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CHAPTER 1: The Organization

“Invest in tomorrow. Invest in our youth today.”

In this chapter you will learn about 4-H – its origin, and its connections to land-grant universities and the USDA.

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Chapter 1, Section 1: Who We Are

The University of Connecticut Cooperative Extension System (CES) brings research-based information to Connecticut citizens in their own communities. 4-H is the youth development program of CES. The Cooperative Extension System strengthens youth, their families, and the community by providing information and educational programs in parenting, youth development, family living, money management, environmental health risks, community leadership, horticulture, and agriculture.

The Cooperative Extension System is the outreach component of the University of Connecticut College of Agriculture and Natural resources.

Cooperative Extension belongs to a nationwide educational network with other Cooperative Extension Systems at other land grant universities and the U.S. Department of Agriculture. This unique partnership gives us access to the most up-to-date information – information needed to solve problems today and in the future.

FEDERAL, STATE AND LOCAL PARTNERSHIP

FEDERAL: Families, 4-H and Nutrition component of the Cooperative State Research, Education and Extension Service (CSREES) of the United States Department of Agriculture

STATE: University of Connecticut Cooperative Extension Unit in the College of Agriculture and Natural Resources

DEAN AND DIRECTOR, CES
ASSOCIATE DEAN AND ASSOCIATE DIRECTOR, CES
ASSISTANT DIRECTOR, CES

LOCAL: Local Extension Office

Volunteers

Volunteer Advisory Committees
Chapter 1, Section 2: History of CES and 4-H

HOW COOPERATIVE EXTENSION CAME TO BE

On May 15, 1862 when President Lincoln signed the Morrill Act creating the Land-Grant University system with 11 million acres of public land, the seeds of what we now know as the Cooperative Extension System were planted. Public interest, and the creation of “farm institutes” in a number of states, fueled the passage of the Hatch Act of 1887. This created the Agricultural Experiment Stations by appropriating an original $15,000 for every state. An important part of this mission is to provide research-based information in support of Cooperative Extension programming.

The concept of “Extension” was, in fact, being practiced in many states before President Woodrow Wilson signed the Smith-Lever Act on May 8, 1914. With this legislation, Cooperative Extension was legitimized as a nationwide system funded and guided by a partnership of federal, state and local governments. Over the years, congressional acts have amended the original language to reflect the changing needs of society. The Cooperative State Research, Education and Extension Service (CSREES) of the United States Department of Agriculture (USDA) is the federal component that coordinates the national research, education and extension network. 4-H is the youth development component of CES.

In Connecticut, the partnership is between the United States Department of Agriculture and the University of Connecticut, with support from local Extension Councils.

Funding is by USDA and the State of Connecticut through the University of Connecticut budget, additional grants and local program support.

HIGHLIGHTS OF 4-H HISTORY

The 4-H program did not just happen. It took shape over a number of years through the efforts of A.B. Graham, Ohio; Liberty Hyde Bailey, New York; O.J. Kern, Illinois; E.C. Bishop, Nebraska; J C. Hilter, North Dakota; L.R. Alderman, Oregon; and Oscar H. Benson, Iowa. Nationally 4-H Clubs were preceded by corn clubs for boys and canning clubs for girls organized early in this century by public school educators.

In Connecticut, A.J. Brundage was sent to the Connecticut Agricultural College at Storrs with these simple instructions, “Go over to Mansfield and start a corn club.” He organized club work in the Mansfield schools in 1913 and in January 1914 became “State Club Organizer.” The program started with a war on the tent caterpillar. Literally thousands of youths collected tent caterpillar egg masses. Collections of the egg masses turned in to the teacher for examination entitled the boy or girl to an enrollment membership card which bore the signatures of the Director of Extension and the State Club Organizer. 4-H was off and moving.

The Cooperative Extension Service was created as Congress passed the Smith-Lever Act of 1914. For over three-quarters of a century the Four-Leaf Clover has been a familiar symbol for millions of 4-H members and 4-H alumni in the United States. During the early 1900s what is now 4-H was given various names – boys’ and girls’ clubs, agricultural clubs, home economics clubs, corn clubs, cotton clubs, tomato clubs, canning clubs, etc.

In 1907 O.H. Benson introduced the first emblem design used for boys’ and girls’ clubs. It was the three-leaf clover. The three H’s stood for Head, Heart and Hands. Around 1908, Benson and others began using a four-leaf clover design. Benson said that the H’s should stand for Head, Heart, Hands and Hustle... Head trained to think, plan and reason; Heart trained to be true, kind and sympathetic; Hands trained to be useful helpful and skillful; and the Hustle to render ready service and to develop health and vitality.

At a meeting in Washington D.C. in 1911, club leaders adopted the present 4-H design, a green four-leaf clover with an H on each leaf. O.B. Martin, South Carolina suggested that the four H’s represent the equal
training of head, heart, hands and health of every child. In 1924, Boys’ and Girls’ Club work became known as 4-H and the 4-H clover emblem was patented. In 1937, Congress passed a law to protect the use of the 4-H name and emblem. This law was slightly revised in 1948.

A National Committee on Boys’ and Girls’ Club Work was organized in 1921 to encourage private sector support.

The First National 4-H Congress was held in 1922 and the first National 4-H Club Camp in 1927. The 4-H Pledge was officially adopted in 1927, by the 4-H members and leaders attending the first National 4-H Camp in Washington D.C. Otis Hill, State 4-H Leader from Kansas, wrote the pledge. The pledge has been changed only once, in 1973 to include “my world.”

The 4-H motto: “To Make the Best Better” was proposed by Miss Carrie Harrison, a botanist in the Bureau of Plant Industry. It was adopted by the 4-H members and leaders attending the 1927 National 4-H Camp and has remained unchanged.


Extension Committee on Organization and Policy created a 4-H Subcommittee to deal with policies and procedures in 1939.

County 4-H agents organized a national professional organization in 1947.

4-H moved rapidly to other countries after World War II.

The International Farm Youth Exchange began in 1948. (Now known as International 4-H Youth Exchange or IFYE).

The national 4-H Club Foundation organized in 1948, opened the National 4-H Center, a special citizenship/leadership training facility, in 1959 at Chevy Chase, Maryland.

A division of 4-H and Young Men and Women’s Programs was created in the U.S. Department of Agriculture in 1952.

Increased emphasis was given to science, work with low-income people, minorities, urban youth and contemporary concerns of society in the 50s, 60s and 70s.

CES successfully used television as a 4-H educational method in the sixties and seventies.

Extension in 1976 issued 4-H in Century III, a 4-H program guide of 28 recommendations. Earlier guides included 4-H in the 70s, Set for the Sixties, Ten Guideposts and others.

The National 4-H Council was created in 1976-77 by the merger of the National 4-H Foundation and the National 4-H Service Committee.

The Blue Sky Below My Feet Space Technology Video Program featuring Col. Ellison Onazuka and dedicated to the Challenger Crew was developed in the 1980s.

The 1990s focused on issue-based programming, i.e., Youth at Risk and National Initiatives identified by the Cooperative Extension System: Alternative Agricultural Opportunities; Building Human Capital; Competitiveness and Profitability of American Agriculture; Conservation and Management of Natural Resources; Family and Economic Well Being; Improving Nutrition, Diet and Health; Revitalizing Rural America; and Water Quality.
Chapter 1, Section 3: Who Funds 4-H?

PUBLIC SUPPORT
The 4-H program is conducted by the Cooperative Extension System of the University of Connecticut. Funding for basic programs is provided by the federal government through the United States Department of Agriculture and the state of Connecticut. 4-H Educators and secretarial staff are employees of the State of Connecticut.

PRIVATE SUPPORT
National: The national 4-H Council is a non-profit corporation which supports 4-H on a national basis. The Council also operates the National 4-H Center near Washington, D.C. and the National 4-H Supply Service.

State: The Connecticut 4-H Development Fund supports many state 4-H programs and awards trips. Funds are obtained from grants, corporate and individual donations.

County: The county Extension Council and 4-H program committees hold fundraisers to obtain funds to provide support for programs and supplies not provided by the state.

More detailed descriptions of the Connecticut 4-H Development Fund and local Extension Councils:

CONNECTICUT 4-H DEVELOPMENT FUND, INC.
The Connecticut 4-H Development Fund is an independent, non-profit organization closely associated with, but not part of, the 4-H Youth Development program of the University of Connecticut Cooperative Extension System. It was formed in 1970 for the purposes of supporting and promoting the 4-H program in Connecticut. The organization was incorporated as a 501(c)(3) organization and registered with the Secretary of State. The Development Fund serves a fundraising and distribution function by supporting a variety of opportunities for Connecticut 4-H youth and leaders. Some of the programs supported through the years include: the International 4-H Youth Exchange (IFYE), Double Dutch, horse activities, livestock judging, Citizenship Washington Focus, camperships, teen and volunteer leadership conferences, the National Dairy Conference, the National 4-H Congress, the National 4-H Conference, and Connecticut’s Teen Connection Conference. In the past few years, it has become open to administering grant funds obtained by Extension Educators as a way to further promote youth development.

A major project and focal point of the Development Fund has been the Connecticut 4-H Farm Resource Center located in Bloomfield, Connecticut. In 1973, the heirs of Beatrix Fox Auerbach, in recognition of her long involvement with farming and 4-H, leased a portion of Auer Farm’s 300-tree apple orchard to 4-H. Due in part to the continuing success of the orchard project, her heirs donated some 75 acres of the 128-acre farm to the Connecticut 4-H Development Fund in December 1976. On September 30, 1978, having completed almost two years of planning and intensive developmental activity, the 75-acre gift was officially dedicated as the Connecticut 4-H Farm Resource Center.

The 4-H Farm currently offers several agriculturally-oriented field trips for youth, preschool through grade six. These programs include: Farms Produce Food, Summer on the Farm, Apples and Apple Trees, The Farmer as an Environmentalist, and The Farmer as a Mathematician. Other offerings are developed for short-term programs. Also produced and sold on the Farm are apples, pumpkins, raspberries, hay, Christmas trees and (soon) blueberries.
THE LOCAL OR COUNTY EXTENSION COUNCIL

The Connecticut Cooperative Extension System is a partnership between: The State of Connecticut, through the University of Connecticut; the Cooperative State Research, Education, and Extension Service; USDA; and Local Extension Councils.

The Local Extension Councils- organized by county, are the recognized groups with which the Cooperative Extension System (CES) cooperates. The Councils serve as the vital links between the communities and CES. Representative members of each council exchange and solicit ideas, identify major community needs, support the implementation of programs that best meet local needs, and overall, help people “put knowledge to work.”

The volunteers on the Councils in each of Connecticut’s eight counties reflect the communities’ make-up. All are volunteers working with local Extension Educators to promote CES (including 4-H) programs, and fund raise to support local CES programming.
Chapter 1, Section 4: Philosophy of Connecticut 4-H Youth Programs

We believe that 4-H Youth Programs foster the development of children in becoming adults of integrity who are coping, competent, caring and contributing members of society. What DO we do in 4-H Youth Programming to promote coping, competent, caring and contributing members of society?

Coping:
- Interpersonal relationship/skills
- Experiential learning approach
- Resulting from feedback/evaluation experience
- Critical thinking and decision-making

Competency:
- Project skills
- Feedback/evaluation experience
- Record books
- Active and value contributing opportunities
- Awards of recognition

Caring:
- Community service
- Growth/nurturing projects, i.e. plants and animals
- Adult-child relationship
- Group dynamics/membership
- Exchanges
- Junior/teen readers
- Communicative skills/opportunities

Contributing:
- Community service
- Leadership development
- Active involvement/engagement
- Teaching/sharing skills

The Essence of 4-H is a . . .

...Youth-directed learning experience in which youth have the responsibility for decision-making and leadership.

PROGRAM EMPHASIS AREAS

Nine emphasis areas are identified in the 4-H youth development program in Connecticut. All 4-H project work fits into one or more of the areas. Connecticut 4-H staff developed this model in order to report impacts of the 4-H program to local, state and federal partners in a more organized manner.

The nine emphasis areas are consistent with those outlined on a national basis. In the implementation of the new impact plan, a state action team will be organized for each program emphasis area. The team will involve University of Connecticut faculty as subject matter specialists, volunteer 4-H leaders, 4-H youth and others who can help Extension Educators plan, teach and obtain resources. The committees will review and recommend curriculum, identify resources, establish volunteer training, and plan and promote statewide 4-H activities.

Program Emphasis Areas:

- Citizenship
- Communication and Expressive Arts
- Consumer and Family Science
- Environmental Education
- Healthy Lifestyle Education
- Leadership (for youth and adults)
- Plants and Animals
- Science and Technology
- Workforce Preparation

See the Member chapter under “4-H Project Areas” for more detailed information on each of the emphasis areas.
Chapter 1, Section 5: The 4-H Emblem, Pledge/Slogan, Motto and Colors

4-H Emblem
The official emblem is a four-leaf clover with an H in each leaf. The H’s stand for Head, Heart, Hands and Health – the foundation of all 4-H programs.

As a leader, you will help your member develop:

HEAD Learning to think, make decisions, understanding Why’s and How’s, and gaining new and valuable knowledge.

HEART Being concerned about the welfare of others, accepting responsibilities as citizens, determining values and attitudes by which we live, and learning how to live with others.

HANDS Gaining new skills, perfecting skills already known, developing respect for work and pride in accomplishment.

HEALTH Practicing healthful living, protecting the well-being of self and others, and making constructive use of leisure time.

The emblem is nationally accepted and protected by copyright by the U.S.D.A.

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

4-H SLOGAN
“Learn By Doing” is the 4-H member’s way of acquiring new skills and learning how to get along with others. New skills come from working with the hands. The ability to get along with others comes from working and playing with the group.

4-H MOTTO
“To Make the Best Better” is the aim of each member in improving project work and in building better clubs and communities.

4-H COLORS
The white in the 4-H flag symbolizes purity. The green, nature’s most common color, represents life, springtime and youth.

4-H is the youth development program of the University of Connecticut Cooperative Extension System. The Cooperative Extension System was established in 1914 by the Smith-Lever Act to provide educational programs to people in informal settings. CES is funded by the USDA and the State of Connecticut. Besides 4-H, Cooperative Extension staff specialize in home economics/family life, agriculture, horticulture and community resource development.

4-H is available to all youth seven through 19 years of age, free of charge.
Chapter 1, Section 6: Use of the 4-H Name and Emblem

SEPARATION OF VOLUNTEERS’ BUSINESS AND YOUTH WORK

“The 4-H name and emblem, and the youth program they represent have earned wide respect throughout our nation and in many countries around the world. As Cooperative Extension workers, it is our responsibility to protect and promote use of the 4-H name and emblem in order to reflect the educational goals and achievements of 4-H.”

Authorized use of the 4-H name and emblem is a privilege and can be revoked for mis-representation or use which does not further the positive image of 4-H or does not further the educational objectives of 4-H.

“The 4-H club name and emblem shall not be used to imply endorsement of commercial firms, products, or services.”

“All uses of the 4-H club name or emblem shall be consistent with the educational purposes, character-building objectives, and dignity of the 4-H program and the 4-H club name or emblem shall be given a position of prominence. It is not permissible to superimpose any letter, design, or object on the 4-H club emblem, or to materially alter its intended shape.”

In some instances, a 4-H volunteer has a private business whose nature is related to the interests of the 4-H group’s members, i.e. a stable, kennel, tack shop, craft shop, etc. In some instances, the 4-H volunteer has a private business in which he gives lessons which may be related to the interests of the 4-H members. It is very important that the volunteer business and the 4-H group activities are always separate and distinct.

A 4-H volunteer may not require that 4-H members in her group purchase supplies, projects or lessons from the leader’s business.

A 4-H volunteer must not require that 4-H’ers in the group board or train project animals at the 4-H volunteer’s business facility.

The 4-H volunteer must not require that 4-H members in the group purchase or lease project animals from the volunteer’s business.

Funds raised by a 4-H club must be deposited in an account bearing the name of the 4-H group and the 4-H group must determine the use of the funds.

The 4-H group treasurer must keep an accurate accounting of the group’s funds.

1 The 4-H Name and Emblem – Guidelines for Authorized Use, USDA, ES 1986, preface.
2 The 4-H Name and Emblem – Guidelines for Authorized Use, USDA, ES 1986, 4d page 3.
3 The 4-H Name and Emblem – Guidelines for Authorized Use, USDA, ES.
Chapter 1, Section 7: Types of 4-H Youth Membership

Youth participate in the Cooperative Extension 4-H and Youth Development Program in a variety of ways. They include:

- **Organized Group Member**
  Group meets regularly through the year, member keeps records, involved in a variety of activities, group has officers and holds business meetings, participates in county or state activities.

- **Lone Member**
  Independently studies one or more project areas, keeps records, participates in county or state activities.

- **4-H Discover Member**
  Seven to 12 years of age participate in a home correspondence course, receive monthly newsletters with project and activity information, eligible for county activities.

- **Special Interest Group Participant**
  Studies one particular subject on a short-term basis (six or more hours), is eligible for county activities. One example would be the embryology program.

- **Enrichment Program Participant**
  Program is usually curriculum enrichment, one to two hours in length presented by a trained volunteer. Some examples include Bicycle Safety, Bus Safety or any single workshop type program.

- **4-H Overnight Camping Programs**
  Youth taking part in an Extension planned educational experience of group living in the out-of-doors which includes being away from home at least one night (resident, primitive or travel camping).

- **4-H School-aged Child-care Education Programs**
  Educational programs offered to youth outside of school hours, usually in a school or other community center and incorporating 4-H curricula. The primary purpose is to provide care for youth while parents are working or unavailable. (Youth who are members of 4-H clubs in school-age child-care settings are considered members of “organized 4-H clubs.”)
CHAPTER 2: You – The 4-H Volunteer

“A volunteer is a person who can see what others cannot see; who can feel what most do not feel. They are gifted and citizens in the fullest.”

As a volunteer, you are a very important partner in helping youth grow up to be competent, coping, contributing adults. In this section you will learn about the various volunteer leadership roles in 4-H, University policies governing those roles, guidelines for group risk management, group insurance information and tax deductions for volunteers.

Section 1: Leadership Roles
Section 2: Volunteer Opportunities
Section 3: Guidelines for Reducing Risk for 4-H Volunteers
Section 4: Volunteer Liability
Section 5: 4-H, You and the IRS
Section 6: Working with 4-H Staff
Chapter 2, Section 1: Leadership Roles

The University of Connecticut Cooperative Extension System depends on volunteers to implement local education programs for youth. Different local offices have different committees. But in all offices, the 4-H volunteers work with other adults, children or groups in a variety of ways. The chart below lists the general categories of leadership and their subsequent roles. For detailed job descriptions, please see your local educator.

Types of Volunteer Involvement

<table>
<thead>
<tr>
<th>Position</th>
<th>General Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Club Leader</td>
<td>• Recruits youth within a community, ensuring club is available to all youth</td>
</tr>
<tr>
<td></td>
<td>• Keeps members informed of club activities and events</td>
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<tr>
<td></td>
<td>• Works with project leaders to maintain club in good standing</td>
</tr>
<tr>
<td>Junior Leader/Teen Leader</td>
<td>• A teen who works under the guidance of an adult volunteer</td>
</tr>
<tr>
<td>Project Leader</td>
<td>• Instructs groups in a particular project or activity</td>
</tr>
<tr>
<td>Assistant Leader</td>
<td>• Assists club leader and assumes responsibilities if that person is unavailable</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>• Committees composed of adults and sometimes youth</td>
</tr>
<tr>
<td></td>
<td>• Assists local programming efforts in conjunction with Extension Educator</td>
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<tr>
<td></td>
<td>• May organize and conduct fundraiser</td>
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<td>• Assists in the selection of 4-H awards</td>
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<td></td>
<td>• Promotes 4-H</td>
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<td></td>
<td>• Additional responsibilities specific to each local office</td>
</tr>
<tr>
<td>Fair Association Directors or Advisors</td>
<td>• Association composed of 4-H members, leaders other volunteers, local Educator</td>
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<tr>
<td></td>
<td>• Organizes and conducts the annual Fair (Hartford, Litchfield, New London, Middlesex/New Haven, Tolland, Windham)</td>
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<td></td>
<td>• Each association is incorporated</td>
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<tr>
<td>Camp Boards</td>
<td>• Boards of Directors are responsible for camp property and camp program</td>
</tr>
<tr>
<td>Program Committees</td>
<td>• Committee composed of adults and sometimes youth</td>
</tr>
<tr>
<td></td>
<td>• Organized at the local, regional or state level with local Educator</td>
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<tr>
<td></td>
<td>• Organizes, implements, and evaluates activities pertaining to a specific project area.</td>
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</tbody>
</table>


Chapter 2, Section 2: Volunteer Opportunities

The opportunities listed are an excellent way to meet other volunteers, and share ideas and suggestions. The volunteer camaraderie alone is a reason for attending a state, regional or local leader conference! Working with youth is a demanding role. It helps to know that others are experiencing what you are and that they may have suggestions for new ideas.

Don’t miss out!!! Make the most of your 4-H experience. County, regional, state, interstate, national or even international involvement is possible. The chart below lists just a few of the opportunities.

Volunteer Opportunities

<table>
<thead>
<tr>
<th>Level</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>Planning Group Activities; Group Leader or Project Leader working with School Groups, Community Service Organizations or Enrichment Groups; 4-H Office Volunteer.</td>
</tr>
<tr>
<td>Regional</td>
<td>Fair Advisor; County Advisory Committee Member. County Coach for Judging Teams, Hippology Team or Quiz Bowl Teams. Judges for Food Show, Fair/Festival, Fashion Revue or Public Speaking. County/Multi-County Planning Committees, Exchanges and Shows.</td>
</tr>
<tr>
<td>State</td>
<td>Camp Volunteer; Planning Committee Member; Day Volunteer for Marine Science, Public Speaking or Fashion Revue. State Coach for Horse/dairy/livestock Judging Team, Hippology Team or Horse/Dairy Quiz Bowl Team. State Horse or Dairy Advisory Committee Member. Connecticut Teen Connection Chaperone.</td>
</tr>
<tr>
<td>National</td>
<td>Chaperone and/or Coordinator for National 4-H Congress or Conference, Citizenship: Washington Focus, or National Dairy Conference.</td>
</tr>
<tr>
<td>International</td>
<td>Host Family for International 4-H Youth Exchange(IFYE) or Institute of Language Experiment and Exchange (LEX), Coordinate International Exchanges.</td>
</tr>
</tbody>
</table>

Volunteer Training

There are plenty of resources to help you. CES provides training sessions, one-on-one consultations with your local Educator, training manuals, advice from more experienced leaders and perhaps committees that deal specifically with the subject matter of your club. Cooperative Extension may conduct local, regional, state and national volunteer conferences. In May, the Governors Task Force on Volunteerism conducts a Connecticut Volunteer conference. This one-day event hosts workshops on a variety of topics that may interest you. Scholarships are often available to help you attend such conferences. Do not be afraid to ask for help!!!
VOLUNTEER RECOGNITION

Just as you recognize the efforts of youth, the University of Connecticut CES recognizes and acknowledges its volunteers for their efforts at the local, state and national level. Each local office also has its unique recognition program. The local, state and national recognition opportunities are listed below.

Volunteer Recognition

<table>
<thead>
<tr>
<th>Type of Reward</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Awards</td>
<td>Years according to service; special awards according to each county.</td>
</tr>
<tr>
<td>Connecticut Meritorious Service</td>
<td>Purpose of award is to recognize individuals and/or organizations who have supported the 4-H program in roles other than direct leadership to 4-H.</td>
</tr>
<tr>
<td>Connecticut 4-H Leadership Award</td>
<td>Purpose of award is to recognize individuals providing leadership to organized groups.</td>
</tr>
<tr>
<td>Connecticut 4-H Alumni Award</td>
<td>Purpose of award is to recognize individuals who were active in the 4-H program as members and have continued their commitment to the program into adulthood.</td>
</tr>
<tr>
<td>Cooperative Extension System (CES) Awards</td>
<td>Purpose of award is to recognize the outstanding efforts of individuals who support Cooperative Extension.</td>
</tr>
</tbody>
</table>
Chapter 2, Section 3: Guidelines for Reducing Risk for 4-H Volunteers

INTRODUCTION
4-H volunteers are responsible for the welfare of the 4-H members under their supervision. This material describes methods to reduce the risk of harm to 4-H members. It also provides information that will help protect you, the 4-H volunteer, from legal action, if harm does come to a 4-H member. Volunteers should contact the local 4-H Extension Educator for additional information or help.

VOLUNTEER APPLICATION FORM
All University of Connecticut Cooperative Extension 4-H volunteers need to complete the volunteer application form. This form outlines the responsibilities you assume as a volunteer. It will remain on file in the local Extension office.

As a 4-H volunteer, you agree to:

1. Participate in appropriate volunteer training.
2. Conduct 4-H activities in compliance with UConn Cooperative Extension System guidelines.
3. Keep 4-H staff informed of group or project activities including field trips, fund-raising events and other special activities.
4. Maintain up-to-date enrollment with the local University of Connecticut Cooperative Extension office for yourself, your members and other 4-H volunteers you direct.
5. Welcome all youth, their families and other volunteers to participate in the program regardless of race, color, national origin, religion, sex, age and disability.
6. Maintain appropriate records and financial information for your group.

LEADERSHIP AND SUPERVISION
• Always be alert to potential dangers.
• Provide thorough orientation for youth, parents and other volunteers you supervise.
• Make sure all participants, including parents, know the rules.
• Review safety rules and proper procedures with participants before starting any activity.
• Review conduct rules at the beginning of activities, and establish a procedure for handling infractions. Do this with member participation.
• Handle any rule or procedural infraction in a timely manner.
• Do not use any form of physical punishment.
• Provide an adequate number of adult supervisors, especially when involved in activities with high levels of risk (such as horse shows, swimming, working with power tools, etc.).
• Make sure families are aware of special activities you are planning.
• Use the “buddy system,” which encourages participants to take responsibility for each other.
• Establish a system of accounting for handling group funds which has supervision by more than one person or family. Have annual audits of funds. Do not use petty cash or shoe-box operations.
• In accordance with laws governing non-profit organizations, if your group disbands, all money in the group treasury and any other group property can only be given to another non-profit organization, not to individuals. Since 4-H group funds were attained in the name of 4-H, they should be given to your local 4-H organization (such as 4-H Advisory Councils, 4-H Foundations or 4-H Fair Associations, etc.). To arrange this, contact your local 4-H office.
PERMISSION AND HEALTH FORMS

• Use permission forms. A signed form giving the parent’s permission assures that the parent is aware of the event, location and risk involved.

• A health information form should be completed annually and kept on file.

• Forms are available at the local Extension office and in the “4-H Group” chapter.

• Bring the forms with you on field trips.

INSURANCE

• Health and accident insurance should be obtained for special events, activities and trips. Your Extension 4-H staff can provide information about low-cost insurance that can be purchased on an annual or daily basis.

• Automobiles used for transporting 4-H members should have adequate auto insurance coverage.

• If a certificate of insurance is required to use a building, request this from your local Extension Educator immediately.

TRANSPORTATION

• Require adequate insurance (see Insurance section).

• If you assume responsibility for establishing car pools, it is your responsibility to assure that all drivers are at least 18 years old and have a valid driver’s license. You should not permit anyone to drive whose driving you know to be dangerous. Whenever possible, have parents arrange the car pool assignments for their child(ren).

• The law requires that everyone use a seat belt. Do not overload cars, and do not allow members to ride in the back of pickup trucks – it is against the law.

• A member who is known to cause trouble for drivers should be driven by their own parent or left at home.

EMERGENCY PROCEDURES

• Care for the injured person.

• Call for emergency professional help, if needed.

• Contact parents by the fastest means possible.

• Follow the parent’s instructions about obtaining medical care. If unable to contact the parent, refer to health form for emergency contacts. If none are available, use your best judgement.

• Stay calm. Eliminate confusion and fear. Have other adults handle the other members present.

• Assemble the facts. Verify them from different sources. These may be needed for a report. Notify Extension staff of the incident. Complete the accident report form as soon as possible (see chapter 4).

• If media is involved, designate one person to speak with them. Usually this is the Extension Educator. Protect the privacy of the injured person and that of the other members of the group.

• Involve the Extension Educator in processing any follow-up insurance claims, legal issues or media coverage.

CHILD ABUSE

• Avoid real or perceived child abuse issues by having at least three adults and/or youth present at all times.

• If you suspect that a 4-H member is being abused, contact your 4-H Extension Educator for guidance in reporting. For more information, see the Child Abuse fact sheet in the Youth Development Issues chapter.
HARASSMENT/DISCRIMINATION

- Harassment and discrimination are against University of Connecticut policy. Included are harassment or discrimination on the basis of race, color, national origin, religion, sex, age or disability.

- Avoid any verbal, written, graphic or physical conduct which might bring emotional, psychological or physical harm or explicitly degrade any individual.

- Educate 4-H members, parents and volunteers on working with diverse audiences.

SAFETY GUIDELINES FOR 4-H VOLUNTEERS

The role of safety in the 4-H program can’t be underestimated. In all of our work with young people, we have a responsibility to them, and to their families, to provide a safe environment. By following a few simple guidelines, you can provide such an environment.

For all project areas, the following guidelines should be followed:

1. The volunteers will review the project and the planned program of activities to identify areas of potential risk. Once identified, a plan to minimize these risks will be in place, and understood and practiced by all leaders involved in the project.

2. Adult volunteers will develop a guideline to determine appropriate actions during an emergency. Emergency drills will be practiced, where appropriate.

3. The 4-H project will start with a discussion of the project and safety procedures that one should follow when involved in that project.

4. Each member will demonstrate that he/she fully understands and can follow the established safety guidelines for that project.

5. All machines or equipment used with the 4-H project will be in good repair with all safety features (guards, safety switches, etc.) in place and functional. An adult leader will check the equipment prior to use.

6. Protective safety equipment will be worn when recommended or advised. State guidelines regarding safety equipment will be followed. In all cases, the following safety equipment will be utilized:
   a. Protective floatation devices will be used by all youth who are on the water.
   b. Safety helmets meeting the ASTM SEI guidelines will be worn by all youth when mounted upon, or being pulled by, one or more equine animals.
   c. State law requires that youth under the age of 12 wear safety helmets when riding a bicycle on state highways.
   d. Safety goggles will be used by youth when using power tools.

7. All equipment will be appropriate for the age, size and ability of the participants.

8. A first aid kit should be available at the meeting site.

9. In all 4-H programs, the volunteer should understand the proposed program activity, know the experience and qualification of the volunteers involved, understand the skill level of the youth involved, and assess the degree of risk before acting. All volunteers are to act in a responsible manner where 4-H programs are concerned.
Chapter 2, Section 4: Volunteer Liability

CONNECTICUT

Chapter 53 of the Connecticut General Statutes (particularly 4-165) provides that “(no) state officer or employee shall be personally liable for damage or injury, not wanton, reckless or malicious, caused in the discharge of his duties or within the scope of his employment. Any person having a complaint for such damage or injury shall present it as a claim against the state under the provisions of this chapter.”

Connecticut General Statute 4-141, in turn, defines the term “state officers and employees” to include every person elected or appointed to or employed in any office, position or post in the state government whatever his title, classification or function and whether he serves without remuneration or compensation.” This includes volunteers of record of the Cooperative Extension System, 4-H/Youth Development Program.

For those volunteers serving as a director, officer or trustee of a nonprofit organization qualified as tax exempt (501 (c) of the IRS code), and is not compensated for such services, Connecticut General Statutes section 52-568(10) provides “...shall be immune from civil liability for any act or omission resulting in damage or injury occurring on or after the effective date of this act, if such person was acting in good faith and within the scope of his official functions and duties, unless such damage or injury was caused by the willful or wanton misconduct of such person.”

FEDERAL

As a volunteer, you are also protected by the Federal Volunteer Protection Act of 1997. This Act makes sure that people who volunteer their services – whether it be through serving on a nonprofit board of directors or spending time at a local community center – can do so without worrying that their offer of free services ends up costing them in legal fees. The law’s key provisions include:

Liability Protection of Volunteers

With certain exceptions noted below, the law provides that volunteers for nonprofit organizations or governmental entities cannot be sued for actions taken during their work for the organization or entity if:

1. the volunteer was acting within the scope of his or her responsibility;
2. appropriate or required for the activities in which he or she was engaged, the volunteer was properly licensed or certified by the appropriate authorities;
3. the volunteer did not engage in willful or criminal misconduct, gross negligence, reckless misconduct, or conscious, flagrant indifference to the rights or safety of the individual harmed by the volunteer; and
4. the harm was not caused by the volunteer operating a motor vehicle, vessel or aircraft, or other vehicle for which the State requires a license or insurance.

Volunteers Covered

The law covers volunteers for States and their subdivisions, as well as volunteers for nonprofit organizations. Nonprofit organizations entitled to the law protection include those exempt from taxation under Sections 501(a) and 501(c)(3) of the Internal Revenue Code and “any not-for-profit organization which is organized and conducted for public benefit and operated primarily for charitable, civic, educational, religious, welfare, or health purposes.

No Punitive Damages Against Volunteers

The law provides that plaintiffs cannot collect punitive damages from volunteers unless the plaintiff establishes by clear and convincing evidence that the volunteer’s actions amounted to willful or criminal misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed.
Exceptions to Liability Protection for Volunteers
The Volunteer Protection Act does not immunize volunteers from liability for crimes of violence, hate crimes, sexual offences, violations of civil rights laws, or actions taken under the influence of drugs or alcohol.

No Additional Liability Protection for Organizations
The Volunteer Protection Act provides liability protection to volunteers only; it does not alter current law governing lawsuits against the nonprofit organizations themselves, including lawsuits against nonprofits based on actions of volunteers.

Preemption of Less Stringent State Laws
The Volunteer Protection Act “preempts” conflicting State laws that provide less protection to volunteers. That means that with any lawsuit involving a volunteer, the new Federal law – not any conflicting State law – applies, unless the State law provides volunteers with protections in addition to those provided by the Federal law. The only exceptions to this are:

1. State laws excepting lawsuits by State or local governments are not preempted;

2. State laws conditioning a limitation of liability on the requirement that nonprofit organizations provide a source of recovery for people harmed by volunteers are not preempted.

3. State legislatures are allowed to pass a law declaring the Volunteer Protection Act inapplicable to State court actions involving exclusively the citizens of that State. The Connecticut legislature has not passed such a law as of this time.

Effective Date
The laws applies only to lawsuits that are both 1) filed on or after September 16, 1997 and 2) based on actions that occurred on or after that date.

*Please note, this information is provided for informational purposes only. It is important that your organization consult legal counsel before amending any organizational policies as a result of the passage of this bill.

UNIVERSITY OF CONNECTICUT POLICIES THAT AFFECT VOLUNTEERS
The University has specific policies on affirmative action, equal opportunity, people with disabilities and harassment that as a representative of the University affect you as a volunteer. For detailed information on these policies, please see your local educator.

