

Section 1: What is 4-H?

4-H is the youth component of the nationwide Cooperative Extension System that promotes the intellectual, social, emotional and physical development of school-age youth.

The simplistic definition given above identifies 4-H's parent organization and its ultimate purpose but does not begin to capture the richness or complexity of the 4-H Youth Development Program. As a 4-H leader you are involved in what is probably the best known aspect of 4-H, the 4-H Club Program. With community support and a high degree of parental involvement the 4-H club brings adults and youth together in settings and activities that are ideally suited to foster positive youth development in a comprehensive manner. However, Cooperative Extension also supports other 4-H programs that focus on one or more aspects of youth development in a variety of other settings including camps, school-age childcare facilities, schools, and community youth organizations of many kinds.

All 4-H programs are based on youth development principals established through research done by the land grant Universities that are united within the Cooperative Extension System and by other institutions that focus academic attention on human development. In addition, New York State's 4-H programs are designed to accomplish this mission: *Cornell Cooperative Extension 4-H Youth Development creates supportive learning environments in which diverse youth and adults reach their fullest potential as capable, competent, and caring citizens.*

Youth Development Principles

To fully understand 4-H Youth Development, you have to understand what nearly 30 years of research tell us about the transitions of young people into adulthood - to do that requires a different question, one that shapes the purposes and the practices of all 4-H Youth Development programs - **What does it take to assist young people to become healthy, problem-solving, constructive adults?**

Young [people] on an effective developmental path must:

- Find a valued place in a constructive group.
- Learn how to form close, durable human relationships.
- Earn a sense of worth as a person.
- Achieve a reliable basis for making informed choices.
- Express constructive curiosity and exploratory behavior.
- Find ways of being useful to others.
- Believe in a promising future with real opportunities.
- Cultivate the inquiring and problem-solving habits of the mind necessary for life-long learning and adaptability.
- Learn to respect democratic values and responsible citizenship.
- Build a healthy lifestyle.

From the Carnegie Council on Adolescent Development, 1995: *Great Transitions: Preparing Adolescents for a New Century*. Concluding report of the Carnegie Council on Adolescent Development. New York: Carnegie Corporation of New York.

What makes 4-H Different?

Many youth organizations strive to promote positive youth development but 4-H does it in a unique way. In addition to the Cooperative Extension System that supports 4-H through research and tax dollars, it is the combination of methods, relationships and environments that create the 4-H experience. These essential elements are described below. It is easy to see how these elements relate to the youth development principles stated above.

1. **A positive relationship with a caring adult** - A caring adult acts as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people. The adult could be called supporter, friend and advocate. [The 4-H leader]
2. **A safe environment - physically and emotionally** - Youth should not fear physical or emotional harm while participating in a 4-H experience whether from the learning environment itself, adults, other participants or spectators. [The 4-H Club and other 4-H program settings]
3. **Opportunity for mastery** - Mastery is the building of knowledge, skills and attitudes and then demonstrating the competent use of this knowledge and skills in the manner of a proficient practitioner. The level of mastery is dependent on the developmental ability of the individual child or youth. The development of mastery is a process over time. [Sequential 4-H project work]
4. **Opportunity to value and practice service for others** - Finding one's self begins with losing yourself in the service of others. Service is a way for members to gain exposure to the larger community, indeed the world itself. [4-H community service activities]
5. **Opportunity for self-determination** - Believing that you have impact over life's events rather than passively submitting to the will and whims of others is self-determination. Youth must exercise a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults. [The 4-H business meeting run by club officers, project selection and carry through]
6. **An inclusive environment (encouraging, affirming, belonging)** - An inclusive environment is one that creates a sense of belonging, encourages and supports its members with positive and specific feedback. Healthy groups celebrate the success of all members - taking pride in the collective efforts of all. [The 4-H "family" at the club level, county level and beyond]
7. **Opportunity to see oneself as an active participant in the future** - The ability to see oneself in the future is to harness hope and optimism, to shape life choices and to facilitate the transition into participating in the future. [The 4-H experiential learning model emphasizes future application - do, reflect, apply. See pages 5-1 and 5-2.]
8. **Engagement in learning** - An engaged youth is one who is mindful of the subject area, building relationships and connections in order to develop understanding. Through self-reflection, youth have the ability to self-correct and learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity to create. [The 4-H experiential learning model emphasizes reflection - do, reflect, apply. See pages 5-1 and 5-2.]

As you work with your members, their parents and other volunteers to plan and carry out your club's program you want to make sure that all these elements are included. An easy way to do that is to keep the four H's in mind:

Head - 4-H members pledge their heads to clearer thinking because the ability to think, to plan and to reason enables them to achieve *independence* of thought and action. They are far less influenced by peer pressure when they have confidence in their ability to think things through and arrive at their own conclusions and decisions that guide their independent actions. That assuredness also enables them to lead others in positive ways.

- * Are your members gaining knowledge and understanding? (engagement in learning, mastery)
- * Are they planning and making decisions? (self-determination)

Heart - 4-H members pledge their hearts to greater loyalty because feeling connected to others in a group creates a sense of physical and emotional safety. The warm feeling of *belonging* frees them to relate comfortably with others, to test their ideas without fear of ridicule, to cooperate and help others.

- * Do your members think of their leaders and one another as friends they can look to for support? (positive relationships with adults, inclusive environment, emotionally safe environment)
- * Do all the adults who cooperate in the leadership of your club know and follow youth protection guidelines? (physically safe environment)

Hands - 4-H members pledge their hands to larger service because they need to feel that their lives have meaning and purpose. Using skills they have learned to help others meets that need while developing a spirit of *generosity*. The desire to help one's neighbor lies at the very core of citizenship.

- * Have your members developed skills they can apply? (mastery, opportunity for service)
- * Are they involved in community service activities? (opportunity to value and practice service)

Health - 4-H members pledge their health to better living because their ability to achieve their goals and enjoy their lives depends on having healthy minds and bodies. Successes achieved through 4-H project work build a sense of *mastery* that in turn nurtures a positive self-concept, the prime ingredient of emotional health. When we think we can, we try, and eventually we do succeed again.

- * Have your members developed "can-do" attitudes? (see themselves as active participants in the future)
- * Does your club program promote healthy lifestyles? (mastery of physical skills and content of related projects such as nutrition)

Does Participation in a 4-H Club *Really* Make a Difference?

New York 4-H Club Study [1]

This two-year study focused on understanding the difference 4-H club participation makes in a young person's life and the ways in which 4-H clubs influence and contribute to positive youth development in New York State. The results show that the process of youth development is positively influenced in multiple ways by 4-H club membership and that young people who participate in 4-H clubs do better in school, are more motivated to help others, and are developing skills in leadership, public speaking, self-esteem, communication and planning, and are making lasting friendships.

The length of time a youth remains in 4-H was also examined. Statistically significant differences were shown for youth who remain in 4-H for one year or more for the following assets and/or skills: leadership, conflict resolution, communication, self-confidence, ability to make healthy choices, knowledge of nutrition and food safety, and record keeping.

In addition, member responses to the question "What do you feel you have gained from being a 4-H club member?" provided a wealth of rich data upon which to draw conclusions about the difference 4-H club membership makes in a young person's life:

- A strong majority of club members felt they had gained skills that would support them throughout their lives. The majority of club youth reported multiple gains in terms of public speaking, problem solving, goal setting, leadership skills, planning skills, self-confidence, citizenship, communication skills, academic gains, expanded horizons, organizational skills, respect for (and from) others, patience, tolerance, and "real-world" experience from hands-on projects.
- The majority of youth reported that they had developed skills in leadership, public speaking, self-esteem, communication, and planning. Additionally, many youth reported that 4-H club membership had improved their school performance, their ability to make lasting friendships, and their desire to make a difference in their communities.
- Most adults who participated in the study believed that the success of 4-H club members was closely related to active participation and involvement in public demonstrations, community service projects, and county and state fairs. Others believed that the relationships developed in 4-H clubs and long-term membership were the keys to positive outcomes for youth.

I feel that the experience I've gained from being a 4-H member puts me "a notch above the rest." 4-H experiences such as public presentations and educational projects have given me an edge in school. Biology and English seem so much easier when you already know about pond life and how to deliver an oral presentation. My experiences with 4-H community service projects have encouraged my desire to help other people as well as my feelings of self-fulfillment. Most importantly, the leadership experiences that I have had through 4-H have helped me to become a more outgoing person, ready to take on all different sorts of responsibilities.

Comparing 4-H'ers with non-4-H Youth:

The strongest test of the role of 4-H in the lives of youth is to compare 4-H'ers to children who are not members of 4-H. Past studies have shown:

- Participation in 4-H has a positive influence on children's perceptions of their competence, coping, and life skills (study of 666 Ohio public school children). [2]
- 4-H'ers rate themselves higher than non-4-H peers on working with groups, understanding self, communicating, making decisions, and leadership (study of over 300 4-H club members and over 500 non-4-H school children in Texas). [3]
- Within 4-H'ers, more involvement is associated with higher scores on communication, working with groups, and leadership. [3]



Sources of Research Studies:

[1] Mead, June, Hirschl, Thomas, Rodriguez, Eunice, and Goggin, Steve. (1999). Understanding the Difference 4-H Clubs Make in the Lives of New York Youth: How 4-H Contributes to Positive Youth Development.

[2] Miller, Jeffrey P. and Blannie E. Bowen. 1993. "Competency, Coping, and Contributory Life Skills Development of Early Adolescents." Journal of Agricultural Education. Spring:68-76.

[3] Boyd, Barry L., Don R. Herring, and Gary E. Briers. 1992. "Developing Life Skills in Youth: How 4-H'ers Perceive their Leadership." Journal of Extension. Winter:16-18.

Section 2: Basic Facts about 4-H Clubs

The 4-H Club - What is it?

A 4-H club consists of 5 or more school-age youth, guided by one or more adult volunteers. The 4-H Club's goal is long-term youth development, which encourages its participants to learn life skills that will help them grow into healthy and productive citizens.

A 4-H club is an informal, educational youth opportunity, which serves as a "hands-on" laboratory for helping youth grow in any or all of the following ways:

- Learning how to make thoughtful decisions
- Developing a zest and skill for lifelong learning
- Learning positive socialization skills by working in a group and as part of a team
- Improving their communication skills
- Learning and using practical technical skills
- Acquiring confidence and a positive attitude toward self
- Enhancing citizenship skills by developing an awareness and involvement in their community
- Developing leadership and teamwork skills
- Exploring possible vocations and careers
- Learning to manage time wisely and set priorities
- Interacting with adults who act as role models and have a positive influence on their lives
- Spending quality time with their parents in a mutually rewarding setting

Types of Clubs

Neighborhood 4-H Clubs are groups of youth (5 or more) that are usually led by parents/guardians. They meet in schools, churches, community centers, or homes to complete a variety of 4-H projects throughout the year. With the exception of a few countywide clubs, members are usually from the same community.

4-H School Clubs and After-School 4-H Clubs - When 4-H curricula are utilized within the classroom during regular school hours or in an after-school program outside of regular school hours the group of children who participate on a regular basis is considered to be a 4-H club. The classroom teacher and/or other resource people who teach the subject matter serve as club leaders.

Sponsored 4-H Clubs - A government agency, religious group or other youth serving organization may sponsor a 4-H club. Sponsored clubs usually meet at the agency's facilities and are led by agency staff (paid and/or volunteer).

Membership Requirements

All youth regardless of gender, race, color, national origin, religion, disability, sexual orientation or marital status may join 4-H.

Age and grade in school - In New York State 4-H membership is limited to children enrolled in kindergarten through youth age 19. Kindergarteners must turn 5 by January 1 of the current 4-H year and teenagers may not enroll or re-enroll if they will turn 19 before January 1st of the new club year (October 1 to September 30).

Independent membership - When circumstances prevent a child from joining a 4-H club that child may participate in the 4-H Club Program by enrolling as an independent member. Independent members work on projects of their choice at their own pace with parental or other adult assistance. They are encouraged to participate in county activities.

Minimum size of clubs - In New York State a group must have a membership of 5 or more youth to form or remain as a club. Smaller groups may register youth as independent members.

Volunteer Leaders

Several types of volunteer roles contribute to the leadership of the 4-H Club Program. They include:

Organizational Leader - The organizational leader establishes and maintains a club structure that supports 4-H Youth Development activities for school age youth within a defined area. He/she works with the project leader, activity leader and youth in planning the club program; arranges for meeting facilities; complies with Cornell Cooperative Extension procedures; ensures that all enrollments, program registrations and reports are filled out and turned in to the county 4-H office; keeps the 4-H Educator staff informed about activities, accomplishments and problems. An organizational leader may also act as a project leader.

Project Leader - The project leader provides instruction and guidance to 4-H members when doing a project. The key component of the project leader's role is teaching; the "classroom" is wherever the members meet in order to work on their project(s). Project leaders may also assist with project-related activities on the county level and guide members in the selection of projects and the completion of project reports.

Activity Leader - The activity leader is responsible to help members plan for and participate in one or more specific activities the club has included in its yearly plan. These include such things as community service, public presentation, special celebrations, trips, etc.

Resource Leader - Resource leaders are volunteers who are selected by Cooperative Extension staff to aid, train and work with 4-H club leaders or members on a short-term basis. They have a specialization in a certain program area and have undergone training or have completed a certification program. Resource leaders often teach workshops or serve as evaluators at fairs and contests. Some examples of resource leaders are: Master Sewer, Master Gardener or SAREP instructor.

Volunteer Training and Support

Support for each leader is provided by the county Cornell Cooperative Extension staff and varies from county to county. This support may include personal visits, telephone calls, training workshops, leader's association meetings, manuals, and newsletters. Special equipment may be available on loan for use with certain projects or activities. Additional learning opportunities are available at the district, state, regional and national levels. One such opportunity, the annual Northeast Regional Volunteer Leader's Forum is a great way for leaders to energize, exchange ideas and learn about new programs and projects.

Equal Program Opportunity

Because the 4-H Youth Development Program is a component of the national Cooperative Extension System, which is supported by Federal, State and County funds it is governed by the equal opportunity laws of those three governmental entities. The Cornell Cooperative Extension equal opportunity statement is based on those regulations. 4-H clubs must abide by the standard it sets.

Cornell Cooperative Extension actively affirms equality of program and employment opportunities regardless of race, color, national origin, religion, disability, age, gender, sexual orientation or marital status.

4-H Club Names

Members and leaders work together to select a name for a new 4-H club. Once your club is chartered (see page 3-4) you will not want to change its name. Therefore it is important that the name can stand the test of time - not too trendy or juvenile. So avoid using the names of TV cartoons, situation comedies, singing groups, etc. Also, the name should not imply that its membership is limited to any group protected by equal program opportunity regulations. For example, names such as the 4-H Lads or Lassies, Kings or Queens would be inappropriate.

4-H Symbolism

4-H Motto - *"To Make the Best Better"*

This national 4-H Motto should be the objective of each 4-H leader and member.

4-H Slogan - *"Learning by Doing"*

This is the educational philosophy of the 4-H program. Since young people learn best when they are actively involved in the learning process, 4-H projects are designed to provide "hands-on" experience that is reinforced through group discussion and application - "do - reflect - apply."

4-H Pledge -

"I pledge

My head to clearer thinking, (With right hand lightly touch forehead with fingers)

My heart to greater loyalty, (with right hand placed on chest like you're saying the pledge of allegiance)

My hands to larger service, and (both hands waist high, palms up like a book)

My health to better living for my club, my community, my country and my world". (both hands along sides of body naturally)

4-H Colors -

The 4-H colors are green and white. White symbolizes purity, and green represents life, springtime, and youth.

4-H Club Emblem - *A green four-leaf clover with a white "H" in each leaf*

In 1907 a clover was chosen for the emblem, originally featuring only three leaves representing head, heart, and hands. In 1908 a fourth leaf was added to represent health. Today the 4-H Club Emblem is protected by law and belongs to the Congress of the United States. It is protected under Federal Statue 18USC707.

Clover Usage -

The 4-H clover is officially protected by the United States government. The situations in which it may be used, the manner in which it may be displayed, the text style and colors required for its reproduction are all specified. Given the complexity of the regulations, you should check with a 4-H staff member whenever you want to use the clover in exhibits, promotional materials, etc. Use of the clover on items such as T-shirts, caps, key chains, mugs, pens, etc. must be approved by the appropriate 4-H staff member in your county Cornell Cooperative Extension office. For routine display of the clover within your local club setting observe these rules of usage:

- The four-leaf clover with stem (in green) and the letter "H" (in white) on each leaflet.
- The stem must curve to the right.
- The 4-H Clover must be given a place 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.

Section 3: Practical Tips

Organizing and Conducting a Successful 4-H Club Program

Planning - the Key to Success

Most 4-H leaders, members and their parents are busy people who are involved in a variety of family, school and community activities. 4-H has much to offer, but busy people must choose those opportunities that best fit their needs and schedules. Planning a yearly calendar (see "Planning a Club Program" below) will help everyone integrate 4-H activities with the rest of their personal commitments. Adults and youth should work together to develop the yearly plan. The older the youth, the greater role they should play in this process. For new clubs, some advance planning will need to be done by the adults to determine resources available and to narrow the options for youth to consider. This generally takes place at the New Club Organizational Meeting.

New Club Organizational Meeting

A 4-H staff member or experienced volunteer will meet with the leaders and parents of your new club to assist you in making a series of essential decisions including:

- Meeting site(s).
- Meeting frequency & schedule.
- Parent/guardian involvement in 4-H. (who will help in what ways)
- Selection of a first 4-H project or activity.
- Selection of other 4-H projects (or Cloverbud Activities) from which members will be permitted to choose after members and leaders know one another better and have gained some experience.
- Determination of those countywide 4-H activities in which the club will participate.
- Estimation of the money needed to cover the costs of projects and activities and the proportion of those funds to be provided through club dues, individual member purchases and club fundraising.

Planning a Club Program

An effective planning process will create a well-balanced program and provide 4-H members with opportunities for personal development. Each member should be encouraged to voice his/her interests, goals and opinions. A well-planned program will:

- Provide opportunities for each person to assume responsibility
- Include a variety of activities that address each of the four H's
- Identify the preparation needed for meetings and events
- Provide for timely communication
- Avoid calendar conflicts

When and how do we plan? Most clubs plan their programs and elect their club officers in September or October. (See page 3-6 for more information about club officers.) Clubs that operate only part of the year need to plan a program as soon as possible in order to complete the project(s) in time.

Start by reviewing your club's current situation. What have they done in previous years? What are the ages and other characteristics of the members? How many members are there and how many leaders/parents are available?

While the planning method must be suitable to the characteristics of the club, an effective planning process will:

- Give each person a part in the decisions
- Facilitate both cooperation and compromise
- Provide practice of planning skills for members of all ages

In small clubs, the entire membership usually does the planning at a general meeting. In somewhat larger clubs, the newly elected officers and club leaders do the planning. Another successful method, especially for clubs with 25 or more members is to select a program planning committee. The club's president should appoint committees with guidance from the leader. Regardless of the planning method, participation should include club officers, other members of various ages, organizational, project and activity leaders, and parents. The vice president is quite often appointed as chairperson of the planning committee. Tool L-1, "4-H Club Planning Calendar", can be used to think about and record the details of the clubs' plan. The first section of the 4-H Club Calendar is a list of club goals for the year.

What are goals? Goals are simply statements of what you want to accomplish - what you want to do, what you want to learn. A goal is like a road map. It helps you decide how to get to where you want to go. Goals have three parts that allow us to measure and check our progress. They are:

- The Action - How
- The Result - What
- The Timetable - When

While members will also have individual goals, club goals should reflect what is important to the group, as a whole. These goals provide the foundation for the rest of the club plan. Club goals should:

- Be realistic and measurable
- Meet the needs and interests of the club members
- Promote cooperation
- Provide individual achievement opportunities
- Promote improvement over last year
- Provide community and service participation

What will we do to meet these goals? Once the goals are agreed upon, it is important to survey all club members for specific program ideas. Acceptable methods of surveying include:

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| • Using a suggestion box | • Collages |
| • Writing ideas on large pieces of paper that are taped to walls | • Roll call (give idea when name is called) |
| | • Brainstorming |

When everyone's ideas have been presented and the group is ready to discuss them it is helpful to have these items handy:

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| • School calendars | • Information about community service and field trip opportunities |
| • County 4-H calendar | • Information about community celebrations, festivals and events |
| • 4-H Project lists | |

Small clubs may fill in the 4-H Club Planning calendar as they reach agreement on the ideas presented. In larger clubs those who are leading the planning process should review all the ideas, prepare a suggested calendar and present it to the membership at a later meeting. Everyone should be allowed to ask questions and voice their opinion about the plan. This is when conflicts in schedules and other concerns can be addressed. After the plan has been discussed and revised as needed, the members should vote to approve and adopt it as their yearly 4-H program.

Prior to adopting a plan all participants should be able to say “yes” to the following questions.

- Does the program involve all members?
- Is the program interesting to all ages?
- Is the plan realistic?
- Does the plan include activities for learning and service, and some just for fun?
- Did we consider county 4-H events?
- Is someone responsible for each task?

How do we ensure that the plan will be followed? Through communications and check-ups!

- Provide each family with a 4-H year calendar of club events.
- Announce dates at meetings, in newspapers and by radio.
- Check with subcommittees to see that responsibilities are being carried out.
- Call club members.

What if the plan isn't working? As the year progresses changes may be necessary. You may spot lagging interest, more pressing needs or new opportunities. After several meetings the club should review progress towards goals, discuss new opportunities and, if necessary, amend the club plan.

Getting Started

It is very important to get off to a good start. There is a lot to be accomplished during the first 2 meetings of a new club. Everyone should leave these meetings feeling that they have had a good time, that they understood and contributed to what went on and that they know what will happen next. Therefore, you may want to arrange for a 4-H staff person, experienced leader or 4-H teen to attend these meetings and provide guidance as needed.

First meeting - Tasks to be completed at the first meeting include:

- Select a Club Name - Your club's name should be unique within your county, should include “4-H” and should be able to stand the test of time, not trendy or too juvenile to be acceptable as members grow older. (See page 2-3 for rules pertaining to 4-H club names.)
- Learn what the four H's are and what the clover symbolizes
- Learn the 4-H Pledge & Motto
- Learn the responsibilities of club officers and conduct elections (See pages 3-6 and 3-7)
- Start work on a project

Second meeting -

- Club officers conduct the club's first business meeting. Teach the basic rules of order as the meeting progresses. (See page 3-7 of this book and pages 4 through 7 of the 4-H Club Secretary's Handbook for more information about business meetings and club officers.)
- If time permits project work can continue after the business meeting.

