

Introduction

The *New Jersey 4-H Leader Training Series* was developed by the NJ Department of 4-H Youth Development Adult Volunteer Training and Support Committee as the result of:

- an expressed need of 4-H volunteers and salaried staff for recruitment and training materials;
- the NJ 4-H Long Range Planning Committee recommendation to strengthen the 4-H Club as a delivery mode;
- a statewide interview of volunteers conducted by the committee;
- a volunteer review of the information sheets;
- and research about working with volunteers with limited experiences and resources.

NJ 4-H volunteers in rural, suburban, and urban settings were interviewed to determine

- 1) what material or help they:
 - a) received as new 4-H leaders.
 - b) wished they had received.
 - c) thought would be useful for a new leader.
 - d) thought would help or be useful for an experienced leader.
- 2) which delivery format for leader materials would be preferred by NJ 4-H volunteers.

Results of Volunteer Input

Throughout development of the series volunteers were asked to review information sheets, as well as to evaluate the first edition. Their suggestions have been incorporated in the final revisions of the sheets.

The information sheet format in looseleaf notebooks was the chosen because of the convenience for:

- a. use of materials;
- b. delivery of information to the volunteer in manageable segments;
- c. ease of updating sheets as current information becomes available;
- d. and the ease of supplementing and adding new materials.

How To Use The *New Jersey 4-H Leader Training Series* Information for the 4-H Volunteer

The *New Jersey 4-H Leader Training Series* is designed for you, the 4-H Volunteer, to be able to:

- start and lead a 4-H program with efficiency and satisfaction, whether for youth or adults,
- apply youth development principles to deliver age appropriate learning experiences,
- access both enriching and growth experiences for youth, adults and yourself.
- choose the volunteer role that is best for you,
- change your volunteer role as you learn and grow.

The *New Jersey 4-H Leader Training Series* is both a training and a reference tool, which you can continue to refer to after basic new leader training.

The index will help you identify the specific area of information you need. Information has been grouped by subject areas and major concepts in an easy to use format. You may wish to add information you gather from training workshops and other resources.

The bottom of each information sheet tells what section the sheet is located in and the specific location in the section. The purpose of this information is to make it easy for you to remove a specific sheet for use, and then be able to return it easily to its proper location. Example:

Section III: Enriching the Club Experience

Often, one information sheet will suggest or refer to another. For example, the text might say, “Refer to *Selecting the 4-H Volunteer Role Right for You.*” The information sheet being referred to will be in italics.

The information sheets are useful for reference and as self-learning tools.

Written by Betty Ann Smith, County 4-H Agent, Middlesex County

How to Use The *New Jersey 4-H Leader Training Series* Information for Extension Faculty and Staff

Purpose of the *New Jersey 4-H Leader Training Series*

The *New Jersey 4-H Leader Training Series* is designed for individuals planning and conducting 4-H Youth Development Programs. These individuals will use the series primarily to:

- train 4-H paraprofessional and volunteer staff who will work directly with youth and/or train other volunteers who work with youth.

Volunteer Training Needs

The *New Jersey 4-H Leader Training Series*, flip chart, transparencies and text can be used for recruiting, orienting, and training volunteers with varying levels of skills and experiences regardless of the level of experience or resources. Training time involved will vary according to the needs of the volunteer.

Research about volunteers who have limited experiences and resources indicates that:

- minority volunteers with limited resources learn in the same manner as volunteers with a wealth of resources and experiences.
- limited resource people have had fewer educational and recreational opportunities and fewer enriching experiences, because of their struggle to meet minimum needs for shelter, food, and clothing.
- limited resource people have had fewer opportunities to gain volunteer experience, because the majority culture has too often assumed that limited resource clientele do not or will not volunteer.

Training of volunteers varies from county to county, state to state. You, the trainer, will need to develop your methodology for training around the abilities and knowledge of the persons you are training.

How do you gain a knowledge of the abilities of the persons you will be training? One technique is to conduct a needs analysis of your audience(s). A needs analysis can be as simple as a conversation with the potential volunteer. Do not assume, for example, that the traditional 4-H club format will not work in the inner city setting.

Developing A Training Plan

Whatever methodology you use, you will need a plan to facilitate your training of volunteers.
BEGIN BY DEVELOPING A TRAINING PLAN.

- 1) Develop your plan of training delivery based on a survey of your 4-H volunteers' preferred training timeline and locations.
- 2) Training may be conducted in one session or through several sessions, either during the day or evening.
- 3) The location for the training should take into consideration the volunteers' needs and the geographic make-up of the county. Training may be conducted in one central location, or in several areas around the county.
- 4) Plan to train the hard-to-reach volunteer by:
 - a. mailing materials,
 - b. followed with a phone call or a one-to-one contact by a member of the training team.

Note: Be conscious of possible barriers to participation: too far to travel, baby sitting needs, turned off to school setting, too much time involved, language barrier, learning disability, etc. Try to solve as many problems in advance as possible.

Sources:

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Heinshon, Anne L., and Lewis, Robert B. A Comparative Study and Field Testing of Recruitment, Training, and Retaining of Low Income Volunteers in 4-H Youth Program Pennsylvania State University, Cooperative Extension Service, 1981

Stack, Carol B. All Our Kin: Strategies for Survival in a Black Community, New York, Harper and Row Publishers, 1975

Written by Betty Ann Smith, 1990; revised 1994

Volunteer Training Needs: Suggested Training Agenda Items

Interviews with NJ 4-H Volunteers resulted in the following list of needs and wants in leader training:

- need simple information broken into easy to digest sections.
- need techniques for problem solving.
- need and want out-of-county experiences.
- want resources of other clubs and other leaders.
- need information related to age-specific development.
- need “how to” information.
- view experienced leaders as expert enough to advise new leaders.
- want to be kept up-to-date on current & new developments in 4-H.
- want to know how to change 4-H jobs.
- experienced leaders want more training & more opportunities.
- need and want position descriptions.
- need to know who does what at the 4-H office.
- need to know where to get information, materials and help.
- need schedule of events.
- need access to visual aids for project areas, events.
- need project specific training.
- need help in dealing with problem families.
- need to be welcomed into existing committees—great way to learn.
- need enrollment information; forms and directions.
- want contact with other leaders...names, phone #, project areas; want to visit their clubs; want a mentor—someone to call when there is a problem or they need an idea.

Suggestions for Planning a Training Session

- 1) Find out what your volunteers already know. Concentrate on teaching the volunteers how to do the part of the job they find difficult or have identified as a need. This information can be gathered by a pre-training survey, written or phone; or in small groups at the beginning of your training.
- 2) Identify objectives for training session.
- 3) Identify evaluation techniques to be used.
- 4) Incorporate the identified needs expressed by volunteers who were interviewed as a part of the process of development of the *New Jersey Leader Training Series*. (See following page.)
- 5) Provide time for questions.
- 6) Provide the opportunity for the volunteers to practice the responsibility or new skill, example: role play.
- 7) Keep training simple and uncluttered. Reference materials used can be banded together with a sheet on top indicating contents.
- 8) Use a variety of the following teaching techniques that the volunteers can adopt for use in teaching 4-H'ers.
 - a) role playing
 - b) group bonding activities
 - c) visual aids such as projectors, slide and overhead, flip charts
 - d) work sheets
 - e) small groups for sharing experiences; for learning what they already know about the subject
 - f) agendas
 - g) goals, objectives, expected outcomes
 - h) encouraging and stimulating questions.
 - i) use of slides to illustrate events and activities such as club meetings, fair, camp, etc.
- 9) The environment is important to a successful training session. Strive for comfortable chairs, adequate lighting and ventilation. Plan frequent breaks with coffee, tea and some type of food.

Suggested Methods for Distribution of the *New Jersey 4-H Leader Training Series*

Distribution of the *New Jersey 4-H Leader Training Series* should take place only at or after an orientation session. It can be given as a whole series or in increments. Distributing the series in small increments would minimize overwhelming the new volunteer.

- A file could be set up for each volunteer to hold the *New Jersey 4-H Leader Training Series*. Each section could be delivered to the leader at training sessions or as you, the trainer, determine that the volunteer is ready for the information. This system will help you manage what material each leader is getting and whether specific information has been delivered.
- If time and support staff do not allow for gradual distribution of the information, the *New Jersey 4-H Leader Training Series* can be delivered at the time of volunteer training.
 - Distribute entire notebook at beginning of session.
 - Or, if training is planned to cover more than one session, the notebook cover and one or more sections can be distributed at the first session. Remaining sections can be distributed at other training sessions as the material is covered.
 - Participants will have the note book and total contents plus any additional handouts distributed by trainers by the end of the training.

The First Edition of the *New Jersey 4-H Leader Training Series* was prepared by the following Adult Volunteer Training and Support Committee members: Betty Ann Smith, Middlesex County

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Brian Parish, Cook College/Rutgers Cooperative Extension/Resource Center Services, 3rd edition

New
Jersey **4-H**

Leader Training Series



Welcome to the 4-H Family!

A 4-H Vision

4-H is . . . People

4-H is . . . Experience Centered Learning

New Pictures for the Vision

*Written by: Betty Ann Smith,
County 4-H Agent, Middlesex County,
1994*

The name 4-H conjures up different pictures for different people. Your vision of 4-H may be “cows and cooking”, a model rocket launch, county and state fairs, boys and girls learning about conservation or marine science, square dancing and clogging, horse shows; or a youth, defying gravity, airborne over a skateboard barely attached to her feet! Your vision depends on your experiences with 4-H Youth Development.

Whatever your vision, 4-H is about people, both adult and youth. 4-H is about helping adults and youth grow, learn, and develop into the most competent people they can be. It is about Extension educators teaching the latest technology and information to people in the community where they live and work so they can put the knowledge to work for themselves, their families, communities, and society as a whole.

4-H is education for life! The 4-H Program is experience centered, not just information giving. This learn-by-doing approach enables young people to learn what is useful to them. It enables them to adapt what they learn to everyday life through action and reflection. 4-H gives youth the opportunity to experience a sense of accomplishment and success, key ingredients to gaining a sense of self-esteem.

That is why the 4-H program, in New Jersey and many other states, is adding new pictures to the vision of 4-H. Now you can envision:

- a 4-H activity or a 4-H club in an after or before school child care setting;
- a small business being run by a group of urban youth;
- a group of children, in a short term program, learning about the right foods to eat;
- a group of youth in a housing project or a 4-H club composed of adjudicated youth;
- a classroom teacher using 4-H curriculum to enrich his curriculum or leading a 4-H club in school.

Create a New Vision

And we will leave a mental page blank so together we can create new visions to reach youth!

4-H is . . . Volunteers

4-H volunteers are taught how to provide a safe environment for youth so they can experiment, make mistakes, correct mistakes, learn and grow. In 4-H mistakes are not viewed as failure, but as a part of a normal learning process. If a person is performing without mistakes, then it is time to set a new challenge and move on to learn a new skill.

By the time you are reading this welcome to 4-H, you might have already decided to become a 4-H volunteer. We celebrate with each and everyone of you who have chosen the 4-H experience. Of more value than the skills you teach to youth or adults will be the message you convey that they are, first and foremost, persons of value who have much to contribute!

Support for Volunteers

You will receive training and support for whichever volunteer role you choose. You will begin one step at a time, and before you know it you will be running with the 4-H program!

Thank you for being you! Thank you for volunteering to share your uniqueness with New Jersey 4-H youth and other volunteers. 4-H is about people like you working with other adults and youth. 4-H IS EDUCATION FOR LIFE!

WELCOME TO THE 4-H FAMILY!

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RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
NEW BRUNSWICK**

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New
Jersey **4-H**

Leader Training Series



What is 4-H?

4-H is the youth development program of Rutgers Cooperative Extension. As a 4-H volunteer and part of the county volunteer Extension staff, you represent Rutgers University. The county 4-H agent is a Rutgers faculty member and the program associate is a Rutgers University staff member. Some counties have paid staff called program assistants.

The 4-H Mission

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

This mission is accomplished by using the knowledge and resources of the land grant university system, along with the involvement of caring adults.

Life Skills

4-H members have the opportunity to learn life skills through all 4-H activities. Life skills are those abilities youth need to develop into responsible adults. They include:

- enhancing learning skills
- strengthening and using decision-making skills
- developing a positive self-concept
- communicating with and relating to other people
- responding to the needs of others and of the community

4-H Emblem

The emblem is a four-leaf clover with a capital H in each leaf, standing for Head, Heart, Hands, and Health. To use the 4-H name and official 4-H emblem, federal law requires approval by the county 4-H office.



*Written by: Ginny Powell,
Regional 4-H Agent, North,
1994, Revised 2000*

4-H Pledge

4-H members recite this pledge at each meeting or event:

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

4-H Motto

The 4-H motto is: To Make the Best Better.

Volunteers

4-H has a responsibility to provide a safe and healthy environment for youth. All 4-H volunteers are appointed by the county 4-H agent after completing a screening process (see *Becoming a 4-H Volunteer Leader*). All potential volunteers complete a *New Jersey 4-H Volunteer Application*, which includes a request for references. All volunteers then participate in an orientation. When all requirements are satisfied, volunteers complete the *4-H Volunteer Registration Form* and the *4-H Volunteer Appointment Agreement*. Sample copies of these forms are available in the *Appendix*.

There are several ways in which you can serve as an adult volunteer (minimum age: 18 years).

You can be a:

- Club leader
- Resource person
- Judge
- Member of an advisory group
- Key leader for a project area or special event

For more information about volunteer positions, see *Selecting The 4-H Volunteer Role Right for You*.

Policy of Inclusion

4-H Youth Development programs are offered to all youth, kindergarten through grade 13, without regard to race, color, national origin, sex, disability, or handicap, on an age appropriate basis. All possible effort will be made to include rather than exclude youth in events conducted by the 4-H Youth Development program.

Club Membership

1st to 3rd graders participate in 4-H Prep clubs, an exploratory program designed to help young people explore various project activities in a noncompetitive environment.

Clubs & Groups

4th to 13th graders may belong to a standard 4-H club. Clubs may be organized by projects or within the community in which they live.

4-H reaches youth through a variety of methods:

- Organized 4-H clubs
- 4-H school enrichment programs
- 4-H special interest/short term programs/day camps
- 4-H school age child care education programs
- 4-H overnight camping programs
- 4-H individual study/mentoring/family learning programs
- 4-H instructional TV/video programs

For more information on any of these, see *There's More to 4-H Than Clubs: 7 Ways 4-H Reaches Youth*.

Fees

There are no county, state, or national dues or membership fees. However, club members may decide to collect money from members to cover the costs of club activities. They may also vote to collect dues to cover minor costs. See *Fund Raising and 4-H Club Treasuries*.

Uniforms

Uniforms are not required for membership in 4-H, or for participation in 4-H activities. Fairs and shows may require livestock exhibitors to wear special clothing. Check with your county 4-H staff.

Club Policies

All clubs should develop a constitution to fit their needs and to help the club run more smoothly. See *Devising a 4-H Club Constitution*.

Liability of Volunteers

Under New Jersey Public Law and the Federal Volunteer Protection Act of 1997, volunteers are granted some immunity from civil liability. Additionally, while in the course of approved activities and while under the direct supervision and control of University employees, the university's insurance policies will provide coverage for claims brought against volunteers for negligent acts. Ask your county 4-H staff if accident insurance coverage is provided for 4-H members. See *Liability of 4-H Volunteers*.

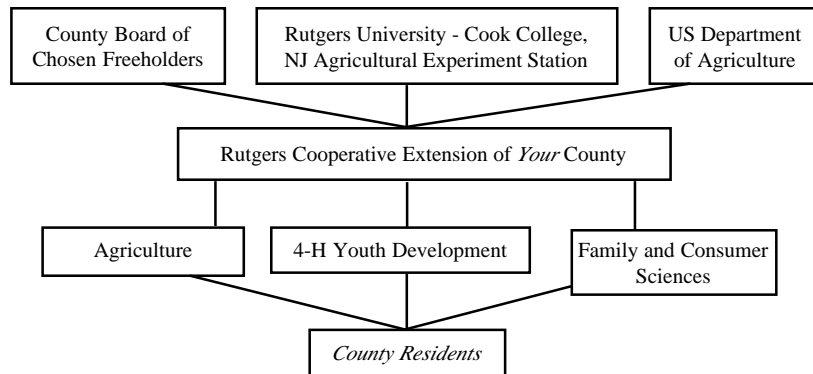
Educational Materials

There is a state approved curriculum list available from the county office. Contact the county 4-H staff to discuss age appropriate curriculum.

Volunteers who are responsible for teaching others as part of the 4-H Youth Development program are not charged for publications used in their teaching.

How Does 4-H Fit in With the University?

In 1914, Congress passed the Smith-Lever Act that created the Cooperative Extension Service. The purpose of this act was to enable the land-grant university to extend research and practical education to people where they live. New Jersey's land-grant institution is Rutgers University. Funding for Rutgers Cooperative Extension is provided by federal, state, and county governments. Special programs may receive private funding.



The New Jersey Department of 4-H Youth Development encourages the teamwork of faculty, staff, and volunteers as we offer youth and adults high-quality personal growth opportunities. Faculty and staff concentrate on involving volunteers as stakeholders in 4-H at all levels and educating the public about 4-H/Extension. Volunteers, as full partners in 4-H, contribute their unique talents, skills, and knowledge of our communities to provide personalized leadership with youth and adults.

For More Information

For more information about 4-H, see *Appendix D - Answers to Questions You Want to Know About 4-H*. Copies of this publication are available from your county 4-H office.

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New
Jersey **4-H**

Leader Training Series



Life Skills in the 4-H Program

A primary goal of the 4-H Youth Development program of Rutgers Cooperative Extension is to help youth learn life skills.

These skills are abilities, which once developed, can be used in many ways throughout a lifetime. A life skill can be defined as

“an ability that is necessary and useful throughout life.” These skills include “thinking,” “doing,” and “feeling” abilities used in many situations. The life skills learned through our 4-H program are those which contribute positively to productive, healthy, and competent lives.



Life Skills

Learning together is the key to success. Planning programs *with* youth is sharing the leadership role and helping them develop the life skills they will need throughout their adult years.

In 4-H, the life skills that members learn are:

Enhancing Learning Skills—Developing an interest in learning and an inquiring mind. This is accomplished through hands-on learning, and includes capitalizing on curiosity and use of competitive and cooperative learning methods. 4-H’ers increase their abilities to identify needs and sources of knowledge.

Examples of activities which enhance learning skills are working on 4-H projects, preparing for a public presentation or foods demonstration, participating in a quiz bowl or animal clinic.

*Written by: Rosalind Johnson
Friedman, Extension Specialist in
Leadership Development
1990, revised 1994*

Strengthening and Using Decision-Making Skills—Learning to make decisions, individually and collectively. This involves assessing needs and interests, identifying resources, setting goals and priorities and accepting the risk of taking action. 4-H'ers use their knowledge, skills and values in practicing this life skill.

Examples of activities which strengthen and use decision-making skills include planning a fund-raiser or other special club event, deciding what 4-H project to undertake for the year, deciding which animal to exhibit at the fair.

Developing a Positive Self-Concept—Self-concept is a belief about oneself which helps a person to successfully meet challenges and cope with issues of life. This includes recognizing your and others' values; appreciating cultural heritage of self and others; defining your role within family, peer group and society; and evaluating your strengths and weaknesses. In addition, developing self-concept involves building self-esteem and self-confidence, as well as learning to accept success and failure, criticism and praise.

Examples of activities which help 4-H'ers to develop a positive self-concept include completion of a project, doing something successfully for the first time (i.e., public presentations), participating in project evaluation, serving in leadership roles.

Communicating With and Relating to Other People—Developing communication skills that enhance the ability to understand and respect another's point of view. 4-H'ers also develop the ability to be objective, deal constructively with conflict and recognize and respect others' worth.

Activities that teach youth to communicate with and relate to other people include being in a club, public presentations, community service activities, participating in county-wide events, receiving newsletters, record-keeping, serving as camp counselors or in other leadership roles, participating in cooperative and competitive events.

Responding to the Needs of Others and the Community—Becoming aware of the concerns of the people who live there and taking action to meet the needs.

Activities which teach 4-H'ers to respond to the needs of others and the community include community service projects,

attending Citizenship Washington Focus, participating as youth members of advisory groups, environmental education projects, global education programs, inter-state/international exchanges.

Teaching Life Skills

Paid and volunteer staff of the 4-H Youth Development Program teach these skills through group and individual learning opportunities. These experiences may be 4-H projects, events, camps, club/group activities, or organized classes. While the learning experiences are “hands-on,” and deal with topics of current interest and relevance to the young person, they also develop basic, transferable skills useful in other settings. The challenge to you as a leader is to design, and encourage youth to participate in, experiences that build a variety of skills. Your job as a leader is to help young people reflect on how the skills learned apply in other times, places, and situations.

Planning 4-H Experiences

When planning 4-H learning experiences, ask yourself these questions:

- a. What are the life skills I want youth to learn?
- b. How can I teach these life skills through experiences?
- c. How can I reinforce use of these life skills in future situations?
- d. How can this life skill be used to strengthen family relationships?
- e. How can I involve youth as resources for subsequent teaching and/or reinforcement of these skills?
- f. How can I reinforce transferral of these skills?

The 4-H Youth Development Program is designed to help both youth and adults develop skills and cope successfully in an increasingly complex world.

4-H is Lifelong Learning . . . Active . . . “Hands-on” . . . and Fun!

Reference:

New Jersey 4-H Into the 21st Century - Prepared by Dr. Charles L. Lang in cooperation with the Long-Range Planning Task Force of the New Jersey Department of 4-H Youth Development and distributed to 4-H faculty. October 11, 1988

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New
Jersey **4-H**

Leader Training Series



There's More to 4-H than Clubs: 7 Ways 4-H Reaches Youth

When most people think of 4-H, they think of 4-H clubs. Although 4-H clubs are the most commonly known, there are six other ways 4-H reaches youth. Each “delivery mode” serves a different purpose but all are equally important. 4-H staff also use these as categories to report participation in 4-H to government agencies at local, state, and federal levels.

In New Jersey, educational programs represented by the following delivery modes are offered to youth, grades K-13 (one year out of high school). Membership in 4-H clubs is open to youth, grades 1-13.

1. Organized 4-H clubs.

Members of an organized group of youth, led by an adult, with a planned program that is carried on throughout all or most of the year. 4-H clubs may meet in any location and typically have elected officers and a set of rules approved by the membership to govern the club. Standard 4-H clubs involve youth in grades 4-13 and focus on in-depth learning of one or more projects. 4-H Prep clubs provide youth, grades 1-3, with an introduction to 4-H in a non-competitive environment. 4-H clubs might meet in the community, in schools during school hours, as well as in school age child care settings after school. Refer to the *NJ 4-H Honor Club* information sheet (See Appendix), available from the the county 4-H office, to learn details of what an ideal 4-H club is expected to do.

2. 4-H special interest/short-term programs/day camps.

Groups of youth meeting for a specific learning experience for one or more sessions, which involves direct teaching by Extension staff or trained volunteers, including teachers. Such a program is not part of school curriculum and cannot be restricted to members of 4-H clubs. This delivery mode does not usually continue for as long as a 4-H club. Examples might be a three-week babysitting course or a weekend-long state 4-H teen conference if they are open to the public.

*Written by: Keith G. Diem, Ph.D.
Affiliate Extension Specialist in
Educational Design, 1994*

3. 4-H overnight camping programs.

Youth taking part in an Extension planned educational experience of group living in the out-of-doors which includes being away from home at least one night (resident, primitive or travel camping). This experience cannot be restricted to members of organized 4-H clubs. Most 4-H summer camps fit this description if youth from the public are equally welcome to attend as 4-H club members.

4. 4-H school enrichment programs.

Groups of youth receiving a sequence of learning experiences in cooperation with school officials during school hours, to support the school curriculum. Involves direct teaching by Extension staff or trained volunteers, including teachers. An example might be a volunteer visiting a school to present a special program on science to youth during classroom hours and promoting 4-H while doing so.

5. 4-H individual study/mentoring/family learning programs.

Planned learning which occurs independent of a formal group setting such as a club, as an individual, paired, or family learning effort. Self-directed, usually with limited adult involvement except for parents (or mentor). Examples include self-study, home study courses, mentoring or shadowing with an “expert,” and whole families learning together.

6. 4-H school-aged child care education programs.

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

7. 4-H instructional TV/video programs.

Youth offered learning experiences through Extension via broadcast or closed circuit television, including satellite transmission, or videotape replays of such series.

Reference:

Cooperative Extension Service 1994 Annual 4-H Youth Enrollment Report

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New
Jersey **4-H**

Leader Training Series



The NJ 4-H Prep Program: 4-H for Younger Members

What is 4-H Prep?

4-H can be a valuable experience for people of many ages. In New Jersey, the earliest 4-H club experience is belonging to a 4-H Prep club.

The New Jersey 4-H Prep Program is a club program for children in first, second and third grades. The purpose of the program is to provide a fun and educational experience which helps children to:

- learn to get along with others
- explore many interests
- learn subject matter skills
- build self-confidence through healthy experiences
- become prepared to graduate into the standard club program
- have fun!

4-H Prep Age

A child can belong to a Prep club if he or she is in first, second or third grade. The September in which the child enters fourth grade, he or she can join a standard 4-H club, usually a project or community club.

The 4-H Prep Club

4-H Prep clubs are similar to standard clubs in that they meet regularly and are led by adult volunteer club leaders. Most Prep clubs have approximately five to eight members per leader and meet about twice each month. Some clubs elect or select officers and change them several times a year so that each member has the chance to serve in more than one office.

4-H Prep clubs are different from standard clubs in that Prep members do not select one or two specific projects to work on

*Written by: Rita Natale Saathoff,
Regional 4-H Agent, South, 1994*

4-H Prep Leader Activity Guide

during the year. Instead, they participate in a variety of short-term activities in many different subject areas.

4-H Prep leaders are very important people. They serve as role models to these youngest 4-H members. They are also responsible for making sure that the child's first 4-H experience is a positive one.

To help 4-H Prep leaders work with their clubs, they are provided with a copy of Learn About 4-H Prep, the official activity guide for New Jersey 4-H Prep leaders. The volunteer leader for each Prep club receives a copy of this guide upon registering as a leader. This guide consists of over 50 activity sheets which cover a variety of subjects. Each sheet has all of the information a leader needs in order to teach. Most sheets also include suggestions for field trips, guest speakers and follow-up activities for the member to do at home. The guide includes a secretary's book for those clubs choosing to have officers. By using the Prep leader activity guide with flexibility, the Prep leader can give these younger 4-H'ers many opportunities which will prepare them for participation in a standard club.

Prep Record Books

Keeping a record book can help a Prep member creatively express his or her experiences. Some counties have special record books for Prep members, while other Prep members make their own. Ideas sometimes used for record keeping include drawings, cut-outs from magazines, poems, souvenirs and photos. Another idea to help with keeping records is to use self-closing bags to store items made or collected at meetings or on field trips.

4-H Prep is Non-Competitive

4-H Prep is a non-competitive program. There is no rating or scoring of individual projects or activities for Prep members. The statewide policy for New Jersey is that no 4-H member in first, second or third grade may be given a rating for individual projects or activities.

This policy is based on research which shows that children of this age need to progress and develop at their own speeds, and that they find it especially hard to lose. To help these youth develop self-confidence, they need to have less pressure to "win." Since success is very important at this age, the success of just having completed an activity helps to increase self-esteem. It's

the process and the fun of participating, not the product, which is important to these children.

Recognition

Although projects of Prep members are not rated, these younger 4-H'ers are still recognized for their work. This is usually done through participation ribbons at the fair or other events, end-of-year certificates or pins, and other forms of creative recognition not based on a rating or scoring system.

County Participation

Many counties hold events designed especially for Prep members. These include special camp sessions, rallies, graduation ceremonies, fun nights and picnics. Often, Prep members are invited to participate in regular county events. If judging is part of the event, the member may participate with the judge providing positive comments of encouragement, but no score or rating is given.

4-H Prep is Fun!

4-H Prep sets the stage for a child's participation in the 4-H program. It is an opportunity for younger children to begin to have hands-on experiences as 4-H members. It is also a chance for adults to serve as role models at this important time in a child's life. Most importantly, 4-H Prep is educational and fun for all involved!

References:

Learn About 4-H Prep: NJ 4-J Prep Leader Activity Guide. Department of 4-H Youth Development, Rutgers Cooperative Extension, New Brunswick, NJ, 1982.

New Jersey 4-H Prep Program Policy Statement. Department of 4-H Youth Development, Rutgers Cooperative Extension, New Brunswick, NJ, Rev. 1993.

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New
Jersey **4-H**

Leader Training Series



How to Start a 4-H Club

Three Ways in Which 4-H Clubs Operate

- **Community-based**—An adult volunteer leader starts a 4-H club in his or her neighborhood with some local children. The club selects one or more projects. The group usually meets about once a month or more often at the leader's home, county 4-H office or center, or other convenient location(s).
- **In-school/After School**—A teacher or another interested adult conducts a club meeting at a designated time during class. Activity periods or after school are also possible times. The teacher might select 4-H projects that are relevant to the class and subject(s) being taught, or offer a project “just for fun.”
- **Other**—The 4-H Youth Development Program extends itself to all residents of the county. The 4-H office will help any individual, agency, or organization with resource material or consultation regarding youth development, within the limits of time, staff, and mission of the 4-H program.

Getting Started

1. Read information about the 4-H Youth Development Program supplied to you. If you have nothing other than this sheet, obtain what's available from the 4-H office of Rutgers Cooperative Extension in your county. You will find certain brochures and a leader training notebook especially informative.
2. Begin by recruiting several (five or more is usually a good minimum number) interested, eligible children to join the club. Grade requirements for 4-H members are:
 - 4-H Prep Club member—grades 1-3
 - Standard 4-H Club member—grades 4-13 (13 is one year out of high school)

*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
2000*

Membership in 4-H is offered without regard to race, color, national origin, sex, disability, or handicap. (This does not mean there is a "quota" system but only that all individuals should be treated equally and fairly.)

3. Organize your club at the first meeting. If convenient, you may want a separate session for parents. If not, certainly invite parents to the first organizational club meeting. Tell the parents that their help is needed. (4-H leaders are not merely baby-sitters!) Encourage parents to attend meetings and to become involved whenever and however possible. It's usually best to make specific requests for help from individuals, based on their interests and abilities. However, under no circumstances should adult involvement in the club overshadow member participation!
4. What to do at the first meeting (or shortly thereafter):
 - A. Describe available 4-H projects to the members (those you're willing to lead). Ask members to select, or at least begin to think about, projects to be carried by the club.



- B. Encourage members to choose or begin to think about a name for the club. (Refer to *Selecting a Name for Your 4-H Club.*)
 - C. Devise/approve a basic 4-H club constitution. (Refer to *Devising a 4-H Club Constitution.*)

-
- D. Ask for nominations and elect officers for the club. Depending on the size and type of club, typical officers might include: president, vice president, secretary, treasurer, reporter, and recreation leader. You aren't limited to these positions and also may not need all of them. Many clubs seem to operate fine with a president, vice-president, and secretary-treasurer. (See *4-H Club Officers Make the Meeting*.)
- E. Ask all members and leaders to fill out the appropriate registration forms, which your county 4-H staff will provide for you. (See *Appendix B & C* for samples.) Be sure all are *complete!* You should deliver or send these forms to the county 4-H office as soon as possible. This information is needed for these reasons:
1. Members and leaders are placed on a 4-H mailing list to receive regular 4-H newsletters and other important information.
 2. As a tax-assisted organization, certain membership information is required for reports to the government.
 3. Some county-wide 4-H organizations participate in or sponsor basic accident insurance coverage for enrolled 4-H members.
- F. As members join your club, give them a copy of *Welcome to 4-H! A guide for new 4-H members and their parents*. (See *Appendix E*.) Copies are available from your county 4-H office.
- G. Decide on a *regular* club meeting schedule, which includes date, time, and place.
5. Obtain necessary materials for 4-H project(s), such as member and leader/project guides and project record books if necessary (from your county 4-H office if available).
 6. If you want more members for your club than you have been able to recruit, let your county 4-H staff know. The staff can write news releases to help recruit additional members, or you can write one yourself. See *How to Write a News Release*. Recruiting can also be done through the 4-H newsletter and other methods.

Suggestions

1. Keep in contact with the 4-H office. Feel free to ask for help or materials. The 4-H office is always a busy place, but the staff and secretaries will do their best to help you promptly. Remember to send Club Meeting Reports regularly. Copies are available at the 4-H office (See Appendix). This keeps the 4-H staff informed of your club's activities and may be printed in the 4-H newsletter so other 4-H clubs will know what *your* club is doing.
2. Recruit co-leaders if desired. At the very least, ask for parental support. **SHARE** the workload!
3. Review the main points of the most recent 4-H newsletter at club meetings by reading aloud so members will know what's going on in the total 4-H program. Encourage all members to participate in a variety of 4-H activities.
4. Encourage *parents* as well as members to read the 4-H newsletter.
5. Attend leader meetings, workshops, and forums. This will keep you informed of details about the 4-H program, and also provide an opportunity to share ideas with other 4-H volunteers and learn from other people's experiences. You might also wish to consider becoming active in the county 4-H adult volunteer organization.
6. Keep your leader information/orientation materials and other 4-H information, such as the 4-H newsletter, "on file" for future reference.

*Your decision to serve as a volunteer 4-H leader
is sincerely appreciated!
The 4-H program could not exist without your interest.*

BEST WISHES IN YOUR EFFORTS!

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New
Jersey **4-H**

Leader Training Series



Parent Involvement in 4-H

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

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

Why Should Parents Participate in 4-H?

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

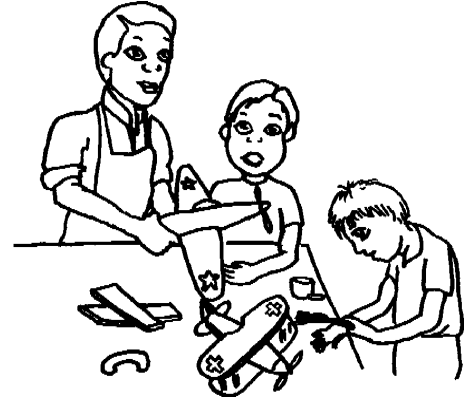
- 4-H is a family affair, offering many opportunities where both child and parent participate with common interest, strengthening family ties.
- Active parent participation can strengthen and broaden the 4-H program in any local club or in any county.
- When parental support is positive, the club is likely to become stronger, larger, and more active.
- In clubs where parental support is evident, individual members receive more personal attention and guidance from leaders and parents.
- Club activities and events will develop and expand with the additional support of parents. 4-H can have a positive influence on the lives of thousands of boys and girls. This happens only when parents care enough to share their time, efforts, and talents.

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

Ideas to Help Inform and Interest Parents and Gain Their Cooperation

- Involve members and parents in setting goals and planning your club's program each year.

- Become familiar with the interests and special talents of your members' parents. Ask for advice in areas where they can contribute, then make *good* use of good ideas. Be specific with requests. Use the *Parent Interest Inventory* on the last page of this information sheet.



- When parents volunteer to help, make sure they are involved in something worthwhile. Make a mental note of their offer and return their call within a few days with some *specific* task in which they can help.
- Involve parents in sharing leadership as project leaders. Emphasize that they can teach a skill or project that may require only a few 4-H meetings for the entire year.
- Keep parents informed. Help them understand the 4-H objectives. Send notes and letters directly to parents about the club program.



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

- Let parents know what is expected from their child, and your interest in their child. Show parents that you are interested in their child by phone calls, letters, home visits,

and discussions before and after club meetings.

- Recognize both members and their parents. Thank parents for their support both personally and in public. Compliment parents for their contributions to the club program.
- Maintain parent interest. Arrange a special social event with parents. Ask county 4-H staff to attend a parent-night program. Introduce parents to the 4-H staff so they can become better acquainted.
- Encourage members to make their 4-H work a topic of family conversation.
- Solicit parent involvement at the 4-H fair and other activities and events where results of 4-H club workers are shown.
- Give parents a copy of *Parents: Helping Your 4-H'er Succeed*.

References:

Smith, Carolyn A., New York State 4-H Club Management, a Resource Guide, Cornell Cooperative Extension, November 1982.

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

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4-H Parent Interest Survey

Dear 4-H Parents:

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

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

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

Home

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

Club

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

County

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

Thank you!

Name _____

Street Address _____

City _____ Zip _____

Telephone (day) _____ (evening) _____

New
Jersey **4-H**

Leader Training Series



Parents: Helping Your 4-H'er Succeed

The Do's and Don'ts of Being a 4-H Parent

DO'S

- *DO* take time to learn about 4-H, what it stands for and how it operates.
- *DO* advise your son or daughter in selecting 4-H projects. Help them select a project they are interested in, have the ability to accomplish and is one for which you can help furnish needed materials, facilities, financing and guidance.
- *DO* show your interest and enthusiasm for the 4-H projects selected. Find out what is suggested for members to do and learn. Encourage your child to work on the project and record keeping all year long, and not to wait until the last minute.
- *DO* encourage your child to participate in county and state events, such as public presentations, camp, fair, workshops and other activities.
- *DO* keep the purpose of the 4-H project in perspective. Realize that a project is simply a teaching tool and a method for involving boys and girls in a worthwhile activity. Above all, remember that your child is more important than the 4-H project.
- *DO* keep in mind that the most important goal of 4-H is personal growth of the individual.
- *DO* give encouragement when your 4-H'er succeeds and even more when he/she fails. Judging and awards are not final exams. Whatever ratings are given or scores received, help your child to see progress made, things that have been learned, and goals that have been reached.