Policies state that:
“Individual, organizations and associations who partner with the University of Connecticut Cooperative Extension System in its educational programming are responsible for supporting equal access and upholding and participating in the legal policies and regulations of the University.”
Chapter 2, Section 5: 4-H, You and the IRS

You may be surprised to find that some of your expenses as a 4-H volunteer or donor may be tax deductible. 4-H volunteers and committee members, parents and other donors may benefit by recording expenses and donations to 4-H and deducting these as charitable contributions on their federal income tax, when deductions are itemized.

The Internal Revenue Service issued a special group ruling to the Department of Agriculture in 1946 and a supplemental ruling in 1973 declaring that 4-H clubs and 4-H organizations are exempt from federal income tax.

CLUB INCOME EXEMPT

1. If a club receives $10 or more interest on savings during the year, it must furnish the saving institution with an IRS employer identification number (even though there are no employees). Obtain an application for a number, Form 55-4, at any Social Security Administration or IRS office.

2. If a club’s gross income exceeds $25,000 in its fiscal year, it must file the Annual Information Return Form 990 and use the 4-H federal income tax group exemption number 2704.

DEDUCTIONS OF VOLUNTEERS

Volunteers may deduct out-of-pocket expenses such as the following when incurred in connection with services to 4-H or 4-H leadership training:

1. materials, awards or project supplies the volunteer provides;

2. fees, travel expenses (including meals, lodging and cost of transportation) if not reimbursed;

3. donations; and

4. mileage fees if privately owned vehicle is used for transportation to 4-H meetings and events.

Volunteers and Any Donors to 4-H Organizations May Deduct

1. cash, bequests and gifts to 4-H;

2. clothing, food or merchandise donated to 4-H functions (examples: a casserole donated to a 4-H dinner, furniture donated to a 4-H auction). The donor may deduct the fair market value of the gift at the time it was donated; and

3. supplies which are items of ordinary inventory in the hands of the donor (example: paint donated to the 4-H Camp by a merchant). The donor may deduct his/her cost for the supplies.

Volunteers May Not Deduct

1. expenses for child care while volunteering;

2. contributions of time or services;

3. cost of raffle tickets purchased; or

4. expenses incurred by dependents as 4-H participants.

RECORDS OF DEDUCTIONS

The taxpayer must be prepared to prove deductions. Receipts and canceled check are best. It may not always be possible or practical to obtain them. The Internal Revenue Service will generally accept a chronological record showing the date, nature of expense, cash or fair market value, name of specific 4-H organization receiving the donation, and if mileage is involved, miles traveled.

For more detailed information, refer to the Tax-Exempt Status of 4-H Organizations Authorized to Use the 4-H Name and Emblem, a USDA booklet, Program Aid Number 1282. A copy should be available from your local Extension office.
Chapter 2, Section 6: Working with 4-H Staff

In every county, the 4-H Youth Development Program is planned and conducted by 4-H staff and volunteers working together as a team to carry out the 4-H mission.

4-H volunteers are part of a large network of individuals working with 4-H youth throughout the United States. 4-H volunteers are caring adults and teens who serve as positive role models for the youth they work with in our local community 4-H programs.

There are many roles for volunteers. Volunteers who work directly with youth are screened and trained to ensure that they will serve our youth in the best manner possible.

Whatever the role you may select as a volunteer, you will interact often with county 4-H staff. You may also have the opportunity to work with state 4-H staff. It is important that you understand the role of paid staff in helping you to do your job as a volunteer.

THE ROLES OF COUNTY 4-H STAFF

The county 4-H staff is responsible for working directly with volunteers. This includes recruitment, screening, training, evaluation, and supervision of teen and adult volunteers involved in the program. The staff also provides guidance to county 4-H advisory groups, camp boards, fair associations, program committees, and county 4-H foundations.

Another responsibility is to plan, conduct and evaluate educational programs in cooperation with volunteers. This may include activities and events such as public presentations, fairs, camps, recognition events, animal shows and others. It may also include school enrichment and after-school programs, special interest programs, and programs run in cooperation with other organizations.

The county 4-H staff also promotes the 4-H program through mass media and cooperating with other agency organizations. In addition, he or she has specific program responsibilities.

4-H Staff

The local 4-H staff is administratively responsible for the total county 4-H program. This means he or she is responsible for overall program planning, reporting, staff training and the general state of the 4-H program. In addition, he or she has specific program responsibilities.

Every county 4-H staff person is also a University of Connecticut faculty/staff member, and in addition to county responsibilities, may be assigned university-related duties. These may include research, committees, faculty meetings and more. By fulfilling these duties, the link between the county and the university is strengthened. This also ensures that 4-H members and leaders receive the most current information and opportunities available.

The 4-H staff reports to the Assistant Director of CES at the state Cooperative Extension Office at the College of Agriculture and Natural Resources at the University of Connecticut.

The 4-H program assistants are responsible for specific 4-H program areas. This varies from county to county depending on need and situation.
Other Local Staff

Each UConn CES Center houses CES faculty/staff. In addition to 4-H/Youth Development, you find Consumer and Family Sciences Educators teaching parenting, child development, financial management, and environmental programs. Agriculture faculty/staff conduct Master Gardener programs, home horticulture programs, Integrated Pest Management (IPM) programs, and programs to improve the quality of Long Island Sound. CES Educators also support local farmers with current and leading edge techniques and information to improve production and quality.

The Center Coordinator is a part-time administrative position assumed by one of the Educators. The Center Coordinator works with the local Council, supervises support staff, provides a link to the University and works with other Center staff to provide efficient service to the local community.

Centers cannot exist without the help of clerical support staff. Each Center has an Administrative Assistant who manages the center budget, assists the Center Coordinator and performs many other tasks. Other staff offer clerical support, answer phones, provide referrals and serve as a resource.

STATE 4-H STAFF

Connecticut has a 4-H Program Coordinator located at the State Office in Storrs, Connecticut. This person coordinates the State 4-H Awards Program and other state and regional activities, serves as the liaison to the Connecticut 4-H Development Fund, Inc., and acts as Managing Editor of the State 4-H Newsletter.

The 4-H/Youth Development Team

The 4-H/Youth Development Team is made up all staff in CES working with the 4-H program. Along with volunteers, this group coordinates, plans and conducts state and regional programs. The 4-H/Youth Development Team also develops, reviews and revises 4-H Policies and Procedures, YD curriculum and 4-H records.
In this chapter, you will discover beliefs about leadership, learn your leadership style, what the qualities of a good leader are, what 4-Hers expect from their leaders, and how to identify and support your team members.

The long range goals of leadership include:
• raising the motivation level of your members;
• developing teamwork, and a sense of caring and responsibility in your members;
• improving the members’ ability to make decisions; and
• furthering the individual development of each member.

Section 1: What 4-Hers Want
Section 2: Your Leadership Style
Section 3: You Are Not Alone
Section 4: Involving Parents in 4-H
Section 5: Parents – Helping Your 4-Her to Succeed
Section 6: Working With Teen Leaders
Section 7: Involving the Community
Section 8: Communication

Are You a Leader or a Boss?

<table>
<thead>
<tr>
<th>A Boss:</th>
<th>A Leader:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drives</td>
<td>Coaches</td>
</tr>
<tr>
<td>I</td>
<td>We</td>
</tr>
<tr>
<td>Authority</td>
<td>Goodwill</td>
</tr>
<tr>
<td>Fear (roadblocks)</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Fixes blame</td>
<td>Fixes breakdown</td>
</tr>
<tr>
<td>Says “No”</td>
<td>Says “Let’s Go”</td>
</tr>
</tbody>
</table>

New England Regional 4-H Leaders
Chapter 3, Section 1: What 4-Hers Want

A survey conducted among 4-Hers shows that they know what they want their leader to be like.

• A good leader plans ahead, is familiar with the activities, knows us and is well organized.
• A good leader accepts responsibility for the bad times as well as the good ones.
• We like a leader who is confident enough to take risks.
• We want a leader we can be proud of. The club leader should be a good example. They are our role models. They are fair, honest and ethical, and do what is right even at personal sacrifice.
• If the leader doesn't have the know-how, he should find someone to teach us who does know. He needs to know what he is teaching – or have resources.
• We want a leader who is patient with us, someone who is willing to idle his motor when he really feels like stripping his gears. A leader needs patience – learning is often slow.
• We need someone who is fair with us but knows how to control us. A leader must be understanding, but must have the respect and cooperation of the group. A good leader is self-controlled and self-disciplined.
• We love a leader who can laugh with us about funny things that we do, or that just happen. A good sense of humor goes a long way in making an effective leader. We want to have fun.
• We like leaders who are not “old fogies,” but who keep up with the times. They can explain things on our own level and make it interesting. A leader should be an interesting “today” person – in attitudes if not in years. A good leader is open to new ideas and wants to learn more.
• We like to have a lot to say about what our club is doing and have our leaders accept suggestions from us. A leader shouldn't make us afraid to ask questions and shouldn't be in such a hurry that he gives us the feeling we're wasting his time. A leader needs to listen. They should not always “run the show.”
• A leader should tell us the things we do right, not just the things we do wrong. Deserved praise from a leader encourages learning.
• When a leader praises us in front of the club, they shouldn't compare us to others who aren’t doing as well. They help us to see how we have improved over what we did before and where we could do better. A good leader helps the club members make their best better.
• A good leader tries to equalize the load to be carried by members. When we have big jobs like demonstrations, exhibits and major projects, they see that the work is divided equally and help us get the materials we need. Getting members to work equally and effectively is part of the job of a good leader.
Chapter 3, Section 2: Your Leadership Style

If the purpose of 4-H is to teach leadership skills to youth, you may be asking yourself, “What do I do?” A question most leaders deal with constantly is, “How democratic should I be?” When you are the recognized leader, you have a certain power. How you use that power will affect the freedom and productivity of your members. As you use more of your power (leader-centered), the group will have less freedom. As you use less of your power, the group will have more freedom (group-centered).

Effective leaders use both subtle and complex ways to influence and motivate members. The descriptions below explain some typical leadership patterns you may want to use with your group.

LEADERSHIP PATTERNS

“Telling”
The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells the followers what they are to do. The leader may or may not consider what he believes the group members will think or feel about the decision, but they clearly do not participate directly in the decision-making. Coercion may or may not be used or implied.

“Selling”
The leader, as before, makes the decision without consulting his group. However, instead of simply announcing his decision, he tries to persuade the group members to accept it. He points out how he considers organization goals and the interests of group members, and he states how the members will benefit from carrying out the decision.

“Testing”
The leader identifies a problem and proposes a tentative solution. Before finalizing it, however, he gets the reaction of those who will implement it. In effect, he says, “I’d like your frank reactions to this proposal, and I will then make the final decision.”

“Consulting”
From the beginning, this leader gives the group members a chance to influence the decision. He presents a problem and relevant background information, then asks the members for their ideas on how to solve it. In effect, the group is invited to increase the number or alternative actions to be considered. The leader then selects the solution he regards as most promising.

“Joining”
The leader participates in the discussion as “just another member” and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his superiors. (Many research and development teams make decisions this way.)

The diagram below depicts the leadership patterns, and the balance of power between the leader and the members.

<table>
<thead>
<tr>
<th>Leader Authority</th>
<th>Group Freedom</th>
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<tbody>
<tr>
<td>TELLS</td>
<td>SELLS</td>
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<tr>
<td>TESTS</td>
<td>CONSULTS</td>
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<tr>
<td>JOINS</td>
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The authority you exert and the freedom the group enjoys depends on the situation, the age and experience level of the group members, your experience level, and many other factors.
Chapter 3, Section 3: You Are Not Alone

Sometimes leaders feel they should shoulder the responsibility of the club. Effective leaders learn to delegate!!! Leadership in successful clubs is shared by leaders, parents and members. Remember – it is not just your club.

You may need to delegate more if the following happens:

• You cannot keep up with your responsibilities.
• Others are not taking opportunities to do tasks.
• Communication failures are common.
• You are feeling overburdened and resentful.

WHO IS ON YOUR TEAM?

Okay, you want to delegate. This section will help you identify team members and ways to build your team.

Who should be on your team? There is no set plan. Your team will depend on the number of members, variety of projects, your abilities and interests, resources in the community, teens and parents, and the experiences your members want to pursue.

Potential members of your team include your local Extension Educator, more experienced leaders, the community, and the teens and parents of your club. You can access other leaders by attending leader meetings, by phone, by e-mail, or by subject matter committee meetings. The most important members of your leadership team are teens, parents and the community.

WHY DO PEOPLE VOLUNTEER?

Most people will volunteer when asked. Knowing what motivates people to volunteer will help you when requesting assistance for your help.

People volunteer because they:
• believe in the organization.
• were asked to serve by a member, a leader or a professional worker.
• feel a sense of civic duty and a concern for the community.
• like to associate and work with other people.
• achieve personal satisfaction.
• desire to serve and help others.
• gain pleasure through seeing individuals grow and develop.
• wish to help their own children.
• need a break or diversion from everyday routine, a job or a family.
• are willing to share their talents and skills with others.
• crave new experiences, interests and adventure.

KEYS TO A SUCCESSFUL TEAM

The key to a successful team and delegation is that individuals are clear about their jobs and confident in doing them. Here are some tips to help you build a team.

1. Select jobs to be delegated.
2. Select the proper person for the job.
3. Be clear about responsibilities and duties. Write a job description.
4. Prepare, train and motivate team members.
5. Let people do their job. Encourage independence and recognize that each person's style is different.
6. Give people enough time to do the job.
7. Let team members know that you appreciate their efforts.
Members of your team need to “march to the same beat.” You may want to discuss the following positive youth development concepts with your team.

- Team members should understand that the process of human growth and development is always more important than the success of a project or activity.
- Create an atmosphere in which youth get to know and like each other. Try not to pit them against each other in meaningless competition. Give them chances to work and socialize together.
- Provide opportunities for members to gain confidence in themselves. If you know your members well, you can probably guide them somewhere between too easy success and certain failure.
- Encourage youngsters to respect the ideas and actions of others. Show your approval when members are able to work out problems and make compromises. Discourage situations in which dominant members take over completely.
- Promote thinking and decision-making. Distinguish between making suggestions and spoon-feeding. Let competent boys and girls struggle somewhat if solutions are within their reach.
- Recognize differences according to age, and tailor your program and your leadership to fit the group. Obviously, the interests and abilities of members are partly dependent upon their ages. The kind of leadership you give (the amount of independence you expect, the nature of the projects you suggest, etc.) will vary with the age and maturity of members.
Chapter 3, Section 4: Involving Parents in 4-H

4-H is a family affair! Or it should be. This means that parents of your 4-H members should be an important part of your program. Parental involvement is one of the keys to a successful 4-H club. It provides an ongoing base for club support and expands the potential for interesting and exciting 4-H club programs. Active parents mean active members:

 Favorable Attitudes + Parent Interests + Active Parent Cooperation = Successful 4-H Clubs

WHY SHOULD PARENTS PARTICIPATE IN 4-H?

Parent participation in 4-H results in the following benefits:

• 4-H is a family affair offering many opportunities where both child and parent participate with common interest, strengthening family ties.

• Active parent participation can strengthen and broaden the 4-H program.

• When parental support is positive, the club is likely to become stronger, larger and more active.

• In clubs where parental support is evident, individual members receive more personal attention and guidance from leaders and parents.

• Club activities and events will develop and expand with the support of parents. 4-H can have a positive influence on the lives of boys and girls. This happens only when parents care enough to share their time, efforts and talents.

IDEAS TO HELP INFORM AND GAIN THE COOPERATION OF PARENTS

• Involve members and parents in setting goals and planning your club’s program each year.

• Become familiar with the interests and special talents of your members’ parents. Ask for advice in areas where they can contribute, then make good use of good ideas. Be specific with requests. Use the Parent Interest Inventory in this chapter.

• When parents volunteer to help, make sure they are involved in something worthwhile. Make a note of their offer, and return their call within a few days with some specific task in which they can help.

• Involve parents in sharing leadership as project leaders. Emphasize that they can teach a skill or project that may require only a few 4-H meetings for the entire year.

• Keep parents informed. Help them understand the 4-H objectives. Send notes and letters directly to parents about the club program. In the beginning of the year, you may want to have a meeting just for parents to explain the 4-H goals and opportunities available.

• Invite parents to club meetings. This is especially important if you don’t meet in homes. Hold a club meeting for parents where 4-H members present the program, using presentations, judging or exhibits.

• Let parents know what is expected from their child, and show your interest in their child by phone calls, letters, home visits, and discussions before and after club meetings.

• Be clear about your expectations. Explain what you are willing to provide and do as a leader and where you need help.

• Recognize both members and their parents. Thank parents for their support both personally and publicly.

• Compliment parents for their contributions to the club program.
• Maintain parent interest. Arrange a special social event with parents. Ask county 4-H staff to attend a parent-night program. Introduce parents to the 4-H staff so they can become better acquainted.

• Encourage members to make their 4-H work a topic of family conversation.

• Solicit parent involvement at the 4-H fair and at other activities and events where results of 4-H club workers are shown.

• Give parents a copy of Parents: *Helping Your 4-Her Succeed*.

**Source:** By Erika U. Leal, Regional 4-H Agent, North 1990, revised 1994.

**References**


*Parents – Partners on the 4-H Team* (tape-slide program), Cooperative Extension Service, The Ohio State University.
4-H PARENT INTEREST SURVEY

Dear 4-H Parents:
Welcome to the 4-H Family! 4-H helps youth to develop knowledge, attitudes and skills they need to become competent, caring and contributing citizens of the world. Parents and 4-H leaders working together can do so much more for the girls and boys than either can do alone.

We hope you share in 4-H by encouraging your child to participate and, as the 4-H motto says, to “Make the Best Better!”

Please check the things you are willing to do to provide learning opportunities for the 4-H members, and return the survey to the club leader.

**Home**

____ 1. Enable my child to attend all meetings and encourage him/her to be an active, contributing member of the club.
____ 2. Encourage my child to start and complete projects on time. I will take an active interest and encourage pride in his/her own achievements.
____ 3. Encourage my child to participate in county workshops, public presentations, fair, camp and other activities which enhance learning opportunities.
____ 4. Encourage my child to keep an up-to-date calendar of 4-H meetings and events.
____ 5. Encourage my child to maintain current records of 4-H projects and activities.
____ 6. Enable my child to meet financial responsibilities in monthly dues, project expenses, etc.

**Club**

____ 1. Provide an occasional meeting place for the club.
____ 2. Help provide light refreshments for a 4-H meeting.
____ 3. Share a special interest or hobby with the group. List___________________________________
____ 4. Help carpool transportation for meetings or field trips.
____ 5. Be a leader’s helper for one project. List______________________________________
____ 6. Help youth prepare for public presentations or a fair.
____ 7. Serve on a committee to help plan and conduct events.
____ 8. Make telephone calls.

**County**

____ 1. Help carpool transportation to county meetings or events.
____ 2. Help at county events.
____ 3. Serve on a county committee as an interested parent.
____ 4. Assist during the 4-H fair (set up, take down, staffing booths, etc.)

*Thank you!*

Name________________________________________________________

Street Address____________________________________________________________________

City________________________ Zip_______ Telephone (day)___________ (evening)___________
e-mail____________________________________________________
Chapter 3, Section 5: Parents – Helping Your 4-Her to Succeed

THE DO’S AND DON’TS OF BEING A 4-H PARENT

DO’S
• DO take time to learn about 4-H, what it stands for and how it operates.
• DO advise your son or daughter in selecting 4-H projects.
• DO show your interest and enthusiasm for the 4-H projects selected. Find out what is suggested for members to do and learn. Encourage your child to work on the project and record-keeping all year long and not to wait until the last minute.
• DO encourage your child to participate in county and state events such as public presentations, camp, fair, workshops and other activities.
• DO keep the purpose of the 4-H project in perspective. Realize that a project is simply a teaching tool and a method for involving boys and girls in a worthwhile activity. Above all, remember that your child is more important than the 4-H project.
• DO keep in mind that the most important goal of 4-H is personal growth of the individual.
• DO give encouragement when your 4-Her succeeds and even more when he/she fails. Judging and awards are not final exams. Whatever ratings are given or scores received, help your child to see progress made, things that have been learned and goals that have been reached.
• DO offer your home for 4-H meetings; volunteer your hobbies and talents to 4-H leaders; provide transportation to other members.
• DO be tactful with 4-H leaders, educators, judges and your child.
• DO remember that 4-H leaders and judges are often volunteering their own time for the benefit of your child; don’t forget to show them your appreciation.
• DO ASK QUESTIONS!

DON’TS
• DON’T do your child’s project for them, even though you may be able to do it faster, better, simpler and with much less mess.
• DON’T discourage a child’s enthusiasm by providing too much corrective influence or criticism.
• DON’T let the desire to win overpower your child’s ability to learn. DO keep in mind that the 4-H experience should be an educational one.
• DON’T schedule family vacations that conflict with your child’s 4-H schedule.
• DON’T relive your childhood experiences through your child.
• DON’T view your child as an extension of yourself. Don’t view his/her success or failure as a reflection of your ability or worth.
• DON’T assume your child is always right.
PARENT'S 4-H PLEDGE

I pledge my HEAD to give information to help my child see things clearly and to make wise decisions.
I pledge my HEART to encourage and support my child, whether he has successes or disappointments.
I pledge my HANDS to help my child’s club; if I cannot be a leader, I can help in many equally important ways.
I pledge my HEALTH to keep my child strong and well for a better world through 4-H, for my child’s club, our community, our country and our world.

MAKING THE BEST BETTER

Ask yourself why you wanted your child to join 4-H. If it is to win, you will be disappointed. If it is so your child can learn and become involved in a worthwhile activity, you will be satisfied. Recognition comes with doing the best your child can do. Be a supportive parent and help your child and 4-H leader to “Make the Best Better!”

Source: Adapted by Ginny Diem, County 4-H Agent, Somerset County, 1990, revised 1994.
Chapter 3, Section 6: Working With Teen Leaders

Many 4-H teens want to become leaders in the 4-H program so they can:
- share what they know,
- learn new skills or
- assume new responsibilities.

In many counties, you will find teens as co-leaders of clubs with adults, as judges of county events, as summer camp counselors, as teen advisors to program committees, as officers of fair associations and as role models for other 4-H youth.

As the adult partner in one of these leadership experiences, you can provide the direction and support that will help the teens reach their goals with a feeling of success. Teen leaders may discover their new leadership opportunities through their own 4-H club or as part of a county event committee, such as the fair, awards event or public presentations.

WHO IS ELIGIBLE?
Youth enrolled in grades eight through 13 are eligible to become teen leaders. They are selected (by adult volunteers) because of their interest in or knowledge of the projects of the club and their desire to develop leadership skills. They are usually good teachers and enjoy working with children.

Teens involved in county activities, events and fairs are also considered teen leaders. In addition to working with younger members, they also concentrate on designing programs and working cooperatively to accomplish goals.

WHAT CAN A TEEN LEADER DO?
Teens can take responsibility for many tasks such as:
- organizing a club business meeting.
- teaching members specific project material or skills.
- leading recreational activities.
- organizing portions of a county, state or regional event.
- designing and implementing a community service project.
- planning or assisting with recreation before or after the meeting.
- arranging an educational presentation or tour for the club.
- serving as a chairperson of a committee.
- serving as a committee member.
- helping a younger member prepare a public presentation.
- taking pictures of a club activity or program.
- adopting new members: answering their questions, teaching them the 4-H pledge, and helping them complete their projects.
- serving as an assistant project leader.
- recruiting new members.
- assisting with fundraising.
- sharing a hobby as part of the club program or project meeting.
- teaching basic parliamentary procedure to other members.
- assisting in telephoning members.

Since each teen leader has unique interests and abilities, duties should be customized and vary from person to person. Once duties are finalized, it is best to write down tasks, dates of completion and other pertinent information. This paper should be signed by the teen and club leaders.
WHAT SUPERVISION IS NEEDED?
Teens are encouraged to take on as much responsibility and authority as they can comfortably handle. They should be supervised when working with children. An appointed adult must be available to serve as a mentor.

WHAT ARE SOME COACHING SKILLS I COULD USE?

Getting to Know Each Other
No matter what the task, it’s best to start by getting to know both the teen’s strong points as well as any area where skills will need to be developed. You, as the adult coach and mentor, can encourage trust by sharing which skills you plan to develop in this teamwork experience.

Some teen leaders will have as much experience with the 4-H activities as the adult; others may need a lot of orientation to this new situation. By getting to know each other, the give and take of ideas and suggestions can begin.

Welcoming New Ideas
Encourage new ideas and their development by asking the teen leader questions such as: “Have you ever done that before or is this something new you would like to try?” “How would you carry that out?” “What effect do you think that would have?” “What kind of assistance would you need?” “What things might not work as planned and what would you do?”

By avoiding phrases such as, “We don’t do it that way,” and “That won’t work!”, the enthusiasm and energy created in a partnership will grow. When the teen suggests something that has, in your past experience, been a failure, look for a piece of it that can be incorporated into another method so that the teen feels included in the decision-making process and you feel confident as the coach.

Sharing Responsibilities
Plan each person’s role. Advance planning and discussion of each step in the planning process will prevent the automatic dominance of either leader.

The teens you coach can grow into great leaders by learning new skills, testing their limits and abilities and discovering how to handle challenging responsibilities. As teen leaders mature, they can be given increasing responsibility and independence. The timing of each additional duty should be decided cooperatively by both teen and adult leaders.

Delegating
Delegation has two elements – responsibility and authority. Ideally, the elements are both assigned to the same person. When delegation is used properly, one person (often the teen leader) is given responsibility for a task and the authority to implement or direct it.

If you as the adult leader find it difficult to transfer authority to a teen leader, check to see if your planning is thorough. When carefully planned and implemented, sharing responsibilities can become a growth opportunity for the teen leader and a liberating experience for you.

When transferring responsibility to a teen, it is important for you to choose words that form a request rather than an order. By considering each opportunity from the teen leader’s perspective, you will delegate in a way that shows respect for the teen’s feelings and abilities.
Supporting Each other
Your role as coach and mentor of the teen leader includes letting others know that the teen is acting in an official capacity and that others are expected to listen, follow directions and cooperate. The teen leader is responsible for generating some of this respect but needs your consistent support.

As the adult, you may quietly support ideas and suggestions made during discussions or show enthusiasm for the projects of the teen leaders. You can also serve as backup for unanticipated occurrences. As you demonstrate these support skills to the teen, you may discover similar support being provided to you by the teen.

CELEBRATE YOUR SUCCESS AS AN EFFECTIVE TEAM
Congratulate one another on each step of progress made and goals achieved. Take time to celebrate the success of your club and also your partnership. Thank each other for support and assistance given. Then start to make plans for meeting the next challenge.

Source: Written by Rose Mary Bergmann, County 4-H Agent, Morris County and Robin L. Yeager, County 4-H Agent, Camden County 1990, revised 1994.

Adapted for use in Connecticut by Ede Valiquette and Laura Marek, Extension Educators, University of Connecticut.
Chapter 3, Section 7: Involving the Community

THE COMMUNITY
An effective leader is able to involve people, places and businesses in their club program. This will “share the burden” and provide your members with experiences far beyond what you could provide alone.

WHAT DO YOU WANT?
The best place to “look” for community resources is right in your group. Ask the group what they want to do. Do they want to do any special projects? Are there any field trips appropriate to projects? What is their community service project going to be? Spend time brainstorming with the club.

WHERE DO YOU LOOK?
Tell everyone you know that you are a 4-H leader and looking for help. Ask at your church, job, school or other groups you associate with, even your bowling team! Eventually word gets around, and friends of friends will begin to volunteer.

Once you have tapped your own personal community, it’s time to spread your wings. Contact local Volunteer Bureaus. Get the word out through posters and word-of-mouth. Think about senior centers, grocery stores, doctors’ offices, libraries, hospitals, banks and local clubs.

The local, daily or weekly paper can be an excellent resource for new project leaders or programs. Read it with an eye for people who are doing programs for other non-profits, libraries or schools. Call and ask them to repeat the program for your club or suggest a resource person whom you can contact.

Also, check for meeting announcements of adult clubs such as the county photography club, gems and minerals club or garden club. An appeal to their membership might recruit a new project leader.

Keep up with what’s happening locally. It could provide you with ready-made volunteers and meetings. Is the local department store putting on a fall fashion show? Is the Historical Society giving lessons on colonial cooking? Is the garden club giving a spring bulb garden tour? Does your county have a dogwood or ice-harvesting festival, or an annual ethnic heritage celebration? All these can be worked into your 4-H program to enhance projects and expose members to new community resources.
Chapter 3, Section 8: Communication

Communication is a key element in the success of any organization. Communication builds relationships. Your relationship with your 4-H members will be built on the communication which takes place among all of you as a group.

COMMUNICATION: A TWO-WAY PROCESS
Communication is a two-way process. It involves a sender and a receiver, both sending and receiving messages. To communicate effectively, individuals involved in a communication exchange must be responsible speakers and listeners.

COMMUNICATING AS A 4-H LEADER
How often does a 4-H leader communicate? The following are some examples of times you'll need to use your communication skills.

Communicating with 4-Hers/parents
• Teaching your 4-Hers a skill, helping with projects
• Reminding your 4-Hers/parents of the next meeting date, supplies needed, etc.
• Informing 4-Hers/parents of the next county-wide event
• Assisting 4-Hers in preparing for the 4-H fair (filling out exhibit tags, etc.)
• Helping 4-Hers and parents complete 4-H member registration forms
• Training club officers
• Recruiting parents to assist with your club

Communication with the local Extension office
• Receiving training from the 4-H staff
• Reading 4-H newsletters
• Completing and submitting paperwork
• Requesting educational materials and information about the 4-H Program
• Volunteering to assist with county, state and regional events

Communicating with other 4-H volunteers
• Participating in 4-H Volunteers meetings
• Serving on advisory and program committees
• Training a co-leader/teen leader
• Asking for/lending moral support
• Sharing ideas informally
• Attending leader conferences

Other opportunities for communication
• Informing local press of club activities
• Organizing a club fund raiser and/or soliciting donations
• From local businesses
• Serving on county or statewide 4-H advisory committees or programs
TYPES OF COMMUNICATION
It's important to know that there are many ways to communicate. The two main types of communication are verbal and nonverbal.

Verbal communication entails one person speaking and the other listening.

Nonverbal communication comes in a variety of forms. It entails one person observing another person engaged in one of these activities:

• Facial expressions (i.e., smile, frown, rolling the eyes)
• Gestures (i.e., handshake, nod, making a fist)
• Other forms of body language (i.e., turning away from someone, dozing off)
• Sounds that are not words (i.e., laughter, snort, groan)

Keep in mind when working with 4-Hers that there are many ways to communicate. Be aware of facial expressions or other forms of nonverbal communication. Nonverbal communication often sends the strongest message and can cancel a verbal message. Listen by observing, and you'll be able to build better 4-H club relationships.

4-H LEADER COMMUNICATION TIPS
1. Listen! This means working to understand what the speaker is saying.
2. Maintain eye contact with children and adults – it lets them know they are communicating with you.
3. If you don’t understand what your 4-Her, parent or 4-H staff member is saying, ask!
4. Be honest and straightforward – set a good example for your 4-Hers.
5. Be aware of the nonverbal communication going on among your 4-Hers.
6. When necessary, set aside an appropriate time and place for communication (conference with a parent, etc.).
7. Encourage your 4-Hers to communicate. Ask them, “What questions do you have?” and let them do the talking as often as possible.
8. Respond to the requests made by the 4-H staff – that way, they know you’re still out there and surviving!

CHAPTER 4: The 4-H Group

“Leadership is the art of influencing people to progress with cooperation and enthusiasm toward the accomplishment of the mission.”

This chapter covers the logistics of organizing and managing your club.

Section 1: 4-H Group Organizational Guidelines
Section 2: 4-H Enrollment
Section 3: Selecting a Name for Your 4-H Club
Section 4: A Sample Club Constitution
Section 5: 4-H is Being Safe
Section 6: Permission Form, Emergency and Health Information Sheet, and Accident or Incident Report
Section 7: Managing Your Group’s Finances
Section 8: Application for Employer Identification Number – Form SS-4
Section 9: Fundraising in 4-H
Section 10: Publicity Methods
Chapter 4, Section 1: 4-H Group Organizational Guidelines

To be considered a 4-H group in good standing in Connecticut, an organized group:

- Completes enrollment materials and returns the signed forms to the 4-H Office by November 15 or as soon as possible. To be considered eligible for completing the current 4-H year, members must be enrolled no later than May 1. The 4-H program year runs from October 1 through September 30.
- Encourages members to participate in a public presentation at the club or district level.
- Completes a community service project.
- Participates in county fund-raising activities.
- Promotes record keeping through member’s upkeep of record books.
- Provides an atmosphere where youth feel safe and learn to appreciate, accept and support the uniqueness of others.

A 4-H member in good standing in Connecticut meets the following guidelines:

- Must be at least seven years old and not 19 years old as of January 1 of the project year.
- Selects projects for in-depth study.
- Records what they learn (record books).
- Attends meetings regularly (if a member of an organized group) and is an active participant.
- Participates in some form of public presentation.
- Has projects evaluated.

Members may enroll in more than one county or across state lines in order to take advantage of the diverse opportunities offered. In order to do this, they must enroll in a specific and different project area in each county or state. For example, if a youth participates in a rabbit project in one county, they are not eligible to enroll in that project in another county or state. In order to be considered for county/state awards, members must submit in writing their choice for county or state affiliation to the county or state of their primary affiliation.

MORE ABOUT 4-H GROUPS

What types of Groups Are There?

Single Project Group

Has only one project carried at a time. All members take the same project. One project may be carried all year, or two or three projects may be taken through the year, each at separate times.

Many Project Groups

More than one project is carried at the same time. Each member may be taking a different project. One member may take the same project the whole year, such as photography, while the others take several projects. Several project leaders may be needed for this type of group.
Where Do Groups Meet?

- Homes of different members
- Leaders’ homes
- Community buildings, churches or fire houses
- Include meeting place in the program plan
- Leaders should remember that 4-H’ers like to entertain the group in their home – this makes it easier on the leader and informs parents of what the group is doing.

When Do Groups Meet?

- Varies from group to group, depending on age and projects. Many groups meet twice a month during the school year.
- Groups may continue through the summer (suggestions):
  - June – family picnic, prepare exhibits for showing
  - July – prepare records, group project tour
  - August – plan exhibits and help with Fair
  - September – educational trip and election of officers

What Are the Steps Needed to Choose a Project?

- Selection:
  - Look in publication list and enrollment list. Look in the *Leader’s Handbook, Chapter 6: Projects*. Consider experience and interest of members and leaders.

- Carrying it Out:
  - Leaders are encouraged to attend training sessions when possible.
  - Order project materials from the 4-H office.
  - Leaders review materials and hold project meetings.
  - Complete project records.
  - Review what has been learned; become aware of strengths as well as weaknesses.
  - Participate in project related activities.

- Project Recognition:
  - Recognition of 4-H members is based on their project records and achievements. Taking age and experience into consideration, give awards to those who have made outstanding accomplishments.
  - See chapter 9 for more information on awards and recognition.
Chapter 4, Section 2: 4-H Enrollment

DATABASES

The local CES office in each county maintains a 4-H group or club database including an individual 4-H member database. This is the official list of 4-H members in each county.