Succeeding meetings - Proceed with project work, meetings and activities according to the club's plan. If questions or difficulties arise contact a 4-H staff member or mentor-volunteer as soon as possible. Little difficulties tend to grow and may become unmanageable if not addressed quickly and appropriately. A little guidance can go a long way in helping to make 4-H club participation a positive experience for all.

Chartering - The Club Charter identifies a group as an organized 4-H club that is authorized to use the 4-H name and emblem for educational purposes. The Charter stays with the club as long as it is in existence. All chartered clubs are expected to operate within the framework of the 4-H program. The charter does not have to be renewed when leaders change or minor revisions are made in the club structure. A charter application should be submitted soon after the club has elected its officers and met the other eligibility requirements. Charter application information can be found on page 1 of the 4-H Club Secretary's Handbook and the application itself is on page 2 of that book.

Tips for Conducting Club Meetings

Structure Meetings Appropriately

The way club meetings are structured depends largely on the size of the group and the age of the members. In general 4-H meetings are divided into 3 segments:

- **Business Meeting** - through which members learn how to conduct a meeting and practice democratic decision-making. (See pages 3-6 and 3-7 for more information about business meetings and club officers.)
- **Educational Program** - usually project work, but may involve special presentations or activities conducted by resource people, parents or older members.
- **Refreshments and Recreation**

The order of these segments and the amount of time devoted to each may be varied to suit the specific activities planned, time and place the meeting is held, etc. Here are some specific suggestions:

1. *Small groups that meet right after school* may want to have refreshments available as the members arrive. Quiet recreational activities such as 2-person pencil and paper games can be used to keep order and foster interaction until you are ready to start the meeting.
2. *When members can't settle down and focus on the task at hand* a short active game followed by a quiet one can release energy and get the group ready for more "serious business." If the club's recreation leader always comes prepared with at least one active and one quiet game to play these can be led at a time like this rather than at the end of the meeting.
3. While *cloverbud groups* do not conduct business meetings, starting each meeting with the same opening ritual establishes a structured routine that is important for this age group. Use of a closing ritual is also recommended. Members can be assigned an "office of the day" to help conduct these rituals. This prepares cloverbuds for future roles as club officers when they become old enough to assume such roles. See Tool CB-1 "4-H Cloverbud Meeting Planner" in the 4-H Cloverbud Leader Handbook.

4. *The timing of meeting segments* must relate to both the attention span of the age group and the nature of the activities planned. A cloverbud activity should last no more than 15 to 20 minutes. On the other end of the continuum, older teens can sustain interest for 2 hours or more. *But* no activity should be conducted for more than an hour without a break. Look for natural breaks in the activity (such as moving from one step of a process to another, or moving from group discussion to work groups) and use that transition time for refreshments, a quick game, an exercise or social break.
5. *Sharing club leadership with your members* makes your job easier and develops life skills in the members. Some children are “natural leaders” but all children can lead when given the opportunity and support. To foster the development of leadership characteristics, group “followers” with followers - a leader will emerge from within this group. Group leaders with leaders - strong personalities will be forced to negotiate. Support both groups with suggestions that relate to group process. Hesitancy to accept leadership often stems from lack of confidence. Help members overcome this by providing both information and encouragement and by assigning leadership tasks that draw on a member’s known strengths, talents and abilities.
6. *Beyond the three segments* there are many little things you can do to make your 4-H club meetings fun, educational, extra special - a potpourri of ideas can be found in Tool L-2, Tips for 4-H Meetings.

Manage Project Activities for Safety, Efficiency and Effective Learning

Detailed information about the purpose of 4-H projects and the use of experiential learning methods can be found in Section 5. Here we deal with the practical matters of time, space and organization.

1. *Become familiar with and follow the Youth Protection Guidelines for Accident Prevention.* See Tool L-3, CCE Youth Protection Guidelines.
2. *Be prepared before members arrive.* Write a lesson plan and know how you will handle transitions between steps or activities. Set up the room and work areas as appropriate for the activity(s). Gather all equipment and supplies and arrange them in the areas where they will be used.
3. *Help members practice skills before applying them to their own project.* To save on time and supplies you can set up workstations (one for each skill to be tried) and rotate members through them. Experienced members, teens or parents can be called upon to help during the practice session.
4. *Prepare members for independent work.* Instead of answering the question “What do I do next?” ask a member to read the instructions and tell you what they mean. This both reinforces reading skills and builds the member’s confidence in his/her ability to “do it myself.”

Using teaching methods that progress from high to low supervision also readies members for independence. For example, you may demonstrate a process, calling on a different member to do each step as you assist. Next, members might work in teams of 2 or 3 in which one of the members is experienced. Progress to group work with helpers rotating among the groups. Finally, members can work independently, asking for help when they have recognized that they really need it.

Use the 4-H Business Meeting as a Developmental Tool

In addition to learning the standard procedures for running a meeting, participation in 4-H business meetings helps members:

- Gain experience in planning
- Learn how to make group decisions
- Assume leadership
- Develop a sense of responsibility

But this does not happen automatically; the members must be actively involved in planning and conducting the meeting, rather than simply following a script provided by the leader. The following tips will help you make the business meeting a truly educational experience.

1. ***Elect officers democratically.*** Officers are elected only once each year, unless a vacancy must be filled. It is best to change positions every year so that members have an opportunity to learn and practice the role of several different offices. Before nominations are made review the duties of all officers and stress the importance of selecting people who have the right skills for the job: the secretary should be able to write neatly, the president should be fair to everyone, the treasurer should be good at math, etc.

The duties of 4-H Club Officers can be found on pages 4 and 5 of the 4-H Club Secretary's Handbook. Offices include President, Vice President, Secretary, Treasurer, News Reporter, Song Leader and Recreation Leader. Since it is not wise for a club to have more officers than general members you may either "invent" extra offices such as "refreshment chairman" or "safety officer" giving everyone a job, or use one or more combined offices (Secretary/Treasurer, Vice President/News Reporter, Song and Recreation Leader) to even out the number of officers and general members.

The current president presides over the election of officers starting with nominations. While several methods can be used the most common method is to have nominations made from the floor. The retiring president begins the election process by saying "I now open the floor for nominations for president of our 4-H club. Do I hear a nomination for president?" After one or more people are nominated and no further nominations are heard the president closes the nominations for that office. Voting may take place immediately or after nominations for all offices are completed. Voting can be done by show of hands or by secret ballot.

In a small club in which every member will hold an office it is recommended that the last 2 offices be filled voluntarily - the 2 remaining members deciding between them which office each will assume (guidance from the leader may be needed). This will avoid having the last to be elected feeling unwanted. New clubs in which members do not know one another very well may consider selecting officers on either a voluntary or lottery basis for the first year only. Larger clubs of older members may want to use a committee to nominate a slate of officers.

The 4-H Club Secretary's Handbook and Treasurer's Record Book are available at the 4-H office.

2. ***Ensure that officers receive training.*** Encourage new officers to participate in any officer training program offered by the county 4-H office. If none is available meet with them to review the things they need to do before, during and after meetings. Enlist the aid of parents to provide support. Make sure they understand their child's responsibilities and, that they can help best by reminding and checking, not by doing the child's work.

3. *Use an agenda planner.* (See Tool L-4, "The 4-H Business Meeting - Agenda Planner") Work with the president and secretary to fill in the agenda planner, using the previous meeting's minutes to identify the old business and any committees that may need to report. The agendas for small clubs of elementary school youth are generally short and simple, so the agenda can be planned a few minutes before other members arrive. These clubs rarely have committees but may assign an individual member to gather information about some activity the club is considering. This member reports as "committee chairman." In this type of club, information for the "new business" portion of the meeting will most likely come from leaders and parents.

After the president and secretary have planned agendas with you a few times they should be able to do most of it themselves before the meeting day. You will only need to check it over and add the new business when they arrive.

Teens and large clubs of mixed age groups are likely to have more complex agendas and will need to learn some of the finer points of parliamentary procedure.

4. *Use standard rules of order.*

- a. To maintain order, ask each 4-H member to raise his or her hand to be recognized by the president before speaking. Only one person may speak ("have the floor") at a time.
- b. Before the club votes on any suggestion, a member should phrase it in the form of a motion: "I move that the 4-H Earth Buddies help at the town beach clean-up on May 15." Another member must second the motion (agree to it) before the club discusses it. After everyone has been heard the president takes a vote. A voice vote (yes or no), ballot or show of hands may be used.
- c. All motions, the names of members who made and seconded them and the result of the vote should be recorded in the minutes. Older members will also record the major discussion points, pro and con so that the club can remember why it decided as it did.
- d. As clubs become more sophisticated more parliamentary rules can be introduced. The **4-H Clubs Program** booklet available through the National 4-H Council's Source Book (on the page that says "Meeting Supplies".) (www.4-Hmall.org) contains a parliamentary procedure chart that you may find useful. (Click on Educational Resources, then click on 4-H Clubs Program.)

Use Positive Behavior Management Techniques

Behavior management, whether exercised by youth themselves (self-discipline and peer influence) or by adult authority starts with a shared understanding of behavioral expectations. While expectations that relate to the health and safety of participants and the values of the organization are nonnegotiable, youth want and need to have an active role in defining limits and establishing the rules that will govern their club. Once established, they want, expect and will support consistent reinforcement of those rules. Here are some tips on where to start and how to both build on and reinforce behavior limits and a set of rules.

1. *Use the 4-H Member's Code of Conduct* (Tool L-5) to clarify and enforce the nonnegotiable expectations. Discuss the code by asking these questions after each item is read: "What does this mean?, Why do you think this is in the code?, What would happen if members did not follow this rule?"
2. *Discuss ways members can make additional rules.* Connect discussion of club rules to the code of conduct. "The 4-H Member's Code of Conduct is for all 4-H members in this County.

Do you think our club needs to have any more rules?" If ideas are presented let the club president lead the discussion. Suggestions should be presented as motions and voted upon at the next business meeting. Let members know that they can always discuss rules they feel should be changed or added. Using a suggestion box might be helpful for members who seldom speak up at meetings.

2. ***Eliminate temptation.*** When members are busy and having fun they are not looking for ways to "get in trouble." So, plan ahead to eliminate "down time" - portion out the supplies and arrange equipment before members arrive; ask the recreation leader to bring some puzzles or brain teasers on days when you know some members will finish their activities before the majority of the group; keep ideas in mind of ways members can help each other or tasks that need to be done for the group before the next meeting, etc. As you identify ways that individuals test the rules or push the boundaries think of ways to eliminate the things or situations that create temptation for those individuals.
3. ***Catch 'em doing something good!*** Keep alert for helpfulness, generosity, kindness and other good things your members do and say. Then thank or compliment the member directly but "matter-of-factly" - "Katie, it was very nice of you to show Jim how to..." - While bolstering Katie's self-esteem you are also sending the message to others that the way to get attention is to do something good.
4. ***Do more listening than talking.*** When an individual is acting out or there is conflict between members, those involved are in a heightened emotional state; they can't "hear" what you say. Follow these steps:
 - a. Separate the member(s) from the group (s/he doesn't need witnesses or a jury).
 - b. Calm the situation by speaking softly - have member(s) look at you, not the group.
 - c. Find out what happened but place the emphasis on discovering ***why*** it happened.
 - d. Create a sense of responsibility without placing blame.
 - e. Help member(s) recognize the potential consequences of the action. Try to use questions - "What would happen if..." - to lead the thought process.
 - f. Help member(s) decide how to handle a similar situation in the future. Again, guide the thought process without prescribing the solution. When children decide for themselves how they should behave they are more able to exercise self-discipline. If you dictate you put yourself in the role of disciplinarian.
5. ***Consult with parents when behavior problems persist.*** Use tact and sensitivity when talking with parents about their children. Here are some do's and don'ts:
 - a. ***Don't*** inform the member(s) that you intend to talk to the parents - it may be taken as a threat.
 - b. ***Do*** request the parent's assistance - " I hope you can help me solve a problem I've been having during 4-H meetings."
 - c. ***Do*** present the facts, but ***don't*** use labels (troublemaker) to describe the child's behavior.
 - d. ***Do*** explain the behavior management techniques you have tried and the child's response.
 - e. ***Don't*** tell the parents what they should do, but ***do*** ask if there is anything they can do to help and if they have any suggestions for you.

Use Ceremonies to Build Cohesiveness Among 4-H Members

Participation in ceremonies produces a sense of kinship among members of an organization ("we believe in the same things and we're in this together"). Depending on their nature, ceremonies may also foster teamwork, reinforce expectations, proclaim an organization's values to the general public or provide recognition to members. Four ceremonies commonly used by 4-H clubs are the Installation of Officers, Tool L-6, the New Member Induction, Tool L-7, the Presentation of Colors (flags), Tool L-8, and the 4-H Candle Lighting Ceremony, Tool L-9.

Evaluate Meetings Regularly and Take Action When Problems Arise

After the group has been meeting for 4 to 6 months take a close look at how things are going. First question yourself using Tool L-10, Room to Improve Your 4-H Club Meeting. Have you been doing what it suggests? Next, use Tool L-11, Lesson for Evaluating Your 4-H Meeting and Tool L-12, 4-H Meeting Checklist during one of your regular meetings.

Schedule a special meeting with all leaders, officers and perhaps some parents to summarize and analyze the data. Follow this procedure:

1. Use a clean copy of the checklist to tally "yes" and "no" responses.
2. Based on the responses, answer these questions:
 - Are we providing enough opportunities for individuals to make contributions?
 - Are we making everyone feel good?
 - Are 4-H'ers learning anything?
 - Do we use group involvement strategies in the meeting?
3. Next, decide what can be done to improve meetings? Who will do it?

If you have more "yes" responses than "no" responses you should feel good. "No" responses indicate a need for better planning or implementation of meetings. This process of evaluating the meeting should be done two or three times a year.

Even though every effort has been made to keep things running smoothly, problems will occasionally arise. When they do, it is important to address them as soon as possible, before they get out of hand. The key to effective problem solving is identifying the cause. If you don't know why the problem exists you are likely to be merely "treating the symptoms" rather than "curing the disease." Tool L-13, Troubleshooting 4-H Club Problems, describes some common 4-H club problems, lists possible causes and suggests alternative solutions.

Motivate Members through Positive Reinforcement

Positive reinforcement is the single most effective tool for motivating youth. It is also very important in discipline. Youth need constant reinforcement for their positive activities. But providing positive reinforcement is not easy. It requires a positive outlook on your part and must be practiced. It comes in two forms: verbal and nonverbal.

When giving positive reinforcement it is important to be specific and sincere. Don't say "Johnny, you've done a good job." Say specifically what the child did: "Johnny, your carrot cake looks good and tastes great - good job!" Being too general with positive reinforcement may appear artificial or phony.

Unfortunately, most people find it easier to be critical than positive. To overcome this, focus on the strengths and successes (even small ones) of your members. Help them to accept themselves so that they can accept others. Following your lead, they will also learn to give positive feedback to others.

Give positive reinforcement constantly. Here are some simple ways to do it:

- A pat on the shoulder
- Nodding
- A smile
- An enthusiastic and encouraging comment
- Specific verbal praise
- Certificates
- Writing a note home about the progress of group members
- Saying "thank you"
- Letting a group member make a decision
- Asking a group member a question
- Asking a member to demonstrate skills to the rest of the group
- Providing an opportunity for the members to share their skills and projects with the community
- Allowing members to plan and lead group activities

There are literally thousands of ways to show positive reinforcement. As you see the results of your words and actions the importance of positive reinforcement will become quite clear and you will find your own ways to provide it both verbally and nonverbally. In the meantime you can find some more suggestions in Tool L-14, Ways to Say "Good for You".

Involve Parents - *"4-H is a family affair."*

Everyone benefits when parents are involved in the 4-H club program:

- **4-H members** need their own parents' support and encouragement to attend meetings, complete projects and fulfill responsibilities to the club.
- **Parents** have an opportunity to spend time with their children, and enjoy activities together. In many ways 4-H is a "partner in parenting."
- **4-H leaders** have a lot to juggle. Being able to delegate some of those responsibilities, even the smallest ones, can be a big help.
- **The community** benefits when families support community-minded organizations like 4-H. Involved families are more knowledgeable about community issues and therefore more likely to support community efforts as well.

Keep these benefits in mind when you invite parents to attend events or to lend a hand - it is in their own best interest to say "yes!" But, how, when and who do you ask? Here are some suggestions:

1. ***Meet with parents at the beginning of each year.*** This parent meeting may take place before, after or as part of the club's planning meeting. While members should make the final decisions about their projects and activities it is important to know early in the year the ways in which parents can support the club program. Consider using an interest survey and/or activity sign-up sheet to encourage commitment and to keep track of everyone's interests and availability. (See sample 4-H Parent Participation Survey, Tool L-15 and Parents Can Help in Our 4-H Club Program, Tool L-16)

2. ***Maintain good communications.*** In order for parents to feel like a part of the group and that they share responsibility for its success they must be kept informed about the “when, where and whys” of both the club’s activities and the 4-H club program in general. Some ways you can stay connected are:
 - a. Ask parents to assist at club meetings on a rotating basis. You may even want to meet in each (or a few) of the members’ homes on a rotating basis.
 - b. Encourage members to ask for their parents help when working on projects at home.
 - c. Send information sheets home with members prior to special activities such as Public Presentation Day. Include information about the purposes of the program - why it is important for their child’s personal development and how they can help their child prepare, as well as the basic facts about time and place.
 - d. Make time to chat with parents whenever they bring their child to a 4-H activity.
3. ***Create opportunities to get to know parents better.*** For example, hold “parent nights” or “family days” during which members can “show-off” their accomplishments and you can socialize with parents. Learn about their personal interests, hobbies and family activities. Later requests for help can then be based on the things you know they enjoy and can do well.
4. ***When you need help:***
 - e. Ask an individual, basing your request on that person’s interests, skills and abilities. Generic calls for help don’t work!
 - f. Be honest and specific about the time commitment and time frame.
 - g. Ask well in advance of when the job needs to be done.
5. ***Express your appreciation appropriately.*** Regardless of how much or how little a parent has done s/he deserves a “thank you.” Whether that is delivered in the form of a phone call, a hand-written note or public recognition that may include a certificate or small gift, will depend on what was done and the person’s personality - one size does not fit all!

Involve Junior Leaders

Junior Leaders are 4-H teens who partner with adults to provide leadership for 4-H clubs and countywide 4-H activities. Depending on age and experience a junior leader can serve as a general assistant, teach a project, mentor individual members, coordinate activities or assume almost any other 4-H leadership role under the supervision of an adult.

Involving junior leaders in your club program not only “lightens the load” for you, it also adds a spark of energy and enthusiasm, provides role models for your members and gives the teens a valuable opportunity to practice their leadership skills.

To identify teens who would like a leadership experience contact one of the teen club leaders or a 4-H staff member. When you find a teen who will be able to work with your group consult with him/her in much the same way as you would with a parent. Ask about time availability, interests, personal goals for the leadership experience. Then work out a plan together.

Communication - an Important Two-way Street

You will be receiving both regularly scheduled communications (such as a 4-H newsletter) and special mailing from the 4-H office. Often they will contain registration instructions for up-coming events. Occasionally they will request information needed by 4-H staff for reporting purposes. The information you provide is important and submitting it on time eliminates the need for duplicate mailings or phone calls that needlessly waste time and money.

Given the busy world we live in, it is very tempting to let our paperwork pile up until we have some "down time" (Does it ever come?). In the end it is usually a lot easier to take it one paper at a time. So please reply to 4-H mailings as soon after they arrive as possible. The following two suggestions will also help to facilitate communications.

1. **Note deadlines.** When you find a form in a 4-H mailing, immediately look for the deadline date and mark a day **at least 2 business days earlier** on your calendar. If you will need to gather information from members or parents and you will be having a club meeting before the deadline, it may be easiest to put this paperwork on the meeting agenda. If not, decide right away when and how you will collect the information you need.
2. **Please call us.** If you are not sure you understand a question on a form or exactly how the information should be recorded, call **the person who sent you the form**. This is not being "pesty" - it is being helpful. Chances are that you are not the only person who is perplexed. Your call alerts the sender that there is a communication problem and provides an opportunity to clear it up for everyone. **Be aware of the schedule.** Certain information will be requested from you at the same time every year and 4-H events that require registration also take place at about the same time each year. Anticipating the arrival of these mailings will help you to gather the needed information in advance. Also, checking up on the whereabouts of a mailing you were expecting to receive but did not, may help you avoid missing an opportunity. Things really do "get lost in the mail" sometimes! The two busiest times for paperwork are the beginning of the school year and the end of the 4-H program year. Be on the look out for:
 - a. **Annual re-enrollment packets** - The re-enrollment process and local deadline dates may vary from county to county.
 - b. **Project completion (or enrollment, or member participation) reports** - Regardless of what it is called in your county, you will be asked to report the projects and programs in which your members participated. It is recommended that you create a member participation list and update it monthly, so that you will have all the information you need when the form arrives.
 - c. **Seal of Achievement application** - Information about the 4-H Club Seal of Achievement and the required form can be found on pages 1 and 2 of the **4-H Club Secretary's Handbook**. While the application will not come in the mail, the 4-H office may request that it be submitted with other year-end forms. So, look for any mention of it in year-end mailings.

Section 4: Money Matters

A 4-H club, like any other organization has expenses and income (from dues and/or fundraising). The procedures used to record the flow of money, pay bills and account for ways in which club funds are used, provide 4-H club treasurers with valuable experience in fiscal management. Discussing required financial procedures with the whole club and enforcing them is one way of teaching youth about the importance of money management for both groups and individuals. Tool L-17, 4-H Club \$\$\$\$ Checklist will help you keep track of the club's money matters through the year.

Because a 4-H club is an official entity of Cornell Cooperative Extension it must operate within the fiscal parameters set by the CCE system. As a tax-supported organization Cornell Cooperative Extension must ensure that all monies raised or collected by groups under its auspices are used for appropriate purposes and are accounted for properly. *The financial procedures that must be followed by all 4-H clubs are detailed on pages 4-2 to 4-5.*

The 4-H Club Treasury

A 4-H club treasury is intended to support the planned projects and educational activities of the club's members. Most clubs collect dues (the amount being decided by the members with input from parents and leaders) at regularly scheduled business meetings. Some "jump-start" the treasury by collecting a larger amount at the beginning of the club year.