*Adapted by Ginny Powell, Regional
4-H Agent, North, 1990, revised
1994*

DON'T'S

- *DO* offer your home for 4-H meetings; volunteer your hobbies and talents to 4-H leaders; provide transportation to other members.
- *DO* be tactful—with 4-H leaders, agents, judges, your child.
- *DO* remember that 4-H leaders and judges are often volunteering their own time for the benefit of your child; don't forget to show them their appreciation.
- *DO* ASK QUESTIONS!
- *DON'T* do your child's project for them, even though you may be able to do it faster, better, simpler and with much less mess.
- *DON'T* discourage a child's enthusiasm by providing too much corrective influence or criticism.
- *DON'T* let the desire to win overpower your child's ability to learn. Do keep in mind that the 4-H experience should be an educational one.
- *DON'T* schedule family vacations which conflict with your child's 4-H schedule.
- *DON'T* re-live your childhood experiences through your child.
- *DON'T* view your child as an extension of yourself. Don't view his/her success or failure as a reflection of your ability or worth.
- *DON'T* assume your child is always right.

Parent's 4-H Pledge

I pledge my HEAD to give information to help my child see things clearly and to make wise decisions.

I pledge my HEART to encourage and support my child, whether he has successes or disappointments.

I pledge my HANDS to help my child's club; if I cannot be a leader, I can help in many equally important ways.

I pledge my HEALTH to keep my child strong and well for a better world through 4-H, for my child's club, our community, our country, and our world.

Making the Best Better

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

Reference:

Adapted from unknown source.

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New
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Leader Training Series



Selecting A 4-H Project

Qualities Leaders Bring to the Project

Qualities 4-H'ers Bring to the Project

Project Selection

*Written by: Betty Ann Smith,
County 4-H Agent, Middlesex County
1990, revised 1994*

The 4-H project is the method used by 4-H'ers and leaders to teach and learn new skills and/or to acquire a body of knowledge.

You, the 4-H leader, bring your:

- subject knowledge or the willingness to learn new knowledge and skills.
- desire and ability to work with children, their parents, and other volunteers.
- belief in the worth of each individual.
- confidence that children can take responsibility for and make decisions about their learning.
- commitment to the hands-on-learning process.
- genuine concern and care for young people.
- willingness to share your time and knowledge to help 4-H'ers develop to their potential.

Your 4-H'ers also bring important qualities to the task of learning through project work. They bring:

- enthusiasm.
- a willingness to work and learn.
- trust in the adult leader.
- a desire to learn by "doing it themselves."
- an individual package of needs, talents, and expectations.

Project selection is:

- a goal setting process.
- a decision making experience.
- the key to a rewarding 4-H experience.

Who is Involved in Project Selection?

- the 4-H'er
- the 4-H'ers parents
- the project leader

NOTE: In New Jersey many 4-H Clubs emphasize one project. All members of a project club work on the same subject. Often project selection is made before joining any club. A 4-H'er who has been involved in the 4-H Prep program, ideally, will have been introduced to a number of project (subject) areas and experiences before becoming a member of a project or community club. Community Clubs offer a variety of projects. Members of a community club have more project selection opportunities.

A Suggested Method for Project Selection

Goal Setting

Ask your 4-H'ers to set some individual goals. In goal setting, the younger 4-H'er may need more adult help than will an older 4-H'er. This can be done at the same meeting as the next suggested step or at a separate time.

(Refer to *Helping Youth Set Goals*.)

Questions to answer that will help with goal identification:

- What do I like to do?
- What do I already know?
- What do I need/want to learn?
- What must I do to learn more about a particular subject?
- What must I do to learn a new skill?

(Refer to Project Selection Worksheet #1, *Goal Identification Worksheet For Selecting My 4-H Project*, following this information sheet.)

Decision Making

Leaders' Role

Obtain a listing of current projects offered and/or a selection of available project guides and project record books available in your county from your county 4-H extension office. Plan a meeting to give a brief overview of several project areas. Allow time for the 4-H'ers and their parents to look at different project materials. Discuss whether adults are available to help with specific projects. Also discuss time, money and supplies required for the project. Then discuss what to do if the project the 4-H'ers want to work on is not offered.

Members and Parents

Your 4-H'ers will be ready to make a decision after they have been introduced to a variety of project areas where capable adult leadership is available, and they have participated in a goal identification activity.

Allow time for the 4-H'er and parent(s) to discuss the project. The goal is to be sure the 4-H'er and the parent(s) understand what the project requires of the 4-H'er and the parent.

Answers to the following questions will help in making decisions.

(Refer to Project Selection Worksheet #2, *4-H Projects That Look Interesting To Me*, following this information sheet.)

- Is there a leader for this project?
- Will my parents help with this project if no leader is available?
- Do I have the money available for expenses this project will require?
- Is there a way for me to earn the money for this project?
- Do I understand how much time and energy the project will require?
- Can I handle the work involved?
- Will my parents let me work on this project?
- Will my parents be able to get me to the project meetings or county events?
- Does this project fit in with my goal identification?
- Do I really want to work on this project?

How Many Projects Can a Member Take?

The number of projects a member takes depends on:

- the age of the 4-H'er.
- the experience of the 4-H'er.
- the ability of the 4-H'er.
- the amount of money involved/available to the 4-H'er.
- the time available to 4-H'er/leader/parent.
- the ability of a 4-H'er to work with minimal direction.
- time needed to learn about and participate in other parts of 4-H beyond project work, i.e., public speaking, trips, camp, other county events.

A Project Plan

After the 4-H'ers have been introduced to project areas, have completed some goal identification, and have been through the decision making process with parents and leaders, they are ready to develop a project plan.

(Refer to Project Selection Worksheet #3, *My 4-H Project Plan [Setting Goals]* following this information sheet.)

A Simple Outline

The project plan can be as simple as an outline of goals and objectives that indicate a beginning and an end to the project.

The 4-H'ers can refer to their goal identification developed earlier or set a new goal. The goal is a statement that answers the question: "Where do I want to be in my project by the end of the year?" The objectives are simple statements that answer the question: "What do I need to do to get to my end goal?"

Share Plan With Parents

Encourage the 4-H'ers to share their plan with their parents. The more parent involvement and support the 4-H'er receives the more rewarding and successful the project will be.

RECORD KEEPING

Follow the method of recordkeeping established by your county 4-H office. Encourage your 4-H'ers to keep their plan with their records, and refer to it throughout their project work. (Refer to *Record Keeping in 4-H*.)

Encourage 4-H'ers to answer these questions as they progress:

- Am I on target?
- Do I need to revise my goal (my idea about what I will accomplish)?
- Do I need to revise my objectives (the steps I am following to complete my project and reach my goal)?

Reference:

Diem, Ginny P., Leaders' Notebook developed for Ohio 4-H program

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Goal Identification Worksheet For Selecting My 4-H Project

Name _____ Year _____

Instructions

Take time to think about the things you do at different times of the day, week, month, year; at home, school, or work; and who you do these activities with.

Read the questions below and list as many answers as you can.

1) What do I like to do? (Example: Play with little kids.) _____

2) What do I need or want to learn? (Example: How to get the kids I baby sit for to pick up their toys instead of leaving them for me to pick up?) _____

3) What do I already know about the subject? (Example: They go to bed for me when I make a game out of it.) _____

4) What do I need to do to learn more about a particular subject? or to learn a new skill? or to gain knowledge about a particular subject? (Example: Why do kids cooperate better when you make it a game?) _____

Keep this worksheet in your record book.

*Written by Betty Ann Smith, County 4-H Agent,
Middlesex County, 1990*

4-H Projects That Look Interesting To Me

Name _____ Year _____

Instructions

As you and your parents review different project materials, list the ones that look interesting to you. Put a check by the statements under your choices that are true. The more checks you have, the more likely you will have a successful project.

Project _____

- _____ There is a leader for this project.
- _____ My parents will help with this project if no leader is available.
- _____ I have the money for expenses this project will require.
- _____ I can earn the money to pay for this project.
- _____ I have the time to do this project.
- _____ I have the ability to do the work in this project.
- _____ My parents will allow me to work on this project.
- _____ My parents will arrange transportation to project meetings.
- _____ My parents will get me to county events.
- _____ This project will help in meeting my goals.
- _____ I really want to work on this project.

If more than one project interests you, complete a worksheet for each project.

Keep this worksheet in your record book.

*Written by Betty Ann Smith, County 4-H Agent,
Middlesex County, 1990*

My 4-H Project Plan (Setting Goals)

Name _____ Date _____

Project _____

Resources: Your goal identification worksheet #1;
your project decision worksheet #2;
the project materials; your 4-H Leader; 4-H Teen Leaders; project leader and
helpers; and your parents.

Goal: (What I want to complete by the end of the year.
Example: I will make a skirt and blouse.)

Objectives: (What I need to do to reach my goal. Example: I need to do: purchase pattern
and material. I need to do this by: Sept. 30, 1994.)

I need to do:	I need to do this by (date)	I did it! (check off)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Put this worksheet in your record book.
Unchecked objectives can become next year's objectives.

*Written by Betty Ann Smith, County 4-H Agent,
Middlesex County, 1990*

Goal Writing

Name _____ Date _____

A big part of your 4-H year is having goals. Having goals is like going on a trip. You need to know where you want to go so you know when you've arrived! Goals are important and are useful for any 4-H project. Your record books have a place for you to record your goals at the beginning of the 4-H year. Bring your book to your club meetings to help remember to work towards meeting your goals.

There are two kinds of goals: ones for yourself and ones for your club. Here are some hints for setting and working towards goals:

- Use a club meeting early in the year to set your goals. This time is a great opportunity for your club to set goals as a group and you work together as a team and hear what others in your club would like to do.
- Seek advice from your leader or parent on what some reasonable goals will be for you. Adults who know you can help a lot.
- Don't try to fit too much in one goal. You can usually tell if there are a lot of "ands" in the statement.
- Use a club meeting near the end of the 4-H year to talk with your leader and other members about which goals you have met and which ones you need some help with.
- It's okay if you don't meet a goal... you can keep it for next year!
- If you feel bored with your goal, that's a sign it may be time to try something new or more challenging.

Setting and writing goals does not have to be hard. Think of what you want to learn during the year and write it down. Good goals start with "I" statements:

I will learn	I will decrease
I will go	I will produce
I will attend	I will promote
I will do	I will improve
I will give	I will participate
I will teach	I will increase
I will work	I will...

Remember this is NOT creative writing, but creative thinking!

Written by: Alayne Torretta, Warren County 4-H Agent, 2004

New
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Selecting a Name for Your 4-H Club

Naming a 4-H Club is Both Challenging and Fun

Some Examples to Consider:

*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
1994*

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

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

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

For a 4-H home economics club:



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

In Summary . . .



For a 4-H gardening club:



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

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

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Devising a 4-H Club Constitution

Suggested Format

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

ARTICLE I - Name/Identity

Section 1 - Name

The name of this organization shall be _____.

Section 2 - Motto

The club motto shall be "To Make the Best Better."

Section 3 - Emblem

The club emblem shall be a green four-leaf clover bearing a white "H" on each leaflet.



Section 4 - Pledge

The club pledge shall be:

I pledge. . .

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

ARTICLE II - Mission and Purpose

Section 1 - Mission of 4-H

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

*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
1994*

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

Section 2 - Purpose of Club

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

ARTICLE III - Nonprofit status

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

ARTICLE IV - Membership

Section 1 - Eligibility

Any boy or girl in this county, grades 4-13, may become a member of this club by applying for membership in at least one of the approved club projects and agreeing to live up to the standards set by the club. (However, the size of the club may be limited due to space limitations or the leader's available time or ability to accommodate more members.) Youth, grades 1-3, may be 4-H Prep members. Membership shall not be denied on the basis of race, color, national origin, sex, disability, or handicap.

Section 2 - Responsibility

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

(Additional or different membership requirements may be used. However, the non-discrimination statement must be included exactly as printed in section 1. Club dues are optional and determined by the club's membership. Note that 4-H Prep members are often members of separate Prep clubs. Therefore, clubs will generally not have both standard and Prep members. Due to the nature of Prep, a constitution for a 4-H Prep Club will probably differ from this example in several ways.)

ARTICLE V - Meetings

Section 1 - Dates

The club shall meet regularly every _____(day/week) at _____(time) at _____(place).

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

Section 2 - Quorum

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

Section 3 - Order of business

The following order of business shall be followed at regular club meetings:

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

ARTICLE VI - Committees

Standing and/or special committees will be created as needed. Members are expected to volunteer for committee assignments. The president has the authority to appoint committee chairs and members.

ARTICLE VII - Officers

The officers of this club shall include: president, vice-president, secretary, treasurer, and reporter. Their duties shall be as follows:

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

- The vice-president shall preside over the club in the absence of the president. The vice-president shall assist the president and serve as a link to all committees.
- The secretary shall write minutes of each meeting and report at the next meeting. The secretary will also keep attendance records and write club correspondence.
- The treasurer shall be responsible for all club funds and property, along with the club leader. The treasurer will give a report of the club's finances at each meeting.
- The reporter shall collect newspaper and county newsletter clippings, photos, etc. for a club scrapbook/bulletin board/history. The reporter writes club meeting reports and sends them to the county 4-H office, and also may write and send club news to local newspapers, radio stations, etc.

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

ARTICLE VIII - Election of Officers

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

ARTICLE IV - Amendments

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

ARTICLE V - Dissolution

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

Reference:

Parts were adapted from a former New Jersey State 4-H publication, author unknown, dated 5/78.

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4-H Club Officers Make the Meeting

Good officers who know their jobs are the key to a solid, successful 4-H club meeting. Good officers understand and take pride in their jobs. They encourage all members to get involved in the club.

You, as leader, can help club officers and committee chairs to do their jobs successfully.

- Be sure the officers understand their responsibilities.
- Allow them to *do* their jobs with minimal supervision.
- Guide them when necessary to make sure their jobs are completed.

President



A good president helps everyone in the club work together. The president listens to ideas and judges when the group has agreed on an action, but does not dictate!

The president:

- presides at meetings (refer to *Running a Smooth 4-H Business Meeting*).
- sees that the room is ready and that the meeting starts on time.
- arranges for the vice president to take over if the president can't be there.
- asks for volunteers and/or appoints committees with the help of the leader.

*Written by: Judith S. Baillere,
County 4-H Agent, Gloucester
County, 1990, revised 1994, 2000*

Vice President

- works with members and the leader to plan a program for the year.
- meets with the leader and the other officers to plan the order of business for each meeting.
- casts the deciding vote in case of a tie.

The Vice President is the president's assistant and:

- presides at meetings when the president is absent.
- handles other jobs in the club, such as serving as chair of the program committee.

Secretary



The Secretary keeps records of membership, club activities (minutes) and handles club correspondence.

The secretary:

- keeps minutes of all club meetings—what is done, not said. (Refer to *Running a Smooth Business Meeting*.)
- maintains a complete list of all members and calls the roll.
- reads letters to the club at meetings.
- reminds members of special meetings—by phone, postcard, or personal contact. Makes sure each member knows when and where the next meeting will be held.
- writes the club's correspondence, such as thank you letters and requests for information.
- completes and sends *4-H Club Meeting Report* to the county 4-H office (See *Appendix F* for sample.).
- turns a completed 4-H secretary's book over to the club leader.

Treasurer



The treasurer is responsible for handling the club's money.

- Receives and keeps a record of money in the 4-H Treasurer's Book.
- Deposits the money in a special club bank account.
- Pays out money only when approved by the club.
(Refer to *Fund Raising and 4-H Club Treasuries*.)

Committees

Most 4-H clubs can benefit from committees. Committees help all members become actively involved in the club. Following are suggestions of club committees:

Program Committee finds speakers, films, and special resources for club meetings and activities. They always check with the leader.



Membership Committee helps the group grow by recruiting members and leaders for their own or other clubs.

Community Service Committee talks with parents, members, and neighbors to identify community needs and present the ideas for projects to the club.

Special Jobs

Club reporter, song leader, or sergeant-at-arms are special job assignments for non-officers.

Nominating and Electing Officers

Nominations and elections are important club business. Tell the members about the election ahead of time. They can then be thinking about the kinds of officers they want. Make sure everyone knows the duties of each office.

Two ways to nominate officers:

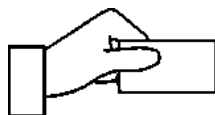
Floor

One is to have members suggest someone for an office during the election meeting. The member says, "I nominate for." A nomination can be made to show support.

Committee

The other way is for the president to appoint a nominating committee. The committee chooses candidates for each office and asks them to run. The committee chair presents its nominations to the club during a meeting. Other nominations can then be made from the floor.

When there are no more nominations, a members says, "I move to close the nominations." If the motion is carried, the members then vote on the candidates.



Voting for officers is usually by ballot. It takes a majority—one vote over half—to be elected. If you have 17 members a majority is 9.

Reference:

Bulletin 609, Washington State University

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Running a Smooth 4-H Business Meeting

The Order of a Business Meeting



Minutes of a Meeting

*Written by: Judith S. Baillere,
County 4-H Agent, Gloucester County
1990, revised 1994*

4-H club officers conduct a 4-H business meeting with as little input as possible from you, the leader. This will happen if you have helped officers to understand their jobs and make an agenda in advance (refer to *4-H Club Officers Make the Meeting* and sample agenda following this information sheet), or decide if a business meeting is needed.

Business meetings follow a specific procedure:

- Call to order when the meeting opens—(president).
- 4-H pledge, pledge of allegiance, song, or other opening—(vice president).
- Roll call—(secretary).
- Reading of the minutes of the last meeting—(secretary).
- Treasurer's report—(treasurer)
- Correspondence—(secretary).
- Reports of committees.
- Old or unfinished business left over from the last meeting—(president).
- New business—(president).
- Next meeting date.
- Adjournment when the business meeting is over.



It is the secretary's job to keep the minutes of each meeting. The minutes should be a record of what is done, not what is said. They should contain:

- date and place of meeting.
- names of members and visitors present.

Making and Voting on Motions

- approval of previous minutes.
- all reports and what was done about them.
- all motions, with the name of the person who made them, and whether the motion was carried or lost.
- the time the meeting was adjourned.
- any programs, refreshments, or recreation that happened after the meeting.

A member who wants the club to vote on something makes a motion. That member raises one hand, or stands, and waits to be recognized. After being recognized by the president, the member says, “I move that...”

Another member says “I second the motion.” This means that at least one other member thinks the club should consider it. (If the motion is not seconded, it is dropped.)

The president then asks for discussion. When discussion stops, the president asks, “Are you ready for the question?” If no one requests more discussion, the club is ready to vote.

The president states the motion so everyone can hear it. The members vote when the president says, “All in favor say ‘Aye,’” and “All opposed say ‘Nay.’”

The motion is passed if more members vote “Aye” than “Nay.” If the president is in doubt about the vote, he should ask for a show of hands or a standing vote.

The president then says, “The motion is carried,” or “The motion is lost,” according to the vote.

Ways to Vote

- ***Voice Vote.*** The president says “All in favor of the motion say ‘Aye.’” “All opposed say, ‘Nay.’”
- ***Standing Vote.*** The members stand so their votes can be counted.
- ***Show of Hands.*** The members raise their hands so the president can count their votes.
- ***Ballot.*** The president and one or more helpers hand out blank slips of paper so the members can write down their vote.

Sample 4-H Club Meeting

- **Roll Call.** Members vote, one at a time, as their names are called.
- **Honor System.** All member close their eyes and vote by raising one hand.

(Refer to *Decision Making by Consensus*.)

President: *Will the meeting please come to order? John Jones will lead us in the pledge of allegiance and Maria Martinez will lead us in the 4-H pledge.*

Member John Jones: *Let's all stand and say the pledge of allegiance.*

Members: (vice president leads) *I pledge allegiance.....*

Member Maria Martinez: *Let's all say the 4-H pledge.*

Members: (vice president leads) *I pledge my head.....*

President: *The secretary will call the roll.*

Secretary: *Today we will answer the roll by telling what we did on our project last week. (There are many different ways of answering the roll, which you place in the 4-H secretary's book.)*

Member Nancy Tate: *I dyed different kinds of cloth and put the samples in my record book.*

Member Ken Washington: *I taught my dog to heel.*

Member Dick Lee: *I set out some tomato plants in my garden.*

Other Members: (Tell what they did.)

President: *Will the secretary read the minutes of the last meeting?*

Secretary: *The meeting was called to order by*

President: *Are there any additions or corrections to the minutes? (Pause.) If not, they stand approved as read.*

President: *We will now hear reports from the officers and committee chairs.*

President—reports on 4-H-related activities; **Vice President**—reports on 4-H-related activities; **Secretary**—reads letters addressed to the club; **Treasurer**—reports on money received, money paid out, and the amount of money on hand; **Committee Chairs**—report on activities of committees since last meeting.

After each report, the president asks if there are any questions. If there are no questions, the president says, “The report is accepted as presented.” If there are questions and if the report needs something done about it, the president asks for a motion (a request that something be done).

Each motion must be seconded, discussed, and voted on before another motion can be made.

President: *Is there any unfinished business?* (Business left from the last meeting can be discussed at this time.)

Is there any new business? (Club members discuss new business—future plans for club activities, things to be done before the next meeting, etc.)

Are there any announcements? (Club members or leaders make announcements.)

If there is no further business, is there a motion to adjourn?

Member: *I move that the business meeting be adjourned.*

Member: *I second the motion.*

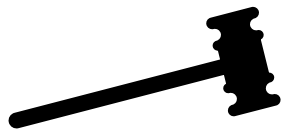
President: *All those in favor of the motion say “Aye.” Those opposed say “Nay.” The motion is passed (if more members vote “Aye” than “Nay.”) The business meeting is adjourned.*

Reference:

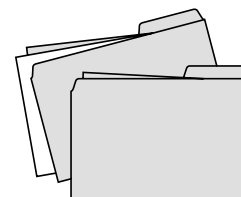
Bulletin 609. Washington State University.

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4-H Club Meeting Agenda



-
1. CALL TO ORDER
 2. PLEDGE OF ALLEGIANCE/4-H PLEDGE
 3. ROLL CALL
 4. MINUTES OF PREVIOUS MEETING - Read by Secretary
 5. TREASURER'S REPORT
 6. CORRESPONDENCE - Read by President/Secretary
Note: Important events from county newsletter
 7. COMMITTEE REPORTS.
 - a.
 - b.
 - c.
 - d.
 8. OLD BUSINESS
 - a.
 - b.
 - c.
 - d.
 9. NEW BUSINESS
 - a.
 - b.
 - c.
 - d.
 10. NEXT MEETING DATE: _____
 11. ADJOURNMENT
 12. PROGRAM (recreation, clinic, speaker, social event, presentation, etc.)

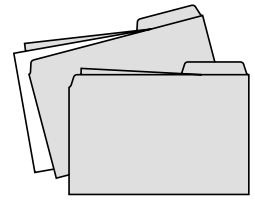
Written by Laura Bovitz, 4-H Program Associate, Middlesex County, 1993

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4-H Club Meeting Agenda



-
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 4. MINUTES OF PREVIOUS MEETING - Read by Secretary
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 6. CORRESPONDENCE - Read by President/Secretary
Note: Important events from county newsletter
 7. COMMITTEE REPORTS.
 - a.
 - b.
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 - d.
 8. OLD BUSINESS
 - a.
 - b.
 - c.
 - d.
 9. NEW BUSINESS
 - a.
 - b.
 - c.
 - d.
 10. NEXT MEETING DATE: _____
 11. ADJOURNMENT
 12. PROGRAM (recreation, clinic, speaker, social event, presentation, etc.)

Written by Laura Bovitz, 4-H Program Associate, Middlesex County, 1993

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GUIDELINES FOR 4-H FUNDRAISING

Raising Funds for Club Support



County-Wide Fundraising

Adapted by Ginny Powell, Regional 4-H Agent, North from: Fund Raising and 4-H Club Treasuries, NJ 4-H Leader Training Series, 1994, written by Keith Diem; Important Information on 4-H Treasuries, 1998, adapted by TC Buchanan, 2000.

Fundraising is one of the major ways to help 4-H clubs financially support their activities. By raising funds as a group, a club can help to make sure its activities are affordable for all club members. There are several things to keep in mind as your club plans a fundraiser. See the (*Checklist for 4-H Fundraiser* in Appendix) for additional information.

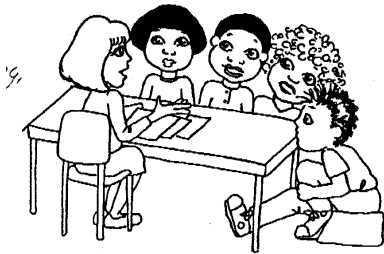
The 4-H Youth Development Program is a non-profit educational organization. Therefore, your club should be concerned with money only to the extent that it is needed to provide supplies or cover expenses incurred in running an active group for youth. Unless the club has a special long term goal, each year it should only raise enough money to provide funds to support that year's activities. Fundraising is a means to having a successful club, and should neither become the club's primary activity nor a measure of a club's success.

Many 4-H programs have county-wide fundraisers to benefit the entire 4-H program in the county. Some counties need such fundraisers to maintain a 4-H center, fairgrounds, provide awards or special programs. Your club should fully support any county-wide fundraising efforts before creating any of its own. Not only do many county-wide fundraisers often share a portion of the profits with each club that participates, but forcing 4-H families (and the neighborhood!) to participate in too much fundraising is not wise and may result in negative 4-H public relations. Like most things, it is probably better to do a few fundraisers very well than to attempt too many unsuccessfully.

Setting Goals

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

Start Small



Make sure your club fundraiser provides a learning experience and can be easily accomplished by the club. Start small and build on small successes. Fund raising can be a good way for members to learn organizational and business skills. It can also be fun. Consider whether to do fundraising as individuals (such as selling calendars to friends and family) or as a total club (bake sale, car wash, etc.). Consider doing a fundraiser that doesn’t require a great investment in advance. The less money your club must invest, the less money it can lose if the fundraiser isn’t successful. Good examples are bake sales, car washes, service auctions (where members sell their services to clean garages, mow lawns, etc.) In any case, organize and publicize your event well.

Safety

To ensure safety for 4-H’ers and leaders, no one should solicit door-to-door. Individual solicitation should be done from family and friends, and only under the direct supervision of adults.

Make sure that fundraising activities meet the legal requirements of the local municipality, county, and state. Certain fundraisers such as raffles, games of chance, yard sales, etc. may require permits or may not be legal in certain municipalities. Before you spend too much time planning an event, you should check with the municipal office of the location where the fundraiser is to be held to make sure you are following the proper procedures.

Informing the County 4-H Office

It is important to have fundraising coordinated on a county level. This will help to make sure there are not too many clubs approaching the same donors. The leader should inform the 4-H

staff of what club fundraisers are planned by completing the *4-H Fundraising Proposal*. (See Appendix for form.) The office can then check to make sure that the club's plans do not overlap with those of another club. (For example, if a club decides to sell candy and another club in the same area has already planned to do the same thing, it could overlap and affect the success of both clubs' sales). The county 4-H staff can also confirm that your event is truly a 4-H fundraiser if someone from the public calls to ask. (Otherwise, unfortunately, an individual not associated with 4-H could illegally raise money in the name of 4-H. If such cases are reported, they can be stopped.) The county 4-H staff can also help by providing ideas and publicizing the event.

Handling the Funds

All funds raised become part of the club's treasury and should be handled in accordance with the guidelines provided in the information sheet *4-H Club Treasuries*. It is important to keep accurate records of the funds raised, as the club's treasury will be audited. Accurate records and notes will also help the club evaluate the success of the fundraiser and help in planning for future events.

Fundraising Success

Your club's fundraising effort can be successful if all members work together towards common, agreed upon goals. Members will feel success if they take an active part in the entire process of planning and implementing the fundraiser. They should see and reap the benefits of the money they worked to raise. Be realistic, have a plan for the money raised, and have fun!

If Your Club Disbands

In accordance with laws governing non-profit organizations, if your club disbands, all money in the club treasury and any other club property can only be given to another non-profit organization—not to individuals. New Jersey 4-H policy states that 4-H club funds attained in the name of 4-H must be given to your county-wide 4-H organization (such as 4-H Association, Leaders' Association, etc.) or county 4-H office to be used for 4-H program purposes. To arrange this, contact your county 4-H office.

Reference: The 4-H Name & Emblem – Guidelines for Authorized Use, USDA, Extension Service; Tax-Exempt Status of 4-H Organizations Authorized to Use the Name and Emblem, USDA, Extension Service, Program Aid Number 1282

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New
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Leader Training Series



4-H CLUB TREASURIES

Tax Exempt Status



The Club Treasury

Adapted by Ginny Powell, Regional 4-H Agent, North from: Fund Raising and 4-H Club Treasuries, NJ 4-H Leader Training Series, 1994, written by Keith Diem; Important Information on 4-H Treasuries, 1998, adapted by TC Buchanan, 2000

Most 4-H clubs raise money to support club activities through the collection of dues or by holding specific fundraisers. Because 4-H is an educational nonprofit organization authorized through the United States Department of Agriculture, there are several procedures that must be followed when working with a club treasury. The key point to remember anytime you deal with or have responsibility for “public” funds is the ability to show and prove proper accountability.

Through special legislation, each 4-H club has tax exempt status. This is a special privilege and has special responsibilities attached. According to federal law and Internal Revenue Service regulations, the county 4-H agent is responsible for overseeing all funds and making sure that all 4-H clubs comply with state and federal regulations regarding those funds. Here is a brief overview of the purpose of club treasuries and club responsibilities regarding funds.

Your club should be concerned with money only to the extent that it is needed to provide supplies or cover expenses incurred in running an active group for youth. It is, therefore, a means to having a successful club—and not the end sought or a measure of a successful club.

A club should not raise money just for the sake of raising money. Therefore, club treasuries do not generally need to contain more than \$50.00. Although it is wise to save a little money “for a rainy day” (emergency), a good rule of thumb is that money raised during the course of a 4-H year should be spent that same year unless the fundraising goal is long-term.

All money raised by, or given to, a club becomes the property of that club and not any individuals in the club. This is also true for

any items donated to the club. All property of the club should be included in a written inventory and kept with the treasurer's permanent written records. Funds raised may come from dues, fundraisers, or other sources.

Club Dues/Program Fees

No membership fees are required to join 4-H. However, clubs may decide to collect dues from members on a regular basis. Collecting club dues is optional and is decided by each club's membership. Members of the club should vote on the amount and how often dues are to be collected. A club may also decide to charge fees for a special activity. Any fees charged for a 4-H program or activity should only be used to cover or defray expenses for that specific program.

Annual Club Financial Plans

At the beginning of each 4-H year, the club needs to develop a financial plan. This means that the club discusses what activities will require funds and how much will be required for each activity. The club should also discuss how those funds should be raised. The club members should vote to approve the financial plan. After the decision is made, the *4-H Club Financial Plan Form* (see Appendix) should be completed and submitted to the 4-H office. (Adult guidance is essential and parental support is always helpful).

Planning Fundraising Efforts for the Year

Clubs that plan to conduct fundraisers need to follow the procedures outlined in the information sheet, *Guidelines for 4-H Fundraising*. In general, funds must be raised for specific purposes. Fundraising just to have a big treasury is neither appropriate nor legal.

Role of Treasurer

Clubs that plan on having dues, fundraising or any other money should elect a treasurer to account for this property. Responsibilities for maintaining the club account are given to the treasurer, depending on the age and abilities of that member. This also includes making monthly deposits of any cash or checks on hand. At least once a month, the club treasurer is responsible for giving a report on the club treasury. This includes any income and expenses. The treasurer should use the *4-H Club Monthly Financial Report Form* (see Appendix) for this purpose.

Often, young and inexperienced treasurers simply collect and record dues paid, give the treasurer's report at meetings, and work with the leader on maintaining the club's account. Remember to help make the treasurer's role a learning experience. This can be accomplished by working as a partner with the treasurer, and providing them training through the opportunity to complete age appropriate tasks.

Club Bank Accounts

Any money owned by the club should be kept in a club bank account (in the club's name). At least two signatures should be on the account. Ideally, it should be the club treasurer and a leader, with these individuals not from the same family. If the bank does not accept the signature of a minor, the second signature should be that of a co-leader or parent. For the club not to be taxed on interest-bearing accounts, a "tax identification number" must be obtained. This is a non-profit organization's equivalent to an individual's social security number. The adult leader should obtain IRS Form SS-4 either from the bank or by calling the Internal Revenue Service. Written records of the club's bank account should be kept and regularly reported to the club. The club's bank account and other written records should be audited by an objective audit committee (more than one person) annually. All of this is done to protect both the club and the people handling the money.

Club Treasury Audits

Clubs with more than \$100 in the treasury must have the club treasury audited by someone outside the club. This audit must be performed annually and the report must be on file at the 4-H Office. Clubs should use the *4-H Club Treasury Audit Form* (see Appendix) for this purpose. This audit is required by the Internal Revenue Service and the United States Department of Agriculture. Failure to comply with this is breaking the law and can result in prosecution, fines and losing status as a 4-H club and tax exempt organization.

If Your Club Disbands

In accordance with laws governing non-profit organizations, if your club disbands, all money in the club treasury and any other club property can only be given to another non-profit organization—not to individuals. New Jersey 4-H policy states that 4-H club funds attained in the name of 4-H must be given to your county-wide 4-H organization (such as 4-H Association, Leaders' Association, etc.) or county 4-H office to be used for 4-H program purposes. To arrange this, contact your county 4-H office.

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Planning a Yearly Calendar

Planning ahead is the key to a successful 4-H club. It provides a structure that your members can depend upon and allows flexibility throughout the year.

Through the planning process, members, leaders and parents can share their ideas and resources to create a year of fun learning activities. When a yearly calendar is developed cooperatively everyone

- has something to look forward to
- can save dates in advance,
- is aware of their own responsibilities.

(A suggested format follows this information sheet.)

Listing Possible Activities

An effective way to begin is to **brainstorm** a list of possible activities. In brainstorming, the goal is to produce a long list of ideas without making comments about their possible success or failure. Crazy ideas are welcome and stimulate laughter and more ideas. Setting a time limit for the brainstorming process of 5 - 7 minutes can help you get a good list. Write down all ideas on a chalkboard or a newsprint pad and be sure to get **everyone's** ideas up on the board. This will give everyone an overall feeling for the current interests of the group. As the leader, you should be part of the process and include some of your ideas.

Filling in the Yearly Calendar

There will be some activities that are scheduled at the same time each year, such as the fair and public presentations. (Your county 4-H office may have an annual printed calendar or can tell you which months these events are usually scheduled.) These can be put on the calendar first. Then you can set aside club meeting time to prepare for them, or choose to hold separate committee meetings that will allow the club to get ready.

*Written by: Rose Mary Bergmann,
County 4-H Agent, Morris County
1994*

When beginning to fill in the calendar, keep these things in mind:

- Is there a balance between fun activities and learning experiences that support progress in each member's project?
- Does your 4-H Club Calendar include activities that help teach your members personal development skills as well as focus on your club project(s)?
- Have a variety of members' ideas been included that most of the club members will support?
- Have you included any field trips or outside resource persons to come to the club? As the leader, have you considered the workability of each activity such as making transportation arrangements, finding the right size meeting place, etc.?
- Do most activities involve little or no cost to members? If there is a cost, have you considered fund-raising activities?
- Are there any community service projects included?
- Are the responsibilities for carrying out the activities shared among the club, or are there one or two members who are responsible for 80% of the program?
- Do the activities included provide opportunities for members to develop new leadership skills?
- Have you considered adequate preparation time for activities or events that your club has never experienced before?
- If your club has refreshments, have you included this responsibility in your plan?
- Can you, as the leader, see where the plan is flexible so that unexpected and spontaneous events can be accommodated?

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4-H CLUB CALENDAR FOR _____
 (Name of 4-H Club) (year)

Month	Activity or Program	Materials or Help Needed	Members Responsible for Program	Refreshments (Member responsible)	County/State Activity
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					
August					

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What Makes a Good 4-H Club Meeting?

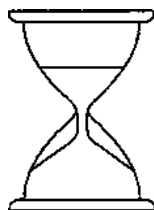
Business leaders say that one-third of the time spent in business meetings is unproductive. Here's how 2,000 business leaders* ranked the four most important ingredients of a good meeting.

- Adequate preparation
- Agreement on followup action
- Having an effective moderator
- Staying on track

These are good points to consider about your 4-H club meetings. This also shows why learning how to run a good meeting in 4-H now will help later in life. Meetings are held in all careers. Good meetings help to get things done. Poor meetings don't.

If your club would like help in getting organized and running meetings, contact the 4-H office. The county 4-H staff can help. They can even attend one of your meetings to assist. The following information should also help.

A Regular Meeting Day, Time, and Place



A 4-H club needs to meet regularly at a regular place and time. Moving a meeting date to meet the whims of the group may help get more members to a meeting in the short run. However, in the long run, members may become confused about meeting dates. Irregular meetings can also make it difficult for new members to merge well into the club.

The best way to set an acceptable meeting schedule is for the club to vote and to abide by majority rule. This is generally done at the first (organizational) meeting when the club is established. It is included in a club's constitution. After that, it should change only when the membership and its needs drastically change. (A revision of the constitution would be needed.) Obtaining parental

*Written By: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
1994, 2000*

**Reference: Harrison Conference Services/Hofstra University survey, as reported in USA Today, March 27, 1989.*

Meetings Are Held Often

support for the meeting schedule is helpful in maintaining member participation.

A club can't accomplish its goals if it doesn't meet often enough. How often is enough? This depends on the club, its members, and their projects. However, all clubs should meet at least once a month. Many clubs meet as often as once a week. Except for a major holiday month, or around county fair time, clubs should meet throughout the year.

A Balance of Work and Play

Every meeting should have several parts. The order of these parts isn't as crucial as having *each* part. Each meeting should include:

- a chance for members to interact socially.
- business session. The officers should run this part of the meeting, with leader guidance. (*See 4-H Club Meeting Agenda and Running a Smooth 4-H Business Meeting*) A business session doesn't have to be part of every meeting, but probably should be held at least once a month and other times as needed.
- educational program/project work. This is generally guided by the leader. The program portion could be work on 4-H projects, a guest speaker, an educational videotape, and/or public presentations given by members.

