerry, Ph.D. *Helping Volunteers Recognize 4-Hers and Introduction to Model for Recognizing 4-Hers*, USDA, National 4-H Council, 1996

Reference:

Payne, Claudia. *Maryland Judging of 4-H Exhibits*, University of MD, College Park, 1996



The following definitions will help judges who are involved in evaluations using a

RIBBON SYSTEM

DANISH SYSTEM:

There is no special formula about the number of blue, red or white ribbons to be given. Quality, measured against product standards, and fulfillment of exhibit requirements determine the ranking. An accepted standard for ribbons are as follows:

| | |
|-------|---|
| Blue | means the exhibit meets or exceeds product standards and meet exhibit requirements; overall, the work is of high quality. Excellent. |
| Red | means the exhibit meets minimum product standards and exhibit requirements; overall the work is of average quality. Very Good. |
| White | indicates serious or considerable deficiencies in meeting product standards and/or exhibit requirements. Good. |

AMERICAN SYSTEM:

This is a rank order system in which exhibits are placed from first to infinity. There may also 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, as well as all place awards to be made.

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.

Reference: Payne, Claudia. Maryland Judging of 4-H Exhibits, University of MD, College Park, 1996



Opportunities Beyond the Club

In addition to the actual Club experience, members and leaders are encouraged to participate in local, state and national events as well. 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. Visit your 4-H Office and ask to see the 4-H Week packet that usually arrives in early summer.

National 4-H Conference - This event is held at the National 4-H Center in Chevy Chase, Maryland near Washington, D.C. in the spring and is planned and conducted by teens. At the National 4-H Conference, teen delegates take the lead by serving on consulting groups to make recommendations for future directions for 4-H and by accepting responsibility on one of the operations committees to help 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 Agent for more information.

The National 4-H Youth Technology Leadership Team - The N4HYTLT consists of 4-H teens from across the U.S.A. who share a commitment to using their technological skills to help integrate more technology into all 4-H programs and to close the Digital Divide that separates the technology haves and have-nots in America. For more information, go to www.4-h.org/tech.

National 4-H Technology Conference – The National 4-H Technology Conference was created on the idea that State 4-H Programs need to increase their technology projects and programs and also that states need to be more proactive when

dealing with teaching technology to youth. Youth take leadership in planning and conducting the conference. It is held in the summer, and is sponsored by CYFERnet (Children, Youth and Families Education and Research Network)/CSREES. More information about the National 4-H Technology Conference can be found at <http://fourh.ucdavis.edu/4hntc>.

National 4-H Congress - National 4-H Congress is the flagship event of the 4-H program. The program 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 educators, 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 national 4-H event held at the National 4-H Center during June and July. There are seven different sessions offered at a cost of under \$500. This excellent week-long event is open to high school age youth, not just 4-H'ers. Those attending CWF will increase their leadership skills, gain a much broader understanding of citizenship, learn a great deal about their nation's capitol and the federal government and have fun. Call 1-800-368-7432 to learn more about CWF or visit 4-H Council's Web Page at <http://www.fourhcouncil.edu>.

Exchange Programs supplement the world citizenship programming that occurs within a 4-H club. One or more of the following opportunities may be available beyond the club.

IFYE - The International Four-H Youth Exchange (the "F" originally stood for farm) provides an opportunity for 4-H'ers from around the world to visit another country to learn about other lifestyles and cultures and to spread goodwill and understanding. There are several different options and various lengths of stay with six weeks to six months being common. IFYE's are older 4-H'ers that have, depending on the exchange, completed high school or graduated from college.

4-H Japanese Exchange provides an opportunity for youth ages 12-18 from the U.S. to visit Japan and for Japanese youth to visit America. Participants live with a host family in this fully chaperoned program. They share everyday life activities with many new people. State 4-H specialists and local 4-H agents handle the logistics of this program for youth in their communities.

State Sponsored Exchanged Programs are available for youth in



SECTION V: Expanding Opportunities

many states in which relationships with youth development professionals in countries around the world have been developed. State 4-H specialists and local 4-H agents handle the logistics of these exchange opportunities for youth in their communities.

State to State Exchange Programs between individual counties in different states who are interested in learning more about one another's area of the United States are available as interest arises. Many states participate in this program. Local 4-H agents make the connections and arrangements for these exchange opportunities for the youth in their communities.

Wonders of Washington (WOW) - National 4-H Council provides this "ultimate Washington experience" for youth groups (students in grades 6 - 12) of 25 or more. Two and six day programs are available. Lodging is provided at the National 4-H Center. WOW includes field trips and workshops that highlight the historical, political and cultural attractions of Washington, DC. Call National 4-H Council at 1 800 368-7432 for more information.

There are also 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 county 4-H staff can explain more about these opportunities.

Opportunities for professional development are available regionally and nationally for both adult and youth leaders and for youth development professionals.

Regional 4-H Volunteer Leader Forums – Adult and teen leaders from multi-state regions can attend these annual meetings to learn new information, gain new skills, and share ideas with other 4-H leaders. Contact your local 4-H Agent 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 (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 internationally recognized and inclusive network focuses on the needs of the youth development profession and sponsors a national conference for youth development professionals each year. See www.nae4ha.org for more information.





SECTION VI:
Making Action Plans

Lesson 17:
Making Action Plans

This course has focused on the information and skills you will need to start and maintain 4-H clubs and groups in your communities. Lesson 17 is designed to help you apply this knowledge to the youth programming in your specific communities.

The following form will assist in this process. The form begins with an assessment of your community situation; the challenges and the supports that are in place to introduce a new 4-H club program.

The form continues with space to identify key players needed to get a 4-H club or group in place. Record these people by role and by name if possible. This will make the plan more concrete.

The lengthiest part of your plan will be the action steps. Refer to your handbook for help with this section. Target dates are requested for the action steps. These dates will help you create a plan that is ready to use when you return home.

The completion of this action plan will result in both a commitment and a map for implementing new or additional 4-H clubs or groups in local youth development programs.

May your work with youth through the 4-H Program be satisfying and rewarding!





Action Plan:

Identifying Name (County, State, Organization, Etc)

Current Situation

Challenges

Supports



Key Players

| |
|--|
| |
|--|

Action Steps

Target Date

| Action Steps | Target Date |
|--------------|-------------|
| | |

Signature and Date



Lesson 1

Introducing Youth Development

Materials:

- ❑ Overhead or PowerPoint slide or poster of Strengths 4-H Offers Partnerships
- ❑ Posters and PowerPoint slide of definitions of Youth Development and Positive Youth Development

Objectives:

1. To reinforce the recognition of the unique contributions of the non-formal youth development field to the growth and development of youth.
2. To review the role of the youth development professional in that field.
3. To provide insight into the strengths 4-H brings to partnerships formed to deliver non-formal youth development programs.

What to do -

Use a mini-lecture to review youth development and the role of 4-H in the non-formal youth development field.

Refer participants to posters on wall and PowerPoint slide.

What to Say -

The goal of all 4-H programming is the growth and development of young people. Before we can implement 4-H programming, we need to understand the youth development field in which 4-H operates. I am going to spend a few minutes highlighting aspects of youth development and the role of 4-H and the 4-H youth development professional in that field. In lesson 2 we will take this a bit further as we address some principles and practices essential to effective youth development programming.

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

Positive Youth Development is development that is positive and productive for both youth and their communities.



What to do-

What to Say-

Youth Development refers to the development of the whole person and is not focused on a single attribute, skill, or characteristic, but rather the mastery of competencies needed for happy and productive adulthood. Positive youth development occurs from an intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and the support necessary for youth to fully participate.

Youth development is the work of youth. Adults cannot do this work for them. But caring, knowledgeable and skilled adults can contribute 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 expanding opportunities for experiences that will help young people develop skills they need for adulthood. Youth development professionals guide the community in providing these experiences.

In recent years, non-formal, out-of-school programs for youth have become recognized as key avenues for delivering these environments and opportunities. Universities and youth focused organizations have identified the research and knowledge base that supports effective programming for youth development as well as the effective principles and practices in delivering these programs. Course work leading toward a graduate degree in youth development is now available from several universities and university consortiums across the United States resulting in recognition of the need for preparation for participation in the field and providing support for professional staff development throughout the career cycle. A vocabulary to advocate for the work is in place.

Many people do not know that this non-formal, out-of school youth development work has a professional knowledge base or



What to do-

What to Say-

that the quality of the program depends upon the training of professionals in the field. It is up to the youth development professional to explain the field to the community and to assure that community members recognize the vital role this profession plays in our society.

So, what is 4-H Youth Development? 4-H Youth Development is the non-formal, educational program for youth of the Cooperative State Research, Education and Extension Service of the U.S. Department of Agriculture. It has gained national reputation for its work with youth throughout the past century. 4-H is unique in the non-formal youth development field because it is a part of the land grant university system and has access to the most current knowledge and research provided by those universities related to youth development. In addition, 4-H staff and Cooperative Extension Offices are located in every county in the U.S. and are connected through an extensive electronic network that assures access to the most current developments from the field. This blending of research and field knowledge provides noteworthy support for the 4-H Youth Development Professional.

Use overhead, PowerPoint slide or poster to present strengths 4-H brings to partnership.

Agencies who have partnered with 4-H in recent years have cited the following strengths that 4-H brings to the partnership. We will look at these more closely as the training progresses.

4-H is a nationally recognized effective youth development education program.

Cooperative Extension/4-H has a strong



What to do-

What to Say-

local, county, state and national infrastructure and international support.

Cooperative Extension/4-H outreach service opportunities support communities and community service efforts.

Cooperative Extension/4-H research-based youth curriculum materials support the mission of other youth organizations.

Cooperative Extension/4-H staff are youth development professionals trained in adult education and youth programming and are capable and accessible resources.

Cooperative Extension/4-H has a record of successful partnerships with youth serving organizations including worldwide youth programs within the military.



PowerPoint presentation

- **National recognition**
- **National and local infrastructure/
international support.**
- **Service opportunities that support
communities**
- **Research-based curriculum**
- **Trained staff**
- **Record of successful partnerships**



Youth Development

**has been defined as
an ongoing process
through which young
people attempt to meet
their needs and to
develop the competen-
cies they perceive as
necessary for survival
and transition to
adulthood.**



Positive Youth Development

**is development that is
positive and productive
for both youth and their
communities.**





Lesson 2

Reviewing Youth Development Principles

Materials:

- Flip Chart paper
- Magic Markers
- Overhead or PowerPoint slide or poster of
 - Basic Needs for Healthy Growth
 - Healthy Environments
 - Competencies Necessary for Transition to Adulthood
 - Components of Effective Programs
- Wall poster of the definition of a youth development professional

Objectives:

1. To enhance participant's understanding of key fundamentals of positive youth development as supported through non-formal programs for youth.
2. To present these fundamentals as critical to all 4-H programming.

This lesson is designed for an audience that has attended training in the fundamentals of youth development. If your audience does not have this background you will need to present the material in a lecture format.

What to do -

Introduce the lesson and the importance of preparing staff who are responsible for planning or delivering youth programming with the knowledge and skills in the fundamentals of effective youth development work.

What to Say -

This course in the Basics of Starting 4-H Clubs is based upon the assumption that participants have had the course, Moving Ahead: Preparing the Youth Development Professional or a similar course addressing basic youth development principles. The purpose of 4-H clubs is to promote the growth and development of youth. The success of efforts to establish and maintain 4-H clubs or groups that support and promote positive development is directly related to the level of understanding paid and volunteer staff have of the principles and practices of effective youth development programming.



What to do-

What to Say-

Divide the participants into groups of six using a grouping method of your choice and give each group a sheet of flip chart paper and a magic marker. Facilitate small group identification of the five basic needs that Karen Pittman has identified as necessary for youth to experience healthy growth.

Because 4-H is the youth development arm of Land Grant University outreach, 4-H youth development professionals are responsible for knowing and applying to their programs the most current and valid information available regarding support for the growth and development of the youth in their communities.

Before we begin to explore the mechanics of establishing 4-H clubs or groups, we must take some time to review basic youth development information to assure that we are all approaching this work with the same language and assumptions.

In 1962, Abraham Maslow identified needs that must be met for humans to achieve self-actualization. Karen Pittman¹ reworked that list in 1990 to define seven basic needs that must be met for youth to experience healthy growth and development. If you attended Moving Ahead training, you studied this list. If you did not attend that training, others in your group did and will be able to help you. I have given each of your small groups flip chart paper and a magic marker. In the next five minutes, I want you to use the collective knowledge of the group you are in to record those seven needs on this paper. Raise your hand when your group has completed the list.

1. Pittman, K. and Fleming, W. (1991). *A New Vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.*



What to do-

What to Say-

Monitor the group's progress. They may not need the full five minutes, in which case you will want to call time before the 5 minutes have elapsed. They may need more time. If so, give them a few more minutes. However, if you drag this out for much more ten minutes, participants will become frustrated and you will lose their attention.

Facilitate the reporting of the lists they have compiled. Review this report out against the Pittman listing that follows using the overhead, PowerPoint or poster of Basic Needs.

Help participants connect these critical needs to the environments that youth development professional should create using the overhead slide or poster of criteria for healthy environments.

(Slide One: Basic Needs for Healthy Growth) : In order to master skills, young people must have certain needs met. Pittman's work says they must be provided with:

1. safety and structure
2. a sense of belonging and membership
3. closeness and several good relationships
4. experience with gaining competence and mastering skills,
5. independence and control over some part of their lives,
6. self- awareness and the ability and opportunities to act on that understanding
7. a sense of self-worth and the ability and opportunities to contribute.

(Slide Two: Healthy Environments):

Because youth grow and develop in the context of the family, community and society, these are the places where these needs must be met. Environments



What to do-

What to Say-

Facilitate small group identification of the five competency areas research has identified as essential to master if youth are to be adequately prepared for adulthood.

that provide the conditions for the healthy growth and development of youth can be described as those that:²

- Are inclusive and create connections and sense of belonging including a positive relationship with a caring adult.
- Provide opportunities to value and practice service for others.
- Provide autonomy including an opportunity for self-determination.
- Provide opportunity for mastering skills and engaging in learning
- Assure physical and emotional safety
- Help youth vision a positive role in for themselves in the future.

4-H professionals are responsible for helping individual youth master the skills that fully prepare them for transition to adulthood. To do this, they must know the critical competencies to target, the skills that lead toward mastery of those competencies, and the most effective methods of supporting the development of those skills. If you attended Moving Ahead training, you will remember that Karen Pittman published research that identified five competency areas critical to positive development and preparation for adulthood.³ If you did not attend that training, others in your group did and will be able to help you.

I have given each group another sheet of flip chart paper and a magic marker. In the next five minutes, I want each group to record those five competency areas on this paper.

2. *National 4-H Impact and Design Team, Astroth, Kirk; Chair (1999). Critical Elements and Practices for 4-H. Montana Cooperative Extension Service, Montana State University. Bosman, Montana*

3. *Pittman, K. and Fleming, W. (1991). A New Vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.*



What to do-

Monitor the group's progress and adjust working time according to their needs. Facilitate the reporting of the lists they have compiled. Review this report-out against the Pittman listing that follows using the overhead, PowerPoint slide or poster of the Critical Competencies.

What to Say-

(Slide Three: Critical Competency Areas):

In order to be fully prepared for adulthood, five areas of competence must be mastered.

- 1) **Health/physical competence:** having the appropriate knowledge, attitudes and behaviors that will ensure current and future health.
- 2) **Personal/social competence:** an ability to understand ones motives and practice self discipline: and interpersonal skills such as working with others and developing and sustaining friendships.
- 3) **Knowledge, reasoning and creativity competence:** a broad base of knowledge, knowledge application skills; life long learning skills and an ability to appreciate and demonstrate creative expression.
- 4) **Vocational Competence:** Understanding and awareness of life options and the steps necessary to accomplish them. Adequate preparation for work and family life.
- 5) **Citizenship competency:** Understanding of the history and values of ones nation, community, racial, ethnic and cultural heritage. Desire to be ethical and to be involved in contributing to the broader good.

We will be spending quite a bit of time this week looking at the best methods for helping youth develop these competencies through 4-H Clubs and groups.

What to do-

Review the definition of a youth development professional using the definition wall poster.

Review the components of effective programs using the overhead, PowerPoint slide or poster of the Components of Effective Programs.

What to Say-

Youth Development professionals must understand and apply these two sets of components to their work. They must assure that the conditions necessary for healthy growth are present in the environments in which youth live, and that opportunities to develop competence are offered within those environments.

Do you remember the definition of the role of the youth development professional? It is on the poster on the wall. Let's read it together.

Youth development professionals create environments that meet the needs of youth and provide opportunities within those environments for youth to master the competencies that prepare them for successful adulthood.

(Slide 4: Component of Effective Programs):

Research in the 1990s⁴ identified components of youth programs that had been successful in demonstrating changed behavior in youth that indicated mastery of skills in the competencies critical to positive growth and development. This research provided a way to measure the success of the environments and opportunities offered in our own programs. The results showed that effective programs

- Have well prepared and well supported staff who are offered ongoing training, who apply developmentally appropriate and culturally appropriate practices, and who know of and use community resources.

4. Betts, S.C. & Dalla, R.L. (July 1995). *Youth, families and Community: The Arizona Agenda*, the University of Arizona Cooperative Extension. Tucson, Arizona.



What to do-

What to Say-

Remind participants of the importance of articulating the youth development framework in which 4-H works to parents and the community.

- Serve a broad based audience that reaches all youth in the community including those at high risk and reaches them early in their development.
- Offer comprehensive programming that is based upon the principles of youth development and that offers opportunities for youth to master skills in competence, character, and connections
- Are designed with input from participants and involve and empower youth in their delivery.
- Have clearly defined outcomes that inform staff and participants of the developmental changes that are targeted.
- Collect and use evaluation information to refine the program and have the ability to become self- sustaining over time.

Parents and community groups need to know how the activities and experiences that are offered through your youth program support the development of youth. Staff and volunteers who work in these programs must be able to explain how a given activity or series of experiences enhance the development of the young people who participate in them. Community support occurs when the importance of a youth program to the health of the community is recognized.

Lesson 2 adapted from Huebner, A., and McFarland M. (2002) Youthworks Self Study Guides: A Performance Based Training Program for Youth Development Professionals, Kansas State University Cooperative Extension and Virginia Polytechnic Institute and State University, Kansas State University, Manhattan Kansas



Basic Needs for Healthy Growth

- 1. safety & structure**
- 2. belonging and membership**
- 3. closeness & several good relationships**
- 4. experience gaining competence/
mastering skills**
- 5. independence**



***Basic Needs for Healthy
Growth*** *(cont'd)*

- 6. self- awareness: the ability & opportunity to act on that understanding.**
- 7. self-worth: the ability & opportunity to contribute.**



Healthy Environments

Are inclusive: create connections & belonging.

Involve a caring adult.

Provide opportunities to practice service for others.

Provide autonomy: opportunity for self-determination.



Healthy Environments

Provide opportunity to master skills & engage in learning.

Assure physical and emotional safety.

Help youth vision a positive role for themselves.



Critical Competency Areas

- 1. Health/physical competence**
- 2. Personal /social competence**
- 3. Knowledge, reasoning and creativity competence**
- 4. Vocational competence**
- 5. Citizenship competence**



Components of Effective Programs

Have trained staff who....

- **apply developmentally and culturally appropriate practices.**
- **know of and use community resources.**



Components of Effective Programs

Serve a broad based audience reaching....

- **highly vulnerable and less vulnerable youth.**
- **early in their development.**



Components of Effective Programs

Offer comprehensive programming that...

- **base programs on the principles of youth development.**
- **provide opportunities for youth to master skills.**



Components of Effective Programs

Are designed with input from participants....

Involve and empower youth.

Have clearly defined outcomes.



Collect and use evaluation information to...

- **refine the program.**
- **become self- sustaining over time.**



Youth Development Professionals

**create environments
that meet the needs
of youth and provide
opportunities within
those environments for
youth to master the
competencies that
prepare them for
successful adulthood.**



Lesson 3

Discovering the Organizational Structure and History of 4-H

Materials:

- Posters for the Extension structure. *(If possible, use pictures of the land grant university, and county courthouse related to the audience you are training)* USDA building
Land grant university
County courthouse
- Posters appropriate to the partnering organizational structure. *(If this training targets groups outside extension)*
- 5 x 8 sheets of card stock printed with one of each of the segments and roles listed on the following page on the front of the card and the description of the role printed on the back of the card.
- 5 x 8 sheets of card stock printed with one each of the structural segments and roles appropriate to the partnering organization. *(If this training targets groups outside Extension)*
- Large flip chart or poster containing small group discussion questions.

Objectives:

1. To help participants understand the organizational structure that supports 4-H.
2. To demonstrate the national, state, and local partnerships that make up the Cooperative Extension system and stress the “cooperative” structure they form.
3. To emphasize the importance of knowing the organizational structure of the organizations with whom participants partner.
4. To highlight the effect that operational commonalities and differences may have in starting and maintaining 4-H clubs and groups.

Materials continued:

- Discussion questions for training with partnering organizations:
 - “How are the two organizational structures (4-H and partner) similar?”
 - “What are the major differences in the two organizational structures?”
 - “How will the knowledge of the 4-H organization and the (partner) organization help you work together to start 4-H Clubs or groups in the partnering organization?”
- Discussion questions for training with Extension personnel:
 - “What new information did you gain from this exercise about the segments (national, state, tribal college, county) of the Extension/4-H organizational structure that are not the segments in which you are directly employed?”
 - “How will a working knowledge of the Extension/4-H structure assist you in supporting youth development through 4-H clubs and groups?”
- Flip chart
- Video: “4-H Centennial”. A USDA “Partner’s” production

Materials continued:

- ❑ Segments and Roles for Organizational Structure Exercise
(descriptions in parentheses)

If you have participants in this training from a partnering organization outside extension, it will be important, prior to this training, to work with a representative of the partnering group to prepare the cards for a model of their organization. Secure someone from that organization to present that material.

National

U.S. Department of Agriculture (congressionally approved home of the Organization in which 4-H resides.)

Secretary of Agriculture (assumes office through a political appointment by the president and is responsible for the operations of many agencies within USDA.)

Administrator/Cooperative State Research, Education & Extension Service (administrator of one of the many agencies within USDA.)

Deputy Administrator Families, 4-H and Nutrition (administrator of one of the eight units in CSREES.)

Director Youth Development (directs Youth Development department which is the National Headquarters for 4-H and is one of two departments in Families 4-H & Nutrition.)

National Program Leaders -6 cards (responsible for providing program and policy leadership and for providing financial assistance through the securing and managing of grants to land grant universities. We identify national youth issues, catalyze system wide response and direct government resource for relevant youth programming.)

State

Land Grant University-2 cards (are the state partners with CES, are the tribal partners with CES.)

University President 1862 School (serves as administrator of the 1862 land grant university. This person is sometimes called Chancellor).

University President 1890 School (serves as administrator of the 1890 land grant university.)

University President, 1994 School, Tribal College (serves as the administrator of the 1994 land grant Tribal College.)

Director of Cooperative Extension Service, 1862 (administers CES which is responsible for outreach and bringing knowledge and research generated at the university to audiences across the state to address the local needs of citizens in communities across the state.)

Director of Cooperative Extension Service, 1890 (administers CES which is responsible for outreach and bringing knowledge and research generated at the university to audiences across the state to address the local needs of citizens in communities across the state.)

Director of Cooperative Extension Service, 1994 Tribal College (administers CES which is responsible for outreach and bringing knowledge and research generat-



ed at the university to audiences across the state to address the local needs of citizens in communities across the state.)

1862 State Extension Youth Development 4-H Leader (administers the Extension 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.)

1890 State Extension Youth Development Leader (administers the Extension youth development program for targeted areas of the state to assure that the knowledge and research related to the growth and development of youth is applied to the youth development programming in those communities)

Tribal Extension Youth Development 4-H Leader (administers the Extension youth development programs on reservations and native communities in metropolitan areas to assure that the knowledge and research related to the growth and development of youth is applied to the youth development programming in those communities.)

1862 State Extension Youth Development Specialists-use the number of card holders appropriate to the staffing of the 4-H department related to your audience (responsible for translating research to application and supporting county staff and program. They do this through teaching, assisting in grant preparation and developing curricula and support materials.)

1890 State Extension Youth Development Specialists (deliver programs in counties or regions of the state where needs exist for specific program priorities. All programs focus on the Extension System's nationwide initiatives and provide educational assistance to limited resource farmers, families and youth helping them acquire skills that improve the quality of their lives and communities)

1994 State Extension Youth Development Specialists (serve populations that live within Indian reservations or in native communities in metropolitan areas. In addition, Extension in 1994 schools has responsibilities to audiences in states outside the state in which the land grant is located. These factors make the outreach structure of tribal colleges unique to each school)

[Optional roles where applicable]

Area/District Extension Director and Area/District Youth Development Specialists.

(Some states group counties together to provide additional staff support. These areas or districts have offices in one of the counties within the multiple county grouping. They are supervised by area/district directors who report to the Director of Extension, and they are staffed by area/district specialists.)

County

County Cooperative Extension System (Provides local delivery of all Extension programming to that county.)

County Commissioners (serve as elected officials and most states approve the funding for the local Extension budget.)

County Boards (elected to approve the direction and implementation of all county extension programs. The council assures that Extension is meeting local needs.)

Tribal Councils (are governing bodies for tribal affairs and determine the role and function of extension in the communities they govern.)

County Extension Educators-use three cards (responsible for coordinating the needs of the county with state and county supported extension program offer-

ings. They typically serve as a team consisting of Agriculture, Family Consumer Sciences and Youth Development Educators. Large counties may have staff to address additional subject matter. Smaller counties often have fewer staff and they share programmatic responsibilities. One of the team will serve as the County Director.)

County Youth Development /4-H Agent (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.)

Tribal Site Specialists (work directly with specific sites to support youth development offerings.)

Volunteer Leaders-you can list these as Club Leaders, Project Leaders, Camp Counselors etc. or let one person represent all volunteers. (Volunteers can be adults or older youth. They work directly with youth as club leaders, project leaders, camp counselors, etc. They also work with other volunteers serving as trainers and mentors. Volunteers are the direct delivery personnel for 4-H.)

[Printed cards for partnering organization and for roles that accurately represent that organization's structure.]



What to do-

What to Say-

Give each participant one of the printed card sheets of organizational segments and roles. Build a model of the USDA, Extension/4-H structure using the following outline. As each position is introduced, bring the holder of the card describing that position forward to connect with the previous position forming a physical outline of the organization. Ask the person to read the description of that role from the back of the card. Use a large ball of yarn to connect each person to the person before. You will have a woven network when the exercise is completed.

NOTE: This activity is designed to form a human model of the organization at national, state and local levels. It is extremely important that participants arrange themselves correctly to form this model. The national group should stand in front of the USDA poster. The Land Grant and Tribal college posters should be in front of the national group. The state group should be in front of the Land Grant and Tribal College posters. The County courthouse and Reservation posters should be in front of the state groups, and the county groups should be in front of those posters. Everyone should be connected with yarn to at least one other person.

4-H is part of a larger organizational structure called the Cooperative Extension System. The Cooperative Extension System has that name because it is a “cooperative” effort between national, state and county governments to support the needs of local communities and is funded at various levels by all three entities. As you can imagine, this is a very complicated structure, but today we are going to build a human model of the basic elements of that structure in order to understand 4-H better. We will begin at the National level. Who has the USDA card? Please join me here. You represent the congression-



What to do-

Give this person a poster of a USDA building to hold.

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

What to Say-

ally approved home of the organization in which 4-H resides.

Who has the U.S. Secretary of Agriculture card? Please stand in front of USDA. Will you read the description of your role? (The Secretary of Agriculture assumes office through a political appointment by the President and is responsible for the operations of many agencies within USDA.) One of these agencies is the Cooperative State Research, Education and Extension Service (CSREES).

Who has the Administrator of CSREES card? Please come forward and connect with the Secretary of Agriculture. Will you read the description of your role? (administers one of the many agencies within USDA)

Who has the Deputy Administrator for F4-HN card? Will you connect to the CSREES Administrator and read your role? (administers the Families, 4-H and Nutrition unit, one of the eight units in CSREES)

Families, 4-H, Nutrition has two units. One of these is Family Consumer Sciences and Nutrition. The other is the department of Youth Development. Will the Director of Youth Development connect with the Deputy Administrator of F4-H N and read your role? (directs the Youth Development department which is the National Headquarters for 4-H.)

Will the six people holding National Program Leader cards connect with the national Director of Youth Development and read what is on your cards? (responsible for providing program and policy leadership and for providing financial assistance through the securing and managing of grants



What to do-

What to Say-

Position these two people in front of the National group and give them each a large poster of the university they represent (Are the state partners with CES; are the tribal partners with CES.)

to land grant universities. We identify national youth issues, catalyze system wide response and direct government resource for relevant youth programming.)

We have just built a very simplified version of the national structure that supports 4-H throughout the U.S. Now let's look at the state and tribal partners in this Cooperative Extension system. Will the people holding the Land Grant University card and the Tribal College card please 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. The addition of the 1890 and 1994, schools increased the number of land grant universities in some states.

Will the three people holding the University President cards stand in front of these posters and read your roles to us? (University President 1862 School serves as administrator of the 1862 land grant university. This person is sometimes called Chancellor; University President 1890 School serves as administrator of the 1890 land grant university; University President, 1994 School serves as the administrator of the 1994 Tribal College.)



What to do-

What to Say-

In 1914 the Smith Lever Act established the Cooperative Research, Education and Extension Service (CES), which is a partner of every land grant university. Will the people holding the Director of Cooperative Extension cards connect to the University Presidents? Please read your cards to us. (CES is responsible for outreach and bringing knowledge and research generated at the university to audiences across the state to address the local needs of citizens in communities across the state.)

CES is made up of many departments representing many colleges on campus.

The state Extension structures vary across the U.S. The general structure of the 1862 and 1890 land grant universities is somewhat different from the structure of the more recently added 1994 land grant universities, and the structure between 1994 universities varies as well.

Will the 1862 State 4-H Leader connect to the 1862 Director of Extension and tell us what your role is? (administers the program responsible for applying the knowledge and research related to the growth and development of youth to community youth development efforts across the state.)