Other possible sources of revenue include:

- Countywide 4-H fundraisers - Some counties return a percentage of the money earned back to the club.
- Parade floats - Some fair associations pay premiums to groups that create floats for the fair parade. But, if your aim is to raise funds for your treasury, be careful that your expenses don't out-weight the premium!
- Club fundraisers - Clubs must receive written approval from the 4-H office before conducting any type of fundraiser. Fund raising should not be a major goal of the 4-H group, but should be limited to meeting short-term needs.

Any funds raised in the name of 4-H are, in fact, property of the county Cornell Cooperative Extension Association. In case a club dissolves or becomes inactive, the money in the club's treasury should be returned to the 4-H office. Most counties have established a policy for the use of such funds or the club may be asked to recommend alternative uses.

Read the next 4 pages carefully for detailed information about procedures your club must follow to handle its money matters responsibly. Information about officer responsibilities, bank accounts, required financial reporting, and fundraising is included.

Financial Procedures for 4-H Clubs

Responsibilities

The club, when organized, must agree to:

- maintain records of contributions received and financial transactions;
- submit a report of its programs, events, etc. to the extension educator on an annual basis;
- submit a financial statement, including all financial transactions, to the extension association at least annually (see Tool L-18); 4-H Club Financial Statement
- apply for its own tax identification number **if** the club maintains a bank account.

Note: A tax identification number is ***not the same*** as a sales tax exemption number. 4-H clubs **cannot** use the Cornell Cooperative Extension Association's sales tax exemption form to purchase supplies or resale items. If a club is assuming leadership for a project or program for the extension association, it may be possible to purchase the needed supplies through the association; check with the Extension Educator.

Club Records

1. The club-elected **secretary** will keep accurate minutes of each business meeting including the treasurer's report. The secretary will also read the minutes of the previous meeting for approval. The elected **treasurer** will report the amount of money collected, the amount of bills paid since the last meeting and the current balance.
2. A **volunteer leader** of the club will ensure that the treasurer understands his/her duties, as described in the treasurer's record book and this document.

Safe-guarding Funds

1. It is recommended that each club have a checking account in which to deposit all cash or checks received from club sales, collection of cash from club members for activities, or donations made to the club.

If your 4-H club plans to maintain a bank account, it must apply for a **federal employer identification number** by submitting an SS-4 form and other applicable organizational material to the IRS. The form and instructions can be obtained from your local Social Security office, by calling the IRS Forms 800 number in the phone book, or from the IRS web site <http://www.irs.ustreas.gov/>. (Some county 4-H offices keep a supply of these forms on hand.) A copy of the letter to the Extension Program Leader requesting approval to form a club, and a copy of the reply from the program leader recognizing the group as a sanctioned club, should accompany the application.

A club may use **only its own** federal employer identification number to establish a bank account. A club **cannot** use the Cornell Cooperative Extension Association's federal employer identification number; **individual social security numbers must never be used for a club bank account.**

The club is responsible for filing an annual tax form (IRS Form 990) if the group has annual gross receipts over \$25,000.

NOTE: 4-H clubs are required to submit an annual financial statement to the local Cornell Cooperative Extension Association **regardless of the amount of gross receipts.**

a. If a checking account does exist, the volunteer leader is to ensure that:

- deposits are made in a timely manner;
- another club member, not the treasurer, is elected to reconcile the monthly bank statements with the treasurer's book;
- all payments of bills made by the club or group are to be made by check, and with supporting documentation (bills, statements, packing slips, etc.). All bills are canceled (marked "paid" and dated) as they are paid;
- another club member, not the treasurer, is elected to be the check signer. The member authorized as the check signer reviews the supporting documentation for each check.

b. If a checking account does not exist, the volunteer leader is to ensure:

- another club member, not the treasurer, is elected to reconcile the cash, receipts, and bills with the treasurer's book on a monthly basis;
- cash is adequately secured and safeguarded;
- all payments of bills made by the club are to be made with supporting documentation (bills, statements, packing slips, etc.). All bills are canceled (marked "paid" and dated) as they are paid.

2. It is **not** recommended that a club open a savings account or other interest bearing account. Fees may be applied and the club would be subject to a lot more record keeping and paperwork. If your club handles large amounts of money and would really benefit from an interest bearing account, discuss the requirements and options with a 4-H staff member before approaching a bank.
3. Every club handling funds should use an audit committee to examine and verify the accounts of the club at the end of the 4-H year and, if applicable, to review all tax filings (current IRS regulations require a filing if gross revenues exceed \$25,000 for the year). The chairman of the committee should make a report to the club and file a written statement (See Tool L-19, 4-H Club Audit Report) with the elected secretary that becomes a permanent record in the club's minutes. An audit committee prevents misunderstandings and protects the outgoing and incoming treasurers of the club. Such a committee is usually appointed by the president of the club at the time the books are to be audited.

Fundraising

1. Prior to beginning a fund raising activity, the club needs to ensure that it will be in the best interest of the club and must receive permission from the appropriate Extension Educator to raise funds in the name of 4-H. The required request form must be submitted to the Cornell Cooperative Extension 4-H office at least 30 days before the proposed fund raising date. (See Tool L-20; Fundraising Guidelines for 4-H Clubs and Request for Permission to Raise Funds in the name of 4-H.)

Fund raising activities may be conducted on an individual club basis or in conjunction with other local clubs.

2. Use the following cash control procedures when your club collects cash or checks:

- **Door-to-door sales** - As the club member receives cash for a sale, a sales summary form must be completed. All cash and a copy of the sales summary form are to be given to the chairperson responsible. (*Reminder:* Cloverbud members are prohibited from participating in door-to-door sales.)
- **Fair Booth** - Cash collected should be under the control of two people whenever possible, particularly when it is not practical to issue receipts. For example, at the end of each day, cash taken in at a fair booth should be counted by two people and a cash summary sheet should be prepared (see Tool L-21; Sample: Cash Summary Form for 4-H Sales). Use of a cash register is advised.

NOTE: Sales tax need not be collected on sales made door to door; however, sales tax must be collected if a table or booth is set up at a shop, store, or at a fair. Discuss required procedures and paperwork with a 4-H staff member before finalizing plans for your sale. (See Tool L- 22, Facts 4-H Clubs Need to Know about New York State Sales Tax)

3. On a timely basis, all cash and checks received from the club's sales or fair booths must be deposited in the bank. Your county Cornell Cooperative Extension Association will specify one of the following methods:

- a. deposit to the Cornell Cooperative Extension Association bank account and give a copy of the deposit slip and sales or cash summary sheet to the association bookkeeper;
- b. give to the association, along with the cash or sales summary sheet, for deposit into the association's bank account,
- c. deposit to the club's bank account and give a copy of the deposit slip to the treasurer.

Club Balance

A club should not carry a balance exceeding \$500 into the new fiscal year. If a club has a balance in excess of \$500 at year-end the financial activities of the club must be included in the Cornell Cooperative Extension Association's accounting records for proper safeguarding of funds and financial reporting.

If, however, the club expects to utilize the funds for specific programs or activities in the next year, a request to carry the balance over to the next fiscal year should be submitted to the appropriate Extension Educator. This request should include a list of the planned events for which these funds will be used. The Extension Educator will review the status of the club with the Executive Director to determine if the funds should remain with the club or be included in the association's accounting records.

If the decision is made that the funds must be included in the association's accounting records for proper safeguarding and financial reporting, ***the funds must be transferred to the extension association.*** The funds must be clearly identified in the accounting records as belonging to the specific club. Funds can be returned to the club upon a letter of request documenting planned use of the funds and with the approval of the Executive Director and Extension Educator.

Payment for Personal Services Rendered

Clubs must consult with their local Cornell Cooperative Extension Association if they wish to pay anyone for personal services.

Members and leaders can be reimbursed for expenses (supplies, snacks, etc.) agreed to by the club.

Non-cash donations to 4-H clubs should be acknowledged in writing to the donor. A copy of the acknowledgement must be kept in the 4-H club's treasurer records. Non-consumable donations such as equipment or animals should only be accepted if the 4-H club is prepared to accept the responsibilities of ownership including care, maintenance, and insurance. Written acknowledgment should be sent to the donor; a copy must be kept in the 4-H club treasurer's records.

4-H clubs should not feel compelled to accept non-cash gifts. Your 4-H Office should be contacted whenever the 4-H club has questions about the appropriate action with respect to accepting and managing any donation.

Disbandment of Club

When a 4-H club disbands, all assets (including equipment, property, bank accounts, etc.) must be submitted to the local Cornell Cooperative Extension Association. If the local extension association does not have a policy that any treasury money received from disbanded clubs be used to support specific programs, the members of the club may wish to recommend a specific use for the funds.

Section 5: What is a 4-H Project?

Understanding 4-H Project Work

A project is a planned series of learning activities/experiences that engage youth in the use of their *heads* and *hands* in ways that result in enhanced competencies, open *hearts* and better *health*.

4-H projects give youth opportunities to:

- gain new knowledge and develop the critical thinking skills that lead to *independence* of thought and action;
- experience a sense of *belonging* through cooperative learning activities;
- develop a spirit of *generosity* by sharing knowledge and using skills to help others;
- achieve a feeling of *mastery* as the cumulative result of project work. (See pages 1-2 and 1-3)

4-H projects always teach the “why’s” as well as the “how’s.” For example: a member enrolled in a woodworking project might learn the safe and most effective way to use basic hand tools and gain experience in the selection of hardware and finishing materials while making a birdhouse (tangible product). The knowledge and skills learned (intangible product) can be applied when making other wooden items in the future. It is this transferable knowledge and skill that is the essence of the project—not just the finished product.

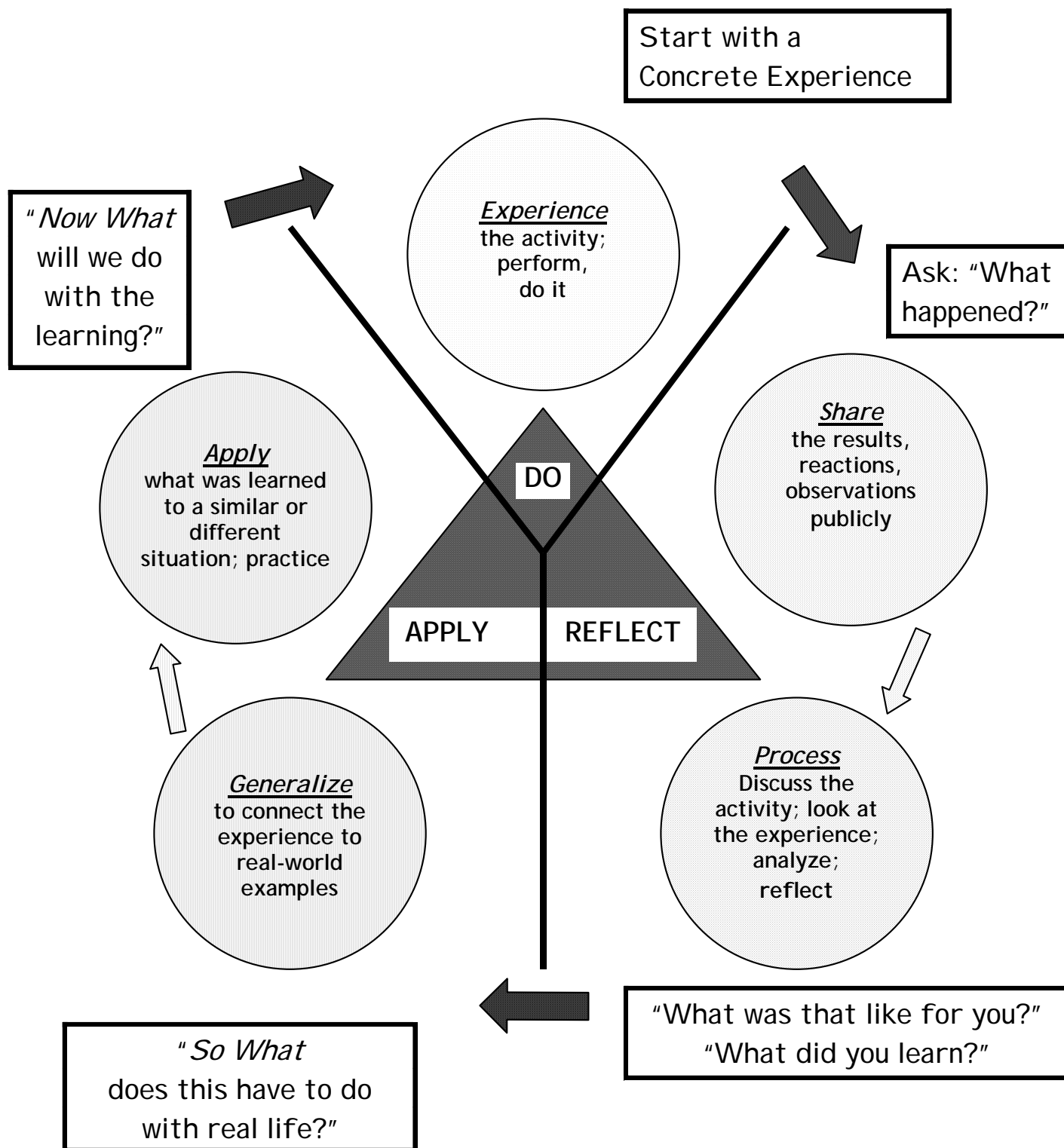
A project will not always result in a tangible product but may lead solely to an intangible result (for example, learning a CPR technique). In either case a learn-by-doing approach is used. The 4-H “learning by doing” method involves several steps in a process: doing, and then thinking, planning, and often doing again. Such learning is called experiential learning (see the “Experiential Learning Model” on the next page) and is a powerful approach for young people to develop a variety of life skills.

The experiential learning approach starts with a concrete activity—something for us to DO. Following the concrete activity we REFLECT on what we have experienced. Ask the members “what?” questions such as “What happened?” and “What was that like for you?” or “What did you observe?”

Next we need to help the members generalize the concepts formed through this experience so that they can APPLY their learning to future real-life situations. To do this, we first ask “So what?” questions such as “So, what made it easier or harder for you?” and “So what are the key learnings from this activity?”. Finally, we ask, “Now what?” and “Now that I know this, what do I do next?”

Through the experiential learning approach we help young people develop the characteristics and abilities that will allow them to grow into mature, productive and contributing citizens. In the 4-H Youth Development program, such characteristics and abilities are referred to as “Life Skills.”

Experiential Learning Model



“Project skills” focus on mastery of skills to complete a tangible project, whereas “life skills” are important for youth development. As they apply to 4-H project work life skills:

- Are intermeshed with subject matter learning
- Help young people meet their needs of belonging, independence, mastery and generosity in positive ways
- Are developed by linking with opportunities to meet youth needs
- Apply to young people’s present lives as well as to their future
- Are learned when adults model the skill, young people have the chance to try, practice, and rehearse the skill for themselves, and get feedback and reinforcement on their efforts
- Frequently rely on a body of knowledge as well as personal attributes
- Are transferable. That is, once a skill is acquired, it can be used in many ways and in different areas of life.

As caring adults, we want to meet children’s needs. We want to help youth learn how to meet their own needs in positive ways and to develop life-long skills and competencies. This is the purpose of 4-H project work.

Setting the Stage for Learning

The 4-H Club setting enhances the benefits of project participation by providing a positive learning environment. To help create a positive learning environment for your 4-H members keep the following in mind:

- Young people learn best in an atmosphere of warmth and acceptance.
- Members must have clear, self-determined goals.
- Each youth has different abilities. The same learning method will not be equally successful with all members.
- Learning requires motivation. Self-motivation comes from basic needs, personal preferences, and feelings of self-worth and belonging. External motivation is based on incentives and awards received from others.
- Youth must be actively involved in selecting and carrying out the learning activities.
- Self-evaluation (that is, the member’s own assessment of his/her achievement and what is needed to “make the best better”) is the most meaningful kind of evaluation.

It is important to remember that while the printed project guides outline a variety of planned learning experiences and activities, the leader also needs to recognize, create and build on “teachable moments.”

Try these methods to enhance project learning:

- Encourage inquisitiveness, show where and how to find answers to questions
- Brainstorm creative solutions
- Ask questions
- Encourage members to become more independent, and make their own decisions
- Encourage individual expression within the group

- Use a short, simple demonstration or illustrated talk
- Involve members in role playing
- Arrange a tour of personal interest to members (example a food tour which shows where things come from or how they are used, etc.)
- Combine teaching methods that allow members to use all five senses
- Praise and reward good work, interest, cooperation and the acceptance of responsibility
- Avoid overly competitive situations
- Avoid comparing efforts of one child to another
- As appropriate, use games during meetings to increase energy level and fun

Project Selection

County, state and national 4-H resources are available for a wide array of projects that are categorized within 8 broad program areas (See Tool L-23). Often these materials are designed in sets including a leader's guide and youth guide(s) for members of a specific age group. The meeting plans suggested in the leader guides combine activities intended to foster the development of life skills while teaching information and practical skills related to a particular program area. Most of the leader guides provide a selection of activities within an individual lesson so that you can tailor the meeting plan to the needs and interests of your members, the time available and the meeting place. The activities are based on research related to both human development and the subject matter. They have also been "kid tested" - so, you can be sure they will work well. While you are welcome to incorporate your own ideas and use your own creativity, you are advised to rely on these pre-tested 4-H materials for the bulk of your club program.

Every 4-H member is required to complete at least one project each year. Some projects will be done by your whole club while others are selected by individual members. In either case, success is dependent on the developmental appropriateness (see page 5-6) of the project for each member. Past experience is also an important factor. A beginner project introduces the most basic information and skills in a particular category. Each project that follows will build on what was learned in the previous project. For example, in the first year of the woodworking project, a nine-year-old member would make a simple wooden game that requires only sanding and finishing a flat piece of wood. The next project would introduce the use of one or two hand tools, the next some construction techniques. If the member continues with the woodworking project until the age of 16, he or she should be able to design and build a piece of furniture. However, a 16-year-old member who just started the woodworking project could not begin to make furniture.

Therefore members should be presented with only those options that are appropriate for their age and experience. See the charts on pages 5-7 to 5-9 for information about age-group characteristics. (Note: Cloverbuds participate in activities rather than projects. See the 4-H Cloverbud Leader handbook for selection information.) In addition, leaders should consider the cost of materials, workspace required and adult assistance available before presenting options to members.

As members become older and more experienced, a club leader should encourage them to take on greater responsibility and enjoy freedom in selecting their projects. Teens especially need a voice in decisions that affect them. As the 4-H member grows in knowledge and experience, the leader's role should change gradually from "directorship" to "advisorship."

In selecting projects, a member should think about:

- An interest he or she would like to explore
- A hobby he or she would like to learn more about
- A topic of interest he or she shares with family members
- Something that is fun for the member

A leader or parent can help in the selection process by asking:

1. What do you like most to do?
2. Do you have, or can you get, the necessary equipment and space?
3. Do you have a way to finance your project?
4. Are your parents interested? Does it fit into their plans?
5. Do you have the time you will need for this project?
6. Is the project suited to your age and abilities?
7. Is there a leader who can help you with your work?

4-H members are more likely to complete a project when:

- The project is of real interest to them
- High standards are set for performance
- Youth are involved in planning what they will do to meet standards
- They receive encouragement and complements along the way
- Parents care about 4-H and work with the members at home
- Club meetings are friendly and fun
- Club members feel they belong to an important group with important things to do

Projects Goals

Once a project has been selected, the 4-H member needs to *set a GOAL* (decide what to do and learn) for the 4-H project. The members already have experience in goal setting from when they planned their club calendar. While the process is the same, an important difference is, project goals are individual, even when several members are working on the same project. Each member should talk about his or her ideas with the leaders, project leaders and/or parent(s). Everyone should understand that it is okay to change the goal(s) or set additional goals during the year. Tool L-24, 4-H Goal Writing Worksheet, can be used to help members set project goals.

A variety of learning activities, background information, "how-to" instructions and listings of materials can all be found in the 4-H project guides. The project leader will keep the member's goal(s) in mind while helping him/her to select the most appropriate activities.

Project Records

The project record is the measuring tool members use to see their own progress. It is an integral part of the project and is required for project completion. (Remember: a 4-H member must **complete** at least one project annually to receive a certificate of achievement.) Some project guides include their own record sheets. General record keeping forms are available from the 4-H office.

The project record includes a summary of the member's accomplishments and the challenges met while working on the project. It tells whether the member made or lost money (if appropriate). It helps the member to identify what was learned in the project and to reflect on the opportunities provided by the project. In other words, it puts in writing what the member has thought or talked about during the reflection and application phases of the experiential learning process. Additionally, project records are rich sources of testimonials, invaluable for telling the 4-H story to others.

To ensure that the completion of project records will be an effective part of the project learning experience (rather than a burden) 4-H Leaders are advised to:

1. Explain the record at the beginning of the 4-H year so members and parents know what is expected.
2. Check the members' records once in a while and give help in keeping them up-to-date. This can be done at club meetings or project meetings.
3. Instruct members to write down facts when they happen.
4. Help members to finalize their project records right after a project is completed so they do not have to fill them out at the last minute for year-end recognition.

Developmental Appropriateness of Projects

The developmental appropriateness of projects is of utmost importance. Pushing children to do things for which they are not yet ready creates frustration and leads to failure. Providing only "fool proof" activities that present no challenge results in boredom and misbehavior.

The Leader's Guide (or Helper's Guide) for most 4-H projects will state the age group for which it was designed. Many projects have been developed in a series with each level building on the previous. This enables you to select activities from different levels of the same project to tailor learning experiences for members who are at different levels of development.

While we are discussing child development in terms of age groups, be aware that age alone is not a good predictor of development. Children develop in stages. Each stage is distinct, characterized by abilities, attitudes and priorities that are qualitatively different from those preceding and subsequent stages. But, each child enters and exits a stage on his/her own timetable. Keep this in mind as you compare your members to the information listed in the charts that follow. Encourage youth to select project activities that stretch their current abilities and are still appropriate for their developmental stage.

From kindergarten through high school, youth pass through four developmental stages. The stages are most commonly classified as follows: ages 5-8 (middle childhood), ages 9-11 (late childhood), ages 12-14 (early adolescence), ages 15-18 (middle adolescence). The characteristics of 5-8 year olds are listed on pages 11 and 12 of the 4-H Cloverbud Leader Handbook. The remaining age groups are charted on the following pages.