Variety and Member Involvement

Vary the kinds of things done throughout the year. Encourage officer/member involvement. Help them decide what they want to do most. As an adult leader, your primary duty is to guide the members in making sound decisions and following through with their decisions.

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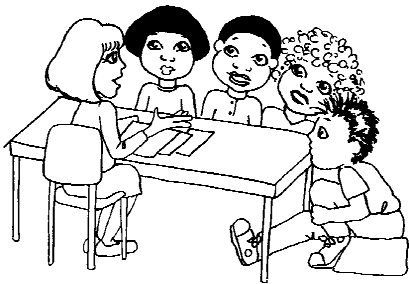
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Leader Training Series



10 Steps Toward Performing a Successful Community Service Project

A Planning Guide for 4-H Club Leaders



*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
2001*

Community service is an important function of all 4-H clubs. A community service project can take many forms. The form it takes in your club depends on your club. Whatever is decided, it benefits the community as well as your 4-H members. Following are some hints in making your community service project both successful and fun:

1

Determine what is *needed* in your community/county.

- Ask club members and families.
- Ask other community groups. Develop partnerships with those who have common goals. By collaborating, you won't have to do the project alone!
- Talk with community officials.
- Find out what types of service projects have and have not been done in the recent past.
- Ask your county 4-H staff.

2

Determine what types of activities your members have *interest in, and abilities* to do.

- Consider the size of your club and ages of members.
- Consider the skills possessed by club members and their families.
- Determine how much time your club would like to devote to community service activities. (Would members rather do one, ongoing community service project that may last several months or more—or several short-term activities?)
- You may wish to start small and build on small successes.

3

List all of the activities that have been suggested.

4

Ask your club to discuss the possibilities and *rank* them in order of importance and interest, based on what was considered in steps #1 and #2. Reach consensus or use a vote by majority rule to determine the activity your club will do. If this isn't practical (especially if your club is large), consider forming a committee to develop priorities. Then, the club can simply accept or vote on the committee's recommendations.

5

After your club has decided what community service project to focus on first, develop a plan. Your members will learn organizational skills in developing such a plan. A plan doesn't have to be overly detailed and formal, but should include the following:

- Identify exactly what will be done. Determine both the overall goal and the specific tasks involved. Remember the time frame for the project: dates/times for beginning, completion.
- Obtain necessary permission in advance.
- Develop a financial budget for the project, if appropriate. Obtain funding needed for the project. If not available from club funds, seek a community sponsor. Your county 4-H staff may know of sources of grants-in-aid for such projects, especially if you plan far enough in advance. A decision to use club funds should be voted on by the club membership.
- Obtain needed equipment or supplies.
- Determine how many people will be needed. What is the minimum required to do the job correctly and what is the optimum number? Be sure you have at least the minimum before proceeding!
- Ask members to volunteer for specific duties and get a commitment from them. Consider teaming up less experienced members with more experienced workers to maximize the learning experience.
- Encourage members to report progress on their assigned duties.
- Make *safety* a priority!
- Alert mass media representatives and your county 4-H staff concerning your plans. Publicize the efforts of your club and the 4-H program.



6

Carry out the project as planned!

7

Record your club's efforts with photos, videotape, or written notes.

8

As you work on this project, monitor the activities taking place and make adjustments as needed. Especially when the project has been completed, allow time for your club to discuss the successes and shortcomings of the project and ideas for improvement. This reinforces the learning experience! Refer to *Learn by Doing the 4-H Way* for tips in using the do-reflect-apply experiential learning process.

9

Develop a summary report of your club's experience when the project has been completed. Share it with mass media representatives and your county 4-H staff. A scrapbook is also a nice way to present the project's success. Include a written description, photos, news clippings, etc. Such activities might be assigned to the club reporter, secretary, vice president, chair of the project, or other club member.

10

Feel good about your club's contribution to the community and members' positive learning experience!

Other Reminders

Remember that planning, conducting, and evaluating a community service project (or any other 4-H activity) is a great opportunity for 4-H members to learn by DOING. Therefore, DO encourage members to get involved in all phases of the project, including planning. DON'T do it all for them.

Remember that 4-H'ers learn from their mistakes as well as their successes.

The role of a club leader and other adults working with the See the back page for ideas for community service projects.

Ideas For Community Service Projects



club is to *guide* members in the right direction and provide needed support and encouragement.

MAKE IT *FUN!*

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

- Assist local fund drives such as American Cancer Society, Heart Association, Association of Retarded Citizens, March of Dimes, etc.
- Adopt a grandparent
- Sponsor a child to attend summer camp
- Donate dog/cat food to a local animal shelter
- Donate books to a library, or magazines to group homes
- Collect food/clothing for needy families
- Furnish baby-sitting on Election Day.
- Entertain nursing home patients
- Clean a park or roadside
- Build/donate benches for a park
- Prepare holiday food baskets to shut-ins
- Paint or repair playground equipment
- Plant trees/flowers in vacant lots
- Donate bird seed to a park
- Serve a highway “coffee break” on holiday weekends
- Buy and donate 4-H placemats to a restaurant
- Sponsor a needy child
- Provide pet therapy for patients at hospitals or nursing homes

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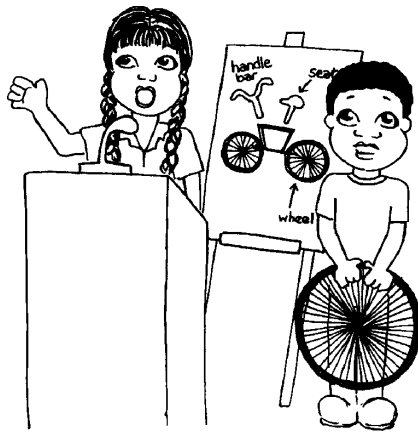
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Leader Training Series



Getting 4-H'ers Involved in Public Presentations

Objectives of the 4-H Public Presentation Program



Public Presentations are used in 4-H by both leaders and members as ways of sharing information, teaching poise and gaining self-confidence. “Show me how,” “Let me see how you do that,” and “I’ll show you how” are methods used to teach others the skills we have learned.

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

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

You have the opportunity to help 4-H members develop confidence, poise, self esteem, stage presence and knowledge. You can also help 4-H members view public presentations as a non-threatening and useful part of the overall 4-H experience.

With your guidance, members will learn that:

- they have valuable information to share with others.
- judging is a learning tool.
- the more public speaking they do the better they will become.
- they can organize and prepare an interesting and informative presentation.

Types of Presentations

Written by: Elva J. Parker, County 4-H Program Associate, Ocean County, Betty Ann Smith, County 4-H Agent, Middlesex County, and Donna Woody, State 4-H Program Coordinator, 1990, revised 2000

Demonstration

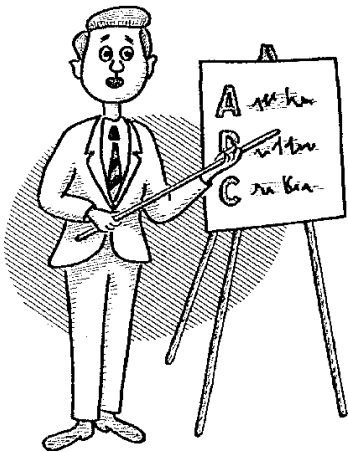
A demonstration is a planned presentation by one or more 4-H member which teaches through showing and explaining. The 4-H member describes what he or she is doing and completes a product using actual ingredients, tools, etc. Usually, at the conclusion of a demonstration, the finished product is available for the audience to touch, taste, feel, or test.

Illustrated Talk

An illustrated talk tells how something is done and must include visuals. In an illustrated talk, flip charts, posters, pictures, slides, flannel board, chalkboard, or transparencies are used. There is no finished product. An illustrated talk is fundamentally the same as a demonstration, except that visual aids are used instead of having an actual product.

Formal Speech

A formal speech is a presentation of a speech written by the participant or a noted individual. It is given from memory, with brief notes, or an outline on index cards used as an aid. Visuals are not used to illustrate the information being presented. The subject of the speech should be of great interest to the presenter. Its purpose should be to stimulate thought or present a point of view.



Performing Arts

Performing arts public presentations incorporate dramatics (monologues and group scenes), oral interpretation of literature, creative movement and dance, musical performance (instrumental and vocal), and puppetry. Most of the performing arts categories can be presented as a solo or group presentation. The presenter introduces the performing art, performs, and concludes with an invitation for audience feedback.

Main parts of the Presentation

There are three main parts to every presentation:

- **Introduction:** A good introduction should tell what the topic is, why it was selected and get the audiences attention.
- **Body:** The body of the presentation is the major part - the “meat” of the presentation. It develops the objectives, emphasizes key points and tells why they are important. It is the doing part of all presentations.
- **Summary:** The summary is the last chance the 4-H member has to put the main ideas across. It should restate the purpose, summarize the major points made, and be brief and pertinent.

Time Limits

The length of a presentation may vary for each age group. Here are suggested time requirements: 3-5 minutes for younger

Where to Give Presentations

members and first time participants, 5-8 minutes for older members and those with some experience, 8-15 minutes for members in the 8th-13th grade. Specific time requirements for the county presentations will be set by the county 4-H office.

- Local 4-H meetings
- County and State presentation contests
- Public Locations: shopping malls, fairs, other county 4-H events
- Schools: members' classrooms, parent-teacher groups, etc.
- Service Clubs

How Leaders and Parents Can Help

- 1) Encourage your 4-H'ers to give public presentations.
- 2) Use the presentations materials available from your county 4-H office to help teach your 4-H'ers how to write a presentation.
- 3) Be sure your 4-H'ers attend a county public presentation workshop. If your county does not offer a workshop, plan a club workshop.
- 4) Help gather the necessary information and equipment.
- 5) Encourage 4-H'ers to research facts at local resource sites. Provide transportation to those sites, such as the library.
- 6) Encourage 4-H'ers to do their own work.
- 7) Listen to their presentation—practice, practice, practice.
- 8) Give positive comments and make constructive, positive suggestions. **SELF-CONFIDENCE IS THE KEY.**
- 9) Arrange for 4-H'ers to give presentations to additional audiences, such as at libraries, after school groups, other 4-H clubs, public events, service organizations, etc.
- 10) Recognize 4-H'ers accomplishments through verbal praise, as well as items such as certificates and small tokens or prizes.

Evaluating Public Presentations

Public presentations given at county and state public presentation events are usually evaluated by a set of criteria and given numerical scores and/or ribbons. Score sheets can be obtained from your county 4-H office.

The Judge's Role

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

Non-Scored Evaluation

A public presentation can be evaluated by offering constructive feedback and positive reinforcement without giving scores or ratings. This method should always be used with 4-H Prep members and can be offered to first timers and other less experienced 4-H'ers.

New Jersey State 4-H Public Presentations Day Event

Each year in early June, 4-H members from all over the state come to the Cook/Douglass Campus in New Brunswick to participate in the State 4-H Public Presentations Day Event. In order to be eligible to participate a member must be in the 8th-13th grade, must have received an excellent rating in their county event, and must do a presentation 8-15 minutes in length. Presentations are judged and ribbons and special prizes are awarded.

Helpful Resources

For further information, contact your county 4-H office for a copy of the following:

4-H Member Guide on How to Make a 4-H Public Presentation, Rutgers Cooperative Extension.

Leaders' Guide for Teaching 4-H Public Presentations, Rutgers Cooperative Extension.

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New
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Record Keeping in 4-H

Types of Records

Why 4-H'ers Keep Records:

When 4-H'ers Keep Records, They Learn To:

*Written by: Betty Ann Smith,
County 4-H Agent, Middlesex County
1990, revised 1994*

Keeping records takes practice. 4-H'ers need your support, direction and encouragement!

Summary Sheet or Card; Project Record Book; Index Cards; Scrapbooks; 4-H Story.

4-H'ers are encouraged to develop the habit of keeping records. 4-H'ers keep records to:

- measure progress in their project(s).
- identify expenses and financial gains of their projects.
- verify all 4-H activities and experiences year by year.
- evaluate project growth and develop a plan of action for further growth and future project work.
- observe growth over the years.
- refer to when filling out applications for out-of-county educational events.
- serve as a guide when applying for local 4-H awards and scholarships.
- assist in completing employment and/or college application forms.
- help when writing resumes for college and/or employment.

- plan and organize their work.
- evaluate economic growth.
- budget their project and other financial needs.
- improve their written communication skills.
- pay attention to detail, follow directions, and meet deadlines.
- make decisions.
- set priorities.
- appreciate the life skills they are developing.
- understand the values of keeping records.

Record keeping has a bonus for 4-H'ers! They gain satisfaction and motivation from observable progress and learning. As they experience satisfaction and progress, they gain in self-esteem and self-confidence.

The 4-H program recognizes youth in a variety of ways. A comprehensive 4-H record helps to determine:

- county medal winners.
- special award winners.
- participants and award winners for state and national 4-H programs.

TEACH 4-H'ERS To:

- **Keep Everything In One Place**
- **Save Score Sheets**
- **Keep A Diary**

—a large envelope, flat paper bag, shoebox, file folder, large expandable folder, or one drawer in a desk or dresser.

especially ones with judges' comments. They have special information and will be helpful when the 4-H'ers need to see how they have grown and where they need to improve.

with records of meeting activities, special events, trips, purchases, sales, etc. The diary can be referred to for writing the 4-H Story; for completing summary sheets, summary record cards, inventory records, income and expenditure records, and breeding records.

If your county uses project record books, accomplishments can be illustrated by using photographs, photocopied pictures, or pictures cut from magazines, catalogs, ads, and patterns.

Keeping Records Can Be Fun And Creative If:

- record keeping is started early in the project year.
- a few minutes are set aside at each meeting for record keeping.
- every 5th meeting is set aside for record keeping.
- record keeping completed at home is accomplished as the project progresses.

THE 4-H STORY

The 4-H Story is a tool that encourages the 4-H'ers to examine their experiences. It helps them to determine their personal growth, skill development, and strengths. It is personal, unique,

Why 4-H'ers Write a 4-H Story

and specific to the individual 4-H'er, and it complements their 4-H records.

The use of the 4-H Story may vary among counties, clubs, and projects.

The 4-H Story

- makes the record book complete.
- helps 4-H'ers see their growth, therefore enhancing their confidence and self-esteem.
- is part of the application procedure for many out-of-county educational events.
- assists the 4-H'er with identifying skills and experiences asked for on employment applications.
- assists the 4-H'er with writing resumes and completing college entrance applications.
- is an excellent source of information for feature stories promoting 4-H.

What Should Be In a 4-H Story?

The 4-H story may focus on project-specific skills the 4-H'er has developed, or it may concentrate on how the 4-H'er has grown as a person through the 4-H project and 4-H activities and experiences.

An interesting 4-H story might include:

- taking on more responsibility:
 - *in their family or home.* Example: A 4-H'er enrolled in the Foods and Nutrition project may take on the meal planning, meal preparation, or the shopping responsibility for the family.
 - *in the 4-H Club as a Junior Leader.*
- learning to accept disappointment without defeat.
- learning to be a graceful, considerate "winner" without making others feel inferior.

How Can 4-H'ers See How They Have Grown?

- learning to delegate responsibilities to others, thus helping them to grow.
- gaining the ability to give reports in class or speeches in an assembly because of the learning and skill-building experiences gained in giving 4-H Public Presentations.
- developing a new plan of action with goals and objectives for new growth as a result of evaluating project records or other 4-H experiences.

If your 4-H'ers cannot see how they have grown, suggest they ask an observer such as their project or organization leader, another 4-H'er (emphasis on positive), parents, or classroom teachers. Another good source is the comment section of report cards. New skills and growth in 4-H are often reflected in behavior at home and school. Other good sources are past record books, score cards, and judges' comments.

Note: Following this information sheet, you will find examples of excellent 4-H stories written by 4-H'ers of different ages at different levels of experience in 4-H.

References:

Getting Started in 4-H Leadership, Wisconsin 4-H Leadership Committee

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Samples of Excellent 4-H Stories Written by 4-H'ers

Skills learned.

Self-esteem enhanced.

Skill development.

Personal growth.

Leadership—skill development.

*Her strength is her teaching
ability.*

Goal to help others grow.

Example of a multi-project story that indicates personal growth and skill development:

*Written by 12 year-old 4-H'er with 3 years experience in cooking
and sewing projects.*

My 4-H Story

This year in 4-H I learned many things, like how to make button holes in sewing and why I shouldn't grease a non-stick cookie sheet. You can see by my records that I have gotten many awards and participated in many activities.

All these things made me feel very good about myself, but the thing that made me feel the BEST was introducing my 7 year-old sister to 4-H. It made me happy to teach Pamela how to model and even happier that she has my old title, "Little Miss Fashion Revue." It was fun having her on my committees. I was very proud when she made a county presentation.

Helping Pamela in 4-H made me realize how much I have grown. It wasn't long ago that the older 4-H'ers were guiding me. Now it's up to me to lead the way for my sister and other Preps to help them "to make the best better."

Compilation of actual 4-H stories
by 4-H youth. Critiqued by:
Betty Ann Smith, County 4-H
Agent, Middlesex County, 1990,
revised 1994

Example of a project specific story that indicates personal growth and skill development:

Written by a 10 year-old 4-H'er with one year's experience in the seeing eye project.

Jolly and I

Once upon a time I got a seeing-eye puppy. When I got home from school that day I was so excited to see my new puppy that I did not want to leave her, even for a minute. So, I kept her company in the utility room while I did my homework. Then I took her out for a run around the baseball field. She was very happy to live with me.

Since that first day that she came to live with us, we have done many fun things together. I have gone to many 4-H meetings where I have made many new friends and I have learned to work with Jolly. In the spring I took her to the Ag Fair and entered her into the obedience show with the other seeing-eye puppies in the area. There I met a seeing-eye puppy named Adam. Same name as mine! I thought that was pretty funny.

The first weekend in June I went to puppy camp but unfortunately Jolly could not come with me because she was in heat. Fortunately I was able to take Ross, another seeing-eye pup that lives in my county. There was a blind man at camp who—was blinded when he was sixteen by a firecracker. He now uses a German Shepherd as a guide dog which will pick up his wallet if he drops it and anything else. It was interesting meeting someone who was blind.

Jolly is now an obedient dog. She comes when you call her. She sits when you tell her to. She goes down when you tell her to. She has a very nice temperament. She's very gentle. She carried a baby bunny in her mouth clear across the baseball field without hurting it. For doing that I think she is the best dog in the world.

New friends—personal growth.

Working with Jolly—skill development.

New experience—applying skills learned. Skill development.

Accepts disappointment without defeat—problem solving, skill development.

Skill development.

Self-esteem enhanced.

Example of a general experience story that indicates personal growth and skill development.

Written by 17 year-old 4-H'er with 10 years experience in 4-H.

Exploring new interest—taking on new challenge.

I've learned a lot this year about horses. This was really my first active year in the horse club, showing at horse shows and participating in other horse related events. At horse shows you soon learn that all judges do not see the same. A good idea that I learned is not to enter a show after you have been at camp and CWF for the two weeks before. I can laugh at my mistakes now, but it wasn't very funny then, especially because of how tired I was. I also spent a day at the NJ Horse Clinic where I learned that I could handle the sight of blood. I learned a lot about operation and found it all very interesting.

Personal growth.

Teaching—personal growth.

Our "Rhythm In Motion" Clogging club has grown tremendously and as an older member I've learned to help the younger ones with their steps. Clogging is fun and our club does travel a bit for community service demos and other functions. Dancing in the talent show at CWF with Amy was one of my most fun and rewarding experiences.

Leadership—personal growth.

Being a camp counselor this year was another "first." It was a challenging opportunity as well as a learning one. I enjoyed working with the younger members, helping them adjust to the absence of home and family for the week. Another challenging experience was teaching the basket making craft. I really learned to stay calm when I had 10 kids asking me questions. I think one of the most rewarding feelings is to have someone look up to you. It is amazing to see how attached you can become to all of the campers by the end of the week.

Learning to put others before self.

Applying skills and knowledge learned in project.

I am still a member of the Calico Kids Cooking and Child Care projects. Through this I've learned CPR and have learned a lot about child care. I had experience babysitting for a 5 year old several times, but this summer I had the opportunity to take care of a two month old three mornings a week for a number of weeks. I was able to apply what I had learned about taking care of babies. I learned even more. I was also able to teach crafts to the younger club members. After all of my hard work in the club, I was able to give back some of what had learned.

Accepting new learning challenge.

Teaching sponge painting and crafts to members of the marine science project proved both rewarding and challenging. Marine science is always interest and lots of fun because there is so much to learn about.

Example of project specific story that indicates personal growth and skill development.

Written by a 10 year-old 4-H'er with 3 years experience in 4-H.

Disappointment accepted without defeat.

Experienced satisfaction as a result of efforts.

Set goal to apply lessons learned.

This year I liked learning about plants in gardening. I learned a lot about taking care of a garden. I didn't like weeding all the time. I got a lot of zucchini, but the corn dried out. The tomatoes didn't get enough water either. My potatoes were too little. I enjoyed all those beef and zucchini and zucchini bread meals because that grew the best.

Everything else died, and didn't grow. I will fertilize and water my garden more next year. I hope it turns out well.

Example of multi-project story that indicates personal growth and skill development:

Written by 13 year-old 4-H'er with 6 years experience in 4-H.

*4-H'er took on challenge—
personal growth.*

In 4-H we are challenged repeatedly, pushing ourselves to get our work done, help our club, friends, family, ourselves, other people including strangers. Just giving presentations to inform people that 4-H is not only animals, becomes a challenge.

*Learned to put others before
self.*

I've been challenged to make people feel better when they are feeling down and become their best friend, rather than just a friend, when they need someone to talk to.

*Set personal goal to complete
what she started.*

Everyone is given the option to take a challenge or to drop it and quit. I've taken many challenges and kept with them by staying in all the clubs to which I have committed myself to.

Leadership development.

4-H has helped me prepare for my future by challenging me to teach something I have learned in my projects to my club members; and by giving me the opportunity to be a teen leader. I enjoy helping the leaders who help me, everyday, I progress into a better person.

Evaluating personal growth.

I still have a way to grow, however, I know it will be easier for me because I have 4-H to help me though my teen age years. There is no gift to give nor are there any words to say that will cover the gratitude I have for 4-H. My leaders and the people in the 4-H office have become like my parents rather than just friends. Thanks for a great life!

Example of multi-project story that indicates growth and personal growth and skill development:

Written by 13 year-old 4-H'er with 6 years experience in 4-H.

Leadership Development.

This 4-H year has brought new experiences to me. I'm a teenager now. I turned 13 last October, and soon after I was elected President of Junior Council. The first meeting was so unruly I was ready to quit. I realized then how I must have caused problems for previous officers. Meetings have gone better since and I've enjoyed being President.

Personal growth.

Another new experience was being a C.I.T. at the Prep Camp week-end. This was really great. I'm looking forward to becoming a CIT at summer camp in 1994.

Personal goal set.

*Discovery learning.
Acquiring Knowledge.*

I am a member of four 4-H clubs in addition to Junior Council. Finding sharks' teeth on a Marine Science Field trip was really exciting. Although there is a tree nursery in the family, I learned about the wild and native trees through the Forestry Club. The Vectors Rocket Club is one of my favorites. I enjoy building rockets and launching them. This year I was able to help the new members build their rockets and paint them.

Peer teaching.

Cooking in the Calico Kids club is fun. I enjoy cooking. I hope I can do more with that next year.

Possible goal.

This year has been a year full of learning and new experiences for me.

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The County 4-H Fair: Showcase of the Year

What is a 4-H Fair?

Preparing Your 4-H'ers for the 4-H Fair

*Written by: Rita Natale Saathoff,
Regional 4-H Agent, South
1990, revised 1994*

One of the most exciting events which takes place each summer is the annual county 4-H fair. The fair is the culmination of the year for both 4-H members and volunteers; it is a showcase of all that is accomplished during the 4-H program year.

The county 4-H fair is an event designed primarily to evaluate and display the project work of youth participating in 4-H programs. Some 4-H fairs are part of a larger "county fair," while others are strictly 4-H fairs. A fair can be a one-day mall show, or a week-long event with amusements, commercial exhibits and rides, or anything in between. Some fairs have admission fees; others do not.

Different activities take place at different fairs. Some fairs focus on traditional fair activities such as project displays, animal shows, and craft demonstrations. Other fairs include features considered to be currently popular, such as karate demonstrations, video games, and commercial exhibits ranging from water filter companies to other community organizations.

The focus of each fair depends on many factors, including goals and strengths of the local 4-H program, fair location and available facilities, local ordinances, and fund-raising needs of the county 4-H program. Most fairs include a variety of events in order to encourage family participation.

It is the 4-H volunteer leader's job to take an active part in encouraging and assisting 4-H youth in participating fully in the 4-H fair. Ideas on how you can help are listed below.

- **4-H Mail.** Read your 4-H mail thoroughly all year long. Be sure to inform your members of any fair-related information as it becomes available.



- **The 4-H Fair Mailing.** In late spring or early summer, most county 4-H offices send out a fair mailing. This often includes exhibit catalogues (also called “premium books” or “class lists”); requests for help before, during and after the fair; information related to specific projects or events happening at the fair; and registration forms, sign-up sheets and information on how to enter 4-H projects in the fair. Review all of this information carefully with your 4-H members. Assist them in obtaining and completing any paperwork they may need in order to take part in the fair.
- **Exhibiting Your Club Members’ Projects and Skills.** Review carefully items in the fair mailing which pertain to the projects that your club members carry. Look for any project-related events or activities (i.e., members in the clothing project might take part in the fashion revue). Check to see if record books are required in order to exhibit in certain classes or divisions. If so, assist members in completing record books to meet requirements.
- **Exhibit Tags and Registration Forms/Pre-Fair Club Meeting.** Plan a special club meeting a week or so before pre-fair judging and/or fair deadlines. This is a good time to help 4-H’ers complete exhibit tags, registration forms and any other necessary paperwork.
- **Project Judging.** Look for information pertaining specifically to project judging. Often this takes place prior to the fair, sometimes at a different location. Make sure that your 4-H’ers are aware of when, where and how their projects will be judged. This will help to insure that there won’t be any disappointment.
- **Animal Exhibits and Shows.** Animal projects usually must meet special state-wide requirements related to health/immunization records. Check with your county 4-H staff for information about these requirements or in making any arrangements necessary to meet them. Animal project members should also be aware of show dates, times and requirements, as well as special rules your county may have for exhibiting animals.
- **Open Events/Helping Out at the Fair.** Encourage your members to take part in events open to all 4-H’ers and/or other youth. The fair is a great opportunity to meet people from other towns and to make new friends. 4-H’ers should also be encouraged to volunteer to help with fair responsibilities, such as set-up, take-down and staffing booths as needed at the fair.
- **Events for the Whole Club.** Be sure to take part in club-oriented events and activities held at the fair. These may include club booth exhibits, a parade of clubs, club demonstra-

Volunteer Jobs at the Fair: The Key to Success

tions or presentations or taking on a fair set-up task as a club. Working as a club provides members the chance to learn teamwork and cooperation.

- **Involving Parents.** Persuade parents to become involved. Ask them to assist with club activities; encourage them to be present at all fair events and activities in which their child is participating. Invite them to your special pre-fair meeting. This is a good time to help parents understand the how-to's of preparing for the fair, as well as how judging, competition and recognition fit into the 4-H program. Communicating with your members' parents at this point will help prevent misunderstanding and disappointment later. Don't be afraid to ask 4-H parents for help—after all, as their child's 4-H leader, you provide them a valuable service all year long.
- **Understanding County Fair Regulations.** If your 4-H fair is part of a county fair, be sure members understand all county fair requirements and regulations, as well as 4-H guidelines and requirements.

The success of any 4-H fair depends on the participation of adult volunteers. This includes 4-H leaders, parents and other interested adults. Adults can serve in many capacities, such as:

- Serving on the county 4-H fair committee, association or board, often a year-round commitment. This group is generally responsible for planning the event and recruiting volunteers to assist. If your fair is part of a county fair, you may be able to serve on the county fair board.
- Serving as chairperson of a specific fair event or committee, such as serving as project superintendent, barn manager, food concession chair, show committee chair, chair of commercial exhibits, etc.
- Assisting with a specific event or committee, such as helping in a food booth, assisting with project entries, participating in fair set-up or fair take-down, etc. Helping to recruit other adults and youth to assist.
- Serving as a volunteer judge. Some counties prefer that active club leaders do not judge in their own counties; however, other counties often welcome the expertise of an active club leader from another county.
- Exhibiting in adult divisions where available.
- Volunteering to do a special demonstration or presentation either on your own or with your 4-H'ers (i.e., craft demonstration; square dance performance).

Goals of the 4-H Fair

- Helping the 4-H fair committee or 4-H staff in general, such as running errands, distributing posters, selling tickets to an event.

As you and your members prepare for the fair, it's good to keep in mind the purposes for holding a 4-H fair. Although 4-H fairs differ throughout the state, the following are some goals shared by many New Jersey counties.

- Evaluate 4-H project work and recognize accomplishments of youth participating in 4-H programs during the past 4-H year.
- Serve as a showcase for the public to observe 4-H projects, both on display and in action.
- Educate the public about the 4-H program in general, as well as specific subject matter areas of current interest and concern.
- Attract youth and adults to become involved in the 4-H program as 4-H members and volunteer leaders.
- Provide youth and adults opportunities to develop and demonstrate their leadership abilities through planning and conducting the 4-H fair.
- Provide the community with a family-oriented, fun and educational event.

Some counties also depend on the annual 4-H fair to raise funds in support of the year-long 4-H program. In counties where the 4-H fair is part of a larger county fair, there is often a special emphasis on cooperation with other community organizations and agencies.

Making the Most of Your 4-H Fair Experience

The best way to have a positive 4-H fair experience is to GET INVOLVED! This means preparing your 4-H members, encouraging their parents to become involved, and volunteering to use your skills and talents to help your county fair be a big success. For more information on how you can become involved in your county 4-H fair, call your county 4-H staff!

Reference:

4-H Clover Tales, Somerset County (NJ) 4-H Newsletter, January 1990.

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Planning and Conducting a Successful Program or Activity

Plan!

*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
2001*

There is a popular saying that states “If you fail to plan, you plan to fail.” This is true with 4-H programs, events, and activities. If you don’t think ahead, they will fail miserably. The secret of a successful program lies in three words: *plan*, *conduct*, and *evaluate*. Here is an overview of a systematic process that will enable you to plan any type of function with ease and success.

1. Determine what type of program you want to plan.

Consider the answers to these questions before you get started:

- Is it long term or short term?
- Who is the intended audience: youth or adults or both? (Be sure to involve them in the process.)
- Why are you planning this program?
- How was it determined that this program would be held?
- Is this program new or existing? If it is existing, what is its past history and success? Refer to *Learn by Doing the 4-H Way* for tips on using the do-reflect-apply experiential process.

2. Set goals for the program.

- What are you trying to accomplish?
- What will a person in the program learn or gain from participating?
- Write down this information: use it in planning, promoting, and evaluating.
- Make your objectives specific, measurable, and appropriate for the intended participants.
- Consider how you will evaluate the program so you will know what participants learned from it.

3. Divide the task at hand into sub-tasks based on the set objectives.

-
- How many people will be needed to do the work?
 - How much money will be needed?
 - What permission will be needed?
 - Will facility, transportation, lodging, or food arrangements be needed?
 - Set realistic timelines. Build in flexibility but keep to deadlines.

4. Create a planning team.

- Involve people who will be participating or affected by the program.
- Identify and involve the appropriate people and assign tasks that match program needs and people's interests.
- Delegate authority along with responsibility. Set expectations of outcomes and then let people perform tasks with their own styles.
- Monitor progress and provide guidance and assistance as needed.

5. Determine what funds, supplies, and attendance will be needed.

- Determine a budget. Do you have the funds needed? If not, will admission/fees need to be charged?
- Is there a minimum or maximum number of participants? Will they be accepted on a first-come, first-served basis? How many participants will it take to break even financially?
- If you don't have the proper equipment, can you buy, borrow, or rent it?
- Is advance registration needed? Set registration deadlines.
- If program involves travel, overnight stays, or potentially hazardous activities, *4-H Event Permission Forms* must be used.

6. Promote the program

- Use a variety of promotion methods that will be suitable for your intended audience.
- Send news releases to mass media, such as newspapers and radio. Refer to *How to Write a News Release* for ideas.

Conduct!

7. Get things done on time

- Set a schedule and stick to it. Start on time. End on time.
- Plan for more than you need: have an alternative, “emergency” plan in case something goes awry.
- Keep even “serious” programs fun!

8. Promise what people want and deliver what you’ve promised.

- Be organized and professional and act it.
- Make participants feel welcome. Greet them. Say hello and goodbye.
- Give people more than they expect.

Evaluate!

9. Evaluate the planning and conducting processes as well as the end results.

- Observe the program *while* it is happening. Listen to comments from participants. Make needed adjustments as the program is happening.
- How effective was the promotion of your program? How did people find out about it?
- Have the planning team evaluate how the planning process went. Was it efficient? How could it be improved?
- Follow-up with thank-you letters, notes, or gifts to people who helped make the program a success.
- Are all bills paid? Did you meet your budget?

10. Determine how well program objectives were met.

- The objectives are your destination. The program planned is your road map. Evaluation helps you determine how good your vacation spot was *and* how enjoyable was the drive to get there.
- Ask participants questions based directly on the objectives of the program, such as:
 - Did we meet our goals?
 - How successful was our event?
 - What could we do to improve it next time?

-
- Use a variety of evaluation methods that are appropriate for the program participants. Some ideas for evaluation methods include:
 - Written questionnaires
 - Face-to-face or telephone interviews
 - Suggestion boxes
 - Group discussion
 - Indicators of interest in program, based on number of participants or income generated
 - Casual observation
 - Knowledge or skills gained by participants based on before-after comparisons or testimonials of participants.
 - Comparisons with past, similar, or competing programs.
 - Would participants recommend program to others or attend next time?
 - Is program worth repeating?
 - Share the results of your evaluation with people who will want to know: planning committee members, sponsors, county 4-H staff, participants, etc.

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New
Jersey **4-H**

Leader Training Series



Planning a Successful Field Trip

Develop a plan for 4-H project learning activities

Identify a variety of potential field trips

Some field trip ideas

*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
2001*

Field trips can be a great contribution to the 4-H philosophy of learning by doing. 4-H members can observe and participate in a real-life 4-H project-related experience. Here are some suggestions to make a field trip fun, safe, and educational:

Instead of deciding what to do at the last minute, try to plan ahead. This will make it more fun for the kids and less stressful for you. Think of creative ways for youth to learn what they need to in the 4-H project using a variety of methods. Involve them in planning and doing. Consider the following as you plan for project activities, such as field trips:

- What will be learned?
- What teaching methods will be used?
- Will there be opportunities for hands-on experiences?
- Field trips make good introductions or summaries of projects.
- To make it fun, consider a theme and wear special hats, clothing, or costumes that fit the location and purpose.

Look for places that:

- Match needs of project.
- Are relevant and interesting to youth (give them choices when possible).
- Are affordable.
- Are close by.

- Environmental and nature centers
- Bird sanctuaries and wildlife refuges
- Historical sites
- Natural attractions, including state and national parks
- Hiking, biking, walking, canoeing
- Farms, orchards, greenhouses, nurseries
- Factories and corporations

Make contact with the site to be visited

- Hospitals and veterinary clinics
- Airports, train stations, bus terminals
- Museums
- Cultural festivals
- Supermarkets and other retail stores
- Zoos, hatcheries, aquariums
- Radio & television stations, newspapers
- Police and fire stations
- Restaurants and bakeries

Arrange transportation

- Call in advance.
- Make reservations if needed.
- Find out if there are fees; ask for group rate discounts and check methods of payment.
- Visit site in advance if possible.
- How accessible is the site for people with disabilities?

- Busses, vans, or cars? Family-owned or rent? What about using public mass transit?
- How much time will trip take?
- Have maps and directions available for all drivers.
- Share costs of fuel and tolls spent by drivers.
- Getting there can be half the fun. Consider side trips, singing and games along the way.

Don't forget the essentials

- Food (bag lunches, buy from restaurant, etc.).
- Lodging, if overnight.
- Name tags help the group know each other and the public identify participants who may wander astray.
- Where are the bathrooms when you get there? Will stops be needed along the way? As a group leader, you may want to bring along a couple of rolls of toilet paper “just in case.”
- What is appropriate clothing for participants to wear? (such as type of shoes to wear or not to wear).
- Money for food, entrance fees, souvenirs, etc.
- Cameras, camcorders.

Recruit adequate adult supervision

- Have at least one adult for every 10 youth. Get more adults for young children or for potentially hazardous activities. At least two adults is preferred.
- Explain roles and responsibilities to adults. Make sure all are working from same rules and expectations! Adults are there to have fun also but their main job is serving as a chaperone!

Have youth participants complete “4-H Event Permission Forms”

Youth participants on a field trip must complete the *4-H Event Permission Form* (see *Appendix* for sample) This form has several important parts: parental permission, health information, and behavior agreement. The most important reason for using this is to make sure parents are aware of what type of activity their children are participating in. Refer also to the fact sheet *Liability of 4-H Volunteers*. Bring completed forms with you and save after trip.

Have adult chaperones complete the Adult Overnight Agreement Form

If the trip is overnight, all adult chaperones must complete the *4-H Adult Overnight Agreement Form* (see *Appendix* for sample) If it is a day trip, it is still a good idea for all adults to complete a form, since it provides important health information which will be needed in an emergency.

Prepare 4-H'ers for trip:

- Explain where they are going and what they will do or see.
- Agree on rules of behavior and safety.
- Encourage them to devise questions to ask when they get there.
- Identify some of the things to look for.

Focus on safety

- Bring first aid kits. Try to bring along adults with first aid or C.P.R. training.
- Keep kids together. Do periodic head counts.
- Break into smaller, more manageable groups. Have check-in times if the group splits up.
- Assign “buddies” (pairs of youth who will look out for each other).

Capture experience for memories

- Photos/videotape.
- Scrapbook(s).
- Participant diaries.