The Office of Youth Development is often referred to as the State 4-H Office. The State 4-H Leader is sometimes called the Associate Director of 4-H Youth Development.

Will the 1890 State Extension Youth Development Leader connect to the 1890 Director of Extension and read your role to the group? (administers the Extension youth development program to targeted areas of the state to assure that the knowledge and research related to the growth and development of youth is applied to the youth development programming in those communities) Will the Tribal Extension Youth Development Leader connect to the 1994 Extension Director and tell us your role? (administers the Extension youth develop-



What to do-

What to Say-

ment programs on reservations and other Indian communities to assure that the knowledge and research related to the growth and development of youth is applied to the youth development programming in those communities. In addition, Extension in 1994 schools has responsibilities to audiences in states outside the state in which the land grant is located. These factors make the outreach structure of tribal colleges unique to each school.)

Will those holding cards for the 1862 State Extension 4-H Youth Development Specialists connect to the 1862 State Extension 4-H Leader and read your role description to us? (Responsible for translating research to application and supporting targeted community staff and programs. They do this through teaching, assisting in grant preparation and developing curricula and support materials.)

Will those holding cards for the 1890 Extension Youth Development Specialists connect to the 1890 State Extension Youth Development Leader and read your role? Responsible for translating research to application and supporting targeted community staff and programs. They do this through teaching, assisting in grant preparation and developing curricula and support materials.

Will those holding cards for the 1994 Youth Development Specialists connect with the Tribal Extension Youth Development Leader and read your card to us? (serve populations that live within Indian reservations or in native communities in metropolitan areas. In addition, Extension in 1994 schools has responsibilities to audiences in states outside the state in which the land grant is located. These factors make the outreach structure of tribal colleges unique to each school.)

CES faculty usually, but not always, hold university faculty rank and may be



What to do-

What to Say-

part of and accountable to the academic department that supports their field of expertise as well as accountable to the Extension system. The number of Extension faculty who work in the 4-H department will vary by state and available funding. For our purposes today there are four people holding cards.

(Add the following segment if your audience is from a state with area/ district offices.)

Will the areas/district director connect to the Extension director of the 1862 school and the area/district specialists connect to the areas/district director and read the role card to us? (Some states group counties together to provide additional staff support. These areas or districts have offices in one of the counties within the multiple county grouping. They are supervised by area/district directors who report to the Director of Extension, and they are staffed by area/district specialists.)

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 to the group? (Provides local delivery of all Extension programming to that county.)

Position the county card -holder in front of the state group and give him/her a poster of a county courthouse.

When we get to the county structure the 1890 and 1994 systems play a much different role. 1890 and 1994 Extension delivers to a more defined audience and this audience is rarely located in every county within the state. Thus a delivery system in every county is not needed. The 1890 university and tribal college extension offices typically serve as the administrative offices for all communities served.



What to do-

What to Say-

It is at the level of the county organizational structure that we also find the most differences between state structures, and those differences are usually connected to the way in which the funding of county personnel is conducted. However, we can look at a fairly typical county structure across university extension systems.

Will the county commissioners stand in front of the county courthouse and read the role on your card? (serve as elected officials and approve the funding for the Extension budget.)

Will the Extension Board card -holders come forward and connect to the county commissioners? Please read your role to us. (elected to approve the direction and implementation of all county extension programs. The council assures that Extension is meeting local needs).

Will the County Extension Educators connect with the County Extension Board and tell us your role? (responsible for coordinating the needs of the county with state and county supported extension program offerings. They typically serve as a team consisting of Agriculture, Family Consumer Sciences and Youth Development Professionals. Large counties may have staff to address additional subject matter. Smaller counties often have fewer staff and they share programmatic responsibilities. One of the team will serve as the County Director.)

Will the Youth Development 4-H Agent connect to the county Extension Educators team and read your role description? (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).



What to do-

What to Say-

Introduce the 1890 and/or 1994 System as examples of targeted population service. You will need to adapt this section of the lesson to your audience.

Finally, we come to the 4-H Volunteer Leaders. Will the volunteer leaders connect with the county youth development/ 4-H agents? What is your role? (can be adults or older youth. They work directly with youth as club leaders, project leaders, camp counselors, etc. They also work with other volunteers serving as trainers and mentors. Volunteers are the direct delivery personnel for 4-H.)

Now let's look at a targeted audience extension delivery system. We are using a tribal college as our example today. We have already represented the 1994 Director of Extension with the other CES directors and the Tribal Extension Youth Development Director and 1994 Extension Youth Development Specialists have also been introduced.

Will the person holding the tribal council card connect to the youth program specialists and read your role? (Serve as a governing body for tribal affairs and determine the role and function of extension in the communities they govern.)

In our example, we are going to represent several youth development sites served by Extension; some on reservations and some in metropolitan areas. Will the Site Specialists come forward and connect with the Tribal college specialists and the Tribal councils? Please read your role to the group. (*Work directly with specific sites to support youth development offerings.*)

Direct participants to observe the connections they have formed that create the Extension System. Be prepared to answer questions they may have about the structure.



What to do-

What to Say-

When all questions have been addressed, ask the group to return to their chairs and collect the segment and roles cards.

Rearrange the cards and re-distribute them to participants. Provide help only when/if frustration threatens the learning experience. Acknowledge the group's success.

If this training involves a partnering organization, ask that group to introduce their organizational structure to the group using the format you have predetermined and conclude by placing their organizational cards along side those of Extension on the sticky wall. Co-facilitate, with a partnering representative, a discussion of the similarities and differences between the two organizations.

Show "Centennial" video

Help the group apply the information from this exercise to their roles in youth development.

Look around the room and take note of the way National, State, Tribal College and County Extension roles are connected. Identify where you fit into this organizational structure. Are there any questions about this structure?

Now, let's see how much you can remember about this organizational structure. I am going to mix these cards and hand them out again and I want you to reform the network we just built on the sticky wall.

Now that you have an idea of the way extension is structured to support 4-H. I would like you to watch a video that gives an historical perspective to this structure.



What to do-

What to Say-

Divide participants into groups of six people. Display a flip chart or poster on which the appropriate questions have been recorded. Read the questions to the group.

Discussion for training with partnering organizations:

Discussion for training with Extension personnel:

Let's apply what we have learned about CSREES (and our partner) to our understanding of our work with youth through 4-H.

I would like your group to take about ten minutes to discuss these questions. At the end of that time each group will report their responses to the total group. You may want to select someone to record the ideas that surface and a reporter to present them.

- “How are the two organizational structures (4-H and partner) similar?”
- “What are the major differences in the two organizational structures?”
- “How will the knowledge of the 4-H organization and the (partner organization) help you work together to start 4-H Clubs or groups?”

- “What new information did you gain from this exercise about the segments (national, state, tribal college or county) of the Extension/4-H organizational structure or the land grant (1862,1890,1994) that are not the segments or land grant universities in which you are directly employed?”
- “How will a working knowledge of the overall Extension/4-H structure assist you in supporting youth development through 4-H clubs and groups.”



What to do-

What to Say-

If you are helping participants from 1862, 1890 and 1994 universities partner with one another, add this question.

Move about the room to answer any questions that arise during this small group discussion period. Monitor their progress. Groups will differ in the time needed to identify similarities and differences, and you will want to call time based upon their progress.

Facilitate the report out using a flip chart with the headings Similarities and Differences. Record their findings in the appropriate columns.

Record the impact information and post on wall.

- “How can an understanding of the similarities and differences in our organizational structures help us work together to reach more of the youth in our state with positive youth development opportunities?”

Let’s hear what you have identified as similarities and differences between the organizational structures represented here.

It is always easier to collaborate with one another when we are clear about the structure of the organizations in which we each work and the limits or freedoms these structures impose. What impacts did your group think this information would have in starting 4-H clubs in your area?

This list will help us as we work together to support 4-H programming.





Lesson 4

Understanding the Culture of 4-H

Materials:

- PowerPoint presentation of 4-H Facts
- LCD unit and computer

Objectives:

1. To present the rules, rituals and guidelines that are basic to 4-H culture.
2. To help participants understand the legal guidelines and responsibilities necessary for 4-H participation..

What to do -

Introduce the PowerPoint (or overhead slide) presentation

Present 4-H culture information using the power-point or overhead slides. The CD of this handbook contains this power point presentation and overhead slides or hard copies of the presentation can be printed from the CD. The following information supports these slides.

What to Say -

Now that you have a better understanding of the organizational structure in which 4-H operates, it is important to look at aspects of 4-H that could be considered part of the 4-H culture. That is, the factors that help define the way the group functions.

Slide 1

Webster defines culture as the concepts, habits, skills, arts, instruments and institutions of a given people in a given place. Basically, the culture within a group is what everybody knows that everybody else knows and includes the visible expression as well as the invisible roots of the culture.



Most groups have spoken or unspoken expectations for member's behavior. These may include rules, rituals, language, demonstration of support for commonly held beliefs, etc. Youth development professionals know the importance of helping young people discover quickly the norms of the group they have joined.

Each 4-H group will have a set of behavioral expectations unique to that group, and these expectations may or may not be clearly defined for all members. However, all 4-H groups will follow certain practices within the club or group that are clearly defined in a document developed by national program leaders titled 4-H FACTS. We are going to spend a few minutes looking at these commonly agreed upon rules and rituals as well as the legal guidelines by which 4-H youth development must abide.

Slide 2

4-H is the youth development outreach of the Land Grant Universities, the Cooperative Extension System, and USDA.

Slide 3

It is made up of a community of young people across America who are learning life skills and are supported in this developmental process by caring adult leaders. 4-H'ers are actively involved in educational projects that are fun and that use quality curriculum incorporating the most current research and knowledge available through the Land Grant University system.

Slide 4

4-H helps youth grow and develop through a variety of projects, programs, activities and events. Most of these offerings incorporate an Experiential Learning method



What to do-

What to Say-

of delivery and all target the development of Life Skills.

Slide 5

4-H learning experiences are designed to help youth apply what they learn to real life situations.

Slide 6

4-H colors are green and white. The green stands for growth and the white stands for purity.

Slide 7

The official emblem of 4-H is the 4-leaf clover. Each leaf of the clover represents an aspect of youth development. These aspects are: Head, Heart, Hands, and Health.

Slide 8

It will important to know the 4-H pledge. It is repeated at every meeting of a 4-H group.

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.

Introduce the hand motions accompanying the pledge.
(head-hand at forehead; heart-hand over heart; hands-hands open palms up; health-arms at sides.)

There are some hand movements that accompany the pledge. I will demonstrate them and then I would like you to stand and repeat the pledge with me. (Demonstrate the pledge) Will you all stand?

What to do-

What to Say-

Lead the group in repeating the pledge together using the slide visual as a prop.

Give the group time to read the material and provide opportunity to answer any question that arise.

Bring closure to the lesson.

There are also some legal responsibilities associated with 4-H membership and the use of the 4-H emblem. These are covered in your handbook in Section I, Lesson 4. I would like you to take some time now to read through them.

As we noted earlier, 4-H uses a variety of delivery modes to provide opportunities for youth to grow and develop. Our next lesson will focus on some of those delivery systems.



Culture

The concepts, habits, skills, arts, instruments and institutions of a given people in a given place.

Within a group, what everybody knows that everybody else knows.



4-H is the youth development
outreach of the Land Grant
Universities, the Cooperative
Extension System, and
USDA.



PowerPoint presentation

4-H is a community of young people across America who

are learning life skills

are supported by caring adult leaders.

are actively involved in educational projects that are fun

are given quality curriculum incorporating the most current research and knowledge available through the Land Grant University system.



Youth in 4-H

Have fun

Meet new people

Learn and do new things

Gain life skills

Build self-confidence

Practice responsibility

Set and achieve goals

**Receive recognition for
efforts and accomplishments**



4-H learning experiences are designed to help youth apply what they learn to real life situations.



**4-H colors are
green and white**



PowerPoint presentation

**The four leaf clover is the
official 4-H emblem.**

**The four “H”s stand for: Head,
Heart, Hands and Health.**



The 4-H pledge is:

**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.**



Lesson 5

Understanding 4-H Youth Development Delivery

Materials:

- Brown bags (small, lunch bag size)
- Small items representing different 4-H delivery methods
 - Single Project Clubs
 - Multiple Project Clubs
 - Community Service Clubs
 - 4-H Afterschool
 - Day camps
 - Overnight Camping Trips
 - School Enrichment
 - Individual Study/Mentoring
 - Family Activities
 - Instructional TV
 - Competitive Events (Fairs, Judging, Sports etc)
 - Non- Competitive Events (Dances, Lock-ins etc.)
- Cards with the name of a delivery method printed on them.
- Flip Chart and Markers

Objectives:

1. To discover the variety of ways 4-H delivers youth development.
2. To generate ideas for uses of these delivery methods in the programs in which participants are involved.

What to do -

Prior to the session, put a card with the name of one of the delivery methods and a small item representing that method into each bag.

Introduce the topic of 4-H delivery methods and use a mini-lecture to highlight 4-H club options.

What to Say -



What to do-

What to Say-

We have spent some time talking about the organizational structure and the culture of 4-H. In this lesson we are going to review some of the ways 4-H delivers positive youth development programs.

4-H provides youth development opportunities for youth through a variety of delivery methods. The 4-H club is one of those delivery methods. I want to spend some time explaining the variety of 4-H club options that are currently in use. Each state has its own policies governing 4-H clubs, but all clubs would fall into the following description.

4-H clubs are organized groups of boys and girls who elect officers and are supported by adult volunteer leaders. The 4-H club conducts meetings and activities throughout the year—usually holding 6 or more official meetings annually. Club meetings typically include the conducting of some business by the officers, an educational program and a group building or recreational activity. The club frequently includes opportunities for leadership, citizenship, and public speaking. It may meet in any location and is authorized through the county and state to use the 4-H name and emblem. Youth ages 8-18 (as of January 1 of the current year) are eligible to be members. (Some states use grades in school to meet membership eligibility standards instead of age.) Some states have club options for younger members (5-to 7 years) called Clover Clubs, Cloverbuds, Mini 4-H etc. Where these clubs exist, they focus on cooperative learning and do not participate in competitive events.

Clubs that meet regularly, conduct a business meeting, address any county 4-H requests and community issues and then focus on one project that the entire membership experiences together are referred to as single project clubs. These clubs are less complicated in structure and thus easier to start.



What to do-

What to Say-

Introduce the variety of options beyond the club that 4-H uses to deliver youth development programs.

The historical club format is the multi-project club, often called a community club, that meets regularly to conduct a business meeting, address county 4-H requests and community issues, provide an educational program presentation or activity and then offer a selection of projects delivered through project meetings held at times outside the club meeting. This format provides a wider choice of learning experiences for the 4-Her but requires more leaders for the additional project meetings and is more complicated to manage.

Youth can enroll in one or more project areas in a multi-project community club. In a single-project community club, all the members are enrolled in the same project but may be active in different levels based on skill or knowledge. In all clubs, members are encouraged to do a community service or service learning project during the 4-H year. All clubs require at least one designated adult club leader.

I am sure you have been told at some time that 4-H is for “kids” on farms. The “cows and cooking” image of 4-H that reflects the historical roots of Extension youth development offerings is a hard image to overcome. But the reality today is that more 4-H members live in cities than live in rural areas, and the opportunities within 4-H are structured to meet the needs of city, town, suburb and farm youth who participate in the organization. Locale is not the only factor in the need for new and varied program offerings in 4-H. The skills needed for productive adulthood and citizenship have changed over the years and the ways we help youth prepare for this transition have continued to change over



What to do-

What to Say-

Distribute the brown bags you have prepared. Give one to each person or one to a pair if your group is large.

After 2-3 minutes, call time and ask people to share what they've identified. As people report, record the name of the delivery method they had on a flip chart. Keep track of the methods reported and review the list on the chart when all twelve have been reported.

the years to meet these needs. This change includes expanding the way we deliver programming.

The exercise we are going to do together now will introduce the variety of delivery methods 4-H uses to reach youth.

In your bag, you will find a card with the name of a 4-H delivery method on it and an item that represents that method. I will give you a couple of minutes to look at the contents of your bag and identify something (if anything) you are currently doing in your youth development program related to this method or something that could be done through this method of delivery.

Just as 4-H is more than “cows and cooking” it is also more than a club meeting. You can see the many methods 4-H uses to reach youth. We use (*read the list you have created, it will include the following*) Single Project Clubs, Multiple project clubs, Community Service Clubs, 4-H Afterschool, Day camps Overnight camping, Trips, School enrichment, Individual Study/Mentoring, Family Activities, Instructional TV, Competitive Events (Fairs, Judging, Sports etc) and Non- Competitive Events (Dances, Lock-ins etc) to open the participation options to as wide a range of interests as possible. Some young people enjoy participating in every option available. Others pick a method they prefer and do not branch out to other forms of participation.



What to do-

What to Say-

Give the group directions for creating more ideas for the delivery method in their sack.

Move about the room and monitor the progress of the group so that you can call time if they complete the task before 5 minutes have elapsed. Give the group a one minute warning before you call time on their work.

Again, move about the room and monitor the group's progress. When all of the groups have heard from everyone in their group, give the instructions for the next phase of the activity.

Give the groups a few minutes to make a decision and then ask each table group to report their decision to the total group.

Bring closure to the lesson.

I would like for you to think of the interests of the youth and adults in your youth development program and brainstorm 4 new ideas related to the method in your "brown bag" that could be incorporated into your current programming. I am going to give you about 5 minutes and then ask you to share your ideas with the people seated at your table.

I would like you to share your ideas with those at your table. Before you begin this process, appoint someone to record all the ideas presented. You will need this list for the next step of this activity.

I want the group at each table to select one method and idea that was presented to your group that you find most interesting. (This is where your written list becomes useful.)



What to do-

What to Say-

It is important to be aware of the methods that are common and available for delivering program opportunities as we begin to focus on implementing positive youth development through a 4-H program. Now that we are clear about WAYS to deliver the 4-H program, we are going to spend time addressing WHAT we deliver.



Lesson 6

Targeting Life Skills

Materials:

- Sticky wall materials:
 - Newsprint or bulletin board paper at least 6 feet x 4 feet
 - 3M Spray Mount
- Banners for life skills competency categories sized to fit across the top of the sticky wall
- 4 Green 8" x 10 " sheets of paper printed with 4-H life skill categories
- 8 yellow half sheets of card stock printed with targeted competencies and their definitions
- 35 lavender half sheets of card stock printed with skills leading to mastery of targeted competencies
- Magic Markers

Objectives:

1. To increase awareness of the skills targeted in 4-H program offerings.
2. To present the Targeting Life Skills Model used to describe the way 4-H organizes its efforts to promote positive youth development.

What to do -

Before participants arrive, prepare the "sticky wall". Attach the newsprint or bulletin board paper to a wall and spray it with Spray mount. Do this well ahead of participant arrival as the spray mount has a biting odor.

Make the five banners and print one of each of the following competency areas on each strip: Knowledge and Reasoning; Creativity; Personal/Social; Vocational; Health and Physical; Citizenship

What to Say -



What to do-

What to Say-

Print one of each of the following words on the green sheets of paper: Head, Heart, Hands, Health.

Print one each of the following categories and it's definition on the yellow colored half sheets of card stock paper:

Thinking: using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider

Managing: using resources to accomplish a purpose.

Relating: a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

Caring: showing understanding, kindness, concern and affection for others.

Giving: providing, supplying or causing to happen (social responsibility).

Working: accomplishing something or earning pay to support oneself through physical or mental effort.

Living: Acting or behaving; the manner or style of daily life.

Being: living ones life; pursuing ones basic nature; involved in personal development

Print one of each of the following skills on separate half sheets of lavender colored cardstock paper (*this will require 35 half sheets of paper*)

| | | |
|----------------------------|-------------------------|--------------------------------|
| Learning to learn | Communications | Community service-volunteering |
| Healthy Life-style choices | Decision-making | Social skills |
| Cooperation | Problem solving | Critical thinking |
| Leadership | Stress Management | Disease Prevention |
| Conflict resolution | Responsible | Contribution to group |
| Service learning | Accepting Differences | Concern for others |
| Personal safety | Goal setting | Self responsibility |
| Marketable/useful skills | Self Esteem | Wise use of resources |
| Planning/organizing | Empathy | Character |
| Sharing | Teamwork | Self-motivation |
| Keeping Records | Nurturing relationships | |
| Managing feelings | Resiliency | |

Introduce the lesson



What to do-

What to Say-

Introduce promoting skill development

Divide participants into eight groups using a grouping activity of your choice and give each group one of the half sheets of paper (Thinking, Managing etc). Place the lavender sheets on a table central to all groups. Explain the Targeting Life Skills Model. Place the banners of the competency areas on the sticky wall to form four columns as you talk about them. (Place vocational and citizenship next to each other as one column) Place the “Head” page below the Knowledge,

Section I focused on the purpose of 4-H and the structure that supports it. A review of youth development principles included a discussion of the importance of providing youth with opportunities to master competencies that have been identified as necessary for successful transition to adulthood. Section II will concentrate on defining the skills 4-H targets in those competency areas and the methods 4-H uses to help youth master those skills.

A skill is a learned ability. Life skills are those abilities that assist people in functioning well in the environments in which they live. Youth development professionals are concerned with skills that result in healthy and productive outcomes for both youth and their communities.

Effective youth serving organizations have developed an organizational framework that outlines for members and staff the skills that are targeted through their program. As a youth development professional, you are expected to be familiar with the structure of your organization and the skills that are targeted for mastery within that structure.

What to do-

What to Say-

Reasoning, Creativity banner. Place the “Heart” page below the Personal/Social banner, place the “Hands” page below the Vocational/Citizenship banners and place the “Health” page below the Health/ Physical banner.)

Direct the group in building the model on the sticky wall. Start with the categories they have been assigned.

4-H has organized the skills it targets around the 4-H pledge (head, hands, heart, health). 4-H refers to this framework work as a “Targeting Life Skills Model”¹ We are going to put that framework together now.

The 4-H framework is based upon the five competency areas that have been identified as critical in preparing youth for adulthood.² These are Knowledge and Reasoning; Creativity; Personal/Social; Vocational; Health and Physical; Citizenship. 4-H has combined two of the competencies in order to fit them into a four-category structure. The important point however, is that the skills needed for positive growth and development are addressed through 4-H delivery formats.

As you can see, we have started a framework on this sticky wall that is the structure for the Targeting Life Skills Model. Each of your groups has been given a sheet of paper with the name of a category of life skills on it. I want your groups to determine whether the category you have been given is best associated with head or heart or hands or health and to place your sheet of paper on this sticky wall under the appropriate heading. There should only be two categories for each heading.

Give the groups time to put their categories on the sticky wall. You are looking for this arrangement.

Head: Thinking and Managing

Heart: Relating and Caring

Hands: Giving and Working

Health: Living and Being

If the group has chosen a different

1.Henrichs, P.A. (1998). *Developing youth Curriculum Using the Targeting Life Skills Model*, Iowa State University Cooperative Extension , Iowa State University, Ames Iowa

2.Pittman, K. and Fleming, W. (1991). *A new vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy of Educational Development, Washington D.C.*



What to do-

What to Say-

arrangement, you can adjust it with the following explanation.

Direct the group in identifying the skills that make up the larger categories.

If your group is large, this task may become a bit hectic. Be available to answer questions and help groups negotiate. Your goal is for a model that looks like this.

There could be other interpretations of the relationship between these categories of skills and the competencies targeted, but this model has been found to be an effective way to organize our efforts in 4-H.

Each of these categories represent a group of skills, that must be mastered to become competent in that category. We need to complete our model by adding the skills to it.

I have placed 35 lavender half sheets with skills leading to competencies written on them on front tables. Your task is to find the cards with the skills that lead to mastery in the category your group was given and to place them on the sticky wall under that category. Because there is some overlap in mastery, you may find that several groups want the same card. Negotiate between you to determine the most effective placement of the card.



What to do-

What to Say-

**KNOWLEDGE
REASONING
CREATIVITY**

Head

THINKING

Learning to learn
Decision-making
Problem solving
Critical thinking
Service learning

MANAGING

Goal setting
Planning/organizing
Wise use of resources
Keeping Records
Resiliency

**PERSONAL
SOCIAL**

Heart

RELATING

Communications
Cooperation
Social skills
Conflict resolution
Accepting Differences

CARING

Concern for others
Empathy
Sharing
Nurturing relationships

**VOCATIONAL
CITIZENSHIP**

Hand

GIVING

Community service-
volunteering
Leadership
Responsible
Contribution to group

WORKING

Marketable/
useful skills
Teamwork
Self-motivation

**HEALTH
PHYSICAL**

Health

LIVING

Healthy Life-
style choices
Stress Management
Disease Prevention
Personal safety

BEING

Self Esteem
Self responsibility
Character
Managing feelings
Self discipline

Discuss the Targeting Life Skills model they have created. If they have chosen a different placement of skills than displayed in the model, you can adjust it with the following explanation.

Because many of these skills are inter-related, the interpretation of the relationship between these categories and the competencies targeted could take several directions. You have created one a bit different from the one 4-H uses. The point of this exercise is to become aware of the skills we are trying to help youth master. The way those are arranged on this chart is not as important as the knowledge of what they are. Still, since we are presenting the Targeting Life Skills Model, in this lesson, I am going to rearrange these to fit that model.



What to do-

What to Say-

Review the purpose of the Targeting Life Skills Model.

The purpose of this activity is to become familiar with these skills. The way they are organized is less important than knowing the skills that need to be mastered.

As you look at this model, do you see why it is called a life skills model? Why do think that is?

The skills you have placed on the board can't be learned in a single experience. They require practice that is provided through many experiences that teach or reinforce the skills. Mastery of any skill requires opportunities to try, make mistakes, and try again. 4-H programs must provide opportunities for youth to practice skills until they become adept at them.

Explain the need for an understanding of ages and stages of development.

The skills that make up each of these categories are learned in sequential steps related to the age and stage of development of the young person. To help youth achieve competence in the five critical areas, youth must master a series of skills, each of which require mastery of the skills preceding them. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work.

As a youth development professional, you are expected to have and apply this knowledge. Training to increase your understanding of the growth and development of youth is available in all states. If you are youth development professional partnering with 4-H, you can contact your county 4-H agent for a schedule of training opportunities



What to do-

What to Say-

available through Extension. If you are an Extension employee, contact your state 4-H office for help in obtaining additional training in the ages and stages of youth development.

As a youth development professional, you must be able to describe your program in terms of the developmental opportunities it provides. If you are clear about the skills you are promoting and supporting, you will be able to plan and deliver experiences that teach those skills. You will also be able to explain to youth and to their parents the benefits of becoming a part of that program.

Bring closure to the lesson

If you are a youth development professional partnering with 4-H, it will be important to know this 4-H framework as well as the structure your own program uses to organize the competencies it targets.

If you are a 4-H youth development professional working in partnership with another organization, it will be important to learn the delivery framework of your partner as well as that of 4-H. By understanding both structures, you will know the expectations each organization has for staff and participants and will be able to partner more effectively.

The next three lessons address methods 4-H uses to teach these skills.



Lesson 7

Using an Experiential Learning Model

Materials:

- Supplies for the balloon shuttle activity
 - balloons
 - straws
 - string
 - paper cups
 - weights (e.g. paperclips, nuts, bolts, etc)
 - masking tape
 - tape measure
 - pads of paper
 - pencils
 - stop-watch (*several stop-watches are preferable*)
- PowerPoint presentation of the experiential learning model

Objectives:

1. To introduce the basic principles of the Experiential Learning Model.
2. To provide hands-on experience with a portion of 4-H Aerospace curriculum. ¹
3. To enhance participant awareness in observation, measurement, and other science skills.
4. To facilitate cooperation and teamwork through the creative process.

1. Anderson, Podolec & Taylor, (2002) USDA/AYD Project Specialists (based on the "Powerful Payload" activity from the 4-H Aerospace curriculum)

What to do -

What to Say -

Prepare the room for the experience. Before participants arrive, determine the number of groups of 4-6 participants you will be able to form from the class and select locations in the room for each group to meet that are as far from one another as possible. Place a string long enough to reach from ceiling to floor on a diagonal, 3 smaller pieces of string, a straw, paper cups, weights (e.g. paperclips, nuts, bolts, etc), masking tape, a tape measure, pads of paper and a pencil at each location/station. If the ceiling is not high enough, or the room is not conducive to this type of vertical



What to do-

What to Say-

activity, cut the string long enough to run horizontally across the room).

Introduce the experiential learning lesson.

Divide the group into smaller groups of from 4-6 people using a grouping activity of your choice and direct each group to one of the stations you have created around the room.

To help youth master the skills needed to become competent in the areas they must master for successful transition to adulthood, it is important that the experiences offered in non-formal youth development programs use the most effective educational methods available. The method that 4-H relies heavily on is an Experiential Learning Model developed by Kolb in 1984² and modified to meet the needs of 4-H delivery³. If you have attended “Moving Ahead: Preparing the Youth Development Professional” or a similar course in the fundamentals of youth development program delivery, this model is not new to you. However, we are going to spend some time reviewing the model because it is integral to understanding and advocating for 4-H program delivery.

Today you are going to create a balloon shuttle from the supplies we have provided for you. Each of your stations should have a length of string, a straw, a paper cup, a containers of paperclips, nuts, bolts, etc), masking tape and a tape measure at your station. These supplies will be used in making your shuttle. In addition, we have a stop watch (or stop-watches) on the table at the front of the room that you can use to measure the time it takes for your shuttle to reach its’ destination and a pad of paper and a pencil to record your times and distances. I am going to give you directions for making this shuttle.

Kolb, D. (1984) Experiential Learning: Experience as the Source of Learning and Development, Prentice Hall, Englewood Cliffs, New Jersey.

2. Experiential Learning in 4-H Project Experiences, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota



What to do-

What to Say-

Give participants time to complete this task. Some groups will take longer than others.

Give the groups the next assignment.

Facilitate a discussion of the experience using the following questions. Be sure to use these questions because you will be referring back to them on power point or overhead slides during the discussion of the Experiential Learning process.