Because 9 to 11 year-olds are like this:	Their leaders should:
<p>Physical Growth</p> <ul style="list-style-type: none"> Youth this age are very active; they are unable to stay confined or sit still At the peak of interest in skill for its own sake <p>Growth in Thinking</p> <ul style="list-style-type: none"> Beginning to think logically and symbolically. Vocabulary is greater than experience; can read words they don't understand Still think concretely, however, can handle ideas if they are related to things they can do or experience with their senses. There is no middle ground; things are either right or wrong, fun or boring Very curious and ask many questions Want to make choices but are confused by too many options <p>Social Growth</p> <ul style="list-style-type: none"> Beginning to identify with peers; still look to adults for guidance Satisfaction from completing projects comes from pleasing an adult Seek groups of same gender; interests of boys and girls in both work and recreation differ Developing an increased independence of thought Like being part of an organized group Developing an increased ability to cooperate <p>Emotional Growth</p> <ul style="list-style-type: none"> Have a strong need to feel accepted and worthwhile Still seek approval and encouragement from adults Becoming aware of personal appearance Like to measure skills against others, but... Self-confidence is fragile While still short, interest-span is increasing; it is longer when interest is high 	<ul style="list-style-type: none"> Plan lot of hands-on involvement and provide plenty of direction to keep them busy and on task Help members select projects that use tools and equipment they can manage and provide plenty of individual coaching to develop manual skills. Keep directions short and simple. Go over directions several times in different ways. Remain flexible so you can take advantage of the "teachable moments" created by members' curiosity and questions. Guide members through the planning of projects and group activities, helping them to evaluate alternatives. Be alert to ways of involving each member. Set a good example. Provide opportunities for members to show their work to parents and other adults. Have members work in pairs with partners of their own choosing. Encourage exchange of ideas among members. Use teamwork to develop cooperation and assign leadership tasks when possible. Hold initiation and installation ceremonies for new members and officers. Praise good work. Reassure youth that it is natural for children to grow differently; don't allow teasing about physical differences. Provide opportunities for competition but ensure that competitors are well matched in skill level. Emphasize successes, no matter how small. Change activities and pace from time to time and when members get "antsy." Help limit what members undertake, since they are better starters than finishers.

Age group characteristics charts on pages 5-7 through 5-9 have been adapted from "Understanding Youth," Module 4 of The Ohio 4-H BLAST! - Building Leadership and Skills Together, The Ohio State University, 1993

Because 12 to 14 year-olds are like this:	Their leaders should:
<p><i>Physical Growth</i></p> <ul style="list-style-type: none"> • Growth spurts occur; may create a problem with clumsiness. • Growing rapidly, with some girls far more mature than boys of the same age. • Interested in skills for specific uses; must use their skills or lose interest. <p><i>Growth in Thinking</i></p> <ul style="list-style-type: none"> • Moving from concrete to more abstract thinking • Enjoy finding solutions on their own • Depth and scope of intellectual interests are increasing; they want to try new things. • Enjoy playing with ideas; learning to think for themselves. • Getting better at making choices, but still need guidance. • Are better at planning than executing. <p><i>Social Growth</i></p> <ul style="list-style-type: none"> • Opinions of peers gaining more importance. • Use the group as a proving ground to gain independence from adults. • Are more secure with same-sex peers; status in the group is very important. • Have entered the "hero worship" phase. • Developing mature friendship skills. • Enjoy participating in activities away from home. <p><i>Emotional Growth</i></p> <ul style="list-style-type: none"> • Beginning to test values. • Mood swings • Think they know it all and reject help; while they really want adult guidance they reject domination and resent criticism. • Struggling to accept their changing bodies; are interested in personal appearance only for special occasions. • Do not like embarrassment. • Have a longer interest-span 	<ul style="list-style-type: none"> • Be patient and provide individual guidance when members are learning physical or manual skills. • Reassure members that development varies between boys and girls. • Provide learning experiences that will develop and show off special abilities - through demonstrations, appearing before groups and serving on committees. • Give good reasons for your requests or limits. Helping them to understand "why" is a good mental exercise and a lesson in decision-making. • Organize directed group work and guide young teens in pursuing acceptable activities. Otherwise behavior will deteriorate into intolerant acts against those not in "the group." • Set few rules, but be firm. • Young teens need contact with several strong adults of the same sex to help them learn what it means to be a masculine or feminine individual. • Provide social and recreational opportunities in settings where boys and girls feel at ease. • Have reassuring, informal heart-to-heart chats that inspire them to feel more self-confident • Help members recognize and appreciate their good points; recognize and improve their weaknesses; give praise for progress made. • Stress good health habits, good grooming and proper diets. • Help them to laugh at themselves (without laughing <i>at</i> them) and thus accept changes that are sometimes embarrassing (ex. voice pitch). • Show warm affection and a sense of humor - no nagging, condemnation or talking-down. • Hold project meetings separately from business meetings so that members can devote more concentrated time to more advanced project work while having more time for social interaction at the business meetings.

Because 15 to 19 year-olds are like this:	Their leaders should:
<p>Physical Growth</p> <ul style="list-style-type: none"> • Still growing at different rates but boys are catching up and passing the girls. • Most awkwardness has been overcome. • Can master skills that hold their interest. <p>Growth in Thinking</p> <ul style="list-style-type: none"> • Have increasing ability to see how things relate and to use this in problem solving; are mastering abstract thinking. • Have the ability to make and execute short term plans; able to initiate and carry out tasks without supervision. • Are becoming better judges of their abilities. • Goals are based upon personal needs and priorities. <p>Social Growth</p> <ul style="list-style-type: none"> • Have exaggerated interest in personal appearance to meet group standards. • "Going along with the gang" tapers off, but being an accepted part of a mixed group is important. Can recognize own status in group. • May have great interest in the opposite sex and dating. • Relationship skills are usually well developed. • Are ready to assume leadership and to prove they are capable of working in an adult manner. • Beginning to feel responsibility for contributing to group and community efforts. • Recognition is important <p>Emotional Growth</p> <ul style="list-style-type: none"> • Personal motivation overcomes limitations in vocabulary and experience. • Striving for independence and identity; have great need to make their own choices. • Need and want guidance on an adult level, but seldom ask for it. Communication may be difficult. • Accept guidance readily from one with prestige. • Have an interest span similar to that of adults. 	<ul style="list-style-type: none"> • Provide opportunities for older teens to develop physical and manual skills on an advanced level. • Provide time for discussions and opportunities for oral presentations of all kinds so teens can try out and expand their ideas within their own age group. • Allow for self-directed group responsibilities; let teens plan and carry out programs on their own. • Use skills of members to carry out group events. • Foster the development of judgment and decision-making ability by helping them to see and understand what is important in life and factors to consider when evaluating alternatives. • Stress social graces; let teens introduce guests and plan and hold parties and other social events. • Help members understand the rules of society because they must take responsibilities for their own actions. • Set up work and recreational activities that enable teens to observe the behavior of the opposite sex in a variety of situations. • Be alert to opportunities for teens to assist less skillful or younger club members. • Provide experiences for leadership development beyond the club level. • Encourage the use of democratic group procedures and promote national and international interest. • Direct teen interest in contributing toward something they can accomplish successfully; encourage group participation in community service projects. • Use news articles to publicize the leadership roles and community service activities taken on by teens and provide for public recognition of personal accomplishments. • Trust teens; tolerate some conduct that is recognized as part of their developmental phase. • Accept each teen for what s/he is; encourage independent thinking and decision-making. • Don't expect them to tell you all but be willing to listen and help them evaluate their problems. • Foster values of integrity, generosity, fairness, etc. • Offer career guidance; use resource people. • Include projects and activities that require more patience and perseverance; provide training, encouragement and experience on an adult level.

Section 6: 4-H Events and Activities

Some of the common words we use when discussing the opportunities available to 4-H members have very specific connotations that differ from the ordinary use of the same words. That can cause confusion for members, parents and volunteers. Three words that have several different meanings are program, project, and activity. To facilitate effective programming and communication, it is important to understand the definition of these words in the context of 4-H Youth Development.

- **Program** - This is defined as a broad, encompassing educational endeavor. It consists of a series of projects and activities designed to strengthen the learning goals for which the program was designed. (Example: 4-H Youth Development Horticulture Program.)
- **Project** - A 4-H project is defined as an organized series of progressive learning experiences (units, modules) culminating in some end product. The end product may be tangible or intangible. A project is a tool used to develop in young people such things as initiative, leadership, cooperation, appreciation of quality workmanship, or the ability to make decisions. (Example: "Budding Gardeners" - a horticulture project for 8 to 11 year olds.) 4-H Projects are discussed in detail in Section 5 of this book.
- **Activity** - a single event stemming directly from a 4-H project or program. It supplements and reinforces specific project learning experiences. Examples include field trips, clothing revue, contests, clinics, or community service events. (Example: A horticulture program activity might be a "House Plant Clinic.")

The educational activity plays an important role in the total 4-H program. The special single occurring event contributes to the overall mission of 4-H. These events help maintain interest, stimulate greater participation, and provide excellent educational opportunities for members. Many of these activities are planned on a countywide basis and occur annually.

Types of 4-H educational activities include:

Clinics	Family Outings
Public Presentation Days	Clothing Revue
Community Service Events	Judging Contests
Educational Trips	National 4-H Week Events
Leadership Training Events	4-H Camp Weekends
Recognition Events	Fair
Workshops	

Standard Annual Events and Activities

Because they relate so closely to the overall 4-H objectives and values there are three types of events and activities that are conducted every year: Public Presentation Events, Community Service Activities and Evaluation Events. 4-H members are strongly encouraged to participate in all of these annually. They are described on the following pages.

4-H Public Presentation Events

The public presentation program is one of the most beneficial and rewarding 4-H experiences. It is the one most often credited by 4-H alumni as having given them an edge above peers in both college and professional careers. It provides a unique opportunity to develop a positive self-concept and poise, gain self-confidence before a group, learn to express ideas clearly, respond spontaneously to questions, and gain subject matter knowledge. Through a progressive series of communication activities youth learn to express themselves and their ideas. Types of presentations include demonstrations, illustrated talks, formal speeches, interviews and creative communications such as dramatic recitation.

Cloverbuds begin preparing a simple “show and tell” to help relieve the “jitters” and get them use to talking on their feet to a small audience. First-time presenters in grade 3 or higher start with a short, but formally organized, demonstration. New skills and more emphasis on delivery and “showmanship” are introduced each year. Presentation training starts at the club level. Area or countywide public presentation workshops may be conducted by 4-H staff or experienced volunteers. Training materials are available from the 4-H office.

Public Presentation Days

Growth in communication skills requires practice and coaching. Public events called “Public Presentation Days” provide both. Here, 4-H members give their presentations in front of a small audience (usually other 4-H’ers and parents) and are evaluated by an experienced volunteer or 4-H teen. After each presentation the evaluator consults with the presenter offering praise, encouragement and suggestions for “making the best better.” Local Presentation Days are open to all members. Participation in presentation events held on the county, district and state levels is generally by invitation with achievement at the local level being one of the criteria.

Community Service and Service Learning Activities

Community service (including service learning) is the action aspect of the 4-H Citizenship and Civic Education Program. While other citizenship activities help members to *understand* their communities and *appreciate* its diverse population, community service activities give them an opportunity to *do* something that will help others or improve their community. Because young people need to recognize they are part of a community and can have an active role in that community 4-H members are strongly encouraged to participate in at least one community service activity each year. Such participation enables youth to:

- Better understand the community in which they live
- Take responsibility for their lives in the community
- Learn about social change and participation in a democracy
- Make a difference
- Improve their self-esteem and confidence
- Work cooperatively with others
- Improve their leadership skills
- Demonstrate that they have a positive role to play in their communities

There are many different types of service a club and/or members may do. Whether the club or individual members take on an extended, complicated service learning project or just do a short term activity the important thing is that members serve their communities in some way each year. What *is* essential is that the activity match the developmental stage of those involved, be of interest to those participating, and be of value to the community.

Cloverbud members are still in the process of broadening their circle of security beyond the boundaries of home. Since much of their thinking and activity is still very home-centered, community service activities that help families or other children would be most appropriate.

Nine to eleven year-olds begin to understand the true meaning of citizenship when they can see the results of their efforts to help others. Community service activities for this age group might include making things for shut-ins and then visiting them to present the gifts. Or they might plan a party for handicapped youth and enjoy the event with them.

Community service activities for *twelve to fourteen year-olds* should help these young teens see how things get done in a community so that they understand the planning and work that goes into making a community a good place to live. They should see how their efforts help the community as a whole even if they don't directly benefit identifiable individuals. They should also gain satisfaction from working as a group. Activities might include clothing drives, register-and-vote campaigns or community beautification projects.

Older teens should experience first-hand contact with community problems. By working directly with community leaders they begin to see themselves as responsible young adults, gain practice in program development, and realize that sometimes things don't work out as planned but that some problems may be solved in many different ways and it is worth trying another alternative. Conducting a survey of some special village or county need (a need for health, recreation or child-care facilities, for instance), helping to improve the physical environment at an orphanage or nursing home, teaching special groups or becoming involved in any other activity that requires planning and personal commitment would be appropriate for older teens.

What's the difference between "community service" and "service learning?"

While both provide service to others or to the community as a whole, service learning connects the learning of subject matter to the service activity. For example, a club that wants to learn how to sew may make breathing-aid bears for abdominal surgery patients as the product of their sewing project. Or a group that wants to learn about landscaping may work with village personnel to improve the landscaping around village hall. Before the activity can be completed members must have gained some knowledge and skill, which is then enhanced through the service activity. In other words, in "community service" the emphasis is on the service, while in "service learning" the service and the learning are equally emphasized. "Learning by doing" becomes "learning by serving."

Often (although not always) service learning goes beyond the level of an activity and becomes a project in and of itself. A major community improvement project such as the development of a playground, would involve activities related to several 4-H program areas, would certainly involve more than six hours of instruction and would enhance the members' development of head, heart, hands and health (See "Understanding 4-H Project Work" on page 5-1). A major project of this nature would most likely be the group's only project for the year.

The characteristics and developmental outcomes of *community service* and *service learning* are compared on the next page.

Community Service

- Volunteering done in the community without formal attachment to curriculum; focus is on service
- A project that allows young people to make a contribution or change within their community
- Youth learn more about and better understand the community in which they live and impact it has on their lives
- Youth know how to relate to communities in order to participate effectively in community activities, program, and organizations
- Youth develop knowledge and skills in leadership
- Youth develop and carry out a community project to improve the quality of their environment

Service Learning

- Focus is both the learning that occurs within the member and the service to the community
- Is a method by which members learn and develop through active participation in organized experiences that meet needs
- Structured time to reflect, talk and write about the actual service they are performing increases learning
- Improved problem-solving ability, leadership and social abilities, self-confidence, have more enjoyment in the overall learning experience
- Are more likely to volunteer to serve the community in the future
- Retain subject matter longer

Evaluation Events

Evaluation is an important part of the educational process. Evaluation is built into the 4-H Club Program through special events that occur throughout the year. It is conducted by the members themselves (self-evaluation), leaders, educators, and judges or evaluators at public presentation events, clothing revue, fair, animal shows, and judging contests just to name a few. No matter what or where the evaluation occurs the ultimate goal is the development of the individual or 4-H member.

What is accomplished by evaluation?

- It helps members gain a greater appreciation of excellence and quality of workmanship or performance.
- It educates members and helps them to improve their skills and techniques.
- It encourages members to discover and develop their talents and potentials.
- It makes members think critically and objectively about their work and themselves.

How is judging done?

- The Danish System is used to evaluate 4-H project exhibits. In this system there is no limitation to the number of awards that may be presented at any level. Each entry receives an award. Items are compared to a standard (set of criteria) not to each other. **Awards include:**

Blue or Excellent – The workmanship shows little need for improvement compared to the relative standard.

Red or Good – The workmanship is satisfactory or average but there are definite areas for improvement, even considering the age and challenges of the child.

White or Worthy - The workmanship shows that a worthy effort has been made and that the finished product is useable for the purpose intended. However, there is much need for improvement even considering the age and challenges of the child.

Items that do not meet specifications listed or class descriptions are disqualified.

- In addition to the quality of workmanship, age, skill level, years in the project category, factors that may limit the abilities of youth, and type of adult supervision are considered.
- The consultation method of evaluation may be used in combination with the Danish System. The 4-H member will be present with their exhibit or item. The evaluator will talk with the 4-H'er about the item and the process utilized.
- A modified Danish system is often used in competitive events such as animal shows or equitation competitions. After each entry receives the appropriate award a specified number of the top entries are ranked to receive "place" awards.

Recognition Events and the 4-H Recognition Model

Recognition is an important way to help young people to feel good about themselves. Recognition is not limited to awards or tied to formal evaluation events but is also provided through positive reinforcement on a continual basis (see pages 3-9 and 3-10) and should acknowledge more than levels of achievement. The *National 4-H Recognition Model* includes five types of recognition:

1. Recognizing youth for their *participation* can be a first step in building self-esteem.
2. Recognizing young people for their *progress towards personal goals* helps them gain experience in goal-setting and realistic self-assessment.
3. Establishing *standards of excellence* gives 4-H members a pre-determined target for accomplishment, and, recognizing their achievement of those standards helps them to appreciate the skills they are learning.
4. The desire to win is a strong motivator for some people. On the other hand, some young people are threatened by competition with their peers. Recognition that is given as a result of *peer competition* needs to be handled carefully and is not appropriate for youth under age 8.
5. When young people work together, they examine their own skills and abilities and explore solutions beyond their own ideas. This prepares them for life in today's inter-dependent, global society. Young people should, therefore, also be recognized for *cooperation*.

Sources: 4-H Youth Development Education: A National Model for Recognition in 4-H Programs, page 3; National Cloverbud Manual, Recognition in Youth Programs: Helping Young People Grow, Volunteer Handout, pages 2-6.

4-H Achievement Night

Many counties conduct an annual achievement program during which all members receive certificates and year pins. Members may also be recognized for community service work, promotion of the 4-H program, leadership or excellence in a particular project area. Educational trips and scholarships are often awarded to teen members. Each county has its own special awards and these are usually presented or announced during the achievement night program. All members and their parents should be encouraged to attend. Attendance at this program is one way for parents to demonstrate pride in their children's accomplishments that is so important for the development of self-esteem.

Section 7: Workings with Teens

If you will be working with teen members for the first time you may be wondering what to expect - from them, and yourself! Do you have what it takes, that "magic touch", that keeps teens active, interested, cooperative and always seeming to be having a good time? Will your teens be the ones that arrive early, leave late and make the time to participate? Or, will they be the teens that act disrespectfully at conferences, come late for meetings and never show up when they've signed up to do something?

This section will share the importance of building a relationship with teens and will help to paint a picture of where teens are developmentally, so that you can accommodate their unique needs. Also included are: tips for motivating teens, planning programs and overcoming the logistics barriers

Developing a relationship with the teens that you are working with is the most important thing that you can do to. How you value the energy, ideas and input of your teen members comes across in your language, questions and actions. As you might expect, a caring and respectful adult that listens to ideas and has high expectations of their teens has a much better chance at success than one who is disrespectful and expects the worst.

How do you really feel about teenagers? Take a few moments to assess where you are by reviewing the Anonymous Leader Survey that follows. No need to turn this in to anyone, being aware of your current attitudes will help you to strategically think about how you want to work with teens.

TEN TIPS FOR WORKING WITH YOUTH

1. Share the responsibility for leadership. Provide guideline, but avoid total control.
2. Listen carefully to youth and try to understand their perspective.
3. Provide meaningful roles and assignments for youth.
4. Share all work activities, even tedious ones.
5. Treat young people as equals and develop a partnership relationship.
6. Keep youth informed about activities, even when problems occur.
7. Be energetic and excited about activities.
8. Have a positive, open attitude.
9. Make activities fun and challenging.
10. Be clear about levels of authority for youth and back their decisions when they fall within the agreed upon guidelines.
11. Serve as role models for the youths, and be consistent and fair in your actions.

LEADER SELF SURVEY

Take the time to answer the questions to get a better feeling for your own attitudes about working with teens. This is a personal survey - you needn't share your responses.

1. Teens have unique perspectives and knowledge that would enhance our club's capacity and efforts.

1
strongly disagree

2
undecided

3
strongly agree

2. Our club leaders should invest more time in working with teens.

1
strongly disagree

2
undecided

3
strongly agree

3. Teens are reliable and should be trusted.

1
strongly disagree

2
undecided

3
strongly agree

4. Teens should have the opportunity to lead younger 4-H members.

1
strongly disagree

2
undecided

3
strongly agree

5. Our club should adjust certain meeting times to accommodate teens schedules.

1
strongly disagree

2
undecided

3
strongly agree

6. Even if teens are not involved with all of our club projects it is important to take the time to work with them.

1
strongly disagree

2
undecided

3
strongly agree

Source: *Activism 2000 Project* * www.youthactivism.com

If you responded with some or mostly "strongly disagree" answers, please read on. There may be ways of effectively working with teens that could change your opinion entirely.

How do you communicate respect to teens?

Following are a few ideas:

Take them seriously, avoid sharing your judgments. Adolescents need to be seen as mature, unique people- equal to adults in their worth and dignity. Unfortunately, some adults tend to brush off what adolescents are going through with comments like "it's only puppy love," "you're just going through a stage", or "you don't know how easy you've got it, just wait 'til you're an adult." Instead of trivializing teenager's experiences and feelings, or sharing your opinion, make an effort to listen.

Keep in mind teenagers are not children. Teenagers are encountering an amazing array of changes in all areas of their lives - physically, intellectually, emotionally and socially (see the tables on page 5-8 and 5-9). For this reason, some of the ways you've interacted with them in the past need to change too. One of the most degrading things a parent, teacher or another adult can do is to treat teenagers like children. Comments such as "Don't be such a baby!", "Act your age!" or "Why don't you just grow up?" are demeaning and insulting to teenagers in the process of leaving childhood behind.

Treat teens the way you expect to be treated. Adolescents have much to offer - provided they are given a chance. One way is simply to ask for their opinions and suggestions - and then pay attention to what they have to say. You also can demonstrate respect for teenagers by extending basic courtesies (using please and thank-you for example) instead of issuing orders, demands and ultimatums.