Evaluate the experience/share reactions of participants

- What did participants learn? How did the experience relate to the 4-H project or real life?
- What did participants dislike? Why?
- What could be improved?

Refer to *Learn by Doing the 4-H Way* for tips on using the do-reflect-apply experiential learning process.

Say thank you!

- Have kids decide how they want to thank people (handwritten notes, big cards with group signatures, send souvenirs/ mementos, post cards, etc.)
- Write thank you notes/letters to all who helped (parents, chaperones, tour guides, etc.)

Share what was learned with others

- Send a 4-H Club Meeting Report to your county 4-H Office. Many counties print such highlights in the county 4-H newsletter.
- Give public presentations to other clubs and to the public (such as to local service organizations).
- Create an exhibit to display in public places and at the County 4-H Fair.
- Inform the media by writing a news release or calling them in advance. (Consider inviting a reporter from local media along with you.)

Don't have time or money to go on field trip? Bring the field trip to you!

When you can't go to the "field," bring the field to you. This can be done by videotape, guest speaker, demonstration, games or simulations. Let kids use their imagination and natural curiosity. Be creative and nothing is an obstacle to fun learning - in your home or in the field.

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New
Jersey **4-H**

Leader Training Series



Working With Teen Leaders

Many 4-H teens want to become leaders in the 4-H program so they can

- share what they know
- learn new skills or
- assume new responsibilities.

In many counties, you will find teens as co-leaders of 4-H clubs with adults, as judges of county 4-H events, as summer camp counselors, as 4-H fair division chairs, as well as leading county events and being role models for other 4-H youth. (*See Appendix H – NJ 4-H Teen Leadership Project.*)

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

Who is Eligible?

Youth enrolled in grades 8–13 are eligible to become teen club leaders. They are selected (by adult volunteers) because of their interest in or knowledge of the projects of the club and their desire to develop leadership skills. They are usually good teachers and enjoy working with children.

Teens involved in a county teen council are also considered teen leaders. In addition to working with younger members, they also concentrate on designing their own programs and working cooperatively to accomplish goals as a group of teen leaders.

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

What Can a Teen Leader Do?

Teens can take responsibility for many tasks such as

- organizing a club business meeting,
- teaching members specific project material or skills,
- leading recreational activities,
- organizing portions of a county event,
- designing and implementing a community service project.

Since each teen leader has unique interests and abilities, duties will be customized and vary from person to person.

What Supervision Is Needed?

Teens are encouraged to take on as much responsibility and authority as they can comfortably handle, but they must never be left alone with the children. An appointed 4-H leader must be present at all times. The adult leader may be in an adjoining room, or working with a nearby group of youngsters, but must be handy and supervise the activities of the total group.

What are Some Coaching Skills I Could Use?

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

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

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

By avoiding phrases such as, "We don't do it that way," and "That won't work!" the enthusiasm and energy created in a partnership will grow. When the teen suggests something that has been a failure in your past experience, look for a piece of it that can be incorporated into another method so that the teen feels

included in the decision-making process and you feel confident as the coach.

Sharing Responsibilities Plan each person's role in each meeting: who will make announcements, who will lead recreation, who will advise the officers of new developments, etc. Advance planning and discussion of each step while planning, will prevent the automatic dominance of either leader.

Consider the needs of the club as well as the needs and interests of the leaders when planning. Neither partner, teen or adult, wants to feel that tasks were dropped on them for which they are not prepared.

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

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

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

When transferring responsibility to a teen, it is important for you to choose words that form a request rather than an order. By considering each opportunity from the teen leader's perspective, you will easily delegate in a way that shows respect for the teen's feelings and abilities.

Supporting Each Other Your role as coach and mentor of the teen leader includes letting the members know that the teen is an official 4-H leader, and that the members are expected to listen, follow directions and cooperate. The teen leader is responsible for generating some of this respect but needs your consistent support.

Celebrate Your Success as an Effective Team

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

Congratulate each other on each step of progress made and goals achieved. Take time to celebrate the success of your club and also your partnership. Thank each other for support and assistance given. Then start to make plans for meeting the next challenge.

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New
Jersey **4-H**

Leader Training Series



Bringing the World Closer to Youth in Your Club

Goals of Global Education 4-H Programs

Why Conduct Global Education Programs?

*Written by: Ginny Powell, Regional
4-H Agent, North, 1990, revised
1994*

Today it is important to relate to others around the world and understand that what happens on the other side of the world affects us. 4-H global education programs are designed to help young people:

- learn about other cultures.
- develop positive cross-cultural attitudes and skills.
- learn about other cultures and develop an appreciation for similarities and differences.
- accept global citizenship responsibilities.

Global education programs:

- provide variety in project work. Many times, older members become bored and discouraged by the lack of advanced project information. For example, a member with a woodworking project may decide to study Scandinavian furniture design.
- promote citizenship and community service. Global education also means learning more about your community, including local ethnic groups and unique community interests. As a group, 4-H members may decide to learn more about their area through a community service project.
- expand opportunities of 4-H. As members learn more about the world around them, it prompts them to want to experience new things. They may be interested in one of the many exchange trips available to 4-H members, both interstate exchanges and short-term exchanges with other countries.
- lend themselves to easy, hands-on experiences. A wide variety of hands-on activities give boys and girls the chance to explore the world in a non-threatening way, so that they may begin to understand what is happening, how it affects them, and what their responsibilities are.

Activities to Try with your Club

These programs are easy for leaders to use with lesson plans and fact sheets. Many resources, available to 4-H volunteers, are ready-to-use lessons. These mini-lessons can be used as recreation at a meeting, a filler for a 15-minute block of time at a meeting, or a entire year's worth of activities.

As youth participate in these types of activities, they begin to realize the importance of understanding the world around them, and also take a closer look at their own lives. They can become excited while learning about the world, their own community, and their own state. The goal of any awareness activity is to stimulate someone to change actions, attitudes, or knowledge that can make a difference in the world.

Geography

Draw the World

Materials needed: world map (used after drawing), paper, pencils, and markers. Participants may work individually or in small groups. Have individuals or groups draw the world or portion of the world that is being identified. Or, use a map that has outlines of countries, and ask participants to fill in names, countries, cities, mountains, rivers, etc. After the activity, be sure to show the correct map and placement of cities and countries. Recognize correct responses.

Finding the World in Your State and Community

Materials needed: state or local maps and world maps. In small groups, examine a state or city map to identify names of towns, rivers, etc. that have an origin in another country. On a world map, find the namesake (town, river, or landmark) in the other country. Discuss the history of that area.

Current Events

World Leaders

Use magazines, newspapers and other media to help youth develop an interest in current events. Cut out pictures of world leaders or famous people. Play a game by matching names with faces.

Cultural Activities

Emphasize a particular country

Learn everything you can about a particular country. After studying that country, invite someone to share experiences about a

country in which they have lived or where their ancestors have lived. Prepare a meal representing that country. Develop a culture kit about a country that shares information about: clothing, culture, education, food, language, occupations, shelter, weather, etc.

Language Match

Participants are to match a greeting or phrase with the appropriate language (and possible countries). Examples:

Hello	English	Great Britain
Dumela	Setswana	Botswana
Bonjour	French	France
Ohayo Gozaimasu	Japanese	Japan
Buenos Dias	Spanish	Mexico
Bonjourno	Italian	Italy

Cooperation/Understanding

We're All Special

To help young people view each person in a group as an individual, introduce participants to a potato with which they must become "friends," and learn to identify its unique characteristics. Discussion can center around generalizations and how a lack of information about people who are different from us can lead to misconceptions and prejudice.

Global Connections

Explore our daily connection with items from around the world and promote an awareness of the interdependence of the world. Participants are amazed at the number of countries with which they come in contact each day through clothing, food, and technology.

Explore Global Concerns Related to:

- Population
- Hunger
- Environment
- Energy
- Health
- Violence
- Drug Abuse

Invite people such as water sanitation engineers, nutritionists, game wardens, or representatives of environmental action groups to talk about global concerns.

Summary

Local Concerns

Local History Search

Interview older residents, check records at courthouses and libraries, tape conversations, visit cemeteries (make rubbings of old gravestones to record information).

Family History

Encourage members to explore their own family history by tracing their roots through preceding generations. What ethnic/cultural backgrounds can be identified?

This introduction is designed to help you become aware of the important role 4-H can play in global education. Challenge other volunteers and members to “make a difference.” Be involved!

“Our most basic link is that we all inhabit this planet. We all breathe the same air. We all cherish our children’s future...”

— *John F. Kennedy*

“No individual can live alone, no nation can live alone, and anyone who feels that he can live alone is sleeping through a revolution. The world in which we live is geographically one. The challenge that we face today is to make it one in terms of brotherhood. We must all learn to live together as brothers, or we will all perish together as fools.”

— *Martin Luther King*

Resources:

“... And My World...”. Unit 1, Unit 2. National 4-H Council.

Background notes for each country - U.S. Department of State, Bureau of Public Affairs, U.S. Government Printing Office, Washington, DC 20402.

Culturegrams for each country - Brigham State University, Center for International and Area Studies, Publication Services, Box 61, FOB, Provo, UT 84602.

Foreign Embassies and Consulates

Rutgers Cooperative Extension of your county. Check with your county 4-H agent for educational materials and information about exchanges.

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New
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Leader Training Series



New Jersey 4-H Camp

4-H Summer Camp



*Written by:
Keith G. Diem, Ph. D., Affiliate Ex-
tension Specialist in Educational
Design 1990, revised 2001*

The Lindley G. Cook 4-H Camp has been providing quality camping experiences for youth since 1951. It is located near Branchville in Stokes State Forest, in the northwestern part of the state. Operated by Rutgers Cooperative Extension, it is open year-round and serves 4-H and non 4-H audiences.

Many activities are held at 4-H camp. 4-H summer and winter camps are the most common. Some county 4-H programs also schedule special camping events. In addition, schools and other organizations use the facilities for conferences and various other educational and recreational purposes.

Among the most important occurrences at camp is 4-H Summer Camp. Youth from all over New Jersey attend 4-H Summer Camp during the summer camping season in July and August each year. Each session runs for approximately 5-1/2 days.

The objectives of 4-H camp revolve around the four H's:

- *Head* – Campers learn to make good choices and gain independence. Camp builds strong minds, bodies, and character.
- *Heart* – Campers make friends from New Jersey and beyond. Friends keep in touch over the years and come back each summer together. Many campers return as counselors, completing the circle.
- *Hands* – Campers “learn by doing” by experiencing many new and exciting activities each day.
- *Health* – Campers enjoy a safe and healthy outdoor environment away from the routine of home.

4-H Summer Camp is open to youth, grades 3-10. Teens who have completed 9th or 10th grade may be eligible to apply for the Counselor-In-Training (C.I.T.) program. Special leadership adventure programming is also offered for those who have completed 7th



or 8th grades. Participation in 4-H Summer Camp is available to all youth, whether they live in cities, suburbs, or in rural communities, without regard to race, color, national origin, sex, or disability. 4-H'ers as well as youth not enrolled in 4-H may be campers.

Campers are assigned to cabins while at camp, usually with others of the same age group. Each cabin has at least one counselor. Facilities are equipped with bunk beds and mattresses. Camp has hot and cold running water, flush toilets, an infirmary, a lake for swimming and boating, a recreation hall, dining hall, nature center, and more. Campers are provided three meals a day, plus snacks. A well-balanced diet is prepared by qualified chefs and cooking staff. The cost of a week at 4-H Camp is very reasonable in comparison with other similar camping programs.

The health and safety of campers is a major concern. The infirmary is adequately staffed, and waterfront personnel are carefully selected for their ability and maturity. 4-H camp is licensed by the New Jersey Department of Health under the New Jersey Youth Camp Safety Act.



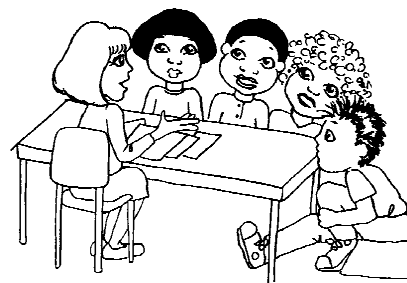
Many different activities are offered during the week at camp. They include crafts and workshops, recreation, and special activities such as campfires, hiking, etc. The facility has a director who oversees the operation of the camp. During the summer, counselors and other staff are hired to work with campers and conduct interesting educational programs each week.

Promoting Camp

4-H camp is one of the most valuable learning experiences a youngster can have. Boys and girls who go to camp learn to appreciate the wonder and majesty of the outdoors, and also to associate with others of their own age. They learn and have fun at the same time. Despite the value of 4-H camp, it sometimes takes a little extra nudge from an adult to persuade a child to attend.

Here are some ideas to help kids and their parents become aware of and interested in camp:

- Invite someone from the county 4-H staff to visit your club and talk about camp. Or, they may be able to put you in touch with a counselor who has been to camp.
- Although the cost of a week at 4-H camp is very reasonable, some families may need a little financial assistance. Consider planning club fund raisers to help 4-H'ers pay their way. You may also want to contact your county 4-H office to find out about the availability of camp scholarships for your 4-H members.
- Encourage 4-H members and families to visit the 4-H camp web site at <http://nj4h.rutgers.edu/camp>.
- Check with your county 4-H office to see if there is a camp slide set, videotape, or multimedia presentation available to show at one of your club meetings.
- Encourage your members and their parents to attend a 4-H Camp Open House held at the L.G. Cook 4-H Camp in the spring. Dates for Open House sessions are available from your county 4-H office or the 4-H Camp web site.
- Hold a contest for the 4-H'ers who recruit the largest number of friends. Camp is even more fun when friends go together!
- Plan for your club to attend a 4-H Camp Information Night as one of your regular meetings or as a special field trip. Check the 4-H Camp web site or contact your county 4-H office in January or February for the dates and locations of the current year's information nights.
- As an adult 4-H volunteer, consider attending camp as a counselor. Counselors have a challenging but rewarding job. Your 4-H members will be comforted and proud to know you're attending along with them. Counselors attend camp free-of-charge. Each summer, outstanding individu-



Visiting 4-H Camp

als who have completed 11th grade (and above) may apply to attend camp for one week as Volunteer Counselors. L.G. Cook 4-H Camp has had a long and successful history of volunteers at camp, many of whom are former 4-H campers and C.I.T.'s.

- Encourage your members to read about camp in your county 4-H newsletter. Many counties devote special sections exclusively to camp.

Parents are discouraged from visiting camp while their children are in attendance. However, they are welcome to tour camp when they bring their children to camp or to make an appointment to visit any other time during the year. Your club might consider planning a field trip to visit camp. Your county 4-H staff can help you arrange a visit. In the meantime, your 4-H office probably has some brochures and other helpful information about 4-H camp.

Renting Camp

The 4-H camp may be rented for a weekend or a day. A reasonable fee is charged. If your 4-H club, family, or other group is interested in renting camp for a special event, contact your county 4-H staff for more information. You'll need to reserve early because camp is a busy place!

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State and National 4-H Opportunities for Youth

Participant Eligibility

A variety of opportunities at the state and national levels are available to 4-H participants. Several events are designed to enhance the 4-H experience, while others provide opportunities for recognizing the accomplishments of outstanding 4-H members. More specific information about each of these events is available by contacting your county 4-H office.

Eligibility for participation in state and national opportunities varies by event. All events have a designated grade level for participation. Some events require the participants to take part in county-level events to qualify, while others may have specific quotas. All participants in state and national events must be approved as eligible for participation by their county 4-H staff. Information and registration packets for these events are received by the county 4-H staff from the event chairperson and are forwarded as appropriate to 4-H leaders and members.

South Jersey 4-H Teen Conference

South Jersey 4-H Teen conference (SJTC) is held each year in March at a hotel within the ten county South Jersey area. Planned and implemented by teen delegates working together with 4-H professionals, the conference is open to all 4-H youth, grades 8 through 13, in Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Mercer, Monmouth, Ocean and Salem Counties. Members of the State Teen Advisory Council (STAC) are also invited to attend. SJTC consists of workshops, field trips and social activities designed to assist in the development of skills and knowledge in leadership, communication, personal development, citizenship and decision-making.

There are no delegate quotas; all eligible youth who submit application forms may attend. Individual delegates are responsible for the cost of attending the program; counties often provide sponsorship through county teen councils or leaders associations.

*Written by: Rita Natale Saathoff,
Regional 4-H Agent, South and
Donna Woody, 4-H Program
Coordinator, 1994, revised 2000*

State 4-H Project Events

There are a variety of state 4-H events held each year with the goal of enhancing the 4-H member's experience in 4-H project areas. The events which are held each year vary; however, listed below are several events which commonly take place.

Animal Science

- Horse—Quiz Bowl, Horse Judging, Horse Show, Trail Ride, Hippology Contest, Equestrian of the Year Contest
- Livestock—Lamb Show and Sale, Sheep Show, Dairy Show, Goat Show
- Other—Rabbit, Cavy and Small Animal Show; Dog Show; Seeing Eye Puppy Demonstration

Natural Sciences—Marine Science Weekend, Horticulture Judging Contest, Adventures in Environmental Science

Communication—Public Presentations

National 4-H Congress

Each year, over 1000 youth from all 50 states, as well as the U.S. territories, join together to participate in National 4-H Congress. This educational event focuses on social and cultural programs and activities, leadership development and community service. The selection process in New Jersey begins about one year before the event. Eligible youth (grades 9 through 12 at time of application) complete a New Jersey 4-H National Congress Application and participate in an interview in the spring. Those selected as delegates to attend the event must also attend an orientation session prior to the event.

Sponsorship of delegates' trips comes from a variety of sources and varies each year, as does the number of delegates attending from New Jersey. Donors include county and state foundations, associations and other groups interested in the 4-H program. Delegates may also be required to pay for a small portion of their trip.

National 4-H Conference

National 4-H Conference is a week-long conference, sponsored by USDA, which brings together approximately 300 teen delegates from throughout the United States as well as the U.S. territories. The conference is designed to involve 4-H members and adults in program development. Generally held each April at the National 4-H Center in Chevy Chase, Maryland, the conference gives teens the opportunity to work in "consulting groups." These groups discuss current issues and make recommendations.

Citizenship Washington Focus

Participants visit the United States Department of Agriculture, as well as members of Congress from their home state.

Delegate selection in New Jersey begins in the preceding fall, when county 4-H staff distribute application forms to potential delegates in grades 10 through 12. In late fall, applicants must attend an interview session consisting of group and individual interviews. The 4-H'ers who are chosen to represent New Jersey are required to attend an orientation and to participate in a few preconference activities. The New Jersey delegation is made up of approximately six youth and two adult advisors.

Sponsorship for this event comes from a variety of sources, including Rutgers Cooperative Extension, New Jersey 4-H Development Fund and the State 4-H Leaders Association.

Citizenship Washington Focus (CWF) is a week-long educational experience that teaches teen delegates to be active, responsible citizens and leaders. Through workshops and committees, field trips, and visits with members of Congress 4-H'ers learn about the democratic process. The conference is one week long and takes place at the National 4-H Center in Chevy Chase, Maryland. New Jersey usually schedules their trip in July.

Each county in New Jersey may send at least two delegates, grades 9 through 12, to CWF and delegate selection procedures are determined at the county level. The process usually begins in January or February. All selected delegates must complete application forms that are forwarded to the state 4-H office in mid-April. All selected delegates and at least one parent must attend a mandatory orientation meeting.

Partial sponsorship is often received from the New Jersey 4-H Development Fund and the State 4-H Association. However, most of the cost of the trip must be covered by the individual delegate, county leaders' association or teen council. Some counties solicit sponsorship from local organizations and businesses.

**New Jersey 4-H State
Teen Advisory Council
STAC**

4-H members in the 8th- 13th grade are eligible to participate. In the fall, each county selects official representatives to STAC. (There is no County quota.) County representatives complete a STAC application form and send it to the State 4-H Office. There are usually six meetings held during the year. Four of the meetings take place on the Cook College Campus, and the other two meetings are either activities or special events. The purpose of the group is to provide input to the 4-H Youth Development Department, actively participate in planning and implementing State 4-H Events, plan, conduct and promote community service activities and develop and practice leadership skills.

All STAC members are eligible to participate in the South Jersey Teen Conference.

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New
Jersey **4-H**

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Promoting 4-H and Getting More Members for Your Club

Happy Members Are The Best Promotion

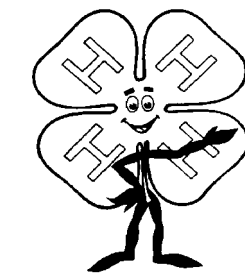
Welcome New Members

*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
1994*

Many national and local surveys have found that the public has heard of 4-H but doesn't understand it or realize that it exists in their own counties. Due to its history long-rooted in rural areas and traditional agricultural and home economics projects, many people aren't aware that 4-H is this and much more. Its focus is on youth development.

One way your club can help to promote 4-H and get more members for the program (and your club) is to make promotion one of its goals. Following are some things to consider in promoting 4-H, and some easy ways your club can help:

Word-of-mouth is very powerful! If your club's members are happy with their 4-H experiences, they'll probably tell others about it. Unfortunately, if they're unhappy they will likely tell even *more* people! This is a sad but true phenomenon of human nature.



When new members first attend your club meeting, be sure they are greeted and made to feel part of the group. Members may not know each other, especially in county-wide 4-H clubs. Many children are shy and have a difficult time in getting acquainted. Take the initiative of introducing them and their parents to the club and its activities. Regularly include group interaction activities at club meetings so *all* members can get to know each other better. If new members don't feel comfortable with the club fairly soon, they probably won't be back. And they may not be happy!

Set a Positive Example

Your club and its members must set a positive example. For your message about 4-H to be believable, your club and its members must practice what your promotion preaches. Don't oversell 4-H. Tell about the big picture of 4-H but be honest



about your local version (club). Members should be examples of kids who are neat and well-behaved. However, don't expect "perfection." Kids must still be kids! Tell the story of what and how much members have *learned* from being in 4-H. After all, learning is the true goal of 4-H.

Promotion Tips

Promotion lets people know about the good *and* the bad.

Be sure your club is telling a *positive* and accurate story about 4-H. Otherwise, more people may learn something unfavorable and not the good of 4-H. What people think (their perceptions) is often more influential than the truth. Therefore, your promotional efforts should be positive and polished. It need not be perfect, but avoid shabby, poorly planned and conducted promotion efforts. For instance, make sure posters are neat and complete. A professional artist isn't necessary, but club members should take their work seriously!

Promotion should happen all of the time. Although special 4-H promotional events are held, this is only part of a total effort. Promotion is a *continual* process. The public today is a different one tomorrow. This is because people move. Also, what wasn't important last month may be today. If you stop telling your message, you're missing people who may now be listening.

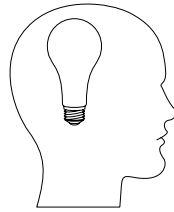
Promotion should use different channels. People have many senses. The more senses that are used, the easier learning occurs. For people to learn about 4-H more easily, vary the ways you promote 4-H. Use sight, sound, and other senses where possible.

Best yet, use a combination. Make posters, send announcements to radio stations and newspapers, place a display or bulletin board in a prominent location, etc.

More promotion isn't always better just because it's more.

Sometimes people think that, to improve a situation, just do more than you're doing now. But what if what you're doing now isn't good? Doing more of it will just make matters worse. This is very true in promoting 4-H. If what is being said about 4-H today and the way it's being presented isn't accurate, more of it will certainly do more harm than good. Helping to change the message in this case is more beneficial than encouraging promotion of an inaccurate image of 4-H. Never attack. Instead, be positive.

Be Creative!



Because people today are bombarded by all sorts of sensual stimuli through television, radio, computers, etc., they can easily become bored. They expect to see, hear, and try new things all of the time. Use this idea to your advantage! Try a new way to promote 4-H! Be unique and get noticed!

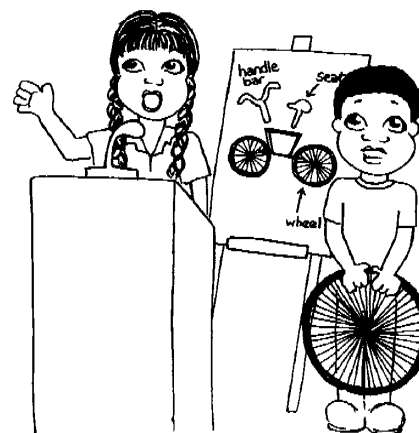
Some 4-H Promotion Ideas

Here are a few ideas to promote 4-H in your area. Use and adapt them as needed. Remember, *be creative!*

- "Tell a friend about 4-H." Suggest that members tell their friends about 4-H and encourage them to join a 4-H club.
- Participate in National 4-H Week, county 4-H week, or other special promotional campaigns in your county.
- Wear 4-H jackets, buttons, T-shirts regularly—to school, club meetings, shopping, etc.
- Conduct community service projects regularly. Not only is this good for the community, it's also good public relations for 4-H.
- Send announcements about your club's activities to local newspapers and radio and television stations. This is a good job for a club secretary or reporter, with the help of an adult. Refer to *How to Write a News Release*.

- Hold a club open house for current and new members and parents, and others, such as reporters, local government officials.

- Conduct a 4-H poster-making party/contest and put the best posters in public places (with permission). Be sure to include the 4-H name and how to join 4-H (including phone-number) on posters and displays, and in other promotion, too.



- Send thank-you letters from your club to groups and individuals who have helped 4-H and your club.
- Purchase and donate 4-H placemats for use in local restaurants.
- Arrange for members to give 4-H public presentations at school, in libraries, and to community groups.
- Encourage your members to participate in community functions, such as parades, as a 4-H club. Display a 4-H banner. Better yet, create a special banner just for your 4-H club.

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How to Write a News Release

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

News Story vs. Feature Story

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

What is news?

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

*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
1994*

Two kinds of news releases

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

Develop a list of local media

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

Prepare news releases using an "inverted pyramid" style

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

1. Date the article.
2. List a contact person's name, address, and telephone number.
3. Devise a suggested title or headline for the article.
4. The first paragraph should include all the necessary information, referred to as the "five W's"
 - Who
 - What
 - When
 - Where
 - possibly Why and How.
5. Succeeding paragraphs can include additional details of How and Why.
6. Include local names and city of residence whenever relevant. Local media especially like to mention names in their circulation/broadcast area.
7. Be sure to include the contact person's name and address/telephone number in the article as appropriate.

-
8. Besides more information about the 4-H club or event being featured, include the address and/or telephone number of the county 4-H office. In other words, promote *all* of 4-H while you have the opportunity.
 9. Integrate the non-discriminatory statement somewhere into your news release.
 10. Some radio and cable television stations will require a specific format, usually in shortened, outline form instead of a standard news release.

Follow-up personally with your news release

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

Involve media people regularly in what you do

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

Other tips for working with mass media

- Return calls from mass media representatives as soon as possible. Call them back again if you have to get facts.
- Write *constructive* letters to editors to thank them for good coverage/accurate stories as well as to "correct" inaccurate stories.
- In an interview situation, try to redirect a misguided question to give *your* story. Avoid making long statements that might get cut in length and, therefore, be printed/aired out of context. Think *sound bite* (10-20 word thoughts at a time).

Examples of news releases

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

SAMPLE #1

(Advance-notice article)

4-H NEWS RELEASE

May 17, 1992

Contact: Chris Clover, Leader of Greentown 4-H Club
4 Clover Way, Greentown, NJ 44444 (555) 444-4444

Greentown 4-H Club To Hold Open House, June 19

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

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

The club currently has eight 4-H members, boys and girls ranging from grades 4-10, from Greentown and several neighboring towns. However, any boy or girl, grade 4-13, from anywhere in Green County is welcome to join.

For more information about the Open House or the Greentown 4-H Club, call Mr. Chris Clover at 444-4444. For other 4-H Clubs in Green County, contact the 4-H Office of Rutgers Cooperative Extension of Green County, at 555-4141. Membership in 4-H is offered to all kids, grades 1-13 (one year out of high school), without regard to race, color, national origin, sex, disability or handicap.

K. Diem, 5/92.

SAMPLE #2

(Follow-up article)

4-H NEWS RELEASE

January 29, 1991

Contact: Chris Clover, Leader of Greentown 4-H Club

4 Clover Way, Greentown, NJ 44444 (555) 444-4444

Greentown 4-H Club Members Cited for Environmental Work

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

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

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

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

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

For more information about Greentown 4-H Club, call Mrs. Clover at 444-4444. For other 4-H Clubs in Green County, contact the 4-H Office of Rutgers Cooperative Extension of Green County, at 555-4141. Membership in 4-H is offered to all kids, grades 1-13 (one year out of high school), without regard to race, color, national origin, sex, disability or handicap.

K. Diem, 1/91.

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Building Career Skills Through 4-H

If you could give one word of advice to young people about career success, what would it be? Some might say “go to college,” or “learn to use computers.” That is good advice, but does it work?

Surveys show that most young people are not fully self-supporting for approximately 10 years after completing high school. The average age of students at county colleges is 27 years. One third of county college students have completed a four year degree and attend county college for specific job training. More than 90 percent of parents who were asked if their son or daughter will graduate from college responded “yes.” However, only 20 percent of high school graduates will actually complete a four year program. Furthermore, many college graduates have been disappointed to learn that a college degree does not necessarily lead to a high-paying job. Yet without higher education, a majority of young people find themselves trapped in minimum wage jobs with no room to grow. Is there a solution to this problem?

Begin Early

Preparing children for the workplace does not mean encouraging a six year old to “get a job.” Rather, it is important to provide activities appropriate for the age group which help them develop career awareness. For example, first graders could use Legos to build an office or warehouse. By fifth grade children are ready for exposure to a variety of work sites. High school students have benefitted greatly from opportunities to work side by side on a project with an adult worker.

Job Skills of the Future

Young people need many skills in order to live happy, productive, and healthy lives in a rapidly changing world. Future workers will have many different jobs and will likely be employed in several industries. How can we prepare 4-H youth for a career which may be ever-changing?

*Written by: Gloria Kraft,
County 4-H Agent, Burlington
County, 2000*

The essential capabilities for future American workers have been established by national experts and published in a landmark

SCANS Workplace Competencies

1991 report by the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (the SCANS report). The study identified five workplace competencies and three foundation skills.

- **Utilizing Resources**—allocate time, money, materials, space and staff
- **Working With Others**—participate in teams; teach others; serve customers; lead; negotiate; and work well with people from culturally diverse backgrounds
- **Using Information**—acquire and evaluate data; organize and maintain files; interpret and communicate; and use computers to process information
- **Understanding Systems**—understand social, organizational, and technological systems; monitor and correct performance; design or improve systems
- **Working with Technology**—select equipment and tools; apply technology to specific tasks; maintain and troubleshoot equipment

SCANS Foundation Skills

- **Basic Skills** - reading, writing, arithmetic, science, math, speaking, and listening
- **Thinking Skills** - problem solving, reasoning, learning, creative thinking, decision making
- **Personal Qualities** - self-esteem, integrity, responsibility, and sociability

Learning Skills Through 4-H Project Work

Children learn best when they are having fun and feel engaged in what they are doing. What better way to teach career skills than through a 4-H project? Consider which of the SCANS skills fit the activity you want to do. For example, a dog project might include learning to groom in a team effort where young people interact and take turns leading, teaching, or following. Focus on the advantage of working together, emphasizing that teamwork is required in the workplace.

Many times we automatically teach workforce skills but 4-H members do not realize they can transfer these skills to a job and therefore do not mention their 4-H experiences to prospective employers. Schools are doing more to help young people market

themselves, but we can do much more to help 4-H members realize the value of their 4-H project work and community service activity. At the completion of a project, include an exercise in identifying the SCANS competencies the club members have learned. Each member can keep a portfolio or computer disk to collect this information. Such an inclusive record not only builds self-esteem, but will be very useful at a later time when the 4-H'er is filling out college applications or going to job interviews.

Begin with a Plan

Design 4-H projects, events, and other activities in a way that will challenge youth to achieve the SCANS competencies. For example, a woodworking project could be outlined as follows:

4-H WOODWORKING PROJECT		
Project Phase	Project Tasks	Skills Learned
Getting Started	Brainstorm ideas Select team project	Listen, speak, think creatively Work with others, make decisions
Ready, Set, Go	Purchase materials Establish time schedule Select Woodworking manual Identify most pertinent chapters to be covered	Select equipment & tools, allocate money time, space Allocate time Acquire & evaluate data, allocate money Interpret and communicate, read, problem solve
Study and Practice	Complete self-study chapter before each meeting, take test Build project one step at a time Assist team members Check tools & safety habits Maintain personal tool box	Acquire and evaluate data Apply technology to specific tasks, understand technological systems Teach others, lead, negotiate Troubleshoot equipment, correct performance, improve system Organize and maintain files
Community Service	Tour nature center to learn names of trees and plants Identify and write names of trees and plants Build wooden identification signs for nature center Reflect with mentor on the benefits of project to self and others	Acquire and interpret data Use computers, communicate Apply technology to specific tasks Self esteem, integrity, responsibility, and sociability, serve customers

4-H Leaders as Mentors

A mentor is someone who guides, advises, and supports another in achieving a goal. A 4-H club leader is a very important mentor for 4-H members. In a recent study, it was determined that young people who had a 10 minute conversation once a month with

Workforce Skills Resources

an adult not in their family were far less likely to engage in drug abuse or other risky behaviors. Other studies have shown that youth experience a higher level of success when they have frequent interactions with a caring adult. Adult guidance and supervision allows youth to acquire a sense of purpose and self-confidence. Young people thrive when they know they are valued and have a valuable contribution to make. 4-H club leaders, as mentors, can help youth succeed by incorporating workplace competencies in their 4-H projects and by identifying the skills learned which are important in the future workplace.

If it seems like an overwhelming task, start simply. Ask someone you know to speak to the 4-H club about their job and how it relates to the 4-H project. Each experience will lead to the next. You may also wish to contact your county 4-H agent for the following resources:

- *Workforce Preparation Resource Packet (includes leader manuals, member activity guides, workbooks, posters, etc., covering a range of topics about careers, entrepreneurship, resume writing and more.)*
- *Character Counts*
- *High School Financial Planning*
- *Talking with TJ (teamwork--elementary; conflict resolution--middle school)*

References

U.S. Department of Labor (June 1991). *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, DC: U.S. Department of Labor

Benson, P.L., J. Galbraith, and P. Espeland (1995). *What Kids Need to Succeed*. Minneapolis, MN: Free Spirit Publishing Company.

Workforce Preparation Model, National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, MD 20815-4999. E-mail: <workprep%smtpgate@fourhcouncil.edu>

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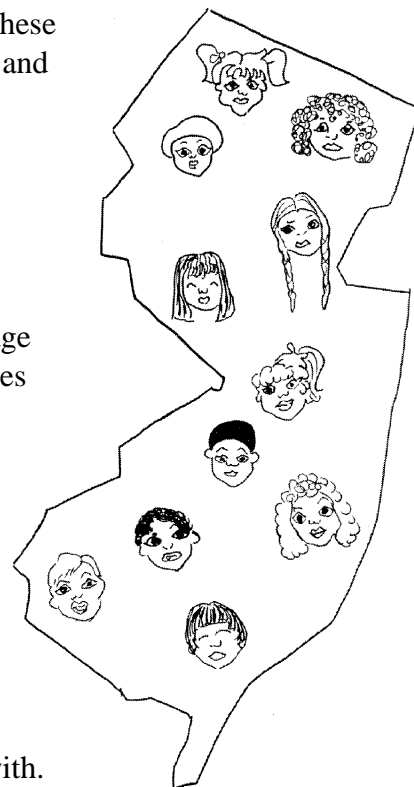


Ages and Stages of 4-H Youth

As you know, young people act differently at various ages and stages of their lives. Think about some young people you know. Can you think of some characteristics of 10 year olds? Would those characteristics be different from 16 year olds? Does a 2nd grader act differently from a 7th grader? Your answer is probably yes!

Because of these differences, 4-H programs are usually designed with a target audience in mind. As in school, 4-H programs are designed according to school grades of youth. Characteristics of these grade groupings are given below. Keep in mind that these groupings are based on averages, and that each child is an individual who develops at his or her own rate.

Be sure to consider the information in the chart on the next page when planning events and activities for your 4-H'ers. Look down each column to get an idea of the characteristics of the youth you are working with. For more specific information, see the information sheet which describes the characteristics and suggestions for planning learning experiences for the specific group you are working with.



*Written by: Betty Ann Smith,
County 4-H Agent, Middlesex
County and Rita Natale Saathoff,
Regional 4-H Agent, South, 1994*

DEVELOPMENTAL CHARACTERISTICS OF THE 4-H YOUTH AUDIENCE

CHARACTERISTIC	PREP Grades 1-3	BEGINNERS Grades 4-6	INTERMEDIATES Grades 7-9	ADVANCED Grades 10-13
Interest Span	Short, unless topic is of great interest. Can be increased if activity is included. (5 to 20 minutes)	Short and varied.	Lengthens with experience and interest in subject or activity.	Almost adult if self-motivated.
Motor Skills	May be easily frustrated by fine motor tasks that are beyond level of coordination.	High interest in doing active projects. Poor coordination.	Interested in skills for specific use. Can tackle more difficult jobs with more complex coordination.	Highly skilled in areas of interest and practice.
Mental Growth	Curious, learns from hands-on experiences. Developing language.	High curiosity. Limited experience. Beginning abstract learning.	Increased depth and scope of learning.	Continued increase related to experience. Can see relationships.
Ability to Plan	Has difficulty with multiple step plans over a period of time.	Limited ability, experience and judgement.	Can plan better than execute.	Has need and ability to plan.
Relation to Adults	Seeks adult leadership and companionship.	Accepts leadership easily from adults.	Needs and wants guidance but rejects domination.	Wants leadership on adult level.
Relation to Age Mates	More interested in small groups under adult supervision.	Needs to feel accepted.	Interested in opposite sex, and in group acceptance.	High interest in groups, "couples" oriented.

Reference:

Adapted from the North Dakota State University 4-H Curriculum Guidelines.