First, find the long piece of string and attach it to the ceiling. It should reach all the way to the floor. (If you are not able to attach the strings to the ceiling you can use a horizontal version of the exercise, saying; Find the long piece of string and attach it to one end of the room. It should reach all the way to the other end. You may secure the string with tape, or ask someone to hold each end.)

Now, thread the string through the drinking straw. Designate a team member to time your launch and another person to record the results. Inflate the balloon and pinch it shut while you attach it to the straw with the tape. When you're ready, release the balloon. Record how far and how fast it went.

Now I want you to create a gondola (basket) for your shuttle using the paper cup and three shorter pieces of string. Using tape, attach the gondola to the balloon. When your basket is firmly attached, re-inflate the balloon, attach it to the straw again, and record its' launch distance and speed (approximate). Add weight to the gondola and try again. Experiment with different weights. Don't forget to record all your attempts.

Share

How did you feel when you were building your gondola? How did it feel



What to do-

What to Say-

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 gondola and the weights on it?

Process

How did you make your shuttle? How did your group decide who would do what parts of the building? What challenges did you have in making your shuttle? What affect did the size of your balloon have on the distance & speed of your shuttle?

Generalize

What did you learn about building and launching a shuttle? What did you learn about involving everyone in the group in a creating process? How is this similar to how you involve other team members in your program?

Apply

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?

Use the PowerPoint presentation or overhead slides of the experiential model to demonstrate the process just used with the group. Present Slide 1

Here is a graphic of the Experiential Learning model. The model involves a five part process that incorporates doing something, reflecting upon it and applying what was learned. Let's look at each of the steps in the process.

Present Slide 2. Experience: Just Do It

As you can see, the model begins with a planned experience that is designed to provide an opportunity to learn something we have targeted. It most likely will be something that is unfamiliar to the learner or



What to do-

What to Say-

Present Slide 3. Share: What Did You Do?

Present Slide 4. Share: Ask

Present Slide 5. Share Questions Used for the Balloon Shuttle

a first time activity and should push the learner beyond previous performance levels. This may mean that the activity could seem uncomfortable and could include the risk of failure.

In the activity you just completed, we used the building and launching of a balloon shuttle to involve you in a hands-on, learn by doing experience that would lend itself to the discussion of the four processing elements of the model (steps 2-5).

The next four steps lead learners through reflection on what they did, felt, and learned from that activity and the application of that learning to other aspects of their lives.

The process begins with getting participants to talk about the experience, to share reactions and observations and discuss feelings generated by the experience.

We do this by asking questions that help participants reflect on what they have done. These Share questions can be structured around:

What they did

What they saw, felt, heard, tasted, etc.

What they thought was most difficult?

What was easiest?

In the discussion we used following the balloon shuttle activity we used questions that helped you recall what you had done and felt. These are the questions we used with you.
How did you feel when you were building your gondola?
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 gondola and the weights on it?



What to do-

What to Say-

Present Slide 6. Process: How Did You Do It?

The next step in the model is to identify the process; that is, how the experience was carried out, how the themes, problems and issues were brought out, how specific problems or issues were addressed, and the personal experiences of the group. In this step, you will encourage the group to look for recurring themes.

Present Slide 7. Process: Ask

Questions that encourage this discussion cover:
How they went about doing this activity
What problems or issues came up as they did the activity
How they dealt with these problems
Why the life skill they practiced is important

Present Slide 8. Process: Process Questions Used for the Balloon Shuttle.

These are the questions we used with you.
How did you make your shuttle?
How did your group decide who would do what parts of the building?
What challenges did you have in making your shuttle?
What affect did the size of your balloon have on the distance & speed of your shuttle?

Present Slide 9. Generalize: What Did You Learn?

Step four is the point of generalizing from the experience. This is where the learner begins to apply what was learned to what he/she already knew. Step 4 helps participants determine what importance the experience had for them. This involves finding general trends or common truths in the experience, identifying “real life” principles that surfaced, and identifying what was learned from the experience. Listing key terms that capture the learning will be helpful.



What to do-

What to Say-

Present Slide 10. Generalize: Ask

Questions that encourage generalizing cover:
What they learned from this experience
How what they learned relates to other things they have been learning
What similar experiences they have had with this (life skill or subject matter)

Present Slide 11. Generalize:
Generalize Questions Used for the Balloon Shuttle.

These are the questions we used with you.
What did you learn about building and launching a shuttle?
What did you learn about involving everyone in the group in a creating process?
How is this similar to how you involve other team members in your program?

Present Slide 12. Apply: How Will You Use What You Learned?

In the last step, the model addresses the “now what” application of the experience and explores how the learning could be applied to similar or future situations.

Present Slide 13. Apply: Ask

Questions that encourage application cover:
How they can use what they learned
How what they learned relates to other parts of their life
How they can apply (the life skill practiced) in the future

Present Slide 14. Apply Questions Used for the Balloon Shuttle

These are the questions we used with you.
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?

What to do-

What to Say-

Review the use of this model in 4-H.

Debriefing the experience is what moves an experience from an activity to a learning experience. The primary purpose of processing the experience is to allow participants the opportunity to integrate their learning and provide a sense of closure or completeness to their experience

4-H Youth Development relies heavily upon the five steps of the experiential learning model to teach life skills. The sequential steps of the model help youth identify what they have learned from a 4-H experience or activity and to apply that learning to other experiences or situations.

Many types of activities can be used to provide a learning experience. The experience chosen will depend on the life skills being targeted and the way the learners can become involved with the content. If the intent is to have youth practice decision-making, then the experience needs to provide opportunities to practice decision-making as the subject matter is explored. Some popular teaching activities used in 4-H to promote life skill development are listed in your handbook in Section II, Lesson 7.

Ask someone to read the methods and targeted life skills from the handbook.

Method

Playing a game
Experiments
Planning Activities
Giving presentations
Interviewing others
Solving a problem
Making models & products

Life Skill

team-work, risk taking
decision-making, problem solving
team work, planning, leadership
communicating
communications, relating to others
decision-making, problem solving
problem solving, leadership,
accessing resources



What to do-

Discuss the process involved in putting this model to use with a youth development program.

Bring closure to the lesson.

What to Say-

Certain requirements are involved in using the experiential learning model with a youth development program. The process requires:

- Planning activities that are appropriate to the learning goals.
- Setting aside enough time to reflect on the experience(s).
- Asking the right questions.
- Listening carefully to youth.
- Supporting each young person's unique learning.

The questions used to help youth through the reflection and application process are critical. They must be prepared ahead of time, and are best thought through as you are designing the learning activity.

Sometimes a short activity in which everyone answers the same question or simply finishes a sentence will get everyone focused. Finishing a statement like "I learned that..." or "I felt..." will stimulate discussion. You may want to ask the group to form discussion pairs or triads and to report the highlights of those discussions to the larger group.

As you facilitate the discussion process you will want to be very aware of the stage or step of the experiential model in which the group is working and be prepared to move the group to the next step when they are ready to move on. Remember to move with the participants. Adjust your questions based upon the responses they give. Continue to help them build on their experiences.



What to do-

What to Say-

The most important outcome of an experiential learning experience is that group members can show that they have gained new knowledge in the skill the project has targeted. The questions discussed in the processing and application steps of the experiential model will often provide excellent feedback. Even better evaluation information can be gathered when you observe the group applying what they have learned to another situation. If you use experiential learning successfully some of the most important results will happen as youth apply new skills in their everyday lives.

In summary, the experiential learning model starts with targeting a skill (goal) and then designs an experience and questions to process that experience that support the mastering of that skill. The experiential learning process engages the learner in all phases of the activity, resulting in the ability to generalize this learning to new situations.

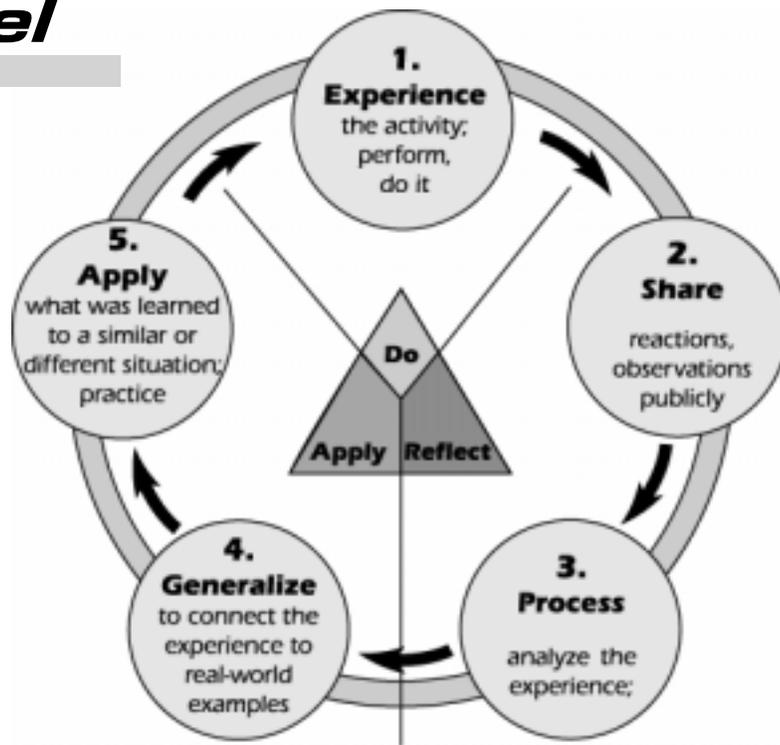
In the next lesson we are going to explore curricula that are based on the experiential learning model and that support a wide variety of learning styles, and we are going to begin to apply what we have done today to your own program.

Adapted from:
Developing Life Skills through 4-H Activities, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota
Experiential Learning in 4-H Project Experiences, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota
Exploring the Experiential Learning Model, 4-H Cooperative Curriculum System Web Page
Targeting Life Skills Model, Patricia A. Hendricks, Ph.D., Extension Youth Development Specialist, Iowa State University Extension, 1998



PowerPoint presentation

Experiential Learning Model



Experience: Just Do It

1.
Experience
the activity;
perform,
do it

**Individual or group
experience**

Involves doing

May be unfamiliar

**Pushes learner to a
new level**



Share : What did you Do?

**2.
Share**

reactions,
observations
publicly

**Talk about the
experience**

**Share reactions &
observations**

**Freely discuss
feelings generated
by the experience**



Share: Ask

What did they do?

What did they see? Feel? Hear?

Taste?

**What part of the experience was
most difficult? Easiest?**



PowerPoint presentation

Share questions used for the balloon shuttle

**How did you feel when you were
building your gondola?**

**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 gondola and the
weights on it?**



Process: How did You Do It?

3. Process

analyze the
experience;

Discuss:

**How the experience
was carried out.**

**How the themes,
problems and issues
were brought out.**

**How specific problems
were addressed.**



PowerPoint presentation

Process: Ask

How did they go about doing this activity?

What problems or issues came up as they did the activity?

How did they deal with these problems?

Why is the life skill they practiced important?



***Process questions used
for the balloon shuttle***

How did you make your shuttle?

**How did your group decide who would
do what parts of the building?**

**What challenges did you have in
making your shuttle?**

**What affect did the size of your
balloon have on the distance &
speed of your shuttle?**



Generalize What Did You Learn?

4.

Generalize
to connect the
experience to
real-world
examples

Identify:

**General trends or
common truths**

**Real life principals that
surfaced**

**Key terms that capture
the learning**



Generalize: Ask

What did they learn from the experience?

How does this learning relate to other things they have been learning?

What similar experiences have they had (with this life skill or subject matter)?



PowerPoint presentation

Generalize questions used with the Balloon Shuttle:

**What did you learn about building
and launching a shuttle?**

**What did you learn about involving
everyone in the group in a creating
process?**

**How is this similar to how you involve
other team members in your
program?**



Apply: How Will You Use What You Learned?

5.

Apply

what was learned
to a similar or
different situation;
practice

Discuss how:

**New learning can be
applied to other
situations.**

**Issues raised can be
useful in the future.**



***Apply: How Will You Use
What You Learned?***

**More effective behaviors can
develop from new learning.**

**Help participants feel a sense of
ownership for their learning.**



Apply: Ask

How can they use what they learned?

How could what they learned in this experience relate to other parts of their life?

How can they apply (the life skill practiced) in the future?



PowerPoint presentation

Apply questions used in Balloon Shuttle:

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?





Lesson 8

Knowing and Using 4-H Curricula

Materials:

- Set of 4-H curricula for each team of participants
- 4-H Curriculum Scavenger Hunt worksheet for each participant
- 4-H CCS Curriculum sets
- Lesson Planning Guide

Objectives:

1. To help participants become more familiar with selected 4-H curricula.
2. To present the life skill components and experiential learning methods that are used in 4-H curricula.
3. To increase knowledge of how 4-H curricula is designed.
4. To help participants understand and effectively use the 4-H CCS curricula.

What to do -

Introduce the Lesson

Use a mini-lecture to address providing experiences that reach a variety of learning styles.

What to Say -

We have spent a significant amount of time becoming well versed in the principle methods 4-H uses to help youth develop life skills. We started this section of the course by identifying the research that defines the areas of competence that youth must master to be fully prepared for adulthood and briefly looked at the skills within those competency areas that lead to mastery.

We then looked at the way in which 4-H organizes those skills to facilitate their delivery and worked with the experiential method that 4-H uses to teach them.

At this point, we are ready to put this information to work.

What to do-

What to Say-

When you plan experiences for youth that target life skills, it is important to remember that young people have different learning styles and will approach or respond to a learning activity differently. You will have the most success in appealing to youth in your program if you provide a wide variety of activities that offer opportunities for all learning styles.

Briefly, you will want to include experiences for those who prefer to learn by

- reading (***print learners***)
- hearing; sound and voice (***auditory learners***)
- touching or manipulating objects (***tactile learners***)
- seeing; color, shape and form (***visual learners***)
- using their bodies; rhythm and movement (***kinesthetic learners***)
- working in groups; (***interactive learners***)
- working independently; (***independent learners***)
- watching others do something; (***observational learners***)
- being given a lot of direction
- figuring things out with little instruction

Effective youth development professionals incorporate many activities that collectively appeal to all of these learning styles into their programs. In addition, they facilitate the processing of those activities to direct the learning toward the targeted goal.

Introduce the support from 4-H curricula.

One of the contributions 4-H brings to the youth development field is the vast amount of curricular resources available for youth. 4-H Cooperative Curriculum System (CCS) publishes and distributes curricula that have passed a stringent screening process and met a set of national standards. The criteria for acceptance into this national collection was developed by youth development faculty from land grant universities led by a national program leader at USDA. The



What to do-

What to Say-

Introduce the scavenger hunt activity.

Ask participants to form groups of 2-3 at each table. Pass out a set of project curricula to each group. (Depending on the size of your group, you may give more than one group a particular curriculum title).

members of the teams that screen (or jury) materials submitted for this collection are also youth development faculty. Submission criteria provide guidelines for developing new materials for youth as well.

The rigor of this national review system assures high quality, age appropriate, content accurate, user -friendly products.

If you are a youth development professional partnering with 4-H to start a 4-H club, you have access to these curricula. If you are a county 4-H agent, you need to be aware of all of the materials available to support 4-H and 4-H partners in your county. In either case, it is important that you know all of the resources that are available to you through 4-H curricula. So today we are going to go on a scavenger hunt to explore some of this curricula.

Each of your groups has a complete set of 4-H curriculum materials for a specific project. You are going to get better acquainted with this material by going on a scavenger hunt. However, instead of gathering objects from around town, you will be gathering information items from the curriculum materials. On pages 34-35 of your handbook, you will find the list of information you are to obtain from your project curriculum and a place to record that information. I want you to work with your team to gather as many items on your scavenger



What to do-

What to Say-

Allow participants sufficient time to complete the Scavenger Hunt sheet. Move about the room to monitor the progress of the groups. Give a one-minute warning before calling time. Facilitate the group in reporting what they discovered about the curricula.

If several groups had the same set of curricula, ask them all for their interpretation of the material.

Lead the group in a discussion of this activity using the following questions.

hunt list as possible from the curriculum you have been given. I am going to give you 30 minutes to complete this task.

I want your group to introduce the curriculum you have been exploring to the rest of us. Tell us the name of the curriculum you had, the project it supports and what you learned about it. You can use your scavenger hunt list to help you. I would encourage you to take notes when others are presenting their curricula. These notes could be used to help your new clubs identify program directions. Who would like to start? (Or what group has the ___project curriculum?) Would you tell us what you learned about it?

How many people were able to find information for every item on the list?
How did your group approach the scavenger hunt task?
What was the most interesting thing you learned about the curriculum you explored?
What was the most interesting thing you learned about the curricula others presented?
What things did all of the curricula have in common?

The following points should surface. If they do not, you will need to make them.

CCS curricula are based on the experiential model and have the questions for processing an



What to do-

What to Say-

activity built into the materials.
CCS curricula are age appropriate.
CCS curricula address a variety of learning styles.
All CCS curricula provide accurate and current information. (They are revised or discontinued after five years.)
CCS curricula have met national standards.

Point out the ease of use and the built in experiential learning format of the CCS materials.

Hand out the CCS catalogues.

4-H Project curricula include manuals for the members, and leader/helper guides for the adults. All of the curricula include step-by-step instructions on using the material, general information on the project, procedures for conducting each activity, supplies needed for each activity, questions to use to process each experience, and suggestions for related activities. Generally, the 4-H curriculum is self-explanatory and easy to read. Developmental outcomes and learning indicators are included as well as the life skill development that is being targeted. It is important to review the curriculum and be prepared with all necessary supplies prior to the club/project group meetings.

The curricula we have just highlighted represent a few of the publications we thought you would enjoy. I am handing out a copy of the CCS catalogue so that you can see the range of materials that are available and how to order them.

In addition to the CCS publications, state 4-H offices often publish curricula that address specific issues for that state. National 4-H Council also receives grants to prepare curricula on specific topic areas. These materials are not

What to do-

What to Say-

Lead the group in applying what they have learned by developing a meeting plan that uses the experiential learning model.

always submitted for CCS review and publication. You will want to check with your state or county 4-H office to find out what additional resources you could tap.

We are ready now to find out how you might apply the information about curricula as well as the information about targeting skills and using the experiential learning model to your youth development program.

Since you have been working with project curricula, I want you and your team to pretend that you are the leaders of a 4-H project or single project club. You have 10 youth, 10–13 years of age coming to your meetings. The Project Meeting is the heart of a member's project involvement, so it's important that the time is well planned and involves all the youth. Members should decide what they will do at these meetings, but they will need the assistance of the 4-H Club leaders. For our purposes today, we will assume that you have been given the authority to plan this meeting yourselves.

Start by picturing what you and the youth would be doing at this meeting? What life skills would they be practicing? What project content would they explore? What would they be saying about the experience?

In Section II, Lesson 8 of your handbook, there is a worksheet that I want you to use in planning this meeting.

Give the group time to complete this task and move about the room to monitor their progress and offer assistance. Give a one-minute warning before calling time. Facilitate a sharing of their plans.



What to do-

What to Say-

Ask each group to share a goal.

Make corrections to the questions as needed. Bring closure to the lesson.

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

This concludes Section II. We have been focusing on the way in which 4-H promotes the development of critical skills. In Section III we are going to focus on the mechanics of getting a club started and keeping it running in order to deliver these opportunities.



4-H CURRICULUM SCAVENGER HUNT

Work in small groups using one set of project materials to get acquainted with 4-H Curriculum. Put an asterisk by those you are not sure of so they can be discussed with the total group. Not every question is applicable to each set of curriculum.

| INFORMATION NEEDED | INFORMATION FOUND |
|---|-------------------|
| <p>A. Obtaining Materials</p> <ul style="list-style-type: none"> • What is the name of this set of curriculum? • How many pieces are there in this set of curriculum support materials? • Where can the materials be purchased? | |
| <p>B. Design and Development</p> <ul style="list-style-type: none"> • What does the ribbon on the front cover mean? • Who developed these activity guides? • These materials have been designed to be developmentally appropriate for what grades of youth? • Who is the primary audience for each piece in the set of materials? | |
| <p>C. Helper's Role/guide</p> <ul style="list-style-type: none"> • Is there a Helper's Guide? • Who is the person referred to as the helper? • What is the role of the helper? • Where are many of the answers to the activities in the youth guide found? • The development of what life skills are emphasized in the activity guides for the project? | |

| INFORMATION NEEDED | INFORMATION FOUND |
|--|-------------------|
| <p><i>D. Incentives for Using</i></p> <ul style="list-style-type: none"> • Why would youth want to use these materials? • How does setting goals provide an incentive? • What is the Achievement Program? What is its purpose? • What recognition is available to encourage completion of the Achievement Program? | |
| <p><i>E. Each Youth Activity</i></p> <ul style="list-style-type: none"> • What are the basic components or elements of each activity? • What is the importance of encouraging youth to actually do something on the page? • Often more than one question is listed for one or more of the steps of the experiential cycle. Which question should the youth write an answer to? • What are the five steps of the experiential cycle shown in each activity? • Where is the project information shown in each activity? • How could the activities in the youth guides be used in a group setting? • Where are the new words used in activities defined? • Where are the project resources including WWW sites and associations listed? | |



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 9

Using a Skillathon for Experiential Learning

Materials:

- Supplies for “Books Tell A Story” activity from A Palette of Fun Arts and Crafts, CCS Curriculum for Grades K-6, pp. 19-21
 - large sheets of craft or drawing paper
 - colored card stock for book covers
 - cord, yarn or ribbon
 - scissors
 - glue (*for paper and for cord, yarn or ribbon*)
 - pencils
 - markers, colored pencils or crayons
 - colored paper scraps
- Project Skillathon stations with all necessary supplies
- Handouts: Teacher Directed Approach,
- Books Tell a Story, from “A Palette of Fun Arts and Crafts” Conducting A Skillathon, from Maryland Cooperative Extension

Objectives:

1. To provide an experience in designing an activity using the experiential method.
2. To demonstrate teaching with the experiential method.
3. To introduce a skillathon as an effective experiential learning activity.

What to do -

Before participants arrive, prepare for the two learning activities you will be conducting: Make a Book and Skillathon.

For the Make a Book activity, cut a strip of paper 5.25”x 17” for each participant that will be folded to form book pages and cut pieces of card stock

What to Say -



What to do-

What to Say-

slightly larger than the pages (4.25 x 5.5) to form front and back book covers for the book. Make a sample book to show the group.

Place scissors, glue, yarn or ribbon or cord, markers or crayons or colored pencils, colored paper scraps at each table.

For the Skillathon activity, identify a learning station facilitator for each of the stations that will be offered. Set up learning stations and brief station facilitators on their responsibilities (see “Conducting a 4-H Skillathon” handout).

Introduce the use of a variety of teaching methods that employ the experiential learning model.

Introduce the Make a Book activity

In lessons six and seven, we talked about the importance of providing experiences for youth that target life skills and help youth become aware of the concepts they have learned from those experiences.

During the next few hours, we are going to demonstrate teaching methods that address many of these preferred styles. All of these styles use the experiential model, because they all involve the participant in an activity and then process that activity to direct the learning toward the targeted goal.

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 a 4-H project curriculum for grades K-6 published through the cooperative curriculum system. It is called A Palette of Fun with Arts and Crafts.

Books Tell a Story,” found in A Palette of Fun with Arts and Crafts, CCS Curriculum for Grades K-6, pp. 19-21.



What to do-

Facilitate a discussion using the following questions.

Give each participant a long sheet of paper to use as book pages and two card stock pages to use as cover pages. Instruct them in the making the book and demonstrate each step.

Monitor the group's progress to allow time for them to decorate their covers. After ten minutes, if participants are not finished. Tell them they have 3 more minutes and then call time when 3 minutes have elapsed.

What to Say-

What do you enjoy about a book; the story? the words? the pictures? Do you like the way the book feels when you hold it? Do you notice it's size, shape , weight?

These are questions you might ask if you were introducing this activity to youth. We are going to make an accordion book that you can use to record information in our next activity.

Fold the long strip of paper in half. Open it up and, using the center crease as a guide, fold each side of the page in half by placing the edge at the center-fold crease. Open the sheet of paper and bend the creases as needed to form a fan shape. The center-fold will be on the right and the other two folds will be on the left. This shape will give you a front and back cover and four pages.

Decorate the two pieces of card stock paper I gave you making one the front cover of your book and one the back. You can draw on them or glue paper decorations on them.

Place the two cover pages side by side and face down on the table with the front cover on the left. Run a bead of fabric glue across the center of both covers. Lay the yarn (or ribbon or cord)

What to do-

What to Say-

Facilitate a discussion of this activity using the experiential learning process. As you finish the questions for each segment of the model, point to that segment on the experiential learning poster.

over the glue line. Place glue on one end of the folded paper and attach it to the inside of the front cover. Place glue on the other end of the folded paper and attach it to the back cover. When you open this book, the cord will keep it together like a fan. You can tie the cord to keep the book closed.

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?

How does what we did in this workshop relate to 4-H CCS project materials?

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 styles of others in the room?

Apply questions

What might you do with this book?

What uses could you suggest to kids for this book?



What to do-

What to Say-

Recap the learning experience.

Divide the participants into groups of 5-7 people using any grouping method you prefer. Assign each group a station to start with. The groups will move on signal every 10 minutes until everyone has had a chance to complete the activity at each station. Encourage members of the group to work together on the activity. Station facilitators should ask processing questions during the last 2 minutes of each round.

How will you use what you learned from this activity about your own learning preferences in approaching another learning situation?

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

We have just completed an experience in which the teacher led the learning activity and then conducted a discussion using the experiential model to draw out individual reactions and learning that occurred from the activity. Now we are going to experience an entirely different activity that also uses the experiential model. This activity has the advantage of incorporating a variety of learning styles and is used often by 4-H agents and project leaders.

We have prepared some learning stations for you in another room with activities that teach a variety of skills. These stations are numbered and each has a facilitator to explain what you are to do at that station. I am going to give your group a number that corresponds to one of the stations. This is where you will start. You will have ten minutes at that station. I will call time and groups will move to the station numbered with the number immediately higher than their own. For example, those at station

What to do-

What to Say-

one will move on to station two, station two to station three etc. If you started at the last station you will move to the first station.

I want to encourage you to work together on the activities at these stations. Take the books you just made with you and use them to record any notes you might wish to make as you move through the stations.

Help groups find their stations and monitor the activities to assure that everyone is engaged. Signal facilitators when eight minutes have elapsed at each station so that they will have time to ask the process question they have been given.

After all groups have completed all stations, call time and bring the group back to the general sessions room. Facilitate an experiential model discussion using the following questions. (You may use the overhead slide of questions if that will help you or the group). Ask the station facilitators to share their observations at the stations. Encourage participants to discuss what type of recognition they would provide to the participants.



What to do-

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?

What were some of the things that were hard to understand when you started?

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?

How does what we did in this workshop relate to 4-H CCS project materials?

Generalize Questions

What is one thing you learned or experienced that was new to you?

What did you learn about experiential learning methods?

What did you learn about setting up a skillathon?

Apply Questions

How might you help children learn in the future 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?

Refer the group to the Skillathon material in their handbook.

Give the group several minutes to read these three pages. Summarize the characteristics of a skillathon. Use overhead or PowerPoint.

Section II, Lesson 9 of your handbook gives instructions on setting up and conducting a skillathon. Take a moment to read through this material.



What to do-

What to Say-

The following characteristics describe a successful Skillathon.

They are participant centered.

They involve “Do, reflect and apply”.

They set up a situation for learning.

The learning is facilitated.

The process is facilitated.

Realistic tasks are expected.

Materials are acquired & ready for learners.

Stations use informed facilitators.

Questions are answered with questions.

Praise and recognition for learners is incorporated.

Bring closure to the lesson.

Are there any questions about how to conduct a skillathon?

Because 4-H is a non-formal educational program and because the youth in your program will represent many 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 in helping youth recognize what they have learned.

Skillathons provide a structure to address all of these criteria.



***Experiential Learning Model
Share***

What did you do in this workshop?

What was the most fun during this activity?

What did you observe during this activity?

What were some of the things that were hard to understand when you started?



Experiential Learning Model Process

**What was the most challenging
part of the activity?**

**How did your group work together
at the various stations?**

How were the stations organized?

How did you know what to do?



PowerPoint presentation

Experiential Learning Model Generalize

What is one thing you learned or experienced that was new to you?

What did you learn about experiential learning methods?

What did you learn about setting up a skillathon?



***Experiential Learning Model
Apply***

How might you help children learn in the future 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?



Characteristics of Successful Skillathons

Are participant centered.

Involve “Do, reflect and apply”.

Set up learning situations.

Learning is facilitated.

Process is facilitated.



Characteristics of Successful Skillathons

Offer realistic tasks.

Learning materials prepared.

Informed facilitators.

Questions answered with questions.

Praise and recognition incorporated.



Lesson 10

Knowing the Basics About Clubs

Materials:

- ❑ Overhead or power point slides of the definition, criteria and policies for 4-H clubs.

Objectives:

1. To provide a definition of a 4-H Club
2. To present the national (CSREES/USDA) criteria governing all youth development programs delivered through 4-H.
3. To provide official policies regarding; enrollment, fiscal responsibility and reporting requirements.

What to do -

Introduce Section III

Introduce the lesson

What to Say -

We have spent time so far reviewing the benefits of involving youth in 4-H. We have talked about creating environments for youth that meet their needs. We have discussed the competencies critical to full preparation for adulthood and the skills that must be mastered to achieve competence in these areas. We have spent quite a bit of time reviewing and practicing effective delivery methods for teaching these life skills. We have presented the organizational structure that supports these efforts and identified the advantages of delivering 4-H through a club model. Now we are ready to look at the nuts and bolts of getting 4-H clubs started and of sustaining them in effectively delivering youth development opportunities. We will start by becoming clear about what a 4-H club is.



What to do-

What to Say-

Use the overhead or power point slide to describe a 4-H club.

In lesson five we discussed single project and multi project 4-H clubs and the kinds of activities typical to those clubs. However, if you are planning to start a 4-H club in your community or within an existing youth development program, you will need to be able to offer a simple definition that covers all types of 4-H clubs. Some components and characteristics are common to all 4-H clubs and these commonalities provide this definition.