4-H groups and individual members are required to update the database once a year, to be considered current groups in good standing and bona fide 4-H members.

The mailing lists generated by this enrollment process are strictly for the use of the 4-H educational program and are not available for public access.

Each county in Connecticut may ask for the enrollment information in different formats, but all include:

- Name
- Mailing Address
- Phone Number
- Date of Birth (youth)
- Years in 4-H

For statistical purposes additional information may include:

- Grade in School
- Project Area
- Urban, Suburban, Rural (designations of residence)

Lack of a current enrollment form means your 4-H group is not recognized as a bona fide 4-H Club, and the group does not fall within the liability guidelines for coverage.

Enrollment forms are available from your local Extension Office.

The 4-H year is October 1 through September 30. Typically, 4-H clubs send enrollments into the CES office in the fall. Updates to membership are accepted throughout the year.

INSURANCE

If desired, accident insurance for members is available from American Income Life. For some special activities you may want to obtain from American Income Life special activity coverage for accident or illness. Call your Educator for more information. Sample brochures are located in the front notebook pockets. For more information about liability for you as a volunteer, see the section “Guidelines for Reducing Risk in 4-H Volunteers” in chapter 3.
Chapter 4, Section 3: Selecting a Name of for Your 4-H Club

Each 4-H club is a unique group of individuals who work together toward common goals. A club name should reflect the purpose(s) of the club, often relating to the projects(s) the club participates in, or the geographic area where members live or where the club meets. Allow all of the members to participate in selecting a name for the club. Information in this sheet may help you guide the members toward a wise choice.

NAMING A 4-H CLUB IS BOTH CHALLENGING AND FUN

When selecting a club name, be sure to keep this in mind that 4-H is an educational youth development program, committed to equal opportunities for all. As a part of the University of Connecticut Cooperative Extension System and publicly-funded by county, state and federal governments, 4-H does not discriminate on the basis of race, color, national origin, sex, disability or handicap. Therefore, please be sure that the club name you select is not biased for or against certain groups in any of these categories. It is possible to overlook subtle insinuations that some club names might accidentally exhibit.

Creative or cute names for 4-H clubs are fine, but consider whether any potential club members might shy away from joining just because of a misleading name. To maintain a positive image for the entire 4-H program, club names should neither shock nor confuse the public.

SOME EXAMPLES TO CONSIDER

For a 4-H home economics club:

“The Sewing Susans” would obviously discriminate against boys, whereas “The Nimble Thimbles 4-H Club” might be a better idea. But, make sure such a “cute” name wouldn’t be a turn-off to any members or potential members. Teens are particularly sensitive to cute names that may be better appreciated by younger kids.

For a 4-H gardening club:

“The Dirty Hands” would not be as appropriate as “The Green Thumbs 4-H Gardening Club” or “The Grow-Kids 4-H Club.”

IN SUMMARY

Most “violations” become obvious as you and your club carefully consider the club name. Just be aware of the not-so-obvious possibilities! Therefore, when selecting a club name, think about it carefully, be creative, and use a little common sense. To avoid confusion, try not to select a name currently being used by another club. When in doubt about a duplication or acceptance of a name, contact the county 4-H office for “approval” or suggestions.

Reference
Keith G. Diem, Ph.D., County 4-H Agent, Somerset, County 1990, revised 1994.
Chapter 4, Section 4: A Sample Club Constitution

DEVISING A 4-H CLUB CONSTITUTION

Why does a 4-H club need a constitution? For the same reasons our country needs one! By having fair and written rules, the rights of all members can be protected. The following is a suggested format for a 4-H club constitution. It may be adapted to meet local conditions. Be sure to send a copy of your club’s approved constitution to your county 4-H office. Include in the constitution when it was approved and most recently revised.

Suggested Format

Article I – Name/Identity

Section 1 – Name
The name of this organization shall be ________________________________.

Section 2 – Motto
The club motto shall be “To Make the Best Better.”

Section 3 – Emblem
The club emblem shall be a green four-leaf clover bearing a white “H” on each leaflet.

Section 4 – Pledge
The club pledge shall be:

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.

Article II – Mission and Purpose

Section 1 – Mission of 4-H
The University of Connecticut Cooperative Extension 4-H Youth Development program uses a learn-by-doing approach to enable youth to develop the knowledge, attitudes and skills they need to become competent, caring and contributing citizens of the world.

This mission is accomplished by using the knowledge and resources of the land-grant university system, along with the involvement of caring adults. (This is part of the official mission statement of the 4-H program).

Section 2 – Purpose of Club
The purpose of this club shall be to improve ourselves, our homes, our club and our community.
(Different or additional purposes can be used.)

Article III – Nonprofit status

This club is a nonprofit organization. Any funds received by the club for carrying out its purpose shall not accrue to the benefit of individuals, but to the benefit of the 4-H program.
Article IV – Membership

Section 1 – Eligibility
Any boy or girl in this county, ages seven through 19, may become a member of this club by applying for membership in at least one of the approved club projects and agreeing to live up to the standards set by the club. (However, the size of the club may be limited due to space limitations or the leader’s available time or ability to accommodate more members. Membership shall not be denied on the basis of race, color, national origin, sex, disability or handicap).

Section 2 – Responsibility
Each member must attend at least 70% of the meetings during the year. If a member is unable to attend a meeting due to a valid excuse (such as sickness or an important school or family event), the member must contact the club leader, secretary or president in advance to be excused. Each member should also complete an approved club project and keep a project record.

(Additional or different membership requirements may be used. However, the non-discrimination statement must be included exactly as printed in Section 1. Club dues are optional and determined by the club’s membership).

Resource
Written by Keith G. Diem, Ph.D., County 4-H Agent, Somerset County 1990, revised 1994.

Article V – Meetings

Section 1 – Dates
The club shall meet regularly every __________________(day/week) at __________________(time) at __________________(place).

Special meetings may be called by the president and 4-H leader as needed. Adequate notice is needed.

Section 2 – Quorum
A simple majority (one-half plus one) of members must be present to conduct official business of the club.

Section 3 – Order of business
The following order of business shall be followed at regular club meetings:

1. Meeting called to order
2. Club rises, salutes the American flag with the Pledge of Allegiance and then recites the 4-H Pledge (to the 4-H flag)
3. Roll call
4. Minutes of last meeting
5. Treasurer’s report
6. Report of committees
7. Old or unfinished business
8. New business
9. 4-H leader’s report
10. Announcements
11. Adjournment
12. Educational program/project work
13. Recreation/refreshments
Article VI Committees

Standing and/or special committees will be created as needed.

Members are expected to volunteer for committee assignments.

The president has the authority to appoint committee chairs and members.

Articles VII - Officers

The officers of this club shall include: president, vice-president, secretary, treasurer and reporter.

Their duties shall be as follows:

• The president will preside at all meetings, uphold the constitution and adhere to parliamentary procedure. The president shall appoint committee chairs and members.

• The vice-president shall preside over the club in the absence of the president. The vice-president shall assist the president and serve as a link to all committees.

• The secretary shall write minutes of each meeting and report at the next meeting. The secretary will also keep attendance records and write club correspondence.

• The treasurer shall be responsible for all club funds and property, along with the club leader. The treasurer will give a report of the club’s finances at each meeting.

• The reporter shall collect newspaper and county newsletter clippings, photos, etc. for a club scrapbook/bulletin board/history. The reporter writes club meeting reports and sends them to the county 4-H office, and also may write and send club news to local newspapers, radio stations, etc.

A club may have more or fewer officers. In any case, duties of each one should be written and included in this article.

Article VIII – Election of Officers

The officers of this club shall be elected at the first regular meeting in ______________ (month). They shall hold office for one year. All active members are eligible to run for an office and to vote. Voting is by majority rule and done by secret ballot.

Article IV – Amendments

The constitution may be amended at any regular meeting by a two-thirds vote cast by those in attendance, providing notice has been given at the previous meeting.

Article V – Dissolution

If this club disbands, all club assets shall be assigned to ____________________________________________________________ (non-profit county-wide 4-H organization. Ask your county 4-H staff the name of this organization.)

Reference

Parts were adapted from a former New Jersey State 4-H publication, author unknown, dated 5/78.
Chapter 4, Section 5: 4-H is Being Safe

As youth development volunteers, it is your responsibility to provide a safe and supportive atmosphere for young people as they learn and grow. There is a lot that can be done to prevent accidents. Advance preparation and knowledge will ensure that the appropriate response will be made in the event of an emergency.

MAKING SAFETY A GROUP EFFORT
Start off each 4-H year with a review of safety procedures. Repeat the review several times during the year. Everyone should know what to do in case of a medical emergency as well as the safety guidelines for each activity. These guidelines should always be enforced.

Prepare a first aid box with your members. Have every member and volunteer (including yourself) complete medical forms with emergency contact numbers. Keep the forms with the group at all times, especially on field trips. Make sure someone else knows where they are located.

Invite local paramedics to a meeting to go over first aid procedures.

Provide an adequate number of adults at each function.

Develop a buddy system – this will help members take responsibility for others.

PREVENTING ACCIDENTS
Follow the safety guidelines for each subject area and activity. Teach the proper use of all equipment. Never use any tools unless they pass safety inspection. Set yourself as a good example.

Use safety helmets for activities such as riding, biking, canoeing, etc. Follow the rules of the road – ride with the traffic; walk against it.

Use protective goggles with any power tools. Use safety approved extension cords, taking care to keep them out of the way to prevent tripping. Never operate electrical equipment near a source of water.

Have working smoke detectors in all meeting areas. Store all medications, chemicals and tools carefully. Make sure the equipment being used is right for the task. Keep updated emergency numbers near all phones: Fire, Police, Ambulance, Physician and Poison Control.

Seat belts should be used in any motor vehicle with only licensed and insured drivers operating them.

No one should use any form of alcohol or unprescribed drugs.

GETTING MEDICAL HELP QUICKLY
First aid and CPR can save lives. In case of an emergency, have one person seek medical help while someone gives emergency care to the sick or injured person.

Dial 911 (or the emergency number in your area). Tell the location of the emergency including cross streets, house, floor and room numbers and the number of the phone you are using. Know as much as possible about the accident, injury or illness including how many people need help and the extent of the injuries. Take down any instructions. Don't hang up first.

BECOME FAMILIAR WITH BASIC FIRST AID PROCEDURES.
Enroll yourself, other group volunteers or teen leaders in a basic CPR/First Aid course.

TREATING COMMON INJURIES OR ILLNESSES
Animal Bites
Clean the area thoroughly with soap and water. Stop bleeding with direct pressure. If the wound is deep, or if you are uncertain as to the animal’s status of rabies immunizations, contact a doctor. Rabies is now a common concern throughout Connecticut.
Broken Bones
A physician should evaluate the injury if you suspect a broken bone. Stabilize the area to prevent further damage.

Burns
For burns causing ashen or charred skin, extensive blisters or burns to the hands, feet, face or pelvic area, contact a physician immediately. For less serious burns, run cool water over the area, and lightly dress with nonstick gauze. Do not burst blisters or use lotions or ointments.

Cuts
Wash with soap and water. Cover with a dry dressing/bandage. Contact a doctor for deep wounds or injuries to the head.

Heat Exhaustion
A person complaining of sudden weakness, headache or nausea with clammy, cool skin should be moved to a cool place. Have them lie flat with feet up. Loosen clothing and give them sips of cool liquids.

Heat Stroke
For a person with hot, dry skin; high temperature; dizziness; headache; vomiting; confusion; or loss of consciousness, have them rest in a cool place, lying flat with feet elevated. Apply cool compresses to decrease body temperature. If conscious, give them sips of cool liquid. Contact a physician for further instructions.

Insect Stings
Remove the stinger by gently scraping the skin around the area (popsicle stick, credit card). Wash with soap and water. A poultice of meat tenderizer/water may be applied to the area of the sting. Apply ice. If wheezing, paleness, vomiting or faintness occurs, seek medical help.

Poison Ivy, Oak or Sumac
Wash with soap and water. Apply a calamine lotion or over the counter cortisone cream. Contact medical assistance for severe rash or other symptoms of distress.

USE 4-H SAFETY CURRICULUM
4-H offers specific programs such as bus, bike, fire, sports and consumer product safety. Contact your local office for more details.

FIRST AID KIT
Waterproof container small enough to fit in a backpack.
Emergency Numbers: Fire, Police, Ambulance 911 (Remember to give location, problem, name of injured person and your name.)
Poison Control: 1-800-343-2722 (Give the person your name, poisoned person's name, type of poison – if known – symptoms you see. Never make the person vomit until you talk to poison control.)

Resources
Chapter 4, Section 6: Permission Form, Emergency and Health Information Sheet, and Accident or Incident Report

Once you have your group organized and enrolled, it is to your advantage to have easy access to emergency information. For activities, field trips and meetings it could be critical to know special health concerns of your members in emergency situations.

PERMISSION FORM FOR FIELD TRIPS AND ACTIVITIES
Different activities or functions of your club may dictate a need for permission forms. For instance, a field trip to a local business requires permission forms so all parents/guardians know where the child is, time of return, person in charge, etc. Use the form as the activity warrants.

EMERGENCY AND HEALTH INFORMATION SHEET
Emergency and health information, kept confidentially, can be an aid to you when children are left in your care. A 4-H group leader may want to collect emergency and health information once a year and keep it on hand to be used when the need arises.

ACCIDENT OR INCIDENT REPORT FORM
No one can plan for all possibilities, and accidents do happen. It is important to have an accurate record of all accidents or incidents. An official record of any accident or incident should be submitted to your local 4-H office. Notify the 4-H office and fill out the form as soon as possible, while the facts are clearest and freshest in your mind.

Following are copies of each of these forms for you to copy and use as needed.
CONNECTICUT 4-H
PERMISSION FORM FOR
FIELD TRIPS AND ACTIVITIES

Field Trip or Activity: __________________________________________________________
______________________________________________________________________________

Location of field trip or activity: __________________________________________________
______________________________________________________________________________

Date(s) of field trip or activity: ______________________________________________________

Time of departure: ________________________________________________________________

Time of expected return: ____________________________________________________________

Person in charge of field trip or activity: _______________________________________________

I understand that ________________________________________ (4-H member’s name) is participating in the above field trip or activity and has my permission to do so.

_________________________ ____________________
Parent/Guardian Signature Date
CONNECTICUT 4-H EMERGENCY AND
HEALTH INFORMATION SHEET

4-H Member’s Name: ______________________________________________________

Home Address: __________________________________________________________
__________________________________________________________________________________

Date of Birth: _______________ Home Phone: __________________________

Social Security Number _____-____-____

Parent(s)/Guardian(s) Name(s) (with whom the child resides) __________________________________

Can non-custodial parent transport child? _____yes _____ no _____ Not Applicable

Comments: _______________________________________________________________________

Name of Company and Work Phone(s): _____________________________________________

Emergency Contact Name, Relationship, and Phone: _________________________________

__________________________________________________________________________________

Medical Insurance Company and Insurance Number: _________________________________

__________________________________________ (Needed in order to treat in a non-emergency situation.)

Family Physician’s Name and Phone: ______________________________________________

Does your child have:

A) Specific health problem _____ no _____ yes

If yes, explain _______________________________________________________________________

__________________________________________________________________________________

B) Allergies _____ no _____ yes

If yes, explain _______________________________________________________________________

__________________________________________________________________________________

C) Latest Immunizations ______________________________________________________________

Date of completed primary or latest booster _______ _______ Tetanus _______ Pertussis

I am of the opinion that __________________________________________ (participant’s name) can safely participate
in the 4-H Program. In case of emergency while participating in a 4-H activity, permission is given to transport to
a hospital and for physicians to perform needed treatment. I will assume all
financial obligations if not covered by insurance.

__________________________________________   ________
Parent/Guardian Signature   Date
If the answer is “yes” to any of the following, enter the details on the lines provided, indicating diagnosis, date of illness or injury, name of hospital, length of hospitalization, name of doctor, etc.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problems such as epilepsy, emotional stress, convulsion, loss of consciousness, dizziness, paralysis, frequent anxiety, excessive crying.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>2. Lung disease, asthma, blood spitting, persistent cough, abnormal chest x-rays.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>3. Disease of heart or blood vessels, increased or abnormal blood pressure.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>4. Pain in chest or shortness of breath, heart murmur, rheumatic fever.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>5. Stomach or intestinal trouble: ulcers, gall bladder or liver disorder.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>6. Arthritis, diabetes, kidney or bladder disease.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>7. Hay fever or allergies, allergies to medicines including penicillin, tetanus.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>8. Impaired sight or hearing, chronic ear infections.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>9. Recent surgical operations or injuries.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>10. Been a patient in a hospital (other than #9).</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>11. Skin disease.</td>
<td>Yes/No________</td>
</tr>
<tr>
<td>12. Under on-going care of a physician for a chronic or recurring problem.</td>
<td>Yes/No________</td>
</tr>
</tbody>
</table>

Answer details for “yes” answer:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

(Please fill in both sides of this sheet and inform the 4-H Office of any changes)
CT 4-H ACCIDENT OR INCIDENT REPORT

LEADER TO COMPLETE:

Today’s date________ Name of injured___________________________________________________

Home addresss___________________________________ City_______________ State____ Zip____

Phone____________________ SS#___________________    Sex   M    F        DOB______________

Name of Parent/Guardian_____________________________________________

City or Town where incident/accident occurred_____________________________________________

Place where injury occurred_____________________________ Date/time of accident/incident_______

If injury was caused by a motor vehicle accident did police investigate it? _____

Police Department_____________________________________________ Case #_________________

Was Medical Care Given? (If yes give physician name/address/phone)
___________________________________________________________________________________
___________________________________________________________________________________

Description of Accident/Incident

How did the accident/incident occur? (when describing injury, name the type of injury, body part(s)
injured, cause and result of injury)
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Were there witnesses? (If yes, please supply name/address/phone)
___________________________________________________________________________________

Leader comments regarding incident/accident
___________________________________________________________________________________
___________________________________________________________________________________

Signature of 4-H Leader_____________________________________________ Date____________

I have reviewed the above form for completeness

4-H staff__________________________________ Date__________

University of Connecticut
COOPERATIVE EXTENSION SYSTEM
College of Agriculture and Natural Resources
Chapter 4, Section 7: Managing Your Group's Finances

4-H DUES AND TREASURIES

1. The national 4-H organization does not charge dues for membership. A group may collect dues for the purpose of funding group activities, project materials, outings, etc. No one can be turned away based on an inability to pay dues. If this presents a hardship, an alternative means of raising funds or obtaining materials should be used. Members should vote on amount and how often dues are collected.

2. 4-H groups are discouraged from accumulating assets in excess of what is planned for the 4-H year. Yearly financial reports may be required by each county office. It is also recommended that when a group disbands, any remaining monies be donated to local 4-H Advisory Committees or the Connecticut 4-H Development Fund to help promote future 4-H activity. Members should see and reap the benefits of the money they worked to raise. Some clubs approve a budget to help them spend what they raise each year (not more, not less). Again, remember that all fundraisers should have specific goals.

3. Achieving state sales tax exemption status (to be able to purchase program supplies without paying state sales tax) can be a complicated process. In order to obtain this tax-exempt status, you must first get a determination from the IRS on the 501C-3 Form of Exempt Status. This process takes several months, and there is a non-refundable application fee. Once you have received that federal status, you must file with the Connecticut State Department of Revenue. A copy of the full documentation needed can be obtained by calling 1-860-297-4909. (This has nothing to do with becoming incorporated).

4. It is recommended that groups with treasuries exceeding $25 open a bank account. The group will need to apply for an employee ID number (EIN #) or social security card from the Internal Revenue Service (IRS). This way, any interest earned will not go on any one individual's taxes. Use the form SS-4 Application for Employer Identification Number. A copy of this form can be obtained from the local IRS office or by calling 1-800-829-1040. When completing the form, for section 8A, check the box for “other non-profit organization” and write in “4-H club.” A sample completed form is found in this chapter. Written records of the club treasury should be kept and regularly reported to the club. Records should be audited by an objective audit committee (more than one person) annually.

5. Clubs that plan on having dues, fundraising or any other money, should have a treasurer to account for this property. Responsibilities for maintaining the club account are given to the treasurer, depending on the age and abilities of that member. Often, young and inexperienced treasurers simply collect and record dues paid, give the treasurer's report at meetings, and work with the leader on maintaining the club's account. Remember to help make the treasurer's role a learning experience!

6. Many 4-H programs have county-wide 4-H fundraisers to benefit the entire 4-H program in the county. Some counties need such fundraisers to maintain a 4-H center and/or fairgrounds. Your club should fully support any county-wide fundraising efforts before creating any of its own. Many county-wide fundraisers often share a portion of the profits with each club that participates. Expecting 4-H families and the neighborhood to participate in too much fundraising is not wise, and may result in negative 4-H public relations. It is probably better to do a few fundraisers very well than to attempt too many unsuccessfully.

7. Club accounts should be audited yearly. Clubs with a balance of $100 or over at the end of the year should have an audit performed by someone outside of the club. The 4-H leader is responsible for arranging this audit. Clubs with a balance less than $100 should form a committee to audit the books within the club. A copy of all audit records should be kept on file with the club's financial records.

8. Because the 4-H Youth Development Program is a non-profit educational organization, your club should be concerned with money only to the extent that it is needed to provide supplies or cover expenses incurred in running an active group for youth. It is a means, not the goal, of a successful club.
9. All money raised by, or given to, a club becomes the property of that club and not the property of any individuals in the club. This is also true for any items donated to the club. All property of the club should be included in a written inventory and kept with the treasurer’s permanent written records.

THE 4-H GROUP AND IRS

4-H groups are exempt from Federal Income Taxes. However, when the gross income exceeds $25,000, the Annual Information Return Form 990 must be filed.

The Internal Revenue Service issued a special group ruling to the Department of Agriculture in 1946 and a supplemental ruling in 1973 declaring that 4-H clubs and 4-H organizations are exempt from federal income tax.

CLUB INCOME EXEMPT

1. If a club receives $10 or more interest on savings during the year, it must furnish the savings institution with an IRS employer identification number (even though there are no employees). Obtain an application for a number, Form SS-4, at any Social Security Administration or IRS office.

2. If a club's gross income exceeds $25,000 in its fiscal year, it must file the Annual Information Return Form 990 and use the 4-H federal income tax group exemption number 2704.

Sources

Tax Exempt Status of 4-H Organizations Authorized to Use the 4-H Name and Emblem. United States Department of Agriculture, 1993.


Department of the Treasury. Internal Revenue Services.
### Application for Employer Identification Number

**Name of Local 4-H Club**

**4-H Leader's Address**

**4-H Leader's City, State and Zip**

**4-H Leader's County of Residence**

---

<table>
<thead>
<tr>
<th>Name of applicant (legal name)</th>
<th>EIN</th>
<th>4-H Leader's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade name of business (if different from name on line 1)</td>
<td>Same</td>
<td>Volunteer 4-H Club Leader</td>
</tr>
<tr>
<td>Mailing address (street address) (room, apt., or suite no.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City, state, and ZIP code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business address (if different from address on lines 4a and 4b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City, state, and ZIP code</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Type of entity (Check only one box.) (see instructions)**

- Sole proprietor (SSN) [ ]
- Partnership [ ]
- REMIC [ ]
- State/local government [ ]
- Church or church-controlled organization [ ]
- Other nonprofit organization (specify) [ ]
- Federal government/military [ ]
- Other (specify) [ ]

**If a corporation, name the state or foreign country where incorporated**

- State [ ]
- Foreign country [ ]

**Date the Club was formed**

- September [ ]

**Nonformal Youth Education Program**

- Number of local 4-H club [ ]

**4-H Leader's Signature**

- Current Date [ ]
Chapter 4, Section 9: Fundraising in 4-H

Fundraising can be a fun and positive learning experience for 4-Hers. This is accomplished if the fundraising activity has a specific purpose and if it has the support of 4-Hers and their parents.

1. Fundraising should be done to meet a specific goal. Such goals might be to help members pay for 4-H camp, to purchase a 4-H/American flag set for the club, to sponsor a club recognition banquet or to fund a community service project. Whenever possible, however, people should “pay their own way.” For example, each member pays for his or her own club T-shirt or brings a dish to a pot-luck club dinner. In other words, reserve club fundraisers for club needs and not for individual members’ needs. At most, the club might consider providing an “incentive” by paying a portion of a member’s expense, such as for 4-H summer camp, or by helping with the cost of a club jacket. Whatever the goals for the fundraising event, the club should approve the goal and what event will be held. Members should work to carry out the club’s goals with the leader’s guidance.

2. Make sure your club fundraiser is appropriate and can be easily accomplished. It is probably better to start small and build on small successes. Fundraising can be a good way for members to learn organizational and business skills. It can also be fun. Consider whether to do fundraising as individuals (such as door-to-door sales) or as a club (bake sale, car wash, etc.). Consider doing a fundraiser that doesn't require a great investment in advance. The less money your club must invest, the less money it can lose if the fundraiser isn't successful. Good examples are bake sales, car washes and service auctions (where members sell their services to clean garages, mow lawns, etc.). In any case, organize and publicize your event well.

3. The following is a list of some of the questions that should be answered by the 4-H club or group as they begin to plan their fundraising project.
   - How much money do we need to raise?
   - Why do you need the money?
   - Will it be a one day activity or a sales campaign?
   - What expenses will be involved?
   - How much help can you count on?
   - If it is a product, where will it be stored until it is delivered?
   - What kind of bookkeeping system will be involved?
   - How and where will the activity be promoted?
   - What local regulations do you have to follow?

4. Consider safety and legality in planning fundraisers. To ensure safety for 4-Hers and leaders, no one should solicit door-to-door. Individual solicitation should be done from family and friends, and only under the direct supervision of adults. Also, make sure that fundraising activities meet the legal requirements of the local municipality, county and state.

5. If you are planning to sell a commercial product, take a careful look at all of the details involved, such as ordering, selling and returning unsold goods. Find out clearly what your responsibilities are before you order to avoid any unpleasant misunderstandings later. Be sure to find out when and how the payment of the product is to be made. Also, be sure that you offer the public a quality item.
6. If the product is homemade, such as baked goods, be sure that they are made with quality ingredients and under sanitary conditions. Label the product with the name of the item and the ingredients. Wrap and display them attractively. Perhaps you could provide a bag or note with the name of the 4-H club and a “thank you” for supporting the project. Consumers need to be sure that they know what they are buying and from whom.

7. Inform the county 4-H office of your fundraising plans in advance. The county 4-H staff can then confirm that your event is truly a 4-H fundraiser if someone from the public calls to ask. Otherwise, unfortunately, an individual not associated with 4-H could illegally raise money in the name of 4-H. If such cases are reported, they can be stopped. The county 4-H staff can also help by providing ideas and publicizing the event.

8. If your group is having a fundraiser and purchasing things to sell, you can get a simpler tax exempt status under the Eleemosynary Organization provision, provided the amount of each item you are selling is under $20. This will allow you to purchase the items being sold (or materials to make for the sale) without paying sales tax. You also will not have to collect sales tax as part of the fundraiser. The supplier will ask for a completed Certificate of Exempt Sales by Youth Groups and Schools. Contact the local 4-H office for a copy of this form. Each group is allowed to hold two (2) tax exempt functions per year.

9. Rules governing raffles vary. Be sure to check with your town or the appropriate state agency for specific details.
Chapter 4, Section 10: Publicity Methods

Ways to publicize your program or activity include the local newspaper, posters, cable television, radio, newsletters and an end-of-the-year recognition ceremony. Other inexpensive ways to instill community awareness include club T-shirts, hats, pencils and refrigerator magnets.

Youth, parents and other club supporters can be good publicity ambassadors. However, it is critical that those representing your program dress and act appropriately and be well-versed in 4-H’s program goals, accomplishments and needs. When you decide to publicize a part of your 4-H program, work with members and parents to develop a plan: What do you want to happen because you are publicizing something? Who is the audience? What type of media would reach that audience? How should we best use that type of media to make our point? Contact your local 4-H office if you are planning a publicity campaign.

If any type of media contacts you about doing a feature article, please contact the local 4-H office immediately so that you can be versed on certain regulations regarding the university.

Use a logo on all program materials. There are specific rules one must follow when using the logo. See the chapter entitled “The Organization.”
**PROGRAM/ACTIVITY PUBLICITY METHODS**

Where you advertise depends on who your audience is and what you are trying to publicize. Be sure you are clear about these two things.

<table>
<thead>
<tr>
<th>Methods</th>
<th>Planning Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Newspapers</strong></td>
<td>Visit your local newspaper; introduce yourself to the person in charge of your area. Ask how to get your information into the paper. Press releases could announce activities or the newspaper could do a feature article on your club. Call area newspapers at least two weeks before an event and follow up the call with a news release or letter. Media usually show more interest in a large activity such as a community service project, a fundraiser or a recognition ceremony. Don't overlook free advertisers that come in the mail. In the news release include the names of youths, volunteers or parents who live in the newspaper's distribution area. If the paper will be taking pictures, make sure you have signed photo releases.</td>
</tr>
<tr>
<td><strong>Television</strong></td>
<td>Television is another good way to get the word out about your program. Send press releases to commercial and public access television stations. Watch the news, note which reporters cover education and community issues, and mail a news release to them. Follow up with a phone call inviting them to cover your program. Many television stations, especially cable vision, have a community calendar – take advantage of it.</td>
</tr>
<tr>
<td><strong>Radio</strong></td>
<td>Contact local radio stations, and ask them to cover the program/activity as a news story and to put an announcement on their community calendar, or to make a public service announcement. Remember that many members of your community may not be English-speaking and may tune into radio programs that broadcast in their native tongue. You may need to find out which stations they are listening to and send news releases to them. Determine which radio stations have programming for minority and ethnic community members, and include them on your news release mailing list.</td>
</tr>
<tr>
<td><strong>Other good places to advertise</strong></td>
<td>Other places used to publicize include PTA notices, church and synagogue bulletins, tenant association newsletters, childcare center announcements, and senior center newsletters (grandparents pass on news to adult children and grandchildren). Posters can be placed in supermarkets, laundromats, convenience stores, churches and synagogues, libraries, community centers, child care centers, hospitals and health clinics, pediatricians offices, businesses and employee cafeterias, and any other place where people gather.</td>
</tr>
</tbody>
</table>
HOW TO WRITE A NEWS RELEASE

Newspapers, radio and television are excellent media for letting the public know about 4-H and the accomplishments of participants. A news release is an effective, accepted way to share information about 4-H with the media. One can be easily prepared by 4-H staff and/or by volunteers. The following is an overview of the main considerations in preparing and distributing a news release.

News Story vs. Feature Story

There are two main types of stories. A feature story typically covers a human interest subject and is more in-depth. A news story gets right to the point with news. This is an important distinction. Anyone can write a news release to send to local media, but a reporter usually does a feature story. However, a news release written by you may alert a reporter to write an in-depth feature story about the news you have announced.

What is News?

News is different things to different people. However, the decision as to what makes the news in the media will be decided by the reporters and editors of the media. Before you prepare a news release, try to consider the story from the reporter’s perspective. Make sure it’s newsworthy. Pay attention to what the media see as important, and try to give them stories that fit their interests and needs. Remember to focus your efforts on local media first. Local weekly newspapers and small, local radio and cable television stations are much more likely to cover your story than larger, daily, regional newspapers, or big-city radio and television stations.

Two Kinds of News Releases

News releases can be written to promote an upcoming event or a follow-up report to something that already happened. Although many media people prefer the advance-notice stories, some events, such as the receiving of an award, can only be reported after they occur. Find out which type of articles your local media prefer. Either way, plan ahead and be sure to give enough notice. After all, old news is no longer news at all!

Develop a List of Local Media

Create an accurate list of local newspapers, as well as radio and television stations. Don’t forget other organizations and institutions which may be interested in your news. Examples might include schools, local government, etc. Your county 4-H office may already have such a list. If not, there are also various printed directions of local media. You can also check the telephone directory or look for the address of where to send news to local newspapers in the newspapers themselves, and call radio and television stations for this information. Be sure to keep your list up-to-date: media people typically change positions and employers frequently.

Prepare News Releases Using an ‘Inverted Pyramid’ Style

An inverted pyramid means that you put all the most important information first in the news release. It helps the editor/reporter decide quickly if the article is newsworthy. It later helps readers decide if the story is relevant to their interests. Here are some tips in preparing a news release using the inverted pyramid style.

1. Date the article.

2. List a contact person’s name, address and telephone number.

3. Devise a suggested title or headline for the article.

4. The first paragraph should include all the necessary information, referred to as the “five Ws”:
   - Who?
   - What?
   - When?
   - Where?
   - possibly Why? and How?
5. Succeeding paragraphs can include additional details of How and Why.

6. Include local names and city of residence whenever relevant. Local media especially like to mention names in their circulation/broadcast area.

7. Be sure to include the contact person’s name and address/telephone number in the article as appropriate.

8. Besides more information about the 4-H club or event being featured, include the address and/or telephone number of the county 4-H office. In other words, promote all of 4-H while you have the opportunity.

9. Integrate the non-discriminatory statement somewhere into your news release.

10. Some radio and cable television stations will require a specific format, usually in shortened, outline form instead of a Standard news release.

**Follow-Up Personally with Your News Release**

Most times you will be mailing your news releases. However, if you can (or if the story is extra important), deliver it personally to the local media office. If you don't, follow-up your mailing with a telephone call to the local reporter or editor for best results. To do this, it is helpful to know these people. Make it a point to get to know them.

**Involve Media People Regularly in What You Do**

The best way to help attract and maintain positive coverage of your events and activities is to involve local media representatives in your program all year long. Don’t just invite them to attend; invite them to come and do something. Examples include judge 4-H projects and contests, serving as emcees for special events, members of advisory boards, etc.

**Other Tips for Working with Mass Media**

Return calls from mass media representatives as soon as possible. Call them back again if you have to get facts.

Write constructive letters to editors to thank them for good coverage/accurate stories as well as to “correct” inaccurate stories.

In an interview situation, try to redirect a misguided question to give your story. Avoid making long statements that might get cut in length and, therefore, be printed/aired out of context. Think sound bite (10-20 word thoughts at a time).

**Examples of News Releases**

Examples of pre-event and post-event news releases are included in this information sheet. Typing your news releases will increase the acceptance of your information. However, if you absolutely cannot type them, either print very neatly or telephone the information in.

**Reference**

Keith G. Diem, Ph.D., County 4-H Agent, Somerset County, 1994.
Greentown 4-H Club to Hold Open House, June 19

The Greentown 4-H Club will hold an Open House on Friday, June 19, from 7:30 p.m. to 9:00 p.m. at the club leader’s home on 4 Clover Way. The purpose is to attract new members. The admission is free and refreshments will be served. Parents are encouraged to attend with their children.

The club normally meets the first and third Tuesday of each month at 7:30 p.m. at Clover’s home. The club’s projects include woodworking, science and bicycling. They also conduct community service projects like the one they were honored for recently, and have many fun activities such as parties, trips and camps.