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New
Jersey **4-H**

Leader Training Series



Working with 4-H Youth in 1st to 3rd Grades

Youth in 1st, 2nd and 3rd grades are involved in the 4-H Prep Program, as well as in-school and after-school 4-H programs. In addition, special events are designed to meet the special needs and interests of these children.

Listed below are some characteristics of youth in grades 1 to 3. Not all children in this age group will act in the manner described, but the majority will most of the time. In general, these youth have a strong desire for affection and attention of adults and are usually self-centered. Plan for small group activities with an adult for every three to four children.

Youth in Grades 1 to 3

Specific Characteristics	Planning a Learning Experience
Easily motivated, eager to try something new.	<ul style="list-style-type: none"> • Plan a wide variety of activities. • Plan activities that take a short time to complete, with each experience building on previous activities.
Deal with here and now. Interest span short.	<ul style="list-style-type: none"> • Provide a variety of short and specific learning activities involving concrete concepts. • Free time should be planned and encouraged. Move from one activity to another. Alternate high and moderate activity with low.

*Written by: Betty Ann Smith, County 4-H Agent,
Middlesex County and Rita Natale Saathoff,
Regional 4-H Agent, South, 1994*

Specific Characteristics	Planning a Learning Experience
All new learning involves use of language.	<ul style="list-style-type: none"> • Be very specific and clear with instructions. • Ask youth to give feedback on what they have heard.
Sensitive to criticism, don't accept failure well.	<ul style="list-style-type: none"> • Provide positive encouragement and assistance. • Plan many concrete learning activities in which success can be experienced.
Experimental, exploratory behavior part of development.	<ul style="list-style-type: none"> • Set up situations that foster cooperation and teamwork rather than competition. • Utilize field trips, real models, and hands-on experience.
Learn best if physically active.	<ul style="list-style-type: none"> • Provide activities that encourage physical activity: running, moving, playing games, cutting with scissors, painting, brushing, and assembling.
Strong desire for affection and attention of adults.	<ul style="list-style-type: none"> • Plan for small group activities with an adult for each three to four youth.

Reference:

Curriculum Development for Issues Programming, A National Handbook for Extension Youth Development Professionals, Extension Service, U.S. Department of Agriculture, 1992.

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New
Jersey **4-H**

Leader Training Series



Working with 4-H Youth in 4th to 6th Grades

Youth in 4th, 5th and 6th grades are involved in standard 4-H clubs, as well as in-school and after-school 4-H programs. Many special interest programs, 4-H camps and county-wide events are also available for this age group.

Listed below are some characteristics of youth in grades 4 to 6. Not all children in this age group will act in the manner described, but the majority will most of the time. In general, these youth are less self-centered than younger children. Their interests begin to expand more from home to community, so this is a good time to involve them in community service. Children in this age group constantly ask “why?” It’s important to encourage them to explore and experiment to find the answers on their own.

Youth in Grades 4 to 6

Specific Characteristics	Planning a Learning Experience
Are quite active, with boundless energy.	<ul style="list-style-type: none"> Put emphasis on “hands-on” learn-by-doing activities. Keep youth busy with individual or group projects. Group free time is encouraged.
Like group activity.	<ul style="list-style-type: none"> Emphasize group learning experiences.
Like to be with members of own sex.	<ul style="list-style-type: none"> Encourage learning experiences to be done with participants of same sex.
Have interests that often change rapidly, jumping from one thing to another.	<ul style="list-style-type: none"> Encourage many brief learning experiences.

Written by: Betty Ann Smith, County 4-H Agent, Middlesex County and Rita Natale Saathoff, Regional 4-H Agent, South, 1994

Specific Characteristics	Planning a Learning Experience
Usually do best when work is laid out in small pieces.	<ul style="list-style-type: none"> • Use detailed outlines of sequential learning experiences.
Guidance from parents and adults important if youth are to attend to a task and achieve their best performance.	<ul style="list-style-type: none"> • Provide opportunities for parent involvement. Outline “things to do” and make assignments. Participants will probably need individual and group guidance. Suggest how parents, teachers, and other volunteers can help.
Admire and imitate older boys and girls.	<ul style="list-style-type: none"> • Encourage apprenticing with teen volunteers.
Are easily motivated, eager to try something new.	<ul style="list-style-type: none"> • Provide a wide variety of learning experiences.
Do not like to keep records and do not see the value in them; need assistance and close supervision.	<ul style="list-style-type: none"> • Keep written work simple. Review the project or activity forms with the group step by step. Give clear instructions and solicit the help of parents to assist their children with written work.
Like symbols and regalia.	<ul style="list-style-type: none"> • Make recognition available to those who earn it.
Need recognition and praise for doing good work.	<ul style="list-style-type: none"> • Present recognition in front of peers and parents. Let members know that they will receive rewards for completing activities.
Are extremely curious; constantly ask “why.”	<ul style="list-style-type: none"> • Do not answer all their questions. They will learn by finding some answers on their own. Encourage a few members to find answers and report back to the group.

Reference:

Curriculum Development for Issues Programming, A National Handbook for Extension Youth Development Professionals, Extension Service, U.S. Department of Agriculture, 1992.

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Working with 4-H Youth in 7th to 9th Grades

Youth in 7th, 8th and 9th grades are generally involved in standard 4-H clubs, as well as special interest programs, county-wide events. In addition, early leadership experiences are offered through teen councils, counselor-in-training programs at 4-H camp, and other special programs designed for these youth. There are also more opportunities for involvement in regional or statewide programs and events.

Listed below are some characteristics of youth in grades 7 to 9. Not all youth in this age group will act in the manner described, but the majority will most of the time. In general, this age group is concerned about their own physical development and are somewhat self-conscious. This is a good time to plan activities which will help youth understand themselves and their values, while developing individual skills.

Youth in Grades 7 to 9

Specific Characteristics	Planning a Learning Experience
<p>Are concerned about physical development, being liked by friends.</p> <p>Desire a sense of independence, yet want and need their parents' help.</p> <p>Are self-conscious with many needing help to get over inferiority complexes.</p>	<ul style="list-style-type: none"> • Encourage learning experiences related to understanding yourself and getting along with others. • Encourage working with adults and older teens to complete learning experiences and apprenticing. • Concentrate on developing individual skills.

Written by: Betty Ann Smith, County 4-H Agent, Middlesex County and Rita Natale Saathoff, Regional 4-H Agent, South, 1994

Specific Characteristics	Planning a Learning Experience
<p>Like fan clubs, with many having adult idols.</p> <p>Want to go outside of their own community to explore.</p> <p>Are getting over the age of fantasy and beginning to think of what they will do when they grow up, but are often unclear of needs and values.</p> <p>Are interested in activities involving boys and girls.</p> <p>Are interested in sports and active games.</p> <p>Are ready for in-depth, longer learning experiences.</p>	<ul style="list-style-type: none"> • Need to have opportunity to practice leadership roles with coaching. • Encourage working with or apprenticing to older teens and adults. Teen and adult leaders must be well-liked to be effective, and teen leaders should be three or four years older than participants and considerably more mature (must not reject those who they are leading). • Provide learning experiences outside of the community. • Relate what they are doing to career choices. • Encourage learning experiences involving boys and girls. • Encourage active, fun learning experiences. • Tasks may be more difficult and of longer duration. Encourage deeper exploration of leadership roles; encourage more detailed recordkeeping of leadership experiences. • Activities provide hands-on and skill-centered experiences in specific subject matter.

Reference:

Curriculum Development for Issues Programming, A National Handbook for Extension Youth Development Professionals, Extension Service, U.S. Department of Agriculture, 1992.

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Leader Training Series



Working with 4-H Youth in 10th to 13th Grades

Youth in 10th, 11th, 12th and 13th (one year out of high school) grades are generally involved in standard 4-H clubs, with an emphasis on developing leadership skills. They may serve as teen leaders in a club, as members of a teen council, as camp counselors and in a variety other roles. There are many opportunities for participation at state and national levels. These youth are often viewed as role models for younger 4-H youth.

Listed below are some characteristics of youth in grades 10 to 13. Not all youth in this age group will act in the manner described, but the majority will most of the time. In general, this age group is concerned with social development, and are interested in adult leadership roles. They also focus energy on the community and preparing for careers. This is a good time to encourage independence in planning programs, participation in activities involving the community, and exploring career options.

Youth In Grades 11 to 13

Specific Characteristics	Planning a Learning Experience
<p>Have social needs and desires that are high.</p> <p>Want and need a strong voice in planning their own program.</p> <p>Want adult leadership roles.</p>	<ul style="list-style-type: none"> • Emphasize leadership life skills that also relate to social development. Provide opportunities for self-expression. • Encourage youth to plan programs with guidance and support of adult helpers. • Encourage working with adult role models. Emphasize guidance and counsel from adults rather than directions.

Written by: Betty Ann Smith, County 4-H Agent, Middlesex County and Rita Natale Saathoff, Regional 4-H Agent, South, 1994

Specific Characteristics	Planning a Learning Experience
<p>Are quite interested in co-educational activities.</p> <p>Have areas of interest that are more consistent than earlier, with patterns of interest becoming more definite.</p> <p>Often need guidance in selecting careers.</p> <p>Are developing community consciousness.</p> <p>Are beginning to think of leaving home for college, employment, marriage.</p> <p>Many will leave the community for employment, and many who go to college will not return to their present community after graduation.</p>	<ul style="list-style-type: none"> • Encourage co-educational learning experiences. • Encourage greater in-depth study of leadership roles and life skills. • Apply leadership life skills to career exploration, especially decision-making. • Encourage career exploration within specific subject matter. • Encourage learning activities involving the community. • Emphasize application of leadership life skills to being on your own. • Need experiences that expose and involve youth with the larger society.

Reference:

Curriculum Development for Issues Programming, A National Handbook for Extension Youth Development Professionals, Extension Service, U.S. Department of Agriculture, 1992.

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Principles of Teaching and Learning

Any time there is a learning situation, keep in mind certain things that will help you be successful with all members.

1. Young people learn best in an atmosphere of warmth and acceptance.
2. Members want to be actively involved in setting their own goals and in planning their activities.
3. Each 4-H'er has different abilities and learns at his/her own rate.
4. Motivation is the key to real learning. This includes self-motivation and external motivation.
5. Self-evaluation is the most meaningful kind of evaluation.

Preparation

Preparation is the key to successful teaching. Keep these points in mind when planning your club activities:

- Know the purpose of the program. What do you want to accomplish?
- Know your audience. What is the size of the group? What is the age-range of the group?
- Know the physical set-up. How are the chairs and tables arranged? Is the lighting adequate?
- Know what equipment and other materials you will need. Be sure that it is all in working order.
- Know the subject you will be teaching. You don't need to be an expert, but you should have resources available.
- Be comfortable. If you are well prepared, you will enjoy teaching young people, and have fun with them.

Teaching Methods

Many different ways of teaching are available to you. Here are a few examples of ways you can help members learn. Remember, involve members in ways that will motivate them to learn. Try using a variety of teaching methods to accommodate many different learning styles.

Group Discussion, Questioning

This method helps members express their own thoughts. Use open-ended questions to encourage all members to share more information. Open-ended questions usually begin with "how," "what," "why," or "could."

Brainstorming

In this method, creative thinking is more important than practical thinking. As members present ideas, none are to be criticized. In fact, the group is encouraged to list everything, no matter how wild. Hearing other ideas can spark more creativity. Quantity is the goal. All ideas are written down and edited later. An example of brainstorming could be thinking of 4-H fair themes.

Record keeping

Besides being a good business practice, record keeping is the best way to measure progress of group and individual goals. Members learn more about their projects through record keeping. They learn about costs, materials, and how to evaluate finished products. Record keeping doesn't have to be boring. Besides record books, members can show progress through a scrapbook or a portfolio. This is a good way to help a member keep an ongoing record of his or her 4-H career.

Collage

A collage (an artistic composition of materials on a surface) is used to convey an idea or theme to others. Materials that can be used include: magazine and newspaper pictures and texts, tissue paper, markers, poster board, etc.

Demonstration

This method is a presentation of how to do something, along with the finished product. Demonstrations can be done by the leader, but preferably by members. Not only does everyone learn a new skill, but the member giving the demonstration also gains communication skills and confidence in speaking in front of a group. An example of a demonstration is how to make bread. A finished product should be available because the process of actual baking would be too time-consuming.

Audio-Visual Aids

Movies, videotapes, slides, and cassette tapes are other methods to help young people learn. Be sure to preview any visual aids you plan to use. Videotaping presentations or club meetings is another way of teaching and providing feedback. The county 4-H office, libraries, and schools are good sources of visual aids.

Field Trip or Tour

This method is an excellent way to reinforce something already discussed in a club. See *Planning a Successful Field Trip* information sheet.

Simulations, Games

This method is great for problem-solving. Real-life dilemmas are presented through simulations or games where participants must make decisions. Their choices often lead to further problems and decision-making opportunities. An example of a simulation/game could be planning a community service project.

Role-Playing

Members give spontaneous answers with this teaching method. A small group of participants act out a real-life situation in front of the club. They have no script, but are given a situation and individual roles that they must act out. Participants create their parts as they act. The performance is then discussed in relation to the situation or problem under consideration. An

Skits

example of a role-play is parents and a teenager discussing curfew time.

A skit is similar to a role-play, except that the script is prepared and the presentation has been rehearsed. Participants act out an event or situation that can be real-life. Skits can be humorous or serious. An example of a skit could be a group dramatizing how to prepare a campfire.

Summary

These teaching methods allow you to help members learn in a variety of ways. As you teach members both project and life skills, remember the following hints:

- Catch the interest of the members.
- Focus their attention on the subject.
- Establish a rapport with the group. You don't have to be a buddy, but you need to have mutual respect.
- Be sure your club knows what you expect of them. They should be part of the planning.
- Processing the experience is when much of the learning takes place. Discussing the activity helps members understand how it relates to them.
- Learn to have fun while teaching the members.
- Good luck and best wishes for success!

References:

Improving Teaching Effectiveness: A Guide for 4-H Volunteers. Roger Rennekamp, State 4-H Office, Lexington, Kentucky.

Georgia 4-H Teaching Techniques. Georgia 4-H Volunteer Staff Development Task Force, Athens, Georgia.

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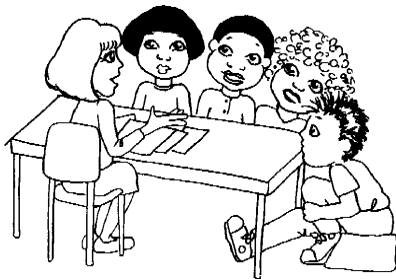
Leader Training Series



Helping Youth Set Goals

What is the Purpose of Setting Individual Goals?

Self-Set Goals



4-H'ers Who Set Their Own Goals:

Ways to Recognize 4-H'ers for Achieving Individual Goals:

*Written by: Betty Ann Smith,
County 4-H Agent, Middlesex County
1990, revised 1994*

Learning, growing, and developing self-esteem and self-confidence are important goals of the 4-H program. One way for youth to accomplish these goals is to set their own personal 4-H goals.

Goal setting by the individual enhances learning and the development of self-esteem and self-confidence.

(Refer to *Project Selection Worksheet #3, "My Project Plan"*)

Self-set goals that are realistic will be successfully met.

- Re-evaluating and re-setting unrealistic goals takes the "feeling of failure" out of the learning activity.
- When goals have been reached, new goals for learning can be set. This takes the "feeling of boredom" out of the learning activity.
- Self-set goals allow participants to start where they are, and let them progress at their own rate. The same goals are not set for everyone. The individual is in control of his/her learning.
- develop a higher level of problem-solving skills.
- begin to accept mistakes as part of learning rather than looking at mistakes as failures.
- gain confidence and experience success, no matter how small, thereby developing self-esteem.
- are able to experience success building on success.
- learn that they are appreciated for who they are, not just for what they do, or what they "win" when recognized for achieving individual goals.
- Give verbal praise, and/or a pat on the back.
- Give a Certificate of Recognition for achieving their specific goal.
- Place Danish Ribbons (EX, VG, G, Fair) in a container, and invite the 4-H'ers to take the ribbon that represents their self-evaluation of their success in reaching their goal.

How You Can Help Make Goal Setting a Positive Experience for Your 4-H'ers

Some Pointers About Useful, Effective Feedback:



1. Help 4-H'ers assess their progress toward their goals. The 4-H'er needs to keep records of original goals set for the project; and progress toward the goals such as record books, diary, records on file cards, etc.
2. The leader working directly with the 4-H'er needs to give timely, positive feedback. Feedback can be suggestions to help correct a process, or it can be information that tells 4-H'ers they are on the right track. Feedback or evaluation is done throughout the year.
3. Help 4-H'ers to understand that any unmet goals and objectives can become next year's goals and objectives.

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

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

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

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

References:

Self-Worth and School Learning by Martin V. Covington and Richard G. Beery 1976

Model for Recognizing 4-H'ers, National Awards Task Force.

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Leader Training Series



Developing a Positive Self-Concept

How Do I Help 4-H Members Develop a Positive Self-Concept?

*Written by: Rose Mary Bergmann,
County 4-H Agent, Morris County
and Sylvia Ridlin, Extension Spe-
cialist in Human Development,
1990, Revised 2000*

One of the major life-skills that are developed through the 4-H Program is “Developing A Positive Self-Concept.”

As a 4-H Volunteer, you have many opportunities to make a positive impact on each 4-H member’s self concept. Every important adult in a child’s life influences his/her belief in his/her own value to others and to him/herself. This includes parents, teachers, 4-H leaders, grandparents, older brothers and sisters, youth leaders and religious leaders.

What is a positive self-concept? It is a growing belief about yourself that helps you to cope successfully with the events in your life, and then to make a positive impact on the lives of others.

As a 4-H youth leader, your attitude of non-judgmental, acceptance toward each child is essential. This helps each member feel accepted as the person he/she is, rather than for behavior, clothes or skills. One way to do this is to show genuine appreciation for each individual. If you aren’t genuine, a child will know it right away.

Feedback—Genuine appreciation is also positive feedback. Although we would like to be able to only give positive feedback, part of being an adult role model for youth includes making corrections. You are probably asking, “How can I make corrections constructively?”

Since each child is unique and already has a self-concept in the process of development, you cannot guarantee how a child will accept correction. Experts recommend that all feedback include at least 75 percent positive comments as you make a correction to keep things in balance. A division of 50/50 positive comments to criticism doesn’t work. Your 4-H members may feel unworthy unless you use the 75/25 balance.

For example, “You have done an excellent job on this record book. Your handwriting is neat, you have reported all of your expenses, and your story follows the guidelines. However, you did not include the number of 4-H meetings you attended. Next year, you might want to keep a tally on your 4-H calendar so you can fill in this part of your record book easily.”

Expressing Acceptance—You can help express acceptance by seeing beyond a behavior to the true self within each 4-H'er. One technique that may help youth discover their uniqueness is to distribute 3x5 cards, at the end of each meeting, and ask them to list the things they liked about themselves during the meeting.

You could also invite your members to list what they learned and encourage them to discover things that were not part of the “lesson plan.” There should be no right answers to match, but all things learned should be encouraged so each person can discover the variety of learnings that take place in a group.

Nonjudgmental Attitude—Your attitude to each 4-H member will be obvious to the children. Even though adults have learned how to say one thing and do another, children often see through this immediately. So it is important to be honest within yourself as you notice your relationship with each youth. Having and expressing a non-judgmental attitude is an important part of helping youth develop a positive self-concept.

Within the group setting you can help the members remove their judgments from situations by demonstrating neutral behavior. When a person in the group shares an experience, feeling, or a thought, the leader accepts it as the true expression of that person at that moment. For example, if a youngster says he could not bring his record book because his parents wouldn't let him, the leader and members don't attack him with, “You're lying. That's not true. You just forgot it.” Instead, the leader sets a positive example by saying, “Okay. Let's work together with your parents so you can bring it to the next meeting.”

Listening - By listening to a child and treating them with respect, you are in turn facilitating self-respect. Not only should you give all children a chance to speak, you should listen to them attentively and acknowledge what they are saying. You should speak to children as you would speak to an adult and listen to them as you would an adult.

Where Does One's Self-Concept Come From?

Self-Confidence Expressed

Caring—Adults, who communicate to youth a sense of caring and a sense of personal worth, help to increase each person's positive self-concept. You can do this by creating an environment of mutual support and caring. As the club leader, you can gently help every member have a chance to share his thoughts with the group so the most talkative person doesn't overshadow a more quiet personality.

Fairness is also very important in establishing self-respect and self-acceptance. Children are very aware of whether a leader is fair or not. The rules you establish should apply to all children, not just the ones you feel are least favorable.

You will have reached this goal when the members trust one another and the leader enough to be at ease when expressing their feelings openly, and know they will not be ridiculed. This atmosphere of trust and acceptance will help young people recognize that they are valued and can count on receiving genuine affection and support.

How you think and feel about yourself, your self-image is learned. This began at birth, with your parents and other care givers. They gave you verbal and non-verbal feedback on your behavior. Other persons in your environment, and the nature of the community itself, also contribute to self-concept.

These experiences with the important people in your life, help determine whether you will feel acceptable or not valued.

Some people will give you the message that, although you may at times behave in unacceptable ways, you are basically an okay person. Others may give a negative message: "You are bad because you do bad things." Either of these messages, given over and over as you grow up, influence how you see yourself. By the time a child reaches school age, the self-concept is quite developed.

Although the early influences have a significant impact, it is possible to change self-concept. You, as a youth volunteer, can be part of the gradual process of building a positive self-concept for youth, as well as for yourself.

Genuinely confident people know they can handle whatever challenges life brings their way. They are willing to learn and are

What Can I Do About My Self-Concept?

not afraid of making mistakes. They feel good inside, and like themselves. They have strong self-respect. And they have an equal amount of respect for the feelings and capabilities of other people. They feel inferior to no one and superior to no one.

There is great potential within each of us. No matter what problems we have, even if we are physically injured or mentally disabled, that potential is still there. It is upon this inner resource that confidence must be built; not on looks, intelligence, money, popularity, athletic ability, or social status.

You are in charge of your self-concept, too. All of the things we've said about helping youth develop a positive self-concept apply to everyone. You will find that by genuinely expressing your caring for others enthusiastically, even when your feelings are saying, "I don't feel like it," will cause you to feel better.

You are a special person who volunteers to work with 4-H youth, and you know in your heart that you really care about young people.

Expressing your true self, and being genuine and accepting are the keys to helping 4-H members increase their positive self-concept.

Remember: you are an incredible person! Within you is wisdom, love and joy. Never sell yourself short.

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New
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Leader Training Series



Recognizing Your 4-H'ers Achievements

Beliefs About Recognition

*Written by: Ginny Powell,
Regional 4-H Agent, North, 1990,
revised 1994*

“Good Job!”

“Here is your pin for completing a year of 4-H club work.”

“You have received a blue ribbon for the excellent job you did on your project.”

“Congratulations! You have received an outstanding award on your project.”

No matter how we say it, we continually recognize young people for their achievements in 4-H. Recognition comes in many forms, and can be linked to participation, achievement, cooperation, or competition. It's important to understand why children need recognition, and how we can recognize them for their accomplishments.

- Recognition is a basic human need with security, new experiences and responses.
- Recognition should be a part of all 4-H learning experiences.
- Appropriate recognition takes many forms.
- Respect for individual differences is essential.
- Recognition must be structured to build positive self-esteem.
- Opportunities for self-assessment and reflection allow youth to learn.
- A range of opportunities and challenges provide choices to meet individual needs.
- Adult support is essential in youth learning and recognition.
- Everyone should be recognized at some level.
- A balance between all elements of the recognition model is essential.

National 4-H Recognition Model

The following model represents a national policy statement about recognizing individuals and groups, youth, adults, families, and partnerships. The purpose of recognition is to encourage and support the efforts of young people in learning to improve their knowledge and develop their life skills.

National 4-H Recognition Model

For: Individuals & Groups, Youth, Adults, Families, & Partners



Recognition, support, and encouragement for learning is provided equally in all five areas. Cooperation partly overlaps Participation, Progress toward self set Goals, Standards of Excellence, and Peer Competition. Cooperation is part of all four. The intent of the graphic is to show that recognition is given to individuals and people working together in teams or groups.

Recognizing 4-H'ers for Participation in Educational Experiences

It is important to acknowledge the participation of 4-H members in an educational activity. For younger members, especially Prep age (grades 1 - 3), participation is the major form of recognition. It should be easy and simple for members to earn this type of recognition. Being recognized for a year of 4-H club work by receiving a year pin is one example of recognizing participation.

Criteria for earning this recognition should be simple. All youth who meet the criteria are recognized. Recognition can be earned several times. The awards should be part of the learning experience.

Recognizing 4-H'ers for Progress Toward Self-Set Goals

An important part of 4-H is to help members learn to set goals and plan ways to achieve those goals. Setting goals is appropriate for all ages and all activities. A 4-H member may have a goal of learning to put in a zipper, or a 4-H club may have a goal of collecting food for a local homeless shelter. Personal goals set by a member allow for the unique growth of that member. Adults, both leaders and parents, should be part of this goal setting process to help the member set realistic and reasonable goals, as well as to evaluate progress toward achieving them. Setting and achieving small goals will lead to accomplishing a long-term goal, such as completing the year's project. Refer to *Helping Youth Set Goals*.

Goal setting questions:

1. What would you like to accomplish in your project or activity?
2. What resources do you need to reach your goal?
3. What are the steps you need to take to reach your goal?
4. Is this goal worthy of your time and abilities?
5. Are you happy with your goal?
6. Have you recorded your plan?

Recognizing 4-H'ers for Achievement of Standards of Excellence

Measuring a member's accomplishments against a set of standards is one of the most common ways that 4-H members have been traditionally recognized. Fairs are excellent opportunities for youth to have their work compared to standards. The Danish system of judging allows members to receive colored ribbons (blue, red, yellow, white), based on a score determined according to established standards. However, when members are then ranked against one another and an overall winner is selected, recognition moves to the level of peer competition.

When recognizing members' achievement of standards, it is important that the standards be well-defined, usually on a score sheet. All participants should know and understand the standards they need to achieve. After members are evaluated, feedback from the judge is needed to help them learn how well they rated on a set of standards and to receive suggestions for improvement.

Recognizing 4-H'ers for Results from Peer Competition

Peer competition is recognition for the best team or individual at that specific time and place. It is a strong motivator for some but not all young people. Participation in peer competition should be optional, and is not appropriate for younger children (Prep-age).

This type of recognition is more extrinsic than intrinsic, with the award being a trophy, rosette, or plaque. If properly designed and implemented, this type of recognition showcases the best things produced by 4-H'ers. It is important to establish specific selection procedures. Rules must be stated, understood, and enforced.

Cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task or goal. Everyone is rewarded.

Summary

Designing a recognition system involves:

- Looking at the young people: their needs, interests, attitudes and aspirations.
- Understanding differences between people based on background and experiences; difference in behavior in same person; differences between similar types of people.
- Using recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs. It has to balance recognition for participation, progress toward self set goals, achievement of standards of excellence, competition, and cooperation.

This Recognition Model is appropriate and useful at all levels of 4-H. Recognition committees and councils at the local, county, state, and national levels utilize this approach in all recognition programs. Using a comprehensive, recognition program can lead to more youth being recognized and can provide a way to say to every youth:

“You are a valued and important member of the 4-H program.”

Reference:

4-H Youth Development Education: A National Model for Recognition in 4-H Programs. National 4-H Council and 4-H Youth Development, ES-USDA.

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Understanding 4-H Judging

Children join 4-H to have fun and make new friends. One reason why 4-H is so successful is because children choose to do whatever interests them. As participation increases, 4-H'ers learn more, begin to assess progress for themselves, and look to others for evaluation of their work. The judging process in 4-H is like real life. 4-H'ers set goals, work to achieve them, and reap rewards for their efforts.

Having one's accomplishments evaluated can be motivating and educational for 4-H'ers. When judges critique their work or performance, it serves as a guide to further improvement. The judging process is probably more valuable than the award or recognition. To plan, practice, and present a finished product is to "learn by doing." To graciously accept constructive criticism of one's work is a real life experience. 4-H'ers learn quickly that judging results reflect a personal opinion, and that evaluation will vary among judges.

Refer to *Recognizing Your 4-H'ers' Achievements*, to determine how to maintain a balance of activities to recognize and motivate your 4-H'ers.

Types of Evaluation

- **Conference or interview:** The judge interviews the participant as he/she evaluates the product against a set of standards. The purpose of this judging is to determine what the 4-H'er learned in completing the project. Comments are provided verbally and also in writing on a score sheet.
- **Project judging:** The judge evaluates the finished products against a set of standards without the member present. The focus is the quality of the project **itself** and not the learning process. Comments are provided to the participant in writing, usually on a score sheet.

*Written by: Gail Bethard, 4-H
Program Associate, Somerset
County, 1994*

Danish Judging in 4-H

- **Performance judging:** The judge evaluates how a 4-H'er accomplishes a task or goal in progress. The judge looks for skills being used, as well as evaluating the end result. This type of event enables the 4-H'er and the judge to see how the performance directly effects the end product. Comments are often provided verbally and also in writing on a score sheet.

In 4-H most judging involves the Danish system of judging. In this system, the judges do not judge one person's work by comparing it to another's. The evaluation is made against a standard. A judge looks to see whether requirements are met. Often a score sheet is used, available from the county 4-H office.

If the work meets high standards, it receives an excellent rating and blue ribbon (score of 90 to 100). A red ribbon signifies very good work, (score of 80-89). Yellow ribbons are given for work of good quality that will benefit from further improvements (score of 70-79). A white ribbon signifies work meets standards well enough to be shown, but is only fair quality (score below 70).

One advantage of this system is that everyone whose work fulfills minimum qualification can receive a ribbon. If all entries are judged to be excellent, all receive blue ribbons.

The purpose of using the Danish judging system is to give every 4-H member the recognition deserved for the work that was done. It also helps young people recognize the need to improve their skills and to "make the best better."

Peer Competition

While Danish judging focuses on set standards, other judging compares one 4-H'ers' work to another's. This is peer competition. This type of judging may be used to select the "best" projects within a class. An example of this would be awarding a "Best in Show" rosette to the photo with the highest score in a photo judging contest. In some projects, such as horse shows, participants are ranked against one another and given placings, such as 1st, 2nd, 3rd place, etc.

This We Believe:

- 4-H boys and girls are more important than 4-H projects.
- Learning how to do a project is more important than the project itself.

-
- “Learning by doing” through a useful work project is fundamental in any sound educational program and characteristic of the 4-H program.
 - There is more than one good way to do most things.
 - Our job is to teach 4-H’ers how to think not what to think.
 - A balanced program of work and play, geared to the individual’s needs, is more important than “grooming winners”.
 - Competition is a natural human trait and should be recognized as such in 4-H work. But it should be given no more emphasis than other 4-H fundamentals.
 - Every 4-H member needs to be noticed, to feel important, to experience success and to be praised.
 - No 4-H award is worth sacrificing the reputation of a 4-H member or a 4-H leader.
 - A blue ribbon 4-H member with a red ribbon chicken is more desirable than a red ribbon member with a blue ribbon chicken.

adapted from South Dakota newsletter by GB/85

Who are the Judges? How are They Selected?

Judges have a special interest in young people, and may have knowledge in a particular subject matter area, as a hobby or career. They are selected by paid staff and volunteers for their knowledge and interest in youth. Most are volunteers with some exceptions, such as in the horse project area where professionals are secured.

What Rules Do Judges Follow?

Judges must know the rules and criteria agreed upon by the 4-H participants, the 4-H leaders, and the 4-H staff. Each judge should be given information about the judging activity including scoring sheets. In addition, judges should be aware of and understand the philosophy behind the 4-H program and the purpose of evaluating 4-H’ers’ projects and performances. A judge’s orientation helps to ensure a fair judging experience for everyone.

When You Are the Judge:

- Know and understand the 4-H philosophy.
- Judge the 4-H member's effort as well as the finished product. This is important because young people are not yet experts in a particular skill.
- Know the judging standards or criteria and follow them carefully. Try not to allow personal biases to influence your comments or decisions.
- Be consistent in your judgement.
- Judge each entry on its own merit - not by reputation.
- Acknowledge the parts that were done well before making criticisms. Be positive and look for the good first!
- Written or verbal statements should be constructive and not harsh. Critique is necessary for further learning, but harshness serves only to discourage the individual. Give concrete suggestions for improvement.
- Sign your name to the score sheet. The judging has a positive influence on the 4-H'er.
- Always stress the learning and accomplishments that have taken place rather than the **award**.
- Treat the 4-H member as an individual. Be sure to consider age and experience when evaluating. Use this event to stimulate growth and to motivate children to learn more. Competition in 4-H should be a good experience for members.

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Valuing Differences, Celebrating Diversity

Challenge or Opportunity

Melting Pot Theory vs Tossed Salad

*Written by: Ginny Powell,
Regional 4-H Agent, North,
1990, revised 1994*

In recent census statistics, New Jersey was cited as one of the most diverse states in the U.S. That does not mean it has a large population of one ethnic group, but that it has many groups represented. A recent survey in one suburban school district found over 25 different languages spoken by the children attending. This requires a more general approach to understanding and valuing differences.

The issue of “diversity” is a controversial one. Some see it as a problem, an intrusion by others. We in 4-H prefer to see it as an opportunity. The wealth of knowledge, experiences, and resources that are available through diversity allows our youth in New Jersey to grow in a way that promotes acceptance and understanding of differences.

Growing up in a community where people are alike in many ways can seem secure, but it also promotes a narrow focus. The more differences that children are exposed to, the more open and accepting they are as they grow up. Activities and programs that provide children the opportunity to explore and experience differences is multicultural education.

The goal of multicultural education is to increase individual’s self-esteem, understanding, and appreciation of others in our society, and deepen concern for the needs of all people in the United States culture and the world.

Earlier this century, we believed that assimilation of all children into “American” culture was essential for success. They were expected to speak only English, and become just like everyone else, thus the melting pot theory. Today, we recognize that cultural differences are strengths, not weaknesses. We encourage everyone to contribute to the national culture, yet maintain their

Mini-activities to reduce prejudice and stereotypes

own distinct identity. This is the tossed salad theory, each vegetable in the salad is separate and has a distinct taste. Blended together, each ingredient enhances the other's flavor.

Below are some activities you may wish to try with your 4-H members to help them learn to value differences.

- **A "Me" Bag**

This activity will prompt members to see similarities and differences they have with other members. Collect newspapers (for pictures) and magazines. Give each member a small paper bag that will be a "me" bag. They should select photographs that represent:

- their family.
- what they feel like when they are with friends.
- what they enjoy doing.
- what makes them different.

All of these cutout photos should be placed in their "me" bags, which can be decorated with their name and anything else they wish to put on them. In small groups, members should share the contents of their "me" bag.

- **What's in a name?**

This activity helps everyone get to know each other a little better, and can prompt discussion about ethnic heritage or even how first names were chosen. Ask each member in your club to share a story about his or her name. Make this assignment at one meeting for the next so they may go home and talk with parents about their names - first, middle, or last. Ask each person to share the story or history.

- **Unique as a snowflake (for younger members)**

This activity helps members realize that each person is unique. Ask the group if they think that everyone is alike. If they say no, ask them to identify some characteristics that make people different. If they say yes, then share with them some examples of what makes us different (see group identity exercise). Give each person a piece of paper (use as many different colors as possible) and have each create a snowflake. They can do this any way they wish. If they need some assistance, have them try the method of making many folds, cutting notches along the fold, then unfolding the paper.

Poem

- **Group Identity**

This activity is designed to help members realize they belong to many groups and to encourage interaction between groups. Have members stand when their group is identified. Use groups that are appropriate for your club. Examples are: gender, race, grade in school, area where they live, favorite school subjects, hobbies, hair color, etc. Older members may be asked to share a little information about what it feels like to be a member of that group. Give others the opportunity to ask questions of the group standing up.

- **Exploring your neighborhood or community**

This activity will help members get acquainted with their own community, and what it has to offer them. Give them an assignment for the next meeting to go home and learn about their community. Ask them to draw a map of their block, town, street, or whatever is appropriate. Tell them to have their parents help identify who lives in each house or apartment, and what other buildings are in the area, such as a store, library, school, church. When they share their maps, discuss different ideas of what makes a community, and how they could make their own community better. Encourage each member to get to know one more neighbor, or one neighbor a little better.

Share this poem with members to help them understand the importance of valuing differences.

If All the Trees Were Oaks

What if all the trees were oaks,
How plain the world would seem;
No maple syrup, banana splits,
And how would orange juice be?

Wouldn't it be a boring place,
If all the people were the same;
Just one color, just one language,
Just one family name!

-But-

If the forest were the world,
And all the people were the trees;

Palm and pine, bamboo and willow,
Live and grow in harmony.

Aren't you glad, my good friend,
Different though we be;
We are here to help each other,
I learn from you, and you, from me.

—Author Unknown

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4-H for Youth with Special Needs

Defining Youth with Special Needs

Mainstreaming is Rewarding for All

*Written by: Rita Natale Saathoff,
Regional 4-H Agent, South
1994*

Approximately 4.3 million school-aged children in the United States have disabilities. Involving “special needs” youth in 4-H can result in a satisfying experience for all involved.

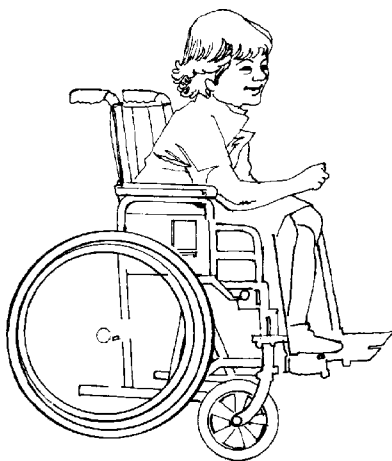
Special needs youth includes children with a wide range of disabilities. Examples of disabilities include:

- **Physical**—visual or hearing impairments, spinal cord injuries, missing limbs.
- **Mental**—below normal intellectual functioning (mental retardation).
- **Developmental**—learning disabilities, emotional impairments. These disabilities may be caused by mental or physical disabilities or conditions such as epilepsy, cerebral palsy, muscular dystrophy, etc.