(Slide One: What is a Club)

A 4-H club is an organized group of youth that meet regularly with a planned ongoing program that is conducted throughout the year. It is advised by adult staff or volunteers and typically elects officers to provide leadership to the group. The club may meet in any location and will include planned opportunities to learn skills in leadership, citizenship, community service and public speaking. Project experiences are offered to address additional life skill development.

Use overhead or power point slides to present criteria for 4-H programs.

Criteria for 4-H Clubs (2002). Paper prepared for Families, 4-H, and Nutrition; Cooperative State Research, Education and Extension Service; U.S. Department of Agriculture, Washington DC 20250

(Slide Two: Criteria for 4-H Youth Development Programming)

States have their own policies governing 4-H clubs. But these policies must be consistent with criteria set by national (CSREES/USDA) headquarters.

These criteria define 4-H club delivery and all other delivery methods within the 4-H program. This is the list of those criteria. 4-H programs, curricula, and procedures are based in research and are developmentally appropriate.

4-H programs are based on the needs of children/youth and their parents.

4-H provides access to resources of Land



What to do-

What to Say-

Use overhead or power point slides to describe the enrollment policies for 4-H clubs.

Grant University Cooperative Extension System. 4-H provides members access to – county, state, national 4-H opportunities. 4-H membership is open to all youth.

4-H program delivery employs experiential learning strategies.

4-H encourages active involvement and participation by children/youth and adults in all aspects.

4-H relies heavily on youth and adult volunteers/staff leaders to provide a critical support system for 4-H.

4-H provides training for volunteer/staff leaders recognizing that training is essential for effective 4-H programs.

4-H adapts to and supports mobility of children/youth and parents.

4-H clubs comply with national 4-H name and emblem policies and policies of the state.

(Slide Three: Enrolling a 4-H Club)

The criteria for enrollment of clubs in your state should have been provided to extension staff during new-hire orientation training. If it was not, you need to contact your state office to obtain that information. If you are partnering with 4-H, the 4-H agent in your county will help you meet county requirements.

Official enrollment as a 4-H Club and/or receipt of a 4-H Club charter gives the club the authority to use the 4-H name and emblem.

Examples of what may be necessary for official enrollment are as follows:

The local club has a set number of members with completed enrollments.

The club is organized with youth officers.

There are one or more appointed and trained club leaders.



What to do-

What to Say-

Use overhead or power point slides to describe the enrollment policies for 4-H club members.

An initial meeting place is secured for at least several consecutive months.
An official club name is chosen.
Club rules, which may be in the form of by-laws, are established. By Laws will be discussed more fully in Lesson 11.
At least six or more regular meetings plus project meetings are scheduled.
A written educational plan for the club program and activities is presented to the county 4-H office.

A copy of the club enrollment is kept on file with the local 4-H office.

(Slide Four: Enrolling Members)
Enrollment of members, volunteers and leaders is required each year and is done through the county and submitted to the state office. The county 4-H office has the necessary forms and instructions for completion. The due dates for forms correlate to the 4-H program year in that state which is considered to operate from October 1 through September 30 or from January 1 through December 31.

Enrollment forms of members and volunteers who join the club after the beginning of the club year, will be submitted to the county 4-H office by the club leader immediately upon joining. Enrollment forms may include releases for use of photographs, agreements for non-discriminatory membership, and other mutual agreements. Often a state 4-H code of conduct and/or a list of leader expectations must be read and signed and submitted with the enrollment form.

Eligibility for competition and some project involvement requirements are often determined by birth date or grade in school. Contact your county 4-H agent for accurate information for your state.



What to do-

What to Say-

Use overhead or power point slides to describe the enrollment policies for volunteer leaders.

(Slide Five: Enrolling Volunteers)
Volunteer leaders must also enroll annually and enrollment dates correspond to member enrollment dates. 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. Position descriptions that outline leader responsibilities are usually provided. This topic will be discussed in greater detail in Lesson 15. Additional forms such as health information, parent/guardian permission, code of ethics, etc. may be required for attendance at special programs beyond the club level (e.g. County 4-H Camp, State 4-H Conference, State Leader's Forum, National Technology Conference).

Use overhead or power point slides to describe the fiscal and reporting policies for 4-H clubs.

(Slide Six: Fiscal Requirements)
Let's look at the fiscal requirements for 4-H clubs.
4-H Clubs do not pay taxes on income generated for the club. The ruling was issued to the Department of Agriculture by the Internal Revenue Service on April 24, 1946, under section 101(6) of the Internal Revenue Code of 1939, which corresponds to section 501(c) (3) of the 1986 Code.

Some states require 4-H members to pay membership dues, and some states do not. Sometimes counties will assess fees to cover the cost of insurance, newsletters or other specified items.

Liability and accident insurance coverage varies within each state and for



What to do-

What to Say-

Use overhead or power point slide to describe the reporting process.

partners participating with 4-H. This information should also have been provided for county personnel during new-hire orientation, training. If it was not, contact your state office to obtain the information. Ensuring proper coverage for members and volunteers is extremely important and protects you and the organization. If you are partnering with 4-H you will want to ask your county agent for information and forms concerning insurance coverage available to your 4-H club and work with that office to complete the paper work.

(Slide Seven: Reporting)

There are also some reporting and assessing requirements associated with 4-H clubs. County 4-H Agents report data to CSREES/USDA in an annual statistical report of summarized demographic data regarding members and volunteers. This information includes the numbers of clubs in the county, member enrollment and narrative information about the program. Staff training in each state prepares county 4-H agents to complete the required report. If you are a youth development professional working with a 4-H club within an organization outside Extension, your county agent will need to include data on your club in this report.

The information you supply the county 4-H office may well be the same information your organization requests.

In addition to the statistics gathered about your club, you will want to provide some information that relates the success of the club in providing the support youth need. In other words, you will need to be able to state how well the club is contributing to the growth and development of its' members. A checklist to use in this process is found in lesson 13.



What to do-

What to Say-

Bring closure to the lesson.

It is necessary to be able to define a 4-H club if we are to advocate for the youth development that 4-H clubs provide and to encourage youth to join. You must also be familiar with the policies and requirements for establishing 4-H clubs. With this background you are ready to begin the process of starting a 4-H club.

What constitutes a 4-H Club?

An organized group of youth

An ongoing planned program

Adult staff or volunteer advisors

Elected officers

Determined meeting place



What constitutes a 4-H Club?

Opportunities to learn skills

Opportunities for

leadership

citizenship/community service

public speaking



Criteria for 4-H Youth Development Programming ***(USDA/CSREES)***

- **Based on research and developmentally appropriate.**
- **Based on the needs of children/youth and parents.**
- **Uses resources of Land Grant University Cooperative Extension System.**



***Criteria for 4-H Youth
Development Programming***
(USDA/CSREES)

- **Provides opportunities at county, state, national 4-H level.**
- **Open to all youth.**
- **Employs experiential learning strategies.**
- **Encourages active involvement and participation by all.**



Criteria for 4-H Youth Development Programming (USDA/CSREES)

- **Relies on youth and adult volunteers.**
- **Provides training for volunteer/staff.**
- **Adapts to and supports family mobility.**
- **Complies with national 4-H name and emblem policies and policies of the state.**



Enrolling a 4-H Club

**Provides authority to use 4-H
name and emblem.**

May require:

set number of members

youth officers

**one or more appointed and
trained club leaders**

a secured meeting place



Enrolling a 4-H Club

May require:

**an official club name
established club rules or
by laws
scheduled meetings
educational plan for club
club enrollment on file
with the local 4-H office**



Enrolling Members

Annual enrollment required for participation in a 4-H club.

Enrollment due date determined and conducted by county.



Enrollment Forms

may include:

**release for use of photographs,
agreement for non-
discriminatory membership,
signed state 4-H membership
code of conduct,
signed list of leader
expectations.**



Enrollment Forms

**other mutual agreements set
by state.**

**Competition eligibility &
involvement in some projects
often determined by birth date
or grade in school.**



Enrolling Volunteers

Screen and train as required.

Enroll annually.

**Enrollment due date determined
by county.**

Position descriptions.



Enrolling Volunteers

**Signatures obtained on forms
related to**

health information

parent/guardian permission

code of ethics, etc.



Fiscal Requirements

Tax Exemption

IRS ruling 1946

**under section 101(6) of the
Internal Revenue Code of
1939, which corresponds to
section 501C(3) of the
1986 Code.**



Fiscal Requirements

Member Fees/Dues

Varies by state

Some have dues – some do not

Counties may assess for specific costs



Fiscal Requirements

Insurance

**Liability and accident insurance
coverage varies by states**

**Proper coverage for members
and volunteers extremely
important**



Fiscal Requirements

Protects personnel

Protects organization

**County 4-H Office responsible for
helping to arrange coverage and
complete paper work**



Reporting

**CSREES/USDA requires annual
statistical report from counties**

Demographics

number of clubs

member enrollment

narrative information



Reporting

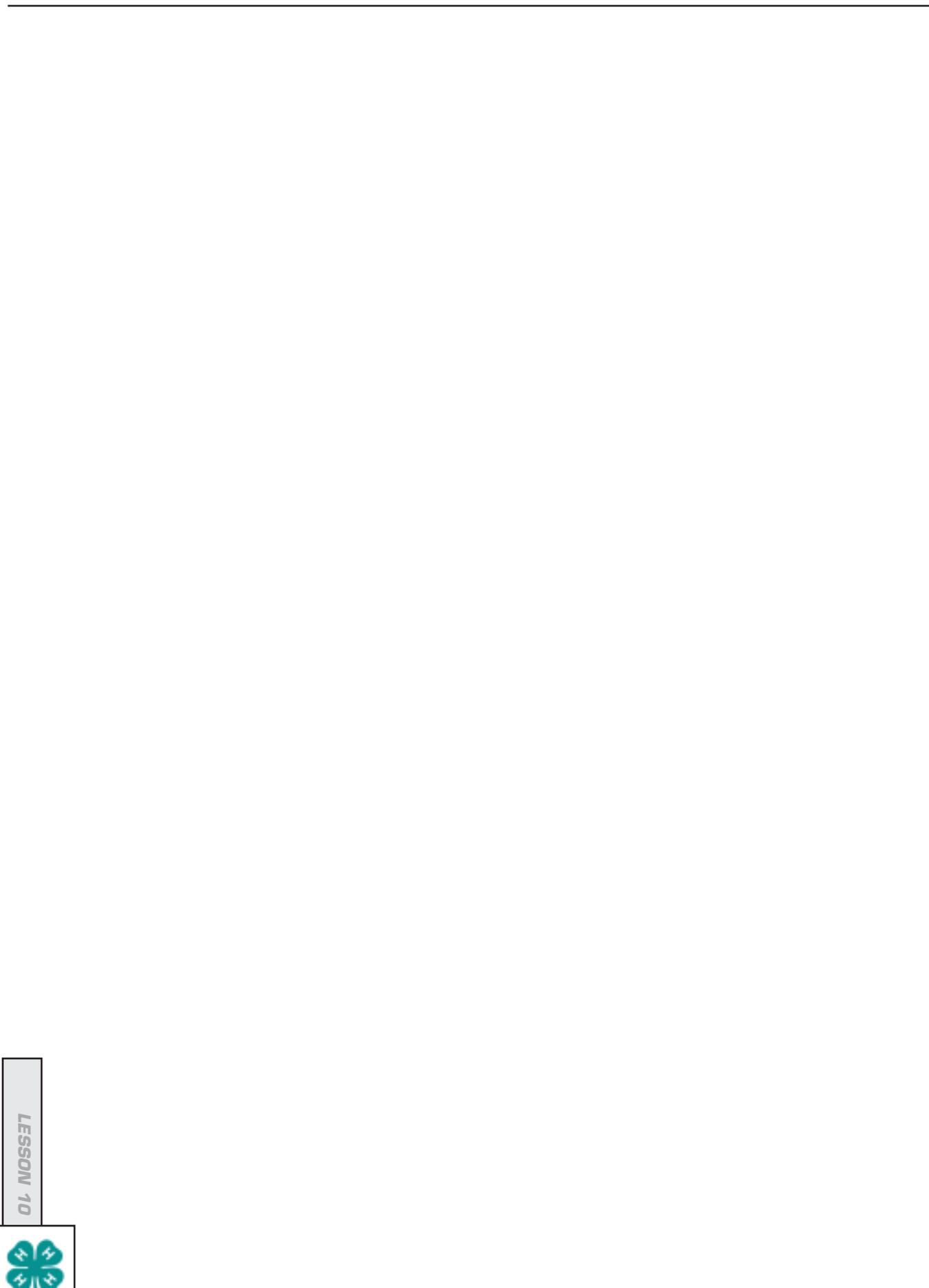
Who reports

**Club leaders give 4-H agents
information**

**Partners give 4-H agents
information**

**Staff training prepares 4-H
agents to complete the
required report**





LESSON 10



Lesson 11

Getting Clubs Started

Materials:

- PowerPoint or overhead slide of Steps in Establishing 4-H Clubs
- Materials groups can use in presentations
 - Flip charts, markers, tape, hats, pads of paper, overhead transparency paper etc.

Objectives:

1. To provide a guideline to use in starting a 4-H club.
2. To reinforce application of that guideline.

What to do -

Introduce the lesson

Divide the class into five groups using a grouping activity of your choice. Using a poster, overhead or power point slide of the nine Steps in

What to Say -

In this lesson, we are going to cover the steps involved in starting a 4-H club and in lesson 12 we will study the club-meeting component. Each state has its own policies and procedures for starting 4-H clubs, but the steps we are presenting today are common to the process in most states. If you are an extension employee you should have received information at an orientation training regarding policies for starting 4-H clubs in your state. If you are not aware of these policies, contact your state 4-H office for this information. If you are a youth development professional starting a 4-H club within another organization, the 4-H Agent in your county will be able to help you with the procedures specific to 4-H in your state.



What to do-

What to Say-

Establishing a 4-H Club, assign each of the groups one of the following sections of the material.

Group 1: Steps 1,2,3 and 4.

Group 2: Step 5

Group 3: Step 6

Group 4: Steps 7 and 8

Group 5: Step 9

Display the poster or overhead slide of Steps in Establishing a 4-H Club.

In Section III, Lesson 11 of your handbook you will find a nine -step process outlining the action to take in getting clubs started. Because you will remember the steps better if you experience them, we are going to involve you all in teaching this process. I am going to divide the class into five groups and assign each group a portion of this material. It will be 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 with this task but your presentation my not exceed 5 minutes.

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

I would like Group 1 to be responsible for these first four steps.

Steps five through nine occur in conjunction with club members and leaders. I would like Group 2 to take responsibility for Step 5, Group 3 to take Step 6, Group 4 to take Steps 7 and 8 and Group 5 to take Step 9.

I'm going to give you 15 minutes to work on this and then we will see if you are ready to present your step to the rest of the class.

Move about the room to provide assistance and to monitor progress. Adjust the group work time as needed.



What to do-

What to Say-

Give the group a five-minute warning before ending their preparation time.

Facilitate the group presentations. Monitor presentation time to adhere to 5 minute time frame.

Fill in key points for each step if the group does not cover them.

Look for these key points

Step 1: Contact the county 4-H Agent

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

We are ready for the presentations on the nine steps for establishing 4-H clubs. I encourage you to take notes on these presentations for future reference. Group one will start the process.

(If not covered by the group.)

–The 4-H Agent is your link to the county, state and national policies and guidelines. *(Agents who do not have this information are responsible for getting it.)*

–The 4-H Agent can provide:

- Help in getting your club started and in managing the club
- Enrollment forms
- Curricula and resources
- Connection to CES opportunities for youth/volunteers
- Volunteer/leader training opportunities
- Recognition opportunities for both volunteers and youth
- County and state competitive activities
- County and state noncompetitive activities
- National events and experiences
- Scholarships or small grants

(If not covered by the group.)

–Learn about the policies and procedures of the county program.



What to do-

What to Say-

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

- Discover 4-H opportunities in that county and state.
- Network with other 4-H club leaders and the county 4-H staff.
- Review principles of youth development and experiential learning.
- Find out more about specific 4-H curricula.

Step 4: Assess youth, parent, community needs and interests

- (If not covered by the group.)*
- Ensure you are following the proper guidelines for your county. Ensure you know enrollment and chartering procedures.
 - Ensure you know appropriate use of the 4-H name and emblem.

Continue in this manner until all nine steps have been presented. Watch for the following key points.

- (If not covered by the group.)*
- A necessary step for extension professionals and partners.
 - Determine need
 - demographics of community.
 - other out-of school options available
 - Determine kind of club that will meet needs
 - needs and interests of the youth
 - activities parents want for their children

Step 5: Recruit Potential Club Members

- (If not covered by the group.)*
- Identify potential youth and families
 - Hold “exploring possibilities” meeting
 - Give presentation about 4-H
Reasons for joining 4-H
 - Be with friends
 - Fun things to do and learn
 - Youth directed
 - 4-H everywhere
 - Not costly
 - Projects are designed to be very adaptable.
 - Community resources can be incorporated



What to do-

What to Say-

Step 6: Conduct an Organizational Meeting

- Gather information
- Interests of group
- Best days and times for meetings
- Possible adults leaders
- Contact information

(If not covered by the group.)

- Need adult leader
- Invite youth /parents who showed interest
- Prepare the space
- Greet and introduce youth and families as they arrive
- Use group-building activities
- Conduct meeting with club leader
- Help the group:
 - Determine the kind of club they want
 - Identify the project or projects they want
 - Set some ground rules
 - Plan for name and by-laws
 - Determine officers
 - Determine dates and times for meetings
- Provide activity from set of project material

Step 7: Recruit project leader/leaders and distribute curricula

(If not covered by the group.)

- Easier to recruit with known curricula
- Over 100 curricular options in CCS
- States often have additional project curricula
- County resource library important
- Most curricula free
- More about recruiting in lesson 16

Step 8: Complete and submit enrollment and other appropriate reports

(If not covered by the group.)

- Clubs responsible for submitting forms to county office.
- Counties provide an annual report to



What to do-

What to Say-

Step 9: Assist with club by-laws preparation

the state office
-States must report to the federal headquarters
-Annual report information will help justify
-Data gathered also used to generate county or state
-Enrollment data verifies eligibility requirements for local, state and national competitions.

(If not covered by the group.)

-By-laws provide agreed upon rules for the way the club will function
-All members of the club agree upon these rules
-By-laws can reduce misunderstandings and conflict
-Include when and where the club meets,

- Who may join,
- What officers the club elects,
- What criteria are used for a member to remain in good standing
- Non-discrimination statement

-By-laws are kept on file with the local 4-H office
-By-laws are a pre-requisite for most club charters.
-All members, parents and leaders have a copy
-Are reviewed annually
-Are written and agreed upon by the entire membership
-Are approved by county agent to assure compliance.

(Be sure the group has looked at the sample by-laws document in Section III, Lesson 11.)



What to do-

Thank the group for their presentations and ask for volunteers (or assign participants) to the skit in lesson 12.

What to Say-

We have covered the steps in getting a club started. Now we need to know the elements that keep a club going. Young people will not keep coming to a club meeting that is boring and does not provide for interaction with their friends. So we are going to begin the “maintaining clubs” portion of section III with a look at effective club meetings. I need to ask for some volunteer actors to help with this lesson.



Steps for Establishing 4-H Clubs

- 1. Contact 4-H Agent**
- 2. Attend volunteer leader training**
- 3. Obtain county and state 4-H policies and guidelines**



Steps for Establishing 4-H Clubs

4. Assess needs and interests

Youth

Parents

Community

5. Recruit potential members

6. Conduct organizational meeting



Steps for Establishing 4-H Clubs

- 7. Recruit project leader(s) & distribute curricula**

- 8. Complete & submit enrollment forms and appropriate reports**

- 9. Assist with club by-law preparation**



Lesson 12

Conducting Club Meetings

Materials:

- Overhead or PowerPoint slides of
 - Procedures for Maintaining Clubs
 - Life Skills Addressed in 4-H Club Meetings (3 slides)
 - Environments That Meet Basic Needs
 - Club Environments That Meet Basic Needs
 - Club Meeting Format Formula
- Life skill cards for each table group**
- Flip chart paper
- Colored markers
- Sticky Wall

If you use the skit you will also need:

- 4-H Meeting Kit with flags, banner and gavel
- Club meeting skit and script
- Demonstration resources, including “What Hat are you Wearing?” page,
 - two full sized sheets of newsprint (flip chart paper) per participant
 - rolls of 2 inch clear packing tape and healthy snacks

Objectives:

1. To reinforce the opportunity to deliver life skills training through 4-H club meetings
2. To present the elements of an effective 4-H club meeting
3. To provide materials that support clubs in conducting effective club meetings

Note:

This lesson is designed to help youth development professionals understand the many opportunities available within a 4-H club meeting to teach life skills. The Club Meeting Skit is included for participants who are not familiar with the 4-H club delivery model. While it can be a fun addition to the training, it is not necessary for an audience of 4-H professionals. If you do not use the skit, you need to add the “What Hat Are You Wearing” activity from the skit to Lesson 13B: Roles and Responsibilities as an introductory activity. The flow of that addition works well following the slide presentation of lesson 13A.

**Divide the following skills according to the number of table groups you have. There are 21 skills. The lesson plan suggests seven tables of three skills each.
{Leadership, Communication, Critical Thinking}
{Responsible Citizenship, Goal Setting, Learning to Learn}
{Decision Making, Problem Solving, Community Service}
{Planning/Organizing, Cooperation, Keeping Records}
{Managing Feelings, Character, Teamwork}
{Accepting Differences, Social Skills, Volunteering}
{Sharing, Self-esteem, Marketable Skills}



Preparation

You will need to designate someone to enter the ideas generated by the group during the life skills identification activity into the computer and to assume responsibility for printing and distributing copies of that list to participants.

If you use the club meeting skit you will need to have asked seven participants to be actors in the skit. Do this the day before the lesson will be presented or before a snack or lunch break so that they will have time to prepare the skit. Give each actor a copy of the prepared script. Ask them to fill in the blanks in the script to adapt it to this training group. Give them copies of the directions for the “make a hat” activity and review those directions with them. Make a Hat will be used for the Educational Program demonstration activity during the club meeting.

Introduce the Procedures for Maintaining Clubs using power point/overhead slide 1. This lesson addresses the first step of the support process which is: involving youth and leaders in planning and conducting the meetings.

The next three lessons are intended to provide a general overview of the procedures involved in maintaining a 4-H club. As with the methods for starting clubs, each state has its own policies and procedures for ongoing support of clubs. The following procedures however tend to be common to most states.

1. Involve youth and leaders in planning and conducting the meetings
2. Involve club members in preparing a yearly club plan
3. Promote or market the club
4. Help youth transition to new communities when families move.



What to do-

What to Say-

Introduce the power point/overhead slides of “Life Skills Addressed in 4-H Club.”

Present slide 2. Life Skills Addressed in Club Meetings

Present slide 3. Life Skills Addressed in Club Meetings

Present slide 4. Life Skills Addressed in Club Meetings

This lesson will focus on involving youth and leaders in planning and conducting meetings. While there are many avenues within a 4-H Club that offer opportunities to learn life skills, this lesson will focus on the club meeting as a delivery mode and the life skills that can be addressed through a club meeting. Let’s review the life skills that club meetings can promote.

A club meeting that is well planned and conducted can offer opportunities to practice skills in many competency areas. Here is a list of life skills we could expect to address. These skills are also listed in your handbook in Section II, Lesson 6.

Leadership
Communication
Responsible Citizenship
Goal Setting
Decision Making
Problem Solving

Planning/Organizing
Cooperation
Managing Feelings
Character
Accepting Differences
Social Skills

Critical Thinking
Keeping Records
Learning to Learn
Teamwork
Community Service
Volunteering
Sharing
Marketable Skills



What to do-

What to Say-

[Lesson Plan Using Club Skit]

If you are using the club skit, introduce it here

Ask actors to present the meeting skit. Facilitate a discussion of that meeting.

[Return to General Lesson Plan]

Introduce the group activity to identify skills that can be strengthened through 4-H meetings.

Self-esteem

You will remember that these are skills that require sequential learning experiences and many opportunities for practice. One of the reasons 4-H clubs have proved effective in helping youth develop these life skills is that the club brings youth together on regular basis and provides time for the interaction and practice necessary for mastery. The club meeting is the primary structure for this coming together. What happens at that meeting, then, is critical to the success of the club.

Let's observe a typical multi-project club meeting and look for ways these skills might be addressed.

I believe our actors are ready.

What did you observe about this meeting?

What structure was used to meet the needs of members?

How was the meeting structured to teach some life skills?

We are going to spend some time examining the structure of club meetings to highlight ways you could connect the meeting experiences to the reinforcement of these life skills.

In Section III, Lesson 12 of your handbook there is a guide for planning 4-H meetings, titled "4-H Meeting Guide". Use this guide [and the skit you have just observed] to complete this next task. I am going to assign three life skills to each table group. I would like your table group to identify several ways in which the three life skills you have been given could be strength-



What to do-

What to Say-

Distribute the cards with (three) life skills listed on them. Move about the room to monitor progress and assist where needed. When groups have had sufficient time to complete their task, facilitate a reporting of their ideas.

Ask for comments after each report and make appropriate notes.

Discuss considerations in planning effective club meetings using slide 5. Critical Elements in Planning Effective Meetings.

ened by using the three components of the 4-H meeting: Business Meeting, Educational Program and Social/Recreational Program. I would like you to record your ideas on this newsprint. We will enter these lists in the computer and print copies of the ideas generated by all the table groups for you to take home.

Let's hear the ideas that your groups have generated. Please attach your flip chart to the sticky wall and tell us the skills you worked with and the ways you think club meetings could help to teach these skills.

Does anyone have anything to add to this list?

There are three basic elements involved in planning club meetings that will assure that meetings provide positive youth development experiences. We have already discussed the first element; identifying specific life skills to target through a meeting format. The others are: Involving youth along with their leaders in the planning of the meetings, and Guiding the planning to assure balance and variety in the opportunities offered. The following discussion covers information that will help you, the youth development professional, assist adult leaders in involving youth appropriately in the planning and conducting of their meetings.

What to do-

What to Say-

Discuss involving youth in planning a balanced meeting.

Club meetings should be planned and conducted by youth members. This is their club. Youth run meetings attract more young people to the club and keep everyone involved. Older youth will be able to take more responsibility for both the planning and the implementing of those plans. Younger clubs will need more adult assistance. All ages will benefit, though, from some guidance in getting the process started and some support in carrying out their plans.

Youth who have had no experience with planning or conducting a club meeting will need more support than those who have been involved for a long time. However, be aware that even those young people who have a long history in club meetings, may not be aware of the need to provide a good balance between the business meeting and the educational and social parts of the meeting.

Present the Club Meeting Format formula using Slide 6.

Adults can help youth plan to mix meetings up with lots of variety to keep everyone interested, learning, and having fun. Provide them with this meeting formula .

Business: 15 minutes

Educational Program: 30-45 minutes

Recreation and Social Activities: 15-30 minutes

Help them determine what is going to happen in each segment of the meeting and who will be responsible for each of the pieces planned for those segments.

Discuss ways to help youth create an inviting meeting space.



What to do-

What to Say-

Reinforce the importance of appropriately planned business meetings.

Adults can encourage youth to be involved in setting up the meeting space in a way that makes them comfortable and that is visually appealing to them. Their meeting space should be inviting. It should have plenty of light, be kept at a comfortable temperature, and provide adequate space and facilities for the activities that are planned. The way the room is arranged should support the activities planned for that meeting. Seating should be configured so that everyone in the group can see and hear everyone else during discussions or demonstrations. A semi circle or circle arrangement works well. Providing tables and chairs for officers may give them support and confidence. Help youth determine what equipment and supplies will be needed for the activities that they have planned and assist the youth in making sure that these items are readily accessible at the meeting.

Youth and the adults who work with them may need help keeping the business section of the meeting as short as possible; effective and to the point. Remind them that meetings that focus only on Robert's Rules of Order are just as boring for youth as they are for adults. Keep the age of your club members in mind when working with Parliamentary procedure. Until the age of 12 youth are very concrete thinkers and will not engage well with the abstract concepts of parliamentary procedure. An older "business buddy" may be helpful for young members for those meetings that require procedures more difficult than making and passing simple motions.



What to do-

Introduce the importance of creating meeting environments that meet the needs of youth.

Use slide 7 to discuss meeting environmental needs through club meetings.

Slide 7: Club Environments That Meet Basic Needs to present the elements of an effective meeting.

What to Say-

The primary role of adults in the club is to assure that the environment of the club meets the needs of youth.

The list of developmental needs from our review of youth principles will provide a guide for this role. Let's look at that list again and compare it to the elements needed in an effective 4-H meeting. Youth Development professionals must help adult leaders understand these needs and implement these elements into their clubs. This information can be found in Section III, Lesson 12 of your handbook.

Promote Feelings of Acceptance and Belonging

Youth join clubs and organizations because they want to be an active part of a group. If they do not feel they are welcome or that they "fit in" they will very quickly stop coming. Often, groups do not intentionally leave out members, but simply overlook new or quieter members. Plan group-building activities for every meeting. Through these activities, young people can be pulled into the group without feeling singled out.

Provide Opportunity to Develop Relationships

It is impossible to develop relationships without talking to one another. Club meetings that do not provide lots of opportunities for youth to talk with one another do not take advantage of one of the unique learning opportunities a club meeting can provide. Some simple ways to provide



structured interaction beyond get-acquainted activities are team-building activities, small group discussions, and committee work. Remember to include unstructured interaction time as well.

Provide Safety and Structure

Youth feel safe in a group when they know the behaviors that are expected of them. To clarify these behaviors it will be important to lead the club through a process of identifying the standards of behavior they all agree they want for their club. These can be written in the form of Club Rules and posted in a place where everyone can see them.

Club rules help members monitor their own behaviors and decrease the need for the adult leader to control behavior. Posted rules also help prevent misunderstandings between members and adults and leaders about appropriate behavior at club meetings and events.

In addition to club standards, 4-H members must be informed of and agree to any Code of Conduct that the state 4-H office requires for state and national events and activities.