Recognize their talents, abilities and efforts. Instead of assuming teens already know when they've done a good job - tell them so. This means providing specific feedback about what they're doing, as well as telling them that their contributions and actions are appreciated. Honest praise is a good way to let teens know you respect them: and don't reserve praise for only outstanding achievements. Teens live in a terribly competitive world. Sometimes they feel that no matter what they do, it's just not good enough. Look for ways to let teens know they are valued and respected because of who they are and the qualities that make them unique and special - not just for how well they measure up to the other's standards. Help teenagers learn to believe in themselves by recognizing that effort and progress are often as valuable as awards and winning.

Teenagers need positive adult role models. Teenagers look up to adults whom they like and respect. Such adults are usually respectful to teens and are fair and consistent in their own actions. Remember that when it comes to influencing teenagers, the things you say probably aren't as important as the things you do. You can have a powerful, positive influence on teens by cultivating supportive and respectful relationships.

Communicating with, planning for and relating to adolescents becomes easier when we reflect on the changes occurring within teens. Developing into mature and responsible adults is a complex task. The normal changes that have always been a part of adolescence are tough, remember? Teens are adjusting to major physical changes in their body and sometimes renegotiating relationships with parents as they strive to be more independent. Additionally they face important questions about the present and future (such as succeeding in school and making career choices), which can be frightening.

Consider physical, social, emotional and intellectual developmental changes as you plan with your teens. Some of the more common characteristics of adolescents are included in the tables on pages 5-8 and 5-9, along with implications for programming. The ages and stages of the teens in your group will help you determine how to plan successful programs.

Small, Stephen A. and Day Patricia M. What Teenagers Need from Parents, Teachers and Other Adults. Cooperative Extensions Service. University of Wisconsin-Madison, Madison, Wisconsin. (Taken from Moving Ahead Together)

Sharing your expectations and power with teens can provide leadership opportunities for teens and fewer incidences requiring discipline. During the years prior to leaving home, young people need and want opportunities to assume some responsibility for their actions. Such opportunities will not occur by chance, particularly if you insist on being in control of all decisions and behaviors. Trying to figure out just how much responsibility and freedom a teenager is able to assume can be a dilemma, as this will sometimes involve watching your teens make mistakes. There are, however, things that you can do to offer guidance and support that will encourage success without coming across as trying to control of all decisions. Here are some strategies:

Provide clear messages. Expectations, boundaries, and consequences need to be carefully explained and discussed to be sure that everyone is of the same understanding. Even the things that seem obvious to you, may not be obvious to your teens. When adolescents challenge the rules and expectations set for them, help them by negotiating and discussing new limits and consequences.

Consider the amount of control you use. Teenagers need to gain experience thinking and choosing for themselves. Expecting your orders to be carried out simply because "I said so", is setting the stage for trouble. Telling a teenager "Don't ever let me catch you doing such and such," doesn't automatically prevent irresponsibly behavior. Instead, it often means the teen will simply be careful you don't find out about it. On the other hand, assuming teenagers can be left entirely on their own isn't the answer either. Adults who tell teenagers what and how they should be acting usually have good intentions. Similarly, adults who have all the answers (even if they are good ones) and who insist on imposing them on young people aren't really doing them any favors. Instead, provide expectations for expanded roles and boundaries - then step back.

Provide opportunities to choose: Young people often appear to make choices without really thinking about what's involved or the consequences of their actions. It's frustrating to watch teens do things that appear ill advised - such as refusing to wear hats in cold weather to preserve their hairstyle. But for teens to develop the ability to make decisions, they must be given opportunities to make up their own minds without someone else trying to do it for them. A good place to start is by giving teenagers more freedom to make simple choices - what projects they will be working on, what their leadership responsibility will be, or how they can recruit new 4-H members for example. Often their decisions will not reflect your own. Ask yourself what would be gained - or lost- by trying to insist that your teens do things your way. Constantly trying to control teens by insisting they do what they're told prevents them from learning how to think and choose for themselves and can set up a power struggle between the two of you.

Understand the difference between discipline and punishment. While young people need to be given increasing opportunities to assume responsibility for themselves, they also need adults to provide enough structure to insure that their efforts are more likely to meet with success rather than failure. This means leaders and parents must be able to follow through with discipline strategies that help teens learn from the mistakes they make. While punishment often implies a judgment on the teenager, discipline focuses on the misbehavior and separates the deed from the doer. Adults who punish teens are often meeting their own needs - venting their anger, demonstrating who's boss, or acting out of revenge. By contrast, effective discipline strategies help teenagers accept the consequences of their misbehavior. Additionally, providing forgiveness after the disciplinary action ensures that the young person will have the opportunity to move beyond their mistake and learn from their actions.

Do's and Don'ts of Discipline

DO

- Notice and comment when your youth does something well. Be specific
- Give youth your full attention. Be affectionate, and calmly state how the boundary was violated.
- Respond as quickly as you notice a violation.
- Respond consistently.
- Be firm about discipline and suggest better behavior.

DON'T

- Only notice when youth violate a standard
- Use threats
- Use physical punishment.
- Attack or ridicule.
- Manipulate your child with shame, humiliation or guilt
- Use labels, such as "You're lazy" or " You're such a slob".
- Notice the violated rule sometimes and not others.

*Asset Building for the Success of All our Youth, Town of Perinton,
Village of Fairport, Fairport Central School District*

Youth Participation

New York State 4-H Leader Handbook, Cornell Cooperative Extension - 6/2003

Youth participation has been defined as involving youth in responsible, challenging action that meets genuine needs, with the opportunity for planning and/or decision-making affecting others. There is a mutuality in teaching, and learning (between youth and adults) where each age group itself is a resource for the other and offers what it uniquely can provide.

(National Commission on Resources for Youth, 1974)

Plan your program with your teens, encouraging them to take opportunities for leadership, teaching and responsibility. As young people grow and develop, their ability to be involved in making decisions about programs that affect them increases. All too often young people are systematically excluded from such participation. When young people are excluded from decision-making they feel a lack of bonding to the program. Failure to provide these kinds of opportunities has been linked to many types of societal problems including higher dropout rates, pregnancy, delinquency, and substance abuse.

Work meaningful roles for young people into your program.

Set expectations high, yet reasonable. Research indicates that where there is a caring adult helping to set goals and giving messages of encouragement, there is a greater incidence of youth succeeding. Try to strike a balance between keeping standards high, yet recognizing each individual teen's interests, abilities, temperament and goals. For example, provide your teens with challenges that require a little bit of work, but meet their particular talents. With a little support, you will be surprised by what they can accomplish.

Consider the opportunities and plan together to meet everyone's needs. Teens are as busy, if not busier, than adults. Therefore, scheduling with and for teens needs to be dealt with early on and revisited regularly. Although scheduling around school and sports may seem impossible, it is not. Additionally, once teens are engaged in a program and connected with each other and you, they are going to want to and need to be a part of meetings.

A few ideas to help as you try to plan together:

Use technology: E-mail, discussion boards, 3-way calling, etc. can help you to stay connected. Your teens can tell you their preferred method of communication and can help you, if you need it, to become acclimated to the technology.

Plan your program and stick to it: It helps to schedule meeting dates for the year ahead at the beginning of the club year. Include as many county and state events as possible so that your teens and their families can schedule accordingly. Because lots of dates come up - sporting events, concerts, vacations revisit your plans often and reschedule accordingly.

Meet when it is convenient and conducive for your teens. This may mean that evening meetings, or discussions will work best, or that you plan to meet around after school jobs.

Check with your teens on their expectations. Have a meeting with your teens to discuss their ideas, expectations, needs and boundaries. As an example, the table below is full of ideas developed by teens for adults and other teens.

DOs & DON'TS for Working with Adults (a list developed by teens)

DOs

- ❖ DO ..Check your expectations before initiating a project or program—what do you expect from it?
- ❖ DO ..Ask for information about the organization or project: How would you fit into the process? What would your responsibilities be?
- ❖ DO ..Address “youthism”: What are your stereotypes about working with adults? What will you have to do to communicate effectively?
- ❖ DO ..Develop your skills so that you feel comfortable participating. Open yourself to learning!
- ❖ DO ..Make an effort to really listen.
- ❖ DO ..Respect the views and experiences of others.

DON'Ts

- ❖ DON'T ..Hesitate to ask questions
- ❖ DON'T ..Hesitate to be creative, energetic, and enthusiastic.
- ❖ DON'T ..Assume all adults will treat you like your parents treat you.
- ❖ DON'T ..Over commit yourself!

ADVICE to YOUNG PEOPLE from ADULTS (a list developed by teens)

- ❖ Be on time.
- ❖ Come prepared to participate - read any notes or minutes before meetings, note any questions about your role, learn more about the organization or project.
- ❖ Focus on the purpose during meetings and activities.
- ❖ Take your role and commitments seriously.
- ❖ Listen a lot at first to get a sense of how the group/organization functions and explore ways that you can best contribute.
- ❖ Don't expect to understand all that you hear - - but make sure to ask questions!

Source: National 4-H Youth Directions Council, National 4-H Conference 2001

Opportunities: The availability of economic and educational opportunities are critical in providing youth with occasions for meaningful involvement and responsibility. Opportunities can also convey high expectations.

At a club, county, state and national level, 4-H Youth Development offers opportunities to our teens. If you are not familiar with all of the opportunities, ask your 4-H Educator for more information, check the State 4-H website (www.cce.cornell.edu/4h/) or ask your teens if they might be willing to do a little research for you. The opportunities are many, varied and may just open doors for involvement for your teens.

.....

4-H Youth Development
N-130 Martha Van Rensselaer Hall
Ithaca, NY 14853-4401
Phone: 607 255-2233
Fax: 607 255-3767
<http://www.cce.cornell.edu/4h/>



State 4-H Teen Opportunities

For more information on any of these opportunities, contact your county's 4-H Educator.

Events (listed by date):

Capital Days (March; Albany): A two-day visit to the state capital to tour, learn about history and state government. Participants will also have an opportunity to meet with their state representatives.

National 4-H Conference (March or April; National 4-H Center Chevy Chase, MD): A most unique conference opportunity. All delegates (adults and youth) at the conference work together, to run the conference. 7-9 delegates are chosen to represent NYS at this weeklong conference. Although the selection process for delegates is competitive, the trip is well worth it.

4-H Dairy Discovery (April - for 4-H'ers 15-17): Hands on educational sessions challenge participants to consider the many diverse and exciting career opportunities within the dairy industry. Applications due February 15. There is a small cost for each trip.

State Teen Ambassador Training (April; State Fairgrounds, Syracuse, NY): This three-day training is for every level of teen ambassador and advisor. The training is designed to offer practice in public speaking; debate and personal conduct speaking with decision makers.

Animal Crackers (May; Cornell - Morrison Hall): There will be hands on stations set up for 9-13 year old 4-H participants across New York state. The topics that are focused on change from year to year.

Career Explorations (June; Cornell): 350 teens from across the state attend this three-day adventure on campus. Learn about Cornell campus life, Department programs and meet others from across the state. Career Explorations offers a program, called Focus for Teens, focused on areas of interest for teens in 10-12 grade and a less intense program, called University U, for teens entering 8 & 9th grade. Registration is in April.

Statewide Presentation Program (June; Cornell; ages 13 and older): Districts choose their top three public speakers and one alternative for each presentation area. For more information please visit the State 4-H website (www.cce.cornell.edu/4H/).

State Fair (August; Syracuse): State Fair is an opportunity for fun, leadership and learning. There are many ways for teens to be involved in State Fair. To name just a few:

- **Teen Assistants:** Teens selected to work the entire State Fair, coordinating animal shows and the youth building.
- **Teen Leaders:** Some 500 Teen Leaders annually at State Fair. Teen Leaders work 6 hours a day in programs like: Press Corps, Teen Evaluators, Fashion Review, Welcome Booth.
- **Group Action:** This includes clubs demonstrating a specific project in a county booth.
- **County Booth:** Some Teen Leaders work specifically in their county booth, assisting evaluators in finding items in your booth, keep things tidy, answering questions and in some cases providing hands-on activities.

Agri-Business Career Conference (October; Cobleskill College): A collaborative effort of Farm Bureau, Cobleskill College and Cornell Cooperative Extension, The Agri-Business Career (ABC) Conference introduces teens to a vast variety of opportunities available in the field of Agriculture. Open to teens across the state.

Annual Opportunities (listed by alphabetical order):

4-H Residential Camps: This provides great opportunities for social, personal, and educational growth within a natural environment. For more information on 4-H camps in your county please look on the web at:

<http://www.4hcampsny.org>

Citizen Washington Focus: This is a 4-H leadership program for the youth, ages 15-19, from across the country. This is a unique, exciting experience that will lead to becoming "Better Citizens Today, Better Leaders Tomorrow." For more information look on the web at:

<http://www.cwf.n4h.org/>

In-state Exchange: A less expensive, but equally as rewarding, alternative to out of state exchanges. County teens make arrangements to visit another county, generally staying in homes, visiting areas of local interest. A web page is being put together on our state web site that will facilitate exchanges.

<http://www.cce.cornell.edu/4h/>

Out of state exchanges: Information about out of state exchanges is available at:

<http://www.4-h.org/exchanges/>

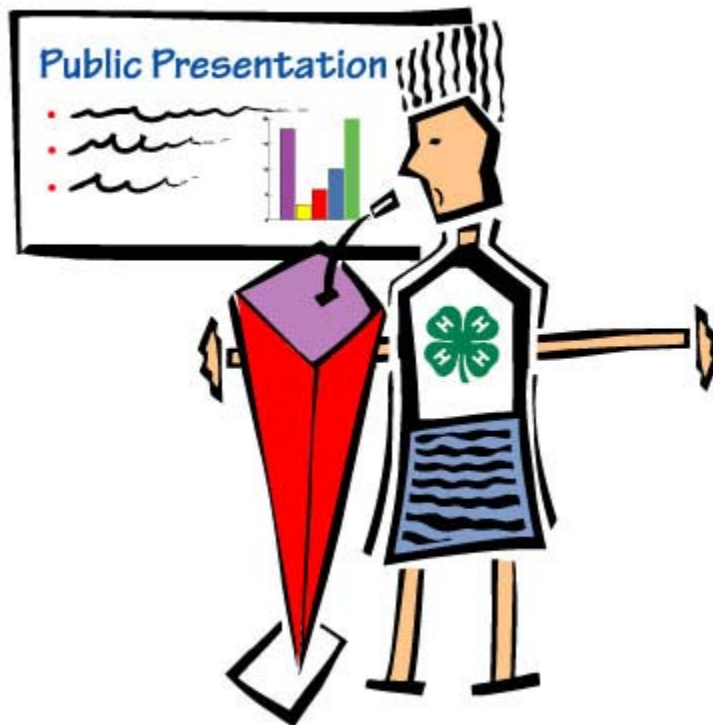
Wonders of Washington: This is not an event, but a trip that your teen group can schedule at the National 4-H Center in Chevy Chase, MD. The trip can be planned to meet your needs for # of days, expenses, etc. Participants stay at the National 4-H Center. Tours etc. are scheduled and facilitated by Center staff.

<http://www.wow.n4h.org/>

Leadership Opportunities: While trips are fun, there are also many other opportunities to get involved in 4-H. For more information about these opportunities, see:
<http://www.cce.cornell.edu/4h/documents/teen%20opportunities2003.doc>

- 4-H Statewide Teen Advisors
- 4-H Foundation Representative
- 4-H State Fair Advisory Committee
- Technology Leadership Team
- Collegiate 4H - go to
<http://www.cce.cornell.edu/4h/About4-H/NYSCollegiate/Collegiate.htm>

For information on how to order 4-H Takes You Places -wear, go to:
<http://www.adminders.com/cce>



Positive Youth Development Resources

Informative Web Sites

New York State 4-H Youth Development **www.cce.cornell.edu/4h/**

4-H Youth Development strives to create supportive learning environments in which diverse youth and adults reach their fullest potential as capable, competent, and caring citizens. Included in the state 4-H web site is information on state events and activities, approved clip art for club and county programs, links to 4-H programs in New York State counties and to other state's 4-H web sites.

ACT for Youth **www.human.cornell.edu/actforyouth**

ACT for Youth—Assets Coming Together for Youth—aims to strengthen community partnerships that promote positive youth development and prevent risky and unhealthy behaviors among young people, aged 10 to 19. The ACT for Youth initiative is a project of the New York State Department of Health, and was developed in cooperation with the Partners for Children, a collaboration of public and private sector organizations committed to improving the health and education of children and adolescents throughout New York State.

The Activism 2000 Project **www.youthactivism.com**

The ACTIVISM 2000 PROJECT, headed by Wendy Lesko, was founded in 1992 as a private, non-partisan organization to encourage young people to speak up and pursue lasting solutions to problems they care deeply about. The site offers many valuable resources for youth and adults, including the Youth Infusion Intergenerational Advocacy Toolkit and The 26% Solution, written for youth about getting involved.

Communities That Care: Developmental Research and Programs, Inc. **www.preventionscience.com/ctc.html**

Communities that Care (CTC) is a prevention planning system that helps communities develop an integrated approach to promoting the positive youth development of children and youth and to preventing problem behaviors, including substance abuse, delinquency, teen pregnancy, school dropout, and violence. Originally developed by Richard Catalano and David Hawkins, information and training regarding CTC is administered by the Channing Bete Company.

FUND for the City of New York **www.fcny.org**

The Fund for the City of New York is a private operating foundation launched by the Ford Foundation in 1968 with the mandate to improve the quality of life for all New

Yorkers. Through centers on youth, government and technology as well as core organizational assistance, the Fund introduces and helps to implement innovations in policy, programs, practice and technology in order to advance the functioning of government and nonprofit organizations in New York City and beyond.

Innovation Center for Community Youth Development

www.theinnovationcenter.org

The Innovation Center for Community and Youth Development works to foster and strengthen the best thinking and practice in the field of youth development. The Innovation Center's network of youth and adult staff and partners seek, test, and promote innovative concepts and practices, providing cutting edge tools for youth workers in diverse setting. They offer resources including the At the Table: Youth Voices in Decision-Making video and the Creating Youth/Adult Partnerships curriculum.

National Youth Development Information Center

www.nydic.org

NYDIC, The National Youth Development Information Center, is a project of The National Assembly through its affinity group, the National Collaboration for Youth. NYDIC provides practice-related information about youth development to national and local youth-serving organizations at low cost or no cost.

Public/Private Ventures

www.ppv.org

Public/Private Ventures is a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. In carrying out this mission, P/PV works with philanthropies, the public and business sectors, and nonprofit organizations.

Search Institute

www.search-institute.org

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well being of adolescents and children by generating knowledge and promoting its application. To accomplish this mission, the institute generates, synthesizes, and communicates new knowledge, convenes organizational and community leaders, and works with state and national organizations.

Youth on Board

www.youthonboard.org

Youth on Board works to change attitudes and strengthen relationships among youth, and between young people and adults; prepares young people to be leaders and decision makers in all aspects of their lives; and ensuring that policies, practices and laws reflect young people's role as full and valued members of their communities. The site offers valuable reference materials on involving youth in decision-making.

Additional References

Catalano, Richard; M. Lisa Berglund, Jeanne A. M. Ryan, Heather S. Lonczak, and J. David Hawkins (2002). Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs. *Prevention & Treatment*, Volume 5, Article 15, posted June 24, 2002.
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Eccles, Jaquelynne and Gootman, Jennifer Appleton (eds) 2002. Community Programs to Promote Youth Development. National Research Council & Institute of Medicine, National Academy Press, Washington, DC.
<http://www.nap.edu/books/0309072751/html/>

Forum for Youth Investment (Karen Pittman)
<http://www.forumforyouthinvestment.org>

Vermont Agency for Human Services (2000)
<http://www.ahs.state.vt.us/whtwks/wwProPosYthDev.pdf>

Section 8: Cornell Cooperative Extension and You, the Volunteer

Welcome to Cornell Cooperative Extension

We are pleased that you have accepted a volunteer role in Cornell Cooperative Extension. From the moment of its inception, Cooperative Extension believed in and relied on volunteers – those people who enjoyed sharing their know-how with others. Today, our volunteer force is as strong as ever, helping both adults and youth to improve themselves, their quality of life and their communities through an enthusiastic sharing of information and ideas. You have joined the ranks of nearly 70,000 volunteers who engage in the delivery, support, management and administration of Cooperative Extension programs throughout New York State. Without your time, talents and expertise we could not provide the high quality programs that help 6.3 million New Yorkers “put knowledge to work” each year. We welcome you and thank you.

What Volunteers Need to Know About CCE

Cornell Cooperative Extension (CCE) - New York's Partner in a Nationwide Educational System
Cooperative Extension is a nationwide system of educational programs that are jointly funded by federal, state and county governments. The U. S. Department of Agriculture is the federal partner while land grant universities are state partners. The passage of two laws by the U. S. Congress made this nationwide system possible. The Morrill Act passed in 1862 established the land grant universities and the Smith-Lever Act in 1914 funded the federal portion of Cooperative Extension.

The name **Cornell Cooperative Extension** reflects this history and partnership:

- Cornell** - the land-grant university for New York State
- Cooperative** - cooperation among the land-grant institutions, USDA and New York county governments.
- Extension** - the extending of Land-Grant university resources into communities, enabling all citizens to put research-based knowledge to work in their daily lives.

County governments throughout New York State provide substantial funding for Cornell Cooperative Extension programs conducted within their boundaries. County Cooperative Extension Associations, governed by elected Boards of Directors, provide local input to the program development process and monitor expenditures to ensure that these funds are used to effectively meet the needs of county residents. The county name is added to the Cornell Cooperative Extension title to identify these local Associations.

Empowered by this unique organizational structure, Cornell Cooperative Extension engages citizens and community leaders in processes that identify the educational needs of local people, design programs that support lifelong learning and initiate actions that improve communities. This process of linking research-based knowledge with local citizen participation is summarized in the CCE mission statement.

Our Mission

The Cornell Cooperative Extension educational system enables people to improve their lives and communities through partnerships that put experience and research knowledge to work.

Cornell Cooperative Extension fulfills this mission through a commitment to lifelong education that is learner-centered and results-oriented. CCE's programming is responsive to people's current needs while preparing them for the future. We collaborate with other organizations, agencies and institutions to ensure that practical educational opportunities are accessible in all corners of society. We involve local volunteers in every aspect of program development and delivery, ensuring that they are both beneficiaries and active partners in this process of educational outreach.