“Mainstreaming” in the 4-H program means to involve youth with special needs in the same clubs, events and programs as youth without special needs. 4-H educational programs are provided to all youth alike in a non-segregated, inclusive manner. All 4-H participants are provided with the same opportunities to develop life skills as they complete projects and participate in 4-H events together. This results in a rewarding experience for all, as:

- 4-H members with disabilities develop a sense of self-confidence and self-reliance as they successfully interact with other youth and participate in 4-H activities.
- 4-H members without disabilities learn that youth with special needs are not so different, and begin to see that each individual, disabled or not, has strengths and weaknesses, as well as unique abilities.

Involving Youth with Special Needs



- 4-H leaders and volunteers learn new skills and techniques for working with special needs youth, and become more comfortable with people who they may perceive to be different.

Involving special needs youth in your club or activity may take some special consideration, but can be quite easy if you follow these steps:

- **Learn about the disability.** This can be accomplished by talking to the child's parents, researching at the library, contacting local support or advocacy groups (i.e., Muscular Dystrophy Association, Association for Retarded Citizens, etc.), or attending local Special Olympics, where you can see how trained volunteers work with a variety of children with special needs.
- **Find out how the disability affects the particular child you are working with.** Remember that each child with a disability is still a unique individual. This means that different children with the same disability may display a varying range of characteristics. Talk with the parents to become familiar with the child's ability levels, special challenges and other individual needs. Ask the parent to share their child's Individual Educational Plan (IEP), a personal educational plan developed by the school for each disabled youth.
- **Modify the project or activity to match the ability level of the child.** For example, a child in a wheel chair could participate in a gardening project by designing a raised garden bed or participating in container gardening. Modification may also mean modifying program requirements. For example, in an animal science project, youth without a disability may be required to take care of the animals on their own, while a special needs child may be able to receive assistance from a fellow 4-H'er. Look at the objectives of the project or activity and help the child set reachable goals to meet the objectives. The child should be involved in the setting of the goals and the adaptation of the program as much as possible. The modifications to the program must be designed to meet the child's ability levels and the goals of the project, while still challenging the child to consistently improve his or her own personal best.

Special Needs Guidelines

- **Educate 4-H'ers and other members of the 4-H community about the disability.** This might be accomplished through videos, presentations by adults or older youth with the disability, or discussions with an adult who works with special needs children. If appropriate, a question and answer session with the child and his/her parents may be a way to handle this. The important factor here is to focus on the similarities among special needs youth and those who do not have special needs, and not to concentrate on the differences. As do most youth, special needs youth have a basic need to belong and to feel accepted by the group.

Here are some guidelines to remember when working with special needs youth:

- Involve the child and his/her parents as much as possible in setting goals and modifying the program to meet the child's needs.
- Treat each child, special needs or not, as an individual who has certain talents, skills, strengths and needs.
- Provide plenty of recognition and positive reinforcement. Make sure your expectations for each child are based on efforts made toward reaching a set goal. Don't be "easier" on a special needs child just because of the disability.
- Remember that the 4-H motto, "Making the Best Better," does not always mean blue ribbons and other awards. Personal growth (ability to handle frustration or communicate better), gaining and using new knowledge (planting and taking care of a garden), and feelings of accomplishment (succeeding in any new challenge, no matter how small it may seem) are also important accomplishments.
- Take the time to learn, and to teach other 4-H'ers, the correct terminology for the child's disability, as well as any equipment which the child may use. Sometimes the common terms are considered insensitive or rude.
- Many people with physical disabilities would prefer to discuss their disability rather than have everyone ignore it

or pretend not to see it. How this is handled should be determined by consulting the child and his/her parents.

- Differentiate the areas where the child's abilities are diminished or different, and where they are "normal." For example, people often shout at visually impaired people, as if they also cannot hear. Don't assume anything about a child's disability; remember that each child is an individual.
- With mainstreaming in schools becoming a common practice, today's youth often have a greater awareness, understanding and comfort zone in interacting with their special needs peers than in the past. Usually the fact that a child is "different" ceases to be a problem for the other children in a group long before the adults reach the same comfort level.

Ready for Success

Working with special needs youth requires some extra attention, time and flexibility. However both volunteer leaders and 4-H'ers alike will find many rewards. The most important reward is the chance to make new friendships, take part in fun and satisfying shared experiences, and to learn to value each individual for the unique and special person they are.

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Positive Discipline for Children

Working with youth, especially other people's children, can be a challenge. While some children are better behaved than others, they all need acceptance and the opportunity to learn. Especially in mixed groups, the challenge of a youth leader is to see that disruptive youth do not prevent learning or fun for others. Their very presence in the group, combined with your wise guidance, will help them learn what is socially acceptable and how to do what is right. This information sheet will help you understand children better and provide some ideas on how to deal with the unruly kids with minimal disruption of the learning situation.

Assumptions

This information sheet is based on the assumptions that:

- All children have positive qualities.
- Understanding motivations which make children behave the way they do will help adults respond more effectively.
- Using a positive approach and positive reinforcement is better than punishment.
- When given the behavior choices and respective consequences, children will respond with appropriate behavior.
- Emphasize the idea of bad *behaviors*, not bad children.
- Adults should be part of the solution as positive role models and not part of the problem as poor examples.

What is normal, acceptable behavior?

- This depends on age, situation. What is okay for nine year-olds on a recreational outing may not be acceptable for high school students on an educational tour.
- The often fine line between acceptable and unacceptable is crossed when any of the following occur:
 - anyone is in danger of physical or mental harm
 - the behavior is disruptive to the activity of the group
 - the rights of others are infringed upon

*Written by: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 1994*

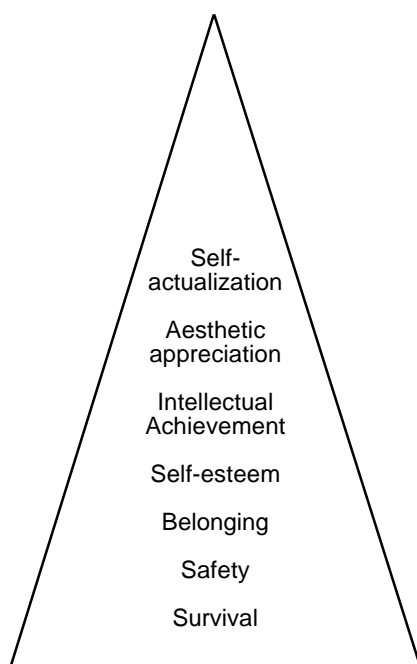
How can you detect unacceptable behavior?

- When you notice that any of the previous three items have occurred or are likely to occur.
- When you observe negative reaction from other children.
- As an adult, you are not comfortable with the behavior. (Just be sure your views are not so conservative that they do not allow for mainstream interests and actions of children!)

Motivation is the key to human behavior

Maslow's Hierarchy of Needs is one theory of motivation. It theorizes that people must meet lower needs before being able to address higher functions.

Maslow's Hierarchy of Needs



- Survival (the very basic need for food, water, air, and shelter—lowest level)
- Safety (the need to feel physically and psychologically secure and free from danger)
- Belonging (the need to be accepted and loved)
- Self-esteem (the desire to gain approval and recognition)
- Intellectual achievement (the need to understand and explore)
- Aesthetic appreciation (the search for order, structure, and beauty)
- Self actualization (highest level—self-fulfillment and the realization of all that a person is capable of being)

If you determine why a difficult child is acting in an unacceptable way, you can better respond to the root of the problem and not just the symptom. Also, by helping children meet basic needs, you can also help them be motivated to higher levels of achievement. For instance, if a child does not have proper diet or adequate clothing, he or she may not have the energy or physical comfort to concentrate on learning. If a youth worries about meeting the neighborhood bully on the way to your club meeting, the member may choose not to show up. Furthermore, if a child does not feel accepted in your group, the youngster will not want to be part of your group. Offering get-acquainted activities help all of the group members get to know each other better and feel comfortable working together.

How do you respond to unacceptable behavior?

1. First and foremost, determine that the problem is really a problem.

Ask yourself "Whose problem is this really?"

Prevention is better than cure

2. Use the least obtrusive discipline measure possible. In other words, don't cause a scene that creates a problem more disruptive than the original discipline problem itself! For instance, don't stop in the middle of a lesson you are teaching to verbally discipline a child. This only brings attention to the disruptive behavior. Instead, your mere physical presence near the child while you continue your demonstration or stern eye contact only the disruptive child can see will be just as effective.

3. Consider laws, liability issues. Dealing with other people's children may be different than working with your own. Use methods that would be acceptable to most people.

4. Earn respect—credibility. This takes time to develop mutual trust. Your goal is not to become a “buddy” but a role model who leads by example.

5. Be firm but fair (and not harsh/inconsistent). Giving partial treatment loses your credibility and is discriminatory. You are not in a popularity contest and, sometimes, the decisions you need to make won't be liked by everyone.

Understanding the motivations of children is important to understanding their behaviors. Better yet, through your actions, you can help youth be motivated. Motivation comes from within a person. But you can help in the following ways:

- Use a variety of teaching/learning methods. This helps both the teacher and the learner from becoming bored. Boredom is a major enemy of motivation and leads to unacceptable behavior used by a child to combat boredom.
- Involve as many youth as possible in planning and doing. This gives them ownership in the group and therefore, a feeling of belonging. Also, kids will usually be more interested in something *they* say they want to do than something that someone *else* thought they would like to do.
- Try giving a disruptive child a special job to help you or the group. Many times disruptive behavior is simply a plea for attention. Help the child channel that energy into something more productive.
- Focus on *doing* more than watching and listening. Kids want to *try* things themselves. Show them how and then let them do it! This is the “learn by doing” philosophy of 4-H.

Key thoughts to *positive* learning and discipline:

- Positive discipline is the art of catching children doing things right (and letting them know it).
- Set rules of behavior in advance, with involvement of children affected. Don't assume that youth know what you expect: they may be accustomed to totally different rules and expectations at home or in school.
- Give kids choices in advance—corresponding to behaviors and respective consequences.

Summary

- All children have the potential to behave in an appropriate fashion.
- By making learning fun, youth will be motivated to behave in an acceptable way.
- Vary your responses to children's behavior based on the suspected motivations of why they are acting that way.
- Don't react to symptoms, but aim for the root of the problems.
- Don't overreact to "normal" behaviors.
- Before responding to what you perceive is a problem behavior, confirm to yourself that it really is a *problem* worth doing something about.
- Keep in mind that children are *not* miniature adults.
- Use the least obtrusive discipline possible.
- If one approach doesn't work, try something else! Approach behavior problems with creativity and humor.
- Be as *patient* as humanly possible!

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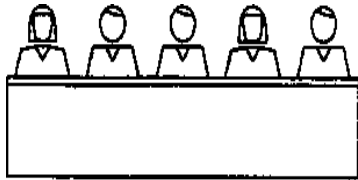
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Decision Making by Consensus



Groups can make decisions in many ways. Two of the most common methods are voting to determine a majority rule and consensus.

The way a group makes decisions greatly influences how people feel about the group and how well the group members support a decision.

If the decision made by the group is liked by the members, they feel as though they have 'won'. If the members do not like the decision, they will feel as though they have 'lost'. A good decision for the group is one that is understood, carried out, and supported by its members.

The term consensus means that the entire group supports the decision. Consensus decision making is a cooperative team-effort process of selecting options that are liked, understood, supported and carried out by a group.

Consensus decision making can be used by all varieties of 4-H groups: general membership, committees, executive boards, etc. Refer to *Running a Smooth Business Meeting*.

Steps in the Decision Making Process

1. Identify the problem, situation, or issue that needs a decision.
2. Brainstorm a list of alternatives. (*See back of this page for explanation of brainstorming.*)
3. Test each alternative. What would happen if....? Choose a member to record the results of the testing. **Caution: Remind the 4-H youth that only the alternative solution is being evaluated, not the person who made the suggestion.** Change, rewrite, or discard the alternatives.
4. Take the list of rewritten, and/or saved alternatives to the problem where everyone can see them. Use group discussion as the process for ranking the alternatives. If your

*Written by: Betty Ann Smith,
County 4-H Agent, Middlesex County
1990, revised 1994*

Brainstorming

- group is very large, sub-divide into smaller groups so everyone will have an opportunity to say what they think. If more ideas are needed, brainstorm more solutions.
5. Make your decision. After the group has discussed the alternatives, they are ready to choose the preferred solution. The decision should be written on newsprint or chalkboard or poster so everyone can see it.
 6. Implement the decision. Decide who will do what? When? How? Where?
 7. Evaluate the results of the group decision.

Work in small groups of five to eight people. Ask each group to choose a recorder who will list the ideas. Set a time limit.

Present the problem, the situation, or the issue clearly. Write the problem on the chalkboard or newsprint so all can see it and refer to it.

Go around the group to get an idea from each person. Ask for ideas as rapidly as possible. To be sure everyone's ideas are included, ask for one idea from each person. The goal is to produce a long list of possibilities, so go back to the first person and go around the group as often as your time limit allows.

Rules of Brainstorming

***No idea is to be
judged, discussed
or rejected!
Anything goes!***

RECORD ALL IDEAS. The more ideas the better.

For 4-H'ers to feel a part of the group/team they need to:

- feel they belong, are welcome and needed.
- share in planning and goal setting.
- know that their ideas are heard.
- feel that the group is doing something worthwhile.
- share in the way the group will work toward common goals (rules).
- know what is expected.
- see that progress is made.
- have confidence and trust in the leader.

Reference:

Family Community Leadership Resource Packet

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Recreation/ Creative Play

When to Play

Goals for Play



*Written By: RoseMary Bergmann,
County 4-H Agent, Morris County,
and Betty Ann Smith,
County 4-H Agent, Middlesex County
1990, revised 1994*

Recreation can be a highlight of your 4-H club meeting, depending on how you conduct it. Creative play is an opportunity for you and your club members to:

- have fun together
- be spontaneous
- expend energy.

Play may occur:

- at the beginning
- during the meeting
- or at the end

Remember, whatever the goal for playing, the main reason youth play games is **TO HAVE FUN!** So, be sure to put **FUN** in their **PLAY!**

Having a goal for play will help you, the teen leader, or the game committee know what kind of game to choose to play.

Is your goal:

- to burn off excess energy?
- to work on developmental skills?
(example: problem solving skills)
- to work on individual behavior skills?
(example: self-control; following directions.)
- to work on physical abilities?
(example: develop coordination)
- to work on basic motor skills?
(example: running, jumping, balance, etc. This goal will apply to almost any game you choose for the younger set, grades 1-3.)

Why Some Won't Play

FEAR of :

- not being selected for a team,
- being too uncoordinated to be valued by a partner or teammate, not understanding what to do, and/or
- being criticized or made fun of can cause some kids to hang back and make all kinds of excuses for not playing!

As a leader, you can overcome fears that discourage play by:

- selecting games that anyone **can** do.
- beginning with a game that is not too threatening.

Developing Play Skills

Learn how to lead games, and then practice.

- Learn-by-doing, take a workshop on leading games.
- Find and use a good reference for leading games. (Check with your county 4-H office for references for games and play. Your local library is also a good resource for books on play.)

When you're ready to start your role as game leader, begin with simple games.

- Beginnings often feel awkward.
- As you lead more games you will be more at ease and natural. Be aware that you and each 4-H'er bring a history of previous play experiences . . . some fun, some disappointing, and others devastating.



Play Hard, Play Fair, Nobody Hurt, Have Fun!

Keep your play on the positive side, focus on cooperation.

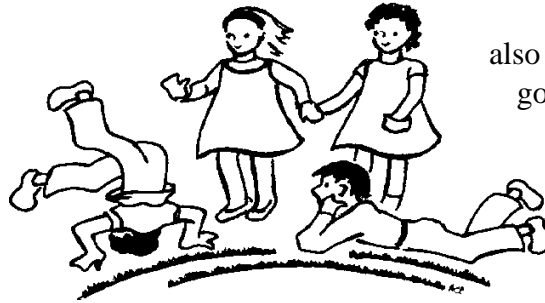
- Set the limits of acceptable behavior.
- Encourage team work.
- Avoid games that eliminate people.
- Redesign favorite games that eliminate people to include more and more people.

Cooperative Play

What is cooperative play anyway? Does it sound like it will be boring because everyone is nice? Actually it is not. It's full of high energy and quick change possibilities. The major difference

is the focus on common characteristics. For instance, games that group people by birthdays, hair color, clothing color, etc. focus on our connections. This opens the door for everyone to see more subtle connections as the group continues to do things together.

Golden Opportunity!



Cooperative play also provides you the golden opportunity to eliminate once and for all the self-esteem damaging process of choosing teams based on “skill level.”

When teams are formed by matching people with common characteristics “being chosen last” is eliminated.

Competition

So far we have talked about cooperative play and including more people rather than excluding people in our play. So, where does competition fit in? Is competition all bad?

Competition in itself is not a bad thing. What’s bad about competition is what people allow it to do to themselves and others. As George Leonard says, “There is nothing wrong with competition in the proper proportion. Like a little salt, it adds zest to the game and to life itself...” You, as the leader, have the opportunity to influence your members in a positive way about handling competition and developing cooperative skills.

Getting and Holding Their Attention

Before you can teach youth, you need to have their attention. Suggested techniques (from How to Play With Kids by M.S.P. Terrell):

- **Maintain active listening through eye contact.** Make sure you are the one facing the sun.
- **Creative Sound:** Use any mix of high, low, variable speed or intonation. Examples: horseracing banter, whistling, whispering, different accent.
- **Collaboration:** Make a deal with 2 or 3 youth. They will start laughing, clapping, snapping their fingers, or stomping their feet. Everyone’s attention will soon be on you.

Be Prepared!

Stop While You are Ahead

- **Rituals:** Teach mini-games to use later whenever you need everyone's attention. Example: Hand signal used in football for time out, "Freeze" (stop where you are!) "Islands" (nobody touching anyone else.) "Dead Ants" (everyone gets on their back with feet and hands in the air.)

Have all the necessary equipment ready for the games you plan to play. Know the directions for the game. Explain the directions clearly. To do this you need their attention. Refer to the section immediately before this one.

Stop the game while their enthusiasm is still high! Channel their enthusiasm to the next planned activity—another game, project activity, etc.

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Learn by Doing the 4-H Way

Putting a Slogan into Practice



The Experiential Learning Process

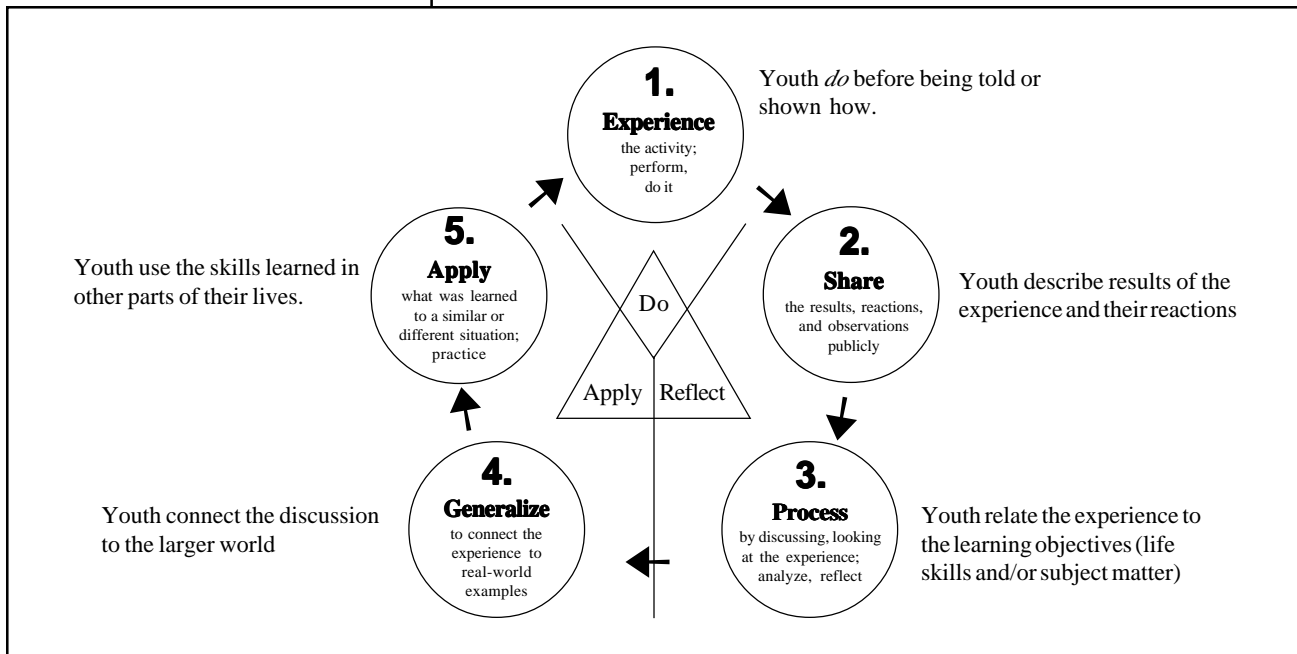
*Written By: Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in
Educational Design, 2001*

“Learn by doing” is a commonly used expression in 4-H. Indeed, the 4-H program has a reputation for using a learn-by-doing approach for teaching youth. Although learning by doing has been the core of how 4-H teaches kids since its beginning in the early 1900’s, 4-H has more recently adopted an official model to depict this process. An understanding of this process called “experiential learning” will help new and experienced leaders provide 4-H members with rewarding and fun experiences. As you begin to use this process, it may take more time to prepare than a lecture or a demonstration for a club meeting. Yet, you will soon find the time spent is well worth the effort.

This information sheet will introduce you to the National 4-H Experiential Learning Model, where youth first experience then reflect on the new knowledge, and finally apply knowledge and skills learned to other life situations.

The “learn-by-doing” approach allows youth to experience something with minimal guidance from an adult. Instead of being told “the answers,” they are presented with a question, problem, situation, or activity which they must make sense of for themselves. Learning by doing is called “experiential learning” because it is based on learning from experiences.

Here is a diagram of the Experiential Learning Process used by 4-H:



Steps to Follow - Putting the Experiential Learning Process Into Action

First, it is important to review the lesson and any accompanying materials, and practice the activities to be taught. As a group leader, the adult should help guide youth in a process through which they can propose hypotheses and determine their own “solutions.” The experiential learning model contains five steps but can be summarized into three main processes: Do, Reflect, and Apply. Not every step of the process is done for every activity and sometimes steps within each of the three are combined. However, it is important to complete the three main processes of the learning cycle by the time the total lesson unit is completed.

Below are the roles of youth and adult leaders in each of the steps of the experiential learning process:

Do

1. Experience (Doing)

Leader: Describe the experience or activity you will have youth do before they are told or shown how. Encourage youth to think about what they might see or what might happen by asking questions such as “What do you expect to see?” or “Write down your hypothesis or prediction of what might happen here.”

Youth: Experience the activity: perform, do it. Except for basic instructions on organization, safety, or time requirements, youth “do” before being told or shown how.

Reflect

These two steps provide an opportunity for youth to develop logical thoughts, verbalize those thoughts, relate to others in the group, and compare experiences and opinions. It is important to promote an atmosphere of acceptance of individual participants and diverse thinking.

2. Share (What happened?)

Leader: Develop questions you will ask the students about their experience and their reaction to it after they have completed the activity.

Youth: Share the results, reactions, and observations publicly. Youth describe the results of the experience and their reactions.

3. Process (What's important?)

Leader: Develop questions that you will ask the students about something they felt was important about the experience.

Youth: Process by discussing, looking at the experience; analyzing, reflecting. Youth relate the experience to the targeted subject matter and life skills being learned.

Apply

The final two steps provide activities or questions for youth to help summarize what they have experienced. It enables them to generalize what they have learned to other examples and situations.

4. Generalize (So what?)

Leader: Develop questions that will ask the students how the experience related to their own lives.

Youth: Generalize to connect the experience to real-world examples. Youth connect the subject matter and life skill discussion to the larger world.

5. Apply (Now what?)

Leader: Develop questions that ask the students how they could apply what they learned to a similar or different situation.

Youth: Apply what was learned to a similar or different situation; practice. Youth use the new subject matter and life skill experiences in other parts of their lives.

Asking Questions

One of the most important roles of the adult group leader is to stimulate youth to think about “Why?” and “How?” and “What if?”

Integrating Life Skills Into Experiential Learning

Asking open-ended questions along the way helps challenge youth to think. This also provides opportunities to evaluate their experience and progress along the way.

Boys and girls are attracted to 4-H because they will make and do things by participating in 4-H projects and activities offered in clubs, camps, and other groups. However, when working with youth, it is equally important to emphasize the teaching of “life skills.” These are important in helping young people become self-directing, productive, contributing members of society. They are a broad range of skills that are considered life-long needs and important attributes in career exploration and workforce preparation. These life skills have been subdivided into the following five categories:

- **Enhance Learning Skills**, such as capitalizing on curiosity, coping with change, identifying sources of knowledge, developing psychomotor skills (strength and endurance, coordination, and precision).
- **Strengthen and Use Decision Making Skills**, such as assessing needs and interests using resources (time, energy, talents, and money) wisely, establishing goals and priorities.
- **Develop a Positive Self-Concept**. Self-concept is an emerging belief about oneself that contributes to one’s ability to cope successfully with issues in one’s life, and eventually making a positive impact on the lives of others.
- **Communicate With and Relate to Other People**. Develop communication skills that enhance the ability to understand and respect what was said with the openness to develop another point of view. This includes: verbal and non-verbal communication, record-keeping practice, social skills such as tact/diplomacy, making friends, negotiation, and conflict management.
- **Respond to the Needs of Others and the Community** in which they live, to become aware of the concerns of the people who live there, and take appropriate action. This includes: nurturing others in a manner that respects their values and concerns, accepting responsibilities for individual and group goals within the family, club and community setting; and citizenship participation responsibilities.

For more information about teaching life skills, refer to *Life Skills in the 4-H Program*.

An Example

To illustrate how the experiential learning process can be used with a lesson you might teach with a group of 4-H members, here is a simple example adapted from an activity in the NJ 4-H Science Discovery Series:

Lesson title: Let's talk trash!

Subject Matter Objectives

Youth will learn:

- A basic understanding of how the garbage they produce has an impact on the environment.
- The basics of the 3R's - Reduce, Reuse and Recycle.
- How they can make a difference by reducing the amount of garbage going into landfills.

Life Skills Taught

Youth will:

- Enhance Learning Skills
- Strengthen and Use Decision Making Skills
- Respond to the Needs of Others and the Community

Activity Background

Some products we buy take years to decompose. This means we use our land for landfills and pollute our environment. (A separate activity in the NJ 4-H Science Discovery Series that helps youth understand the significance of this would be a good lead-in to this lesson.) There are many ways to cut down on the amount of garbage we throw away each day. In general, everyone should follow the rule of the 3 R's: Reduce, Reuse and Recycle. *Reduce* the amount of garbage you produce by purchasing products with little packaging. Buy items that you can *Reuse* many times, such as sponges, rechargeable batteries, and cloth napkins. *Recycle* food scraps by creating a compost pile, and find other ways to recycle other items instead of throwing them away. By gaining an awareness of ways in which we can reduce the amount of trash we produce, we can lessen the impact that we have on the environment.

Lesson Outline

1. Experience (Doing)

Take a trip to the grocery store and observe the different ways in which items are packaged. Note which items have the most and the least packaging, and which items have packaging that is more easily recycled. Keep track of items used by their own families.

2. Share (What happened?)

Have members explain what they noticed while looking at packaging of products.

3. Process (What's important?)

Did some products have more packaging than necessary? Was all the packaging recyclable or biodegradable? Do any use harmful materials that should not be disposed? Do you realize that decisions you make affect others and the environment? Making a difference can be done one person, one family, one house at a time!

4. Generalize (So what?)

Ask the group if there are ways to cut back on the amount of packaging. What could they do differently in their own families' buying habits? In what way would they change what they buy?

5. Apply (Now what?)

Discuss steps that a family could take to change the way in which they purchase things in order to have less of a negative impact on the environment. As a follow-up activity, have members keep a record of what items their families purchased during the next big shopping trip. Measure how much garbage was produced by their families for one week. Compare the difference in the amount of garbage thrown away before and after taking steps to follow the 3 R's - Reduce, Reuse, and Recycle. What other differences could they make in their lives by thinking of similar, simple improvements they could accomplish?

It might take more preparation, but the rewards for both the adult leader and 4-H members are potentially significant. Consider the following in your decision:

Advantages

1. Increased use of multiple senses (sight, sound, etc.) can increase retention on what is learned.
2. Multiple teaching/learning methods can be integrated to maximize creativity and flexibility.

Summary: Should I use experiential learning?

-
3. Focuses on learning more from view of the 4-H member, less from the adult's perspective.
 4. Process of "discovery" of knowledge and solutions builds self-esteem.
 5. Learning is more fun for members, teaching more fun for leaders.
 6. If youth are actively engaged in learning, they have more stake in the outcome of what they learn and are less likely to become discipline problems.
 7. Other life skills can be learned, instead of merely subject matter content.

Disadvantages

1. Requires preparation by leader.
2. Requires patience and guidance by leader. Decentralized approach can seem less orderly, may be less comfortable to an authoritarian-style leader.
3. There is often no single, "right" answer.

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Selecting The 4-H Volunteer Role Right For You

Club Leader

School Enrichment/ After-School Volunteer

Mentor/Coach for Independent 4-H Project

Judge For County Events

*Written by: Ginny Powell,
Regional 4-H Agent, North, 1990,
revised 2000*

Being part of the 4-H Youth Development program means not only that you help young people learn and have fun, but also that (as a volunteer) you find the best way to support 4-H with your volunteer efforts. This is a sampling of leadership roles available to you. Use the “Volunteer Interest Inventory” (later in this information sheet) to help you select the role best suited to your interests and talents. Once you select the role(s) of interest to you, contact your county 4-H office for more information on how to become involved!

For 4-H volunteers who like to work directly with children, being a local club leader is an excellent opportunity. The **organizational club leader** may organize the club, and serve as liaison with your county 4-H office. **Assistant leaders** may help with certain events or activities. **Project leaders** may help the club with one or more projects or specific subjects. **Teen leaders** are older, experienced 4-H members who can complement the leadership team in a club. (See Appendix H – NJ 4-H Teen Membership Project.)

Assist with 4-H programs within the classroom or in after-school activities. These programs may be subject (project) related, general information about 4-H, recreation, etc. Volunteers are needed all year long.

Youth may opt to participate in 4-H through an individual study. An adult serves as a mentor or coach to this young person and his or her project. The adult may be an expert in the subject matter, or just encourage the member in exploration, research, and discovery. This one-on-one role requires that volunteers complete the appointment process.

Adults are always needed to serve as judges for various 4-H events. These volunteers should be skilled in the subject (project) which they are judging, able to communicate with children, and understand the philosophy of 4-H and recognition. (See *Understanding 4-H Judging*)

Speakers' Bureau

Your county may have a speakers' bureau. As a member of this bureau, you would receive specialized training for giving 4-H related presentations to the general public and to community/civic groups. Your name would be included on a speakers' bureau list.

4-H Fair

Every county 4-H fair is a huge undertaking that requires the help of all adult volunteers, parents, and members. There are many opportunities to become involved in this major event. (*See County 4-H Fair – Showcase of the Year.*)

4-H Volunteer Groups

County 4-H programs function through numerous advisory and program support groups. 4-H leaders' association, 4-H expansion & review committee, and projected advisory committees may be opportunities for you to give input in your county. (*See Becoming Involved in 4-H Volunteer Groups.*)

Resource Person

You may have a special talent that you would like to share with youth. It may be related to your career or a hobby. You would volunteer to help at a club meeting or perhaps present a workshop at a county event. Examples are: sharing your experience as a veterinarian, or giving a photography workshop.

Key Volunteer Roles

A key volunteer leader is a resource person who provides support to the 4-H program beyond the local club and community, and in particular, to other volunteers. Following are examples of a few volunteer roles beyond the local club:

County or area recruiter. Volunteers know their local communities and can be excellent recruiters for other adult leaders.

County or area trainer. If you have an interest in training other volunteers in their roles as club leaders, you may wish to become a trainer. In either a community or county-wide setting, you would be trained to assist new leaders as they organize new clubs.

Mentor to club leaders. The mentoring process allows a new club leader to be paired with an experienced volunteer. An understanding volunteer who has had experience as a club leader can be very helpful to the new leader.

Activity or event coordinator. If you have a strong interest in a particular 4-H activity, such as Public Presentations, you may wish to become a coordinator.

Project key leader. In many counties with more than one club in a particular project area, there may be a project key leader who coordinates educational efforts within that project.

Volunteer Interest Inventory

What Do You Like?

Do any of these volunteer roles interest you? This inventory may help you select a volunteer role that is based on your interests and talents.

I LIKE:

- meeting new people.
- travelling.
- working with 1st-3rd graders
- working with 4th-8th graders
- working with teens.
- working with adults.
- teaching.
- leading a group.
- helping, but staying in the background.
- working with my hands (physical activity).
- organizing events and activities.
- learning new things.
- other (list: _____)

Special talents I would like to share with others:

Use this list of interests to match volunteer opportunities that best meet your needs. If you have many interests, don't be afraid to start in a small way and then build up your volunteer roles. Remember to take on new challenges and to keep growing!

Position Descriptions

Work closely with paid 4-H staff in your county to design a position description for that volunteer role especially for you! A position description is simply a tool to organize the general description of an assignment. (*See Appendix K – 4-H Club Leader Position Descriptions.*)

Key Factors

Key Considerations to Discuss Before Agreeing to a Position Description

- Is the task reasonable?
- Is the task easily understood?
- Are duties and responsibilities clear?
- What resources are available to me for this assignment?
- Who will be my advisor or supervisor?
- Is an estimate of required time included?
- What qualifications do I need for the position?
- Will I enjoy and learn from doing this job?

What to Include

A Position Description Should Include:

Position Title: With a general description of a position.

Time Requirements: Is it a short-term or an ongoing position? List time requirements and length of commitment.

Supervisor: Who will supervise you in this position?

Position Responsibilities: The position description should include the duties of the position and special requirements, if any are needed.

Qualifications: What qualifications does the position require?

Training: Find out the type of training available and when it will be provided. Examples: Regular training for a group of volunteers, or training on a one-to-one basis.

A Good Match

Matching your talents with your interests and availability are a primary function of a good job description. This agreement is designed to protect you, clarify your role within the program, and serve as a communication tool in defining your responsibilities on the 4-H team.

Reference:

Designing and Developing Volunteer Leadership Systems - Daniel E. Lindsey, University of Minnesota, 1983

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Becoming a 4-H Volunteer Leader

Appointing Volunteers

4-H volunteers are the key to success of the 4-H Program. There are many roles for volunteers, and in order to make sure that individual volunteers are matched to appropriate volunteer positions, the county 4-H staff is responsible for appointing all volunteers to their positions in the 4-H program.

Anyone interested in becoming a 4-H volunteer should contact the county 4-H office to begin the volunteer appointment process. No one can assume the role of 4-H leader on their own, and current 4-H volunteers, such as club leaders, do not have the authority to appoint new leaders. Any volunteer 4-H leader who has recruited an individual to serve as a co-leader or assistant leader must refer that person to the county 4-H staff who will start the appointment process.

Volunteer Policies

The New Jersey 4-H Program has some policies and procedures for staffing with volunteers. The purpose of the following policies is to ensure a safe environment, as well as a positive learning experience for both youth and adult participants.

Appointment Policy

Any 4-H volunteer, 18 years of age or older, working directly with youth without the presence or direct supervision of paid 4-H staff, will be screened prior to official appointment. Working directly with youth includes the following: organized 4-H clubs; special interest or short-term programs; camp counseling; and youth programs conducted with collaborating agencies. Faculty and staff will work with collaborating agencies to be sure volunteers are screened.

*Written by: Rita Natale Saathoff,
Regional 4-H Agent, South and Betty
Ann Smith, Middlesex County 4-H
Agent, 2000*

Policy for Volunteers Supervising Youth

Club meetings/non-overnight events

It is required that at least one registered (screened and appointed) 4-H volunteer be present at any 4-H club meeting or non-overnight event or field trip. It is strongly recommended that at least two adults be present at such activities, with a ratio of one adult per every six to 10 youth.

Overnight events

It is required that at least two adults be present at all overnight 4-H events, one of whom must be a registered 4-H volunteer. It is recommended that there be a ratio of one adult per every six to 10 youth, with the ratio of male and female adults corresponding to the number of male and female youth participants.

Volunteer Appointment Process

All steps of the following volunteer appointment process must be completed before official appointment as a 4-H volunteer is made by the county 4-H staff. All forms will be sent to the applicant by the county 4-H office (see samples in Appendix as noted).

- Potential volunteer is recruited and/or expresses interest.
- Potential volunteer participates in an interview with 4-H staff or trained volunteer.
- Potential volunteer completes a 4-H Volunteer Application (*see Appendix I*) and returns it to the county 4-H office.
- References are checked.
- Potential volunteer participates in orientation and receives 4-H Volunteer Position Description (*see Appendix K*).
- Potential volunteer completes 4-H Adult Volunteer Registration Form (*see Appendix B*).
- Volunteer receives official letter of appointment and 4-H Volunteer Appointment Agreement (*see Appendix J*) to be signed and returned to the 4-H office.

It is important for the volunteer applicants to make sure that they complete and return their forms in a timely manner in order to make the process go quickly and efficiently.

References

Each volunteer applicant will be asked to submit the names of three references. The references will be contacted either through the mail or by telephone, and will be asked questions pertaining to personal qualities related to working with youth and adults. The responses of the references are held confidential.