Provide Opportunities to Contribute to the Group

A sense of belonging to any group, whether family, school, community, or club, is formed when there are opportunities to contribute to that group and when it is clear that those contributions are essential to the group. Clubs meetings must offer ways for all members to contribute and see themselves necessary to the success of the club.

Adult leaders can be vigilant in identifying the skills and talents of all members that can be employed to help



the club. If youth are given new responsibilities, it is up to adult leaders to make sure they are properly prepared to fulfill them. Training and mentoring are often needed for new leadership positions.

Before electing club officers, allow the youth to get a taste of the 4-H Club experience. The first meetings should help members get a sense of what the 4-H Club will be like, and whether or not they would even like to be an officer. Some clubs ask several youth to assume leadership responsibilities and rotate them through different positions fairly often.

Promote Competence and Independence

Help youth plan and conduct their meetings. Provide opportunities at age appropriate levels to have input into the design of the meeting and to provide leadership for the meeting. Prepare youth for the leadership roles they assume and provide support as they practice these roles. Help members evaluate their plans and use that information in future planning. Assist youth in developing plans for future meetings.

Point out the materials in the handbook that clubs could use to plan and conduct meetings.

There are some helpful worksheets and guides in your handbook that you could give to leaders to help them plan and conduct their meetings. I would like you to take a few minutes to review these in Section III, Lesson 12, of the handbook.

- outline of the club meeting agenda
- worksheet for planning a club meeting
- provides a checklist to evaluate the success of meetings
- explanation of simple parliamentary procedures
- a guide for presidents to use in using parliamentary procedure to conduct a business meeting
- provide a guide for secretaries to use in



What to do-

Allow time for the group to review the support pages. Then bring closure to the lesson.

What to Say-

taking meeting notes and writing minutes

- tips for conducting effective meetings.

This lesson was the first of three lessons that provide information that will help you support and maintain the 4-H club(s) in your program. The focus of this lesson was the 4-H club meeting as a delivery method for opportunities to develop life skills. The elements needed within those meetings to create environments that support the basic needs of youth was highlighted. Support materials were provided to assist youth and their adult leaders in planning balanced, interesting, and fun meetings that are conducted by the youth in the club.

The next lesson will focus on helping youth and their adult leaders prepare a more expansive plan for the club; a plan for all of the opportunities that will be offered during a club year.

Adapted from: Colorado 4-H Certified Leader Training, Washington State 4-H Volunteer Leadership Training, Welcome to the World of 4-H Basics for New Leaders (WSU)



What Hat are You Wearing?

Demonstrate the making of this hat and then direct the participants in making their own.

This activity requires working in pairs.

Give each participant two sheets of newspaper or flip chart paper.

Provide the following directions.

Hold the two sheets of paper together at the center.

Turn one sheet a quarter turn so that all eight corners of the pages are visible

Place the pages on top of your partner's head and press the down to form a snugly fitting crown.

Wrap clear tape around the papers at the forehead and back of the head. Roll the points of the paper to the base of the tape to form a "Derby" shape.

Add additional tape as needed.



Club Skit

President: (the President stands throughout the business meeting)

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 for 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 the (date) 4-H Club meeting.

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. Old 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 the newspaper. There was no other old 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. _____ made a motion to adjourn the meeting. _____ seconded the motion. _____ Meeting adjourned at 3:52 p.m. _____ then gave a demonstration on How Do Rockets Fly.

President: Are there any corrections to the minutes? (Waits a minute.) 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 old business? (Waits a minute.)

Leader: I'd like to thank all the 4-H'ers and the adults who helped to make and present the container gardens to _____. Also thanks to _____ and 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 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? (Waits a minute.)

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.

Program Presentation: "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 goodies for us.

Closure

President: I want to thank everyone who has helped to make our meeting run smoothly. Our meeting will be held _____ (date).

Procedures for Maintaining the Club

**Involve youth and leaders in
planning and conducting the
meetings**

**Involve club members in preparing
a yearly club plan**

Promote and market the club

**Help youth transition to new
communities when families move**



***Life Skills Addressed
in Club Meetings***

Leadership

Communication

Responsible Citizenship

Goal Setting

Decision Making

Problem Solving

Planning/Organizing



PowerPoint presentation

Life Skills Addressed in Club Meetings

Cooperation

Managing Feelings

Character

Accepting Differences

Social Skills

Critical Thinking

Keeping Records



***Life Skills Addressed
in Club Meetings***

Learning to Learn

Teamwork

Community Service

Volunteering

Sharing

Marketable Skills

Self-esteem



***Critical Elements in
Planning Effective Meetings***

Identifying specific life skills to target through a meeting format.

Involving youth along with their leaders in the planning of the meetings.

Guiding the planning to assure balance and variety in the opportunities offered.



Club Meeting Format Formula

15-min. business

30- 45 min. education

15-30 min. recreation



***Club Environments that
Meet Basic Needs***

**Promote Feelings of Acceptance
and Belonging**

**Provide Opportunities to Develop
Relationships**

Provide Safety and Structure



***Club Environments that
Meet Basic Needs***

**Provide Opportunities to
Contribute to the Group**

**Promote Competence and
Independence**



Lesson 13A

Planning the 4-H Club Year

Materials:

- Clover Survey handout
- Overhead or PowerPoint slides
 - A Yearly Plan Will
 - Putting the Yearly Club Plan Together
 - Gathering Information & Suggestions
 - Planning Committee
 - Setting Goals
 - Action Plans
 - Writing the Club Plan
 - Measure of Success

Objectives:

1. To present the procedures for making a yearly club plan.
2. To provide direction for involving youth in planning and implementing what will happen in the club during the year.

What to do -

What to Say -

Introduce the lesson

This is the second of the three lessons focusing on supporting and maintaining clubs. This lesson addresses efforts to involve club members in preparing a yearly club plan. You will find the material I am covering in your handbooks starting in Section III, Lesson 13A.

Introduce the importance of 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 will have more



What to do-

What to Say-

Discuss the benefits of a yearly club plan using **slide 1: A Yearly Plan Will**

ownership in the activities and projects they have planned or helped plan and this ownership will increase their level of participation. In addition, the activities will likely be ones that they find interesting, and therefore the club will be more rewarding and fun for everyone. Adult leaders can facilitate this input by involving them in making plans for what the club will do during the coming year.

A well-developed yearly plan will give guidance and direction to club members and leaders. It will

- Clearly state the goals that the club has agreed to work toward.
- Let everyone know what to expect from participation in the club.
- Outline each person's responsibilities.
- Provide each member with specific tasks during the year.
- Give everyone ample time to prepare for meetings and events.
- Promote a balanced experience with a variety of activities.
- Help the group to measure how successful they were in reaching their goals.
- Help families to better participate in 4-H events.

Discuss the process of putting a yearly club plan together using slides 2 & 3, Constructing a Yearly Plan and Gathering Information. The following information supports these slides

Slide 2: Constructing a Yearly Plan

The process of putting a plan together involves two steps

1. Determining 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 learn and the activities they would like to focus on.
2. Putting those suggestion into a plan.



What to do-

What to Say-

Slide 3: Gathering Information & Suggestions

Introduce the Clover Activity

Youth and leaders will use the information that club members provide to determine the activities and events that the club will offer during the year.

There are many ways to discover what youth and parents would like to build into their 4-H experience. Here are some ideas.

- Use a Clover worksheet activity
- Use a survey box – decorate a box or container and explain its purpose at an open house, general meeting, activity or event. Have a short form or blank pieces of paper for suggestions to be put into the box for the upcoming 4-H program year.
- Use a wall parking lot or sticky board in an area easily accessible to the youth's height. As youth arrive ask them to write on a self-adhesive note or a brightly colored paper at least one thing they would like to do, to learn, or make in the 4-H club this year.
- Ask teens to develop a web-based survey to gather information about interests from other youth – have the survey be creative and interactive.
- Have members create collages suggesting programs, activities, and events they wish to participate in during the club year. Have members explain the collages.
- During roll call ask members to answer with a suggestion for a club activity, program, goal, etc. No response should be repeated. Place responses onto a poster pad for all to see.

Today we are going to explore a method recommended by 4-H staff in



What to do-

What to Say-

Lead participants through a procedure for determining interests and needs of the group. Define a type of club that all groups will use in the exercise so that you can use a merging process to work with their responses.

Give the group 3-4 minutes to write their responses on the clover.

Give the group another 3-4 minutes to write these responses. Continue this process with segments three and four.

several states. This Clover worksheet activity provides a way to gather information during meeting time and adapts well for use with all age groups. It is designed to be performed individually, but 7-8 year olds may need to be paired with an older youth to assist in the writing aspect of the activity. Pretend for the next 30 minutes that you are part of a 4-H group and I am your 4-H leader or club officer.

So that we can merge your work as we would if you all represented a single club, let's assume that we are a multi-project club and that our members are 9-16 year olds.

In Section III, Lesson 13A of your handbook you will find a graphic of a clover. In the upper left hand segment of the clover, write what you are curious about and would like to explore this year in 4-H.

In the upper right hand segment, write ideas you have for helping the community.

In the lower left hand segment of the clover, list any hobbies you enjoy. In the lower right hand segment, write ideas for activities that would be fun for you.

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

I have placed four large flip chart pages on this bulletin board. I would like to have



What to do-

What to Say-

Demonstrate how this information can be used to set club goals in the following manner. Lead the group in identifying those entries on each chart 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. It is possible to move immediately into setting goals from this data, or the information can be given to a planning committee at this time.

Lead a discussion of information gathering ideas.

Review the procedure for turning ideas into a plan using slides 4,5,& 6. The following information supports
Slide 4: Planning Committee Selection

the ideas that were generated at each table recorded on these charts. I have given a different color of magic marker to each table so that we can track the information.

How well do you think this method of gathering information would work for your 4-H program?

How might you adapt the activity to meet your own needs?

Can you think of other ways to gather information from youth and parents?

As a rule, the work of putting suggestions into a plan is handled by a planning committee. There is no one way to work with a planning committee, but these steps seem to work well for most clubs.

Planning committee membership should be as inclusive as possible. If the club is small, the committee could be the whole club. In this case, members can be divided into groups with the



What to do-

What to Say-

responsibility for planning a specific part of the club plan (such as time, place, business agenda, educational programs, social/recreational activities and citizenship opportunities). The planning committee will coordinate the efforts of the groups and will get their work into a written plan.

If the club is large, a representative committee is recommended. The committee may be elected, or appointed in accordance with the club's by-laws or guidelines. Members of the club planning committee should represent the interests and the diversity of all people in the club. Representation of individual differences that could include race or national origin, gender, disabilities, age, long time or new membership should be visible on the committee.

Often, the vice president serves as the youth chair of the planning committee. The youth chair and adult leaders will work with the planning committee to put the suggestions and input from club members into a practical plan for the year.

Slide 5: Planning Committee Advantages

Planning meetings allow each member to be a part of decisions affecting the club and assure the kinds of programs and activities 4-H members, leaders, and parents really want. This participation increases the likelihood that club members will stay involved.

In addition, while deciding how they will make their ideas happen, youth develop skills in group process, planning and management.

Slide 6: Planning Committee Meeting

This is an outline of the planning committee meeting. Make sure the time, space and format that you are using for this meeting will encourage total group participation.



What to do-

What to Say-

Discuss turning ideas into goals and plans using slides 7,8,& 9. The following information supports these slides.

Slide 7: Setting Goals & Good Club Goals

Bring the information you have gathered to the meeting. You may want to add some information such as

- Ages of members, where they live, and what they do.
- Activities and organizations outside 4-H in which club members are involved.
- Information about the community: schools, businesses, and people. Suggestions on how 4-H can work with other groups to develop a good program and improve your community?
- Information on the current emphasis in the county 4-H program, noting the training that is available, county or district events and activities, and emerging areas of interest and support.

Start the meeting with a group building experience. Then lead the group in identifying the club goals. When goals have been written, decide what activities or experiences will be offered to reach those goals. Identify who will be responsible for these actions and put all of this in writing. Take the plan to the club for approval.

Goals state what the club members would like to see the club accomplish during the year.

- Start with the interests of club members and target life skills.
- State the goals clearly in words that make it easy to determine whether they were reached.
- Choose goals that are realistic and achievable and can be measured.
- Make sure goals fit within the developmental capabilities of members.



What to do-

What to Say-

Slide 8: Possible Club Goals

- Choose goals that promote cooperation.
- Choose goals that promote learning and skill development.
- Choose goals that provide individual and group achievement incentives.

The following are examples of some possible club goals: There are more in your handbook

In (year)___ our club members will:

Learn more about (something—health, computers, pets, etc)

Participate in _(# of)_____ community service activities

Train officers to conduct a monthly business meeting

Give a demonstration or public speech on a selected topic

Provide all 4-H club families with a calendar of events

Slide 9: Action Plans

Once specific goals are defined, the planning committee must decide upon the kinds of experiences the club will offer to achieve each goal.

The committee will then outline how these actions will be carried out.

For example, to accomplish the goal of developing greater parent involvement, the group may decide to have a parents' night or plan visits with each parent at their homes. Project work that is offered through the club should support the development of the skills youth have targeted through their goals.

An annual 4-H program club plan typically includes the following kinds of activities:

- Meetings that take place on a fixed date every month.
- Educational field trips or presentations by special guests.
- Recreational activities (games, songs, etc.) for each meeting.
- Special events such as parties, dances, or picnics.



What to do-

What to Say-

Lead a discussion about putting the club plan into a written format using **Slide 10: Writing the Club Plan**. The following information supports Slide 10.

Discuss ways to determine accomplishments in reaching club goals using **Slide 11: Measure of Success Indicators**. The following information supports those slides.

- At least one community service project.
- Two or three projects lasting at least two months each.
- At least one opportunity for each member to make a presentation.
- One club recognition activity.
- One promotional activity during National 4-H Week.
- One meeting to plan the program for the following year.

Write the plan for the year in simple terms with date, time, place, and the names of those responsible for each offering. Keep good minutes when planning. Make sure the plan

- includes experiences that involve all members
- has opportunities interesting and appropriate for all ages
- can be realistically accomplished
- has made sure members will have fun while learning
- has taken into consideration the activities outside of the 4-H club that members are involved in that could affect their participation
- includes opportunities for members to experience leadership, public speaking, service to the community

Copies of the proposed plan will need to be given to everyone in the club so that they can read it before voting on it. The plan must have the approval of the club.



What to do-

What to Say-

Part of a planning process is checking out progress toward goals. Throughout the year, leaders and members need to review the club plan to determine how well they are doing in reaching their goals.

In addition, it is important that club leaders and officers review the structure of the club quarterly to assure that the environment of the club is one that supports positive growth and development.

Section III, Lesson 13A of your manual has a check list you can use.

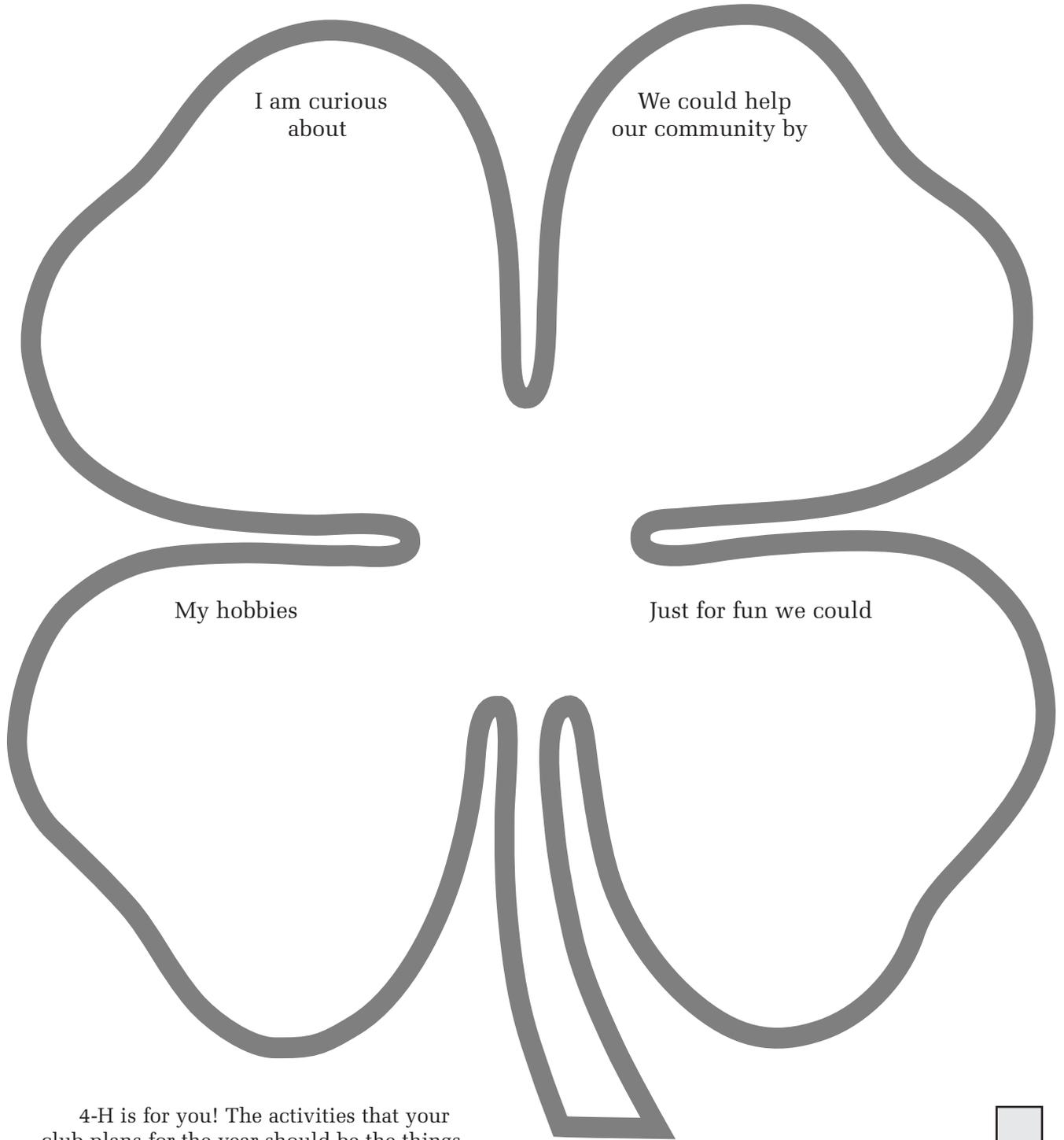
Bring closure to the lesson

The planning process is fairly straightforward. As you implement it with youth and adults you will want to be aware of the issues and concerns that may surface in the group if conflicts in interests arise. Make sure that the final product has something from everyone in it.

If youth see themselves in their club plan, they will develop ownership in the club. This ownership will not only keep them involved, it will stimulate their efforts to involve others. Which leads us to our next lesson on marketing.



How to Design your own Clover



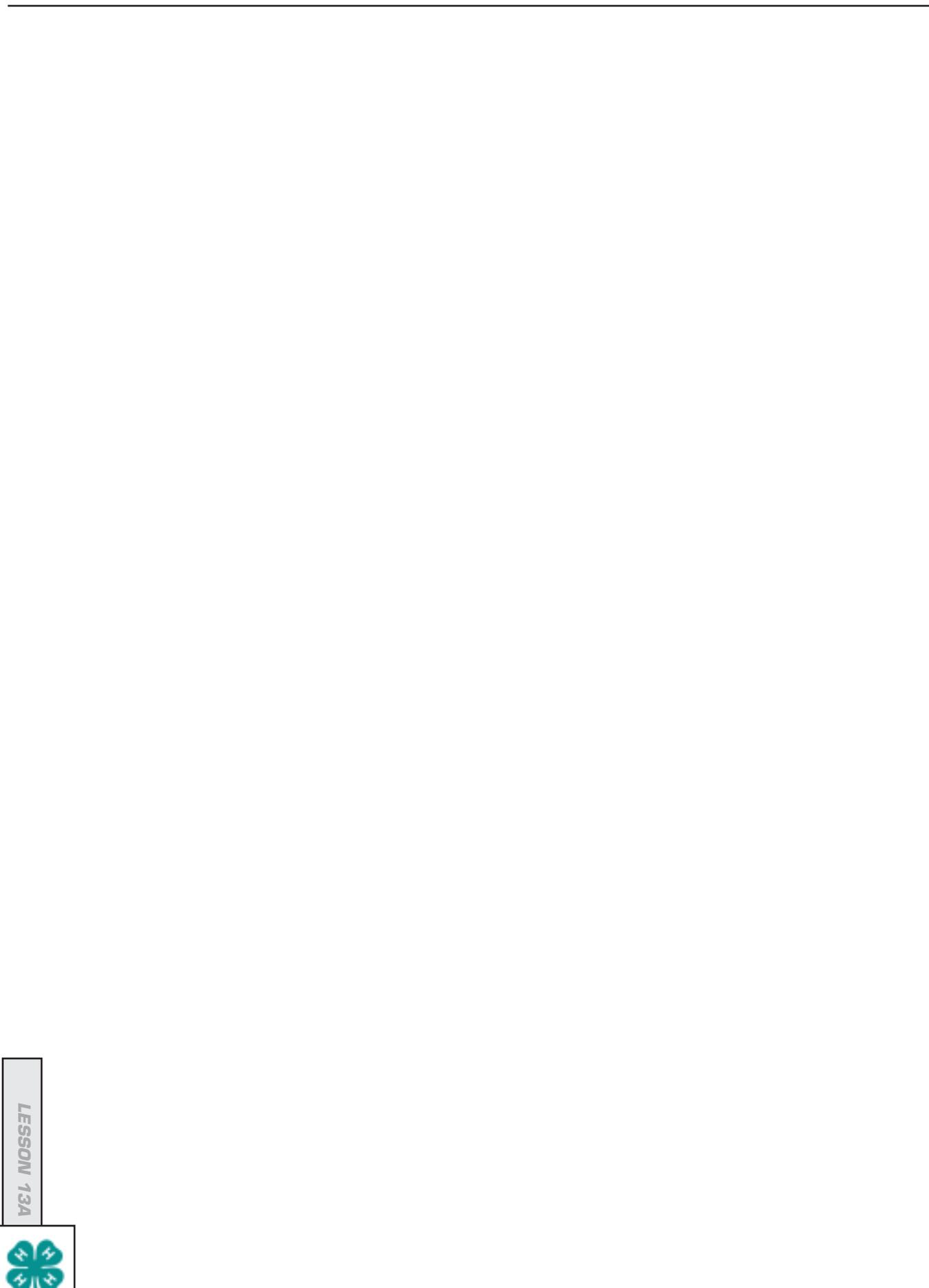
4-H is for you! The activities that your club plans for the year should be the things the members of your club want to do. By writing your ideas on this clover you will help the planning committee.

In the upper left hand segment of the clover, write what you would like to find out about this year in 4-H.

In the upper right hand segment, write ideas you have for helping the community

In the lower left hand segment of the clover, list any hobbies you enjoy.

In the lower right hand segment, write ideas for activities that would be fun for you.



LESSON 13A



A Yearly Plan Will

State members goals

State participation expectations

Outline individual responsibilities

Provide a schedule



A Yearly Plan Will

Promote a balanced experience

**Provide a way to measure
success**

Promote family participation



Constructing a Yearly Plan

Step One:

Determine the interests and desires of all members of the club

Step Two:

Putting the Suggestions into a Plan



Gathering Information & Suggestions

- **Clover Worksheet Activity**
- **Survey box**
- **Post a wall parking lot or sticky board**
- **Web based**
- **Collages**
- **Roll call**
- **Brainstorming**



Planning Committee: Selection

**Represent the total diversity of
the club**

- Ages of Members**
- Gender**
- Race**
- Abilities/Disabilities**
- Parents and Volunteers**
- Long Time and New Members**

(Small clubs can use entire club as the committee)



Planning Committee: Advantages

**Assures everyone has a voice in
what the club does**

**Provides a hands on learning
experience in group process**

Planning

Organizing

Managing



Planning Committee Meeting

Gather Information before the meeting

Start the meeting with a group building experience

Identify group goals

Create action plans to reach goals

Identify responsibilities

Write the plan

Get club approval



Setting Goals

**Goals state what club members
want to accomplish**

Good club goals

**Are based on interests of
members**

Target life skills

Are stated clearly



Setting Goals

Good club goals

Are realistic and achievable and measurable

Are appropriate to developmental needs of members

Promote cooperation

Promote learning and skill development



Setting Goals

Good club goals

Provided incentives; group and individual

Provide opportunities for communication, leadership and community service



Setting Goals

**Goals statements can start like
this:**

In (year) our club members will



Action Plans Include

**Meetings that take place on a
fixed date every month**

**Educational field trips or
presentations by special
guests**

**Recreational activities (games,
songs, etc.) for each meeting**



Action Plans Include

**Special events such as parties,
dances, or picnics**

**At least one community service
project**

**Two or three projects lasting at
least two months each**



Action Plans Include

At least one opportunity for each member to make a presentation

One club recognition activity

One promotional activity during National 4-H Week

One meeting to plan the program for the following year



Writing the Club Plan

Use simple terms and include dates, times, places, and names of those responsible

Make sure the plan:

- **Can be realistically accomplished**
- **Includes experiences that involve all members**



Writing the Club Plan

- **Has interesting age appropriate opportunities.**
- **Assures fun for members**
- **Takes into consideration members activities outside of the 4-H club.**
- **Promotes leadership, public speaking, and service to the community**



Measure Of Success Indicators

- **Open communication between local 4-H office and leaders of the 4-H club**
- **Diversity in membership and leadership**
- **Shared leadership between adults, and youth**



Measure Of Success Indicators

- **Flexible and adaptable leadership**
- **Varied opportunities for youth/adult partnering**
- **Individual interests, abilities, and assets addressed**
- **Balanced avenues of participation offered**



Measure Of Success Indicators

- **Balanced opportunities for cooperation and competition offered**
- **Recognition provided for member and volunteer accomplishments and contributions**
- **Group agreement on rules to assure positive environment**





Lesson 13B

Roles and Responsibilities

Materials:

- Derby hats made in Lesson 12: Conducting the Club Meeting *
- Cards that will fit inside the rim of the hats they made in Lesson 12, printed with the name of each of the following roles. **Make enough for each person to have a role card-large groups will have several cards for each role.
- Half sheets of paper with the same role names printed on them.
- Half sheets (4"x6") of paper printed with 4-H responsibilities associated with each role.
- 6 feet of bulletin board paper
- 3M Spray Mount
- Typical Responsibilities Distribution handout

Objectives:

1. To build awareness that starting and maintaining 4-H clubs and groups is a team effort and not the responsibility of a single individual.
2. To help participants identify and assign responsibilities involved in starting and maintaining 4-H clubs and groups.

*If you did not make hats as part of the skit in lesson 12 you will need material for the activity in this lesson

- two full sized sheets of newsprint (flipchart paper) per participant
- rolls of 1-2 inch clear packing tape

**Youth

4-H Club Leaders

County 4-H Youth Development Professional (4-H Agent)

Club Officer

Parents

Program Development Committee (Advisory Board)

Project Leader

State 4-H Youth Development Specialist

County Extension Office Secretary

Events Coordinator

Area/District Youth Development specialist (where appropriate)

What to do -

Before the class meets, prepare a "sticky wall" by taping the bulletin board paper to a wall and spraying it with 3M Spray mount.

Prepare cards that will fit in the rim of the hats as labels with the names of roles involved in keeping 4-H programs operating effectively. Put the half sheets of paper with these names across the top of the bulletin-board paper prepared as a "sticky wall".

What to Say -



What to do-

Prepare half sheets of paper with the responsibilities involved in each of these roles.

If you did not use the make a hat activity, you will want to start this lesson with that activity. The directions are on in Lesson 12.

Introduce the lesson.

When the group is standing in a circle, pass out role card labels

(If you have a large group you may need to divide the participants into several groups to accommodate the number of role cards you use.)

What to Say-

We have been looking at the steps in putting a 4-H club together and keeping it going. You may be thinking, “Who is going to do all this work?”

Obviously, a successfully operating 4-H program requires the efforts of a team of players. This lesson will provide an opportunity to identify specific roles that must be filled to support successful and effective 4-H clubs and the responsibilities assigned to each of these roles.

When we made hats in Lesson 12, I told you that we would be using these hats in a later lesson. At this time, I would like you each to put on the hat you made, move to the back of the room and form a circle with the rest of the group.

I am going to give each of you a card with the name of a role that is important in implementing 4-H clubs or groups. Read this card and remember the role you have been assigned. Put the card in the brim of your hat. I want each of you to introduce yourself by the role you have been given and to tell us what you think your responsibilities with that role might be.



What to do-

After all participants have had a chance to describe their roles, give each participant several responsibility descriptions (at least two sheets per person).

Direct the group to the building of a display of the roles and responsibilities on the sticky wall.

Facilitate a discussion of the model they have created.

What to Say-

These sheets of paper have responsibilities printed on them that correlate to one of your roles. If you believe the cards you have been given match your role, keep those cards. If they do not seem to describe your role find the person whose role they do describe.

Once you have found the responsibilities that correlate to your role, place them on this wall under the heading for your role. There will be at least two responsibilities for each role. As these cards go on the wall, the rest of the group should be checking to see if the choices seem appropriate. You may negotiate changes that you think need to be made.

Obviously, many of these responsibilities can belong to more than one person. While some of these responsibilities are clearly associated with specific job descriptions, some are subject to discussion. Youth development professionals must use good facilitation skills to assist those who are involved in the program to clarify role responsibilities. It will be important to record and post these decisions so that everyone is clear about the responsibilities they have agreed to take on. These teamwork skills are essential in delivering youth development programming through 4-H clubs.

What to do-

What to Say-

Hand out the Typical Responsibilities Distribution page.

You will need to adapt this list to the group targeted in your training. If you are working with a partnering organization, you will need to add roles and responsibilities that are specific to that organization and adjust this list to include those roles.

Make adjustments to the model as needed and discuss the reasons for the responsibilities as they appear on the list.

Help the group reflect on the activity and apply it to their work

The list I have just given you has been found to be efficient and effective. How does our model stack up against this list?

How did you feel about this activity?
What part of the activity was the most difficult?
What did you learn about 4-H program responsibilities from this activity?
How will the ideas shared help you in supporting 4-H clubs or groups in your community?
Why is an understanding of the roles and responsibilities of youth workers in 4-H important to maintaining clubs?