Cornell Cooperative Extension Programs - Based on Research, Focused on Local Needs

The educational programs of Cornell Cooperative Extension vary from County to County. Many factors influence local programs including local needs and interests, local and national issues, and resources available to support local programs. Land-grant university research is a basic component of program support, and information about individual and community needs has a crucial influence on the research agendas of land grant universities.

Statewide program initiatives are established to facilitate programming in the areas of commonality across the state. Initiatives are reviewed and revised on a regular basis and resources are redirected to address new issues as needed.

Cornell Cooperative Extension's current program initiatives are:

- Agriculture & Food Systems
- Children, Youth & Families
- Community & Economic Vitality
- Environment & Natural Resources
- Nutrition, Health & Safety

More information about these initiatives can be found on the Cornell Cooperative Extension website.
www.cce.cornell.edu/about_cce.cfm

Cornell Cooperative Extension Includes All People

Cornell University's statement on diversity and inclusiveness concludes with the assertion that "Cornell is committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts and opens minds." This spirit of inclusiveness lies at the core of Cornell Cooperative Extension's plan for ensuring equal program opportunity.

In compliance with federal law "*Cornell Cooperative Extension actively affirms equality of program and employment opportunities regardless of race, color, national origin, religion, disability, age, gender, sexual orientation or marital status.*" With respect for the spirit of the law, Cornell Cooperative Extension values, is committed to, and embodies pluralism as a long-term investment in the future. To fulfill this commitment CCE:

- interacts with all people about their interests and needs;
- develops and delivers programs that address these needs;
- trains staff and volunteers to program with and for diverse audiences;
- joins with other groups and organizations in developing, providing, and evaluating programs;
- tolerates no form of discrimination against any group in program participation or involvement in the program development process.

At the county level it is the County Association's Executive Director who is responsible to ensure compliance with equal opportunity laws and Cornell Cooperative Extension's *Affirmative Action Policy*. This policy includes procedures for addressing alleged violations or misapplications of policies related to equal program opportunity. Volunteers may request a copy from their supervisor, the staff member responsible for their assigned program or from the Executive Director.

What Volunteers Receive from CCE

Cornell Cooperative Extension is committed to making your volunteer experience as satisfying for you as it is valuable to the accomplishment of our mission. Therefore you can expect:

- orientation, training and supervision that enhance effective use of your interests, skills and time
- pertinent information and communications appropriate to your status
- respect, recognition and trust earned through performance
- a safe environment and protection from liability claims arising from volunteer assignments
- a process for addressing concerns and conflicts

Beyond these basics that prepare you for your volunteer role and support you as you carry it through, you should benefit personally from your relationship with Cornell Cooperative Extension. You will have access to educational resources, build friendships with other volunteers, discover new interests, develop new skills and have an impact on your community. We hope you will take full advantage of these opportunities.

Responsibilities of CCE Volunteers to Cornell Cooperative Extension

Since CCE volunteers act as representatives of Cornell Cooperative Extension when performing assigned duties you have the responsibility to:

- abide by CCE policies and external regulations that govern your actions
- execute CCE business in an ethical manner and uphold the established code of conduct
- preserve the confidentiality of information about clients and CCE internal affairs that may be entrusted to you
- accept only those assignments that are suitable to your capabilities and time availability and then fulfill those commitments
- use time wisely and work as a team member with CCE staff and other volunteers

Volunteer Insurance Coverage

General Liability - County Association Volunteers

Cornell Cooperative Extension's **County Association's Liability** insurance protects you from bodily injury and/or property damage claims **only when** you are acting within the scope of your assigned volunteer responsibilities. If you have personal insurance (e.g., Homeowners, Renters, or Personal Umbrella) that includes liability for volunteer activities, the association's general liability program will act as excess coverage for you. If you do not have such personal insurance, the Cooperative Extension Association's General Liability Program will apply, provided the incident is within the scope of the insurance coverage.

Board Members

New York State law protects **Directors** and **Officers** of charitable not-for-profit organizations from lawsuits for activities directly related to those official positions, provided your actions do not constitute gross negligence. Claims involving discrimination, workplace harassment, wrongful termination, or other policy or management errors are not covered by general liability insurance but they are covered by Employment Practices Liability insurance if the County Association elects to purchase this insurance coverage. The Executive Director of your county Cornell Cooperative Extension Association will inform Board Members about current local coverage.

Automobile Coverage

If you use your personal vehicle for CCE business your vehicle must be insured in accordance with the New York State Motor Vehicle Law. No liability, collision, comprehensive or no-fault insurance coverage is provided by CCE and you are not covered for side trips. By law, you are financially responsible for any auto accidents when you are at fault. If the County Association has appropriate primary coverage the CCE insurance provides excess liability coverage in the form of "non-owned auto coverage" when volunteers drive their own vehicles for CCE business. If a volunteer is driving an Association vehicle they are covered by the Association vehicle insurance.

Using Official Names and Artwork

The names and artwork (trademarks, insignia, logos, emblems, images, and the like) associated with Cornell University, Cornell Cooperative Extension, the 4-H Youth Development Program (including, the 4-H Club program and all other CCE 4-H youth programs), the Master Gardener Program, the Sea Grant Program and other Extension programs are regulated either by license, law or program guidelines. The situations in which the names and artwork may be used, the manner in which they may be displayed, the text style and colors required for their reproduction and the size and placement of any official artwork in relation to any other artwork are all specified.

The use of official names and artwork is an important way of identifying Cornell Cooperative Extension programs and building a positive image in the community. However, given the complexity of the regulations, you should check with the staff member in charge of your program whenever you want to use an official name or artwork in exhibits, promotional materials, etc. In all cases use of an official name and/or artwork on items such as T-shirts, caps, key chains, mugs, pens, etc. must be approved by the appropriate authority.

It is also important to distinguish between Cornell University and Cornell Cooperative Extension. While Cornell University is the New York State Land Grant University that administers Cornell Cooperative Extension, these are two separate entities. Therefore, when referring to Cornell Cooperative Extension, always use the full title rather than simply "Cornell" which is understood to mean Cornell University.

Fundraising Policies

Volunteers periodically engage in activities that raise funds to expand resources for Cornell Cooperative Extension programs, to reduce expenses for program participants or to provide special training opportunities for volunteers. To ensure that fund raising activities are consistent with

Cornell Cooperative Extension policies and operating procedures staff must be consulted during the planning stages and must approve:

- the purpose of the fund raiser
- the type of fundraiser (This includes checking with P.W. Wood & Son, Inc. to ensure that the activity is covered for liability insurance.)
- the plan for the disbursement of the funds raised
- any expenses to be reimbursed from the proceeds

Additional guidelines that pertain to fundraising within specific programs are included in Section 4: Money Matters. Additional county policies may also apply.

Preventing Accidents and Preparing for Emergencies

As a CCE volunteer you share with Cornell Cooperative Extension responsibility for the health and safety of those who participate in the activities you lead. Basic guidelines for protecting yourself and program participants are listed below. More specific safety instructions and emergency procedures can be found in the county section of this handbook and the Cornell Cooperative Extension Youth Protection Policy, or from your local 4-H Youth Development Program Leader. Review these instructions and procedures periodically to keep them fresh in your mind.

Basic Guidelines:

- Do not deviate from the instructions given during training classes or from the procedures detailed in printed program materials.
- Before using any tool, piece of equipment or hazardous material for the first time request safety instructions and follow them.
- Explain and demonstrate safety procedures and the proper use of tools and equipment to those you teach or lead.
- Before beginning an assignment or starting a program find out where the first aid kit, list of emergency procedures and emergency phone numbers are located. If you will be at a facility that is not owned or managed by Cornell Cooperative Extension take these items with you.
- In case of an accident, medical emergency, natural disaster or other major incident put a responsible individual in charge of your group before starting to follow the emergency procedures. Contact the CCE Executive Director or other designated emergency contact as soon as possible and refer all inquiries to that person. **Do not make any statement or give any information to media people or anyone other than Cooperative Extension staff and emergency personnel.**
- If an incident of any kind results in personal injury or property damage the following information should be gathered while it is fresh in everyone's minds -
 - Name, address, phone number of injured person(s)
 - Complete description of events causing injury or property damage
 - Name, address, phone number of witness(es) (VERY IMPORTANT)

Welcome to the 4-H Family

Dear 4-H Leader,

Having become a 4-H leader you are united with a special group of people who believe that adults and youth can learn, grow, play and serve their communities in partnership with one another. Over time a 4-H club leader becomes teacher, coach, confidant and friend to the 4-H club members. Close bonds develop among the members, their families and their leaders. Within the family-like environment of a 4-H club youth are supported as they venture to try new things, their accomplishments are affirmed when they succeed and their confidence is bolstered when they face disappointment. Without its leader this nurturing 4-H family would not exist. We thank you for caring enough to accept this important role.

In this same spirit of family the 4-H staff extends our support to you. Starting with this book, we will provide the resources, instruction and guidance you need to make your leadership experience effective, satisfying and enjoyable. We urge you to take full advantage of the training programs, project workshops and leader meetings that will be available for you. We invite you to call the 4-H Youth Development staff whenever you have questions or experience difficulties within your club. Welcome to the 4-H family!

As a 4-H leader in New York State you are also a Cornell Cooperative Extension Volunteer. Board and committee members, office assistants, instructors and volunteers serving in many other capacities are essential to the success of Cornell Cooperative Extension's broad variety of programs throughout New York State. The Cornell Cooperative Extension Volunteer Involvement Policy guides staff in the selection, training and supervision of all CCE volunteers. It also details the responsibilities of volunteers to CCE. Your volunteer position description, Code of Conduct and Volunteer Agreement are all based on that policy. We recommend that you insert these important documents behind Section 8 of this handbook.

The Cornell Cooperative Extension 4-H Youth Development staff is committed to enabling your success as a 4-H leader and we look forward to working with you.

Sincerely,

Cathann A. Kress

Cathann A. Kress, PhD
Director, Youth Development
National 4-H Headquarters
CSREES/USDA

How to Use This Book

This handbook summarizes the information you learned during your volunteer orientation session and presents both background and practical information about the 4-H Youth Development Program, 4-H club activities and special events. You may use it as a self-training manual to help you learn your job as a new 4-H leader, as a reference book to find information about up-coming 4-H events and activities and as a resource to help you and your members to plan a well balanced 4-H club program each year. Here are some suggestions for specific uses to get you started:

- ◆ To understand the real reasons behind the things we do in 4-H and the way we go about doing them read Section 1 -“What is 4-H?” When you have questions or suggestions from members or parents who would like your club to do different things or to do things differently, referring to this section will help you determine whether their suggestions are compatible with the purposes and mission of the 4-H Youth Development Program.
- ◆ Before you conduct a club organizational meeting with parents read through Sections 2 through 4. These topics will guide your decision making as the organizational aspects of your club are discussed and program options are considered.
- ◆ Section 5 will help you guide your members in the selection of their projects. The information presented in that section should also be discussed with all project leaders who work with your members.
- ◆ Refer to Section 6 when you receive information about up-coming 4-H events and activities. You will also want to read the information about 4-H community service and service learning activities included in that section before your members select their service activities for the year.
- ◆ Section 7 will help you to understand the unique aspects of working with teens. As your club members mature, be sure you encourage your members to get more involved with planning their educational opportunities in 4-H.
- ◆ Section 8 will help you to understand the workings of Cornell Cooperative Extension and its relationship with Cornell Cooperative Extension Volunteers.
- ◆ Appendix: “Policies and Procedures” will help you understand the recommendations, requirements and restrictions that apply to your activities as a 4-H Leader.



4-H Club Planning Calendar

Club Goals for the Year

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Month	Program, Event or Activity	Committee or Person(s) Responsible
September Theme: Mtg. Place:	Business Items:	
	Program:	
	Recreation - Refreshments:	
October Theme: Mtg. Place:	Business Items:	
	Program:	
	Recreation - Refreshments:	

Tool L-1

Month	Program, Event or Activity	Committee or Person(s) Responsible
November Theme:	Business Item:	
	Program:	
	Mtg. Place:	
December Theme:	Business Item:	
	Program:	
	Mtg. Place:	
January Theme:	Business Item:	
	Program:	
	Mtg. Place:	
February Theme:	Business Item:	
	Program:	
	Mtg. Place:	

Tool L-1

Month	Program, Event or Activity	Committee or Person(s) Responsible
March Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
April Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
May Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
June Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	

Month	Program, Event or Activity	Committee or Person(s) Responsible
July Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
August Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	

4-H Club \$\$\$\$\$ Checklist

At the beginning of the club year...

- ✓ Elect a Treasurer
- ✓ Appoint an Adult Advisor to the Treasurer
- ✓ Review Treasurer's responsibilities
- ✓ Review the Financial Procedures for 4-H Clubs
- ✓ Estimate expenses and determine whether a fundraiser will be needed. Please plan ahead!

During the club year...

- ✓ Keep track of all income and expenses.
- ✓ Keep any money in a safe and secure place.
- ✓ Give a treasurer's report at each business meeting.
- ✓ Reconcile the cash, receipts and bills with the treasurer's book monthly.
- ✓ If fundraising activities are planned, apply for permission to raise funds in the name of 4-H at least 30 days before the event or sale kick-off date.
- ✓ If fundraising activity requires collection of sales tax, register with the New York State Tax Department. (See Tool L-22)
- ✓ If applicable, file quarterly sales tax report and make payments before deadline.

At the end of the club year...

- ✓ Verify that cash, accounts and records agree (AUDIT).
- ✓ File audit report with 4-H club minutes.
- ✓ Send Financial Statement to the Cornell Cooperative Extension 4-H Office.

4-H Program Categories

4-H projects and activities are categorized into eight nationally defined program (curriculum) areas as described below:

Citizenship and Civic Education

4-H members gain an understanding of democratic principles and explore the rights, privileges and responsibilities of U.S. Citizenship. Emphasis is placed on the relationship of citizens to one another through *community service, service learning, cultural education* (exchanges, heritage and multicultural activities), and *intergenerational programs*.

Communications and Expressive Arts

Projects and activities in this area help 4-H members learn to express themselves clearly, confidently and creatively through *public presentations, writing, photography, art, crafts, music* and *drama*.

Consumer and Family Sciences

Home-centered projects and activities help 4-H members build the capacity to meet their changing needs as they grow individually and progress through the stages of family life. Youth learn about human development, interpersonal relations and the management of resources through projects in *child care and babysitting, clothing and textiles, consumer education, home environment, parenting and family life*.

Environmental Education and Earth Sciences

Projects and activities are designed to create environmental awareness and build a commitment to environmental stewardship. 4-H members learn about nature and *ecology, wildlife* and *geology, water, weather* and *soils, composting* and *recycling, energy* production and the responsible use of natural resources for recreational and economic purposes. Many kinds of *outdoor recreational activities* are used as educational vehicles in this program area.

Healthy Lifestyles Education

Through this program area young people are enabled to accept responsibility for maintaining and improving their physical, intellectual, emotional and social health and to acquire patterns of living that foster concern for *health, nutrition, fitness, safety* and quality of life for themselves and others.

Personal Development and Leadership

Youth explore and learn about themselves, set personal goals, develop life skills and competencies, interact with peers, develop social and leadership skills, develop personal values and ethical character traits. Development of these skills and characteristics is often the focus of special youth conferences, workshops, camping experiences and other group events and activities.

Plants and Animals

Youth are introduced to biological principles, breeding, growth, processing, marketing and consumer utilization of food, fiber, and non-food products and services through projects and activities related to *gardening, pets, livestock, horses, poultry* and *aquaculture*.

Science and Technology

Through this program youth experience fundamental scientific processes, learn basic principles and develop skills needed to solve technical problems. Project areas include *biological sciences, physical sciences, technology and engineering* (aerospace, automotive, bicycle, computers, electricity and electronics, engines, wood science and industrial arts).

New York State 4-H Club Leader Handbook

Table of Contents

<u>Topic</u>	<u>Pages</u>
Welcome to the 4-H Family	
• Welcome letter	iv
• How to use this book	v
Section 1: What is 4-H?	1-1 to 1-5
• A brief definition	1-1
• Youth Development Principles	1-1
• What Makes 4-H Different?	1-2
• Does Participation in a 4-H Club <i>Really</i> Make a Difference?	1-4
Section 2: Basic Facts about 4-H Clubs	2-1 to 2-4
• The 4-H Club - What is it?	2-1
• Types of 4-H Clubs	2-1
• Membership Requirements	2-2
• Volunteer Leaders	2-2
• Equal Program Opportunity	2-3
• 4-H Club Names	2-3
• 4-H Symbolism	2-3
• 4-H Pledge/Colors/Club Emblem	2-4
• Clover Usage	2-4
Section 3: Practical Tips for Organizing and Conducting a Successful 4-H Club Program	3-1 to 3-12
• Planning - the Key to Success	3-1
- The new club organizational meeting	
- Planning a Club Program	
• Getting Started	3-3
- The first and second meetings of a new club	
- Succeeding meetings	
- Chartering	
• Tips for Conducting Club Meetings	3-4
- Structure Meetings Appropriately	
- Manage Project Activities for Safety, Efficiency and Effective Learning	
- Use the 4-H Business Meeting as a Developmental Tool	
- Use Positive Behavior Management Techniques	
- Use Ceremonies to Build Cohesiveness among 4-H Members	

- Evaluate Meetings Regularly and Take Action When Problems Arise
- Motivate Members through Positive Reinforcement 3-9
- Involve Parents - *"4-H is a family affair"* 3-10
- Involve Junior Leaders 3-11
- Communication - an Important Two-way Street 3-12
- Section 3 Toolkit
 - Tool L-1 - 4-H Club Planning Calendar
 - Tool L-2 - Tips for 4-H Meetings.
 - Tool L-3 - CCE Youth Protection Guidelines
 - Tool L-4 - The 4-H Business Meeting - Agenda Planner
 - Tool L-5 - 4-H Member's Code of Conduct
 - Tool L-6 - Installation of 4-H Club Officers
 - Tool L-7 - New Member Induction
 - Tool L-8 - Presentation of Colors
 - Tool L-9 - 4-H Candle Lighting Ceremony
 - Tool L-10 - Room to Improve Your 4-H Club Meeting
 - Tool L-11 - Lesson for Evaluating Your 4-H Meeting
 - Tool L-12 - 4-H Meeting Checklist
 - Tool L-13 - Troubleshooting 4-H Club Problems
 - Tool L-14 - Ways to Say "Good for You"
 - Tool L-15 - 4-H Parent Participation Survey
 - Tool L-16 - Parents Can Help in Our 4-H Club Program

Section 4: Money Matters 4-1 to 4-5

- The 4-H Club Treasury 4-1
- Financial Procedures for 4-H Clubs
 - Responsibilities 4-2
 - Clubs Records 4-2
 - Safe-guarding Funds 4-2
 - Fundraising 4-3
 - Club Balance 4-4
 - Payment for Personal Services Rendered 4-5
 - Disbandment of Club 4-5
- Section 4 Toolkit
 - Tool L-17 - 4-H Club \$\$\$\$ Checklist
 - Tool L-18 - 4-H Club Financial Statement
 - Tool L-19 - 4-H Club Audit Report
 - Tool L-20 - Fundraising Guidelines for 4-H Clubs (Request form on back)
 - Tool L-21 - Cash Summary Form for 4-H Sales
 - Tool L-22 - Facts 4-H Clubs Need to Know about New York State Sales Tax

Section 5: 4-H Projects 5-1 to 5-9

- Understanding 4-H Project Work 5-1
 - Practical skills
 - Life skills
 - Experiential learning

- Setting the Stage for Learning 5-3
- Project Selection 5-4
- Project Goals 5-5
- Project Records 5-5
- Developmental appropriateness of Projects 5-6
- Charts – age group characteristics and helpful hints 5-7
- Toolkit
 - Tool L-23 – 4-H Program Categories
 - Tool L-24 – 4-H Goal Writing Worksheet

Section 6: 4-H Events and Activities 6-1 to 6-5

- Program, Project and Activity defined 6-1
- The 4-H Public Presentation Program 6-2
- 4-H Community Service and Service Learning Activities 6-2
- Evaluation Events 6-4
- Recognition Events and the 4-H Recognition Model 6-5
 - Awards (to be inserted)
- Other county events and activities (to be inserted)

Section 7: Working with Teens 7-1 to 7-13

- Ten tips for working with teens 7-1
- Leader Self Survey 7-2
- How do you communicate respect to teens? 7-3
- Do's and Don'ts of Discipline 7-5
- Youth Participation 7-6
- Opportunities for Teens 7-8
- Positive Youth Development Resources 7-11
- Additional references 7-13

Section 8: Cornell Cooperative Extension and You, the Volunteer 8-1 to 8-5

- What Volunteers Need to Know About CCE 8-1
- What Volunteers Receive from CCE 8-3
- Responsibilities of CCE Volunteers to Cornell Cooperative Extension 8-3
- Volunteer Insurance Coverage 8-3
- Using Official Names and Artwork 8-4
- Fundraising Policies 8-4
- Preventing Accidents and Preparing for Emergencies 8-5
- Local Cornell Cooperative Extension Association Information (to be inserted)

Appendix: Policies and Procedures

- Highlights of the CCE Volunteer Involvement Policy
- 4-H Accident Insurance (F.O.R.M. Code 1501)
- Risk Management
 - Forms (accident report, acknowledgement of risk, permission slip)
 - County emergency procedure guidelines (To be inserted by local association)

4-H Club Financial Statement

for year ending September 30, _____

Club Name _____ Organizational Leader _____

Income for Year:

Dues paid by members _____

Fund Raisers (List each individually)

Total Income (1) _____

Expenses:

Activity and Program Expenses
(Trips, crafts, parties, etc.) _____

Fund Raising Expenses
(Cost to purchase/produce items to sell) _____

Other Expenses _____

Total Expenses (2) _____

Difference between income (line 1) and expenses (line2) (3) _____

Cash on hand - *beginning of year* (bank balances plus cash not deposited) (4) _____

Cash on hand - *end of year*: Add or subtract lines 3 and 4 -

(If line 1 is more than line 2 add; if line 2 is more than line 1 subtract.)

Balance _____

Balance must equal cash in bank account(s) plus cash not deposited in bank account(s).

Signed by club Treasurer _____ Date _____

Signed by Organizational Leader _____ Date _____

The financial statements have been received and approved and, where applicable, the following actions have been authorized:

_____ Approval to carry over balance into new year.

_____ Club must transfer funds to the Cornell Cooperative Extension Assoc.

Executive Director _____ Date _____

Extension Educator _____ Date _____

Tips for 4-H Meetings

Try to assess the needs of club members when planning and conducting meetings, and keep the format flexible. What are their interests? Also, be culturally and socially inclusive—have kids with different customs and different faiths share their holidays.