4-H Volunteer Appointment Agreement

An individual becomes a registered 4-H volunteer as soon as the 4-H Volunteer Appointment Agreement is signed and returned to the county 4-H office. This agreement is subject to review and/or renewal once a year or as deemed appropriate by the county 4-H staff. Once the agreement is received at the county office, the volunteer is added to the county 4-H mailing list.

Non-Registered Adult Helpers

Any adults, such as parents, who are not registered volunteers but wish to help with 4-H club or county activities may do so, provided that there is a paid 4-H staff member or registered 4-H volunteer present at all times. They will not be considered official 4-H volunteers and, depending upon the situation, may not be covered by volunteer liability laws, or county or university policies related to volunteer liability.

If a non-registered adult is going to attend an overnight 4-H event, prior to attending, he or she must complete and return to the 4-H club leader the *New Jersey 4-H Adult Overnight Agreement/Release Form (see Appendix A-1)*. This form is available from the county 4-H office. This agreement pertains only to the specific event involved and needs to be completed for each separate event. It is the responsibility of the registered 4-H volunteer to make sure that all non-registered adults attending an overnight event complete this form.

4-H Seeing Eye Puppy Program Adult Members

In order to meet the needs of an expanding program, in addition to 4-H youth, The Seeing Eye, Inc. utilizes adults to raise puppies through its Seeing Eye Puppy Program. "Adult members" of these 4-H clubs must complete a screening process parallel to screened adult 4-H volunteers. The county 4-H staff is responsible for implementing this process, which consists of an application, reference screening, approval, and registration. The main difference is that adult members of a 4-H Seeing Eye Puppy Club are not required to go through the orientation/training, or complete a 4-H appointment agreement.

Volunteer Performance

To uphold the high quality of the 4-H Youth Development Program, the county 4-H staff are responsible for ensuring that volunteers are performing their duties in accordance with their position descriptions and the appointment agreement. Periodically, volunteers may be asked to meet with staff for a session to

discuss their roles and performance as 4-H volunteers. This is an excellent opportunity for both parties to share ideas, ask questions and address concerns related not only to the volunteers themselves, but also the entire 4-H program. This is also a chance for the volunteer to expand his or her experience in 4-H by learning about other opportunities available. Any volunteer who is not contacted for a review and wishes to have one should contact the county 4-H staff to set up an appointment.

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Liability of 4-H Volunteers

Many volunteers are concerned about their liability if a 4-H member is injured while under their supervision. All things in life involve some sort of risk. When working with youth, this is especially true. To avoid problems, volunteers must successfully minimize and manage risk. Proper planning and common sense go a long way! Although *not* to be considered legal advice, here are some facts and issues to know and keep in mind while serving as a 4-H volunteer:

1 Law suits involving organizations such as 4-H are commonly in one of two areas: **injuries/physical damages** or **discrimination**. Injuries can occur in unsafe situations, often in the absence of adequate or proper supervision. Discrimination is usually claimed in cases where unfair rules are adopted by a club or where fair rules are not applied impartially.

2 **New Jersey's tort liability law provides some protection for volunteers** in the line of duty (when you are performing normal 4-H volunteer responsibilities). Anyone can sue, but the plaintiff (person filing the suit) must prove negligence on your part in order for you to be liable for damages. Below are some tips to help you avoid negligence.

3 A Latin term commonly used regarding proper care is *in parentis locus*. Translated, it means "in the place of a parent." In other words, when you are entrusted with the care of someone else's children, you should do everything a good parent would do with his or her own child under

*Written by: Keith G. Diem, Ph.D.,
Affiliate Extension Specialist in
Educational Design, 1990, revised
1994*

the same circumstances. The best way to accomplish this is to **provide proper and adequate supervision for all children, based on their ages and experience.** Consider the question, “What would I want another person who is caring for my child to do?” Consider safety first!

4

Accidents will happen. This is why many county 4-H programs (usually sponsored by their county 4-H organizations) provide **basic accident insurance coverage** for all officially registered 4-H members and leaders. This policy generally covers injuries incurred during any 4-H activity. Most



families have some sort of medical coverage to help pay for serious injuries sustained. However, basic accident insurance is offered, particularly for individuals who don't have such coverage, or as additional coverage beyond what families already carry. Check with your county 4-H staff to see if your county provides any accident insurance. If not, information may be available on where to get inexpensive coverage if your club wants its members to participate in such a program.

5

County 4-H programs recommend or require **permission forms/liability waivers** for any non-routine 4-H activity, particularly when traveling on a field trip or other outing. Although liability waivers generally are not recognized in court, a consent form ensures that parents have given permission for their children to participate in a given activity, and that they are aware of some of the risks in participating. Copies of the "RCE 4-H Event Permission Form" are available from your county 4-H office. *(Refer to Appendix.)*

6

As non-paid staff members of Rutgers University, 4-H volunteers might be represented by the University in a legal dispute. **Check with your county 4-H staff immediately regarding any situation involving an injury (or other controversial incident) as part of a 4-H activity.** Promptly write down all of the facts of the situation, to account for what happened and how.

7

Make safety and fairness priorities in everything your club does! An ounce of prevention truly is worth a pound of cure! When in doubt about a new activity or club rule, confer with your county 4-H staff first.

8

Some examples of situations to avoid:

- Allowing a new 4-H woodworking project member to use a power tool.
- Allowing an experienced electrical project member to experiment with trying to short out a motor “to see if sparks will shoot out.”
- Leaving members unattended in a meeting room.
- Reprimanding a member for not following an established club rule, but ignoring another member’s violation of the same rule.
- Not properly instructing and supervising a member of a food and nutrition project, who tries to cook food in a metal container using a microwave oven.



-
- Allowing members in a science project to mix unknown or dangerous chemicals together “to see what will happen.”
 - Asking a teen leader to fix a flat tire on your car or mow your lawn during your rabbit club meeting.
 - Refusing to admit a boy into your club one day because “there isn’t enough room” and then allowing two girls to join the next day (or vice versa).
 - Forcing a member who cannot swim to “try a few laps” while on a club outing at a local lake.

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Opportunities for 4-H Volunteers

County Opportunities

NJ Opportunities

*Written by: Ginny Powell,
Regional 4-H Agent, North,
1998, revised 2000*

Congratulations on accepting the role of a 4-H Volunteer! As you learn more about the 4-H Youth Development Program, you will find that volunteers are valued as important resources. The 4-H program provides many opportunities that will not only help in your role as a volunteer, but may also assist in your personal or professional life.

Following is a summary of 4-H volunteer opportunities. The 4-H Motto is meant for you as well as for 4-H members as you take advantage of these opportunities “To Make the Best Better.”

County 4-H Volunteer Training

Every county offers training for 4-H volunteers involved in the program. This may take the form of a county-wide volunteer leader forum, local training in small groups, or one-on-one training with a paid 4-H staff member or volunteer trainer. To take advantage of county volunteer training means meeting with other volunteers in the county and learning through informal sharing and workshops.

A variety of other county opportunities are available for 4-H volunteers. (*See The 4-H Volunteer Role Right for You.*)

Leader Forums

Volunteer Leader Forums draw 4-H volunteers from throughout the state to take part in educational workshops, special activities, and sharing. The cost is minimal; scholarships are often available.

State 4-H Association

The State 4-H Association works with the NJ Department of 4-H Youth Development to provide input on the direction of the 4-H program at the state level. This group sponsors the and

provides support for a variety of activities. This group is comprised of two volunteers from each county, four youth representatives, two collegiate 4-H representatives, and several ex-officio members.

State 4-H Project Advisory Councils

Many project areas have state advisory councils that recommend rules and policies, as well as plan, conduct and evaluate educational events. Most have designated, voting representatives from each county, but meetings are open to anyone interested in attending.

Volunteers to Assist with State and Regional Events

Volunteers are always needed for special activities, as well as ongoing programs. State 4-H activities may include: advisor to the NJ 4-H State Teen Advisory Council, chaperone to south Jersey Teen Conference, Judge for State 4-H Presentations, overall assistant for state 4-H horse and other animal project events, and other educational activities.

All volunteers need to be able to communicate with children, and understand the philosophy of 4-H and member recognition. Depending upon the event, volunteers may need to be skilled in the subject matter of the event. Overnight activities require volunteers to complete either the 4-H volunteer appointment process or the 4-H Adult Overnight Agreement/Release form.

NJ 4-H/Japanese Exchange

Each year 4-H families open their homes to Japanese teens who stay with them for one month or one year. County volunteer coordinators are needed to recruit and train host families, as well as oversee the actual exchange. There may also be opportunities to be a chaperone to Japan.

Northeast Regional 4-H Volunteer Leader Forum

The goals of this leader forum are to give volunteers an opportunity to develop skills that will help them in their role within 4-H. Each year, one state in the northeast region of the United States serves as host for the leader forum, usually held over a weekend in September or October. Volunteers attend from all Northeast states. Partial scholarships are available at the state level; some counties also offer financial support.

Although opportunities vary from year to year, chaperones are

Chaperoning National Trips

needed for all youth trips. Selection for chaperones usually requires an application and interview, as well as completion of the 4-H volunteer appointment process or the 4-H Adult Overnight Agreement/Release Form. National 4-H trips may include: Citizenship Washington Focus, a week-long trip to the National 4-H Center to learn about government and leadership; National 4-H Conference, a week-long trip to the National 4-H Center to work in “consulting groups” and make recommendations to federal 4-H partners; National 4-H Congress, a leadership and community service conference held somewhere in the US; and project related trips, such as Eastern 4-H Horse Round-up, National 4-H Dairy Conference, or National 4-H Horticulture Trip.

Summary

Be sure to read your county 4-H newsletter to learn more about these and other 4-H volunteer opportunities. Your county 4-H office can provide additional information. Take advantage of these many volunteer opportunities to expand your world of 4-H beyond your county or project.

Reference:

Opportunities for New Jersey 4-H Teen Members, distributed May 10, 1988 to 4-H faculty and staff, by Rita Natale.

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Becoming Involved in 4-H Volunteer Groups

4-H Leaders' Association

There are many opportunities for 4-H volunteers to increase their involvement in the 4-H program. Becoming involved with a 4-H volunteer group can give you the chance to share your unique skills and talents beyond your club. In addition, these groups can help to support you in your role as club leader through training sessions, discussion and involvement in county-wide events and activities.

The county 4-H leaders' association is a recognized organization of adult volunteers working together to develop and provide leadership for the 4-H program and its members. Your county's leaders' organization may have a different name, but the goals probably include most of the following:

- identify the needs of adult volunteers.
- help in orienting and training volunteer leaders.
- share ideas and experiences.
- plan and conduct county-wide programs and activities.
- promote 4-H programs.
- cooperate with other 4-H and non-4-H youth-related organizations.
- raise funds to support the 4-H program.
- advise the county 4-H staff on program policies and implementation.

In general, all 4-H volunteers are invited to participate in regularly scheduled leaders' association meetings and committee meetings. Membership in the association in some counties also includes parents and others interested in 4-H and youth development. Each county 4-H leaders' association operates with a set of by-laws, which includes specific information on the organization's goals, membership, policies and committee structure. A copy of the by-laws can be obtained from the county 4-H office.

*Written by: Rita Natale Saathoff,
Regional 4-H Agent, South, 1994*

Expansion and Review Committee

The county 4-H Expansion and Review Committee (ERC) is an organized group of adult and teen volunteers whose primary purpose and mission is 4-H program development. Their task is to assess the needs, concerns and interests of youth in the county, set realistic goals, and suggest ways in which 4-H can respond. This group is composed of 4-H volunteers and teens, as well as others from the community.

County Project Advisory Councils

Many counties have project advisory councils to work with certain project areas. These councils bring together adult volunteers and youth representatives from different clubs in the same project area. Their role may be to help plan and implement county-wide events in the project area, raise funds to support the project, promote the project, and provide advice to the 4-H staff on implementing the project. Project advisory councils found in many counties include horse, livestock and home economics.

Fair Planning Groups

There are many opportunities to become involved in the 4-H fair. Most counties have a fair association or a fair committee of the leaders association which is responsible for planning and managing the county 4-H fair or 4-H participation in a county fair. Involvement might include fair planning, setting up and taking down, chairing committees, staffing booths, etc.

Teen Council

Most counties have a teen council for teen leaders. While names and membership requirements differ by county, the goal of most of these groups is to enable teens to come together to develop and practice leadership skills. The members often help conduct county-wide events and activities, serve in a variety of leadership roles and serve as role models to younger youth. Some counties also have a “junior council,” for pre-teens interested in expanding their skills. Often adult volunteers are needed to serve as leaders or advisors for these groups.

Statewide Advisory Groups

There are several statewide advisory groups which meet in support of the 4-H program. These include:

- New Jersey State 4-H Association, which meets three times a year to serve in an advisory capacity to the 4-H department, as well as to conduct some statewide programs.
- New Jersey 4-H Development Fund, which generates funds in support of 4-H programs.
- Project advisory groups, which support statewide program efforts in specific project areas, such as horse, livestock, etc.

Share Your Skills

The 4-H Program depends on volunteer participation to provide as many quality activities to 4-H'ers as possible. Think about sharing your time and talents through one or more of these organizations. To find out how you can contribute to one of these organizations, contact your county 4-H staff for more information.

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Communication and the 4-H Volunteer

Communication: A Two-way Process

Communicating as a 4-H Leader

*Written by: Rita Natale Saathoff,
Regional 4-H Agent, South, 1990,
revised 1994*

Communication is a key element in the success of any organization. As a 4-H volunteer, it's important to understand that ***communication builds relationships***. This means that your relationship with your 4-H members will be built on the communication which takes place among all of you as a group.

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



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

Communicating with 4-H'ers/Parents

- teaching your 4-H'ers a skill, helping with projects
- reminding your 4-H'ers/parents of the next meeting date, supplies needed, etc.
- informing 4-H'ers/parents of the next county-wide event
- assisting 4-H'ers in preparing for the 4-H fair (filling out exhibit tags, etc.)
- helping 4-H'ers and parents complete 4-H member registration forms
- training club officers
- recruiting parents to assist with your club

Types of Communication



Communication with the County 4-H Office

- receiving training from the 4-H staff
- reading 4-H newsletters
- completing paperwork
- requesting educational materials and information about the 4-H program
- volunteering to assist with county events

Communicating with Other 4-H Volunteers

- participating in 4-H Leaders' Association meetings
- serving on association committees
- training a co-leader/teen leader
- asking for/lending moral support
- sharing ideas informally
- attending leader forums/conferences

Other Opportunities for Communication

- informing local press of club activities
- organizing a club fund raiser and/or soliciting donations from local businesses
- serving on your county-wide 4-H advisory council or NJ State 4-H Association

It's important to know that there are many ways to communicate. The two main types of communication are **verbal** and **nonverbal**.

Verbal communication entails one person speaking and the other listening.

Nonverbal communication comes in a variety of forms. It entails one person observing another person, who is engaging in one of the activities listed below:

- facial expressions (i.e., smile, frown, rolling the eyes)
- gestures (i.e., handshake, nod, making a fist)
- other forms of body language (i.e., turning away from someone, dozing off)
- sounds that are not words (i.e., laughter, snort, groan)

4-H Leader Communication Tips



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

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

Reference:

Peer Plus II. 4-H Youth Programs, Cooperative Extension Service, Michigan State University, East Lansing, MI. 1984.

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Volunteers Working with 4-H Staff

The Roles of Volunteers

In every county, the 4-H Youth Development Program is planned and conducted by paid 4-H staff. Ideally, the paid 4-H staff and volunteers work together as a team in carrying out the 4-H mission and in conducting the 4-H program.

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

There are many roles for volunteers, which are described in *Selecting the 4-H Volunteer Role Right for You*. Volunteers who work directly with youth are screened and trained to ensure that they will serve our youth in the best manner possible.

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

The Roles of County 4-H Staff

The county 4-H staff is responsible for working directly with volunteers. This includes recruitment, screening, appointing, training, evaluation and supervision of teen and adult volunteers involved in the program. The staff also provides guidance to county 4-H leaders' associations, teen councils, expansion and review committees, county 4-H foundations and other advisory groups.

Another responsibility is to plan, conduct and evaluate educational programs in cooperation with volunteers. This may include activities and events such as public presentations, fairs, camps, recognition events, animal shows and others. It may also include

*Written by: Rita Natale
Saathoff, Regional 4-H Agent,
South, 1990, revised 1998, 2000*

school enrichment and after school programs, special interest programs, and programs run in cooperation with other organizations.

The county 4-H staff also promotes the 4-H program through mass media, cooperating with other agencies and organizations, and holding special promotional events. In addition, the staff makes and maintains contacts within the community for educational and financial resources that support 4-H members, clubs, leaders and programs.

There are generally five types of paid staff at the county level, including county 4-H agent, 4-H program associate, 4-H program assistant, clerical staff and consultants. Each county is usually assigned a county 4-H agent; the rest of the staffing depends upon specific county situations and funding opportunities.

County 4-H Agent

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

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

The 4-H agent reports to the 4-H department chair at the state 4-H office. To become a county 4-H agent, an individual must have a master's degree and three years of experience. Funding for the position is generally provided by both the university and the county.

4-H Program Associate

The 4-H program associate is responsible for specific 4-H program areas. This varies from county to county depending on need and situation. As a Rutgers University staff member, each program associate also serves as a link between county and university by participation on committees, at 4-H department meetings, and at state 4-H events.

Each program associate is supervised by the county 4-H agent in his/her own county, and is required to have a bachelor's degree. In most cases, funding is provided by both the university and the county.

Other County 4-H Staff

4-H program assistants and consultants provide assistance to the county 4-H agent or program associate in specific program areas based on county needs. Funding and qualifications for these positions are generally determined by the counties or special grant programs. These individuals are supervised by the county 4-H agent.

Clerical workers are provided by the counties. The county 4-H secretary is an important link between the 4-H program and the outside world, as well as 4-H members and leaders. In addition to providing clerical support, the secretary can also answer many questions and serve as an excellent resource.

State 4-H Staff

State 4-H staff includes the 4-H department chair, regional 4-H agents, camp directors, program associates and other support staff. The role of the state 4-H staff is to provide support to the county programs and state 4-H events.

The 4-H department chair is the head of the Department of 4-H Youth Development at Rutgers University. This individual provides administrative leadership and program direction to the total New Jersey 4-H Program and reports to the state Director of Extension. Additional support and assistance is provided by Rutgers Cooperative Extension specialists and administrative staff as needed.

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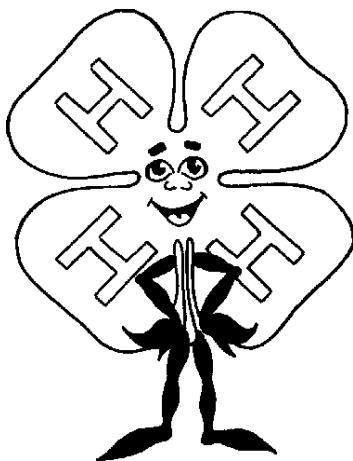
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New
Jersey **4-H**

Leader Training Series



Highlights of Early 4-H History



Taken from a chronology of 4-H that includes 190 noteworthy dates, events, and actions that contributed to 4-H history.

- 4-H Clubs were preceded by corn clubs for boys and canning clubs for girls organized early in this century by public school educators.
- Cooperative Extension Service was created when Congress passed the Smith-Lever Act of 1914.
- A four-leaf clover with H's standing for Head, Heart, Hands and Health replaced a three-leaf emblem after World War I, and the term "4-H" came into common usage.
- National Committee on Boys' and Girls' Club Work was organized in 1921 to encourage private sector support.
- First National 4-H Congress was held in 1922 and the first National 4-H Club Camp in 1927.
- National 4-H Pledge and National 4-H Motto were approved by state leaders in 1927.
- Increased public funding of the Extension Service, including 4-H, was assured by Acts of Congress in 1928, 1935 and 1945, and special appropriations in 1969, 1972 and 1977.
- Extension Committee on Organization and Policy created a 4-H Subcommittee to deal with policies and procedures in 1939.
- County 4-H agents organized a national professional association in 1946.
- 4-H moved rapidly to other countries after World War II.

*Written by: Betty Ann Smith,
County 4-H Agent, Middlesex County
1990, revised 2000*

-
- International Farm Youth Exchange began in 1948.
 - National 4-H Club Foundation organized in 1948, opened the National 4-H Center (a special citizenship/leadership training facility) in 1959, at Chevy Chase, Maryland, and became National 4-H Council in 1976.
 - Division of 4-H and Young Men and Women's Programs was created in the U.S. Department of Agriculture in 1952.
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Reference:

4-H: An American Idea 1900-1980: Wessel, Thomas & Marilyn.

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New
Jersey **4-H**

Leader Training Series



National 4-H Partners

CSREES/USDA

The Smith-Lever Act of Congress, 1914, created the Cooperative Extension System to provide for a partnership between the United States Department of Agriculture and the land-grant colleges and universities located in each state. USDA sets priorities, and the Extension System at the federal level emphasizes initiatives associated with these priorities. These issues and initiatives are in turn emphasized on the state and local levels in programming. USDA also maintains a list of juried 4-H curriculum which meets high standards and is recommended for use throughout the country.

Cooperative Extension System's role changes to meet the changing needs of the nation. It is the people served who are important in Extension programming. The objective in New Jersey is to help the diverse population adapt to a rapidly changing society and improve their lives through an educational process that uses science based knowledge focused on issues and needs relating to Agriculture and the Environment; Management of Natural Resources; Food Safety, Quality and Health; Family Stability; Economic Security; and Youth Development.

The National 4-H Council is a not-for-profit organization that supports the 4-H youth development mission and vision by working to acquire resources for developing and conducting national programs. The National 4-H Center, located just outside Washington, D.C., is owned and operated by the National 4-H Council as a training and development center for 4-H youth and adults. The National 4-H Center's mission is to offer safe, affordable learning experiences in our nation's capital.

National 4-H Council produces educational materials both printed and audio/visual, to help volunteer leaders and 4-H members successfully complete their 4-H projects. A list and order form are included in the National 4-H Sourcebook which is published each year. Contact your county 4-H office for a copy of the catalog.

National 4-H Council and National 4-H Center

*Written by: Betty Ann Smith,
County 4-H Agent, Middlesex County
and Rita Natale Saathoff, Regional 4-
H Agent, South, 1990, revised 2000*

National Association of Extension 4-H Agents

Educational programs for adults and youth are offered year round at the National 4-H Center. Some of these programs are listed in the National 4-H Sourcebook

For more information about the different programs and how to register for them contact your county 4-H office or you can call the National 4-H Center at 1-800-FOURHDC (1-800-368-7432).

The National Association of Extension 4-H Agents was organized in 1946 to provide professional development opportunities to Extension agents with 4-H program responsibilities. The mission of this group is to promote, strengthen, enhance and advocate the 4-H youth development profession. By strengthening the profession, 4-H agents and other county and state 4-H staff enhance the quality of the 4-H program in each state and throughout the nation. This group, which numbers over 3,000, holds a conference each year and uses available technology to conduct committee business throughout the year. The New Jersey Association of 4-H agents is our state chapter of this organization and works to support the mission of the national association.

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Both sides of this form must be completed by all youth participating in overnight activities, field trips, events requiring group transportation, and any other events sponsored through the 4-H Youth Development Program where it is deemed necessary by the adults (paid 4-H staff and/or registered 4-H volunteer leaders) responsible for the youth participants. The form should be submitted prior to the event and kept by the chaperone for at least 90 days after the event. The form has four parts: (1) information about the participant and activity, (2) parental permission and liability release, (3) medical emergency authorization and health information, and (4) behavior agreement. *Be sure to complete all four parts and sign where requested!*

Information about the Youth Participant and Activity

Name of youth participant: _____ Birthdate: _____
 Address: _____
 Telephone number: (____) _____ 4-H county: _____ Grade: _____
 Name of parent/guardian: _____
 Name of activity/event: _____
 Name of 4-H group sponsoring or participating in this event: _____
 Location of event: _____
 Date and time of participation of individual named above: _____

Parent Permission and Release of Liability

I hereby give my son/daughter named above permission to participate in the event listed. Although Rutgers Cooperative Extension and its chaperones will use the utmost precaution in guarding the health of the above participant and preventing accidents, I release them from any liability in case of illness or injury as a result of this activity. Furthermore, I release the owner and driver of the car transporting my child to and from the event, from any liability in case of illness or injury.

Signature of parent or guardian _____

Medical Emergency Authorization and Health Information

In case of sudden illness or an accident to the above named participant requiring immediate treatment or surgery while he/she is a participant in this activity, I authorize the 4-H chaperone(s) to take such action as seems appropriate to protect the health and physical well-being of the above participant. This authority extends to any physician(s) and/or surgeon(s) selected by the chaperone(s) to perform medical and/or surgical procedures including examinations and tests necessary to preserve the health and physical well-being of the above named participant. All efforts will be made to contact the parent(s) or guardian(s) in case of emergency.

Name of parent/guardian	Phone number	Name of additional emergency contact	Phone number
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The following information is provided as an aid to the chaperone(s) in dealing with the well-being of the participant. The participant has the following health conditions: (include allergies, handicaps, diabetes, pregnancy, asthma, medications needed, etc.).

Health conditions: _____

 Medications/Instructions: _____

Health Insurance: Company: _____ Group #: _____ ID #: _____

Signature of parent or guardian _____

Behavior Agreement

The 4-H Code of Conduct outlined below is in effect for all youth activities involving Rutgers Cooperative Extension and the Department of 4-H Youth Development. It applies to all participants in 4-H activities, with participants defined as 4-H members of any age or grade, all other registered youth and adults, and all other individuals who take part and/or attend 4-H events.

Participants who fail to adhere to the 4-H Code of Conduct may be subject to a range of disciplinary actions. Immediate corrective action will be taken to ensure the safety and welfare of all participants at the event. Additional disciplinary action may be taken upon further investigation of the infraction or incident. Participants in county events shall be subject to policies developed at the county level. Participants in state and national events shall be subject to the policy and process outlined in the "Disciplinary Procedure/Action for State or National Events."

If an individual continually disrupts the group or engages in illegal behavior, he or she will be given an opportunity to discuss the problem with the chaperones before more drastic action is taken. If, after discussion, the behavior continues, or in the opinion of the chaperones it would be detrimental for the individual to continue with the group, he or she will be sent home **at the participant's expense**.

4-H Code of Conduct

1. The health, safety, and welfare of others must be respected at all times.
2. Appropriate language and behavior are expected at all times. Profanity, foul or abusive language, inflammatory statements, derogatory comments, or physical altercations toward any group or individual are not permitted.
3. Participants are expected to be present and participate at all scheduled program activities. Participants are required to wear nametags when dispensed.
4. All participants are expected to be on the site of the event at all times. Unauthorized use of vehicles during an event is prohibited.
5. Participants are responsible for following the instructions of all 4-H staff and event chaperones.
6. All behavior or language of a sexual nature at 4-H events is inappropriate and unacceptable. Dignified and respectable behavior is expected at all times.
7. Curfew hours must be strictly followed.
8. Behavior during unscheduled free time is subject to the supervision of 4-H staff and chaperones.
9. Dress code standards previously set for the event must be met by all participants (i.e., no sexually suggestive, culturally insensitive, tobacco or alcohol industry sponsored shirts, inappropriately cut shirts, shorts, pants or skirts, etc.).
10. Possession, distribution, or use of alcoholic beverages or illegal drugs is prohibited. Prescription drugs and over-the-counter medications may be dispensed by adult chaperones only with written authorization provided by the parent/guardian on the 4-H Event Permission Form for Youth filed for the event.
11. With the concern for the well being of self and others, smoking and the use of other tobacco products is prohibited.
12. Care and respect for property, personal and institutional, is expected at all times. Theft, possession of missing property or damage to property is prohibited.
13. Unauthorized possession, distribution or use of weapons, ammunition or fireworks is prohibited.
14. Honesty is expected at all times from 4-H members. Dishonesty, cheating, plagiarism and forgery are inappropriate actions.

I HAVE READ the **Behavior Agreement** and **4-H Code of Conduct** above and discussed it with my son/daughter. I understand and agree to the conditions set forth. I accept the cost and responsibility of having my son/daughter returned in the event it is necessary.

Signature of participant in event

Date

Signature of parent or guardian

Date

Photo Policy: At many 4-H events, photographs are taken of 4-H members and their families. Sometimes these pictures are used to tell people about 4-H. Pictures may be sent to newspapers or used for brochures, displays, or web pages. Photos placed on websites will not be accompanied by any personal information about the youth in the photo. If you do not wish to have an individual picture used for promotional purposes, please check the box below and make an effort to avoid opportunities to be in photos.

No, do not use my individual picture for any purpose.

By Keith Diem, Ph.D., Extension Specialist in Educational Design, 1990. Revised July 2003, RNS.

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New Jersey 4-H Event Release/Agreement Form for Adults

Both sides of this form must be completed and signed by all adults participating in 4-H overnight activities, field trips, and events requiring group transportation where youth are present, or any other events sponsored through the 4-H Youth Development Program as determined by the event coordinator. The form should be submitted prior to the event and kept by the event coordinator for at least 90 days after the event.

Information about the Adult Participant and Activity

Name of adult participant: _____

Address: _____

Telephone number: (____) _____ 4-H county: _____

Name of activity/event: _____

Name of 4-H group sponsoring or participating in this event: _____

Location of event: _____

Date and time of participation of individual named above: _____

Release of Liability

Although Rutgers Cooperative Extension will use the utmost precaution in guarding the health of all participants and preventing accidents, I release them from any liability in case of injury as a result of this activity. Furthermore, I release the owner and driver of the car transporting me to and from this event, from any liability in the case of illness or injury.

Signature of adult participant

Medical Emergency Authorization and Health Information

In case of sudden illness or an accident to myself requiring immediate treatment or surgery while I am a participant in this activity, I authorize the 4-H event coordinator or other adults present to take such action as seems appropriate to protect my health and physical well-being. This authority extends to any physician(s) and/or surgeon(s) selected to perform medical and/or surgical procedures including examinations and tests necessary to preserve my life and well-being. All efforts will be made to contact the individual named as my emergency contact above in case of emergency.

Name of emergency contact	Phone number	Name of additional emergency contact	Phone number
---------------------------	--------------	--------------------------------------	--------------

The following information is provided as an aid to the event coordinator in dealing with my well-being. I have the following conditions (include allergies, handicaps, diabetes, pregnancy, asthma, medications needed, etc.):

Health Conditions: _____

Medications: _____

Health Insurance: Company _____ Group # _____ ID# _____

Signature of adult participant

New Jersey 4-H Volunteer Standards of Behavior

The primary purpose of these Standards of Behavior is to insure the safety and well-being of all 4-H participants (i.e., members, their parents, and families, staff and volunteers). These standards shall guide adult volunteer behavior during involvement in New Jersey 4-H. Just as it is a privilege for Rutgers Cooperative Extension to work with individuals who volunteer their time and energies to 4-H, a volunteer's involvement in 4-H is a privilege and a responsibility, not a right. *All non-staff adults participating in overnight 4-H events and activities are considered to be volunteers during the course of the event, and must agree to abide by the 4-H Standards of Behavior.*

4-H Volunteers will:

Uphold volunteerism as an effective way to meet the needs of youth and adults.

Uphold an individual's right to dignity, self-development, and self-direction; will not abuse any 4-H participant by physical or verbal means; and will report such abuse, if observed.

Accept supervision and support from county 4-H staff while involved in the program.

Accept the responsibility to represent their individual county 4-H program and the New Jersey 4-H Program with dignity and pride by being positive role models for the youth with whom they work.

Not commit a criminal act.

Inform county 4-H staff of any arrests or charges of criminal activity. (This may result in temporary suspension pending resolution of the case.)

Comply with equal opportunity and anti-discrimination laws.

Keep county 4-H staff informed of any incidents which may violate 4-H policies or personal rights.

Handle animals and operate machinery, vehicles and other equipment in a responsible manner.

Not require 4-H participants to purchase materials, equipment, animals or services from any specific places of business.

I understand that the coordinator of the event listed above is responsible for informing me of my responsibilities as an adult volunteer participant in this event, and will provide any specific training needed to carry out these duties. I have read, understand and agree to the New Jersey 4-H Volunteer Standards of Behavior. I also agree to perform my duties as explained, and to abide by the 4-H Code of Conduct and any other rules specific to this event. I understand that any action on my part that contradicts any portion of this agreement is grounds for immediate dismissal from this event at my own expense.

Signature of adult volunteer participant

Date

Media Release

I hereby authorize Rutgers Cooperative Extension to use any of all of my spoken and written comments about news articles, success stories, videotapes, and/or audiocassette tapes about the subject. I also acknowledge that the above-named organization has my permission to distribute my photograph and/or videotape clip as part of its educational programming efforts. I further acknowledge that my authorization and permission is voluntary and that I will not be paid any royalties, fees or other form of remuneration.

Signature of adult participant

By Rita Natale Saathoff, Regional 4-H Agent, South, 1997. Revised July 2003.

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**New Jersey
4-H ADULT VOLUNTEER REGISTRATION FORM**



For Office Use Only Club Code: _____ Member Code: _____

This form is used to register as a new 4-H volunteer and to provide up-to-date information for our county 4-H database. This is one part of the NJ 4-H Volunteer Appointment Process. Prior to submitting this form, you will be required to complete other steps of the process in order to be an official, appointed 4-H volunteer. For current volunteers, this form should be used to notify the county office of any changes of information. If you are making changes, fill in your name and just the new information. The information on the form is used by the county Extension office so we can send you newsletters and other 4-H information. *(Your information will be used just for 4-H.)*

What is today's date? _____

Why are you filling out this form? *(Check one.)* New volunteer New information Leaving 4-H

What type of 4-H volunteer are you? *(Check all that apply.)*

- Club Leader Show/Event Coordinator Advisory Group member (list group) _____
 County 4-H Association member Other _____

How long have you been a 4-H volunteer? *(including this 4-H year which started in September):* _____ year(s)

First Name: _____ **M.I.** _____ **Last Name:** _____

Street or PO Box: _____ **Apt #:** _____

City: _____ **State:** _____ **Zip Code:** _____

Birthdate: _____ **Are you (check one):** Female OR Male

What is your racial-ethnic type? *(This is optional and for government reporting purposes only.)*

- (Check one.)* White, not of Hispanic origin American Indian or Alaskan Native Hispanic
 Black, not of Hispanic origin Asian or Pacific Islander

Town or township where you live? *(if different from mailing address):* _____

Do you live on a farm? *(Check one):* Yes No **E-Mail Address:** _____

Home Phone Number: (____) _____ **FAX Number:** (____) _____

Occupation: _____ **Work Phone Number:** (____) _____

Please use the work number only for an emergency. **Cell Phone or Beeper:** (____) _____

Spouse's Name: _____ **Occupation:** _____

Work Phone Number: (____) _____ Please use the work number only for an emergency.

Cell Phone or Beeper: (____) _____

For Office Use Only Family Code: _____



New Jersey 4-H Club Member Registration Form



For Office Use Only Club Code: _____ Member Code: _____

Use this form to register as a new 4-H member. Or, you can use the form to tell us any changes in information about yourself, like a new address, new club, or new project. If you are making changes, fill in your name and just the new information. The information on the form is used by the county Extension office so we can send you newsletters and other 4-H information. *(Your information will be used just for 4-H.)*

What is today's date? _____

What type of 4-H member are you? *(Check one.)* 4-H Prep - Grades 1-3 4-H Member - Grades 4-13

Why are you filling out this form? *(Check one.)* New member New information Leaving 4-H

First Name: _____ **Middle Initial:** _____ **Last Name:** _____

Street or P.O. Box: _____ **Apt #:** _____

City: _____ **State:** _____ **Zip Code:** _____

Town or township where you live? *(if different from mailing address):* _____

Do you live on a farm? *(Check one.)* Yes No **Phone Number:** (_____) _____

Are you *(Check one):* Female Male **E-Mail Address:** _____

How long have you been a 4-H member? *(including this 4-H year which started in September):* _____ year(s)

Birthdate: _____ **Current Grade:** _____ **School:** _____

What is your racial-ethnic type? *(This is optional and for government reporting purposes only.)*

- (Check one.)* White, not of Hispanic origin American Indian or Alaskan Native Hispanic
 Black, not of Hispanic origin Asian or Pacific Islander

Name of 4-H club(s): _____

Name of 4-H leader(s): _____

Parent/Guardian Information

First Name: _____

Last Name: _____

Street/PO Box: _____ **Apt #:** _____

City: _____ **State:** _____ **Zip:** _____

Home Phone Number: (____) _____

FAX Number: (____) _____

Please use the work number only for an emergency.

Work Phone Number: (____) _____

Cell Phone or Beeper: (____) _____

Occupation *(Optional):* _____

E-mail address *(if different from child's):* _____

For Office Use Only Parent Code 1: _____

First Name: _____

Last Name: _____

Street/PO Box: _____ **Apt #:** _____

City: _____ **State:** _____ **Zip:** _____

Home Phone Number: (____) _____

FAX Number: (____) _____

Please use the work number only for an emergency.

Work Phone Number: (____) _____

Cell Phone or Beeper: (____) _____

Occupation *(Optional):* _____

E-mail address *(if different from child's):* _____

For Office Use Only Parent Code 2: _____

Project Information

Please list each individual project below. (For example: dog, drama, foods, cavy, horse, citizenship, rocketry, etc.)

Project: _____ Total Years in Project (Including the current year): _____

Project: _____ Total Years in Project (Including the current year): _____

Project: _____ Total Years in Project (Including the current year): _____

Project: _____ Total Years in Project (Including the current year): _____

(If you have more projects than fit on this page, please list them on a separate piece of paper and send it with this form.)

Other Information

I want the 4-H Office to be aware of the following disability: _____

Photo Policy: At many 4-H events, photographs are taken of 4-H members and their families. Sometimes these pictures are used to tell people about 4-H. Pictures may be sent to newspapers or used for brochures, displays, or web pages. Photos placed on websites will not be accompanied by any personal information about the youth in the photo. If you do not wish to have an individual picture used for promotional purposes, please check the box below and make an effort to avoid opportunities to be in photos.