The club currently has eight 4-H members, boys and girls ranging from grades four to ten years old, from Greentown and several neighboring towns. However, any boy or girl in grades 4 through 13, from anywhere in Green County, is welcome to join.

For more information about the Open House or the Greentown 4-H Club, call Mr. Chris Clover at 555-444-4444. For other 4-H Clubs in Green County contact the 4-H Office of the University of Connecticut Cooperative Extension System of Green County, at 555-444-4141. Membership in 4-H is offered to all youth, ages seven through 19, without regard to race, color, national origin, sex, disability or handicap.

K. Diem, 5/92
Greentown 4-H Club Members Cited for Environmental Work

The eight members of the Greentown 4-H Club received a special plaque from the Greentown Town Council last week for their efforts in cleaning up Greentown Park, three local roadides, and the banks of the Green River during the past year.

“The club members thought of the idea when they were planning their activities for the year back in September,” said Chris Clover, volunteer club leader of Clover Way. “They wanted to do something to help the environment and the community, so these projects were perfect.”

The club members worked with the club leader and parents to get the permission and equipment needed, and spent most of their weekends this fall doing the work.

Clover Way Club president Mary Jones, age 13, accepted the award from Mayor Tom Smith on behalf of the entire club in a special ceremony held at the Town Hall. Jones lives on Maple Avenue. Other members of the club include Fred Schmidt, age 11, of Oak Court; John Norton, age 10, of Main Street; Sue Lipfeld, age 13, of Clover City; Alex Baldwin, age 14, of Silverton; Mohammed Andrea, age 14, of Telltov Street; Mitzi Appleton, age 15, of Gurty Avenue; and Bill Ramos, age 16, of Clover Boulevard.

The club meets the first and third Tuesday of each month at 7:30 p.m. at Clover’s home. The club’s projects include woodworking, science and bicycling. They also conduct community service projects like the one they were honored for recently, and have many fun activities such as parties, trips and camps.

For more information about Greentown 4-H Club, call Mrs. Clover at 555-444-4444. For other 4-H Clubs in Green County, contact the 4-H office of the University of Connecticut Cooperative Extension System of Green County, at 555-444-4141. Membership in 4-H is offered to all youth, ages seven through 19, without regard to race, color, national origin, sex, disability or handicap.

K. Diem, 1/91
CHAPTER 5: The 4-H Member

“In 4-H kids tend to return to their communities and assume roles of leadership. They vote more often, they volunteer more often, they hold more jobs, and they contribute more.”

In this chapter you will learn 4-H membership requirements, project areas, 4-H opportunities for youth and the importance of goal-setting and record-keeping.

Section 1: 4-H Membership Guidelines
Section 2: Opportunities for Youth
Section 3: 4-H Project Areas
Section 4: Helping Youth Set Goals
Section 5: Record-keeping
Section 6: “Welcome” Ceremony for New Members
Chapter 5, Section 1: 4-H Membership Guidelines

A 4-H member in good standing in Connecticut meets the following guidelines:

• Must be at least 7 years and not 19 years of age as of January 1st of the project year.
• Selects projects for in-depth study.
• Records what they learn (record books).
• Attends meetings regularly (if a member of an organized group) and is an active participant.
• Completes a community service project (or becomes involved in a group project).
• Participates in some form of public presentation.
• Has projects evaluated.

Members may enroll in more than one county or across state lines in order to take advantage of the diverse opportunities offered. In order to do this, they must enroll in a specific and different project area in each county or state. For example, if a youth participates in a rabbit project in one county, they are not eligible to enroll in that project in another county or state. In order to be considered for county/state awards, members must submit in writing to their Extension Center, their choice for county or state affiliation.
Chapter 5, Section 2: Opportunities for Youth

The Cooperative Extension System 4-H Youth Development Program offers many opportunities for youth and adults. Encourage youth to explore the possibilities and to design a 4-H program that is exciting and rewarding.

Do find out what the opportunities are. Sources of information:

- 4-H Youth Opportunity Chart (next page)
- Connecticut 4-H Newsletter
- 4-H Project Emphasis Chart (this chapter)
- 4-H Project List or Publication/Curriculum List
- 4-H Leaders and Members
- Extension Educators

Please keep in mind that a member within a club may pursue additional interests as 4-H projects. For example, the main projects of your 4-H members may be foods and nutrition, and horticulture. If a member also has a rabbit or an interest in woodworking, she may request those 4-H project guides and work on them individually, with a parent as an advisor.

Ideally, 4-H youth will fully participate in their group projects, programs and community service, and will be interested in regional, county or state 4-H educational and social experiences. Participation sometimes involves opportunities for evaluation and competition, and always offers opportunities for new friendships, increased learning and exploration of interests.

Look at the 4-H Youth Opportunities Chart on the next page. County, multi-county, state, interstate, national or even international involvement is possible! Examples are the food and nutrition show, fashion revue, horse judging, public speaking, state citizenship day, state marine science day, 4-H Camp and much more. There are opportunities for cultural enrichment by hosting international visitors, recognition through the county and state 4-H awards system, national and regional trips, leadership training and citizenship exploration.

Participation broadens the outlook of youth and provides a sense of belonging to a larger entity. 4-H is a large, diverse and flexible organization. The more one participates beyond the local club, the more he feels a part of the larger entity. The opportunities are there. It is up to you to choose them. If you have an idea for a new or improved 4-H opportunity, work with the appropriate staff and committees to make it happen.
### 4-H YOUTH OPPORTUNITIES

<table>
<thead>
<tr>
<th>Level</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local</strong></td>
<td>Projects, Group Jr. Leader, Community Service Projects, Group or Lone Member, Discovery Series, Demonstrations, Group Exhibits</td>
</tr>
<tr>
<td><strong>Regional</strong></td>
<td>Leadership Training Teen Weekend, Food Show, Garden Project, County 4-H Fair/Festival (Officer, Superintendent, Exhibitor, Public Speaking, Fashion Revue, Advisory Committee Member) County – Judging/Hippology Quiz Bowl Team Member, Scholarships, Sponsorships, Double Dutch Competition</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>Camp, Awards, State Citizenship Day, Marine Science, Public Speaking, Fashion Revue, Teen Connection Conference, Hippology, Horse/Dairy/Livestock Judging teams, Horse/Dairy Quiz Bowl Team, Double Dutch Competition</td>
</tr>
<tr>
<td><strong>Interstate</strong></td>
<td>Massachusetts Teen Conference, Exchanges, Eastern Regional 4-H Round-up, Eastern States Exposition Delegate</td>
</tr>
<tr>
<td><strong>National</strong></td>
<td>4-H Congress, 4-H Conference, 4-H Citizenship, Washington Focus 4-H Dairy Conference, Double Dutch Competition</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>IFYE, Ambassador, Lex</td>
</tr>
</tbody>
</table>
Chapter 5, Section 3: 4-H Project Areas

Members usually study one or two projects per year. The Connecticut 4-H Project Emphasis Areas listed below are adapted from the National model. In Connecticut there are nine 4-H Project Emphasis Areas. Your local office has curriculum for each of the projects listed. The activities listed are those offered at the county or state level.

**PROJECT AREA: CITIZENSHIP AND CIVIC EDUCATION**

Sample projects may include community service; community beautification; cultural awareness; and local, state, national, and international government and affairs.

<table>
<thead>
<tr>
<th>By Participating in This Project Area, Youth...</th>
<th>Examples of Activities/Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire and demonstrate life skills that are essential for an individual to become active, responsible world citizens.</td>
<td>Election of officers, meeting management of local club program and community service projects of local clubs.</td>
</tr>
<tr>
<td>Acquire and demonstrate skills such as awareness and acceptance of others, understanding and appreciating unique contributions of other cultures, understanding rules of governing, active and responsible participation in community life, and understanding of personal heritage.</td>
<td>Exhibition of projects in local 4-H fairs.</td>
</tr>
<tr>
<td></td>
<td>State Citizenship Day – youth observe state government by participating in workshops at the Capitol and meeting with legislators and government officials.</td>
</tr>
<tr>
<td></td>
<td>State Citizenship Shadow Day – youth explore the professional and work environment of specific elected officials.</td>
</tr>
<tr>
<td></td>
<td>Citizenship Washington Focus – selected teens visit historic Washington, D.C. sites, observe national government by participating in workshops and meeting with legislators, government officials and youth from other states.</td>
</tr>
<tr>
<td></td>
<td>International – hosting youth from other countries or attending presentations of Connecticut youth returning from international exchanges.</td>
</tr>
</tbody>
</table>
### PROJECT AREA: COMMUNICATION AND EXPRESSIVE ARTS

Sample projects may include modeling, fashion revue, arts and crafts, photography, public speaking, drama, needlecraft, music, leathercraft, dance, and cake decorating.

<table>
<thead>
<tr>
<th>By Participating in This Project Area, Youth...</th>
<th>Examples of Activities/Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire and demonstrate skills that express, impart or convey information to others.</td>
<td>Exhibition of projects in local 4-H fairs.</td>
</tr>
<tr>
<td>Acquire and demonstrate skills in planning, selecting, completing projects and record-keeping.</td>
<td>Local and State Public Speaking programs – youth deliver illustrated talks, demonstrations or speeches. Presentations are evaluated and recognition given. Senior delegates are selected to represent county in state event.</td>
</tr>
<tr>
<td>Acquire and demonstrate pride in one’s work, poise and confidence.</td>
<td>Local and State Fashion Revue – youth model garments they constructed. Senior delegates are selected to represent each county at State Event.</td>
</tr>
<tr>
<td>Contests – youth design fairbook covers and program covers for various county activities.</td>
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</tr>
<tr>
<td>Record Books – youth complete yearly record of their project area(s).</td>
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</tr>
<tr>
<td>Talent Shows – often conducted during the Fashion Revue; youth demonstrate musical, dance and other talents.</td>
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</tr>
<tr>
<td>Club activity/educational booths – youth prepare educational exhibits for Fairs, Eastern States and other media events.</td>
<td>Club activity/educational booths – youth prepare educational exhibits for Fairs, Eastern States and other media events.</td>
</tr>
</tbody>
</table>

### PROJECT AREA: CONSUMER AND FAMILY SCIENCES

Sample projects may include consumer education, money management, clothing construction, textiles, child care, home improvement, family life, and home management.

<table>
<thead>
<tr>
<th>By Participating in This Project Area, Youth...</th>
<th>Examples of Activities/Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire and demonstrate skills, knowledge and confidence in consumerism, home management, financial management, child care, babysitting, interior design, clothing construction, and wardrobe selection, care and accessorizing.</td>
<td>Exhibition of projects in local 4-H Fairs.</td>
</tr>
<tr>
<td>Local and State Fashion Revue – youth model garments they constructed. Senior delegates are selected to represent each county at State Event.</td>
<td>Local and State Fashion Revue – youth model garments they constructed. Senior delegates are selected to represent each county at State Event.</td>
</tr>
<tr>
<td>LifeSmarts – a state and national competition for high school students, sponsored by the National Coalition for Consumer Education featuring a “Quiz Bowl” to demonstrate knowledge of consumer law, environment, technology, personal finance, health and safety.</td>
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</tr>
</tbody>
</table>
**PROJECT AREA: ENVIRONMENTAL EDUCATION AND EARTH SCIENCES**
Sample projects may include fisheries and wildlife, conservation, forestry, energy management, automotive, electric energy, petroleum power and tractors.

<table>
<thead>
<tr>
<th><strong>By Participating in This Project Area, Youth...</strong></th>
<th><strong>Examples of Activities/Opportunities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire and demonstrate skills and knowledge in conservation of natural resources, forestry management, tree identification, environmental awareness and stewardship; nature, water quality, marine science, weather, climate, geology and minerals, soils and soil conservation, energy management, outdoor education and recreation, aquaculture, waste management and entomology.</td>
<td>Exhibition of projects in local 4-H fairs.</td>
</tr>
<tr>
<td></td>
<td>State 4-H Marine Science Day – youth participate in hands-on workshops on marine ecosystems on the shore and on a two-hour Project Oceanography boat.</td>
</tr>
<tr>
<td></td>
<td>4-H Farm Resource Center, Bloomfield – the Farm offers environmental and agriculture education programs to school groups and offers special weekend family activities.</td>
</tr>
<tr>
<td></td>
<td>4-H Camps – outdoor and environmental education residential programs designed to introduce youth to the world of nature. The four camps in Connecticut are also open to non 4-H members.</td>
</tr>
<tr>
<td></td>
<td>Day Camps – youth attending day camps throughout the state are taught environmental education by teen leaders via a summer youth employment program.</td>
</tr>
<tr>
<td></td>
<td>Grant-funded special projects in environmental education.</td>
</tr>
</tbody>
</table>
### PROJECT AREA: LEADERSHIP
Sample projects may include leadership and achievement.

<table>
<thead>
<tr>
<th>By Participating in This Project Area, Youth...</th>
<th>Examples of Activities/Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire and demonstrate skills and knowledge to identify, understand and perform the roles, tasks and functions necessary for effective leadership.</td>
<td>Officer/committee chair of local club program.</td>
</tr>
<tr>
<td>Acquire and demonstrate skills and knowledge in personal development, program planning, implementation and evaluation, parliamentary procedure, money management, and self-esteem.</td>
<td>Committee chair/member of local activity or subject matter committees.</td>
</tr>
<tr>
<td>Increase their ability to influence, persuade and motivate others, to analyze situations, to negotiate, to make decisions, to work with others, and to think creatively.</td>
<td>Junior/youth leader – provides leadership to younger youth in various settings.</td>
</tr>
</tbody>
</table>

**4-H Fair Association officers, superintendents and managers plan and conduct local 4-H fairs.**

**Special workshops – teens offer education workshops in project area specialties.**

**Teen Leadership Weekend – State leadership training for teens.**

4-H Camps – teen counselors participate in hands-on workshops as part of pre-camp training and then act as cabin counselors or activity leaders at one of four CT 4-H camps.

**Teen Connection – held at the University of Connecticut. Teen Ambassadors, with the help of staff and volunteers, plan, implement and evaluate this experience and teen leadership weekend.**

Day camps – Teen leaders, as part of a summer youth employment program, teach nutrition or environmental education to youngsters attending selected day camps throughout the state.

**Recognition – teens are selected for county and state awards, based on strength in leadership, citizenship and subject matter areas.**
### PROJECT AREA: PLANTS AND ANIMALS

Sample projects may include crops and weeds; plants; garden and house flowers; fruit and vegetable gardens; ornamental horticulture; llamas; beef; birds and poultry; cats; dogs; dairy cattle; goats; horses and ponies; rabbits and cavies; sheep; small animals and pocket pets; swine; veal; and embryology.

#### By Participating in This Project Area, Youth...

Develop, in self and others, a knowledge and respect for agriculture and its importance to the community and to the local, national and international economy. Promote the importance of the animal/plant/human bond.

Acquire and demonstrate skills and knowledge in animal science, specifically breeding, feeding, management, health, marketing and humane treatment.

Acquire and demonstrate skills and knowledge in horse management, horse science, stable management and safety.

Acquire and demonstrate skills and knowledge in public speaking, teamwork, decision-making and sportsmanship.

Acquire and demonstrate skills and knowledge in plant science, effective and safe methods of pest control and management.

#### Examples of Activities/Opportunities

- Exhibition of projects in local 4-H fairs.
- Local, state, regional and national judging, quiz bowl, hippology and animal science competitions.
- New England Program at Eastern States – horse, beef, dog, goat and dairy.
- Local workshops conducted in specific subject matter.
- 4-H horse shows.
- Connecticut 4-H Sheep Clinic.
- Connecticut 4-H Poultry Clinic.
- 4-H Camps – animal/dog science programs in residential camps are designed to increase the animal science skills of campers and promote the animal/human bond. The four camps in Connecticut are also open to non 4-H members.
**PROJECT AREA: SCIENCE AND TECHNOLOGY**

Sample project areas may include biological science; marine science; technology; computers; entomology and bees; food science; plant pathology; veterinary science; engineering; wood science and the industrial arts; physical sciences; aerospace; and rocketry.

**By Participating in This Project Area, Youth . . .**

Acquire and demonstrate skills, and use applied knowledge to increase their understanding of the physical, biological and marine worlds, life forms, genetics, computers, aerospace and rocketry.

Acquire and demonstrate skills, and use applied knowledge to increase their understanding of insects, public health and natural resources, and to better understand their relationship to agriculture.

Acquire and demonstrate skills, and use applied knowledge to increase their understanding of the importance of good management and sanitation practices to keep animals and birds healthy.

Acquire and demonstrate skills, and use applied knowledge to increase their understanding of scientific principles through research.

Acquire and demonstrate skills, and use applied knowledge to increase their understanding of types of wood, wood projects, and woodworking tools and machines.

**Examples of Activities/Opportunities**

Exhibition of projects in local 4-H fairs.

New England Activity Booth at Eastern States.

Hartford Science Day – hands-on activities offered for youth.

Science Expo – youth conduct science activities of their choosing throughout the weekend.

Grant-funded special projects in science and technology.

4-H camps – woodworking programs in residential camps are designed to increase creativity and enhance dexterity skills. The four camps in Connecticut are also open to non 4-H members.

Farmer as a Scientist – offered through the 4-H Farm Resource Center.
**PROJECT AREA: WORKFORCE PREPARATION**
Sample projects may include career exploration and awareness, career shadowing and youth entrepreneurship.

<table>
<thead>
<tr>
<th>By Participating in This Project Area, Youth . . .</th>
<th>Examples of Activities/Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire and demonstrate skills and knowledge in self-awareness of career interests and abilities.</td>
<td>Yearly conference for youth entrepreneurs.</td>
</tr>
<tr>
<td>Acquire and demonstrate ability and knowledge in skills needed to be successful in the workplace: finding a job, applications, interviewing, personal grooming for the workplace, and proper work ethic when on the job and when giving notice to leave a job.</td>
<td>Camp counselor/CIT positions – after participating in pre-camp training, teens act as cabin counselors or activity leaders at one of four Connecticut 4-H Camps.</td>
</tr>
<tr>
<td>Acquire and demonstrate skills and knowledge in business organization and management, teamwork, financial management, marketing, product pricing, economics, the law of supply and demand, public-speaking and record-keeping.</td>
<td>Career/employability workshops offered at various teen activities throughout the year.</td>
</tr>
<tr>
<td>Teens, as part of a summer youth employment program, explore the career of teaching as they teach nutrition or environmental education to youngsters attending selected day camps throughout the state.</td>
<td>Grant-funded special projects in workforce readiness.</td>
</tr>
</tbody>
</table>
### PROJECT AREA: HEALTHY LIFESTYLES EDUCATION AND PERSONAL DEVELOPMENT

Sample projects may include shooting sports; bicycle safety; health; fitness leadership; food and nutrition; food conservation; food preservation and safety; dairy foods; breads; vision education; recreation; camping; sports; Double Dutch; snowmobiling; and motorcycle.

<table>
<thead>
<tr>
<th><strong>By Participating in This Project Area, Youth...</strong></th>
<th><strong>Examples of Activities/Opportunities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire and demonstrate skills and knowledge in the principles of nutrition, the conservation of food, and the planning, purchasing, preparing, storing and serving of tasty, nutritious and attractive snacks and meals.</td>
<td>Exhibition of projects in local 4-H Fairs.</td>
</tr>
<tr>
<td>Acquire and demonstrates skills and knowledge in ways to maintain and improve an individual's physical, mental, social and emotional health.</td>
<td>Local Nutritional Food Shows – youth exhibit nutritious meals or snacks they have planned and prepared.</td>
</tr>
<tr>
<td>Skills such as interpersonal relationships, self-awareness, self-management, responsibility, stress management, literacy, social recreation, leisure education and personal grooming.</td>
<td>Local, State, Regional and International Double Dutch Competitions – after learning skills in local programs, youth participate in competition, are evaluated and receive recognition.</td>
</tr>
<tr>
<td>Acquires and demonstrates skills in community health issues and resources.</td>
<td>4-H camps – sports programs in residential camps are designed to strengthen the physical, mental and emotional skills of campers in various team sports. The four 4-H Camps in Connecticut are also open to non 4-H members.</td>
</tr>
<tr>
<td>Acquires and demonstrates skills and knowledge in ways to reduce accidents and injuries in a variety of settings.</td>
<td>Teen Connection – held at the University of Connecticut, provides experiences in personal development and leadership in a college setting for high school youth.</td>
</tr>
<tr>
<td></td>
<td>Day camps – youth attending selected day camps throughout the state are taught nutrition education by teen leaders via a summer youth employment program.</td>
</tr>
<tr>
<td></td>
<td>Enrichment programs – youth learn basics of bus and bike safety.</td>
</tr>
</tbody>
</table>
Chapter 5, Section 4: Helping Youth Set Goals

WHAT IS THE PURPOSE OF SETTING INDIVIDUAL GOALS?
Learning, growing, and developing self-esteem and self-confidence are important goals of the 4-H program. One way for youth to accomplish these goals is to set their own personal 4-H goals. Goal setting by the individual enhances learning and the development of self-esteem and self-confidence.

SELF-SET GOALS
- Self-set goals that are realistic will be successfully met.
- Re-evaluating and revising unrealistic goals takes the “feeling of failure” out of the learning activity.
- When goals have been reached, new goals can be set. This takes the “feeling of boredom” out of the learning activity.
- Self-set goals allow participants to start where they are, and let them progress at their own rate. The same goals are not set for everyone. The individual is in control of his/her learning.

4-HERS WHO SET THEIR OWN GOALS:
- develop a higher level of problem-solving skills.
- begin to accept mistakes as part of learning rather than looking at mistakes as failures.
- gain confidence and experience success, no matter how small, thereby developing self-esteem.
- are able to experience success-building-upon-success.
- learn that when they are recognized for achieving individual goals, they are appreciated for who they are, not for what they do nor by what they win.

WAYS TO RECOGNIZE 4-HERS FOR ACHIEVING
- Give verbal praise and/or a pat on the back.
- Give a Certificate of Recognition for achieving their specific goal.
- Place Danish Ribbons (EX, VG, G, Fair) in a container, and invite the 4-Hers to take the ribbon that represents their self-evaluation of their success in reaching their goal.

HOW YOU CAN HELP MAKE GOAL-SETTING A POSITIVE EXPERIENCE
- Help 4-Hers assess their progress toward their goals. The 4-Her needs to keep records, such as record books, a diary, records on file cards, etc., and then progress toward the goals.
- The leader working directly with the 4-Her needs to give timely, positive feedback in the form of suggestions to help correct a process, or it can be information that tells 4-Hers they are on the right track. Feedback of evaluation is done throughout the year.
- Help 4-Hers to understand that any unmet goals and objectives can become next year’s goals and objectives.
SOME POINTERS ABOUT USEFUL, EFFECTIVE FEEDBACK

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

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

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

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

References

Model for Recognizing 4-Hers, National Awards Task Force.

Betty Ann Smith, County 4-H Agent, Middlesex County 1990, revised 1994.
Chapter 5, Section 5: Record-keeping

In a recent survey, Connecticut employers and entrepreneurs ranked record-keeping as one of the skills critical to success. The ability to keep good records is an important life skill. 4-H members are encouraged to keep records as a part of the 4-H experience.

The purpose of the 4-H record keeping is:

1. to learn about the project,
2. to learn methods of accounting,
3. to chart progress throughout the year,
4. to have it as a reference and use it as a support in filling out award applications,
5. to present a clear picture of the member’s personal growth and development, and
6. to increase a sense of personal satisfaction as members record accomplishments and acknowledge improvement.

4-H RECORD BOOK GUIDELINES

1. A record book may be necessary for Fair participation and some local awards. Check with your local office for requirements.

2. A record book contains an Activity Record and Project Record Sheet(s) for each year of 4-H involvement.

3. The record book should contain records of all the years a youth has been in 4-H. The current year is placed on top.

4. Record books are evaluated every year during the Fair or by leaders. The purpose of evaluation is to provide feedback to members.

5. It is recommended that record books be put in three-ring binders with a plastic cover overlay. A cover sheet will be supplied by the local Cooperative Extension office.

6. Age, ability, interest, opportunity and parental support will affect the quality of the record book. It is expected that members write their book themselves. In some cases, especially for those members with special needs, parents may have to become more involved in the writing of the book. Please let your Educator know of this ahead of time, so the youth will not be penalized.

7. Records should be updated periodically throughout the year. Some clubs find “record book” meetings helpful.

A RECORD BOOK IS NOT A SCRAPBOOK!

It is recommended that 4-Hers keep a scrapbook. It may be helpful when youth are writing award applications. A scrapbook does not contain your activity record and project records. Rather, a scrapbook contains material on club programs, ribbons, certificates, pictures of project and members, newspaper clippings, pictures of members at 4-H events and keepsakes.
Chapter 5, Section 6: “Welcome” Ceremony for New Members

The Leader (or the Junior leader) and four officers stand in front of and face the members. Four lighted candles on a table may be used to symbolize the four H’s.

The Leader introduces the new members and asks them to face the officers at the front of the room.

The President states, “The 4-H program is a part of the Cooperative Extension System of the University of Connecticut. 4-H was formed to help us learn important skills and attitudes for a better life.”

The Vice President states, “The 4-H motto is, ‘To Make the Best Better.’ We learn that even our best efforts can be improved with practice.”

The Secretary states, “The 4-H colors are green and white. Our colors help to unite 4-H members from all 50 states and from many countries around the world.”

The Reporter states, “The 4-H emblem is a green four-leaf clover with a white ‘H’ on each leaflet. The letters stand for ‘Head, Heart, Hands and Health.’”

The President states, “We welcome you to 4-H and hope that you enjoy being a member of our group. Let us all stand and repeat the 4-H pledge.”
This chapter will guide you in developing a program that meets the needs of your members while broadening their horizons.

Section 1: Program Planning Nuts and Bolts
Section 2: Planning Guide Forms and Rating Sheet
Section 3: 4-H Projects = Workplace Competencies
Section 4: Suggestions for 4-H Activities
Section 5: Community Service
Section 6: Public Presentations
Chapter 6, Section 1: Program Planning Nuts and Bolts

WHY PLAN?
Planning a program takes time but will result in a more exciting, vital and rewarding experience for leaders and 4-Hers. 4-Hers want to know what is going on and to be involved. They need to know that the club is their club, not the leader's club. A planned program should involve everyone's input; 4-Hers want to know their ideas count.

SETTING THE BALANCE
Club programs should include the following elements:

Club Meetings – when, where, what will be included, who is doing what, when, where and how. Every member should participate in some way during the year.

Activities are educational programs which provide enrichment and may not necessarily be related to the project area. This could include health, safety, community service, careers, etc. A guest speaker could be invited.

Events are occasions to which a specific time, date and place are attached. Your club could create their own event, but don’t forget participation in other county or state events such as: State Citizenship Day, Fashion Revue, Nutrition Food Shows, Annual Awards and Recognition, Public Speaking competition, Quiz Bowls, Judging programs, or Double Dutch competitions. Many clubs establish yearly traditions – the club picnic, the annual field trip, or the year-end dinner.

Community Service Projects – Each club should do at least one per year.

GETTING STARTED
Good program planning has five basic steps. Become familiar with the process before using it with your 4-Hers.

1. Review your situation. Think about the age and interests of the members. Look at last year’s club program. What did members learn? What 4-H experiences can help them learn more? Consider county or state 4-H program training meetings, workshop days or judging programs.

2. Establish Goals. Goals are statements of what members, parents and leaders would like to see accomplished. Ask the following questions when creating club goals. Can 4-Hers accomplish the goals? Do the goals meet the needs and interests of members? Do the goals promote cooperation in the group? Do they give each 4-Her the chance for individual achievement according to his or her ability?

3. List possible activities and events. “Dream big” is the theme for this step, no idea is too far fetched! A good way to get going on this step is to brainstorm. All members of the group offer any and all ideas that come to mind. Some ideas may be unrealistic at first, but they can often be refined or can stimulate another, more usable idea.

4. Determine activities and events. Keep the group goals in mind, as well as the ages and interests of members. Now is the time to refine the brainstormed list of ideas. As a group, determine the activities and events the group will work on. Be sure all members can be included and have a role in the events or activities chosen.

5. Prepare the program plan. Thorough notes on all discussions for the program plan are important. This will allow the group to summarize the decisions made and produce an outline for the club’s 4-H year. A suggested summary for your club plan may include a club calendar listing the date, place, topic or subject, and people responsible for the meeting or event.

AFTER PLANNING, THEN WHAT?
Give a written copy of the plan to each 4-Her, family and leader, and a copy to the local 4-H Office. Assign responsibilities to committees to plan and carry out different parts of the program plan. Review established goals from time to time, and check on whether the program planned to achieve them is succeeding. Be ready and willing to make adjustments in the program if needed.

Remember, the planning group must consider: what the 4-Hers and leaders think should happen; what has been done the previous year; the club goals for the year; the approval and support of the whole group; sharing responsibilities; evaluating the plan during the year; and at the end of the year to see how things went.

Source: Cornell Cooperative Extension 4-H Leader Notes Club Program Planning.
Use the chart below as a club planning tool. Plan club community service projects and meetings. Use the 4-H calendar of events to identify county and state events your club or members may be interested in. By identifying these activities first, adequate time can be allowed for preparation.

<table>
<thead>
<tr>
<th>MONTH/DATE</th>
<th>CLUB MEETINGS, ACTIVITIES AND EVENTS</th>
<th>COUNTY AND STATE ACTIVITIES AND EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
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<tr>
<td>November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONTH/DATE</td>
<td>CLUB MEETINGS, ACTIVITIES AND EVENTS</td>
<td></td>
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<tr>
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<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>January</td>
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<tr>
<td>February</td>
<td></td>
<td></td>
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<tr>
<td>March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONTH/DATE</td>
<td>MAY</td>
<td>JUNE</td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>COUNTY AND STATE ACTIVITIES AND EVENTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Activity, Event and Meeting Planning Guide

<table>
<thead>
<tr>
<th>Task</th>
<th>Who is to Do It</th>
<th>When – by What Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Preparation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and Refreshments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Publicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Budget and Finance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Followup Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank You’s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title of Community Service, Activity, Event or Meeting _____________________________

Date of Above __________________ Location ________________________________
If you are planning a large activity or event, you might wish to consider:

<table>
<thead>
<tr>
<th>Task</th>
<th>Who is to Do It</th>
<th>When – by What Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awards and Recognition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**HOW DOES YOUR PROGRAM RATE?**

*A Checksheet for Leaders* – Occasionally use this form to check your yearly planning efforts.

<table>
<thead>
<tr>
<th>Question</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do members share in the planning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are parents involved in the planning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is proper “balance” provided in each meeting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is proper “variety” provided in each meeting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all members involved during the year?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are parents and others informed (by a printed program) of the club meetings, events, etc.?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the club program have definite goals in mind?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are community people besides leaders used in the program?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are club goals set and do all people involved know what they were?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 6, Section 3: 4-H Projects = Workplace Competencies

4-H PREPARES YOUTH FOR THE WORLD OF WORK

Young people need many skills in order to live happy, healthy and productive lives. Future trends indicate that workers of tomorrow will have many different jobs and will likely be employed in several industries.

In 1991, a report conducted by the U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) identified three “foundation skills” and five “workplace competencies” that are needed for success in the workplace. The charts below detail SCANS skills.

**SCANS Foundation Skills Needed by Workers to be Competent**

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Reading, writing, math, listening and speaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Skills</td>
<td>Creative thinking, decision-making, problem-solving, visualizing and reasoning.</td>
</tr>
<tr>
<td>Personal Qualities</td>
<td>Responsible, self-esteem, sociability, self-management, integrity and honesty.</td>
</tr>
</tbody>
</table>

**SCANS Workplace Competencies Needed for Workers to be Productive**

<table>
<thead>
<tr>
<th>Utilizes Resources</th>
<th>Identifies/organizes/plans and allocates time, money, materials, space and people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works with Others</td>
<td>Works on teams, teaches others, serves customers, leads, negotiates, works well with people from diverse backgrounds</td>
</tr>
<tr>
<td>Uses Information</td>
<td>Acquires and evaluates/interprets and communicates information, organizes and maintains files, uses computers to process information</td>
</tr>
<tr>
<td>Understands Systems</td>
<td>Understands social, organizational, and technological systems, monitors/corrects performance, improves/designs systems</td>
</tr>
<tr>
<td>Works with Technology</td>
<td>Selects equipment/tools, applies technology to tasks, maintains, troubleshoots equipment</td>
</tr>
</tbody>
</table>

4-H supports SCANS skills development. SCANS skills such as responsibility, integrity/honesty, listening, meeting customers needs, speaking, writing, record-keeping, are some of the cornerstone skills of the 4-H youth development program. This is demonstrated by such activities as: public speaking, record book keeping and honoring commitments via leadership opportunities, citizenship activities and community service projects.

**USE A 4-H PROJECT TO LEARN SKILLS**

Children learn best when they are having fun and feel engaged in what they are doing. As mentioned above, 4-H transmits SCANS competencies through 4-H projects and activities. How can you be sure to incorporate SCANS skills into your project? Although you are probably already doing this, consider the following tips.

- Plan public speaking opportunities and community service projects for youth into your club program.
- Emphasize the importance of record-keeping.
- Plan activities to include teamwork – have members groom a dog as a team and then take turns leading. Emphasize the advantages of teamwork, and create the awareness that this is the way employees work.
• When conducting field trips, be sure to include information about careers. Invite guests to the club to talk about various careers.

• Encourage youth to assume leadership positions.

• Encourage and support youth to make club decisions and to solve their problems creatively.

• At the completion of a project have youth identify the SCANS skills they learned while doing the project.

• Encourage youth to keep records on the SCANS skills learned in their various projects and activities. This record will help build self-esteem and will be very useful at a later time as 4-Hers complete college and award applications and participate in interviews.

**BEGIN WITH A PLAN**

To ensure that SCANS skills are being stressed in your project and activities, it is best to start with a plan. It is not that hard. Depending on the age of youth in your group, this could be done as a group project.