A "touchy-feely" box is a good method for involving all the club members and getting things rolling. Without looking in the box, one child tries to identify an object by feel, and then gives clues to the rest of the group so that they can guess the object too. What's in the box can relate to the theme of the meeting or program.

Choose themes in advance for upcoming meetings. The farther ahead you plan, the more luxury you, parents, and members have to collect interesting materials and information and take advantage of seasonal opportunities and community events. For example, for a January meeting, a horticultural club established a theme: Things That Fly. The topic was birds, and the members made suet feeders. They also mixed suet and took home a recipe so they could replenish their supply on their own.

Keep records of what you do at meetings so you won't repeat material to the same child or group down the road.

Give members something to take home with them whether it's a small token or something they made, built, or planted. It's exciting, and it gives them something to extend the lesson or activity at home.

Don't skip the goodies! Some people think meetings are too short to bother with refreshments. But it's amazing what a little snack can do for morale. It's a good way of bringing the meeting to a close, and allowing members to take turns helping, and the kids always look forward to it. If your meeting had a particular emphasis or special program, align with the theme. (For example, if apples were the theme, serve apple spice cake.)

Because new kids may arrive each month, you may often be bridging the gap between more "sophisticated" club members and "newbies." Partnering members for activities is a good way to encourage cooperation without boring experienced members or overwhelming new ones.

Community projects are inspiring, fun, and rewarding. Here are a couple of examples: a leader who runs a club in an underprivileged neighborhood has members who run a community closet for clothing and food donations; members of a horticultural club take surplus vegetables to a local soup kitchen.

Find out any special talents or expertise parents may have. Do they cook? Do they work with animals, garden, or play instrument? Do they work for or have access to a museum, botanical garden, or theater?

Encourage members/parents to learn more about a subject that interests them and share a resulting activity with the group. For example, a member and parent might attend a craft class at an arts and craft supply store and pass along their know-how in a group sharing activity.

4-H Goals Writing Worksheet

Examples:

Action	Result	Timetable
I want to train	my 4-H beef heifer to lead	before county fair time
I want to make	three nutritious snacks	by the June meeting

Now it's your turn:

Action (How)	Result (What)	Timetable (When)
I want to _____	_____	_____
I want to _____	_____	_____
I want to _____	_____	_____
I want to _____	_____	_____

4-H Club Audit Report

Report Period (dates) _____ to _____ <div style="text-align: center; margin-top: 10px;"> Date of Audit _____ </div>
--

Club Name _____

Treasurer _____ **Adult Advisor** _____

Auditors' statement:

We certify that we have compared the treasurer's record book, cash and bank account records and find them to be in agreement.

The beginning balance was: _____ The ending balance is: _____

Adjustments made were: (Explain) _____

Audit Committee:

Name (Print)

Signature

Please submit to your 4- H Office by October 15 to cover the previous 4-H year or the period that the named Treasurer was in office. Attach a 4-H Club Financial Statement for the same period.

Cornell Cooperative Extension 4-H Youth Development Statewide Chaperone Guidelines July 2007

Purpose: To provide guidelines so that educational events of CCE are adequately chaperoned and the appropriate Cornell Cooperative Extension and/or specific event standards are followed. The following are minimum standards created under the advisement of The Wood Office. The first consideration should always be for the safety and well being of the participating youth and adults.

Note: For more specific guidelines or the latest updates, see the Financial Operations Resource Manual (F.O.R.M.) – Code 1501 at: http://staff.cce.cornell.edu/cce_library/manuals/form/#1500

Expected Results: These guidelines will help to maximize the educational value of the event experience and ensure the safety of all youth and adult participants. Failure to follow these standards puts the youth, the educator(s), the volunteer(s), and Cornell Cooperative Extension at risk. Every effort must be made to comply.

Responsibilities of Cooperative Extension Educator:

- Select and screen chaperones as required for “enrolled volunteers with on-going, supervised contact with youth” as written in the Cornell Cooperative Extension Association Volunteer Involvement Policy and Procedures (VIPP). If driving is required, a DMV check must be done. **If the DMV check is not done through The Wood Office the reports must be submitted to The Wood Office for review to meet insurance company requirements.**
- Ensure that supervising chaperones are 21 years or over and properly oriented including event details, chaperone responsibilities and emergency phone numbers of staff. Persons between 18 and 21 are permitted to serve as chaperones provided they are under the supervision of a chaperone at least 21 years of age.
- Provide chaperones with copy of signed medical emergency treatment forms for each participant before trip departure for duration of trip.
- Determine the number of chaperones needed based on the age of the participants, the nature of the event or facility and current CCE Guidelines.

CCE Guidelines to determine chaperone needs:

- A minimum of 2 adults need to be present at all times with youth groups. In the case of an accident or emergency, one adult can supervise the children while the other adult addresses the problem. Where guidelines exist for specific activities or the use of specific types of equipment, those guidelines will be followed. (Please refer to Tool L-3 – “CCE Youth Protection Guidelines for 4-H Club Leaders” in the “NYS 4-H Club Leader Handbook” for other safety guidelines at: <http://nys4h-staff.cce.cornell.edu/ClubManagement.php>.)

Program Setting	Ages 5-8	Ages 9-11	Ages 12+
	Ratio adult to youth (a minimum of 2 adults required at all times)		
Meetings or other low-risk activities	1:8	1:10	1:16
One-Day Trips	1:8	1:8	1:10
Overnight trips	1:6	1:8	1:10

CCE Guidelines to determine chaperone needs (continued):

- Overnight trips: If both male and female youth are attending, then at least 1 male and 1 female chaperone at least 21 years of age with valid and approved driver's licenses are required at the event. For some district and statewide events, male and female chaperones may be required for each delegation with boys and girls. Chaperones may be shared among different counties to provide required chaperone coverage (ie. A male chaperone may agree to chaperone a male 4-H member while at an event for a county with 2 female chaperones present). Event rules will state when male and female chaperones are needed for mixed delegations. Occasionally, a mix of male and female chaperones at the overall event will be adequate coverage.
- If the local Association or event has more stringent chaperone guidelines, those guidelines will be followed.
- Regardless of the number of vehicles, if trips are for more than 100 miles there must be a back-up driver in the event one of the drivers becomes incapacitated.
- **Effective October 1, 2007, all Extension van drivers with child riders must be 25 years of age unless the driver has completed the NYS driver safety course and has their MVR checked to meet driver requirements. They should also have vehicle familiarity training with the vehicle they will be driving.**

Responsibilities of Chaperone:

- Provide continuous supervision of delegation from the time trip begins until youth are returned to parents or guardians. Only leave if proper alternate supervision is arranged and approval is granted by the adult in charge of the event or delegation.
- If transporting others, always have the correct number of seat belts for number of youth in vehicle, automobile liability insurance and a valid New York State driver's license.
- Provide CCE with permission to conduct a criminal background check and a New York State DMV check as requested. Provide current address and phone number. Notify CCE of any changes.
- Be sure to carry Emergency Medical Treatment forms for each 4-H member in vehicle.
- Endorse overnight event guidelines that participants will not be allowed in the sleeping areas of participants of the opposite gender and youth may not room with unrelated adult unless in dorm setting with other youth and adults. All participants (except those with special planning or program responsibilities) must be in their assigned area at curfew and shall comply with quiet-hour and lights-out regulations.
- Volunteers must review the Chaperone Position Description and the Chaperone Guidelines and they must review and sign the Volunteer Agreement and the Volunteer Code of Conduct (where required).
- Abide by the CCE Volunteer Code of Conduct.
- Abstain from gambling or other games where money is used to wager.
- Chaperones are responsible for ensuring that all members of their delegation attend scheduled sessions and events.
- Work with the Club Organizational Leader and/or Cooperative Extension Educator to assure that all event guidelines, emergency forms, travel information, participant information and other relevant information is reviewed and clearly understood, prior to the event.
- If not otherwise scheduled, plan times at regular intervals during the event to meet face-to-face with the participants assigned to them. All adults share responsibility for all youth at the event. Should a problem arise with any youth participant at the event, it should be brought to the attention of the event coordinator.
- Chaperones are under the supervision of the event coordinator. Any problems involving a chaperone will be handled by the event coordinator and referred to the CCE Educator and the Executive Director.

4-H Event Chaperone **Position Description**

Purpose of Position: 4-H Event Chaperones work with Cornell Cooperative Extension staff and other volunteers to supervise and provide guidance and occasionally transportation for youth participants of educational events.

Responsibilities:

- Abide by the Cornell Cooperative Extension Volunteer Code of Conduct
- Know guidelines of event and the CCE Chaperoning Standards and follow them
- Attend event and/or participate in the program as needed
- Be dedicated to young people and sensitive to their needs
- Maintain control that is acceptable to the event
- Manage and work to resolve conflicts among youth
- Will work with event coordinator(s) to ensure appropriate behavior in accordance with specific event guidelines and “member code of conduct”
- Provide own transportation, as needed
- Be supportive of each and every youth
- Be responsible for all members in your assigned group
- Be able to verify the whereabouts of your members when called upon
- Contact Extension Staff and/or Event Coordinator as needed

Expected Results: Chaperones will work cooperatively with staff, youth, and other adults in order to maximize the educational value of the experience and to ensure the safety of all participants

Training and Support:

- Chaperone Orientation
- The Extension Educator and/or the designated Event Supervisor will be responsible for providing supervision, oversight and guidance for the event.

Qualifications:

- Be at least 21 years of age. Persons between 18 and 21 are permitted to serve as chaperones provided they are under the supervision of a chaperone at least 21 years of age.
- Sense of humor and patience
- Effective communication, organization, and interpersonal skills
- Enjoys working with youth and has a sincere interest in their growth and development
- Demonstrate flexibility, respect and acceptance of diverse youth
- Able to motivate and communicate with youth while nurturing positive self-esteem, decision making, responsibility and leadership skills
- A sincere interest in working with youth and other volunteers in an educational setting
- Ability to handle crisis effectively and calmly

Level of Background Screening Required

- Reference Check
- Criminal Background Check
- DMV Check, if chaperone responsibilities require transportation of others. **If the DMV check is not done through The Wood Office the reports must be submitted to The Wood Office for review to meet insurance company requirements.**

CCE Associations are encouraged to have a database of properly screened volunteers to act as back-up for other chaperones who are unable to follow through on a previous commitment.

Benefits:

- Derive satisfaction from helping youth to reach their full potential
- Opportunity for training and resume building
- Opportunity to build friendships with other volunteers
- Enhance personal leadership skills
- Support through Cornell Cooperative Extension and university resources

Cornell Cooperative Extension Association Volunteer Code of Conduct

Having signed a Cornell Cooperative Extension Association Volunteer Agreement, I accept responsibility to represent CCE with dignity and pride conducting myself as a positive role model for program participants. I will adhere to the following standards of behavior when engaged in assigned volunteer activities.

- Respect and adhere to CCE rules, policies and guidelines that relate to volunteer activity and the program I serve.
- Execute CCE business in an ethical manner.
- Preserve the confidentiality of information (and sign confidentiality agreement if required by my volunteer role) about program participants and CCE internal affairs that have been entrusted to me.
- Refrain from using my CCE volunteer status for personal or business financial gain.
- Fulfill my assigned volunteer duties, including completion of required records or reports, in a timely manner.
- Use my time wisely and work cooperatively with Extension staff and other volunteers.
- Participate in required training programs and use the recommended policies and procedures.
- Accept supervision and support from professional Extension staff and/or supervisory volunteers.
- Respect and uphold the rights and dignity of all staff, other volunteers and all individuals who participate in CCE programs recognizing that people's values, beliefs, customs, and strengths differ.
- Encourage participation of and respect for individuals of diverse backgrounds, cultures, and perspectives.
- Refrain from the use of alcohol, tobacco and inappropriate language.
- Commit no illegal or abusive act.
- Report all unsafe conditions and accidents to professional Extension staff as soon as possible.

Fundraising Guidelines for 4-H Clubs

The way in which a 4-H club earns money to carry out its program is of great importance. The methods we choose can either reinforce or undermine the basic values we strive to instill in youth.

Whenever your club is planning a fund raising activity, this checklist should serve as your guide. It will be helpful to you as you fill out the required form: "Request for Permission to Raise Funds in the name 4-H".

NOTE: *Raffles and other games of chance* are legal methods of raising funds for non-profits in New York. Cornell Cooperative Extension Association advisory committees will determine whether these fund raising methods can be used locally. If used, New York State regulations governing raffles and other games of chance must be followed. *Cornell University discourages these fund raising methods* since the funds received do not demonstrate contributions to the extension club or group and are not considered to be an appropriate fund-raising mechanism for youth.

1. Have the 4-H'ers, parents, and leaders in your club approved your fund raising activity, including the dates and methods to be used?
2. Has your club discussed the expected profit versus the expenses of your fund raising activity? Have you discussed the hidden expenses: time, mileage, etc.?
3. Has your club discussed an alternate plan if your projected profit is not realized?
4. Does your fund raising plan and the dates avoid competition with other money-raising efforts in your community?
5. Will your fund raising activity protect the name and good will of 4-H and prevent it from being capitalized on by promoters of shows, benefits, or sales campaigns?
6. If any contracts are to be signed by your club, will they be signed by an individual without reference to Cornell Cooperative Extension of _____ County 4-H Program and in no way appear to bind the County, State, or National 4-H Programs?
7. Have you checked to make sure that the fund raising venture you are planning to participate in is legitimate and worthy?
8. Even when sales are confined to parents and friends, will they get their money's worth from any product they purchase, function they attend, or services they receive from your club?
9. If youth in your club are under nine (9) years of age, have you selected fund raising activities that are appropriate to this age group and are parents supportive and willing to participate?

If your club has reviewed and considered the nine guidelines above and made a decision to pursue your fund raising venture, please complete the "Request for Permission to Raise Funds in the Name of 4-H" and send it to your county Cornell Cooperative Extension 4-H office. Approval must be confirmed before the fund raising effort starts.

Request for Permission to Raise Funds in the Name of 4-H

Submit to the Cornell Cooperative Extension 4-H office at least 30 days prior to the proposed fund-raising date.

The _____ 4-H Club requests permission to contract with
_____ for resale to raise money for: _____
(name of company)

_____ (purpose for raising money)
Items to be sold: _____

Anticipated amount to be raised: \$ _____

Current balance in treasury: \$ _____

The proposed sale would take place from: _____ to _____

Location of sale: _____

We have planned these dates so they will not coincide with (nor detract from) a county-wide 4-H fund-raising effort.

Proposed printed materials to be distributed in connection with the sale are to be attached to this request form.

The current New York State sales tax _____% will be indicated to the consumer and collected on the retail price of each item sold.

Note: Sales tax must be collected on items sold at a shop, store, or booth, but not door to door.

Your signature below signifies that you have read and understand the guidelines attached and the above information is correct to the best of your knowledge.

Approved by: (Office Use Only)	Requested by:
_____	_____
4-H Program Committee Chairperson Date	Club President Date
_____	_____
4-H Program Leader Date	4-H Club Organizational Leader Date
	Address _____
	Phone _____

Results of the above fund raising should be reported to the 4-H office in the "Story of a 4-H Club Activities" section of the Secretary's Monthly Report or a separate written report.

The 4-H Business Meeting - Agenda Planner

Name of Club _____ Date _____

1. Call to order (President)
2. Opening ritual (Vice President and Song or Recreation Leader)
3. Roll call (Secretary)
4. Introduction of guests - (President) - List names:

5. Minutes of previous meetings (Secretary)
6. Treasurer's report (Treasurer)
7. Reports of committees - List committees and names of people who will report:

_____ report by _____
_____ report by _____

8. Old business - List topics to be discussed:

1. _____
2. _____
3. _____
4. _____

9. New business - List topics to be discussed:

1. _____
2. _____
3. _____
4. _____

10. Appointment of committees (President)
11. Closing ritual (Vice President)
12. Adjournment (President)

Sample: Cash Summary Form for 4-H Sales
(Prepare a separate cash summary for each date.)

Day and Date_____

Club Name _____

Fund raising activity _____

Cash Summary for Date _____

Cash Received	Items Sold				Initials of Sales Clerk
	Candy	T-Shirt	Ice Cream	Hot Dog	
Total Sales					

Cash must be counted by 2 individuals in the presence of each other.

Total cash counted _____

Less - Cash on hand at beginning of day - _____

Balance = _____ (Should be equal to Total Sales above)

Amount of difference (if any) _____

Signatures of counters:

4-H Member's Code of Conduct

1. I will respect the rights and feelings of all the members, leaders and guests of my 4-H club.
2. I will not use anyone else's things without permission.
3. I will cooperate with all reasonable requests made by the leaders and other adults who help at my 4-H club and project meetings.
4. I will come to 4-H meetings and activities on time and participate in the planned program even when an activity is not my favorite.
5. I will not use or bring to any 4-H meeting or activity any illegal drug, alcoholic beverage or tobacco product.
6. I will not bring to any 4-H meeting or activity any gun, knife or anything else that could be used as a weapon, unless it is required for a project, class or activity. (I understand that my leader or the instructor will give me a written list of equipment when such items are needed.)
7. When I choose to participate in county, district, state or national 4-H activities I will obey the special rules that apply to those activities.

I promise to obey this code of conduct _____
(Member's signature)

*I have read this Code of Conduct and
have witnessed my child's signature* _____
(Signature of parent or guardian)

Date _____

Facts 4-H Clubs Need to Know about New York State Sales Tax

1. A combined state and local sales tax must be collected whenever tangible items, food or drink are sold from a fair booth, camp store or temporary sales counter or table.
2. Sales tax must also be collected for parking services provided for a fee at a fair or event.
3. When a fee is charged for a 4-H event that includes a meal or refreshments that have been prepared by the membership (such as a covered dish dinner) and is held apart from any other organization or vendor that is required to collect tax, collection of sales tax is **not** required.
4. Collection of sales tax is **not** required for door-to-door sales.
5. Depending on the nature of your fundraiser and whether or not it is held in conjunction with a larger event (such as a fair, craft show or horse show) you may be required to register with the New York State Tax Department. When you submit your fundraising plan for approval check with the 4-H staff to see if registration is required. If so, the 4-H office may have a supply of the registration forms. Otherwise, call the New York State Tax Department at 1-800-462-8100 to obtain one. Allow 4-6 weeks for processing.
6. If you are required to register, you must display the vendor certificate you receive prominently in the sales area and post your prices with either "plus tax" or "tax included." After the event you must submit a tax report and a check for the amount of sales tax collected to the New York State Tax Department. Quarterly tax reports must be submitted from then on (even when no sales tax was collected) unless permission to file annually is obtained from the Tax Department.
7. Cornell Cooperative Extension is responsible for ensuring that groups under its auspices (such as 4-H clubs) comply with tax laws. Violations could result in penalties or loss of tax-exempt status. Therefore it is imperative that all fundraising plans be approved by the appropriate Cornell Cooperative Extension staff member. If your fundraiser is approved and collection of sales tax is required, your club must keep an accurate record of all sales, submit the taxes on time and follow any other procedures required by your county Cornell Cooperative Extension Association.

Installation of 4-H Club Officers

This ceremony may be adapted as appropriate for your club. The club's Organizational Leader usually installs 4-H Club Officers. However, larger clubs may want to invite an alumnus (or other special guest with close ties to the 4-H program) to preside.

Supplies needed:

- Five candles about six inches long
- Your club's 4-H Flag
- An American Flag

Participants:

- Leader
- Retiring Officers - holding candles and standing to the right of the leader
- New Officers - standing to the left of the leader

(At the beginning of the ceremony, the leader lights the candles and returns to the center.)

Leader: "This flame of leadership is burning brightly and it is now time for this light to be passed to the new leaders of our club. New officers, the success of our club during the coming year lies largely in your hands. If you sincerely try to live up to the 4-H club motto 'To Make the Best Better' as you learn and carry out your duties, you will become good leaders and our club will have a successful year.

Will the president-elect step forward to receive his (her) candle?"

(The retiring and new presidents walk to the center in front of the leader. The retiring president hands his candle to the new president.)

Retiring President: "I present you with this candle as a symbol of your office. I hope that it will give you light as you lead this club. Will you attend and preside at meetings regularly, appoint committees, and give all members a chance to take part in club decisions and activities? Will you work under the direction of our leader to plan and carry out a program all members can enjoy?"

New President: "I will."

(The new president returns to his original position. The retiring president walks to a seat in the audience. The same procedures are followed for all officers. Scripts for the remaining retiring officers follow.)

Retiring vice president: "As vice president, you will serve as program chairman. You will preside at meetings when the president is absent and assist the president when needed. I present you with this candle to light your way as vice president. Will you accept these responsibilities?"

Retiring Secretary: "As secretary you will help the president prepare for club meetings, keep the membership roll, compile an accurate set of minutes for each meeting and fulfill all other duties listed in the Secretary's Handbook. I now pass on to you the 4-H candle of loyalty, and devotion. Will you accept the responsibilities of this office?"

Retiring Treasurer: As treasurer you will keep accurate records of our club's money and how it is spent. You will collect and record dues paid and pay bills approved by the membership. You will be ready to report on our income and expenses at all meetings. This candle represents the trust we have in you. Will you accept the responsibilities of this office?"

Retiring Reporter: Keeping the public informed is important to the life of our club. Your news stories will be windows through which they will look at 4-H. Will you make a report of each meeting for the newspaper promptly, being sure that all names are spelled correctly and proper credit is given to all persons taking part in the program? Will you accept this candle as a symbol of your duties as reporter and carry them out to the best of your ability?"

Retiring Song Leader: Songs help us to celebrate and express many of our feeling. Singing adds fun to our club meeting. Will you come to each meeting prepared to lead us in song? Will you bring song sheets so that all can participate? Will you accept this candle as a symbol of the 4-H spirit?

Retiring Recreation Leader: Some work and some play must balance each day. As recreation leader you will help us achieve that balance. I present you with this candle as a symbol of fun and friendship. Will you be prepared to lead games enthusiastically at each club meeting? Will you learn new games and find other ways for our club to enjoy fun times together?

Leader: "I now declare the new officers of the _____ 4-H Club to be duly installed and ready to serve. I congratulate you on your choice and remind you that it is your duty to support and encourage them. You must work with them at all times for the good of the club. They cannot carry out their duties as officers unless they have your cooperation.