Typical Responsibilities Distribution

Youth

- Participate in meetings and activities
- Provide input into 4-H club and project offerings
- Carry out responsibilities as needed by the group
- Interact with other members of the group
- Gain skills leading to competence
- Promote 4-H to other youth

4-H Club Leader

- Serve as the first contact for the club
- Inform county 4-H office of club plans
- Ensure 4-Hers are being recognized
- Discuss agenda with officers prior to each business meeting
- Make arrangements for meetings
- Ensure supplies and materials are available
- Assist youth in developing life and project related skills

County 4-H Youth Development Professional (Agent)

- Meet with county program development committee
- Share 4-H curriculum options
- Provide training on county and state 4-H programs and policies
- Develop articles recognizing 4-Hers accomplishments
- Assist youth in developing life and project related skills
- Recruit volunteers for 4-H clubs
- Provide recognition for 4-H volunteer leaders
- Assist with 4-H Enrollment
- Ensure 4-H clubs have necessary supplies and materials

Club Officers

- Promote 4-H to other youth
- Mentor younger members
- Conduct 4-H business meetings
- Provide leadership for 4-H Club
- Work with 4-H club leader to plan meetings and program

Parents

- Volunteer to assist with 4-H projects and activities
- Provide transportation for members to 4-H activities
- Attend club meetings and activities
- Encourage participation in 4-H program

Program Development Committee/Advisory Board

Work with County youth development specialist to plan the overall Extension youth development program
Assure county program is delivered as planned
Meet with county 4-H youth development professional (agent)

Project Leader

Know and use 4-H curriculum
Find out youth's interests
Plan and conduct project meetings
Assist members in setting goals and planning the project
Assist youth in developing life and project related skills

State 4-H Youth Development Specialist

Submit state 4-H Club data to on-line reporting system
Coordinate efforts of 4-H clubs in their state
Support county 4-H youth development professionals (agents)
Promote and support 4-H initiatives statewide
Train staff on use of 4-H curriculum
Submit quarterly 4-H update form

County Extension Office Secretary

Submit county 4-H club data to on-line reporting system
Process 4-H enrollments
Provide information on county and state events

Events Coordinator

Coordinate member involvement in presentations, demonstrations and county events
Coordinate 4-H events in the county
Assist youth in developing life and project related skills

Area/District Youth Development Specialist (where appropriate)

Coordinate 4-H Activities for the Region
Provide Technical Assistance on 4-H
Train staff on use of 4-H curriculum
Support county 4-H youth development professionals (agents)

Lesson 14

Marketing 4-H Clubs

Materials:

- Flip Chart Paper
- Markers
- Note pads
- Posters or Overhead/PowerPoint slides of small group discussion questions
- 4x8 Cards printed with audiences to target in marketing skits.
 - Parents, Youth 6-8 years, Youth 9-11 years, Youth 12-14 years, Youth 15-18 years. (Other staff and/or Administrator or Funder categories may be added if participants represent organizations partnering with Extension).

Objectives:

1. To stimulate ideas for marketing the 4-H program to youth, parents and communities.
2. To help participants create age appropriate marketing spots that appeal to youth audiences.
3. To provide an experience in involving a group in planning a marketing strategy.

What to do -

Introduce the lesson

What to Say -

This lesson focuses on methods for attracting youth and families to 4-H clubs and groups and retaining them in 4-H. Let's start by reflecting upon the groups and organizations that you may currently belong to or have joined in the past. Take a few minutes to make a list on the note pads at your tables of some of the groups that you have joined.

What do you think youth want from the groups they join?



What to do-

What to Say-

Give the groups several minutes to make some notes, and then facilitate a discussion about the elements of an organization that attract new members using the following questions. Discussion and sharing should not take more than about 10 minutes.

Direct the discussion to include the roles that groups play in meeting developmental needs of belonging and membership, closeness and several good relationships, self worth and the ability to contribute, independence and control over one's life, competence and mastery, self-awareness, and safety and structure.

Direct the discussion to recognize that youth and adults both join groups to feel many of the same needs.

The reason for asking these questions is to get the participants thinking about what really effective marketing is and what attracted them to join a particular group or organization.

Direct the discussion to identifying promotional methods that the group has found to be effective with the groups they have joined. Help the group to recognize the importance of personal contact and the promise of meeting a need.

What are some of the groups you have identified?
Why did you join?
What benefits did you hope to gain from the group?

Why do you think people join groups ... any groups? What are some things they are seeking?

Why would a young person join 4-H? What can 4-H provide to kids?
What can 4-H provide to families?



What to do-

What to Say-

Divide the participants into table groups and direct the groups in gathering information for a marketing plan for an imaginary club. Assign each group an audience to target with their marketing plan. (parents, youth 6-8 years, youth 9-11 years, youth 12-14 years, youth 15-18 years). If you have youth development professionals from another organization in your group, you might want to assign categories of (1) other staff and/or (2) administrators or funders of their organization. If you use these additional categories, provide these groups with questions that help them identify and promote the educational outcomes youth will experience from 4-H.

Display the slide of marketing questions and review.

Think about an organization you have belonged to. How did you find out about the organization?

What was it that led you to join?

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

Marketing is not about slogans — it's about seeing needs and meeting them. Flyers just don't cut it anymore — in this day and age of technological advances, it is so important for our marketing strategies to be appealing to our audience — the youth that we want to participate in 4-H. 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.

What can 4-H provide through your club that the audience you have been assigned would see as a benefit?

What are some high profile special events and activities that 4-H is involved in within the community that would



What to do-

What to Say-

This small group discussion should not take more than 15 minutes.

demonstrate to this audience that 4-H is interesting and appealing?

What are some formal strategies or methods you could use to let this audience know about 4-H and ___ Club?

What are some informal strategies you could use to let this audience know about 4-H and ___ Club?

What barriers to successful use of these marketing strategies might arise and what are some solutions to those barriers?

Your task now is to work with the group at your table to identify the information you would need to develop a marketing plan for an imaginary 4-H club or group. You will need to “name “ your club/group and define the community in which it is located. Then answer the questions on this poster (slide). Designate a reporter from each group to record the group’s ideas.

Now we are going to see who can create the most creative marketing spot! I have given each of your groups a specific audience to target in recruiting members to your club/group. Use some of the information you have gathered in your discussion to brainstorm ideas for reaching your target group. Then develop a 3-4 minute skit to share with the total group that demonstrates your most creative ideas for attracting this audience. You will have 15 minutes to prepare your skit. You can use any “props” you find around the room to help you present your skit.”

Allow participants 15 minutes to work in their groups. Move about the room to monitor progress and to assist where needed. Call the total group back together as soon as groups have completed the task.

Facilitate the skit presentations.



What to do-

What to Say-

When all skits have been presented, help the group identify what they have learned from this exercise using the following questions.

Introduce the importance of helping youth with transitions to new 4-H communities when family moves occur.

As you come forward to present your skits, please provide the group with a description of the club and community and tell us the audience you are targeting.

How did you feel as you worked with your group to prepare this marketing demonstration?

How did your group go about selecting a marketing idea?

What role did you play in the design and delivery? (The delivery is in this case is the skit)

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

What ideas can you take home from the skits that were presented?

How will this exercise help you assist a club in your community to recruit members?

Another aspect of marketing is the retention of members. Retaining members within the group requires keeping them interested and involved. We have addressed strategies to keep members actively participating in earlier lessons. 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.

Because families are much more mobile than families were when 4-H first began, many youth will experience a move to a new community several



What to do-

What to Say-

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. 4-H can provide some continuity in out-of school opportunities for youth who are new to a community,

However, utilizing the 4-H organizational network requires some additional effort on the part of leaders and agents. It is the responsibility of 4-H youth development professionals to help young people connect to the 4-H opportunities that will be available to them in their new communities. It is also the responsibility of 4-H youth development professionals to assure a welcoming environment for those youth when they arrive in their new communities.

Facilitate a sharing of ideas that would assist youth in making a transition to a 4-H program in a new community. A five to seven minute discussion should be sufficient for this portion of the lesson.

LESSON 14



What to do-

What to Say-

Recap ideas that were shared during the discussion and add the following information if it did not surface during this discussion.

If you were leaving a 4-H club or group and moving to a new community, what kinds of support would make this transition easier for you and would assure that you connected to another 4-H program?

If you are an extension 4-H youth development professional, you should have a listing of the phone numbers for all of the state 4-H offices in the U.S. Your state 4-H office can give you this list as well. By contacting the state 4-H office in the state to which a youth is moving, you can obtain the county 4-H office phone number for your 4-H's new community and provide the youth/family with that information. This will facilitate connection to 4-H in the new community. You can increase your level of assistance by making a phone call to the agent in that 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 agent can provide you with the information you need to help youth transition to another 4-H program. If you are a military partner, your extension liaison person will also have this information.

In addition, you will want to be sure that the adult leaders in your community are aware of the transition connections available to 4-H members and that they refer youth who will be moving to your office or work with you to make these connections themselves. 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



What to do-

What to Say-

Bring closure to this lesson by reviewing what has been covered.

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.

Attracting youth and their families to 4-H club participation is a critical aspect of maintaining clubs. This lesson has focused on planning procedures and strategies to market 4-H clubs and groups to youth of all ages and to their parents. We have also addressed ways to inform the administrators and the public about the educational benefits of the 4-H program.) Marketing strategies must also include plans for helping youth stay involved in 4-H when moving to new communities and we have talked about methods to facilitate successful transitions.

In Lesson 15, we will explore ways to recognize youth for their accomplishments. Recognition can perform a role in retaining members as well as in enhancing the development process.



Marketing 4-H Clubs

- **How many of you have ever joined a group or an organization?**
- **What are some of the groups you have identified?**
- **Why did you join?**
- **What benefits did you hope to gain from the group?**



Marketing 4-H Clubs

Think about the groups you have joined.....

How did you find out about these organizations?

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



Marketing 4-H Clubs

**Why would a young person
join 4-H?**

What can 4-H provide to kids?

**What can 4-H provide to
families?**



Creating your Marketing Plan

Name your club!

**Define the community in which it
is located.**

**What can 4-H provide through
your Club that this audience
would see as a benefit?**



Creating your Marketing Plan

What are some special events & activities that 4-H is involved with in the community that would appeal to this audience?

What are some formal & informal strategies you could use to let the audience know about 4-H and your Club?



Creating your Marketing Plan

**What barriers to successful use
of these marketing strategies
may arise & what are some
solutions to those barriers?**



Lesson 15

Recruiting, Training and Recognizing Volunteers

Materials:

- Overhead or PowerPoint slides
 - Reasons People Volunteer
 - Club Leader Role
 - Project Leader Role
 - Training Prepares Leaders to
- Flip Chart Pages prepared with the following headings.
 - What could volunteers be asked to do?
 - Where could you look for volunteers?
 - What does a potential volunteer 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?
- Markers

Objectives:

1. To highlight the importance of volunteers to 4-H youth development delivery.
2. To provide information needed to recruit volunteers.
3. To provide information needed to start the process of training volunteers.
4. To provide information needed for ongoing support and recognizing volunteers.

What to do -

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

What to Say -

All 4-H clubs must have an adult leader. Historically, 4-H has relied upon volunteers to fill this role. 4-H defines a volunteer as 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, camp counselors etc.



What to do-

What to Say-

Some volunteer leaders work directly with youth and some with other volunteers as trainers and mentors. Volunteer leaders have been an integral part of the success of 4-H Youth Development Programs since the 1920's. They are essential to effective 4-H delivery.

If you are a youth development professional from a partnering organization, you may not have relied as heavily as 4-H has upon volunteers to deliver your program. However, it is important to recognize the potential to expand program opportunities that skilled volunteers offer.

If you are a 4-H Youth Development professional you are probably working with communities that have a cadre of volunteers serving in these various roles. However, if you are expanding your 4-H program by starting new 4-H clubs or groups, you will need to find new volunteers to provide adult leadership. It is unrealistic to expect volunteers who are currently involved in your program to take on additional responsibilities to expand your program.

We are going to spend some time addressing ways to recruit and support these volunteers.

Give each table of participants one of the prepared flip chart pages and a magic marker. Each table should have a different colored marker. (If you have a large group, you will need to divide the room into sections of five tables each and give the table groups in these sections one of each of the five questions).

Instruct the group to record their responses to the question on the page they have been given.

Questions are:

- What could volunteers be asked to do?



What to do-

- Where could you look for volunteers?
- What does a potential volunteer 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?

Call time after three minutes and instruct the group to exchange pages with the table nearest them and to answer the question on their new page.

Call time after three minutes and instruct the groups to pass their paper to same table that received their last page.

Continue this process until all five tables have had a chance to answer all five questions. Facilitate a discussion of the responses.

What to Say-

Each table group has been given 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 the question on the page. I am going to give you three minutes to do this.

Time is up. Please pass your page to the table nearest you. When your group has received a new page, record your responses to the new question below those responses made by the first group. You will have three minutes to record your responses. (If you are working with groupings of tables, be sure that the exchange of pages stays within each section of tables.)

Time is up. Please pass your page to the table you passed to last. When your group has received the next page, record your responses to the new question below those responses made by the group before you. You will again have three minutes to record your responses.



What to do-

What to Say-

Let's see what we have discovered from this group brainstorming effort. Will the table(s) holding the question, "what could volunteers be asked to do?" hold up your page and read it to us? Are there any questions about this list? (If using several tables for each question, review all pages of each question before moving to the next question.)

Emphasize the many levels of involvement—from addressing envelopes to managing an event to assuming leadership for the entire club. Note that all parents or caregivers should be given the opportunities to assist the club in ways that their economic and work situations allow. Ask for a report on the second question.

Will the table(s) holding the question, "where could you look for volunteers?" read the responses on your page? Are there any questions about these responses?

Some responses might include: local elementary and high school personnel: teachers, paraprofessionals, office staff, social workers etc.; community colleges; civic organizations like Lions, Kiwanis, Optimists etc.; interested parents; retired community members; local 4-H alumni; 4-H teen leaders.

Ask for a report on the third question.

Will the table(s) holding the question, "what do potential volunteers need to know?" read the responses on your page? Are there any questions about these responses?

Emphasize the importance of identifying the responsibilities and preparing a job description before recruiting leaders. People want to know what they are



What to do-

What to Say-

agreeing to do before they volunteer. They also need to see the benefits they will receive from the volunteer role they are thinking of assuming.

Ask for a report on the fourth question.

Emphasize that remembering individual experiences as a volunteer can help us understand what interests potential volunteers and what is perceived as supportive.

Continue this process with the last questions.

Remind the group that this list of negative experiences provides a checklist of actions to avoid with volunteers.

Note, participants may request that the information that was generated through this brainstorming activity be recorded and distributed to the group.

Discuss reasons why people volunteer using slide 1.

Will the table(s) holding the question, “what are some good experiences you have had as a volunteer”, please read the responses on your page? Are there any questions about these responses?

Will the table holding the last question, “what are some bad experiences you have had as a volunteer?” read their list of responses now?

Research tells us that volunteers want to feel that their service is helping the community. Different people may be motivated by different conditions. Most volunteers become involved because they want

An opportunity to help their families.

An opportunity to work with youth.

An opportunity to learn new skills.

An opportunity to help the community.

An opportunity to meet and get to know



What to do-

What to Say-

Point out the connection between efforts to recruit volunteers and understanding why people volunteer.

Discuss the importance of having job descriptions available for the volunteer roles you are trying to fill.

Use slide 2 to present the role of the Club Leader.

people in the community.
An opportunity to develop leadership skills.
An opportunity for community recognition.
An opportunity to use personal skills and knowledge.
An opportunity to learn more about community efforts and activities.

Recruiting efforts will be enhanced if you can highlight the way participation as a volunteer meets some of these needs. When you have identified potential volunteers, you will want to plan the way you will approach them about serving as 4-H leaders. This list of common reasons to volunteer should help you provide potential volunteers with the benefits they will receive from this volunteer role.

Recruitment will be much easier if you have identified the responsibilities associated with the leadership roles you are seeking to fill. These job descriptions will also make it easier for you to support volunteers once they have been recruited. For the purposes of this training, we will discuss sample job descriptions of two primary volunteer roles, the Club Leader and the Project Leader.

The job description of the club leader has become 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 is responsible for three major functions:

- 1.) Supporting youth. This includes providing encouragement, ideas and learning opportunities to individual 4-H members



What to do-

What to Say-

Use slide 3 to discuss the role of the Project Leader

- and the group.
- 2.) Recruiting other volunteers to assist with project and club activities as needed.
 - 3.) Linking the club to the county 4-H office and program. Every local 4-H club is a part of a system defined by Cooperative Extension. The club leader maintains contact and keeps communication open between the club and the local 4-H office through the 4-H Agent.
 - 4.) Bridging the club with the community. Club leaders assure that the 4-H club contributes to and also makes use of community resources. They keep the community informed about the youth development opportunities in which club members are involved. 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.

The club leader is usually the first leader recruited when the group is being formed. You may want to identify someone to fill this role before holding your first organizational meeting, although this is not essential.

Project leaders take on the role of teacher. They focus their efforts on teaching life skills through the content of selected topics. Life skills addressed include concern for others, effective communication, positive self-esteem, responsibility and cooperation. The project leader is responsible for four major functions.

- 1.) Creating a positive learning environments to assure that the needs of all youth involved in the project are met and developing caring relationships with youth.

What to do-

What to Say-

Discuss other possible volunteer roles in a 4-H club.

Provide information related to screening of volunteers

- 2.) Providing experiences that teach the project subject matter using experiential learning methods.
- 3.) Providing opportunities and processing those experiences to support the development of life skills.
- 4.) Helping youth set realistic goals for themselves within their project and support them in reaching those goals.

In addition to these leader roles, clubs often have an events coordinator, teacher/mentors for club officers and recognition coordinators. Be prepared to explain all of these roles at the organizational meeting held with your new club. At that time the group can determine the leadership roles that they believe they will need. It will also be important to survey the interests, talents and skills of parents and other potential volunteers. Use this information to match people to volunteer positions. Reduce barriers of participation by being flexible in providing opportunities to assist the club.

If you are a 4-H youth development professional, your most direct contact with youth is often through the volunteers who work with 4-H youth. Therefore, it is imperative that you know the policies in your state regarding screening, registration and training requirements for volunteers. Each state has requirements specific to that state. You will need to know and share this information with staff from partnering organizations as well, and assist them in accessing volunteer training opportunities in your county, area/district and state. If you did not receive this training during your new agent orientation, you will need to contact your state 4-H office to seek out this information.

If you are a youth development profes-



What to do-

What to Say-

Briefly discuss training of volunteers.

sional in an organization other than 4-H, ask your 4-H agent what requirements must be met for your state's screening, training and appointment processes. Find out how to access volunteer training opportunities scheduled in the county, area/district, or state. Because you are not paid through Cooperative Extension, you are eligible to participate in this training and any of the volunteers you choose to involve in your program are eligible as well.

When using paid staffing in lieu of volunteers, a partnering organization may share the responsibility with 4-H to meet the state's policies and procedures for volunteer leadership roles. Often times the partnering organization assumes the liability for their staff in the role as "volunteer leader" for the 4-H club unit.

A 4-H Club will not be successful if adult leaders do not feel confident and excited about their roles. As soon as volunteers have been secured, training must be offered to prepare them for the roles they will be expected to fill. It is not fair to ask someone to assume a responsibility without adequate preparation for the task. Leaders of new clubs cannot be expected to get their clubs running smoothly without training and support.

Your job as a youth development professional is to assure that youth and volunteers find their experiences in your organization to be fulfilling and growth producing. Certainly, a 4-H Club will not be successful if the adult leaders do not feel confident about their ability to carry out their functions and assured that they are contributing to the program. Volunteers should be required to participate in training for the leadership role they have accepted with the 4-H program.



What to do-

What to Say-

Introduce the skills of leadership that need to be conveyed through volunteer training using slide 4.

Because 4-H relies heavily on volunteers, a wealth of material has been developed over the years to assist agents in recruiting, training and supporting volunteers. Training opportunities for volunteers will focus on the skills and attitudes that have been shown to characterize effective leaders as well as on the delivery of opportunities to develop life skills.

There are some general skills and attitudes that are common to all volunteer roles. These should be addressed early in the volunteer career. This slide lists the skills and attitudes that characterize effective volunteer leaders. They

- Have an understanding of youth development principles.
- Take responsibility as a leader – work with youth to set limits and provide guidance.
- Share certain responsibilities with youth as age appropriate.
- Have high expectations and hold youth accountable.
- Are sincerely interested in what youth think and want.
- Are always respectful of youth and their ideas, feelings, skills and fears.
- Recognize the accomplishments of young people.
- Encourage cooperation and do not compare youth.
- Are fair and objective. Do not show favoritism.
- Maintain professionalism – do not try to be like one of the kids.
- Are honest and sincere.
- Have the ability to facilitate teamwork and leadership of youth.

Briefly discuss life skill development training.

Training addressing life skill development often occurs as training for specific



What to do-

What to Say-

Use slide 5 to discuss the importance of ongoing support and recognition of volunteers.

project delivery. The 4-H project materials produced through the Cooperative Curriculum System include leader guides that review the use of hands-on teaching experiences for youth in specific subject matter and include directions for facilitating and processing those experiences to foster the growth of personal life skills. It will be important to provide a hands-on training experience in the use of these materials to all project leaders. The involvement in a group training experience assures that leaders understand the content and the experiential learning method used to deliver that content. Providing adequate training also serves as a form of recognition.

On going support throughout the year is important to the successful performance of the volunteer. Support can be provided by:

Maintaining contact with volunteers through the year. People are motivated to achieve when they feel their efforts are respected and that help is available when needed.

Assuring that meetings involving volunteers are clearly focused and relevant to the needs of the volunteers.

Reflecting on your communication style (face-to-face, phone, email, etc.) and assessing its effectiveness in connecting you with others. Assure that your communication skills demonstrate that you value your volunteers.

Skillfully handling conflicts that arise. Disagreement within an organization is to be expected, because people bring differing ideas to a situation or task. Disagreement can lead to new ideas and creative ways to approach situations when dealt with openly and honestly. When ignored or handled poorly it can escalate to unnecessary levels of conflict. Youth development profession-



What to do-

Discuss the importance of planning to provide recognition of volunteer efforts and accomplishments.

Use slides 6,7,8,& 9 to highlight some methods of recognizing volunteers.

What to Say-

als must become skilled in helping volunteers work through differences and reduce the potential for conflict. They must also gain skills in moving people through the conflicts that arise.

Encouragement and recognition are essential for active involvement of youth and volunteers in 4-H. Everyone likes to be appreciated for doing a good job. The kinds of recognition that are meaningful vary from individual to individual. It will be important to find out what forms of recognition are rewarding to the volunteers in your program.

Recognition activities need not be formal or expensive. The following list of informal and inexpensive recognition ideas for 4-H volunteers provide some ideas to work from.¹ This list is just a start. As you learn to know the volunteers who work in your program you will be able to identify the kinds of recognition that are most meaningful to each individual.

- Find opportunities to publicly thank volunteers and acknowledge their contributions. For example, write a news article for the local newspaper or your newsletter highlighting a volunteer's contributions or impact.
- Involve volunteers in providing input into the programs, coordinating programs or events, presenting workshops, etc.
- Invite volunteers to participate in staff meetings and conferences.
- Know the special interests of volunteers and design volunteer opportunities to capitalize on those interests and talents.
- Ask a volunteer to speak on behalf of the program to an outside agency or to a



What to do-

What to Say-

Instruct the group in building a plan for volunteer recruitment and support.

Move about the room to monitor progress and call time if the group is ready before the 15 minutes have elapsed. Facilitate a discussion of their plans.

Continue to hear reports of work as time permits. Some groups will be satisfied with a few reports and some will want to hear from everyone.

donor.

- Promote a volunteer to expanded or higher-level responsibilities.
- Write a letter of reference.
- Nominate volunteers for community, state or national awards.
- 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.

1. Adapted from: Ohio 4-H Volunteer Fact Sheet #40

Given the brainstorming information the group has generated and the slide discussion we just completed, I would like your table groups to make up a potential volunteer, determining their interests and talents, and then design the kind of recruiting, training and recognition plan you would use with that person. We will take about 15 minutes to do this.

I would like to hear what some of you have planned. Would anyone like to report their group's efforts?

What to do-

What to Say-

Facilitate a discussion of the planning process.

What happened as you were working to develop your plan?

What kinds of things did you take into consideration in your plan?

What did you learn that will help you recruit volunteers for your youth development program?

Bring closure to the lesson

4-H looks at volunteer leadership as a continuous process which begins with identifying a need which a volunteer can fill and ending with a decision to either renew the volunteer commitment, transferring into another volunteer role or the discontinuation of volunteer service. The goal of the youth development professional is to both keep and further the growth of volunteers within the organization. This goal is accomplished by providing the training needed to be successful, offering ongoing support in the performance of the volunteer role, and providing recognition for the work.

This lesson has provided only a cursory look at volunteer recruitment and development. You will need to take every opportunity to increase your skills in supporting the volunteers in your youth development program.



Reasons People Volunteer

An opportunity

- **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 People Volunteer

An opportunity

- **to develop leadership skills.**
- **for community recognition.**
- **to use personal skills and knowledge.**
- **to learn more about community efforts and activities.**



Role of Club Leader

- 1. Supporting youth.**
- 2. Recruiting other volunteers.**
- 3. Linking the club to the county 4-H office and program.**
- 4. Bridging the club with the community.**



Role of the Project Leader

- 1. Creating positive learning environments that meet the needs of youth.**
- 2. Providing experiential learning experiences that teach the project subject matter.**



Role of the Project Leader

- 3. Processing those experiences to support life skill development**
- 4. Helping youth set and accomplish realistic goals**



Skills & Attitudes of Volunteers

- **Understand youth development principles.**
- **Set limits and provide guidance.**
- **Share age appropriate responsibilities with youth.**
- **Have high expectations and hold youth accountable.**



Skills & Attitudes of Volunteers

- **Exhibit sincere interest in what youth think and want.**
- **Exhibit respect for all youth.**
- **Recognize the accomplishments of young people.**
- **Encourage cooperation and do not compare youth.**



Skills & Attitudes of Volunteers

- **Are fair and objective. Do not show favoritism.**
- **Maintain professionalism.**
- **Are honest and sincere.**
- **Have the ability to facilitate teamwork and leadership.**



Ongoing Support for Volunteers

Maintaining contact.

**Assuring that meetings are clearly
focused and relevant.**

**Assessing the effectiveness of
your communication style.**

(face-to- face, phone, email, etc.)

Skillfully handling conflicts.



Recognition Ideas for Volunteers

- **Publicly acknowledge their contributions.**
- **Involve volunteers in**
 - **providing input into the programs,**
 - **coordinating programs or events,**
 - **presenting workshops, etc.**



Recognition Ideas for Volunteers

- **Invite volunteers to participate in staff meetings and conferences.**
- **Design volunteer opportunities to capitalize on interests and talents.**
- **Ask a volunteer to represent program to an outside agency or donor.**



Recognition Ideas for Volunteers

- **Promote a volunteer to expanded or higher-level responsibilities.**
- **Write a letter of reference.**
- **Nominate volunteers for awards**
 - **community,**
 - **state,**
 - **national awards.**



PowerPoint presentation

Recognition Ideas for Volunteers

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



Recognition Ideas for Volunteers

- **Offer perks such as**
 - free admission
 - parking
 - reserved seating, etc.
- **Have a Volunteer of the Month Award**



Recognition Ideas for Volunteers

- **Host an event in the volunteers honor**
 - **Banquet**
 - **Luncheon**
 - **Party**
 - **Reception, etc.**





Lesson 16

Recognizing 4-H'ers Accomplishments

Materials:

- Poster Board marked with puzzle shapes
- Colored Markers
- Overhead slides or PowerPoint Slides
- Paper and pencil for each group
- Sticky wall
- Scissors or sharp knife to cut poster board

Objectives:

1. To help participants understand the role of recognition in positive youth development programming.
2. To provide information needed to determine the method for recognizing youth that is most appropriate to the situation.
3. To increase understanding of the National 4-H Recognition Model

What to do -

Introduce the need for recognition in a youth development program.

What to Say -

Just as we need feedback when we are communicating with others, we need feedback on our efforts to contribute to the group or to master skills. Recognition of these efforts provides this feedback. Young people want to know what they have done well and what needs to be improved. Evaluation and an understanding of what was learned are important parts of the educational program. Youth development professionals must be skilled in providing recognition that supports growth and in training staff to understand and use recognition appropriately.

A few years ago 4-H took a good look at what the organization was doing with recognition and the beliefs about recognition that support positive youth development. The study concluded that recognition is an important component of the 4-H experience for both youth and



What to do-

What to Say-

Use PowerPoint or overhead slide to support discussion of need for recognition.

adults. While appropriate recognition takes many forms, recognition for 4-H youth is based on the following beliefs:

Slide One and Two:

- Recognition is a basic human need.
- Recognition must be designed to build positive self-esteem.
- A balance between intrinsic (intangible) and extrinsic (tangible) recognition is essential (to address intrinsic and extrinsic motivation).
- Adult support is essential.
- All 4-H'ers need to experience recognition for their efforts.
- Recognition is more meaningful when it occurs soon after it is earned.
- Appropriate recognition for individual 4-H'ers varies with their stage of development, past experiences, family lifestyle, community and cultural heritage.
- Opportunities for self-assessment and reflection within the recognition process allow youth to learn and grow.
- 4-H'ers should be permitted to exercise individual choices in learning and participation and be recognized accordingly.

As a result of this study, a model for appropriate and effective recognition was developed. This model became the National 4-H Recognition Model. This lesson will address the use of that model in your youth development program.

Introduce the activity to identify the kinds of recognition currently in use in local and state programs.

Let's start by identifying the kinds of recognition you are currently using in your program. I have placed paper at your tables. I would like each of you to make a list on one of these sheets of paper of all the things you do to recognize youth in your existing youth program.



What to do-

Give participants time to make their lists. Monitor the progress of the group. When groups have had sufficient time to build their lists, present the information on the five types of recognition used in the national recognition model using the overhead or power point slides.