<table>
<thead>
<tr>
<th>Project Tasks</th>
<th>Skills Learned</th>
<th>SCANS Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brainstorm ideas</td>
<td>Listen, speak, think creatively</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>Select team project</td>
<td>Work with others, make decisions</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td><strong>Ready, Set, Go</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase materials</td>
<td>Select equipment and tools, allocate money, time, space</td>
<td>Works with Technology</td>
</tr>
<tr>
<td>Establish time schedule</td>
<td>Allocate time</td>
<td>Utilizes Resources</td>
</tr>
<tr>
<td>Select Woodworking manual</td>
<td>Acquire and evaluate data, allocate money</td>
<td>Uses Information</td>
</tr>
<tr>
<td>Identify most pertinent chapters to be covered</td>
<td>Interpret and communicate, read, problem solve</td>
<td>Uses Information, Basic Skills, Thinking Skills</td>
</tr>
<tr>
<td><strong>Study and Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete self-study chapter before each meeting, take test</td>
<td>Acquire and evaluate data</td>
<td>Uses Information</td>
</tr>
<tr>
<td>Build project one step at a time</td>
<td>Apply technology to specific tasks, understand technological systems</td>
<td>Works with Technology</td>
</tr>
<tr>
<td>Assist team members</td>
<td>Teach others, lead, negotiate</td>
<td>Work with Others</td>
</tr>
<tr>
<td>Check tools and safety habits</td>
<td>Troubleshoot equipment, correct performance, improve system</td>
<td>Works With Technology</td>
</tr>
<tr>
<td>Maintain personal tool box</td>
<td>Organize and maintain files</td>
<td>Uses Information</td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tour nature center to learn names of trees and plants</td>
<td>Acquire and interpret data</td>
<td>Uses Information</td>
</tr>
<tr>
<td>Identify and write names of tree and plants</td>
<td>Use computers, communicate</td>
<td>Uses Information</td>
</tr>
<tr>
<td>Build wooden identification signs for nature center</td>
<td>Apply technology to specific tasks</td>
<td>Applies Technology, Basic Skills</td>
</tr>
<tr>
<td>Reflect with mentor on the benefits of project to self/others</td>
<td>Self-esteem, integrity, responsibility and sociability, serve customers</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 6, Section 4: Suggestions for 4-H Activities

Check your local 4-H Newsletter for calendar of events and special county, state or regional activities.

SEPTEMBER
- Elect and install new officers
- Complete all records
- Plan the program
- Send in your enrollment sheet
- Plans for Achievement Day
- Plans for National 4-H Week
- Begin your project

OCTOBER – NOVEMBER – DECEMBER
- Holiday service project
- Holiday party
- Plan for public presentations
- Continue project work
- Participate in National 4-H Week
- Hold the Achievement Program
- Make holiday gifts
- Welcome ceremony for new members

JANUARY – FEBRUARY – MARCH
- Plan to visit another 4-H group
- Report on project progress by 4-H members
- Plan how group may help the community
- Make homemade games
- First aid demonstration or project
- Study of local government
- Demonstrations by members
- Livestock judging
- Valentine party
- Pantomime contest
- Entertain another 4-H group
- Plan for the Clothing Revue

APRIL – MAY – JUNE
- Plan a Mother’s Day party
- Plan for cleanup week in community
- Plan a hike
- Discuss 4-H Camp
- Check record books
- Talk about sportsmanship
- Camp cookery instruction
- Safety presentation by a State Trooper
- Swimming party
- Plan a group tour
- Prepare fair exhibits
- Plan for the Nutrition Show
- Poultry and garden programs
- Outdoor meals
- “Entertain-Our-Parents” party
- A nature hike
- Entertain at a local institution
- Hot dog or marshmallow roast
- Picnic and hike
- Softball

JULY – AUGUST
- Plan to exhibit projects at fairs
- Plan for a working booth at Eastern States Exposition
- Make out fair entries
- Discussion of fair etiquette
- Plan to have representatives in different contests at the fair
- Report of camp participants
- Complete project records
- Group project tour
- Educational tour
- Prepare exhibits for the fair
- Train animals to show
- Make poster for the fair
- Group picnic after project tour
- Overnight hike
- Entertain another 4-H group
- Watermelon feed
- Parents meeting and social
OTHER SUGGESTIONS FOR CLUB MEETING ACTIVITIES

Invite a guest speaker.
Foreign exchange student, senior citizen, local artist, etc.

Give demonstrations
Each member gives a demonstration on a topic of his/her choice. Members may first attend a workshop on how to give a demonstration.

Hold a public speaking workshop.
The club leader or another qualified individual can run a workshop at a club meeting for members which will teach them how to become a better speaker.

Work on record books as a group.

Plan a trip, hike or other outing as a group.

Divide into small groups to form various committees within the club.
Committees might plan future parties, a telephone calling list, plan a fundraiser, or brainstorm about future club activities.

Hold a workshop on first aid.
Invite a qualified guest from the Visiting Nurse Association, Red Cross or local paramedics to your meeting to teach members some basic first aid skills.

Work together on club projects.
Choose one project at a time. The project might take one or many sessions to complete. Suggested ideas are photography, gardening, nature collections, cooking, building bluebird or bat houses, or a science activity to identify and gather resources so that jobs are completed in a timely manner. Subcommittees should report to a larger group so their progress can be monitored. Have your 4-H club news reporter prepare a news release for your local newspaper about the project.

Conduct a community service project.
Chapter 6, Section 5: Community Service

Wouldn't it be wonderful to get your club involved in an activity that will improve the quality of life in your community? A 4-H community service project will do just that and should be part of every club program.

Why do community service? Community service projects help:
- 4-Hers meet people and make new friends,
- 4-Hers learn new skills,
- 4-Hers make their community a better place in which to live,
- 4-Hers to work as a team, and
- 4-Hers experience the pride associated with becoming a community benefactor.

PLANNING THE COMMUNITY SERVICE PROJECT

A community service project should be fun and member directed. Letting youth have an active voice in choosing and doing the project will ensure high participation and satisfactory results. Community service projects will depend on the size and age of the group, the type of activity and the length of the project. Encourage younger members to improve areas close to their home or school. Because their perspective is broader, older youth often choose projects with more far-reaching effects.

When undertaking the project, remember that the process of identifying, planning and then completing the project is the learning process and just as important as the actual completion of the project.

Youth need to be the leaders with leaders and adults playing a facilitating role.

Although all the steps mentioned below are important, the size of your club and the project chosen will determine the amount of planning needed for your project to be successful.

1. Brainstorm ideas for project. Invite community leaders or read the newspaper to help clarify the needs of the surrounding locale.

2. Have youth decide on a project. After brainstorming, discuss the pros and cons of each idea, keeping in mind the parameters of time, transportation and money that have been decided. Keep the project simple.

3. Develop a timeline. Determine subcommittees and jobs needed to be done. Put dates next to each job to help youths plan.

4. Have youth organize the subcommittees. You can maintain involvement by working with subcommittees to identify and gather resources so that jobs are completed in a timely manner. Subcommittees should report to a larger group so their progress can be monitored. Have your 4-H club news reporter prepare a news release for your local newspaper about the project.

5. Do the Project. During the activity identify yourself as a 4-H club by wearing a 4-H t-shirt, using 4-H banners or putting up posters. If your project results in something permanent, be sure to include a sign or label that identifies the results as an activity from your club.

6. Discuss the project after completion. Discuss the logistics:
- How did subcommittees work – were they able to accomplish their jobs?
- Was the original timeline amended?
- How did youths feel about themselves after completing project?
- What work skills did they learn by doing this project?
- What problems did the group encounter?
- How did they solve those problems?
- What would they change the next time they undertake this project?
Discuss personal development ideas:

How did they feel about conducting a community service project?
How did it feel to “give” back to their neighborhood or community?
How it might feel to receive such a service?
What impact did their service project have on the community?

7. Recognize the efforts of all. Send thank you letters to guest speakers and organizations that donated items. Have your 4-H club news reporter prepare a news release for your local newspaper about the project.

IDEAS FOR COMMUNITY SERVICE PROJECTS

The following is a sampling of many possible ideas for community service projects, compiled from a variety of sources, that your group might consider doing.

- Collect food or clothing for community assistance programs.
- Bake for shut-ins and/or elderly groups.
- Get involved with community recycling programs.
- Sponsor a needy child.
- Donate pet food to a local animal shelter.
- Donate books to a library, or magazines to group homes.
- Assist fund drives such as American Cancer Society, Heart Association, Association of Retarded Citizens, March of Dimes, Habitat for Humanity, Heifer Project International, etc.
- Buy and donate 4-H placemats to a restaurant.
- Sponsor a child to attend summer camp.
- Provide pet therapy for patients at hospitals or nursing homes.
- Place an exhibit in the library window each week on some educational subject.
- Go caroling.
- Clean a park or roadside.
- Assist the community service projects of local service clubs like Lions, Rotary, Kiwanis, etc.
- Do odd jobs for those sick, elderly or disabled.
- Distribute litterbags to motorists.
- Give programs at nursing homes, daycare centers.
- Assist in providing needed equipment for a volunteer fire department, ambulance association, youth center, library, etc.
GETTING 4-HERS INVOLVED IN PUBLIC PRESENTATIONS

Public Presentations are used in 4-H by both leaders and members as ways of sharing information, teaching poise and gaining self-confidence.

OBJECTIVES OF THE 4-H PUBLIC PRESENTATION PROGRAM

Through giving public presentations, 4-H members learn to:

- express themselves clearly and convincingly,
- organize their ideas and present them in a logical order,
- research subjects,
- have confidence in themselves,
- emphasize the major points of a presentation through the use of visuals and/or examples, and
- listen to the opinions of others.

You have the opportunity to help shy, introverted 4-H members develop confidence, poise, self-esteem, stage presence and knowledge. You can also help members who are overly aggressive become more sensitive and aware of acceptable behavior.

With your guidance, members will learn that:

- errors are learning tools,
- criticism may be positive,
- pride can be displayed in a positive way, and
- skills and abilities must be used properly.

TYPES OF PRESENTATIONS

Demonstration

A demonstration shows how to make something, how to perform a skill, how to repair something or how something works. In this method the subject – animals, a machine, clothing, a musical instrument or a model – is used in the presentation. “Show Me How” is often the theme of a demonstration. This is an effective public speaking method for young or inexperienced speakers.

Illustrated Talk

An illustrated talk communicates ideas with the aid of charts, posters, slides, flannelgraph or chalkboard. The object being discussed is not used – only pictures, a model, or other representation of it.

Formal Speech

This is a presentation of a speech written by the participant, given from memory, notes or an outline, using index cards as an aid. No visual or audio aids are used.

THE THREE PARTS TO EVERY PRESENTATION

Introduction: A good introduction should tell what the topic is and why it was selected, and get the audience's attention.

Body: This is the major part, the “meat” of a presentation; it develops the objective, emphasizes key points and tells why they are important, and clearly shows each step in the process. In a demonstration, this is the “doing” part and should have a finished product.

Summary: The conclusion should restate the purpose, summarize the major points made, and be brief and pertinent.

Length of presentations may vary for each age group. Here are suggested time requirements.

- Clover Member (grade 1-3) or first-time junior participant: 3-5 minutes
- Junior Member (grade 4-7): 3-8 minutes
- Senior Member (grade 8-13): 5-8 minutes
WHERE TO GIVE PRESENTATIONS

- Local 4-H meetings
- County and state presentation contest
- Public locations: shopping malls, fairs, other county 4-H events
- Schools: members’ classrooms, parent-teacher groups, etc.
- Service clubs

Your county 4-H staff may conduct a presentation workshop for members and leaders to help them learn how to prepare and give effective and interesting presentations.

HOW LEADERS AND PARENTS CAN HELP

1. Encourage your 4-Hers to make public presentations.
2. Use the presentations materials available from your county 4-H office to help teach your 4-Her how to write a presentation.
3. To help your 4-Hers prepare, be sure they attend one of the public presentation workshops, if offered by your county.
4. Help gather the necessary information and equipment.
5. Encourage 4-Hers to research facts at local resource sites. Provide transportation to those sites, such as the library.
6. Encourage 4-Hers to do their own work.
7. Listen to their presentation – practice, practice, practice.
8. Give positive comments and make constructive, positive suggestions. **Self-confidence is the key.**

EVALUATING PUBLIC PRESENTATIONS

Public presentations given at county and state public presentation events are usually evaluated by a set of criteria and given numerical scores and/or Danish ribbons. Score sheets can be obtained from your county 4-H office. When presentations are given at the club level, consider your role as a judge and the importance of the teachable moment.

The Judge’s Role

The most important role that a judge plays is that of a teacher.

The Teachable Moment

Since judging occurs at a “teachable moment,” it provides an ideal opportunity for feedback to help 4-H members improve their work. At the same time, judges need to be aware that they are members of a teaching team that includes volunteer leaders, parents and county 4-H staff. As members of that team, judges have the responsibility to support and reinforce the learning that has occurred throughout the project year. Judges need to relate well to young people, offering constructive feedback and positive reinforcement to facilitate the learning process.

Non-Scored Evaluation

The presentation performance can be evaluated by offering constructive feedback and positive reinforcement without giving scores or ratings. This method should always be used with youth ages seven through nine.

If you want to give more than verbal awards for a job well done, you can give certificates of achievement or small prizes.

Another positive way to award the performance is to arrange for the 4-Her to give the presentation again before audiences such as those at libraries, after-school groups and other 4-H clubs.

**Source:** By Elva J. Parker, County 4-H Program Associate, Ocean County and Betty Ann Smith, County 4-H Agent, Middlesex County, 1990, revised 1994.
CHAPTER 7: The First Year

Remember the Starfish Flinger?
As an old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. Finally catching up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. “But the beach goes on for miles and there are millions of starfish,” cried the old man. “How can your effort make any difference?” The young man looked at the starfish in his hand and then threw it to safety in the waves. “It makes a difference to this one,” he said.

This chapter offers tips and suggestions to get through the all-important first year.

Section 1: Starting Up – Expectations and Recruitment
Section 2: Suggested Outline for the First Several Meetings
Section 3: Record-keeping in a Nutshell
Section 4: Survival Tips For New 4-H Leaders and Making It Beyond the First Year
Chapter 7, Section 1: Starting Up – Expectations and Recruitment

EXPECTATIONS
It’s a good idea to be clear about your expectations of members. This helps youth learn appropriate club behavior. Here’s a sample of what one leader expected. You may want to add or subtract items.

Each 4-H member shall have a three-ring notebook binder, divided into sections. They must be brought to every 4-H meeting. They will be divided as follows:

1. Project and Activity Records
2. Phone list and agendas
3. Organizational materials and notes
4. Meeting handouts
5. 4-H Newsletters (mailed from Extension office)
6. Program notes

The Project and Activity Records should be written in erasable pen. They will be added to records from previous years and, in an appropriate 4-H folder, turned in to the leader on the first of September each year.

Member’s Responsibilities
• Each member must perform at least one demonstration (any subject) before the group each year.
• Each member is responsible for being dropped off and picked up on time for each meeting.
• Permission slips will be required for all field trips.
• If a member is unable to attend any meeting they must notify the President or Secretary before the meeting.
• If a meeting is missed, it is the responsibility of the member to contact an officer to determine what was missed.
• If a member fails to attend 80% of the regular meetings without sufficient cause, that member may not attend any field trips, etc.
• Members shall rotate supplying refreshments for general meetings.
• The club will participate in at least one community service project per year, as well as in the annual 4-H Benefit Horse Show.

Leader’s Responsibilities
• Maintain a list of club members, phone numbers and club responsibilities.
• Recruit 4-H members.
RECRUITMENT

The local 4-H staff person can provide resources to help recruit members. Once an interested volunteer passes the screening process, recruitment of youth can begin.

Ads or articles in local papers are one way to promote potential clubs. Word of mouth, friends of friends and especially friends of your own children can often be the core group of a club. Contacts through schools, PTOs or PTAs can provide another avenue for promoting your 4-H group.

Consider a 4-H Project Day – demonstrating some of the project possibilities for a club can be a good hands-on recruitment effort.

The keys to successful recruiting are finding where the youth are, finding where the parents are and engaging these audiences in the experiences your 4-H Club can offer.

REMEMBER:

- Adult Volunteers (with a desire to teach, mentor and interact with youth)
- Youth (interested in specific project areas, willing to learn about subjects they choose and sharing those experiences with others who have similar interests)

= Successful 4-H Clubs

Don’t forget that FUN is an integral part of the process!
Chapter 7, Section 2: Suggested Outline for the First Several Meetings

“What am I supposed to do at meetings?”

There are few rules that have to be followed in 4-H. These vary from county to county, but we can give you some guidelines for what you might do at your first few meetings. After a while you’ll probably make up your own guidelines. Remember this is only a guide. Don’t worry if you do things in a different order.

1. Preparing for Your First Meeting
   A. When and Where: pick a convenient time and place for yourself, co-leaders and members.
   B. Who: ask friends, the local paper will do an announcement as a public service, local schools and churches. Five or six youth is a good number to start with.
   C. Plan Activities: be sure to include the three components of every meeting in this first one.
      1. Educational – what 4-H is, the role of parents, leader’s responsibilities. Leader explains what the 4-H/Youth Program is and what the group can do. Parents will be interested in this also. Encourage members to think about what they want to do in the club.
      2. Business – hand out enrollment information. Choose the date, time and place for the next meeting.
      3. Social – Learn each other’s names. Play some “ice breakers” (get-acquainted activities). Check with your local 4-H office for ideas. Serve refreshments.
   D. Become acquainted with the 4-H Volunteer Handbook.
   E. Invite parents to the first meeting.

2. The Day of the First Meeting
   A. When perspective 4-Hers arrive, make sure the environment is warm and inviting. You want them to feel welcomed. Have ample seating space.
   B. Conduct meeting (see 1.C. Activities above). Record the date, meeting place and time. Ask a youth volunteer to be the secretary.
   C. Questions and answers.

3. Before the Second Meeting
   Send in your group enrollment and information sheets, and request project materials from the 4-H office. Enrollment materials are due in the 4-H office by NOVEMBER 15 or no later than one month after your group forms. You are not covered by insurance until your group is officially enrolled.

BEYOND THE FIRST MEETING

You’ve done it!!! You’ve had your first successful 4-H meeting. Congratulations!! During the first few meetings you may notice that more youth will join while others may leave. Don’t worry. That is very common. Send new enrollment sheets to the 4-H Office once membership has stabilized.

Review chapter eight for a sample 4-H Club Meeting Agenda. For the first few meetings, it may help to fill out an agenda for each meeting. Until you elect officers, have youth volunteer each meeting for different offices. Be sure to include all the parts of a meeting each time your club meets. Chapter eight has more information on 4-H meetings.

Suggestions for the Business Portion
These suggestions are not listed in any particular order.

• Plan your yearly calendar by choosing a few county events in which to participate. Meetings preceding the county events could be used for preparation.
• Brainstorm, explore and decide on ideas for group goals – projects, community service, etc. Think of possible ways to meet your goals.
• Discuss and choose projects – how can parents and the community be involved?
• Decide on the meeting and activity dates for the year (or at least six months). Be sure to give this to every family.
• Discuss responsibilities of each office and committee (see chapter eight).
• Elect officers and committee chairs (see chapter eight for installation of officer’s ceremony).
• Decide on the name of your group – some groups try to include the name of their town in their 4-H name.
• Practice the steps for running a meeting
• Decide on whether or not you want dues and the amount of dues.
• Discuss how the group is doing. Ask if they would like to change the plan.
• Use the county newsletter to highlight information that every member and parents should be aware of.

Suggestions for the Social Portion
• Until youth get to know each other, do the social portion first – usually get-acquainted activities.
• Refreshments always help people socialize.
• Always finish your meeting with a fun activity.

Suggestions for the Educational Portion
Have a fun activity for members – craft projects, guest speaker, slide show, etc. Is there a parent who could help with this section for one meeting?

ADDITIONAL TIPS FOR A SUCCESSFUL MEETING
1. Be Prepared! Think ahead. Make a list of all the materials needed for your meeting.
2. Encourage members to help each other instead of always going to the leader for help.
3. Try giving leadership jobs away!
4. Keep members and parents informed.
5. Involve youth. They learn more this way than by being talked at.
6. Be sensitive to others.
7. Help teachers and parents; don’t replace them.
8. Take stock of the situation; then act.
10. Make both successes and failures learning experiences.
Chapter 7, Section 3: Record-keeping in a Nutshell

RECORD-KEEPING (see chapter 5, section 5 for more information)

Reasons for Keeping Records
- To record experiences
- To recall events, activities and experiences
- To compare programs from year to year
- To show at a glance what has been achieved
- To have as a reference and support if member is recommended for an award

Records 4-H Members Need to Keep
- A project record sheet for each project in which the 4-H member participates
- A 4-H Activity Sheet must be filled out each year
- Record sheets for each year should be placed in a set of 4-H Record Book covers, with the Activity Record Sheet placed on top.
- Each successive year’s record sheets are placed on top of the previous year’s record sheets.

Records Clubs Need to Keep:
- Pictures of members or projects can be kept in a club photo album
- Newspaper clippings, photos of 4-H members or other items can be kept in a club scrapbook

These are great jobs for members not already holding office.

Records to be Kept by the Club Secretary
- Club meeting minutes, kept in the Secretary’s book
- Club attendance records, kept in the Secretary’s book

Records to be Kept by the Club Treasurer
- Monthly accounting of petty cash, savings account amount and/or checking account totals
Chapter 7, Section 4: Survival Tips for New 4-H Leaders and Making it Beyond the First Year

TIPS

1. If possible, start with perhaps five to eight members, and recruit members within a two- or three-year age span.

2. Get help! Share the responsibilities with a co-leader, a project leader or a junior leader.

3. Involve parents from the very beginning. Everyone is busy. Explain what you are willing to do, then ask for their assistance. Make transportation the parents’ responsibility.

4. Hold meetings on a regular basis, perhaps once a month or every two weeks. If you set a specific day or evening for the meetings, families will try to plan the rest of their schedule around it.

5. With the members, outline a program for the next few months. Find out what they want to learn about, and base your club program around their interests.

6. Set up an information system, such as a telephone chain, club newsletter, e-mail notices, etc.

7. Have adequate facilities which are appropriate for the type of meeting or project.

8. Start and end the meetings on time.

9. Plan to learn some things along with your 4-Hers. No one expects you to be an expert in everything!

10. Make sure meetings are fun with lots of member involvement and activity. Vary the type of meeting. Balance project work, competition, tours, social occasions, recreation, etc., from meeting to meeting.

11. Try a wide range of projects. Encourage the 4-Hers to participate in the supplemental activities for these projects, such as the 4-H Nutrition Food Show, judging events, Fashion Revue, 4-H Fair, Public Speaking and so on.

12. Read the 4-H Newsletter, and refer to it for ideas, opportunities and information about registering for special events and activities. Remind your 4-Hers of this information.

13. Call the 4-H Office if you have any questions.

14. Get to know other 4-H leaders. Share ideas, successes and problems. Take advantage of leader training opportunities.

15. Hold some meetings, programs or social activities with other 4-H clubs in your area.

16. Publicize special activities well in advance. Report on club successes. Get your 4-H club in the local newspaper or on community television stations through your local cable company.

17. Help your 4-Hers plan and conduct a community service project. They’ll feel good about helping others.

18. Assign appropriate responsibilities to all members, check on progress, and discuss successes and problems.

19. Let the members handle as much of the meeting as possible, with you as an advisor. Encourage them to brainstorm and explore alternatives.

20. Encourage members to expand beyond previous successes.

21. Recognize the participation and efforts of everyone – parents too!

22. Be flexible. Maintain a sense of humor. Have fun!

23. Take time to listen to members. You are a significant, caring adult in their lives.
BEYOND THE FIRST YEAR
How to Avoid Leader and Member Burnout

1. Hold meetings on a regular basis.
2. Determine a format for your meetings.
3. Vary the focus and organization from year to year.
4. Balance work and competition with social occasions and games.
5. Establish club traditions.
6. Have written expectations of members.
7. Emphasize family involvement and commitment.
8. Set up an information system.
9. Constantly recruit new members.
10. Involve many members in the running of meetings.
11. Encourage members to expand beyond previous successes.
12. Recognize participation and effort.

Throughout the first year, at times you will feel frustrated and wonder if it is worth it. If you wonder if you’re making a difference take some notice:

• Are members becoming more confident and willing to try something new?
• At first you are almost hand leading, then as the weeks progress are members taking much more initiative?
• Are 4-Hers showing growth in interest, wanting to help others, wishing to take on responsibilities, either for self, family, club or community.

If you can say “yes” to any of the above, hang in there – you are on the right track – you are making a difference.
Meetings can be effective teaching tools. In this chapter you will learn parts of a meeting, parliamentary procedure, how to plan meeting agendas, ceremonies for installation of officers, how to nominate and elect officers, officer duties, club committees and their roles, group decision-making practices, and how to handle group problems.

Section 1: 4-H Meeting Tips
Section 2: Successful 4-H Meetings
Section 3: Parts of the 4-H Meeting, Business Meeting Agendas, and Recreation- and Group-building
Section 4: Decision-making
Section 5: Officers
Section 6: Committees
Section 7: Handling Meeting Problems
Chapter 8, Section 1: 4-H Meeting Tips

Most meetings should have three parts in nearly equal portions. This will result in greater cooperation and participation from the members. They include:

- A decision-making or business part
- An educational part
- A social or fun part

Allow members to take responsibility for their club activities and decisions. Members must feel their ideas and needs are important and taken into consideration by the group. We learn from success and failure. Youth will gain leadership and communication skills, and the meetings will have fewer disruptions and more meaning to the members.

Vary your leadership style to the level of the group. Offer more guidance and direction to a younger group than to a very motivated, self-guided group. More learning will take place as a result of being challenged and trusted.

4-H LEADER’S CREED

I Believe . . .

...the 4-H member is more important than the 4-H Project.
...learning how to do the project is more important than the project itself.
...4-Hers should be their own best exhibits.
...competition should be given no more emphasis than other fundamentals of 4-H work.
...enthusiasm is caught, not taught.
...to learn by doing is fundamental in any sound educational program and is a characteristic of the 4-H program.
...generally speaking, there is more than one good way to do most things.
...every 4-H member needs to be noticed, to feel important, to win and to be praised (volunteers, too).
...our job as leaders is to teach 4-H members how to think, not what to think.

Anonymous
Chapter 8, Section 2: Successful 4-H Meetings

Well-planned meetings help youth
- make new friends.
- share ideas.
- acquire new knowledge.
- enjoy activities.
- participate in decision-making.
- develop self-confidence and leadership.

TIPS FOR BETTER CLUB MEETINGS
- Officers, committee chairpersons and members should know their jobs.
- An agreed upon decision making process should be used.
- Only one person should speak at a time
- Meetings should start and end on time.
- Officers, committee chairpersons and leaders should meet before the meeting to plan the business agenda.
- Programs should be planned several months in advance.
- Every member should be on the program sometime during the year. If there are inactive members, ask for their opinions during meetings and find out their interests. Get them involved in special club projects.
- Leaders and parents should support the members and officers as they strive to reach club goals.

To have well-planned and well-attended meetings, help your group answer the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Consider the Following</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>Think about light, transportation, space needs for activities and room arrangements. Consider members’ homes, and public and civic facilities.</td>
</tr>
<tr>
<td>When?</td>
<td>The length of the meeting is influenced by the age of members, and by the subject and activities offered. Be clear about starting and ending times. It helps to have a definite meeting time each month, ie. last Friday of the month, second Tuesday of the month, etc.</td>
</tr>
<tr>
<td>How Often?</td>
<td>Age of members – younger members may loose interest if the meetings are far apart. You may want to meet more frequently in the beginning to help the group form. Many groups meet monthly.</td>
</tr>
<tr>
<td>What Happens?</td>
<td>Include a variety of experiences, creating a balance between business, learning and recreation. The group usually decides and plans this portion. Activities for early arrivals help the group develop a spirit of togetherness. Members can plan and lead games to help others have fun. Helping everyone feel welcome and accepted is vital to enthusiastic participation and cooperation.</td>
</tr>
<tr>
<td>What About Younger Members?</td>
<td>Younger members may need to see visuals – flags, banners, jackets, etc. to feel the spirit of belonging to a group. They may feel connected if they are asked to lead pledges, mottos, etc.</td>
</tr>
</tbody>
</table>
Chapter 8, Section 3: Parts of the 4-H Meeting, Business Meeting Agendas, and Recreation and Group building

Although each 4-H group is unique, successful 4-H meetings tend to have some things in common. Meetings should include a balance between business, education and recreation. Length of each time is influenced by the age and interests of group.

**PARTS OF A 4-H MEETING**

<table>
<thead>
<tr>
<th>Part</th>
<th>Skills Learned</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td>Decision-making, oral communication, brainstorming, leadership by being an officer or committee member, abiding by group rule, effective meeting organization.</td>
<td>Should have at least four per year, some clubs have one per month. Usually last 15-20 minutes. Day-to-day business and decision-making portion conducted here. See section on agendas to learn how to organize this portion of your meeting.</td>
</tr>
<tr>
<td><strong>Education/Program</strong></td>
<td>Public-speaking, involvement in community, leadership, subject matter of project.</td>
<td>Usually lasts 40 to 60 minutes. Includes presentations by community people, members, parents and leaders. Community service projects. Project work. Group may decide to have educational meetings outside of business meeting time. Usually planned in advance during the beginning of the club year. Organized by a youth or a committee.</td>
</tr>
<tr>
<td><strong>Recreation</strong></td>
<td>feelings of “I belong,” communication, leadership skills, group cohesiveness.</td>
<td>Usually lasts 15-20 minutes. Informal time for fellowship; celebrations, club recognitions or organized games. Refreshments are usually served. May be done at the beginning of the meeting as get-acquainted activities. See section on recreation for more information.</td>
</tr>
</tbody>
</table>
BUSINESS MEETING AGENDAS

Meeting agendas are nothing more than a road map for conducting your meeting.

The Role of an Agenda

Agendas that are too brief or vague can actually hinder the progress of a meeting. Properly prepared agendas, on the other hand, almost always make meetings run smoothly. In a well-prepared agenda, items are elaborated. For example: in the order of items an item listed simply as “Fair Board Report” doesn’t tell very much; adding “select representatives and consider alternative date” says more.

Be certain to indicate the expected action for each item. Some common phrases for conveying expected action are: “for information,” “for discussion” and “for decision.” These phrases help members anticipate and prepare for action. If a particular person has responsibility for an item, place that person’s name in parentheses just below or to the right of the item. This information tells members who the contact person is and serves as a guide for the chair.

Set Priorities Within the Framework of an Agenda

The order of business can be critical to the success of a meeting. Some ordering is obvious. For example, the budget for equipment purchases should be discussed before your equipment needs. Some ordering, however, is not so obvious. Here are several guidelines that will help establish priorities:

1. The early part of a meeting is usually the most lively and creative, therefore items requiring mental energy, bright ideas and clear heads should appear early on the agenda. An item of great interest to everyone might be scheduled for 15 to 20 minutes into the meeting to avoid the attention lag that typically occurs at this point.

2. The order of business influences the meeting atmosphere. Some items tend to unite the group, while others divide it. The leader may want to start on a point of unity, progress to items likely to evoke differing opinions and end the meeting on a unifying note.

3. Long agendas require momentum because members need to feel that progress is being made. Use labels for expected actions such as “information,” “decisions” and “discussion,” to help set the agenda. Information items should come first; since they require no group action, they should be brief. Decision items should come next on the agenda, but if a decision item becomes a discussion, table it until you’re ready for the discussion items. This procedure may not cover the entire agenda, but it will keep the meeting on track and leave members with a feeling of accomplishment.

4. The order of business can save valuable time. Listing “any other business” on an agenda may save time in planning, but it can turn into a frustrating waste of time at a meeting. Unstructured or informal discussions are healthy, but they must be managed so that they come near the close of a meeting and only if time permits.

The accepted order of business is included as a hand-out, A Sample 4-H Club Meeting Agenda.

The president or vice/president should develop the meeting agenda BEFORE the group meets. Be available to help them do this as they learn their jobs.
A SAMPLE 4-H CLUB MEETING AGENDA

1. Call to Order
2. Pledge of Allegiance/4-H Pledge
3. Roll Call
4. Minutes of Previous Meeting – Read by Secretary
5. Treasurer’s Report
6. Correspondence – Read by President/Secretary
   Note: Important events from county newsletter
7. Committee Reports
   a.
   b.
   c.
   d.
8. Old Business
   a.
   b.
   c.
   d.
9. New Business
   a.
   b.
   c.
   d.
10. Next Meeting Date: _________________________
11. Adjournment
12. Program (recreation, clinic, speaker, social event, presentation, etc.)

Source: By Laura Bovitz, 4-H Program Associate, Middlesex County, New Jersey, 1993.
MINUTES
Minutes are an important part of committee work and are the record of actions and/or discussions. Minutes should be kept, as they are the documentation of any questions which may arise about a group's actions.

1. The format for the minutes should correspond to the agenda. Content should include:
   a. any communication of information that will be helpful to members or the record; and,
   b. decisions and/or actions taken. Names of individuals who are to take action and the dates, deadlines, outcomes, etc., for their efforts are also important to include in minutes. Underlining or capital letters for these sections are helpful to remind members of the work to be accomplished by the next meeting. Reports, correspondence, etc., may become attachments to the minutes.

2. The person who takes minutes does not have much opportunity to participate in the meeting. It may be appropriate for a person to volunteer at each meeting. This person then needs to provide a draft of the minutes to the committee secretary who then clarifies them and sees to their preparation and distribution.

3. Minutes should be distributed within a week of the meeting.

4. Committee reports presented at the meeting should be in writing and then distributed with the formal minutes.

5. To ensure correct minutes, it is helpful for any individual who makes a motion to write down the exact wording of the motion and give it to the secretary at the meeting.

RECREATION/GROUP BUILDING
The chart Parts of a 4-H Meeting shows that the third part of the meeting is a time for group-building activities. This part of the meeting is very important. Why? In addition to skill development, group building is fun, adds variety and gets everyone to participate.

Clubs often allow a youth to be in charge of this part of the meeting. This group-building time can also be held at the beginning of the meeting as get-acquainted activities.

Choosing Games
To help your “recreation” chairperson perform their duties, remind them that the choice of games depends on:

1. Age group and their interests. Young children, ages five through eight, have a short attention span. They enjoy simple organized games. Youth, ages nine through 13, like active games and contests. They tend to resist group games having members of the opposite sex. They are likely to be highly competitive and to enjoy games with physical or mental challenges. Junior high school students will like most party games as long as “pairing off” is not emphasized. They also like mental games, brain teasers and funny games. Humorous stunts and novelty contests are usually good choices. Senior high youth don’t mind pairing off games, and they enjoy having a good time with a variety of games.

2. Type of meeting – Is the occasion a 4-H club meeting, a project meeting or a picnic?

3. Amount of time available.

4. Facilities – Where will the recreation be? Outdoors or indoors? How large is your space? Do you have tables or chairs? How noisy can the group get in this location?

5. Number in the group – Will the group be large or small? Can it be divided into several small groups? Do you have young and teenage members together?

6. Season of the year – Select games that fit special holidays or seasonal activities. You may want to plan more outdoor games in warm weather.
Leading Recreation

Although a good recreation leader makes conducting a game look easy, it is not. When leading games, follow these guidelines:

• Get in a position so you can be seen and heard by the entire group. Gain the undivided attention of the whole group before explaining the activity.

• Be enthusiastic!

• Give instructions clearly and briefly.

• Demonstrate when possible.

• Practice or “walk through” the difficult parts of the activity.

• Give the participants a chance to ask questions.

• If necessary, stop, make corrections, and then begin again.

• Make it fun for everyone. Play the game yourself. Include those on the sidelines. Give everyone a chance to be involved.

• Stop the game at the height of enthusiasm. This will make the group want to play the game again.

• Plan a variety and be able to switch from one game to the other with ease.

• Plan more games than are probably needed, so that if one game is not accepted enthusiastically another may be easily started.

• Study the rules of each game carefully before teaching the game to a group. Plan a method for teaching the game.