Our new president will now lead us in the 4-H Pledge."

The ceremony concludes after the club recites the 4-H Pledge.

Adapted from ceremony published by North Carolina Cooperative Extension Service

New Member Induction

This ceremony can be used to induct one or more new 4-H members during the new business portion of a club meeting. The new member(s) will receive a 4-H button and membership card.

President: Today we are happy to welcome (name-s) as a new member(s) of our 4-H club. Will our new member(s) please come forward.

New member(s): Walk to front of room and stand next to President facing the rest of the club.

President: 4-H members set high goals, think things through and carryout their plans enthusiastically. We care about others and strive to serve our communities in any way we can. 4-H members enjoy working on projects and learning new skills. We protect our health and follow safety rules in all our activities.

4-H members are loyal to one another; we respect our leaders and follow the 4-H code of conduct.

Are you willing to uphold these standards of 4-H membership?

New member: Yes

President: Do you promise to take an active part in 4-H meetings and activities, to pay your dues and complete jobs you agree to do responsibly and on time?

New member: Yes

President: Since it is your intention to be an active and reliable 4-H member I welcome you into the (club name) and present you with this membership card and 4-H button. Congratulations!

Presentation of Colors

The “Colors” refers to the red, white and blue colors of our American flag and the colors of an organization’s flag, in this case, the green and white of our 4-H flag. The “presentation of colors” is a ceremony that formally introduces to, and later retires these flags from, an assembly of people. 4-H clubs are often invited to perform this ceremony at county 4-H events and other events conducted by local governments. It should be considered an honor to be asked to present the colors.

The color guard usually consists of two flag bearers and two honor guards, although additional honor guards may be used. The color guard receives its orders from the **Sergeant-at-Arms**. All participants should wear similar attire that shows appropriate respect for the flag. It is recommended that they also wear a 4-H emblem on their shirts.

Procedure

The color guard assembles at the back of the room facing forward. The Sergeant-at-Arms stands first in line followed by the flag bearers (U.S. flag on the audience’s left, speaker’s right) with the honor guards at the rear.

1. Presiding officer

The president or other presiding officer goes to the front of the room or stage and announces:

“The colors will be presented by the _____ 4-H club. Please rise. Will the sergeant of the color guard please advance and present the colors of your country and your organization.”

2. Sergeant

Gives command: “**Attention**” and then advances to the front of the room and stops facing the presiding officer. The color guard stands at strict attention.

3. Presiding officer

Signals sergeant to proceed.

4. Sergeant

Turns about and gives orders to the color guard:

“Carry Colors”	Flag bearers place flags in holsters. (Grasp pole with both hands; raise flag; place pole in holster; place hands wide apart to balance weight of flag.) The U.S. flag is held slightly higher than the 4-H flag.
“Forward March”	Color guard marches to designated spot (everyone starts on left foot).
“Halt”	Color guard halts together with a 1-2 beat.
“Post Colors, post”	Colors are posted differently when placed on a platform (stage) than when placed on the floor. When both flag and speaker are on the same level the U.S. flag is placed to the right of the speaker. When the speaker is on a platform and the flag is to be placed on the floor (or at any point that is lower than the speaker) the U.S. flag is placed to the left of the speaker. The color guard follows the directions appropriate for the flag placement:

If the colors are placed on a platform the whole color guard advances to the center of the stage and turns to face the audience with the honor guards standing behind the flag bearers. Next:

U.S. flag bearer and honor guard take 2 steps forward.

4-H flag bearer and honor guard take 1 step forward.

U.S. flag bearer and honor guard face left.

4-H flag bearer and honor guard face right.

They all proceed to the flag stands with the honor guards remaining a step behind the flag bearers. Flag bearers then place flags in stands and take one step back.

If colors and speaker will both be on floor level the flag bearers move as described above but the honor guards remain in halt position - only the flag bearers move.

If the colors are placed on the floor but the speaker is on a platform only the flag bearers move (honor guards remain in the halt position).

Flag bearers march in a straight line with the U.S. flag in front.

U.S. flag bearer faces right.

4-H flag bearer faces left.

Both flag bearers proceed to flag stands and post the colors.

"Present arms"	Color guard and audience salute, look toward the American flag and recite the Pledge of Allegiance.
"Order arms"	Everyone faces the 4-H flag and recites the 4-H pledge.
"Center march"	<p>Platform - Flag bearers only face center; march to the center of the stage; about face and march to position where they first halted. The honor guards fall in step behind the flag bearers as they march off the platform. When they reach the halt position the honor guards move forward so that the whole color guard is standing four abreast.</p> <p>Floor - Since the honor guard remained in position, they are facing forward while flag bearers are facing rear - so Sergeant says "Honor guard, about face." They turn to face in same direction as flag bearers.</p>
"Color guard, forward march"	Color guard marches to the rear of the room.
"Color guard, halt"	Color guard halts and remains in position.
"Dismissed"	The color guard breaks formation and everyone sits down unless instructed otherwise.

Retiring the colors

Follow the same movements as above in reverse. Sergeant's commands are:

"Color guard, Attention."	"Center March"
"Color guard, Forward march"	"Color guard, Forward march"
"Color guard, Halt"	"Color guard, Halt"
"Color guard, Retrieve colors"	"Dismissed"

4-H Candle Lighting Ceremony

The 4-H Candle Lighting Ceremony is performed at special 4-H events to proclaim and affirm the values of the 4-H Youth Development Program.

Participants: Five 4-H members, one to represent each of the four Hs and a “first speaker.”

- **Supplies:**
 - Five large candles fitted with protective collars
 - Small candles with collars for all audience members
 - Matches
 - Printed response guides for the audience

Procedure: Distribute small candles to the audience. Darken the room or the area of the room where the participants are standing. Participants stand in a crescent formation with the First Speaker in the center, Head and Heart to the speaker’s right and Hands and Health to the speaker’s left.

First Speaker - Stands facing the audience as a leader lights his/her candle, then speaks:

“Light is divine! From the mystic dawn of that first new day when God said, ‘Let there be light.’ To this impressive eventide, light has blessed the world and all mankind.”

“The unwearied sun from day to day
Does her creator’s power display.
Soon as the evening shades prevail
The moon takes up the wondrous tale.

Whilst all the stars that round her burn
And all the planets in their turn
Confirm the tidings as they roll
And spread the truth from pole to pole.”

“As in the heavens above, light is passed from sun to moon and stars, so man from the beginning has passed the torch of achievement on to those about him and those following him. This is evidenced in the ever-lighted candles in the temples of the past, the churches of the present and the pillars of perpetual light erected in the memory of soldier achievements. In harmony with this spirit of light of all ages, our symbolic 4-H candles will now be lighted.”

The H’s - Starting with “Head” each participant walks over to the First Speaker; receives the flame from him/her; returns to place and recites the statement corresponding to the “H” he/she represents.

Head: “I light the candle that stands for Head. We will develop our heads to think, to plan and to reason, as the Head is the greatest source of our achievement.”

Heart: light the candle that stands for Heart. The greatest power in our lives is love. We will develop our hearts to be kind, sympathetic and true.”

Hand: "I light the candle that stands for Hand. As great results in our lives are accomplished with our hands, we will develop our hands to be skillful and useful."

Health: "I light the candle that stands for Health." We will develop our health to live more efficiently and because in caring for the health and beauty of our persons, we are caring for the shrine of the Great Spirit."

First Speaker - "These four candles represent the four square training in 4-H club work and stand for Head, Heart, Hands and Health. In harmony with this spirit of light, you will light your candles and renew your pledge to 4-H club work."

All five participants - move to a section of the room and start to light peoples' candles, instructing them to pass the flame to those around them. If only a portion of the room was darkened before, darken the rest of the room as the candles are being lit.

First Speaker - When all candles are lit the speaker invites the audience to join in the response:

"Ye are the 4-H lights in our county
Let your light shine.
He who gives light to another
Performs an act divine."

First Speaker - "As our candles glow, we take on new responsibilities for larger service in 4-H club work, 'to Make our Best Better.'" The speaker then invites the audience to sing or recite the Candle Lighting Song:

"Our many 4-H candles glow
Shall make in all a glory bright
To shine for all, where 'ere we go,
And make our daily burden light."

So speed the light that gleams and cheers
That all who see our candles shine
May have great joy throughout the year
And find the way to things divine."

First Speaker - "With reverence for the spirit of achievement that through the ages has inspired leaders of the past to carry on, we will raise our 4-H candles and repeat the 4-H pledge."

"I pledge my Head to clearer thinking
My Heart to greater loyalty
My Hands to larger service
And my Health to better living
For my club, my community, my country and my world."

"Thus we close our ceremony by extinguishing our candles, assured that they will re-appear."

Room to Improve Your 4-H Club Meeting

This document is appropriate for clubs whose members are in grade 4 or higher.

About the Club Meeting: **The club meeting is "4-H" to the young 4-H'er. Belonging to a club and attending meetings appeal to the 9- to 11-year-old. Many young people go to "bad" meetings because they simply want to belong to a club.**

A "good" 4-H meeting:

- is a social experience.
- is an opportunity to develop leadership skills.
- makes 4-H'ers feel good about themselves.
- helps 4-H'ers discover new ideas.

Making Meetings Fun

Thoughtful planning goes into a "good" meeting. Consider how to:

- get each 4-H member involved.
- give out warm fuzzies (kind or complimentary remarks) to 4-H'ers.
- have group activity.

To get each 4-H member involved, observe who does what during the business meeting, the program, and recreation. Rather than "letting things happen," ask shy members to do something during the meeting. Some need to be encouraged while others need to be held back. To help you plan meetings, refer to "Conducting a 4-H Meeting."

Give out "warm fuzzies" to make each 4-H member feel special. Use cotton balls for "warm fuzzies" and give to deserving 4-H'ers at each meeting. Before the meeting, decide who needs a "warm fuzzy" and when to give it.

Group activities make learning fun and exciting. Some strategies you might use are small group discussions, brainstorming, role-playing or games. Orient resource people before the meeting on how to involve the 4-H'ers. You could suggest:

- a "hands on" experience.
- a listening team.
- brainstorming to generate questions.

Your Leadership Style Counts

Leadership style is how you work with people to accomplish a goal. Place a check beside strategies you find useful:

_____ involvement
_____ fun

_____ guilt
_____ power

_____ persuasion
_____ do nothing

You may discover that you use several strategies depending on the situation. The "best" style is the one that is successful in getting results with each individual and each group.

Lesson for Evaluating Your 4-H Meeting

Purposes

1. For 4-H members, parents and leaders to dialogue about the 4-H meetings.
2. To provide feedback to meeting planners that will be constructive toward improving the meetings.

Time Required: 20 minutes

Materials:

- Copies of the "4-H Meeting Checklist" for each member
- Pens or pencils for each member

Lead In

"The 4-H Motto is 'to make the best better.' This also applies to our 4-H meetings. How you feel about the meeting is important to those who plan them, your officers and the volunteer leaders. Most important, knowing how you feel can help improve the meetings.

We want you to discuss what you like and what you dislike about the 4-H meetings. Then you will get to grade our meetings."

Procedure

1. Divide the group into small groups of four or five individuals in each group. Ask each group to select a chairperson and a secretary to record ideas.
2. Instruct the chairman to lead a discussion about what members like and dislike about the 4-H meetings. Ask the group secretary to record ideas.
3. Allow five minutes for discussion and ask the group secretary to be prepared to share the report with the total group. Ask each group to give one like and one dislike. If possible, write ideas on newsprint, blackboard, or paper bag for all to see.
4. Thank all the 4-H'ers for their participation. Pass out the "4-H Meeting Checklist." Ask each member to think about the meetings they have attended in the last year and to check "yes" or "no" by each of the items listed.
5. Collect the checklists for future analysis.

Let's Talk About It

1. How did you feel about discussing our 4-H club meeting?
2. Do you feel that we can improve on our meetings and make everyone feel good?
3. What can we do to make new members feel more welcome?

4-H Meeting Checklist

Yes No

- 1. Did you discover one new idea? _____
- 2. Did you get to speak to the group during any part of a meeting? _____
- 3. Did you get to do anything with another person or persons during the meetings? _____
- 4. Did you have time to talk and play with your friends? _____
- 5. Did you feel good about yourself during the meetings? _____
- 6. Did you understand what took place during the business part of the meetings? _____
- 7. Were you involved in planning a meeting? _____
- 8. Did you learn anything you will practice at home? _____
- 9. Do you like to come to 4-H meetings? _____

10. Would you describe your meetings as: (circle one)

Exciting Interesting Dull Boring

11. Is there anything else you want to say?

Troubleshooting 4-H Club Problems

Lack of Participation - Members do not participate in group activities.

- Members may not be interested in the program or activity. They may not understand the goals or the goals are inappropriate for members' age, needs or interests.
 - Involve all members in setting goals and in planning the programs and activities.
 - Keep lines of communication open.
- Members may feel insecure
 - Let younger, inexperienced members serve on a committee where they can gain experience before giving a big assignment.
 - Give each member responsibility for at least one important task.
 - Promote a friendly, helpful group spirit - no one laughs or ridicules a person who "goofs."
- More aggressive members may not give others a chance to participate.
 - Develop a group goal that "everyone participates."
- Members may not know how to participate.
 - Teach members how to perform the role or assignment if they don't know how.
- Meeting schedule may be in conflict with other activities/commitments.
 - Change meeting time to meet needs of group.
- Members may be forgetful.
 - Distribute club calendars to all members.
 - Use reminder phone calls (can be assigned to a member or parent).

Lack of Interest in the Educational Program - Members only attend the social functions.

- Members do not identify their personal goals with those of the program.
 - Involve members in setting group goals.
- Members may not have had a large enough role in planning the program.
 - Work in close partnership with members to plan the programs they want.
- Members may not find a satisfying role in carrying out the programs.
 - Ensure that all members have challenging responsibilities that they can carry out successfully.
 - Recognize members for their contributions.

Declining Membership – Members are dropping out; the group does not attract new members.

- Present members may be cliquish and fail to welcome prospective or new members.
 - Strive to improve atmosphere - make it warmer, more friendly.
 - Help cliquish members to recognize the result of their behavior and to work at making all members feel liked and wanted.
 - Give newer members responsibilities so they will have a role in the organization and feel important to the group.
 - Recognize members for what they do.
 - Make a list of prospective members and extend friendly, personal invitations.
 - Invite prospects to go to a meeting with you.
- The program may not be of interest to current or prospective members or they may not know enough about it.
 - Make sure present and prospective members understand the purposes of the group.
 - Publicize the program and activities.
- Some members or prospective members may not have a way to get to meetings.
 - Arrange car pools.

Disorderly Meetings – Meetings are disorganized or plagued by interruptions when members come late or change the topic of discussion.

- The group has fallen into bad habits.
 - Discuss problems openly with members, but without placing blame. What standards do they want?
 - See the problems described above; any of these could cause disorderly meetings.
 - Review responsibilities of club officers and reinforce procedures.
- Members are coming late.
 - Change the meeting time.
 - Open with the most attractive parts of the program.
 - Run recreational activities as members arrive.
- Members may not know what is expected.
 - Encourage members to state their expectations.
- Meetings are not appropriately structured or are not well planned.
 - Refer to “Tips for Conducting Club Meetings” on pages 3-4 to 3-9 of the New York State 4-H Leader Handbook.

Poor Group Relationships – There is bickering and jealousy among members; members want to run the show and feel that the adults dominate.

- Individuals may not understand their own motivation or that of others.
 - Discuss basic motivations - why people act as they do.
 - Work to develop mutual understanding and trust among members and between members and leaders; when a statement or behavior is inappropriate, ask, don't assume you know the reason behind it.

- Individuals cannot distinguish between differences in ideas and differences in personalities.
 - Accept members as they are; don't make your approval and acceptance dependent upon their behavior.
 - Help members to focus on what is being said, rather than who is saying it.
 - Focus on contribution and appreciation. "Your contribution counts." "We appreciate what you have done."
- Individuals may feel insecure and therefore are excessively shy or aggressive.
 - Build self-confidence and feelings of worth by focusing on each member's assets and strengths. "I like the way you handled that." "I appreciate what you did."
 - Let the members know their worth. Recognize improvement and effort, not just accomplishment.
 - Encourage cooperation rather than competition.
 - Focus on the member's ability to manage his or her life and make decisions. Do not anticipate failure. "I trust you to become responsible and independent."

Lack of Parental Support - Parents don't attend meetings, parents don't encourage their children, and/or parents don't accept their own responsibilities.

- Parents don't know what 4-H is all about and/or don't get timely information about club activities.
 - Use a club newssheet.
 - Hold parents meetings.
 - Involve the entire family in the program planning process.
- Parents don't have a role in the club meeting; they have not been asked to participate or have been left out of everything except the chores.
 - Refer to "Involve Parents -' 4-H is a family affair'" on pages 3-9 and 3-10 of the New York State 4-H Leader Handbook.
 - Use Tool L-15, "Parents Can Help In Our 4-H Program" to find ways to involve parents.
 - Use Tool L-14, " 4-H Parent Participation Survey" to discover what parents are willing to contribute and then ask them.
 - Create parent committees that meet at the same time the club meets.
 - Create job descriptions and ask directly for specific leadership roles.
- Parents don't understand the developmental needs of their children.
 - Talk with parents about how specific 4-H projects and activities contribute to their children's development.
 - Inform parents about ways they can contribute to their child's success.
- Parents have not been recognized or given credit for the work they've done.
 - Thank parents when you see them; call them when they've done a bit extra.
 - Hold a parent's appreciation and recognition night.

Ways to Say “Good for You”

Being positive is a good teaching technique. If you believe your members “can” they will think so too. If your members believe they “can” they “will.” Emphasize the positive by using some of the following:

- ☺ You really out-did yourself today.
- ☺ This kind of work pleases me very much.
- ☺ Congratulations!
- ☺ That’s right. Good for you.
- ☺ Terrific.
- ☺ I bet your Mom (Dad) would be proud to see the job you did on this.
- ☺ Beautiful.
- ☺ Good job.
- ☺ Excellent work.
- ☺ I appreciate your help.
- ☺ Very good. Will you show the group?
- ☺ Thank you for (sitting down, being quiet, getting right to work, etc.)
- ☺ That’s an interesting point of view.
- ☺ You’ve got it now.
- ☺ Nice going.
- ☺ Marvelous.
- ☺ You’re on the right track now.
- ☺ That’s top quality work.
- ☺ That’s really nice.
- ☺ Thank you very much.
- ☺ That’s an interesting way of looking at it.
- ☺ I like the way the group has settled down.
- ☺ Keep it up.
- ☺ Wow!
- ☺ That’s great.
- ☺ I like the way you’re working.
- ☺ Keep up the good work.
- ☺ I’m very proud of the way you worked (are working) today.
- ☺ Everyone’s working so hard.
- ☺ That’s quite an improvement.
- ☺ Much better.
- ☺ It’s a pleasure to be with you.
- ☺ What neat work.
- ☺ That looks like it’s going to be a great (report, project, talk, exhibit, etc.)
- ☺ It looks like you put a lot of work into this.
- ☺ That’s clever.
- ☺ Very creative.
- ☺ Very interesting.
- ☺ Good thinking.
- ☺ Now you’ve figured it out.
- ☺ That’s a good point.
- ☺ That’s a very good observation.
- ☺ That certainly is one way of looking at it.
- ☺ That’s coming along nicely.

4-H Parent Participation Survey

Parents are very important to the success of our 4-H club. In addition to the support and encouragement you give to your own child, each of you has special skills and talents that can benefit the whole group. We would like to involve you in ways that best fit your interests and schedules. Please help us by completing this survey. One of the leaders will call you to schedule your participation.

4-H member's name _____

Name of parent/guardian _____ Phone _____

In what way(s) might you be able to help our 4-H club? Please check all possibilities.

_____ Teach a project. *What type of subject matter?* _____

_____ Teach a Cloverbud activity.

_____ Coordinate our club members' participation in a county 4-H activity. *Which one?* _____

_____ Assist with a club community service activity.

_____ Help members (one or more) prepare their public presentations.

_____ Assist with fundraising.

_____ Provide transportation to one or more 4-H activities.

_____ Chaperone a 4-H trip.

_____ Provide general assistance at one or more club or project meetings.

_____ Provide refreshments for one or more club meetings.

In which 4-H program area(s) do you have the greatest interest?

_____ Citizenship & Civic Education

_____ Healthy Lifestyles

_____ Communications & Expressive Arts

_____ Personal Development & Leadership

_____ Consumer & Family Science

_____ Plants & Animals

_____ Environment & Earth Science

_____ Science & Technology

(over)

What personal interests or hobbies would you be willing to share with 4-H members?

When are you most available to help?

Season: ____ Summer ____ Fall ____ Winter ____ Spring

Day : ____ Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fr. ____ Sat. ____ Sun.

Time: ____ Morning ____ Afternoon ____ Evening

Parents Can Help in Our 4-H Club Program

TO GAIN PARENTS' COOPERATION:

- Visit the parents of all your members.
- Ask parents to help.
- Praise and give thanks freely.
- Help members to entertain parents.
- Talk with the parents about 4-H work.

WHAT PARENTS CAN DO:

- Hold meetings in their homes.
- Help with project work.
- Serve on committees to help plan and conduct events.
- Share special talents and skills.
- Encourage record keeping.
- Help members get to meetings and events.
- Help members select, finance, and manage projects.
- Help secure other qualified adults to assist with products and activities.
- Attend 4-H meetings and events.

PARENTS CAN RECEIVE SATISFACTION AS THEY:

- See children grow from 4-H experiences.
- Learn new skills and knowledge.
- Meet new friends and families.
- Contribute to the growth of others.

METHODS TO RECOGNIZE PARENTS:

- Give praise and say thank you.
- Provide public recognition of parents' efforts.
- Have a special event for parents.
- Encourage members to recognize parents' efforts.
- Include parents in 4-H news stories.

USING PARENT'S SKILLS:

- Supplements your abilities.
- Provides varied and enriching activities.
- Gives parents an opportunity to help in all phases of the program.
- Gives parents an opportunity to learn about 4-H.

LEADERS NEED TO KNOW:

- Physical and mental limitations and capabilities.
- Social or religious habits which might influence programs.
- Special abilities and interests.
- Family situation.
- Other demands on the members' time.

INFORM PARENTS + ASK PARENTS = PARENT COOPERATION