What to Say-

A comprehensive 4-H recognition program includes five types of accomplishments. Each is unique in the way it motivates young people and recognizes their achievements.

The five types of accomplishments 4-H measures for recognition are:

1. Participation in educational experiences
2. Progress toward self-set goals
3. Achieving standards of excellence
4. Peer competition
5. Excellence in Cooperation

Slide Three:

Participation

Recognizes attending, participating and successfully completing an activity. Participation has simple requirements that are well publicized and known. Participation recognition can be earned many times. It demonstrates that a young person was “there” and can take the form of names in the paper, event T-shirts, participation ribbons, etc. Participation recognition usually comes from someone the young person cares about such as a project leaders, camp counselors, teachers, etc.

Slide Four:

Progress Toward Self-Set goals

The second form of recognition is progress toward self-set goals. This form of recognition is not limited to the outcome at the end of the project or effort. It can occur within the action process and can be stimulated with questions like “how are you coming along?” or “how is it going?” This form is particularly useful when several steps are involved in reaching a goal.



Recognizing accomplishment of steps along the way can provide motivation to continue the effort.

Adults need to help youth set realistic goals that are likely to result in successful outcomes. But self-set goals are just that, and youth will have the final decision as to what they will be. Here are some keys to understanding recognition of progress.

1. It is used with all ages
2. Goals must be realistic and reachable
3. Progress is evaluated by both the youth and adult
4. Progress is measured using the young persons own goals and plans

Slide Five:

Achievement of Standards

Recognizing accomplishments as they compare to a predetermined standard, is a more extrinsic form of recognition.

1. The standard used to measure success is established by an outside source or specialist and serves as a measuring stick. Recognition is determined by how closely performance matches that measuring stick.
2. To use this form of recognition, adults must assure that the standards are clearly defined and that youth are well informed about them. Young people must know what they are working toward.
3. Standards measurement involves a judging system and rating categories are often used. 4-H uses a ribbon placement system in recognizing the achieving of a standard of performance. A blue ribbon indicates excellent accomplishment. A red ribbon indicates a rank of “very good” and a white ribbon indicates a “good” ranking.
4. Recognition based on a set of standards measures quality of work and not a comparison to the performance of others. Judges must be well informed of the standards. They must be impartial and be diligent about not comparing work to that of other youth.



Slide Six

Peer Competition

The next form of recognition has to do with peer competition. There are some qualifications that must be discussed with this form of recognition as it supports positive youth development. The quest to be a champion can be a strong motivator for some youth. It is not a motivator for all youth.

1. For youth under the age of 12-14 who are not yet skilled abstract thinkers, the ability to deal with the ambiguities that may accompany competitive judgment calls are not in place. In addition, because they are maturing at very different rates, comparison to peers can negatively influence their concept of their own potential. Recognition based upon competition with peers is not recommended for youth under the age of 12.
2. The desire to win may overpower the desire to learn from the experience. It is easy to confuse the means with the ends when striving for recognition through competition. Youth development professionals must help youth remain focused on the experience rather than the competition and prepare youth for both winning and not winning.
3. Rules and procedures must be clearly spelled out, so that everyone knows exactly what will be judged and how that judging will take place.
4. Competition can be high risk and can bring with it stress, conflict, hard feelings, and disagreement. Negative stress and conflict can be reduced or eliminated by making sure that everyone involved understands exactly what is going to be expected.
5. Competition may generate publicity for your group. It may result in trophies, scholarships plaques etc. It is important that the adults helping youth remember that this form of recogni-



tion is designed to promote the development of youth rather than the success of their program.

6. As these factors would indicate, competition should be optional. It is a good avenue of recognition for some youth but does not serve as a positive motivator for all youth.

Slide Seven:**Excellence in Cooperation**

Our last category is Cooperation. There is a belief out there that competition brings out the best in us. In reality, cooperation brings out the best in us. We need to talk about that with our youth as we become a more interdependent a society.

1. Cooperation involves all the youth in your group and provides opportunities to be involved in group-identity issues and attempt to find solutions with the group.
2. Cooperation is measured against mutually agreed upon goals and supports looking at a variety of ideas.
3. Recognition for cooperation gives attention to the way a group works. Leadership skills that promote the involvement of everyone in the group are supported.
4. The ultimate goal of cooperation is not recognition. Conflict that occurs around recognition for cooperation will be around the procedures for working together rather than over who has done the best work.
5. Everyone in the group is recognized when measuring cooperative efforts.

Assign each group to a particular method of recognition but do not let groups know what other groups have been assigned. Tell them they are to keep their category a secret from other groups. Give each group a poster board. Instruct groups to choose from the list of recognition activities they generated earlier, the ones that belong to the type of recognition they have been assigned and depict those activities creatively on their poster board.



What to do-

What to Say-

Make sure everyone understands the assignment. Then move about the room to monitor progress. When groups have completed the task, assign each group a partnering table and instruct them to exchange puzzle pieces with that table group.

Facilitate a reporting of the puzzles placed on the sticky wall.

I am going to give each of your table groups a slip of paper that has printed on it a category of recognition. Please do not let other table groups know what your category is. I want your group to refer to the list you made of the kinds of recognition occurring in your current program, and to choose from that list the ideas that fit the category you have been assigned.

I am also going to give each table group a poster board and colored markers and I would like you to depict the recognition forms you select on this board in a format that can be cut out to make a puzzle. That is, each recognition idea will be a separate puzzle piece. When you have done this, I want you to cut your puzzle pieces apart.

Now that you have completed your puzzle, I am going to assign you a partnering group and I would like you to exchange puzzle pieces, but do not tell your partnering table the category your puzzle pieces represent. The task now for each group will be to put the puzzle you have been given together and to determine what category it represents. When you have the puzzle completed and the category identified, check to see if you had identified other ways of recognizing youth in this category and make a list of those on paper with a colored marker. Put the puzzle and your attached list on the sticky wall.



What to do-

What to Say-

When all groups have reported their work, lead a discussion of the appropriateness of various forms of recognition based upon age of youth involved and how these forms might best be used. Mention the crossover between some of the forms of recognition. Close the discussion with a reminder to use many types and levels of recognition within the programs to meet the needs of all youth.

I want each group that put a puzzle together to tell me what category they believe they were looking at and why they selected that category. I would also like you to tell the group the recognition ideas that you added to your category.

The National 4-H Recognition Model is a comprehensive plan that acknowledges positive learning behaviors in young people. In all aspects of the model, recognition is based on the young person's involvement, participation, and/or efforts. The model identifies recognition appropriate for individuals and groups participating in 4-H youth educational experiences. It is assumed that the recognition is designed to meet the needs, interests, and aspirations of young people from different backgrounds and life experiences.

It is easy to fall into a rut with the forms of recognition we offer. We need to step back and look at the individual youth in our program to see what would motivate and reward them and incorporate new things into our recognition efforts. A balanced program will have opportunities to receive recognition in all five categories.

Talk about the importance of preparing adults who will be judging in peer competition and against a standard.

As you can see, adults who will be judging the work of youth in the areas of standards and peer competition, must be well prepared. Section V, Lesson 16 of your



What to do-

What to Say-

Give each team one of the project curriculum pieces. Direct them to generate an idea for recognition in this project in the recognition category they have been given in the puzzle building exercise.

Move around the room to assist where needed and monitor progress. When the group is ready, facilitate the reporting of their efforts.

Introduce avenues of recognition outside the club.

handbook provides good information to help you prepare judges. The material discusses interview judging, what judges need to know, how they can prepare for the judging experience, a suggested judging procedure, sample questions, how to write a critique and an explanation of three ribbon systems commonly used. We are not going to review this material here, but you will want to use anytime you are providing an experience using one of these two recognition models.

You have been given a set of project curriculum. Look through this material and develop an idea for recognizing youth in this project that fits the category you were assigned when you made your puzzle.

In addition to the actual club experience, members and leaders are encouraged to participate in local, state and national events as well. 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.

At the end of Section V, Lesson 16 in your handbook, there is a listing of the national opportunities that are available to youth annually.



What to do-

What to Say-

Give a brief description of these offerings or ask participants to take turns reading each one aloud.

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. Visit your 4-H Office and ask to see the 4-H Week packet that usually arrives in early summer.

National 4-H Conference - This event is held at the National 4-H Center in Chevy Chase, Maryland near Washington, D.C. in the spring and is planned and conducted by teens. At the National 4-H Conference, teen delegates take the lead by serving on consulting groups to make recommendations for future directions for 4-H and by accepting responsibility on one of the operations committees to help 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 Agent for more information.

The National 4-H Youth Technology Leadership Team -The N4HYTLT consists of 4-H teens from across the U.S.A. who share a commitment to using their technological skills to help integrate more technology into all 4-H programs and to close the Digital Divide that separates the technology haves and have-nots in America.

National 4-H Technology Conference – The National 4-H Technology Conference was created on the idea that State 4-H Programs need to increase their technology projects and programs and also that states need to be more proactive when dealing



What to do-

What to Say-

with teaching technology to youth. Youth take leadership in planning and conducting the conference. It is held in the summer, and is sponsored by CYFERnet (Children, Youth and Families Education and Research Network)/CSREES.

National 4-H Congress is the flagship event of the 4-H program. The program 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 educators, 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.

Citizenship Washington Focus is a national 4-H event held at the National 4-H Center during June and July. There are seven different sessions offered at a cost of under \$500. This excellent week long event is open to high school age youth, not just 4-H'ers. Those attending CWF will increase their leadership skills, gain a much broader understanding of citizenship, learn a great deal about their nation's capitol and the federal government and have fun.

Exchange Programs supplement the world citizenship programming that occurs within a 4-H club. One or more of the following four opportunities may be available beyond the club.

IFYE - The International Four-H Youth Exchange (the "F" originally stood for farm) provides an opportu-



What to do-

What to Say-

nity for 4-H'ers from around the world to visit another country to learn about other lifestyles and cultures and to spread goodwill and understanding. There are several different options and various lengths of stay with six weeks to six months being common. IFYE's are older 4-H'ers that have, depending on the exchange, completed high school or graduated from college.

4-H Japanese Exchange provides an opportunity for youth ages 12- 18 from the U.S. to visit Japan and for Japanese youth to visit America. Participants live with a host family in this fully chaperoned program. They share everyday life and activities with many new people. State 4-H specialists and local 4-H agents handle the logistics of this program for youth in their communities.

State Sponsored Exchange Programs are available for youth in many states in which relationships with youth development professionals in countries around the world have been developed. State 4-H specialists and local 4-H agents handle the logistics of these exchange opportunities for youth in their communities.

State-to State Exchange Programs between individual counties in different states who are interested in learning more about one another's area of the United States are available as interest arises. Many states participate in this program. Local 4-H agents make the connections and arrangements for these exchange opportunities for the youth in their communities.

Wonders of Washington (WOW) - National 4-H Council provides this "ultimate Washington experience" for youth groups (students in grades 6 - 12) of 25 or more. Two and six day programs are available.



What to do-

What to Say-

Lodging is provided at the National 4-H Center. WOW includes field trips and workshops that highlight the historical, political and cultural attractions of Washington, DC.

There are also 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 county 4-H staff can explain more about these opportunities.

Opportunities for professional development are available regionally and nationally for both adult and youth leaders and for youth development professionals.

Regional 4-H Volunteer Leader Forums – Adult and teen leaders from multi-state regions can attend these annual meetings to learn new information, gain new skills, and share ideas with other 4-H leaders. Contact your local 4-H Agent to find out when the next Regional Leader Forum is scheduled in your area.

NAE4-HA (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 internationally recognized and inclusive network focuses on the needs of the youth development profession and sponsors a national conference for youth development professionals each year.



Recognition

Is a basic human need

Builds self esteem

Should be part of all 4-H experiences

Can take many forms

Requires adult support



Recognition

**Should be offered in a balance of
tangible and intangible forms**

**Is given to all youth who are
participating**

**Provides public feedback soon after
the accomplishment**



Recognition

**Includes an avenue for self
assessment and reflection**

**Supports individual choice in
learning and participation**



PowerPoint presentation

Participation

**Simple Requirements that are well
publicized**

Earned many times

Presented at activity

Appropriate for activity and youth

Not expensive but valued by youth



Progress Toward Self Set Goals

- 1. For all ages and activities**
- 2. Realistic and reachable**
- 3. Uses youth's own goals and plan**
- 4. Evaluated by youth and adults**
- 5. Measured against youth's goals**



Achievement of Standards

- 1. Established by specialists**
- 2. Clearly defined and not changed**
- 3. Uses rating categories**
- 4. Measures quality**



Peer Competition

- 1. Not for young children**
- 2. Can confuse the means with the ends**
- 3. Needs clear rules and procedures**
- 4. Can be high risk**
- 5. May generate publicity**
- 6. Should be optional**



Excellence in Cooperation

- 1. Involves all fully**
- 2. Uses mutually agreed upon goals**
- 3. Gives attention to the way the group works**
- 4. Ultimate goal is not recognition**
- 5. Recognizes all**





Lesson 17

Making Action Plans

Materials:

- Action Plan Forms for all participants
- Means for duplicating or recording plans

Objectives:

1. To apply the knowledge gained in this course of study to current local youth development program efforts.
2. To assure a commitment to implementing new or additional 4-H clubs or groups in local youth development programs.

What to do -

What to Say -

Introduce the lesson

Now we are ready to apply the information that has been presented this week to the youth programming in your specific communities. This course has focused on the information and skills you will need to start and maintain 4-H clubs and groups in your communities. For the next hour, I would like you to prepare a plan of action for implementing a 4-H club in your community.

Explain the Action Plan Form

We have prepared a form for you that will assist in this process. The form begins with an assessment of your community situation, the challenges and the supports that are in place to introduce a new 4-H club program.

You then have space to identify key players needed to get a 4-H club or group in place. Record these people by role and by name if possible. This will force you into making this plan concrete.



What to do-

What to Say-

Roam about the room to monitor progress and provide assistance where needed. Participants may think they do not need a full hour, but encourage them to use the time to develop a plan that will be meaningful to them. Give a ten and five minute heads up before calling time on the planning work.

After an hour, call time and facilitate the reporting of the plans. If you have a large group you may want to limit the report to a portion of the plan

The most lengthy part of your plan will be the action steps. Refer to your handbook for help with this section. We are asking for target dates for the action steps. Again this will help you create a plan that is ready to use when you return home.

If you are attending this training with a team, work on your action plans with your team. After an hour, I will ask you to share your plans with the group. In this way we can learn from one another.

We are taking time to listen to the plans that have been made today because we can all gain additional ideas from hearing the plans of others. This sharing provides a rich resource of ideas and may also create opportunities to network with one another. I would encourage you make a note of those ideas that might be new to you or an idea that you could provide resources for.



Action Plan:

Identifying Name (County, State, Organization, Etc)

Current Situation

Challenges

Supports

Key Players

| |
|--|
| |
|--|

Action Steps

Target Date

| Action Steps | Target Date |
|--------------|-------------|
| | |

Signature and Date

Appendix

- A. **Group Building**
- B. **Land Grant Universities**
- C. **Bibliography**
- D. **Helping Volunteers Recognize 4-H'ers, from National 4-H recognition Model, CSREES/USDA Publication**
- E. **I Have to Do What? *Pieces to a 4-H Presentation*, Iowa State University Extension Publication, Ames, Iowa.**





Group Building 1

Commonalities

Objectives:

1. To begin to build trust within the group
2. To raise awareness of the similarities between 4-H offerings in differing locales or between 4-H and partnering organizations (depending upon the audience you are reaching)

Materials:

- Pen and paper for each group

What to do -

Introduce the exercise

What to Say -

It is our goal with this next exercise to begin the process of trust building that is crucial to the effectiveness of any group. Groups, like individuals, are learning and growing organisms, and the foundation for healthy growth within a group is the development of trust among its members. Trust promotes emotional safety for all who belong to the group.

Therefore activities that enhance the development of trust are critical to the health and success of the group.

The first step in trust building is simply to get to know one another and, specifically to discover the similarities held by members of the group.

It is, therefore, important to provide opportunities for the youth in your youth development program to learn more about one another.

We are coming together today from different (counties, states, youth serving organizations—use the description that fits). We know that we share a



What to do-

What to Say-

Divide participants into clusters of 3's or 4's using any grouping method you choose. Give each cluster a piece of paper and a pen.

common denominator of youth development programming, but we may not know much more about one another. Since we are going to be living and working together for the next four days, it is important that we discover more of our commonalities. It is difficult to build trust quickly with a large number of people, so we are going to break our group into smaller units to begin this process.

The task of each cluster is to generate a list of things that are common to everyone in the cluster but which would not be identifiable by looking at cluster members. For example, you might find that you all speak a foreign language or have the same number of brothers and sisters. Remember that things like, hair color, eye color, clothing etc. are visible similarities and can't be used. I want you to write as many commonalities as you can identify on the paper at your table. I will give you five minutes to do this and then ask you to report your cluster's findings to the total group.

Move about the room to monitor the progress of the clusters. If people are struggling, you can offer some additional suggestions for unseen similarities such as:

All have traveled to a certain country

All have the same letter starting their last names

All wear contact lenses

After five minutes (or when clusters have generated a sizable list), call time and lead the group in reporting their cluster findings.



What to do-

What to Say-

Continue the cluster reports until all clusters have shared. Make certain that all clusters have reported so that all participants are included in the findings.

Lead a discussion to draw implications from discovering these similarities using the following questions.

Lead the group in introducing participants to the total group.

After all introductions have been made, bring closure to the lesson.

Let's hear what you have learned about one another in this short time. Which cluster would like to report first?

When I first gave you the instructions for this exercise, what was your feeling about the task?
What were you feeling at the end of the activity?
How did you go about determining what your similarities were?
Did you hear similar commonalities to those of your cluster mentioned from other clusters?
What was the most surprising commonality you identified?
How will any of this information enhance the group?
How would an activity like this be used with your youth program?

Although we can't build trust in a large group quickly, we can at least begin to learn one another's names. I would like participants to stand and tell us their names and the location of their youth development program. If you are a partnering organization, tell us what organization you represent.



What to do-

What to Say-

Given only a few minutes, it's amazing how many commonalities people can find with each other. You have identified quite a number of things you have in common with your cluster. You have also recognized that some people in other clusters share some commonalities with you and your cluster and perhaps you have thought of connecting with those people later in the session. Obviously, we do not have to spend a lot of time doing group-building activities to begin to see the many ways we are similar to one another. However, repetition is important to growth and it will be necessary to structure in SOME time for a group building activity every time the group gets together if you are to achieve a safe and healthy group environment.

If you are working with a group that includes 4-H and one or more partnering organizations, add comments about that partnership as it relates to this exercise.

During this training, we will be exploring the commonalities between your youth development organization and 4-H. Since you have elected to attend this "Starting 4-H Clubs" training, we assume that you are interested in exploring the ways in which a 4-H club could benefit your youth program. You may already have some perceptions or expectations about working with 4-H, and those expectations may or may not change dramatically during the next few days. Hopefully we will find the areas of your program that have a lot in common with the 4-H program and you will discover ways to integrate 4-H into your ongoing successful program offerings. Our goal is that you will walk out of this training with a usable plan to begin integrating and implementing 4-H clubs.

Adapted and Used with Permission: Rohnke, K., Butler, S., (1995). Quicksilver, Kendall/Hunt, Dubuque, IA, pp 76.



Group Building 2

Who?

Objectives:

1. To help participants learn more about one another
2. To continue the process of building trust within the group

Materials:

- “Who?” work-sheets
- Pen or pencil

What to do -

What to Say -

Introduce the activity

As you recall, effective group process includes activities at every meeting that provide group members with an opportunity to learn more about one another. The purpose of learning more about one another is to build trust among group members and as a result to increase and/ or support the level of trust and emotional safety within the group.

Today we are continuing that process using this survey sheet.

Hand out the “Who” work sheet.

This sheet contains 16 questions. I want you to find people in the room who can answer yes to a question on your sheet and ask them to sign their name beside the question. Your goal is to get a signature for each statement.

Here are the rules for the activity.

Participants can sign more than once on another participant’s sheet.

Participants cannot sign their own sheet.

Participants may not volunteer their names, but must be asked before giving their signature.



What to do-

What to Say-

Move about the room to monitor the progress of the group. Call time early if participants have completed the task before the ten minutes has lapsed. (Always give a one- minute heads up before calling time.)

I am going to give you 10 minutes to complete this task.

How many people were able to get signatures for every question?

How did you feel when you found people who could sign for the same questions you could?

How did you go about finding people to sign your work sheet?

What questions were hardest to get signatures for?

What did you learn from this activity about others in the group?

How could you use this activity with youth or staff ?

Bring closure to the activity

We have used this activity to discover areas of common experience and interests. You may have discovered more common interests within the group than you were aware of before. As we increase our knowledge of common interests or experiences we will find it easier to share ideas and skills with the group. This sharing will enhance the learning experience for everyone; the larger the idea pool, the greater the benefit.

Brown & Uhler, (2003), USDA/AYD Project Specialists



WHO?

WHO HAS A CHILD UNDER 5 YEARS OLD? _____

WHO IS NAMED AFTER A FAMILY MEMBER? _____

WHO HAS RECENTLY READ A BOOK? _____

WHAT BOOK _____

WHO HAS TAKEN A 5 DAY VACATION IN THE LAST 6 MONTHS?

WHO HAS A LAST NAME THAT BEGINS WITH "B"? _____

WHO PLAYS A SPORT? _____

WHAT SPORT? _____

WHO HAS VISITED WASHINGTON, DC? _____

WHO WAS BORN ON OR NEAR A HOLIDAY? _____

WHAT HOLIDAY? _____

WHO LIKES COOKED SPINACH? _____

WHO HAS GRANDCHILDREN? _____

WHO WAS A 4-H MEMBER AS A CHILD? _____

WHO HAS RECENTLY BEEN TO A MOVIE THEATRE? _____

WHAT MOVIE DID YOU SEE? _____

WHO HAS A HOUSEHOLD OF 5 OR MORE? _____

WHO HAS VISITED DISNEY WORLD? _____

WHO WAS BORN IN ANOTHER COUNTRY? _____

What to do-

What to Say-



Group Building 3

Claytionary

Objectives:

1. To demonstrate individual approaches to group task.
2. To help participants recognize differences among members in approaching a group task.
3. To reinforce the value a variety of approaches adds to a group task.

Materials:

- Containers of Play Dough (pre-warmed or softened)
 - Have enough containers for one for each of the groups of 4-6 members you will form from the total group.
- Slips of paper containing words or phrases related to 4-H. Have enough slips for one of each word or phrase for each group.
 - Possible Claytionary topics:
 - 4-H Clover
 - Photography
 - Technology
 - Fine Arts -Hands
 - Heart -Head
 - Youth
- Bell

What to do -

Introduce the Activity

What to Say -

We have used activities that promoted trust building by helping participants discover more about one another. Now we are going to continue the process of building trust within a group, by offering an opportunity to use individual skills in a common task. At this early stage in the group's development, it is important to use playful activities whose results are not critical to the success of the group. Obviously, these activities must involve everyone in the group in a team effort.



What to do-

Divide the class into groups of four to six using a method of grouping that you prefer. You can establish as many groups as you have containers of Play Dough, but have at least four members in each group. Give them the instructions for the activity and start the first round.

Watch the groups carefully and do not let them get hung up on selecting a name. Let them know when they have one minute left. As soon as all groups have completed the task, give the directions for the next step.

What to Say-

I am going to give one person in each of your groups a word or phrase related to 4-H in some general way. I will also give this person a container of Play Dough. Using only the Play Dough, this person's task will be to provide a clue to the group as to what this word or phrase is. The first group to give me the correct answer will be the winner of the first round. Groups will then designate new modelers and I will give each of them a new word or phrase. We will continue this process until all members of your group have had a chance to be modelers.

In order to keep track of our groups, each group will need a name. I am going to give you three minutes to come up with a name for your group and to designate the first modeler. When you have done that I would like everyone in your group to raise their hands so that I can tell when all groups are ready.

When I ring this bell, modelers will come to this table and get their clay and the slip of paper that contains the word or phrase their group is to identify. Remember that modelers may not say anything to the group nor can they show their note to anyone in the group.



What to do-

What to Say-

Ring the bell and give the modelers the Play Dough and the slip of paper.

Monitor the progress of the groups. Ring the bell and call time when the first correct answer is given and record the name of that team.

Give the team a minute to designate a new modeler and then ring the bell. Continue with this process until all the members of each group have served as modelers. Then lead a discussion of the experience using the provided questions.

OK. (Name) team has won this round. It is time to designate a new modeler for your group. When I ring the bell we will start again.

How did you feel when you were the modeler?

How did it feel to be part of the group figuring out what was being modeled?

How did your group go about choosing a name?

How did your group go about identifying the word or phrase modeled?

How did you approach your part of the task?

How did others in your group approach the task?

If you were to tackle another task with this team, how would you structure your efforts based upon what you experienced in this exercise

This exercise introduced the similar and different ways in which individuals approach a group task. As youth recognize the need for a variety of approaches to a group effort, they are better able to affirm the contributions of all members and build trust in working together. As a result, members see themselves as contributors to the group and should feel an increased sense of belonging. As



What to do-

What to Say-

You may choose to use this exercise to introduce the next lesson.

you will recall, contribution and belonging are needs that must be met in environments that promote youth development.

What did all the groups in the room have in common? (They will at least have had the same task and the same amount of play dough.)

How did the groups differ in their approach to the task?

Why do you think there were differences between these groups?

You were all given the same amount of dough and the same topics to model. Yet, you all had different ways to accomplish the same task. The individualizing of this task is the same process you will use in determining how you will deliver and market 4-H youth development in your communities



Land-Grant Colleges and Universities (1862, 1890 and 1994)

| | | | | | |
|---|--|--|---|---|--|
| Alabama A&M University Normal, AL | University of Florida Gainesville, FL | University of Maryland Eastern Shore Princess Anne, MD | Saltish Kootenai College Pablo, MT | North Dakota State University Fargo, ND | South Dakota State University Brookings, SD |
| Auburn University Auburn, AL | Fort Valley State University Fort Valley, GA | University of Massachusetts Amherst, MA | Stone Child Community College Box Elder, MT | Standing Rock College Fort Yates, ND | Tennessee State University Nashville, TN |
| Tuskegee University Tuskegee, AL | University of Georgia Athens, GA | Bay Mills Community College Brinley, MI | Nebraska Indian Community College Winnebago, NE | Turtle Mountain Community College Belcourt, ND | University of Tennessee Knoxville, TN |
| University of Alaska Fairbanks, AK | University of Guam Manglaog, GU | Michigan State University East Lansing, MI | University of Nebraska Lincoln, NE | United Tribes Technical College Bismarck, ND | Prairie View A&M University Prairie View, TX |
| American Samoa Community College Pago Pago, AS | University of Hawaii Honolulu, HI | College of Micronesia Kolonia, Pohnpei | University of Nevada Reno, NV | Northern Marianas College Saipan, CM | Texas A&M University College Station, TX |
| Diné College Tsaile, AZ | University of Idaho Moscow, ID | Fond du Lac Tribal & Community College Cloquet, MN | University of New Hampshire Durham, NH | Ohio State University Columbus, OH | Utah State University Logan, UT |
| University of Arizona Tucson, AZ | University of Illinois Urbana, IL | Leech Lake Tribal College Cass Lake, MN | Rutgers University New Brunswick, NJ | Langston University Langston, OK | University of Vermont Burlington, VT |
| University of Arkansas Fayetteville, AR | Purdue University West Lafayette, IN | University of Minnesota St. Paul, MN | Crowpoint Institute of Technology Crowpoint, NM | Oklahoma State University Stillwater, OK | University of the Virgin Islands St. Croix, VI |
| University of Arkansas Pine Bluff, AR | Iowa State University Ames, IA | Alcorn State University Lorman, MS | Institute of American Indian Arts Sante Fe, NM | Oregon State University Corvallis, OR | Virginia Polytechnic Institute and State University Blacksburg, VA |
| D--Q University Davis, CA | Haskell Indian Nations University, Lawrence, KS | Mississippi State University Mississippi State, MS | New Mexico State University Las Cruces, NM | Pennsylvania State University University Park, PA | Virginia State University Petersburg, VA |
| University of California System--Oakland, CA | Kansas State University Manhattan, KS | Lincoln University Jefferson City, MO | Southwest Indian Polytechnic Institute, Albuquerque, NM | University of Puerto Rico Mayaguez, PR | Northwest Indian College Bellingham, WA |
| Colorado State University Fort Collins, CO | Kentucky State University Frankfort, KY | University of Missouri Columbia, MO | Blackfeet Community College Browning, MT | University of Rhode Island Kingston, RI | Washington State University Pullman, WA |
| University of Connecticut Storrs, CT | University of Kentucky Lexington, KY | Blackfeet Community College Browning, MT | North Carolina A&T State University, Greensboro, NC | Clemson University Clemson, SC | West Virginia University Morgantown, WV |
| Delaware State University Dover, DE | Louisiana State University Baton Rouge, LA | Dull Knife Memorial College Lame Deer, MT | Fort Peck Community College Poplar, MT | South Carolina State University Orangeburg, SC | College of the Menominee Nation Keshiema, WI |
| University of Delaware Newark, DE | Southern University and A&M College Baton Rouge, LA | Fort Belknap Community College, Harlem, MT | Fort Peck Community College Poplar, MT | Cheyenne River Community College, Eagle Butte, SD | Lac Courte Oreilles Ojibwa Community College Hayward, WI |
| University of the District of Columbia Washington, D.C. | University of Maine Orono, ME | University of Maryland College Park, MD | Little Big Horn College Crow Agency, MT | North Carolina State University Raleigh, NC | University of Wisconsin Madison, WI |
| Florida A&M University Tallahassee, FL | University of Maryland Eastern Shore Princess Anne, MD | University of Massachusetts Amherst, MA | Montana State University Bozeman, MT | Fort Berthold Community College New Town, ND | University of Wyoming Laramie, WY |

Betts, S.C. & Dalla, R.L. (July 1995). Youth, families and Community: The Arizona Agenda, the University of Arizona Cooperative Extension. Tucson, Arizona.