• Always consider the physical requirements of the game, such as space, accommodations, equipment and comfort of players. Take care of these things before the game period.

• Although most of us are familiar with the more competitive games, consider playing cooperative games. Some games are included in the Everyone’s a Winner booklet.
Chapter 8, Section 4: Decision-making

A major part of your group meeting will be spent decision-making. The best decision-making process includes everyone having a chance to offer an opinion, knowing what the decision is and being committed to the decision or accepting it as the will of the group. A poor decision-making process can lead to hostile feelings, misunderstandings, lack of commitment and an unwillingness to support and implement the decision.

One of the first decisions a new group makes is what decision-making style to use during meetings. Generally groups use either parliamentary procedure or consensus decision-making. In 4-H, both types of decision-making are used. The type used depends on the group, their interests and what you and your members feel comfortable with.

CONSENSUS

Consensus decision-making is informal and may appear to be just a group of people talking together. The atmosphere is generally relaxed, friendly and very flexible. There usually is a list of things to be discussed or an agenda. It is everyone's responsibility to keep the topics under discussion moving and to make decisions.

Steps for Consensus Decision-making

Step 1. Define or explain the problem that needs a decision.

Step 2. Give everyone a chance to suggest ways to solve the problem.

Step 3. Discuss the ideas that have been suggested. They can be changed or improved as they are discussed.

Step 4. Decide on the best idea to solve the problem. Everyone does not have to agree that it is the best solution, but everyone should agree to accept the solution and help make it work.

Step 5. Put the decision into action. Who will do what, by when, and how. Record these items in the minutes.

Step 6. After the decision has been tried, it should be evaluated. That is, the group should see how it is working and make some changes, if necessary.

Consensus decision-making will not work if:

• Someone in the club blocks the consensus process to promote his or her own idea.

• The club has members who always want their own way.

• The discussion does not stay on the topic.

• The group has little time or patience.

PARLIAMENTARY PROCEDURE

Parliamentary Procedure is a formal type of decision-making. Parliamentary Procedures are the rules that clubs use in conducting their business. These rules provide courtesy and justice for each member. They bring order to the meeting and help the club make decisions.

Why Use Parliamentary Procedure?

• It helps keep the meeting orderly and allows a group to carry out its business.

• It helps a group carry on discussions and make decisions.

• It provides rules for conducting business quickly.
How to Bring Up Business
Before a member can bring any business before the club, it is necessary to “obtain the floor.”

To do this, the member should stand and say, “Mr. President” or “Madame President.” The president recognizes the member. To maintain order, the president recognizes one member at a time.

How to Pass a Motion
To make a motion, a member must first “obtain the floor.” Then, the member states a motion: “I move that ________.”

A motion cannot be discussed or voted upon unless it has been seconded by another member. It is not necessary to “obtain the floor” to second a motion. The member says, “I second the motion.” If a motion is not seconded, it is declared lost by the president.

The president generally repeats the motion and asks if there is any discussion. During the discussion time, the members may wish to change the motion. This can be done by the member making the motion with the agreement of the member seconding the motion.

After a reasonable time for discussion, the president repeats the motion and calls for the vote.

The president asks “all in favor say ‘aye;’ all opposed say ‘no’.” The president then indicates whether the motion has been passed or defeated.

How to End the Meeting
When the business agenda is complete and the president hears of no further business, he calls for a motion to adjourn. Steps to adjourn are:

A member is recognized by the president and then says, “I move that the meeting be adjourned.”

Another member says, “I second the motion.”

The president says the following: “A motion has been made and seconded to adjourn the meeting. All in favor say ‘aye;’ all opposed say ‘no’.” If the motion passes the president says, “The meeting is adjourned.”

Source: adapted from: *On Our Way to Better Meetings*, University of Minnesota, 4-H M-22.
A Typical Meeting

Using parliamentary procedure, a typical meeting might look like the following:

When the other members arrived and had been seated, Jose, the club president rose and began the meeting with the call to order.

**Call to Order**

“The meeting will please come to order. Becky will lead the 4-H pledge.” Becky asked all members to rise and repeat the 4-H pledge. When the members were seated again, Jose said, “Will the secretary call the roll?”

**Roll Call**

Bill, the secretary said, “Instead of answering ‘Present,’ will each member stand and tell the club about the progress of his or her project since the last meeting?” After each member reported, Jose rose and said,

**Reading the Minutes**

“The secretary will now read the minutes of the last meeting.”

**Approving the Minutes**

When Bill finished, Jose asked, “Are there any additions or corrections to the minutes?” He paused, and said, “If not, they stand approved as read. (Had there been additions or corrections they would have been made, and Jose would have said, “The minutes are approved as corrected.”) We will now have the treasurer’s report.”

**Treasurer’s Report**

The treasurer announced the amount of expenditures for the past week and stated the balance in the treasury. Then the president said, “Will the chairperson of the recreation committee now report?”

**Committee Report**

Susie, the chairperson, rose and said, “Mr. President.” “Susie,” said Jose, the chair, in recognition of the committee chairperson.

**Making a Motion**

Susie said, “The recreation committee wants to report that the club secured the use of the community hall on Friday night, April 10. I move that this report be accepted and that the club have a party at the community hall on Friday night, April 10.”

One of the members immediately stood up.

**Seconding a Motion**

“I second the motion,” he said. “Is there any discussion of this motion?” asked Jose. An enthusiastic discussion followed. Finally, one of the members, indicating that he wished the club to vote on the motion, called, “Question.” Then Jose said, “Are the members ready for the question?” Since no one seemed unready to vote, Jose said,

**Oral Vote**

“All those in favor of the motion signify so by saying ‘aye,’” “Aye,” chorused all the members. “All those opposed, by saying ‘no,’” continued Jose. Since there were no opposing votes, Jose said, “The motion is carried.” When the other committee reports were given, Jose asked,

**Unfinished Business**

“Is there any unfinished business to come before the meeting?” Since none was introduced, Jose continued,

**New Business**

“Is there any new business to come before the meeting?”

**Out of Order**

Tom began to speak without first addressing the president. “Tom, you’re speaking out of order,” said Jose. “You’re addressing the meeting without recognition from the chair.” This time, Tom stood and said, “Mr. President.” “Tom,” replied Jose in recognition.

**The Motion**

“I move that we have an exhibit,” said Tom. After the motion was seconded, Sally rose and was recognized.
Amending the Motion

“I amend the motion to read that ‘our 4-H club will have an exhibit at the county fair this July.’” After the amendment was seconded, the members held a short discussion. Then the president brought the amendment to vote. “All those in favor of this amendment signify so by saying ‘aye.’ All those opposed, by saying ‘no.’” Since there were no opposing votes, Jose said,

Voting on a Motion as Amended

“The amendment is carried. We’re now ready to vote on the amended motion. Is there any discussion?” Since there was none, Jose said, “The motion was made, seconded and amended that our 4-H club have an exhibit at the county fair this July. All those in favor signify by saying ‘aye.’” “Aye.” “Those opposed, by saying ‘no?’” There being no opposing votes, so Jose said, “The motion is carried. Is there any other business to come before the meeting?” Cathy stood and was recognized. “I move that we invite the Leesville 4-H Club to our party Friday night,” she said. When the motion was seconded and discussed, Jose conducted an oral vote in the usual way. Since there were many opposing votes, however, he couldn’t tell whether the motion was carried or lost. Therefore he said,

Standing Vote

“All those in favor of the motion please stand.” After counting the votes he said, “All those opposed to the motion please stand.” Since there were more votes against than for, he announced, “The motion is lost.” When all the business was disposed of, Jose said,

Adjournment

“If there is no further business, a motion for adjournment is now in order.”

“Mr. President,” said Bill. “Bill,” replied Jose. Bill said, “I move that we adjourn until two o’clock next Saturday at the home of Sally Jones.” When the motion was seconded, Jose said, “All those in favor, say ‘aye.’” “Aye,” answered all the members. “Those opposed, say ‘no.’” Jose paused. “The motion is carried,” concluded Jose, “and the meeting stands adjourned until two o’clock next Saturday at the home of Sally Jones.”

If there is No Business

When there is no business to be discussed, the president can call the meeting to order and ask the secretary to read the roll. The minutes can be read and approved. Then the business meeting can be adjourned. The rest of the meeting time can be spent on program and recreation.
Chapter 8, Section 5: Officers

Group officers are an important part of the leadership team of your 4-H group. Being an officer also develops leadership skills of an individual member. By electing officers, youth learn about and participate in elections, and increase their feelings of club ownership. Once elected, youth learn to be responsible to the group.

Although the size of the club and the ages of the members determine the number and kinds of officers to elect, the officers usually elected in each club are president, vice president, treasurer, secretary and reporter. Depending on the number of youth in your club you may also want to elect a historian, or a refreshment, recreation or program chairperson.

Group officers are usually elected at the beginning of each 4-H program year. One of the goals of 4-H is to develop leadership skills. Therefore, it is a good idea to share jobs so that all members gain leadership experiences. The same member should not hold the same office in consecutive years. In some clubs, especially in small ones or in those with younger members, you may want to rotate officer responsibilities throughout the year.

NOMINATIONS AND ELECTIONS

Time is needed for members to get to know each other and to learn responsibilities of office. Depending on the size of the club, the number of new members and the number of years the club has been in existence, it may be a good idea to elect officers at the second or third meeting. To help youth prepare for elections, discuss the qualities of a good officer and the responsibilities of each office, and conduct a self-survey of officer qualities.

QUALITIES OF A GOOD OFFICER

A good officer works with all members and gives everyone a chance to participate; shares leadership by giving others an opportunity to accept responsibility and develop their leadership ability; is dependable; helps plan a program for the year that's in the best interest of all members of the group; works well with other officers, committee members, leaders and parents; and tries to make the meetings worthwhile and interesting.

Good officers are enthusiastic, tactful and friendly. They work to get each member of the group in on plans and to give everyone a fair chance. They accept and respect each member, and encourage everyone to contribute to the group.

CHOOSING OFFICERS FOR YOUR CLUB

Two Ways to Nominate Officers

One is to have members suggest someone for an office during the election meeting. The member says, “I nominate _____________ for ______________.” A nomination does not need a second, although a second can be made to show support.

The other way is for the president to appoint a nominating committee. The committee chooses candidates for each office and asks them to run. It presents its nominations as a report at the meeting. Other nominations can then be made from the floor. When there are no more nominations, a member says, “I move to close the nominations.” If the motion is carried, the members then vote on the candidates.

There are several ways to vote. It takes a majority – half the membership plus one vote – to be elected. If you have 17 members, a majority is nine. The president doesn't vote except in case of a tie.
### Type of Vote | How It's Done
---|---
**Voice Vote** | The president says, “All in favor of the motion say ‘Aye’. ”
**Standing Vote** | The members stand so their votes can be counted.
**Show of Hands** | The members raise their hands so the president can count their votes.
**Ballot** | The president has one or more helpers hand out blank slips of paper so the members can write down their vote.
**Roll Call** | Each member votes as his or her name is called.
**Honor System** | Members close their eyes and vote by raising hands.

For more information refer to the publication *You Have the Floor*.

### OFFICER RESPONSIBILITIES

**President**
- Presides at meetings.
- Sees that the room is ready and that the meeting starts on time.
- Arranges to have the vice president take over if the president can’t be there.
- Appoints committees with the help of the leader.
- Works with members and the leader to plan the program for the year.
- With the leader and the other officers, plans the order of business for each meeting.
- Casts the deciding vote if there is a tie.
- Gives other officers a helping hand with their jobs.
- Helps everyone in the group work together.
- Makes each member feel at home and helps everyone take part in the discussion.
- Doesn’t impose own point of view on the group.
- Asks questions that make the group think.

**Vice President**
- Presides at meetings when the president is absent.
- Handles other jobs in the club, such as serving as chairman of the program committee.

**Secretary**
- Puts the group’s plans for the year in the 4-H Secretary’s Book.
- Keeps minutes of all meetings.
- Keeps a complete list of all members and calls the roll.
- Reads letters to the group at meetings.
- Reminds members of special meetings by phone, by postcard or in person.
- Makes sure each member knows when and where the next meeting will be.
- Writes the group’s letters, such as “thank-you” letters and requests for information.
- Turns a completed 4-H Secretary’s Book over to the group leader.

**Treasurer**
- Receives all money.
- Keeps a record of the amount received in the 4-H Treasurer’s Book.
- Puts the money in a special group bank account or keeps it in another safe place.
- Pays out money only when approved by the group.
- Records the amount paid in the 4-H Treasurer’s Book.
- Reports at group meetings on money received, money paid out, and the amount of money on hand.
- Gives the new treasurer complete and accurate records when he takes office.
OFFICER RESPONSIBILITIES (CONTINUED)

**Reporter**
- Tells the public about what your group does.
- Talks with your Extension Educator about how to handle group stories.
- Sends advance information to local papers or radio stations when you plan a special event, such as a demonstration day or a community service work project.
- Writes a follow-up story after the special event is over.

**Historian**
- Keeps a scrapbook of news stories and photographs concerning club and member activities.
- Takes photographs or arranges for others to take them of group events.
- Adds to the club scrapbook and turns the completed scrapbook over to the group leader.

For more detailed information on officer responsibilities contact your local 4-H Extension Office for the *Officers Handbook*.

**SUPPORTING YOUR OFFICERS**

The officers and the leaders make up the leadership team of the club. They will need to meet and plan. To be an effective team, they also need training and support. What can you as a group leader do?

- Give each officer the appropriate bulletin and review it with him or her. (reference club officer handbooks)
- Explain the club’s records and how they are kept.
- Explain the parts of a 4-H Meeting.
- Discuss decision-making procedures for the club, the difference between consensus and parliamentary procedures and why these procedures are used.
- Allow the officers to practice conducting and participating by holding a mock club meeting. This will help develop understanding and make them feel more at ease during the actual club meeting.
- Plan an agenda for the next club meeting.
- Work with officers on agenda items before each meeting.
- Help officers see ways of including all members so they feel needed (include all members on committees, call on different members at the meetings and get feedback from all age groups).
- Give encouragement, praise, recognition and help when appropriate.
INSTALLATION OF OFFICERS
An installation ceremony will help new officers understand their duties and help members realize their importance of being an officer. The ceremony will help bring honor and recognition to the roles of officers. Although retiring officers and leaders may want to prepare an original ceremony, you may get a few ideas from the ceremony below.

Ask the newly-elected officers to stand in front of the room facing the members. Officers may light a candle from a central candle symbolizing their office, if desired. The installing officer may be the past president, a junior leader, a leader or any other designated person.

The installing officer says, “4-H members, you have been elected to fill the offices of this 4-H group and are about to assume the rights and duties of your offices. As a 4-H officer you will have new ways to serve your group and your community. Much of the success of our 4-H group will depend on your leadership.

‘_________,’ as President, you will conduct our business meetings and direct the work of the club.

‘_________,’ as Vice President, you will preside in the absence of the president and assist the president as needed.

‘_________,’ as Secretary, you will keep a written record of our meetings and activities.

‘_________,’ as Treasurer, you will keep a record of all receipts and expenditures.

‘_________,’ as Reporter, you will keep the public informed of our meetings and accomplishments.

‘_________,’ (If you have other officers, include them and their duties here.)

Do you accept these responsibilities as the elected officers of the ___________ 4-H group. If so, please respond by saying, ‘yes.’

Let us all stand and give the 4-H pledge led by ____________, our new 4-H president.”
Chapter 8, Section 6: Committees

Committees can help your club run smoothly and provides an opportunity for everyone - members, parents, leaders to get involved. Committees also provide a chance for members to “grow into” responsibility of other officers. Committees are useful because they share the work and can concentrate on one specific task. Each committee should probably have an adult advisor-parent or leader. As an advisor - they advise. The committee makes the recommendations and plans.

SOME INFORMATION ABOUT COMMITTEES

| Types of Committees | Standing: appointed each year and serves for the entire year – community service, program, recreation and refreshment, membership, etc. |
| Special: appointed to study problems and recommend solutions, usually less than one year. |
| Committee Membership and Chairmanship | Committees are often appointed by the president with the help of the leader. |
| Committee chairs can be named by the president or appointed by the committee. |
| Committees should have clearly defined responsibilities. |
| Committees generally have two to four members. |
| Committees should have a clear beginning and end date. |
| Committees should have regular communication with chairman. |
| Duties of Committee Chairman | Call meetings; setting date, time and place. |
| Assure that the committee understands its purpose. |
| Chair discussion so that good decisions can be made. |
| Assure that all committee members understand and carry out responsibilities as assigned by the committee. |
| May take an active part in discussion as any other member. |
| Assure that a committee report is prepared to present to the general meeting at the designated time. |
| Usually will make a verbal report to general meeting, but any committee member may do this. |
## Chapter 8, Section 7: Handling Meeting Problems

(Refer to Chapter 10: “Challenging Personalities” for further information.)

<table>
<thead>
<tr>
<th>Problem</th>
<th>Possible Causes</th>
<th>Helpful Suggestions</th>
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</thead>
<tbody>
<tr>
<td>Lack of Participation</td>
<td>• Members may not know what is expected.</td>
<td>Include everyone in group decisions. Use chart paper or chalkboard to write out expectations so members can hear and see decisions and instructions. Be sure members know how to perform tasks expected. Divide into small groups or “Buzz Groups” for discussion, and have one member report the decisions and opinions to the larger group. Promote a friendly group spirit where everyone’s efforts are praised. Again, small discussion and committee groups may help with this problem. Give talkative members guidance on how to take a leadership role in drawing opinions from shy members. Establish a ground rule that one person does not speak on a topic a second time until everyone who wishes has spoken once.</td>
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<td></td>
<td>• Members may be shy in large groups.</td>
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<td></td>
<td>• Older and more aggressive members may not give others the opportunity to participate.</td>
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<td>Poor Attendance</td>
<td>• Time and place may not be suitable for many members.</td>
<td>Discuss this as a total group and determine if a change is needed. Establish regular time and place for meetings. If the meeting place rotates to members’ homes, make up a roster at the beginning of the year and circulate or post it for members to mark their calendars. Give everyone the opportunity to help decide what the group will do. Be sure there is a warm atmosphere in the group so that everyone feels wanted. Give members responsibilities so they will feel needed. Praise efforts.</td>
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<td></td>
<td>• Members may not be getting information about the meeting time and place.</td>
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<td></td>
<td>• Members may not feel committed to the group.</td>
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<td>Disorderly Meetings</td>
<td>• Members arrive late or the group has fallen into bad habits.</td>
<td>Start with a “fun” activity before business meetings. Involve them in planning and carrying out this recreation. Discuss the problem with members in a large group or break into small groups to discuss the problem and suggest ways to improve meeting conduct. If a small “clique” is causing disruption, give them responsibility for some leadership in the meeting. Hold a workshop on group decision-making and meeting management. Have special training for executive members. Have executive meetings to plan regular meetings so they run smoothly and quickly. Prepare agendas in advance and follow them. Use committees to research alternatives and suggest plans of action to the whole group at next meeting. This will give more members the feelings of belonging and responsibility.</td>
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<td></td>
<td>• Members may not know how to participate in meetings.</td>
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<td></td>
<td>• Meetings may be too long and detailed, then members lose interest.</td>
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<tr>
<td>Problem</td>
<td>Possible Causes</td>
<td>Helpful Suggestions</td>
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<td><em>Poor Group Relations</em></td>
<td>• Some members may want to “run the show,” which may not be acceptable to others.</td>
<td>Use committees to discuss plans, so that many members have an opportunity to share in the direction of the club. Use workshop and game activities as leadership training to encourage participation by all members and to allow members to evaluate their own behavior. Work to establish mutual trust between members and leaders. Have committees of members and leaders work together to increase cooperation. Build self-confidence by focusing on member’s efforts and strengths. Help members recognize the difference between ideas and personalities. Encourage discussion about ideas rather than people. Anticipate positive behaviors rather than failure. Trust that members will make responsible decisions. Accept members as they are. Don’t make acceptance dependent on their behavior. Recognize improvement and effort, not just accomplishments. Encourage cooperation rather than competition. Focus on contributions.</td>
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<td>• Some may feel that adult leaders are too dominating.</td>
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<td>• Atmosphere may not be one of acceptance and support, allowing for ridicule if someone “goofs.”</td>
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<td><em>Failure to Accept Responsibility</em></td>
<td>• People may not know what is expected of them.</td>
<td>Make decisions as a group so that those given the responsibility had part in the planning. Develop contracts which clearly state each person’s responsibility. Give recognition and thanks for responsibilities carried through. Match assignments with abilities and interests. A small group and committee format allows people to volunteer for what they can do. Encourage people to assess their available time and the importance of the task. Encourage people to be honest and open about these factors.</td>
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<td>• People may not feel able to do the task.</td>
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<td>• People may have other things that are more important to them.</td>
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<td><em>Lack of Parental Support</em></td>
<td>• Parents lack information. Parents may not feel committed to the group.</td>
<td><em>Involve parents</em> – Keep them informed about what the group has done, is doing now and plans to do. <em>Ask parents what they think</em> – Invite them to the first meeting. Consult them for their ideas on what might be done. Parents can help you out when you are in a pinch, but should be also called upon when things are going smoothly. <em>Give parents some responsibilities</em> – Give them a phone call once in a while to enlist help on a particular item. They are often more willing when asked to help.</td>
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**Reference**

MSU, Cornell and Canada.
CHAPTER 9: Awards and Recognition

“Awards are not ends in themselves, but rather are vehicles to encourage involvement.”

In this chapter you will discover the importance of recognition, the philosophy of 4-H judging, and awards for Connecticut 4-H members.

Section 1: Motivating, Praising and Recognizing
Section 2: Understanding 4-H Judging
Section 3: Awards Policy for 4-H Members
Section 4: Bill of Rights for Young People in 4-H and Ideas for Non-competitive Recognition
Chapter 9, Section 1: Motivating, Praising and Recognizing

RECOGNIZING YOUR 4-HERS ACHIEVEMENTS

"Good Job!"
"Here is your pin for completing a year of 4-H club work."
"You have received a blue ribbon for the excellent job you did on your project."
"Congratulations! You have received an outstanding award on your project."

No matter how we say it, we continually recognize young people for their achievements in 4-H.

Recognition comes in many forms, and can be linked to participation, achievement, cooperation or competition. It’s important to understand why children need recognition and how we can recognize them for their accomplishments.

BELIEFS ABOUT RECOGNITION

• Recognition is a basic human need with security, new experiences and responses.
• Recognition should be a part of all 4-H learning experiences.
• Appropriate recognition takes many forms.
• Respect for individual differences is essential.
• Recognition must be structured to build positive self-esteem.
• Opportunities for self-assessment and reflection allow youth to learn.
• A range of opportunities and challenges provides choices to meet individual needs.
• Adult support is essential in youth learning and recognition.
• Everyone should be recognized at some level.
• A balance between all elements of the recognition model is essential.

NATIONAL 4-H RECOGNITION MODEL

The following model represents a national policy statement about recognizing individuals and groups, youth adults, families and partnerships. The purpose of recognition is to encourage and support the efforts of young people in learning to improve their knowledge and develop their life skills.

Source: By Ginny P. Diem, County 4-H Agent, Somerset County, New Jersey, 1990, revised 1994.

National 4-H Recognition Model – For Individuals and Groups, Youth, Adults, Families and Partners

Recognition, support and encouragement for learning are provided equally in all five areas. Cooperation partly overlaps Participation, Progress Toward Self-set Goals, Standards of Excellence and Peer Competition. Cooperation is part of all four. The intent of the graphic is to show that recognition is given to individuals and people working together in teams or groups.

RECOGNIZING 4-HERS FOR PARTICIPATION IN EDUCATIONAL EXPERIENCES

It is important to acknowledge the participation of 4-H members in an educational activity. For younger members, (grades first through third), participation is the major form of recognition. It should be easy and simple for members to earn this type of recognition. Being recognized for a year of 4-H club work by receiving a year pin is one example of recognizing participation.

Criteria for earning this recognition should be simple. All youth who meet the criteria are recognized. Recognition can be earned several times. The awards should be part of the learning experience.
RECOGNIZING 4-HERS FOR PROGRESS TOWARD SELF-SET GOALS

An important part of 4-H is to help members learn to set goals and plan ways to achieve those goals. Setting goals is appropriate for all ages and all activities. A 4-H member may have a goal of learning to put in a zipper, or a 4-H club may have a goal of collecting food for a local homeless shelter. Personal goals set by a member allow for the unique growth of that member. Adults, both leaders and parents, should be part of this goal-setting process to help the member set realistic and reasonable goals, as well as to evaluate progress toward achieving them. Setting and achieving small goals will lead to accomplishing a long-term goal, such as completing the year’s project.

Goal-setting Questions
1. What would you like to accomplish in your project or activity?
2. What resources do you need to reach your goal?
3. What are the steps you need to take to reach your goal?
4. Is this goal worthy of your time and abilities?
5. Are you happy with your goal?
6. Have you recorded your plan?

RECOGNIZING 4-HERS FOR ACHIEVEMENT OF STANDARDS OF EXCELLENCE

Measuring a member’s accomplishments against a set of standards is one of the most common ways that 4-H members have been traditionally recognized. Fairs are excellent opportunities for youth to have their work compared to standards. The Danish system of judging allows members to receive colored ribbons (blue, red, white and green), based on a score determined according to established standards. However, when members are then ranked against one another and an overall winner is selected, recognition moves to the level of peer competition.

When recognizing members' achievement of standards, it is important that the standards be well-defined, usually on a score sheet. All participants should know and understand the standards they need to achieve. After members are evaluated, feedback from the judge is needed to help them learn how well they rated on a set of standards and for them to receive suggestions for improvement.

RECOGNIZING 4-HERS FOR RESULTS FROM PEER COMPETITION

Peer competition is recognition for the best team or individual at that specific time and place. It is a strong motivator for some but not for all young people. Participation in peer competition should be optional, and is not appropriate for younger children (Clover age).

This type of recognition is more extrinsic than intrinsic, with the award being a trophy, rosette or plaque. If properly designed and implemented, this type of recognition showcases the best things produced by 4-Hers. It is important to establish specific selection procedures. Rules must be stated, understood and enforced.

COOPERATION

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task or goal. Everyone is rewarded.

SUMMARY

Designing a recognition system involves:
• looking at the young people: their needs, interests, attitudes and aspirations;
• understanding differences between people based on background and experiences; differences in behavior in the same person; differences between similar types of people; and
• using recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs.

It has to balance recognition for participation, progress toward self-set goals, achievement of standards of excellence, competition and cooperation.

This Recognition Model is appropriate and useful at all levels of 4-H. Recognition committees and councils at the local, county, state and national levels utilize this approach in all recognition programs. Using a comprehensive recognition program can lead to more youth being recognized and can provide a way to say to every youth: "You are a valued and important member of the 4-H program."

Reference

4-H Youth Development Education; A National Model for Recognition in 4-H Programs, National 4-H Council and 4-H Youth Development, ES-USDA.
Chapter 9, Section 2: Understanding 4-H Judging

Children join 4-H to have fun and make new friends. One reason why 4-H is so successful is because children choose to do whatever interests them. As participation increases, 4-Hers learn more, begin to assess progress for themselves and look to others for evaluation of their work. The judging process in 4-H is like real life. 4-Hers set goals, work to achieve them and reap rewards for their efforts.

Having one's accomplishments evaluated can be motivating and educational for 4-Hers. When judges critique their work or performance, it serves as a guide to further improvement. The judging process is probably more valuable than the award or recognition. To plan, practice and present a finished product is to "learn by doing." To graciously accept constructive criticism of one's work is a real life experience. 4-Hers learn quickly that judging results reflect a personal opinion and that evaluation will vary among judges.

TYPES OF EVALUATION

Conference or Interview
The judge interviews the participant as he/she evaluates the product against a set of standards. The purpose of this judging is to determine what the 4-Her learned in completing the project. Comments are provided verbally and also in writing on a score sheet.

Project Judging
The judge evaluates the finished products against a set of standards without the member present. The focus is the quality of the project itself and not the learning process. Comments are provided to the participant in writing, usually on a score sheet.

Performance Judging
The judge evaluates how a 4-H'er accomplishes a task or goal in progress. The judge looks for skills being used, as well as evaluating the end result. This type of event enables the 4-Her and the judge to see how the performance directly effects the end product. Comments are often provided verbally and also in writing on a score sheet.

DANISH JUDGING IN 4-H

In 4-H most judging involves the Danish system of judging. In this system, the judges do not judge one person's work by comparing it to another’s. The evaluation is made against a standard. A judge looks to see whether requirements are met. Often a score sheet is used, available from the county 4-H office.

If the work meets high standards, it receives an excellent rating and a blue ribbon (score of 90 to 100). A red ribbon signifies very good work, (score of 80-89). White ribbons are given for work of good quality that will benefit from further improvements (score of 70-79). A green ribbon signifies work meets standards well enough to be shown, but is only fair quality (score below 70), or it may be a participation ribbon.

One advantage of this system is that everyone whose work fulfills the minimum qualifications can receive a ribbon. If all entries are judged to be excellent, all receive blue ribbons.

The purpose of using the Danish judging system is to give every 4-H member the recognition deserved for the work that was done. It also helps young people recognize the need to improve their skills and to "make the best better."

PEER COMPETITION

While Danish judging focuses on set standards, other judging compares one 4-Hers' work to another’s. This is peer competition. This type of judging may be used to select the "best" projects within a class. An example of this would be awarding a "Best in Show" rosette to the photo with the highest score in a photo judging contest. In some projects, such as horse shows, participants are ranked against one another and given placing, such as first, second, third place, etc.
THIS WE BELIEVE

- 4-H boys and girls are more important than 4-H projects.
- Learning how to do a project is more important than the project itself.
- "Learning by doing" through a useful work project is fundamental in any sound educational program and characteristic of the 4-H program.
- There is more than one good way to do most things.
- Our job is to teach 4-Hers how to think not what to think.
- A balanced program of work and play, geared to the individual's needs, is more important than "grooming winners."
- Competition is a natural human trait and should be recognized as such in 4-H work, but it should be given no more emphasis than other 4-H fundamentals.
- Every 4-H member needs to be noticed, to feel important, to experience success and to be praised.
- No 4-H award is worth sacrificing the reputation of a 4-H member or a 4-H leader.
- A blue-ribbon 4-H member with a red-ribbon chicken is more desirable than a red-ribbon member with a blue-ribbon chicken.

Reference
Adapted from South Dakota Newsletter by GB, 1985.

WHO ARE THE JUDGES AND HOW ARE THEY SELECTED?
Judges have a special interest in young people and may have knowledge in a particular subject matter area, as a hobby or career. They are selected by paid staff and volunteers for their knowledge and interest in youth. Most are volunteers with some exceptions, such as in the horse project area where professionals are secured.

WHAT RULES DO JUDGES FOLLOW?
Judges must know the rules and criteria agreed upon by the 4-H participants, the 4-H leaders and the 4-H staff. Each judge should be given information about the judging activity including scoring sheets. In addition, judges should be aware of and understand the philosophy behind the 4-H program and the purpose of evaluating 4-Hers projects and performances. A judge's orientation helps to ensure a fair judging experience for everyone.

WHEN YOU ARE THE JUDGE
- Know and understand the 4-H philosophy.
- Judge the 4-H member's effort as well as the finished product. This is important because young people are not yet experts in a particular skill.
- Know the judging standards or criteria, and follow them carefully. Try not to allow personal biases to influence your comments or decisions.
- Be consistent in your judgement.
- Judge each entry on its own merit – not by reputation.
- Acknowledge the parts that were done well before making criticisms. Be positive and look for the good first!
- Written or verbal statements should be constructive and not harsh. Critique is necessary for further learning, but harshness serves only to discourage the individual. Give concrete suggestions for improvement.
- Sign your name to the score sheet. The judging has a positive influence on the 4-Her.
- Always stress the learning and accomplishments that have taken place rather than the award.
- Treat the 4-H member as an individual. Be sure to consider age and experience when evaluating. Use this event to stimulate growth and to motivate children to learn more. Competition in 4-H should be a good experience for members.

Source: By Gail Bethard, 4-H Program Associate, Somerset County, New Jersey, 1994.
Chapter 9, Section 3: Awards Policy for 4-H Members

4-Hers need to know what awards are available and the mechanics of being considered for each of them. The 4-H Awards Program may be viewed as a pyramid. It is broad-based and rises to a point. The base has room for all 4-Hers to receive recognition. This level of recognition includes a pat on the back, words of encouragement, praise from fellow members, recognition of achievements, score cards, evaluation comments, participation ribbons and certificates.

To bring some continuity to the awards program, the following five policies have been adopted in Connecticut.

1. **Certificates of Recognition** – one each for each member who has completed one or more projects during the past year. This completion decision is to be made jointly between the club member and the local volunteer leader. There are no age restrictions to receiving the Certificates of Recognition.

2. **County Project Medals** – Recipients are selected by a specific committee or county process on the basis of a completed record form and/or leader recommendations. Only senior 4-Hers can qualify for project medals. A 4-Her usually qualifies for a specific project medal only once. The exception is if significant progress in a project area is made, beyond that when the 4-Her first received the medal. This may warrant awarding another project medal for the same project area.

3. **County Specific Awards** – Check with your local 4-H Office on the availability of these special awards. Each county makes different opportunities available, based on local needs.

4. **State Awards** – Although state awards have various due dates, all must be submitted to the State 4-H Office on a completed *Connecticut 4-H Recognition Form*. Selections will be based on this form and an interview. Only senior 4-Hers can qualify for state awards.

5. **National Opportunities** – Connecticut selects delegates for one or more award trips each year. Senior 4-H’ers who qualify for state awards are the ones who may be representing Connecticut at the National 4-H Conference, National 4-H Dairy Conference or the National 4-H Congress.

Remember to check with the local 4-H Office for report forms, dates for submitting awards and other specific award policies.
Chapter 9, Section 4: Bill of Rights for Young People in 4-H and Ideas for Non-competitive Recognition

COMPETITIVE EVENTS

Young people participating in 4-H competitive events have the following rights.

1. A right to decide if they will participate.
2. A right to participate at a level commensurate with their maturity and ability.
3. A right to appropriate preparation before participating in 4-H competitive experiences.
4. A right to have appropriate guidance by parents, qualified 4-H volunteers, and professional staff.
5. A right to have informative evaluative feedback.
6. A right to compete as a young person and not as an adult.
7. A right to share in the leadership and decision making for the competitive learning experiences.
8. A right to compete in a safe and healthy environment.
9. A right to equal opportunity to strive for success.
10. A right to be treated with dignity.
11. A right to have fun competing in 4-H.

NONCOMPETITIVE EVENTS

Special ribbons... not just participant ribbons
Badges/buttons... one for each participant

Most helpful
Newest Member
Best Listener
Nicest Smile

Special achievement certificates
Meal coupons, small trinkets
Special event gift certificates

Camps
Celebrations

WHAT'S YOUR IDEA?

Talk to your members and come up with group ideas for recognition.

"4-H members do 4-H projects but 4-H leaders have 4-H members as a project."

In this chapter you will learn about the basic needs of youth, understanding teenagers, managing groups, characteristics of different age groups and how those characteristics affect learning. This section will also give you information about social issues that may affect your club. For more assistance and references you may want to refer to the InfoLine Brochure or call InfoLine at 1-800-203-1234.

Section 1: Developing a Positive Self-Concept
Section 2: Understanding Youth
Section 3: 4-H for Youth with Special Needs
Section 4: Valuing Diversity
Section 5: Managing Groups and Positive Discipline
Section 6: Challenging Personalities
Section 7: Fact Sheets on Youth Issues
Chapter 10, Section 1: Developing a Positive Self-concept

Developing a positive self-concept is one of the major life-skills developed through the 4-H Program. What is a positive self-concept? It is a growing belief about yourself that helps you to cope successfully with the events in your life, and then to make a positive impact on the lives of others.

As a 4-H Volunteer, you have many opportunities to make a positive impact on each 4-H member’s self-concept. Every important adult in a child’s life, including parents, teachers, 4-H leaders, grandparents, older brothers and sisters, youth leaders and religious leaders, influences their belief in their own value to themselves and to others.

HOW DO I HELP 4-H MEMBERS DEVELOP A POSITIVE SELF-CONCEPT?

As a 4-H youth leader, your attitude of non-judgmental acceptance toward each child is essential. This helps each member feel accepted for his inner self, rather than for his behavior, clothes or skills. One way to do this is to show genuine appreciation for each individual. If you aren’t genuine, they’ll know it right away.

Feedback
Genuine appreciation is also positive feedback. Although we would like to be able to only give positive feedback, part of being an adult role model for youth includes making corrections. You are probably asking, "How can I avoid having corrections thought to be criticism?"

Since each child is unique and already has a self-concept in the process of development, you cannot guarantee how a child will accept correction. Experts recommend that at least 75% of all feedback be positive when making corrections. A division of 50/50 positive comments to criticism doesn’t work. Your 4-H members will usually feel unworthy unless you use the 75/25 balance.

For example, "You have done an excellent job on this record book. Your handwriting is neat, you have reported all of your expenses, and your story follows the guidelines. However, you did not include the number of 4-H meetings you attended. Next year, you might want to keep a tally on your 4-H calendar so you can fill in this part of your record book easily."

Expressing Acceptance
You can help express acceptance by seeing beyond a behavior to the true self within each 4-Her. One technique that may help youth discover their uniqueness is to distribute 3” x 5” cards at the end of each meeting, and ask them to list the things they liked about themselves during the meeting.

Invite your members to list what they learned, and encourage them to discover things that were not part of the "lesson plan." There should be no right or wrong answers. All things learned should be encouraged so members can observe and participate in the group process. Being accepted and feeling a part of a group builds security and the desire to participate and cooperate in group endeavors.

Nonjudgmental Attitude
Your attitude toward each 4-H member will be obvious to the them. Even though adults have learned how to say one thing and do another, children often see through this practice. It is important to be honest with yourself as you notice your relationship with each youth. Having and expressing a non-judgmental attitude is an important part of helping youth develop a positive self-concept.

Within the group setting you can help the members be non-judgemental by demonstrating neutral behavior. When a member shares an experience, a feeling or a thought, the leader should accept it as the true expression of the moment. For example, if a youngster says he could not bring his record book because his parents wouldn’t let him, the leader and members must not attack him by saying, "You’re lying. That’s not true. You just forgot it." Instead, the leader sets a positive example by saying, "Okay, let’s work together with your parents so you can bring it to the next meeting."

Caring
Adults who communicate to youth a sense of caring and personal worth, help to increase positive self-concept. You can do this by creating an environment of mutual support and caring. You can gently help every member have a chance to share his thoughts with the group so the most talkative person doesn’t overshadow a more quiet personality.

You will have reached this goal when the members trust one another and the leader enough to be at ease when expressing their feelings openly, and know they will not be ridiculed. This atmosphere of trust and acceptance
will help young people recognize that they are valued and can count on receiving genuine affection and support.

**Independence**
Young people also want to stand on their own feet, to make decisions, to accept responsibilities, to experiment. You should allow them freedom and encourage them to experiment on their own with the assurance that you are close by if they need a helping hand.

**Affection and Recognition**
Young people need to feel that they are liked, not just tolerated. Recognition for a job well done or for genuine improvement can satisfy emotional needs as well as inspire further achievement. Recognition should not simply be blanket approval and praise for every endeavor, but thoughtful, discriminating support.

**Achievement and Success**
Each member must have his day, must feel that he has accomplished something worthwhile. You can help a member choose a project which is a challenge (not just of skills) but not completely beyond his reach. You can help him carry it out with enough guidance that he is neither bored nor totally frustrated. These are conditions for meaningful success which you can reward with ample recognition.

**WHERE DOES ONE'S SELF-CONCEPT COME FROM?**
Your self-image—how you think and feel about yourself—is learned. This began at birth with your parents and other care givers. They gave you verbal and non-verbal feedback on your behavior. These experiences, with the important people in your life, help determine how you feel about yourself.

Some people will give you the message that, although you may at times behave in unacceptable ways, you are basically an okay person. Others may give a negative message: "You are bad because you do bad things." Either of these messages, given over and over as you grow up, form the basis for how you see yourself. By the time a child reaches school age, the self-concept is quite developed.

Although the early influences have a significant impact, it is possible to change self-concept. You, as a youth volunteer, can be part of the gradual process of building a positive self-concept for youth, as well as for yourself.

**SELF-CONFIDENCE EXPRESSED**
Genuinely confident people know they can handle whatever challenges life brings their way. They are willing to learn and are not afraid of making mistakes. They feel good inside and like themselves. They have strong self-respect and respect for the feelings and capabilities of other people. They feel inferior to no one and superior to no one.

There is a source of love and strength within each of us. No matter what problems we have, even if we are physically injured or mentally handicapped, that inner power is still there. It is upon this inner strength that confidence must be built; not on looks, intelligence, money, popularity, athletic ability or social status.

**WHAT CAN I DO ABOUT MY SELF-CONCEPT?**
You are in charge of your self-concept. All of the things we’ve said about helping youth develop a positive self-concept apply to everyone. Be genuine and enthusiastic when expressing your caring for others. You are a special person. You volunteer to work with 4-H youth, and you know in your heart that you really care about young people. Expressing your true self, and being genuine and accepting are the keys to helping 4-H members increase their positive self-concept. Remember: you are an incredible person! Within you is wisdom, love and joy. Never sell yourself short.

**Source:** By Rose Mary Bergmann, County 4-H Agent, Morris County, New Jersey, 1990; revised 1994.

**References**


Chapter 10, Section 2: Understanding Youth

AGES AND STAGES OF 4-H YOUTH

As you know, young people act differently at various ages and stages of their lives. Think about some young people you know. Can you think of some characteristics of 10-year-olds? Would those characteristics be different from those of 16-year-olds? Does a second grader act differently from a seventh grader? Your answer is probably, “Yes!”

Because of these differences, 4-H programs are usually designed with a target audience in mind. Characteristics of these age groupings are given below. Keep in mind that these groupings are based on averages, and that each child is an individual who develops at his or her own rate.

Be sure to consider the information in the chart when planning events and activities for your 4-H’ers. Look down each column to get an idea of the characteristics of the youth you are working with. For more specific information, see the information sheet in this chapter which describes the characteristics and suggestions for planning learning experiences for the specific group you are working with.

Source: By Betty Ann Smith, County 4-H Agent, Middlesex County, New Jersey and Rita L. Natale, Regional 4-H Agent, South, 1994.

Developmental Characteristics of the 4-H Youth Audience

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Prep</th>
<th>Beginners</th>
<th>Intermediates</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ages 7 and 8</td>
<td>Ages 9-11</td>
<td>Ages 12-14</td>
<td>Ages 15-19</td>
</tr>
<tr>
<td>Interest Span</td>
<td>Short, unless topic is of great interest. Can be increased if activity is included. (5 to 20 minutes)</td>
<td>Short and varied.</td>
<td>Lengthens with experience and interest in subject or activity.</td>
<td>Almost adult if self-motivated.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>May be easily frustrated by fine motor tasks that are beyond level of coordination.</td>
<td>High interest in doing active projects. Poor coordination.</td>
<td>Interested in skills for specific use. Can tackle more difficult jobs with more complex coordination.</td>
<td>Highly skilled in areas of interest and practice.</td>
</tr>
<tr>
<td>Ability to Plan</td>
<td>Has difficulty with multiple step plans over a period of time.</td>
<td>Limited ability, experience and judgement.</td>
<td>Can plan better than execute.</td>
<td>Has need and ability to plan.</td>
</tr>
<tr>
<td>Relation to Adults</td>
<td>Seeks adult leadership and companionship.</td>
<td>Accepts leadership easily from adults.</td>
<td>Needs and wants guidance but rejects domination.</td>
<td>Wants leadership on adult level.</td>
</tr>
<tr>
<td>Relation to Age Mates</td>
<td>More interested in small groups under adult supervision.</td>
<td>Needs to feel accepted.</td>
<td>Interested in opposite sex, and in group acceptance.</td>
<td>High interest in groups, &quot;couples&quot; oriented.</td>
</tr>
</tbody>
</table>

Source: Adapted from the North Dakota State University 4-H Curriculum Guidelines.
### Youth Ages 7 and 8

<table>
<thead>
<tr>
<th>Specific Characteristics</th>
<th>Planning a Learning Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily motivated, eager to try something new.</td>
<td>• Plan a wide variety of activities.</td>
</tr>
<tr>
<td></td>
<td>• Plan activities that take a short time to complete, with each experience building on previous activities.</td>
</tr>
<tr>
<td>Deal with here and now. Interest span short.</td>
<td>• Provide a variety of short and specific learning activities involving concrete concepts.</td>
</tr>
<tr>
<td></td>
<td>• Free time should be planned and encouraged. Move from one activity to another. Alternate high and moderate activity with low.</td>
</tr>
<tr>
<td>All new learning involves use of language.</td>
<td>• Be very specific and clear with instructions.</td>
</tr>
<tr>
<td></td>
<td>• Ask youth to give feedback on what they have heard.</td>
</tr>
<tr>
<td>Sensitive to criticism, doesn’t accept failure well.</td>
<td>• Provide positive encouragement and assistance.</td>
</tr>
<tr>
<td></td>
<td>• Plan many concrete learning activities in which success can be experienced.</td>
</tr>
<tr>
<td>Experimental, exploratory behavior part of development.</td>
<td>• Set up situations that foster cooperation and teamwork rather than competition.</td>
</tr>
<tr>
<td></td>
<td>• Utilize field trips, real models, and hands-on experience.</td>
</tr>
<tr>
<td>Learn best if physically active.</td>
<td>• Provide activities that encourage physical activity: running, moving, playing games, cutting with scissors, painting, brushing and assembling.</td>
</tr>
<tr>
<td>Strong desire for affection and attention of adults.</td>
<td>• Plan for small group activities with an adult for each three to four youth.</td>
</tr>
</tbody>
</table>

### Youth Age 9 to 11

<table>
<thead>
<tr>
<th>Specific Characteristics</th>
<th>Planning a Learning Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are quite active, with boundless energy.</td>
<td>• Put emphasis on &quot;hands-on&quot; learn-by-doing activities.</td>
</tr>
<tr>
<td></td>
<td>• Keep youth busy with individual or group projects. Group free time is encouraged.</td>
</tr>
<tr>
<td>Like group activity.</td>
<td>• Emphasize group learning experiences.</td>
</tr>
<tr>
<td>Like to be with members of own sex.</td>
<td>• Encourage learning experiences to be done with participants of same sex.</td>
</tr>
<tr>
<td>Have interests that often change rapidly, jumping from one thing to another.</td>
<td>• Encourage many brief learning experiences.</td>
</tr>
<tr>
<td>Usually do best when work is laid out in small pieces.</td>
<td>• Use detailed outlines of sequential learning experiences.</td>
</tr>
<tr>
<td>Guidance from parents and adults important if youth are to attend to a task and achieve their best performance.</td>
<td>• Provide opportunities for parent involvement. Outline &quot;things to do&quot; and make assignments. Participants will probably need individual and group guidance. Suggest how parents, teachers and other volunteers can help.</td>
</tr>
<tr>
<td>Admire and imitate older boys and girls.</td>
<td>• Encourage apprenticing with teen volunteers.</td>
</tr>
<tr>
<td>Are easily motivated, eager to try something new.</td>
<td>• Provide a wide variety of learning experiences.</td>
</tr>
<tr>
<td>Specific Characteristics</td>
<td>Planning a Learning Experience</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Do not like to keep records and do not see the value in them; need assistance and close supervision.</td>
<td>• Keep written work simple. Review the project or activity forms with the group step by step. Give clear instructions and solicit the help of parents to assist their children with written work.</td>
</tr>
<tr>
<td>Like symbols and regalia.</td>
<td>• Make recognition available to those who earn it.</td>
</tr>
<tr>
<td>Need recognition and praise for doing good work.</td>
<td>• Present recognition in front of peers and parents. Let members know that they will receive rewards for completing activities.</td>
</tr>
<tr>
<td>Are extremely curious; constantly ask &quot;why.&quot;</td>
<td>• Do not answer all their questions. They will learn by finding some answers on their own. Encourage a few members to find answers and report back to the group.</td>
</tr>
</tbody>
</table>

**Youth Age 12 - 14**

<table>
<thead>
<tr>
<th>Specific Characteristics</th>
<th>Planning a Learning Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are concerned about physical development, being liked by friends.</td>
<td>• Encourage learning experiences related to understanding yourself and getting along with others.</td>
</tr>
<tr>
<td>Desire a sense of independence, yet want and need their parents’ help.</td>
<td>• Encourage working with adults and older teens to complete learning experiences and apprenticing.</td>
</tr>
<tr>
<td>Are self-conscious with many needing help to get over inferiority complexes.</td>
<td>• Concentrate on developing individual skills.</td>
</tr>
<tr>
<td>Like fan clubs, with many having adult idols.</td>
<td>• Need to have opportunity to practice leadership roles with coaching.</td>
</tr>
<tr>
<td>Want to go outside of their own community to explore.</td>
<td>• Encourage working with or apprenticing to older teens and adults. Teen and adult leaders must be well-liked to be effective, and teen leaders should be three or four years older than participants and considerably more mature (must not reject those who they are leading).</td>
</tr>
<tr>
<td>Are getting over the age of fantasy and beginning to think of what they will do when they grow up, but are often unclear of needs and values.</td>
<td>• Provide learning experiences outside of the community.</td>
</tr>
<tr>
<td>Are interested in activities involving boys and girls.</td>
<td>• Relate what they are doing to career choices.</td>
</tr>
<tr>
<td>Are interested in sports and active games.</td>
<td>• Encourage learning experiences involving boys and girls.</td>
</tr>
<tr>
<td>Are ready for in-depth, longer learning experiences.</td>
<td>• Encourage active, fun learning experiences.</td>
</tr>
<tr>
<td></td>
<td>• Tasks may be more difficult and of longer duration. Encourage deeper exploration of leadership roles; encourage more detailed recordkeeping of leadership experiences.</td>
</tr>
<tr>
<td></td>
<td>• Activities provide hands-on and skill-centered experiences in specific subject matter.</td>
</tr>
</tbody>
</table>
### Youth Age 15 to 19

<table>
<thead>
<tr>
<th>Specific Characteristics</th>
<th>Planning a Learning Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have social needs and desires that are high.</td>
<td>• Emphasize leadership life skills that also relate to social development. Provide opportunities for self-expression.</td>
</tr>
<tr>
<td>Want and need a strong voice in planning their own program.</td>
<td>• Encourage youth to plan programs with guidance and support of adult helpers.</td>
</tr>
<tr>
<td>Want adult leadership roles.</td>
<td>• Encourage working with adult role models. Emphasize guidance and counsel from adults rather than directions.</td>
</tr>
<tr>
<td>Are quite interested in co-educational activities.</td>
<td>• Encourage co-educational learning experiences.</td>
</tr>
<tr>
<td>Have areas of interest that are more consistent than earlier, with patterns of interest becoming more definite.</td>
<td>• Encourage greater in-depth study of leadership roles and life skills.</td>
</tr>
<tr>
<td>Often need guidance in selecting careers.</td>
<td>• Apply leadership life skills to career exploration, especially decision-making.</td>
</tr>
<tr>
<td>Are developing community consciousness.</td>
<td>• Encourage career exploration within specific subject matter.</td>
</tr>
<tr>
<td>Are beginning to think of leaving home for college, employment, marriage.</td>
<td>• Encourage learning activities involving the community.</td>
</tr>
<tr>
<td>Many will leave the community for employment, and many who go to college will not return to their present community after graduation.</td>
<td>• Emphasize application of leadership life skills to being on your own.</td>
</tr>
<tr>
<td></td>
<td>• Need experiences that expose and involve youth with the larger society.</td>
</tr>
</tbody>
</table>

**Source:** By Betty Ann Smith, County 4-H Agent, Middlesex County, New Jersey and Rita L. Natale, Regional 4-H Agent, South, 1994.

**Reference**

Chapter 10, Section 3: 4-H for Youth with Special Needs

Approximately 4.3 million school-aged children in the United States have disabilities. Involving "special needs" youth in 4-H can result in a satisfying experience for all involved.

DEFINING YOUTH WITH SPECIAL NEEDS

Special needs youth includes children with a wide range of disabilities. Examples of disabilities include:

- **Physical** – visual or hearing impairments, spinal cord injuries, missing limbs.
- **Mental** – below normal intellectual functioning (mental retardation).
- **Developmental** – learning disabilities, emotional impairments. These disabilities may be caused by mental or physical disabilities or conditions such as epilepsy, cerebral palsy, muscular dystrophy, etc.

MAINSTREAMING IS REWARDING FOR ALL

"Mainstreaming" in the 4-H program means to involve youth with special needs in the same clubs, events and programs as youth without special needs. 4-H educational programs are provided to all youth alike in a non-segregated, inclusive manner. All 4-H participants are provided with the same opportunities to develop life skills as they complete projects and participate in 4-H events together. This results in a rewarding experience for all, as:

- 4-H members with disabilities develop a sense of self-confidence and self-reliance as they successfully interact with other youth and participate in 4-H activities.
- 4-H members without disabilities learn that youth with special needs are not so different, and begin to see that each individual, disabled or not, has strengths and weaknesses, as well as unique abilities.
- 4-H leaders and volunteers learn new skills and techniques for working with special needs youth, and become more comfortable with people who they may perceive to be different.

INVOLVING YOUTH WITH SPECIAL NEEDS

Involving special needs youth in your club or activity may take some special consideration, but can be quite easy if you follow these steps:

- **Learn about the disability.** This can be accomplished by talking to the child’s parents, researching at the library, contacting local support or advocacy groups (i.e., Muscular Dystrophy Association, Association for Retarded Citizens, etc.), or attending local Special Olympics, where you can see how trained volunteers work with a variety of children with special needs.

- **Find out how the disability affects the particular child you are working with.** Remember that each child with a disability is still a unique individual. This means that different children with the same disability may display a varying range of characteristics. Talk with the parents to become familiar with the child’s ability levels, special challenges and other individual needs. Ask the parent to share their child’s Individual Educational Plan (IEP), a personal educational plan developed by the school for each disabled youth.

- **Modify the project or activity to match the ability level of the child.** For example, a child in a wheel chair could participate in a gardening project by designing a raised garden bed or participating in container gardening. Modification may also mean modifying program requirements. For example, in an animal science project, youth without a disability may be required to take care of the animals on their own while a special needs child may be able to receive assistance from a fellow 4-Her. Look at the objectives of the project or activity and help the child set reachable goals to meet these objectives. The child should be involved in the setting of the goals and the adaptation of the program as much as possible. The modifications to the program must be designed to meet the child’s ability levels and the goals of the project while still challenging the child to consistently improve his or her own personal best.
• **Educate 4-Hers and other members of the 4-H community about the disability.** This might be accomplished through videos, presentations by adults or older youth with the disability, or discussions with an adult who works with special needs children. If appropriate, a question and answer session with the child and his/her parents may be a way to handle this. The important factor here is to focus on the similarities among special needs youth and those who do not have special needs, and not to concentrate on the differences. As do most youth, special needs youth have a basic need to belong and to feel accepted by the group.

**SPECIAL NEEDS GUIDELINES**
Here are some guidelines to remember when working with special needs youth:

• Involve the child and his/her parents as much as possible in setting goals and modifying the program to meet the child’s needs.

• Treat each child, special needs or not, as an individual who has certain talents, skills, strengths and needs.

• Provide plenty of recognition and positive reinforcement. Make sure your expectations for each child are based on efforts made toward reaching a set goal. Don't be "easier" on a special needs child just because of the disability.

• Remember that the 4-H motto, "Making the Best Better," does not always mean blue ribbons and other awards. Personal growth (ability to handle frustration or communicate better), gaining and using new knowledge (planting and taking care of a garden), and feelings of accomplishment (succeeding in any new challenge, no matter how small it may seem) are also important accomplishments.

• Take the time to learn, and to teach other 4-Hers, the correct terminology for the child’s disability, as well as any equipment which the child may use. Sometimes the common terms are considered insensitive or rude.

• Many people with physical disabilities would prefer to discuss their disability rather than have everyone ignore it or pretend not to see it. How this is handled should be determined by consulting the child and his/her parents.

• Differentiate the areas where the child's abilities are diminished or different, and where they are "normal." For example, people often shout at visually impaired people, as if they also cannot hear. Don’t assume anything about a child’s disability. Remember that each child is an individual.

With mainstreaming in schools becoming a common practice, today's youth often have a greater awareness, understanding and comfort zone in interacting with their special needs peers than in the past. Usually the fact that a child is "different" ceases to be a problem for the other children in a group long before the adults reach the same comfort level.

**READY FOR SUCCESS**
Working with special needs youth requires some extra attention, time and flexibility. However both volunteer leaders and 4-Hers alike will find many rewards. The most important reward is the chance to make new friendships, take part in fun and satisfying shared experiences, and to learn to value each individual for the unique and special person they are.

**References**

Chapter 10, Section 4: Valuing Diversity

PROMOTING EQUITY AND DIVERSITY

As a 4-H leader, you have a unique opportunity to help youths increase their awareness of themselves. You also have a responsibility to help them understand people of the opposite sex, and of other cultures and religions.

In recent census statistics Connecticut was cited as one of the most diverse states in the United States. That does not mean it has a large population of one ethnic group, but that it has many groups represented. A recent survey in one suburban school district found over 43 different languages spoken by the children attending. This requires a more general approach to understanding and valuing differences.

The issue of “diversity” is a controversial one. Some see it as a problem, an intrusion by others. We in 4-H prefer to see it as an opportunity. The wealth of knowledge, experiences and resources that are available through diversity allows our youth in Connecticut to grow in a way that promotes acceptance and understanding of differences.

Growing up in a community where people are alike in many ways can seem secure, but it also promotes a narrow focus. The more differences that children are exposed to, the more open and accepting they are as they grow up. Activities and programs that provide children the opportunity to explore and experience differences is multi-cultural education.

For youth to become competent adults, they must learn to appreciate and celebrate their peers’ similarities and differences. Programs and activities that support equity and diversity eliminate stereotyping, bias and discrimination; expand career options; develop the talents of all people; build teamwork skills; enhance a youth’s ability to work with people of different orientations and cultures; and help students learn how to develop and maintain satisfying relationships.

How does one develop a program of conduct that espouses these principles? Here are some ways:

- Use activities, videos and resource materials that present multiple perspectives and portray people of all cultural groups in a positive light. Utilize community volunteers and guest speakers who represent both sexes and different cultures. Organize activities by arranging pairs or groups composed of males and females of various cultures and languages. At meetings, create a climate of respect and safety for all people, opinions and ideas. Hand out important information in as many languages as the children, teens and parents in your program speak.

- Earlier this century, we believed that assimilation of all children into “American” culture was essential for success. They were expected to speak only English and become just like everyone else, thus the melting pot theory. Today, we recognize that cultural differences are strengths, not weaknesses. We encourage everyone to contribute to the national culture, yet maintain their own distinct identity. This is the tossed salad theory – each vegetable in the salad is separate and has a distinct taste. Blended together, each ingredient enhances the other’s flavor.

As a 4-H leader, your attitudes and behavior will heavily influence your members. It is critical that you promote an atmosphere of acceptance and tolerance.
MINI-ACTIVITIES TO REDUCE PREJUDICE AND STEREOTYPES

Below are some activities you may wish to try with your 4-H members to help them to value differences.

A 'Me' Bag
This activity will prompt members to see similarities and differences they have with other members. Collect newspapers (for pictures) and magazines. Give each member a small paper bag that will be a "me" bag. They should select photographs that represent their family, what they feel like when they are with friends, what they enjoy doing and what makes them different.

These cutout photos should be placed in their "me" bags, which can be decorated with their name and anything else they wish to put on them. In small groups, members should share the contents of their "me" bag.

What's in a name?
This activity helps everyone get to know each other a little better, and can prompt discussion about ethnic heritage or even how first names were chosen. Ask each member in your club to share a story about his or her name. Make this assignment at one meeting for the next so they may go home and talk with parents about their names – first, middle or last. Ask each person to share the story or history.

Unique as a Snowflake (for Younger Members)
This activity helps members realize that each person is unique. Ask the group if they think that everyone is alike. If they say “no,” ask them to identify some characteristics that make people different. If they say “yes,” then share with them some examples of what makes us different (see group identity exercise). Give each person a piece of paper (use as many different colors as possible), and have each create a snowflake. They can do this any way they wish. If they need some assistance, have them try the method of making many folds, cutting notches along the fold, then unfolding the paper.

Group Identity
This activity is designed to help members realize they belong to many groups and to encourage interaction between groups. Have members stand when their group is identified. Use groups that are appropriate for your club. Examples are: gender, race, grade in school, area where they live, favorite school subjects, hobbies, hair color, etc. Older members may be asked to share a little information about what it feels like to be a member of that group. Give others the opportunity to ask questions of the group standing up.

Exploring Your Neighborhood or Community
This activity will help members get acquainted with their own community and what it has to offer them. Give them an assignment for the next meeting to go home and learn about their community. Ask them to draw a map of their block, town, street or whatever is appropriate. Tell them to have their parents help identify who lives in each house or apartment and what other buildings are in the area, such as a store, library, school, church. When they share their maps, discuss different ideas of what makes a community and how they could make their own community better. Encourage each member to get to know one more neighbor or one neighbor a little better.

POEM

Share this poem with members to help them understand the importance of valuing differences.

Source: By Ginny P. Diem, County 4-H Agent, Somerset County, New Jersey, 1994.

Reference

If All the Trees Were Oaks

What if all the trees were oaks,
How plain the world would seem;
No maple syrup, banana splits,
And how would orange juice be?

Wouldn’t it be a boring place,
If all the people were the same;
Just one color, just one language,
Just one family name!

– But –

If the forest were the world,
And all the people were the trees;
Palm and pine, bamboo and willow,
Live and grow in harmony.

Aren’t you glad, my good friend,
Different though we be;
We are here to help each other,
I learn from you, and you, from me.

Author Unknown
Chapter 10, Section 5: Managing Groups and Positive Discipline for Children

Working with youth, especially other people’s children, can be a challenge. While some children are better behaved than others, they all need acceptance and the opportunity to learn. Especially in mixed groups, the challenge of a youth leader is to see that disruptive youth do not prevent learning or fun for others. Their very presence in the group, combined with your wise guidance, will help them learn what is socially acceptable and how to do what is right. This information sheet will help you understand children better and provide some ideas on how to deal with the unruly kids with minimal disruption of the learning situation.

ASSUMPTIONS
This information sheet is based on these assumptions:
• All children have positive qualities.
• Understanding motivations, which make children behave the way they do, will help adults respond more effectively.
• Using a positive approach and positive reinforcement is better than punishment.
• When given the behavior choices and respective consequences, children will respond with appropriate behavior.
• Emphasize the idea of bad behaviors, not bad children.
• Adults should be part of the solution as positive role models and not part of the problem as poor examples.

WHAT IS NORMAL, ACCEPTABLE BEHAVIOR?
This depends on the age of the child and the situation. What is okay for nine-year-olds on a recreational outing may not be acceptable for high school students on an educational tour.

The often fine line between acceptable and unacceptable is crossed when any of the following occur:
• Anyone is in danger of physical or mental harm.
• The behavior is disruptive to the activity of the group.
• The rights of others are infringed upon.

HOW CAN YOU DETECT UNACCEPTABLE BEHAVIOR?
• When you notice that any of the previous three items have occurred or are likely to occur.
• When you observe negative reaction from other children.
• As an adult, you are not comfortable with the behavior. (Just be sure your views are not so conservative that they do no allow for mainstream interests and actions of children!)

MOTIVATION IS THE KEY TO HUMAN BEHAVIOR.
Maslow’s Hierarchy of Needs is one theory of motivation. It theorizes that people must meet lower needs before being able to address higher functions.

• Survival (the very basic need for food, water, air and shelter – lowest level)
• Safety (the need to feel physically and psychologically secure and free from danger)
• Belonging (the need to be accepted and loved)
• Self-esteem (the desire to gain approval and recognition)
• Intellectual achievement (the need to understand and explore)
• Aesthetic appreciation (the search for order, structure and beauty)
• Self-actualization (highest level-self-fulfillment and the realization of all that a person is capable of being)
If you determine why a difficult child is acting in an unacceptable way, you can better respond to the root of the problem and not just the symptom. Also, by helping children meet basic needs, you can also help them be motivated to higher levels of achievement. For instance, if a child does not have proper diet or adequate clothing, he or she may not have the energy or physical comfort to concentrate on learning. If a youth worries about meeting the neighborhood bully on the way to your club meeting, the member may choose not to show up. Furthermore, if a child does not feel accepted in your group, the youngster will not want to be part of your group. Offering get-acquainted activities help all of the group members get to know each other better and feel comfortable working together.

**HOW DO YOU RESPOND TO UNACCEPTABLE BEHAVIOR?**

1. First and foremost, determine that the problem is really a problem.
   Ask yourself "Whose problem is this really?"

2. Use the least obtrusive discipline measure possible. In other words, don't cause a scene that creates a problem more disruptive than the original discipline problem itself! For instance, don't stop in the middle of a lesson you are teaching to verbally discipline a child. This only brings attention to the disruptive behavior. Instead, your mere physical presence near the child while you continue your demonstration or stern eye contact only the disruptive child can see will be just as effective.

3. Consider laws, liability issues. Dealing with other people's children may be different than working with your own. Use methods that would be acceptable to most people.

4. Earn respect and credibility. It takes time to develop mutual trust. Your goal is not to become a "buddy" but a role model that leads by example.

5. Be firm but fair, not harsh and inconsistent. Giving partial treatment loses your credibility and is discriminatory. You are not in a popularity contest and, sometimes, the decisions you need to make won't be liked by everyone. Be patient.

**PREVENTION IS BETTER THAN CURE**

Understanding the motivations of children is important to understanding their behaviors. Better yet, through your actions, you can help youth be motivated. Motivation comes from within a person, but you can help in the following ways:

1. Use a variety of teaching/learning methods. This helps both the teacher and the learner from becoming bored. Boredom is a major enemy of motivation and leads to unacceptable behavior used by a child to combat boredom.

2. Involve as many youth as possible in planning and doing. This gives them ownership in the group and therefore, a feeling of belonging. Also, kids will usually be more interested in something they, themselves, want to do rather than something that someone else thought they would like to do.

3. Try giving a disruptive child a special job to help you or the group. Many times disruptive behavior is simply a plea for attention. Help the child channel that energy into something more productive.

4. Focus on doing more than watching and listening. Kids want to try things themselves. Show them how and then let them do it! This is the "learn by doing" philosophy of 4-H. Establish a routine.

5. When talking to the group remember the following:
   - Get the attention of the group by modulating your voice (a monotonous voice will lose the attention of the group very quickly), and by facing and "talking to" all sections of the room (in a small group, use name tags and address everyone by name).
   - Make sure visuals and demonstrations can be seen by everyone. Stimulate discussion by asking leading questions. Invite the group to share their experiences.
   - Act friendly and show enthusiasm!
6. Know your subject content. Prepare ahead, but don’t be afraid to admit if you do not have the answer to a specific question. Ask the group for their opinions.

7. Anticipate when youth are going to react intensely and intervene before they are out of control. Stay calm, and use a soft voice, even if they are rude or loud. It is important that you act as a role model. They need to know that you are under control, even if they are not.

8. When things get out of hand, describe what is happening in a calm, rational manner. Let children know that you are at least aware that things have gone a little haywire. Statements like "you seem a little crazy today" or "we don’t seem to want to settle down" can at least make children stop for a second and possibly reconsider their behavior. In this way, you let the children know that you will not go off the deep end every time disaster strikes. Yelling and screaming often encourages some children to become even more disagreeable because they enjoy watching your blood pressure rise.

9. Try to change the environment in order to change behavior. Moving two gigglers or two fighters to different parts of the room can often be all that’s needed to end a problem. If the whole group seems to be in a state of turmoil, a brief run outside can get a lot of energy released and make settling down that much easier.

10. Offer a choice to the group or individuals when planned activities are not met with the normal enthusiasm. Keep your choices down to two. Never offer a choice that you have no intention of fulfilling. Invariably, that is the one the child will pick. A statement such as "Would you like to forget our project for today and go outside and play?" is a much better statement than "What would you like to do today?"

11. Delegate authority whenever possible. Children are much more willing to cooperate when they have a stake in what is happening. For example, children who are in charge of clean-up after a meeting may caution fellow members to be more careful with their tools or supplies.

12. Involve parents. When working with children for the first time, it can be difficult to involve or inform others if there is a problem. For your own piece of mind, it helps to know if a child has a history of problems relating to adults. On the other hand, some children will experiment outside the home once they are out of their parent’s sight. It is nice to know these things. Share good news about children with parents too.

13. Set a good example. Speak and act in the same way you expect the children to speak and act. Children take their cues from adults.

**KEY THOUGHTS TO POSITIVE LEARNING AND DISCIPLINE**
- Positive discipline is the art of catching children doing things right (and letting them know it).
- Set rules of behavior in advance with involvement of children affected. Don’t assume that youth know what you expect: they may be accustomed to totally different rules and expectations at home or in school.
- Give kids choices in advance – corresponding to behaviors and respective consequences.

**GROUP EXERCISE TO ESTABLISH BEHAVIOR GROUND RULES**
The following exercise, involves youth in setting behavior parameters.

- Hand out cards and tell the students to write five rules they feel everyone should follow.
- Collect the cards and list the suggested rules on the board.
- Discuss the list and consequences for breaking the rules.
- Write rules on poster board. Display during meetings.
THE OSTRACIZED CHILD

Sometimes volunteers have asked for information on how to handle the group when a child is ostracized. Here, according to Cathy Malley, University of Connecticut Cooperative Extension Educator, are some strategies to get the child back into the group:

1. Determine the cause. Is the problem the child or the group? Confer with other teachers to get their input.

2. If the problem is with the child, speak with him or her about it. For example, if the child is ostracized because of body odor, talk with her about it, and help her come up with a positive action plan.