(2002). Criteria for 4-H Clubs, Paper prepared for Families, 4-H, and Nutrition; Cooperative State Research, Education and Extension Service; U.S. Department of Agriculture, Washington, DC.

(1992). Curriculum Development for Issues Programming: A National Handbook for Extension Youth Development Professionals, Cooperative State Research and Extension Service, U.S. Department of Agriculture, Washington, DC. pp. 27-28.

Exploring the Experiential Learning Model, 4-H Cooperative Curriculum System Web Page

Hendricks, P.A. (1998). Developing Youth Curriculum Using the Targeting Life Skills Model, Iowa State University Cooperative Extension, Iowa State University, Ames, Iowa.

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, Kansas, and Virginia Polytechnic Institute and State University, Falls Church, Virginia.

Kolb, D. (1984) Experiential Learning: Experience as the Source of Learning and Development, Prentice Hall, Englewood Cliffs, New Jersey.

Parsons, J. (1996). Helping Volunteers Recognize 4-Hers and Introduction to Model for Recognizing 4-Hers, USDA and National 4-H Council, Washington, DC.

Payne, C. (1996). Maryland Judging of 4-H Exhibits, University of Maryland, College Park, Maryland

Pfeifer J.W. & Jones, J.E. (1985). The Reference Guide to Handbooks and Annuals, Vol. 1-10, 1972-1985, University Associates Publishers and Consultants, San Diego, California.

Pittman, K. and Fleming, W. (1991). A New Vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.



Bibliography continued

Reynolds, D. & Hill, C. Publicizing National 4-H Week and Other Special Events, Extension News and Public Affairs, Alabama Cooperative Extension, Auburn University, Auburn, Alabama.

Zurcher, T. D. Developing Life Skills through 4-H Activities, Center for 4-H Youth Development, University of Minnesota, St. Paul, Minnesota.

Zurcher, T.D. Experiential Learning in 4-H Project Experiences, Center for 4-H Youth Development, University of Minnesota, St. Paul, Minnesota

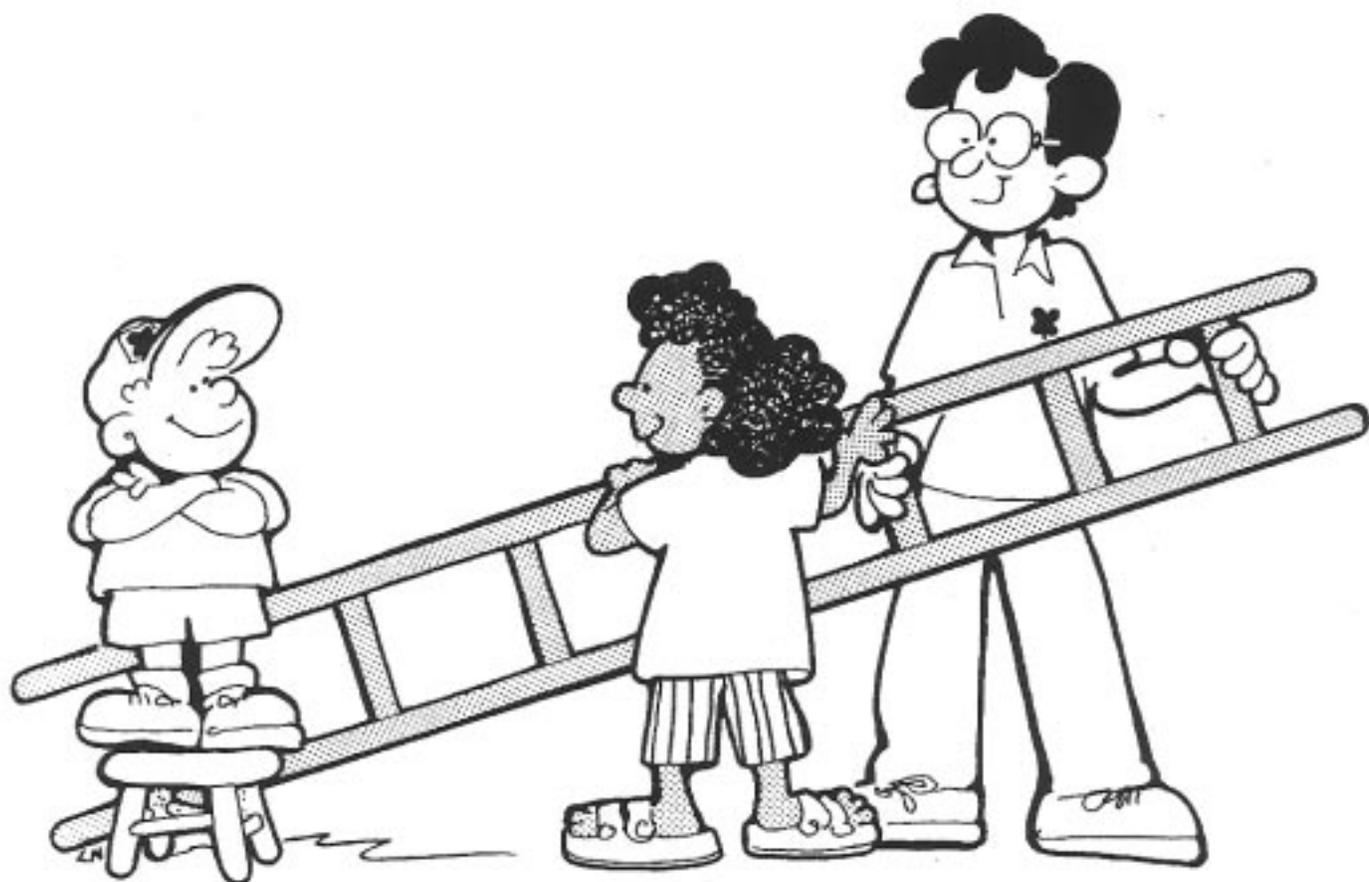


Recognition in Youth Programs:
Helping Young People Grow



Helping Volunteers Recognize 4-H'ers

Volunteer Handout





4-H is the youth education program of the Cooperative State Research, Education and Extension Service, USDA. National 4-H Council is a not-for-profit educational organization that uses private resources to enhance the development and education of youth.

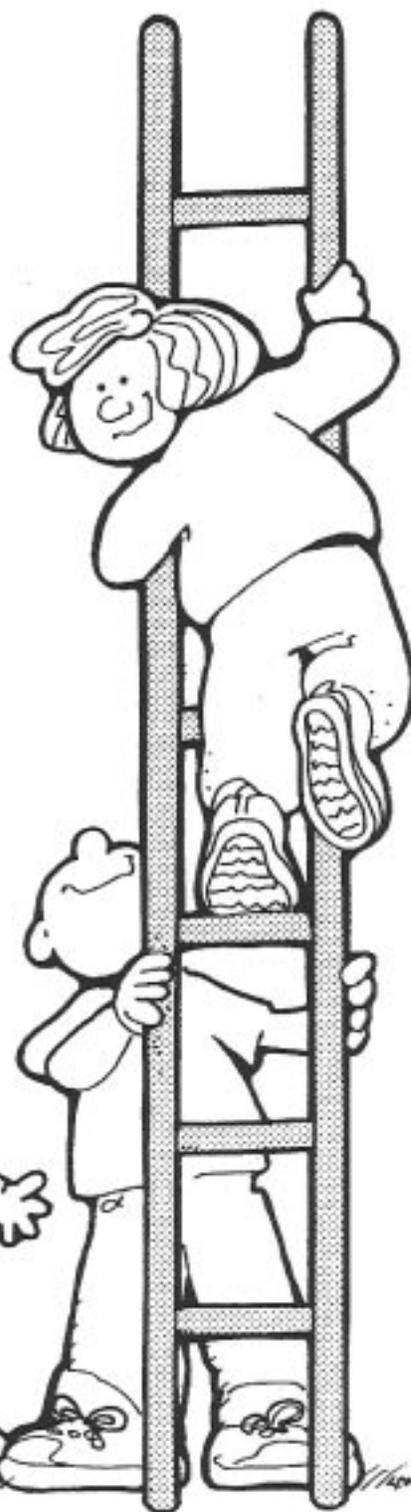
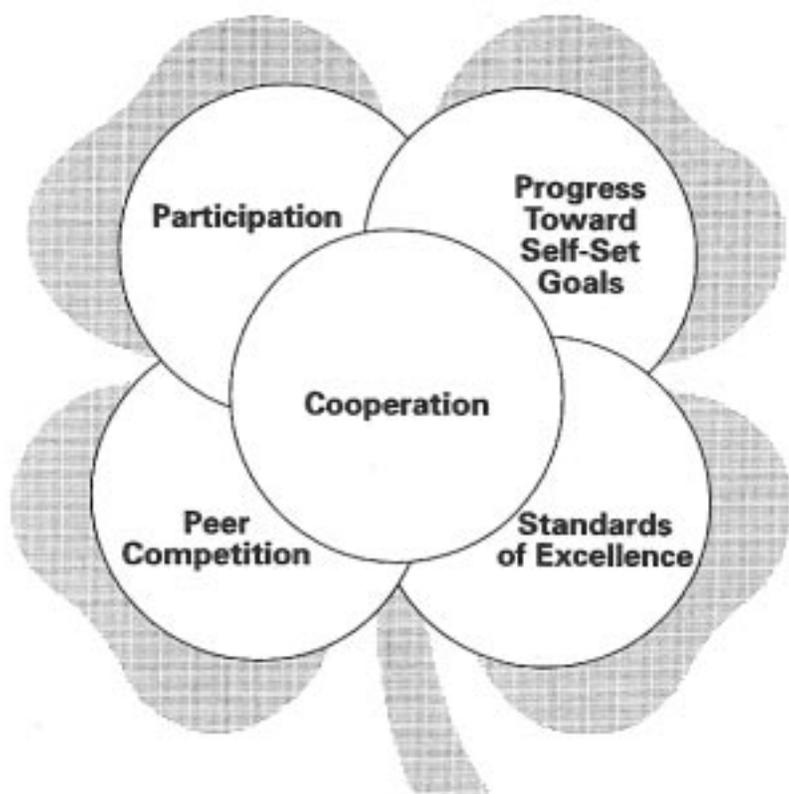
Prepared in 1996 by Dr. Jerry Parsons, author and project director, former Iowa program leader, Youth and 4-H; Dr. Melva L. Berkland, editor; Donna J. Fincham, graphic designer; Lonna Nachtigal, illustrator; and Kathy A. Parsons, keyboarder.



Programs and educational materials supported by CSREES/USDA and National 4-H Council are available to all persons regardless of race, color, sex, age, religion, national origin, or disability. Council and CSREES/USDA are equal opportunity employers.

For more information, contact your state 4-H office.

Helping Volunteers Recognize 4-H'sers



The National 4-H Recognition Model



Recognizing youth for participating can be a first step in building positive self-esteem.



As a 4-H volunteer, your challenge is to help young people become self-directed, productive, and contributing citizens. Recognition is one of the ways you can achieve this goal. 4-H uses five types of recognition. Each supports, motivates, and encourages young people in a unique way. 4-H'ers are recognized for:

1. participating in educational experiences.
2. making progress toward self-set goals.
3. achieving standards of excellence.
4. excelling in peer competition.
5. demonstrating excellence in cooperation.

To help you use all five types of recognition, you will find a description of each one, ideas on how to use each, and examples of awards that could be given to 4-H'ers to show they have excelled. In addition, you will find some ideas about selecting awards.

Recognizing 4-H'ers for Participation in Educational Experiences

This type of recognition emphasizes the importance of commending young people who have been involved in 4-H educational experiences. For some young people, especially beginners, limited resource, and those with disabilities, taking part in a 4-H learning experience is a significant accomplishment. It is important to note that all youth find this type of recognition meaningful. When you see the pride with which youth wear T-shirts or caps from camp, a workshop, or a livestock show, you realize that this is true.

Recognizing youth for participating can be a first step in building positive self-esteem. It allows us to say to young people: "You are an important person, and you've participated in a 4-H learning experience."

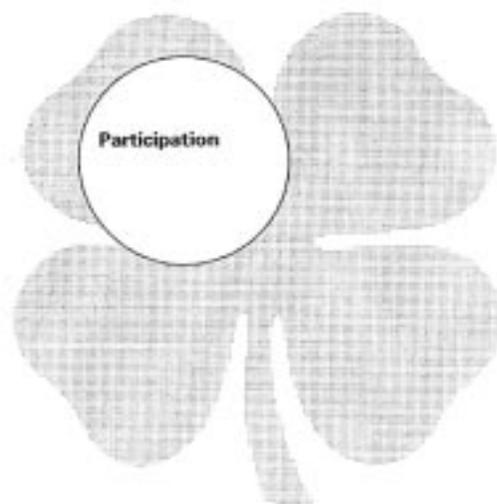
As a 4-H volunteer, you are a key person in deciding when to give this recognition because, most often, you will be presenting this recognition.

Suggestions

1. Set simple criteria for earning this recognition.
2. Publicize the criteria so all young people know what they need to do to be recognized.
3. Recognize all who meet the criteria.
4. Give the recognition as often as it is earned.
5. Present the awards as a part of the learning experience.

Examples of Awards

- Chevrons, stickers, pins
- Certificates
- Membership/participant cards
- News articles
- T-shirts
- Caps



Recognizing 4-H'ers for Progress toward Self-set Goals

An important part of 4-H is helping young people learn to set goals and then planning ways they can achieve their goals. From time to time, you'll need to help them check their progress toward their goals. The challenge is to help young people set realistic goals and then recognize them for making progress toward their goals, no matter how small or large their accomplishments. Recognition is an important way to help them feel good about their progress toward their goals. Recognition also encourages them to continue to work toward their goals.

A key part of this recognition is the opportunity for a young person or group of young people working cooperatively to review their work with a concerned and caring adult(s). Feedback is essential. Talking face-to-face to give feedback is best, but if it is not possible, give written feedback. Remember that a youth's potential and available resources (time, money, and family support) affect the goals set, progress made, and the growth that the young person demonstrates.

Suggestions

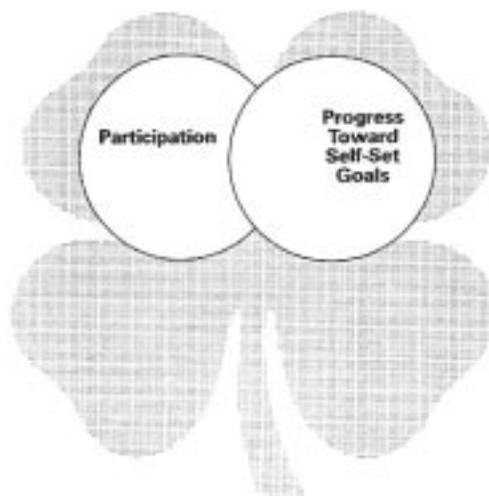
1. Include goal setting and recognition as a part of all 4-H learning experiences.
2. Use this recognition for all age levels to recognize the unique growth of each individual.
3. Provide help to young people in setting their goals. Project materials are good sources for ideas.
4. Work with young people in small groups or alone because setting goals and checking on progress toward goals are highly personal.

5. Hold check-ups several times during the learning experience but at least at the end of the experience.
6. Make decisions about the progress based upon the 4-H'er's goals and the work they have done.
7. Involve the family, if possible, in the goal setting and progress checks.
8. Remember, the goal is the 4-H'er's goal, not your goal or 4-H's goal.

Examples of Awards

- Positive feedback—private and/or public
- 4-H chevrons, pins
- Useful memorabilia
- Certificates
- Stickers
- Handwritten notes

Recognition is an important way to help young people feel good about their progress toward their goals.



Standards of excellence help 4-H'ers to evaluate the skills they are learning.

Recognizing 4-H'ers for Achieving Standards of Excellence

An important goal of 4-H is to teach skills to young people that they can use now, as a youth, and in later life. Standards of excellence help 4-H'ers to evaluate the skills they are learning. Standards of excellence can be useful for products (animals, skirts, zucchinis, etc.) and skills (speaking, demonstrating, decision making, etc.). The standards of excellence often are printed on a judge's scorecard. Ideally, standards are derived from research—primarily from land-grant universities—and they are the same standards used by adults. Subject matter specialists, including 4-H youth specialists, usually help set standards. Young people need the standards as they begin their work.

4-H achievement shows and fairs often are used to provide youth opportunities to have their work compared with standards. The Danish system (of awarding blue-red-white ribbons without ranking within the ribbon groups) is one example of how this can be done. However, when champions are named or exhibits are ranked within groups, then the experience becomes competitive. Recognize all 4-H'ers who meet the standards.

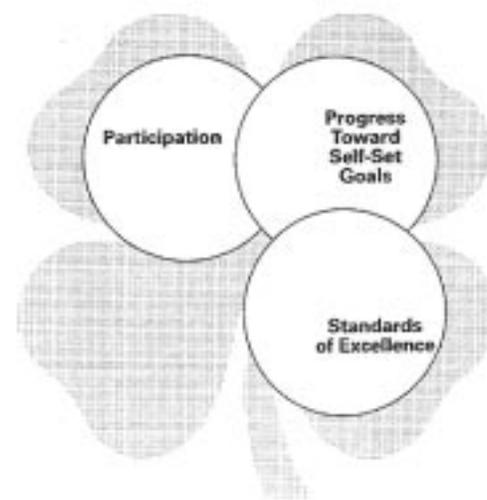


Suggestions

1. Provide standards of excellence to the young people before they start setting goals for their learning experience.
2. Help 4-H'ers, parents, and evaluators understand the standards that will be used to evaluate products and skills.
3. Provide guidance to help young people develop skills so they can do their best as they work toward standards of excellence.
4. Train evaluators (judges) so they know and accept the standards and are able to provide appropriate feedback to the 4-H'ers.
5. Provide opportunities for the evaluators to discuss with the 4-H'ers how well they have achieved the standards and to provide suggestions for improvement. Note: Standards should not be changed because of problems or situations with which the 4-H'er lives and works.

Examples of Awards

- Ribbons
- Certificates
- 4-H memorabilia
- Project equipment or supplies



Recognizing 4-H'ers for Results of Peer Competition

A part of the American tradition is the desire to be the best—to be a champion. This recognition is the result of competitive contests where individuals seek to be the best or do better than the other competitors. Remember, when there is a winner, there are losers—those who were not the best. Granted, in competition, 4-H'ers who do not have the champion exhibit or are not the champion learn and improve their skills, but often the emphasis placed on the winner overshadows what others have done, learned, or achieved.

As a 4-H volunteer, please remember that the desire to win is a strong motivator for some people. Contrary to popular belief, some young people are not motivated by competition with their peers. Often the young people who aren't motivated by competition don't take part in competitive programs or drop out. It is important to be aware of the value a young person places on competition.

Suggestions

1. Remember, peer competition can be a high-risk activity with stress, conflict, disagreement, and hurt feelings.
2. Make participation in competition optional for all young people.
3. Help 4-H'ers to see the difference between ends and means—what the 4-H'er learned is more important than winning.
4. Remember, most children under 12 are not mature enough for competition.
5. Discuss with 4-H'ers the consequences of taking part in competition (for example, that they might not win and what that may mean to them).

6. Help parents, donors, and others involved understand that the goal of 4-H is to help young people grow and develop and how the competitive experience may help to achieve this goal.

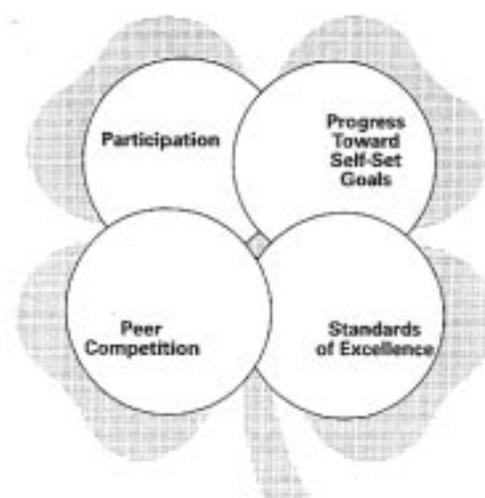
7. Define clearly all competition rules and procedures and use them.

8. Use this type of recognition as an opportunity for publicity. Do not allow publicity to overshadow the educational achievements of the other 4-H'ers.

9. Offer some educational experiences that aren't competitive to meet the needs of young people who aren't motivated by competition.

Examples of Awards

- Medals
- Trophies
- Plaques
- Scholarships
- Media reports



The desire to win is a strong motivator for some people. Contrary to popular belief, some young people are not motivated by competition with their peers.



When young people work together, they examine their own skills and abilities and explore solutions beyond their own ideas.

Recognizing 4-H'ers for Excellence in Cooperation

The main goal of 4-H is to help young people become self-directing, productive, and contributing citizens. We are helping them to learn to work cooperatively in an increasingly interdependent global world. Recognizing young people who work together to learn and achieve goals is a natural part of our recognition model.

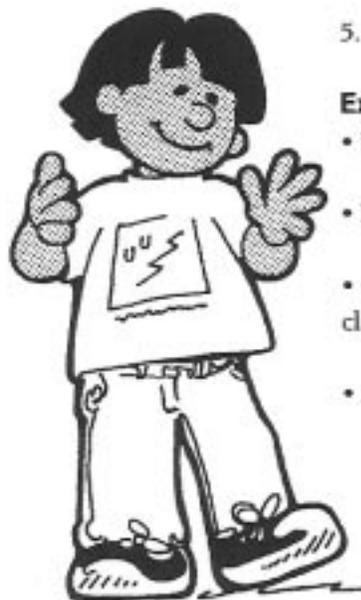
When young people work together, they examine their own skills and abilities and explore solutions beyond their own ideas. At the same time, they affirm their own self-concept. They are learning how to succeed in today's world where business is turning to group efforts to involve all levels of workers in decision making.

Suggestions

1. Involve all young people in the process.
2. Help them to agree upon goals.
3. Give attention to the way the group works as well as to the end product.
4. Emphasize that the ultimate goal is not extrinsic recognition but to learn to work together.
5. Recognize all members involved.

Examples of Awards

- Ribbons and certificates
- Newspaper articles
- Community recognition like highway clean-up signs, etc.
- Special trips for the group



Selection of Awards

When you select awards, here are some ideas to think about.

1. Select awards that are appropriate for the age level and valued by the young people. For example, 9- to 11-year-olds like to collect things, so chevrons, ribbons, etc. are valued. Teens appreciate things they can use.
2. Select awards related to the learning experience; remember, they need not be expensive.
3. Use the 4-H name and emblem, whenever possible. The use of the 4-H group's name or county name is always appropriate. If the extension service name and your land-grant university can be identified, it will add prestige to the award.
4. Select awards that are distinctive and show good design principles.
5. Avoid using the same award repeatedly for the same program or different programs.
6. Remember, news media reports (newspaper, radio, TV, cable TV) enhance any recognition.



4-H Youth Development



Pieces to a 4-H Presentation Puzzle

You are sitting at a 4-H club meeting. Someone tells you that all 4-H'ers need to sign up to give a presentation at a future club meeting. Your hands get sweaty, your heart falls into your stomach, and you think, "I have to do what?"

Then you watch some of the older members give presentations at the meeting, who seem to be completely relaxed! It seems like they just get up and start talking. Some people can do this, but most of us have to plan and practice to look like we are not nervous!

Put your jitters to rest; use this fact sheet to help you prepare for your first presentation. Understanding the steps to getting ready will help take the panic out of giving your first presentation. Like a puzzle, a presentation has different pieces that fit together. Sometimes the little puzzle piece doesn't look like it makes sense until it is a part of the entire puzzle. Let's look at the pieces to the presentation puzzle.

IOWA STATE UNIVERSITY
University Extension

Puzzle Piece #1

What is a presentation?

What is a presentation? Basically, it is sharing information about yourself or another subject with someone else. You have been doing "presentations" for years, without even realizing it! Think about "Show and Tell" from your early school years. Think about answering roll call at a club meeting. Think about showing a friend a collection you have started, or explaining how you made something, or telling how your team won the game.

Each of these is basically a presentation! You have already given your first presentation; soon you'll give your first 4-H presentation.

Puzzle Piece #2

Choose a topic.

This is like choosing a puzzle! You probably look for a puzzle that looks fun to you, one that is not too hard or easy, and one that can be done in the time you have. The same things can be true for choosing a presentation topic!

Where do you get ideas for your presentation? How do you get ideas? During club meetings, watch others give their presentations. This may give you clues for both topics and presenting. Look through your 4-H project information.

Here are some ideas to get you started:

- Look through your 4-H project materials for ideas.

- "Brainstorm" on paper! Make a list of things you:

Do for 4-H projects _____

Collect _____

Do after school _____

Read or learn more about _____

Do for fun _____

- Ask a parent, leader, or older 4-H member for ideas.

Take a look at your list. Write the topic you'd like to "present" to your 4-H group.

Puzzle Piece #3

How do I do it?

Some presentations are called demonstrations; others are called illustrated talks. In a demonstration, you show others how to do something by doing it yourself. As you show how, you explain what you are doing in each step. An example of a demonstration is making a milkshake or kicking a soccer ball.

When giving an illustrated talk, most of the time, you are talking and showing at the same time. While you are talking, you are also showing it to the audience. You can tell how or explain with the use of posters or models. An example would be sharing a collection and explaining how you got started, your first item, your favorite item in the collection, etc.

Which is the best way to get your information to your audience?

A demonstration or an illustrated talk? Circle one!

Using these terms may seem like we're getting ahead of ourselves! Deciding on the type of presentation is like finding the corner puzzle pieces. The corner pieces are the ones you look for first, and after they are in place, you start building on them! So, let's move on to the next piece.

Puzzle Piece #4

Investigate your topic or idea!

This step is like dumping all the puzzle pieces on the floor and turning them all right side up. You look at the shape, the color, and compare the piece to the picture on the box! Look at the pieces of your presentation. To investigate your topic, make notes on things you'd like to tell others. How did you get interested in this? How

long have you been doing it? You can make your notes on notecards or regular paper. If you need more information, read your 4-H project materials, encyclopedias, magazines, or books in your school or community library. You also could talk with your parents, leaders, grandparents, or other adults who might know about your topic.

Puzzle Piece #5

Organize!

This step is like sorting the puzzle pieces by border edges or different colors. Now is the time to take all the information on your paper or notecards and organize it! If you have put your steps or ideas on notecards, arrange them in an order that makes sense to you. If you are showing how to do something, you will want to list the steps in making the item. If you are sharing a collection, ideas, or information, arrange the items in a way so others easily can understand. If you have written your ideas on regular paper, you can cut up the paper and place them in the order you want to use them in for your presentation. Tape them on another sheet of paper or notecards.

Another way to organize is to make an outline. Use whichever method works best for you! (You probably won't read your notes word-for-word during your presentation, but it's helpful to

have them with you in case you need them!) Since first presentations are usually short (under 5 minutes), you may not need to use all the notes or information you have!

4-H members who have given presentations before say it is easiest for them to organize presentations (either demonstrations or illustrated talks) into three parts: introduction, body, and conclusion.

1. Introduction: Tell briefly what you are going to do and why you chose this topic.

2. Body: Give the details of doing it, showing it, or telling it!

3. Conclusion: Repeat the main points and ask if there are any questions. Mention where you found your information, in case someone else wants to learn more about your topic.

After you've answered the questions or if there are no questions, say, "This concludes my presentation." Then, everyone knows that you are done, and it's time to applaud!

Another way of thinking about organizing is the old saying: "Tell 'em what you're gonna' tell 'em (introduction). Tell 'em (body). And tell 'em what you told 'em (conclusion)."

Puzzle Piece #6

Practice!

You know how puzzles become easier the more you do them. You know what to look for and how to sort the pieces! The same is true for presentations! Here are a few hints we've collected from 4-H'ers with experience in giving presentations.

Be neat!

Consider using trays to organize your props or items needed for each step. Clean up the mess as you go! Good posture and standing on two feet—instead of rocking back and forth or from side to side—say positive things about you. Of course, no chewing gum or twirling hair or rocking from side to side is allowed! What should you do with your hands? Unless you are using them to indicate a point, simply keep them at your sides.

Make posters.

Posters help to "show" or highlight the main points. They also serve as notes for you! Back up, and see if you can read your posters from a distance. Color adds a nice variety, but be sure to use colors that show up; sometimes pink or yellow are hard to see. Also, be sure to use colored markers, rather than highlighters, for your poster!



Give a mirror presentation.

If you are very brave, you could practice your presentation in front of a mirror! This will give you a good idea of how you look to your audience. Remember, this is good practice, but it is a little tricky!

Use a "presentation voice."

It usually works best if you speak a little more slowly and louder than you would in normal conversations. This will help your audience hear and understand you better.

Look at your audience.

This may be difficult at first! But, good eye contact helps get your message across. Some of the "experts" say they look at different people during their presentation, some pick out a friend or friendly face to smile at, and others look just over the top of the heads of their audience.

Involve your audience.

Get your audience involved by handing out recipes, samples, or asking questions.

Puzzle Piece #7**The Presentation—Just Do It!**

So now you've picked your topic, organized it, and even practiced! Now, it's your turn! If you are nervous, that's normal and natural! Remember, you have something to share with the group, and many of them also have been in your shoes—giving their first presentation!

**IOWA STATE
UNIVERSITY**
University Extension

Helping you become your best.

★ **YOU
DID IT!**

**Evaluation**

What went well?

What will you change next time?

Most people say they were nervous the first time they gave a presentation.

Were you nervous?

If so, how could you tell?

What advice do you have for others giving their first presentation?

Puzzle Piece #8:

Review what you have just done.

Your puzzle is together! Now celebrate!

Congratulations! You made it through your first presentation! Doesn't it feel good? There may be things you would change another time. Perhaps it wasn't perfect. That's okay! We hope it was a good experience and that you will move on to more "puzzles" or "harder puzzles." Consider giving more presentations in your club, school, or other places.

Jot down ideas you have for your next presentation and hints you want to remember next time!

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964. Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Prepared by Iowa State University Extension 4-H Youth Development staff: Sue Bogue, program specialist, and Don Goering, former youth development specialist. Melva L. Berland, former extension communication specialist, editor; Dorina Fincham, composition consultant, Creative Services, Instructional Technology Center; and Loona Nachtigal, illustrator.