3. If the issue is a group problem, talk with the group about it. Ask them for some suggestions to solve the problem. Plan for this activity carefully, and be sure to have some skills in the area of group dynamics.

4. Plan for opportunities for the child to take on leadership responsibilities or to "shine" in some way. Be sure that she has a role in the group.

5. Spend some time to help children learn to "appreciate differences." Do activities such as: go around the room for responses to "What makes you special?" These kinds of activities can help school-aged children be more aware of and appreciate differences.

6. Try reading a story or doing a puppet show to depict the problem, and let the group brainstorm solutions. When the issue is not personal, it is easier to find good solutions.

7. Provide role-playing situations so that others can experience how it feels to be ostracized. This activity may help the ostracized child to vent some feelings too.

8. If the problem is so severe that none of these tips help, talk with a school psychologist or other professional.

SUMMARY

• All children have the potential to behave in an appropriate fashion.
• By making learning fun, youth will be motivated to behave in an acceptable way.
• Vary your responses to children's behavior based on the suspected motivations of why they are acting that way.
• Don't react to symptoms, but aim for the root of the problems.
• Don't overreact to "normal" behaviors.
• Before responding to what you perceive is a problem behavior, confirm to yourself that it really is a problem worth doing something about.
• Keep in mind that children are not miniature adults.
• Use the least obtrusive discipline possible.
• If one approach doesn't work, try something else! Approach behavior problems with creativity and humor.
• Be as patient as humanly possible!

Source: By Keith G. Diem, PhD.. County 4-H Agent, Somerset County, New Jersey, 1994.

Reference
## Chapter 10, Section 6: Challenging Personalities

Personalities usually do not go away. If the group is going to proceed, personalities should be dealt with. Here are a few techniques (refer to Chapter 8 "Handling Meeting Problems" for further information).

### TIPS IN DEALING WITH CHALLENGING PERSONALITIES

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<thead>
<tr>
<th>Personality Trait</th>
<th>What to Do</th>
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<tr>
<td><strong>1. Won’t talk.</strong> Most people are silent most of the time during meetings. Silence can mean general agreement, no important contributions to be made or the need to wait and hear more. None of these should worry you. However, you should be concerned if you suspect a person is silent out of boredom, indiffERENCE, timidity, nervousness, or a feeling of superiority.</td>
<td>Action depends on what you consider the cause of the silence. If it happens in just one meeting, it may be nothing to worry about. Make sure you know the person so that you can choose suggested strategies wisely. Perhaps you need to talk with the person outside the meeting. Then you can refer to an idea that the person expressed in private. For the superior type, ask for an opinion after indicating respect for experience (but don’t overdue this; others may resent it). If a person is timid or nervous about the possible reception of his or her contribution, express interest and pleasure but not necessarily agreement. You can reinforce this by taking a written note of the person’s point (always a plus) and by referring to it later in the discussion (a double plus). Get the individual contribution first and then break into small groups to add this contribution to others and finally to the entire group. In any event, be sincere and make good eye contact. Involve the timid participants in subgroup work and ask them to do the reporting.</td>
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<td><strong>2. Overly talkative.</strong> There are many reasons why people talk too much. They may be trying to be helpful, may be scared of silence in a group discussion or may think they know a lot. They may talk too much just out of habit, feel strongly about a point or get emotionally involved.</td>
<td>Wait until the talker takes a breath, say &quot;thank you,&quot; refocus attention on the subject, and move on. Offer the talker a particular responsibility to help the person feel important and needed. If you know ahead of time that someone talks too much, assign that person to take notes, and seat him or her next to you to avoid eye contact (and a possible opening). Another technique is for the leader or another group member to suggest that everyone should be heard on the subject. Be certain to set a good example yourself by not monopolizing the conversation.</td>
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<td><strong>3. Side conversationalist.</strong> Side conversations are blocking behaviors. The conversation may be related to the subject matter, but it is often personal.</td>
<td>Don’t embarrass this person, but address him or her by name and ask an easy question. Restate the last remark and ask for an opinion. Participation is the best cure. Get this person involved in the meeting.</td>
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<td><strong>4. The non-cooperator.</strong> There are some people who are slow to learn cooperation. All their lives they may have been told what to do, when to do it, and how to do it. They may not see any value in working together and arriving at group decisions. They see themselves as &quot;follower&quot; or &quot;boss&quot; and expect the group to operate in the same way.</td>
<td>In general discussions focus democratic group processes, pointing out how the group is trying to operate. Examples of such processes are consensus, total group planning and giving each person an interesting and responsible job.</td>
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<td><strong>5. The heckler.</strong> This person has a highly combative style. Arguing and needling others are characteristic of the heckler. Personal problems or a basic insecurity may be reasons for heckling. The hostility may not be directed to ideas. It may be aimed at other participants, you, the meeting or the process involved in decision-making.</td>
<td>Keep your temper in check, and don’t let the other person get excited. Honestly try to find merit in the points presented, then acknowledge and move on. If the heckler misstates facts, refer the matter to the group and let them turn it down. As a last resort, talk to the person privately and try to find out the problem. See if you can get cooperation.</td>
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<td>Personality Trait</td>
<td>What to Do</td>
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<td>6. The happy wanderer. The person is</td>
<td>Be tactful. If this person's facts are wrong, let a member of the group correct him or her (it doesn't hurt as much as being corrected by the leader). If the dispute is a matter of opinion, ask if someone else feels differently about the subject. Help the person get ideas across. Don't say &quot;That's not the point&quot; or &quot;What you're trying to tell us is this...&quot; Do say, &quot;Let me repeat that.&quot; If possible, try rephrasing the statement in clearer language.</td>
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<td>misinformed or doesn't seem to under-</td>
<td>stand the topic. Wanderers sometimes lack the ability to put their thoughts in order, and sometimes they have ideas but are unable to communicate.</td>
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<td>but are unable to communicate.</td>
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<td>7. The complainer. This person may not</td>
<td>Point out that policy can't be changed right here and now. The objective of the meeting is to operate as efficiently and cooperatively as possible under the present system. If you feel the complaint is legitimate, you might offer to look into the complaint further or discuss it after the meeting.</td>
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<td>ment of a program. This individual's</td>
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**Source:** Dan E. Moore, Penn State University, College of Agriculture, Cooperative Extension System, *Skills for Working together.*

**WORKING WITH AN AGITATED PERSON**

When encountering a parent/person who is agitated, the following suggestions are offered to assist in calming the person during the interview:

1. Stay calm yourself. Work to reduce your own fear, and stay in control.
2. Ask the parent/person to remain seated. Seat yourself nearby, and stay at eye level with the individual.
3. Be clear and direct about your purpose for seeing the parent/person. Do not argue demand, demean or touch the person.
4. Speak clearly, respectfully and in a low voice. Ask the parent/person to slow down and speak clearly so that you can understand him/her.
5. Gear the focus of the interview to the immediate problem, even if this means altering your agenda.
6. Respectfully listen. Let the parent/person talk. Communicate that you want to help solve the problem.
7. The interview should be terminated if the person continues to become agitated, uncooperative or verbally abusive, makes personal threats or displays a weapon. Exit promptly under such circumstances, and report the situation to your educator.

FACT SHEET 1: DEPRESSION AND CHILDREN/ADOLESCENTS

More than six million young people in America suffer from some sort of mental health disorder that severely disrupts his or her ability to function at home, in school, or in their community. Major depression is one of the mental, emotional and behavior disorders that can appear during childhood and adolescence. Depression in children can lead to school failure, alcohol or other drug use. The good news is that depression is a treatable medical illness with definite symptoms and effective treatments, and, like many other illnesses, early recognition and treatment increase the chances that treatment will be successful.

Depressed young people who exhibit additional symptoms, such as insomnia, panic attacks and delusions or hallucinations, are at particular risk for suicide. Child and adolescent psychiatrists recommend that if one or more of these symptoms persists, children need to seek professional help.

Know the Facts

- As many as one in every 33 children may have depression.
- Once a young person has experienced a major depression, he or she is at risk of developing another depression within the next five years.
- Children under stress, who experience loss or who have attention, learning or conduct disorders are at a higher risk for depression.
- The rate of depression among adolescents is closer to that of depression in adults, and may be as high as one in eight.
- Two-thirds of children with mental health problems do not get the help they need.

Learn to Recognize the Symptoms of Depression

Symptoms of child and adolescent depression vary in severity and duration and may be different from those in adults. Young people with depression may have a hard time coping with everyday activities and responsibilities, difficulty in getting along with others and/or suffer from low self-esteem. Child and adolescent psychiatrists advise parents and other important adults in a young person’s life to be aware of signs such as:

- Missed school or poor school performance
- Changes in eating and sleeping habits
- Withdrawal from friends and activities once enjoyed
- Persistent sadness and hopelessness
- Problems with authority
- Indecision, lack of concentration or forgetfulness
- Poor self-esteem or guilt
- Overreaction to criticism
- Frequent physical complaints, such as headaches and stomachaches
- Anger and rage
- Lack of enthusiasm, low energy or motivation
- Drug and/or alcohol abuse
- Thoughts of death or suicide

Be Aware of the Links Between Depression and Suicide

- Suicide is the third leading cause of death for 15- to 24-year-olds, and the sixth leading cause of death for 5- to 14-year-olds.
- The risk of suicide among people with depression is approximately 30 times higher than the general population.
- Suicide is particularly likely when a depressive episode begins to lift (the person may feel less tension after having made the decision to end their life).
- People who drink alcohol in addition to being depressed are at a greater risk for suicide.
What Can Parents/Adults Do?
If parents/adults in a young person's life suspect a problem with depression, they should:

- Be aware of the behaviors that concern them and note how long the behaviors have been going on, how often and how severe they seem.
- See a mental health professional or the child's doctor for evaluation and diagnosis.
- Get accurate information from libraries, hotlines and other sources.
- Ask questions about treatments and services.
- Talk to other families in their community.
- Find family network organizations.

It is important for people who are not satisfied with the mental health care they are receiving to discuss their concerns with the provider, ask for information and seek help from other sources.

Help is Available
Early diagnosis and treatment are essential for children with depression. Children who exhibit symptoms of depression should be referred to and further evaluated by a child and adolescent psychiatrist who can diagnose and treat depression. The diagnostic evaluation may include psychological testing, laboratory tests and consultation with other medical specialists. The comprehensive treatment plan may include medical psychotherapy, ongoing evaluations and monitoring and, in some cases, psychiatric medication. Optimally, this plan is developed with the family and, whenever possible, the child or adolescent is involved in the decisions.

Additional Information
- Campaign on Clinical Depression – 1-800-228-1114
- National Mental Health Association – 1-800-969-NMHA, http://www.nmha.org
- Depression Awareness, Recognition and Treatment (D/ART) – 1-800-421-4211
- National Depressive and Manic Depressive Association 1-800-82-NDMDA, http://www.ndmda.org
- To locate a free and confidential depression screening site near you, call 1-800-573-4433.

Source: The National Mental Health Association and the National Network for Child Care – NNCC.

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Copyright Permission Access
National Mental Health Association, 1021 Prince Street, Alexandria, VA 22314-2971
(800) 969-6642 Fax: (703) 684-5968
FACT SHEET 2: TEENAGERS AND DRUG USE: WHAT YOU SHOULD KNOW

According to a recent survey, teenage drug use has soared since 1992. Marijuana smoking among American teenagers has jumped 141% between 1992 and 1995 and overall teenage drug use has more than doubled. The increase in drug use is the result of a complex set of factors, including that young people believe drugs will not harm them.

Among youths between ages 12 and 17, 10.9% had used illegal drugs in the month before they were surveyed, up 33% from 1994 and up 105% from 1992. The survey found that use of marijuana among 12- to 17-year-olds rose 141% as compared to 1992, while use of L.S.D. and other hallucinogens rose 183% in that period. From 1994 to 1995, use of cocaine rose 166%.

These statistics highlight the need for drug awareness information. Parents and others who work with teens should be aware of the following symptoms of possible drug abuse:

Physical symptoms may include bloodshot, watering and/or dull looking eyes; manic/hyper behavior; coughing; weight loss; malnutrition; tremors; delusions; decrease in physical condition; drowsiness; runny nose/sniffling; needle marks, pricks or bruises on arms; constant desire for junk food; some forms of acute acne; hallucinations; poor physical hygiene.

Emotional symptoms may include irresponsible or argumentative behavior (beyond adolescent rebellion); lack of motivation; solitary behavior (staying in room all day); constant desire to be away from home; non-participation in family activities; new or unusual friends; forgetfulness; lying; changes in speaking patterns; rapid or slow speech; legal problems (drunk-driving, coming home intoxicated or high).

It is important to note that normal adolescent behavior often includes some of these symptoms. This can make it difficult to identify drug use. Parents should be especially concerned when a combination of physical and emotional symptoms are noted. Occasionally, an adolescent may be involved with substance abuse and not exhibit these symptoms. Contact your local school guidance counselor or community substance abuse agency for more information and assistance.

Source: By Cathy Malley, M.S., Extension Educator; University of Connecticut Cooperative Extension System; Fairfield County Extension Center; 67 Stony Hill Road, Bethel, CT 06801-3056; (203) 207-8440, Fax: (203) 207-3273.
FACT SHEET 3: CHILD ABUSE
Recent figures from the Department of Children and Families show that more than 20,000 children were reported to be abused, neglected, or at risk of maltreatment. Research indicates, however, that the actual number of children who experience abuse or neglect may be as much as four times higher.

As a 4-H group leader, you must be aware of what child abuse and/or neglect is and be prepared to report a suspected case to the Department of Children and Families. Also keep in mind that although you may see certain signs of abuse, some could be caused by other physical, emotional or environmental problems. Your experience with children and your regular contact with the child will help in your decision about whether to make a report.

Types of Abuse
There are many forms of child abuse and neglect. They include physical abuse, sexual abuse, emotional abuse and neglect. Physical abuse may include infliction of injuries by shaking, beating, burning or other similar acts. Sexual abuse includes the exploitation of a child for any sexual gratification such as rape, fondling of genitals and/or exhibitionism. Emotional abuse includes excessive belittling, teasing and berating which impairs the psychological growth and development of a child. Neglect includes failure to provide for a child’s basic needs (i.e. food, clothing, shelter, hygiene, medical attention and supervision).

Physical Indicators
Physical abuse may have occurred when you have seen, or when a child reports, repeated or unexplained injuries (burns, fractures, bruises, bites, eye or head injuries), beyond the usual bumps and bruises of active children. In particular, be suspicious of any facial bruises, bruises in unusual patterns that might be made by an instrument, bruises in various stages of healing and burns which could be caused by a cigarette or a rope. Consider the injuries in light of what information is provided, medical history and the child’s ability to engage in the activity said to have caused the injury.

Other conditions which might indicate physical abuse include frequent complaints of pain, wearing clothing to hide injuries or clothing inappropriate for the weather, frequent lateness or absenteeism, or avoidance of logical explanations for injuries.

Sexual abuse may occur if a child reports sexual assault or when a child exhibits any of the following: difficulty walking or sitting; torn, stained or bloody underclothing; complaints of pain, bleeding or discomfort in the genital area; pain when urinating; bruises or bleeding in the mouth or throat; venereal disease; unwillingness to participate in physical activities; unusual interest in or knowledge of sexual matters; or expressing affection in ways inappropriate for a child of that age.

Behavioral Indicators
If emotional, physical or sexual abuse has occurred, including belittling or degrading comments from parent(s) in public, the child may exhibit
• general unhappiness and low self-esteem,
• aggressive/disruptive or unusually shy and withdrawn behavior,
• no emotion in response to unpleasant statements and actions,
• behaviors that are usually adult or childlike,
• delayed growth and/or emotional and intellectual development,
• an unusual fear of adults, especially parent(s),
• no seeking or giving of affection,
• poor peer relationships or
• extreme changes in behavior such as loss of appetite.

To report a suspected case of child abuse, call the Department of Children and Families regional office nearest you, between 8:30 a.m. and 4:30 p.m., Monday through Friday. (Listed in the blue pages of your phone book.) From 4:30 p.m. to 8:30 a.m. during the week and on weekends and holidays, call the Department’s toll-free Care Line, 1-800-842-2288. When you call, a social worker will ask for your name and phone number and the child’s name, address and phone number. You will be asked to explain your concerns and for any relevant information.

If you suspect that a child is being abused or neglected, it is imperative that you take action to stop the cycle of abuse and to allow the child and the family to receive the help they need.

Source: By Donna Jolly, Communications Officer, Connecticut Department of Children and Families.
FACT SHEET 4: TEENAGE SUICIDE

Introduction
Suicide is a serious public health problem among teenagers in the United States. An estimated 40,000 young people attempt to kill themselves each year. Approximately 6,000 youth each year succeed.

Suicide is the third leading cause of death in the teenage population. Only accidents and homicides claim more young lives each year. Teen suicide crosses all boundaries, including sex, ethnicity, education and income levels.

Adolescent girls are five times more likely than boys to attempt suicide but adolescent boys are four times more likely to commit suicide. Unfortunately, trends show a dramatic increase in teenage suicide.

Identifying Risk Factors
Researchers have identified the following factors which could lead to suicide:

- Loss of a loved one – a parent or a friend.
- Lack of a stable family life.
- A recent major disappointment, either real or imagined.
- A lack of parent/child communication, especially about feelings of unhappiness, isolation, failure, frustration and depression.
- An inability to succeed in school, on the job or in their community.
- A desire for revenge against a loved one.
- Failure to live up to parental expectations.

Warning Signs
The following behaviors may be a warning that a teen may be considering suicide. Prolonged observation of a combination of these behaviors may indicate that the teen needs immediate professional help.

- Drug or alcohol abuse.
- Withdrawal from family and friends.
- Abrupt changes in behavior and routines.
- Personality changes including sadness, guilt and worthlessness.
- Changes in sleeping and eating habits.
- Violent or rebellious behavior.
- Persistent headaches, fatigue or stomachaches which may indicate emotional disturbance.
- Giving away prized possessions.
- Failing school performance.
- Talking about death, suicide and hopelessness: “Nothing matters anymore.”
- Becoming cheerful after a prolonged depression. This may indicate that the decision to commit suicide has been made.
What Can I Do to Help?
Fortunately, adolescent suicide can be prevented. As people who work with youth, we need to recognize potential symptoms, to take them seriously and to know where to turn for help!

Two thirds of those teens who commit suicide have given some warning of their intention. If one person takes the warning seriously, then the crisis may be prevented. The following are some steps to take when dealing with a potential suicide attempt.

1. Take the threats seriously. Talk of suicide often precedes the act.

2. Listen. The teen needs someone who will listen to them without passing judgment on their feelings.

3. Be affirmative and supportive. Let them know that you know what you are doing and will do everything possible to help. Take control.

4. Take action steps. Set a time to see the adolescent again or make arrangements for them to meet with another helping person.

5. Evaluate the seriousness of the problem. If the youth has specific plans for suicide, then the problem is immediate, acute, and requires immediate action. Contact a doctor, mental health clinic or other social service agency in your community. **Do not leave the teen alone.**

6. Do not try to handle the situation alone. Obtain expert assistance.

7. Don’t hesitate to ask, “Are you thinking of killing yourself?” Research shows that by asking the question, you may be helping the young person to talk about it.
CHAPTER 11: Teaching Techniques

Remember the old Chinese Proverb?
“If you are planning for a year – plant grain;
If you are planning for a decade – plant trees;
If you are planning for a century – plant men and women.”

In this section you will learn about the model of experiential education, learning styles, how to promote equity and diversity in your group, and effective activity planning and teaching tools.

Section 1: Experiential Model of Education
Section 2: Teaching Tools
Section 3: Learning Styles
Section 4: Lesson Planning
Section 5: Field Trips
Section 6: Teaching Skills Assessment Chart
Chapter 11, Section 1: The Experiential Model of Education

4-H supports the experiential model of education (Kolb, 1984). In experiential education, learning is regarded as a social process in which knowledge is created through experience. This theory is based on a cycle of learning by doing, reflecting, generalizing and applying.

The **doing phase** is the learning activity that provides the common experience for youths. The **reflecting phase** helps students share their individual experiences and generate data which can then be examined for patterns and themes that can be expanded into new knowledge and skills. **Generalizing** helps youths transform simple concepts into integrated and complex ideas. The **applying** component of the experiential learning model encourages children and teens to apply what they have learned to other experiences in their lives.

**EXPERIENTIAL MODEL OF EDUCATION**

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>APPLY</th>
<th>REFLECT</th>
<th>GENERALIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>the activity; perform; do it</td>
<td>what was learned to a similar or new situation</td>
<td>by asking questions and talking about the experience</td>
<td>to connect the experience to real-world examples</td>
</tr>
</tbody>
</table>

Experiential learning differs from more traditional classroom learning in several ways:

- The youth must be actively involved in selecting and carrying out the learning activities.
- The volunteer acts more as a coach or resource person.
- Learning involves behavior, emotions, attitudes and the thought process.
- Real world applications are emphasized.
- A learner-centered environment is promoted which accommodates a variety of learning styles.

Furthermore, adults working with positive youth development programs should realize that:

- Young people learn best in an atmosphere of warmth and acceptance.
- Members have different abilities, therefore, different learning styles should be used by the volunteer leader.
- Self-evaluation is the most meaningful kind of evaluation, therefore, members must have clear goals.
- Adequate learning requires motivation. Self-motivation (internal) comes from basic needs, personal preferences, and feelings of self-worth and belonging. External motivation, on the other hand, is based on incentives and awards available.
Chapter 11, Section 2: Teaching Tools

HELPING 4-HERS LEARN

As a 4-H volunteer, you have several different roles. One of your most important jobs is to help members learn not only project related skills, but life skills as well. Life skills include strengthening and using decision-making abilities, communicating with and relating to other people, responding to the needs of others and of the community and developing a positive self-concept. Being a 4-H volunteer can be very rewarding when you begin to see boys and girls develop these skills, and when they begin to appreciate your guidance and direction. A sincere interest in helping boys and girls learn will contribute to your enthusiasm. You don’t have to be a professional teacher.

4-H: Learning-by-Doing

Think back to your childhood. When were you the most interested in learning? It was probably when the subject area included an activity. The same is true today. Children are more willing to learn and be attentive when they DO something, rather than when they just LISTEN.

We remember:
- 20% of what we read.
- 20% of what we hear.
- 30% of what we see.
- 50% of what we see and hear.
- 70% of what we see, hear and discuss.
- 90% of what we see, hear, discuss and practice.

The unique part of 4-H is the experiential learning process or “learning-by-doing.” Many times you, as the leader, will tell and show members how to do something, but the actual experience of doing it themselves is the best way to reinforce learning. This sheet provides some hints on how to help young people learn. You CAN be the teacher!

Principles of Teaching and Learning

Whenever members are learning, keep the following in mind to help you be successful with each youth.

1. Young people learn best in an atmosphere of warmth and acceptance.
2. Members want to be actively involved in setting their own goals and in planning their activities.
3. Each 4-Her has different abilities and learns at his/her own rate.
4. Motivation is the key to real learning. This includes self-motivation and external-motivation.
5. Self-evaluation is the most meaningful kind of evaluation.

Preparation

Preparation is the key to successful teaching. Keep these points in mind when planning your club activities:

- Know the purpose of the program. What do you want to accomplish?
- Know your audience. What is the size of the group? What is the age-range of the group?
- Know the physical setup. How are the chairs and tables arranged? Is the lighting adequate?
- Know what equipment and other materials you will need. Be sure that all is in working order.
- Know the subject you will be teaching. You don’t need to be an expert, but you should have resources available.
- Be comfortable. If you are well-prepared, you will enjoy teaching young people and have fun with them.
TEACHING METHODS

Many different ways of teaching are available to you to help members learn. Remember, involve members in ways that will motivate them to learn. Try using a variety of teaching methods to accommodate many different learning styles.

Group Discussion, Questioning
This method helps members express their own thoughts. Use open-ended questions, beginning with words such as “how,” “what,” “why,” or “could,” to encourage all members to share more information.

Brainstorming
In this method, creative thinking is more important than practical thinking. As members present ideas, none are to be criticized. In fact, the group is encouraged to list everything, no matter how wild. Hearing other ideas can spark more creativity. Quantity is the goal. All ideas are written down and edited later. An example of brainstorming could be thinking of 4-H themes.

Record-keeping
Besides being a good business practice, record-keeping is the best way to measure the progress of group and individual goals. Through record-keeping, members learn more about their projects, including costs, materials and how to evaluate finished products. Record-keeping doesn’t have to be boring. Besides using record books, members can record in a scrapbook or in a portfolio the progress of his or her ongoing 4-H career.

Collage
A collage (an artistic composition of materials on a surface) is used to convey an idea or theme to others. Materials that can be used include magazine and newspaper pictures and texts, tissue paper, markers, poster board, etc.

Demonstration
This method is a presentation of how to do something, along with the finished product. Demonstrations can be done by the leader, but are preferably done by members. Not only does everyone learn a new skill, but the member giving the demonstration also gains communication skills and confidence in speaking in front of a group. An example of a demonstration is how to make bread. A finished product should be available because the process of actual baking would be too time-consuming.

Audio-visual Aids
Movies, videotapes, slides and cassettes tapes, available in the county 4-H office, in libraries and in schools, are aids to help young people learn. Be sure to preview any visual aids you plan to use. Videotaping presentations or club meetings is another way of teaching and providing feedback.

Field Trip or Tour
This method is an excellent way to reinforce something already discussed in a club. See Planning a Successful Field Trip information sheet in this chapter.

Simulations, Games
Real life dilemmas are presented through simulations or games where participants must make decisions. Their choices often lead to further problems and problem-solving. An example of a simulation/game could be planning a community service project.

Role-playing
Members give spontaneous answers with this teaching method. A small group of participants are given a real life situation and individual roles and, without a script, they must perform in front of the club. Participants create their parts as they act. The performance is then discussed in relation to the situation or problem under consideration. An example of a role-play is parents and a teenager discussing curfew time.
Skits
A skit is similar to a role-play, except that the script is prepared and the presentation has been rehearsed. Participants act out an event or situation that can be real life. Skits can be humorous or serious. An example of a skit could be a group dramatizing how to prepare a campfire.

SUMMARY
These teaching methods allow you to help members learn in a variety of ways. As you teach members both project and life skills, remember the following:

• Catch the interest of the members.
• Focus their attention on the subject.
• Establish a rapport with the group. You don’t have to be a buddy, but you need to have mutual respect.
• Be sure your club knows what you expect of them. They should be part of the planning.
• Processing the experience is when much of the learning takes place. Discussing the activity helps members understand how it relates to them.
• Learn to have fun while teaching the members.
• Good luck and best wishes for success!


References

Georgia 4-H Teaching Techniques, Georgia 4-H Volunteer Staff Development Task Force, Athens, Georgia.
Chapter 11, Section 3: Learning Styles

Activities should be planned in such a way that youth can learn and have fun. This type of environment is one that appreciates that youth learn in a variety of ways, regardless of their intelligence. Individuals who learn information in their preferred learning styles acquire information more rapidly, retain it longer and feel more positive about their experience.

LEARNING STYLES AND CHARACTERISTICS

<table>
<thead>
<tr>
<th>Style</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>Visual</td>
<td>Learns by watching; will call up image from the past when trying to remember. Makes pictures in his/her head. Uses visual words to describe shape, form, color or size. Learns new information from viewing videos, exhibits, charts, maps or graphs. Subjects like spelling/algebra often come easily for a visual learner; can “see” or “picture” the word or problem.</td>
</tr>
<tr>
<td>Auditory</td>
<td>Often spells phonetically (the way the word sounds) and can have trouble with reading, because cannot visualize internally. Learns by listening. Converses frequently, sometimes having conversations aloud with themselves. Likes to talk things over; does well when participants contribute verbally. Imagines how things sound. Remembers facts best when presented in a poem/song/rhyming melody.</td>
</tr>
<tr>
<td>Kinesthetic (Manipulative)</td>
<td>Learns best through movement/manipulation; likes to find out how things work. Are very successful at the practical arts. When given a choice to write a book report or to create a scene from the book, they will often choose the latter. May have difficulty learning in a traditional classroom setting; finds it hard to sit still/watch/listen. Can learn through hands-on activities.</td>
</tr>
</tbody>
</table>

WAYS OF THINKING

Traditionally, “left-brain” thinkers start with small amounts of information which they put together to get the entire picture. In contrast “right-brain” thinkers are those who start with the whole picture or puzzle and then take it apart to examine the components. Global thinkers are often less successful in a standard school setting but more successful in nontraditional settings. They tend to be creative, move around a lot, doodle and fix things. They can have difficulty following complex sets of instructions and may need frequent breaks. When their needs are ignored, they have a tendency to develop negative perceptions of school and of themselves.

Chapter 11, Section 4: Lesson Planning

Failing to plan is often planning to fail!!! Lesson planning is important!! Poor planning often results in inappropriate member behavior, decreased attendance, a feeling of failure among members and yourself. Save yourself trouble and take the time to plan activities. When working with other members of your team, help them be successful by reviewing the steps of successful activity planning.

PLANNING EFFECTIVE LESSONS

<table>
<thead>
<tr>
<th>Planning Guide</th>
<th>Planning Tips</th>
</tr>
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<tbody>
<tr>
<td>Set Goals</td>
<td>Establishing some sort of goals for your group is extremely important. Ask yourself exactly what you want the members to learn over both the short- and the long-term.</td>
</tr>
<tr>
<td>Motivate</td>
<td>Begin each lesson with a motivator. Members will learn only what they are motivated to learn. The motivator can be as simple as a few questions or can be a more involved preparation that includes games, skits or slides.</td>
</tr>
<tr>
<td>Give An Overview</td>
<td>Set the stage for learning by reviewing the previous lesson and preparing for the current one. Don't assume the member remembers everything from the week before.</td>
</tr>
<tr>
<td>Do It!</td>
<td>Experts point out that children learn best by doing. Although there are several lesson components, the practical application aspect of any lesson is the most important. All planned activities should center around this “hands-on” experience.</td>
</tr>
<tr>
<td>Reinforce</td>
<td>Use some sort of activity while the paint is drying or the muffins are baking to reinforce your goals. Be sure not to add any new information during this time since it will only confuse your learners.</td>
</tr>
<tr>
<td>Wrap it Up!</td>
<td>Take the time to look back on the day and to look forward to the next meeting. This is your chance to see if your goals have been met. You may also want to find out what your group thought of the activity and make changes for future meetings.</td>
</tr>
</tbody>
</table>

Once you have a clear picture of the entire activity process, it is a good idea to pay a little more attention to doing the activity. Here are a few more tips to ensure that part of the process goes smoothly.

- Assemble all the necessary supplies.
- Organize the physical space where you will work.
- Make sure all mechanical and technological equipment works. For example, check the oven, the camera or incubator.
- Estimate the amount of time it will take to go through each component of the lesson, and note that in the leader's guide margin.
- Eliminate any lesson suggestions you feel may not work with your group, and incorporate those you feel are more relevant.
- Make notes, and underline or highlight parts you specifically want to emphasize.
- Make lists of the various tasks you will need help with, and assign them to the children before the meeting begins.
- Take the time to plan extra learning experiences to use in case something goes wrong or the group is not responding to your planned lesson.

Advance preparation will set your mind at ease and make the activity more fun for you and your members.
Chapter 11, Section 5: Field Trips

The purpose of 4-H is to broaden the horizons of youth. Field trips are a fun and exciting way for youth to “see” the world beyond their immediate communities. Educational field trips are a dynamic teaching tool. They can increase a member’s knowledge in a specific project or help them explore new careers. By conducting educational trips, you will also raise the awareness of 4-H in your community.

BEFORE THE TRIP – CHECK LOGISTICS

Here are a few tips to help you plan an effective field trip:

• Do you need any kind of special insurance? If you do, contact your local Cooperative Extension Educator.

• Is this a hands-on learning experience or a tour?

• Does the experience meet the needs, abilities and developmental level of the youth. Be sure to give the business the subject of the project being studied and the age of the group.

• How many youths can attend?

• Are you and the business clear about your individual responsibilities?

• Are the dates and times of the trip confirmed with the business and your group? Confirm the date and time in writing to the business and to your group. Don’t forget to call the business the day of the trip for final confirmation. Do not be late. If you have problems, call the business to advise them.

• Is the place handicap accessible?

• Are there any clothing or shoe requirements?

• Make sure directions are clear and concise.

• Check the vehicle(s) being used to transport youths. Are they in good working order? Is there gas? Are all drivers insured?

• Do you have the proper permission forms and emergency medical treatment forms?

• Can the business send you promotional or product information such as videos, brochures and samples to help prepare youth?

BEFORE THE TRIP – PREPARING YOUTH FOR THE LEARNING EXPERIENCE

To maximize the benefits of the trip, it is critical that the children and teens are adequately prepared for the experience. Meet with your members before the trip to discuss:

• How the trip fits into your program and various projects.

• Promotional or product information sent by the business.

• Thought-provoking questions. Examples include:
  What do 4-Hers expect to learn?
  How much education or training do you think is required for this job(s)?
  What skills do you think are required for this job(s)?
  How much prior work experience do you think is needed to obtain a job here?
  What personal qualities does an individual need for this type of work?
  How much money do you think a person in this position makes?

• Questions to ask at the site. Bring the list along. If necessary, assign questions to youth.

• Appearance and behavior expectations. Youths representing 4-H must dress and act appropriately.

• Trip logistics – transportation arrangements, meeting places, departure times and punctuality.
AFTER THE TRIP: PROCESSING THE EXPERIENCE

After the field trip, discuss the following with the members:

- What was their general impression? What did youths do? How was the experience different or the same from what they anticipated?

- Ask stimulating questions. Examples include:
  
  What were three things that you learned?
  Can you name three jobs found at this business and explain each one?
  How much education or training does a person need for this job?
  What skills does a person need for this job?
  How much work experience is required?
  How much money does a person in this position make?
  Think about what you learned. Why would or wouldn’t you like this job?
  What other jobs or careers, related to the ones you explored, would you like to investigate?

- Encourage students to reflect on their experiences and to express their feelings about what they saw and did.

- How was this trip connected to their project?

- Was anything learned about a product (hidden costs, difficulties in assembly)?

- Did they learn anything that would help them become a better consumer?

Give the business recognition for its contribution. This can be accomplished by writing a group “thank-you” letter, trying to interest the local paper in a story or writing a “letter to the editor.”

If a business provides long-term support, you may want to recognize their efforts with a special club award or nominate it for special county or state recognition.
## Chapter 11, Section 6: Teaching Skills Assessment Chart

<table>
<thead>
<tr>
<th>Checklist Questions</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Were the objectives of the lesson clear?</td>
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<tr>
<td>2. Did I give each person a chance to actively participate?</td>
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<tr>
<td>3. Did I praise or encourage each member in some way?</td>
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<tr>
<td>4. Did I plan for the differences in abilities and interests, and age levels of youths?</td>
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<tr>
<td>5. Did I enjoy working with the group?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Did I give youngsters a chance to assume responsibility when it was appropriate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did 4-Hers leave excited and enthusiastic?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>