No, do not use my individual picture for any purpose.

Signatures

Be sure to have everyone sign before returning form. We believe all the above information is complete and correct.

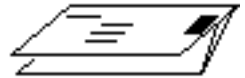
Member's Signature: _____ **Date:** _____

As a parent/guardian of the above-named 4-H member, I agree to support my child's participation in the 4-H program to the best of my ability and to abide by the policies, procedures and standards of behavior set forth by the 4-H Youth Development Program.

Parent's Signature: _____ **Date:** _____

Leader's Signature: _____ **Date:** _____

Please, return the completed form as soon as you can to your 4-H leader (or fold the form, staple it closed, and then mail it to your county's 4-H Office of Rutgers Cooperative Extension.)



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Fold Here

Revised 9/00

From: _____



RUTGERS COOPERATIVE EXTENSION

NEW JERSEY AGRICULTURAL EXPERIMENT STATION



Answers to Questions You Want to Know ABOUT 4-H



Q *What is 4-H?*

A 4-H is an informal, practical educational program for youth. It is the youth development program of Rutgers Cooperative Extension, the off-campus division of the New Jersey Agricultural Experiment Station of Rutgers University. 4-H is where there's fun in learning and learning in fun!

Q *What is the mission of 4-H?*

A The Rutgers Cooperative Extension 4-H Youth Development program uses a learn-by-doing approach to enable youth to develop the knowledge, attitudes, and skills they need to become competent, caring, and contributing citizens of the world. This mission is accomplished by using the knowledge and resources of the land grant university system, along with the involvement of caring adults.

Q *Isn't 4-H just for kids who live on farms?*

A No! 4-H is for all youth, wherever they live - on farms, in suburbs, in cities. 4-H serves youth from all backgrounds and interests. It reaches both boys and girls through 4-H clubs, special-interest groups and short-term projects, school-age child care, individual & family learning & mentoring, camping, and school enrichment. Most 4-H members are from towns and cities as they participate in contemporary projects such as bicycle care and safety, consumer education, aerospace and model rocketry, sewing, and animal sciences. 4-H offers membership without regard to race, color, national origin, sex, disability, or handicap.

Q *What is a 4-H club?*

A Clubs are the foundation of the 4-H program. A 4-H club is a group of five or more youngsters guided by one or more adult volunteer leaders. A club can be any size—from a small group of kids from one neighborhood to a larger club consisting of youth from all over the county.

Q *What happens in a 4-H club?*

A A 4-H Club usually concentrates on one or more projects such as gardening, woodworking, small animals, food and nutrition, karate, photography, etc. 4-H members build leadership by electing officers and conducting their own business meetings; work together on community service activities; meet new friends, and most important, have lots of fun.

Q *What age must you be to join 4-H?*

A Youth, grades 4-13, can be standard 4-H club members and enroll in many different 4-H projects. Members of this age may exhibit their completed work to be judged for awards. Youth, grades 1-3, can be 4-H Prep members. 4-H Prep is a noncompetitive learning experience. Usually, Prep members are in separate clubs where they sample a variety of 4-H projects. Older 4-H members also have special opportunities, such as serving on a county-wide 4-H council.

Q *Does it cost money to join 4-H?*

A 4-H has no membership registration fee. Uniforms are not required. Most 4-H project information, activities, and events are free-of-charge or available at cost, which is usually minimal. Each club chooses whether to charge dues.

Q *How did 4-H originate?*

A 4-H clubs were preceded by corn clubs for boys and canning clubs for girls, organized early in this century by public school educators who wanted to broaden the knowledge and experience of their students. 4-H became an official part of the Cooperative Extension Service, along with agriculture and home economics, at about the time Cooperative Extension was officially established by the US Congress in 1914. The term "4-H Club" first appeared in a federal document in 1918, and by the mid-1920s, 4-H was well on its way to becoming a significant national program for youth. 4-H is an American idea that has spread around the world. Throughout its long history, 4-H has constantly adapted to the ever-changing needs and interests of youth.

- Continued -

Q *Where does 4-H get its funding?*

A Rutgers Cooperative Extension, of which 4-H is a part, receives funds from a cooperative partnership of three levels of government: federal (via the Science and Education Administration of the US Department of Agriculture), state (via the New Jersey Agricultural Experiment Station of Rutgers, the State University of New Jersey), and county (through the county Board of Chosen Freeholders). 4-H also receives support from private sources.

Q *Who “runs” the 4-H program?*

A Volunteers are the key to providing 4-H programs for youth. Capable, interested adult volunteers are always needed to lead clubs and to assist with 4-H activities. Orientation is provided, so no previous experience is necessary. 4-H volunteers are supported by a professional staff, including a county 4-H agent who is a faculty member of Rutgers University. The county 4-H agent is responsible for the county-wide 4-H program and also has state and national responsibilities. There are various county 4-H support and advisory groups made up of interested adult volunteers. State and national 4-H personnel assist county 4-H professionals.

Q *What do the four ‘H’s on the 4-H emblem stand for?*

A The 4-H emblem is a green four-leaf clover with a white ‘H’ on each leaflet, symbolizing Head, Heart, Hands, and Health. The 4-H emblem was patented in 1924.

Q *What is the 4-H Pledge?*

A At 4-H club meetings and other 4-H events, 4-H members recite the Pledge of Allegiance and this 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.

Q *What is the 4-H motto?*

A “To Make the Best Better.”

Q *What is the 4-H slogan?*

A “Learn by Doing.”

Q *Where are 4-H programs found?*

A 4-H programs are conducted in 3,150 counties of the United States, and also in the District of Columbia, Guam, Puerto Rico, and The Virgin Islands. In addition, more than 80 countries around the world have youth programs similar to 4-H, with an overall enrollment of about 10 million young people.

Q *Is 4-H in my county?*

A Yes! 4-H is in every county in the state. In New Jersey, thousands of members are in hundreds of local 4-H clubs. Thousands more are involved in 4-H through school enrichment, short-term programs, and camping. In addition, thousands of adults volunteer their time to assist with the 4-H program. You can become part of 4-H by contacting your county 4-H office.

Q *How can I find out more about 4-H in my county?*

A Contact the 4-H staff in the Rutgers Cooperative Extension office in the county where you live. Rutgers Cooperative Extension (or 4-H) may be listed in the white pages of your phone book, or may appear under “County Government.” If not, check the yellow pages under clubs and organizations. Or, call the State 4-H Office at Rutgers University (908-932-9704) to obtain the phone number and address of your county 4-H office.

*Written by: Keith G. Diem, Ph. D., Affiliate Extension Specialist in Educational Design, October 1991.
Historical facts based on “4-H - An American Idea.”*

RUTGERS COOPERATIVE EXTENSION

NEW JERSEY AGRICULTURAL EXPERIMENT STATION



Welcome to 4-H!

A guide for new 4-H club members and their parents



We're pleased you joined 4-H! 4-H clubs are for all boys and girls, grades 1-13 (one year out of high school), wherever they live. Youth, grades 1-3, can be 4-H Prep members. Youth, grades 4-13, can be standard 4-H club members and enroll in many different 4-H projects. In a standard 4-H club, members choose projects that interest them. This guide is especially for new standard 4-H club members and their parents. 4-H is a family affair that includes learning **and** fun.

What a New 4-H Member Needs to Know

What is 4-H?

4-H is boys and girls getting together to learn new things, meet new friends, and have fun!

What is a 4-H project?

A topic that a member chooses to work on in a 4-H club. Different clubs offer different kinds of projects, such as rocketry, food and nutrition, gardening, and dog obedience. A 4-H project is something a member learns to do with the help of leaders and parents.

Some facts about 4-H

- 4-H Emblem - A green four-leaf clover, with a white 'H' on each leaflet
- 4-H Colors - Green and White
- 4-H Pledge (Members say it while saluting the 4-H flag)

I Pledge

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

- 4-H Motto - To Make the Best Better
- 4-H Slogan - Learn by Doing
- 4-H is worldwide with about 10 million members!

My club name is _____

It meets _____

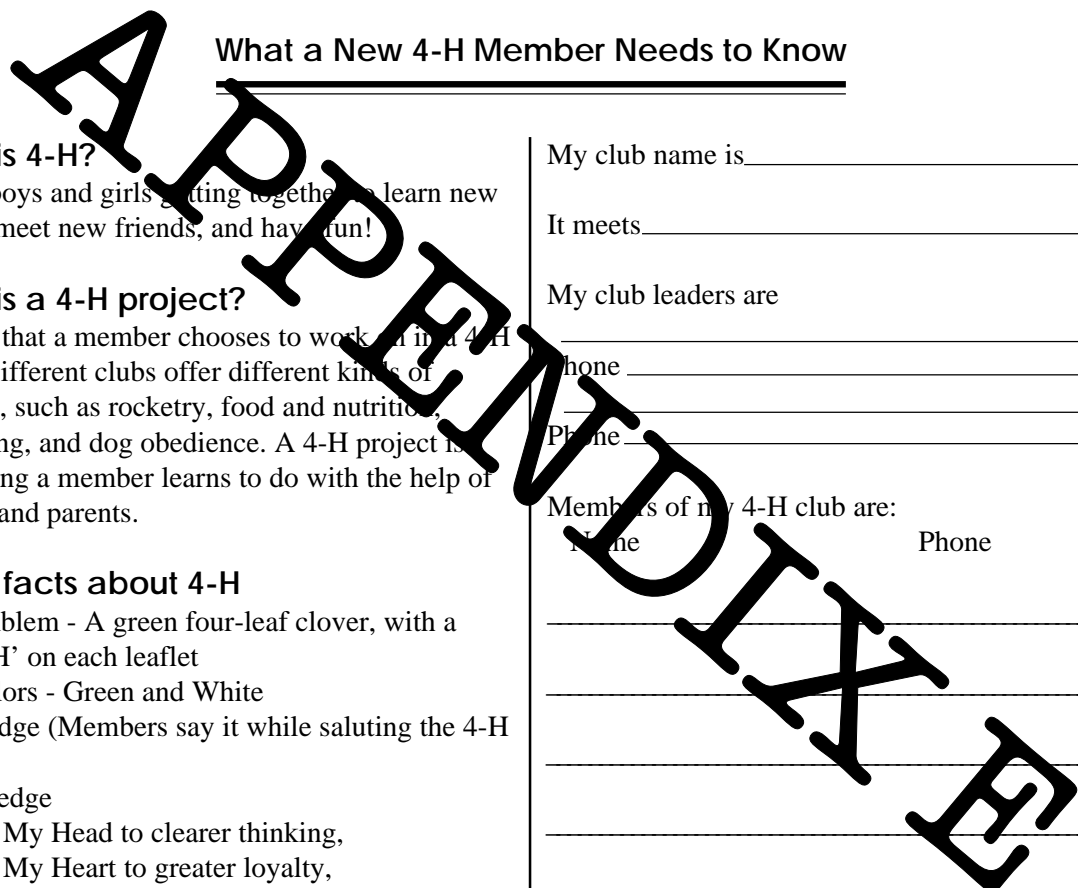
My club leaders are _____

_____ Phone _____

_____ Phone _____

Members of my 4-H club are:

_____ Phone _____





A 4-H Club Member's Responsibilities

Tips to Help Make You and Your Club Successful



A 4-H club is a group of kids working with an adult volunteer leader toward common goals. These goals are chosen and accomplished by the entire club working together. The officers and leaders can't do it alone. This means that every member of the club needs to pitch in and do his or her part! Below are some reminders to help you help your club be successful.

1. Attend all of your club meetings. You can't be an active member if you're not around. Arrive on time, and plan to stay until the meeting ends. If you miss a meeting for an important reason, let your leader or an officer know in advance if possible.

Remember that, in 4-H, meetings are held to:

- Get things done
- Bring up new ideas
- Build leadership skills of all members
- Be a change of pace from everyday activities
- Get to know other members
- Learn and have fun

2. Follow an agenda during each meeting and don't get off the subject.

3. Go to meetings with your ideas and share them with others.

4. Raise your hand and be called on before speaking. Only one person should talk at one time.

5. Listen to what others have to say. Even if you don't agree with their opinions, it lets you hear other points of view. No matter what, you should respect their freedom of speech.

6. Be a friend. Get to know other members. Help out when needed. Not all members are the same, but no one is more important than another. Be a friend and you'll have a friend!

7. Tell your parents about important dates in advance so they can get you to the meeting or event.

8. Know how to run a good meeting. "Parliamentary procedure" is used to make sure that:

- One thing at a time is discussed
- Courtesy is given to everyone
- Rules of the majority are followed
- Rights of the minority are protected

The "official" way to suggest something in a meeting is to "make a motion." This is done by being called on (recognized) by the president and then saying, "I move that the club does..." Another club member seconds your motion. Then there is discussion and the club votes on the motion. That's really all there is to it. It just takes practice.

9. Read your county 4-H newsletter! It is written for you. There is news about other 4-H clubs and upcoming 4-H events for you and your club. Keep your newsletter and other 4-H materials in a safe place. This will help you be a better member.

10. Give a club and county public presentation. Are you afraid to speak in front of a group? Don't worry, you can learn how in 4-H. Public speaking skills will not only help your club, but also help you succeed in everything else you do. It's not hard once you get started.

11. Enjoy your 4-H club. Have fun and learn at the same time!

What Parents of New 4-H Members Need to Know

The Mission of 4-H

The Rutgers Cooperative Extension 4-H Youth Development Program uses a learn-by-doing approach to enable youth to develop the knowledge, attitudes, and skills they need to become competent, caring, and contributing citizens of the world. This mission is accomplished by using the knowledge and resources of the land grant university system, along with the involvement of caring adults.

How a 4-H club works

A 4-H club is usually a group of five or more kids, guided by an adult 4-H leader. Each club has a constitution. It is approved by the club members and contains the rules by which the club operates. The club meets once or more each month. Some members serve as officers. They are elected by the club members. Dues are optional and decided by the club.

Prep clubs provide an introduction to 4-H and a way for younger members to explore several projects. Prep is designed to be noncompetitive. In a **standard 4-H club**, members choose to work on at least one project in-depth. A project may be a topic like geology, photography, small animals, food and nutrition, or bicycling. It can be almost any subject that the club agrees to learn. Often a club will concentrate on one or two projects. Completed projects may be exhibited at the County 4-H Fair each summer. They are judged and awards are given for quality work.

How to get your child signed up in 4-H

If your child hasn't already done so, he or she needs to complete a 4-H Club Member Registration Form. Your club leader should have copies of this form. This will make your son or daughter an official 4-H member and her/his name will be added to the county 4-H mailing list. Please follow instructions and make sure that all parts of this form are filled in. Your child's club leader can help. The form requires the member's, parent's, and leader's signatures. Remember to sign it before giving it to the club leader. Another form can be used later to join other 4-H clubs or to change personal information, such as address or telephone number.

Where to get help

Many people in 4-H are ready and willing to help you. Here is a list of some of them:

- **4-H leader** - An adult who volunteers to help lead a 4-H club. Leaders work with club members to plan and conduct meetings and activities. Most of all, they teach 4-H members new skills.
- **4-H volunteer organization** - Every county has a group of volunteers which helps support the 4-H program. This organization works with the county 4-H agent to plan county 4-H events and to improve and expand 4-H. The name of this group varies among counties. It is often called the 4-H Association or 4-H Leaders' Association. Parents, club leaders, and other adults are welcome to serve on your county's 4-H volunteer group.
- **County 4-H Agent** - The professional who is responsible for administering the 4-H program in your county. He or she is a faculty member of Rutgers University and is located in the Rutgers Cooperative Extension office in your county. Other 4-H staff may also be available to help with county 4-H events, or to organize new clubs.

Helping your child become involved in 4-H

4-H offers many things to do. Being active in the club is most important. Here are a few other exciting

4-H activities. Get details from your county 4-H newsletter or club leader.

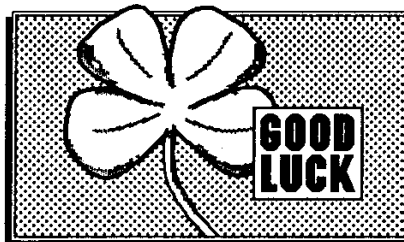
- **Public Presentations** - a great way to learn how to speak before a group without being afraid. A contest is sometimes held so members can be recognized for their efforts.
- **4-H Summer Camp** - 5 1/2 days of fun, friends, and learning at New Jersey's 4-H camp in Stokes State Forest.
- **County 4-H Fair** - an opportunity for all members to exhibit their completed 4-H projects each summer.

A parent's role in 4-H

Children need parental encouragement to get them started in 4-H and to keep them involved in the program through their teen years. You can help if you:

- **Share** - Take an interest in your child's 4-H project and activities. Listen, look, and offer suggestions, but avoid the temptation to "take over" and do things yourself. Learning by doing is the 4-H way. Your child learns by his or her mistakes as well as successes, if you provide encouragement.
- **Prepare** - Parents can assist by helping a child understand the value of having projects, duties, and presentations done on time, in a proper way. Also, be sure your child learns the importance of letting someone know if he or she cannot follow through as expected.
- **Be there** - Your child will gain more from 4-H by attending club meetings regularly and by getting involved in 4-H Camp, 4-H Fair, and many other activities. Parents can be part of 4-H, too. Don't just drop your youngster off at meetings - sit and observe. You are welcome. Get to know the club leader. Lend a hand wherever you can. However, try to remain objective and avoid "taking over" any activities. Remember, the club is for the kids.
- **Care** - Parents are expected to support their child's participation in the 4-H program to the best of their ability and to abide by the policies, procedures, and standards of behavior set forth by the 4-H Youth Development Program. Arrange to attend programs and events where your child is taking part. Your presence shows that you consider your child, and what he or she is doing, very important.

If this club doesn't work out, try another 4-H club. Contact your county 4-H office.




...from your new friends in 4-H

Written by: Keith G. Diem, Ph. D., Affiliate Extension Specialist in Educational Design.

Parts adapted from other 4-H publications. October 1991, revised 2001.

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N.J. AGRICULTURAL EXPERIMENT STATION
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
NEW BRUNSWICK**

2M-0194-REV

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Does your club and its members have what it takes to be a NJ 4-H Honor Club?



There are many different kinds of 4-H clubs. They meet different times and have different projects and interests. However, there are some things that every 4-H club should have in common. The following are expectations for 4-H clubs and members. If your club meets all of these requirements, your club qualifies to a NJ 4-H Honor Club.

If you complete all requirements during the course of a 4-H year (October - September), have your club leader or president complete this form and return it to your county 4-H office, and your club will receive a NJ 4-H Honor Club certificate (and probably other recognition through the county 4-H newsletter, achievement ceremonies, etc.)

Your club should:

- Meet regularly (at least once a month) for nine or more months of the year*
- Elect officers to run meetings.*
- Hold at least one business meeting a month for nine or more months of the year.*
- Participate in at least one approved 4-H project.*
- Have an approved club constitution. (An example is available in the NJ 4-H Leader Training Series notebook or from your county 4-H office)*
- Have at least one registered (using the NJ 4-H Volunteer Registration form) adult 4-H leader, appointed and trained by county 4-H staff*.
- Conduct at least one community service project. (Helpful hints and suggestions are available in the NJ 4-H Leader Training Series notebook or from your county 4-H office.)
- Have at least five registered (using the NJ 4-H Club Member Registration form) club members.
- Exhibit/demonstrate at the County 4-H Fair.

At least 70% of your club's members should:

- Attend at least 70% of club meetings.
- Do a public presentation at the club or county level at least once a year.
- Complete a record book, if your project requires one.

Remember, that many 4-H clubs and counties have greater expectations, such as participating in county 4-H fund raising efforts, attending training, etc. The requirements listed above are to qualify to be a NJ 4-H Honor Club.

If your club doesn't do all of these things or know how to, your county 4-H staff can help. There is also a helpful check list called "How Successful is Your 4-H Club?" available in the NJ 4-H Leader Training Series notebook or from your county 4-H office.

Name of 4-H club: _____

This form should be submitted by the 4-H club leader or president.

Name of person submitting form: _____

Circle which: Club Leader Club President

Address: _____

We certify that our 4-H club has met the requirements for the NJ 4-H Honor Club recognition:

_____ (4-H Club President signature) _____ (Date)

_____ (4-H Leader signature) _____ (Date)

Due in County 4-H Office by October of each year.

*Based on national 4-H club definitions.

Written by Keith G. Diem, Ph.D., Affiliate Extension Specialist in Educational Design on behalf of the 4-H Communications and Delivery Systems Committee/Department of 4-H Youth Development, 1993.

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RUTGERS COOPERATIVE EXTENSION

NEW JERSEY AGRICULTURAL EXPERIMENT STATION

Teens take the lead in the . . . **NJ 4-H Teen Leadership Project**

*Keith G. Diem, Ph. D.,
Affiliate Extension Specialist in Educational Design*

Leadership is the ability to get others to work toward a common goal. It is a way of thinking and a way of acting. The NJ 4-H Teen Leadership Project is an opportunity for teens to develop and practice their leadership skills. Who can be a teen leader? A 4-H member who is in grade 8-13 and appointed by an adult club leader or county 4-H agent. The main responsibility is to assist the adult leaders with a 4-H club or special program. It is not to take over for the adult!

To complete this project each year, you are expected to fulfill the following requirements:

Do ALL of the following:

- Be appointed as a teen leader by your adult club leader or county 4-H agent.
- Attend at least 70 percent of your club meetings.
- Complete this record of your accomplishments as a teen leader.

Complete at least ONE of the following:

- Serve as an elected officer of the club.
- Serve as chairperson of a standing or special committee.
- Work with the club president and adult leader to prepare agendas for club meetings.

Check which one you completed and describe what you did:

Date completed

Complete at least ONE of the following:

- Teach a new skill.
- Interview all the members of your club to find out what they would like to do in your club during the next year.
- Create a "phone tree" for the club membership (to call members in case of between-meeting notices, changes in meeting plans, inclement weather, etc.).
- Write or assist with monthly club meeting reports.

Check which one you completed and describe what you did:

Date completed

- Continued -

Complete at least ONE of the following:

- Give a public presentation at the county level.
- Serve as a 4-H Camp counselor or C.I.T.
- Be an active member of your county's 4-H teen council.
- Attend NJ 4-H Action Days or other state or national 4-H event.

Check which one you completed and describe what you did:

Date completed

Complete at least ONE of the following:

- Organize a promotional campaign for 4-H in your town or county.
- Organize a community service project for your club.
- Plan and conduct a get-acquainted game for your club.
- Plan a club field trip or arrange for a guest speaker.

Check which one you completed and describe what you did:

Date completed

Describe the most important knowledge or skills you learned in the 4-H Teen Leadership Project during the past year:

List or describe your goals in the 4-H Teen Leadership Project for the next year (if applicable):

(Attach additional sheets if necessary)

Your name: _____ Grade: _____ 4-H County _____

Address: _____

Name of club in which you served as a teen leader: _____

I completed the above requirements to the best of my ability:

_____ (Member signature) _____ (Date)

I verify my son's/daughter's completion of the above requirements:

_____ (Parent signature) _____ (Date)

I certify that this member has met the requirements for the NJ 4-H Teen Leadership Project for the past year: _____ (4-H Leader signature) _____ (Date)



New Jersey
4-H CLUB ANNUAL FINANCIAL PLAN



Name of 4-H Club _____ Financial Plan for the Year _____
All 4-H Clubs with treasuries should complete and submit this form to the county 4-H office by December 1 each year. Treasurer should keep a copy.

STATUS OF TREASURY

Account Information (list the following)

Bank _____ Type of Accounts _____ Tax ID # _____

Persons who signatures are required for checks/withdrawals _____

PLANNED INCOME

Item (be specific, such as dues, type of fundraisers, etc)

Amount

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

Total Anticipated Income \$ _____

PLANNED EXPENSES - plans for use of funds

Item (be specific, such as educational materials, equipment, educational field trips, speakers, shows, supplies/fees for county or state events, community service, etc)

Amount

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

Total Anticipated Expenses \$ _____

APPENDIX E

FINANCIAL PLAN SUMMARY

Amount

Starting Balance \$ _____

Total Anticipated Income(add) \$ _____

Total Anticipated Expenses(subtract) \$ _____

Proposed End of Year Balance \$ _____

Approved by Club (date) _____

Treasurer's Name _____ Club Leader's Name _____

Treasurer's Signature _____ Club Leader's Signature _____

9/28/00 - Ginny Powell, adapted from T.C. Buchanan

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MONTHLY FINANCIAL REPORT SUMMARY

Amount

Starting Balance \$ _____

Total Monthly Income(add) \$ _____

Total Monthly Expenses (subtract) \$ _____

BALANCE AT END OF MONTH \$ _____

9/28/00 - Ginny Powell, adapted from T.C. Buchanan

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New Jersey



4-H CLUB TREASURY AUDIT FORM

All 4-H club treasuries should be audited once a year. 4-H clubs that have a balance of \$100 or more anytime during the year must complete an audit. The audit is to be performed by someone outside of the club.

4-H Club Name _____ Year _____

ANNUAL FINANCIAL SUMMARY

Amount

Balance on hand, beginning of year \$ _____

Total income for year (add) \$ _____

Total expenses for year (subtract) \$ _____

Balance on hand, end of year (total) \$ _____

AUDIT CHECKLIST

- _____ Monthly Financial Reports were reviewed.
- _____ All income is accounted for.
- _____ Expenses were properly recorded.
- _____ Bank account(s) ledgers were reviewed.

List any expenses without receipts or that are questionable.

Date	Check #	Payee	Expense (list item)	Reason/concern
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Other Comments:

I have examined the financial records of the above named club and have found them to be:

_____ In order.

_____ In order, but in need of better organization or record keeping.

_____ Not in order.

Suggestions for improvement: _____

Auditor's Name _____ Treasurer's Signature _____

Auditor's Signature _____ Leader's Signature _____

Date _____

9/28/00 - Ginny Powell, adapted from T. C. Buchanan

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New Jersey



4-H CLUB FUNDRAISING PROPOSAL

Submit to the County 4-H Office prior to fund raising event. See Guidelines for 4-H Fundraising for details.

4-H Club Name _____ Date _____

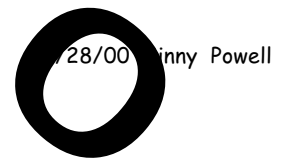
Briefly describe the fundraiser (what, when, where, cost, purpose of raising funds)

APPENDIX

We agree to follow all 4-H policies and guidelines for fundraising. We will also abide by any local regulations that pertain, such as getting a license or permit.

Treasurer's Name and Signature _____

Leader's Name and Signature _____



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New Jersey 4-H FUNDRAISING WORKSHEET



Congratulations! Your club has decided to hold a fundraiser. Refer to 4-H Club Treasuries information sheet and the Guidelines for 4-H Club Fundraising information sheets for details. Use this worksheet to make sure you follow all important guidelines for holding a fundraiser.

- We have thoroughly reviewed the Guidelines for 4-H Club Fundraising information sheet and have contacted our county 4-H office with any questions.
- The goal for our fundraiser is to make money to pay for _____.
- The amount of money we would like to raise is \$ _____.
- The type of fundraiser we are going to have is _____.
- The date of our fundraiser is _____.
- We have completed the 4-H Club Fundraising Proposal and submitted it to the county 4-H office.
- We are working as a team to plan and conduct this fundraiser, with guidance and help from volunteer leaders and parents.
- We have done some research to check out local, county, or state laws regarding our fundraiser and have obtained proper licenses or permits.
- We understand the importance of safety when fundraising. There will be no door-to-door sales. Sufficient number of adults will be with the members during fundraising.
- We have rehearsed any "sales" speech needed for the fundraiser. We know our product.
- We plan to promote 4-H as a part of the fundraiser.
- We will make sure that all funds raised are accounted for according to procedures outlined in the 4-H Club Treasuries information sheet.
- We have a plan to evaluate the results of the fundraiser and make suggestions for improvement for next time.
- We will HAVE FUN while conducting this fundraiser!

9/28/00 Ginny Powell and Rita Natale Saathoff

**RUTGERS COOPERATIVE EXTENSION
N.J. AGRICULTURAL EXPERIMENT STATION
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
NEW BRUNSWICK**

New Jersey 4-H Leader Training Series

Glossary

4-H...the youth development program of Rutgers Cooperative Extension.

4-H Adult Volunteer Registration Form...must be completed and submitted to county 4-H office by all adult volunteers involved in the 4-H program.

4-H Club, Community Based...a group of at least five boys and girls who take part in an ongoing program. Clubs may select one project as an emphasis or a variety of projects, and meet regularly throughout the year at the leader's home, county 4-H center or other location.

4-H Club Member Registration Form...must be completed and submitted to county 4-H office for all youth involved in the 4-H program.

4-H Club, In-school...a teacher or other interested adult conducts a club meeting during a designated time during class each week, during activity period or after school.

4-H Consultant...a person hired on a limited contract basis to perform a specific task.

4-H Department Chairperson...chairperson of the Department of 4-H Youth Development responsible for providing administrative leadership and program direction to the state 4-H program.

4-H Emblem...a four-leaf clover with an H in each leaf, standing for Head, Heart, Hands and Health.

4-H Event Permission Form...must be completed by all youth and adults participating in specific events and activities.

4-H Fair Mailing...is usually mailed to each 4-H household at least a month before the county 4-H fair and includes all information needed to participate in the fair.

4-H Fair...an event designed primarily to evaluate and display the project work of 4-H members.

4-H Leaders' Association...an organization of adult 4-H volunteers working together to develop and provide leadership for the county 4-H program and its members. This group provides program support, including fund-raising, supporting county 4-H events, and advising the county 4-H agent.

4-H Mission..."To assist youth in acquiring knowledge, developing life skills and forming attitudes that will enable them to become self-directing, productive and contributing members of society."

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

4-H Pledge..."I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, my health to better living, for my club, my community, my country and my world." 4-H members recite this pledge at each meeting or event.

4-H Prep...an exploratory program designed to help young people age seven to nine explore various project activities in a non-competitive environment.

4-H Program Associate...a Rutgers University staff member responsible for specific program areas in the 4-H program

4-H Program Assistant...a paid county employee who provides assistance to the county 4-H agent or 4-H program associate in a specific program area based on county needs.

4-H Project...the process used by 4-H'ers and leaders to teach and learn new skills and/or to acquire a body of knowledge. Examples of 4-H projects include food and nutrition, equine care and management, animal science, computers, clothing and textiles, clowning, baton twirling, marine science, etc.

"4-H Projects That Look Interesting to Me"...a worksheet to be used by 4-H members in selecting a project.

4-H Secretary...provides clerical assistance to the professional 4-H staff.

4-H Story...a story which a 4-H'er writes to tell of his/her experiences as a 4-H member.

4-H Summer Camp...a program whereby youth from each county to attend one week of summer camp at one of the New Jersey 4-H Camps with other youth and volunteer counselors from their county.

Activity Coordinator...a volunteer who coordinates specific county-wide 4-H activities.

Activity Leader...assists with activities such as camp, community service, field trips, etc.

Assistant Leader...may help with certain events or activities.

American Heritage Program...a one week session held at the National 4-H Center designed to stimulate interest in the citizenship project by introducing 12 to 14 year-olds to their responsibilities as American citizens.

Audiovisual Aids...include movies, videotapes, slides, cassette tapes, computers, etc.

Ballot...a piece of paper on which members can write their vote when in a voting situation at a meeting.

Beemerville 4-H Camp...one of two camps owned and operated by Rutgers University for use by the 4-H Program; it is located in the hills of Beemerville, near the town of Sussex in Sussex County.

"Blue Sky Below My Feet"...an innovative space technology video program developed in the 1980's featuring Challenger astronaut Ellison Onizuka.

Body...the "meat" of a public presentation, in which the speaker develops the objective and makes key points.

Brainstorming...a teaching method in which a group lists creative ideas to meet a need without judging them initially.

Business Meeting...follows a specific agenda and procedure. A business meeting should be held at least once a month during a club meeting.

Buzz Session...a teaching method in which several small groups discuss a specific topic and then report back to the main group.

Camp Counselor...must be at least 16 years old at the time of summer camp. Counselors attend camp free of charge and are responsible for daily activities and supervision of campers. Senior counselors are age 18 and above; in general, junior counselors are age 16 to 17.

"Capitol View"...a courtesy program provided by National 4-H Council for groups wishing to conduct their own program in the Washington, DC area.

Chevy Chase...the city in Maryland where the National 4-H Center and National 4-H Council offices are located.

Chicago...site of National 4-H Congress

Citizenship Washington Focus...a week-long educational experience that allows participants the opportunity to learn about our legal system, use leadership skills and exchange ideas with youth from other states.

Club Bank Account...should be started at a local bank; all money owned by the club should be kept in the account.

Club Leader...works directly with boys and girls in a group setting as they complete project work or carry out club activities.

Club Meeting Report...a report form to be used by club secretaries in reporting club activities to the county 4-H office.

Club Meeting...is held regularly in order for members to work on their 4-H projects and to hold business meetings.

Club Name...reflects the purpose of the club, often relating to the projects in which the club participates or the geographic area the club represents.

Club Officers...individuals who serve in leadership roles in 4-H clubs, including president, vice president, secretary, treasurer, committee member.

Club Policies...should be developed as a part of a club's constitution.

Club Treasury...is the responsibility of the treasurer. All funds raised by the club should go into the club treasury.

Collage...a teaching method in which participants create an artistic composition of materials on paper to convey an idea to others.

Committees...help all members become actively involved in a club.

Communication...a two-way process which involves a sender and a receiver.

Community Club...a club which chooses several projects to explore during the year.

Community Service Committee...identifies community needs and presents ideas for projects to the club.

Community Service Project...an activity or project a club takes on to provide a service to the local community.

Constitution...a document which gives the club members the opportunity to set their own rules, policies and guidelines for operation of the club.

Cook College...New Jersey's agricultural college, part of Rutgers University.

Cooperative Play...games and activities that focus on sameness, or bringing people together.

County 4-H Agent...a Rutgers University faculty member who is administratively responsible for the total county 4-H program.

County 4-H Staff...may include county 4-H agent, 4-H program associate, 4-H program assistant, 4-H consultant and 4-H secretary. The staff's job is to plan, implement and evaluate the county 4-H program.

County Events...include events and activities held on a county-wide basis, such as public presentations night, favorite foods show, holiday craft workshop, fairs, etc.

County-wide Advisory Group or Association...includes 4-H leaders' associations, 4-H fair associations, 4-H project councils. These groups work with county-wide activities and advise the county 4-H agent in program planning.

County/Area Recruiter...a volunteer who works specifically to recruit other adult leaders

Creative Dramatics or Oratory...a presentation which is a speech or other material written by another person with an introduction relating information about author or speaker and the occasion (such as the Gettysburg Address).

Creative Play...recreation which is structured to encourage creativity and spontaneity.

Decision Making By Consensus...a cooperative team-effort process of selecting options that are liked, supported and carried out by the group.

Decision-Making Methods...for groups include "majority rule" or by consensus.

Decision-Making...is utilized throughout the 4-H program, and especially in the area of project selection. It is a process by which an individual weighs alternatives and makes a selection based on the pros and cons of the alternatives.

Demonstration...a presentation which shows how to make something, how to perform a skill, how to repair something or how something works.

Department of 4-H Youth Development... the academic department of Rutgers Cooperative Extension which houses the 4-H Youth Development program. Paid 4-H professionals are members of this department.

Dues...are sometimes collected in clubs to help cover the cost of club activities and projects.

Educational Program...may include working on projects, a guest speaker, preparing for an upcoming event, field trip, etc.

ES/USDA...Extension Service, United States Department of Agriculture.

"Examples of 4-H Stories"...sample 4-H stories to be used in training 4-H members how in writing 4-H stories.

Exhibit Tags...usually need to be completed and attached to projects on display at the 4-H fair.

Expansion and Review Committee...an organized group of adult and teen volunteers whose primary purpose and mission is 4-H program development at the county level.

Experiential Learning...the process of learning-by-doing.

Extension Committee on Organization and Policy (ECOP)...part of the national Land Grant system; responsible for reviewing and recommending national policies for the Cooperative Extension System, including the 4-H program.

Fair Manager/Chair/Superintendent/Committee member...serve in a variety of roles to assist with the planning and implementation of the annual fair.

Family Club...a club whose members are members of one family.

Fees...are not charged to become a 4-H member on the county, state or national level.

Field Trip...a teaching method in which participants leave the regular club location to visit a site of interest, usually related to club project, such as a visit to a dairy farm.

Formal Speech...a presentation of a speech written by the participant given from memory, notes or outline, using index cards as an aid.

Fund-raising...activities designed to raise funds to support a 4-H club's programs and project work.

Global Education Programs...intercultural education.

“Goal Identification Worksheet”...to be used by leader and member in selecting a 4-H project.

Goal Setting...is utilized in the project selection process, as well as many other facets of the 4-H program. It is the process by which individuals set priorities and plans the expected outcome of their activities.

Group Discussion...a teaching method that uses questions to direct the group to discuss a particular topic.

“Guide for Writing a Lesson Plan”...a worksheet to be used by adult volunteers in planning club activities.

Illustrated Talk...a presentation through which the presenter communicates ideas with the aid of charts, posters, slides, flannelgraph or chalkboard.

Individual Goals...goals and standards which individuals set for themselves.

Insurance Coverage for 4-H Clubs...is available through the county 4-H office.

Intercultural 4-H Programs...teach youth about other cultures, how to relate to the world around them and become aware of how world happenings affect them.

International 4-H Youth Exchange...a program designed for teens to serve as ambassadors to other countries.

Introduction...the first part of a speech, in which the speaker tells what the topic is, why it was selected and get the audience's attention.

Job Description...a tool to clarify the scope of a position and to communicate the need for it; it describes all aspects of the position and the qualifications and skills needed for the job involved.

Judges...evaluate 4-H members' projects and/or skills at various 4-H events.
Junior Member...a 4-H member who is age nine to 13.

Key Leader...a volunteer who helps with a specific event or activity.

“Know America”...an adult citizenship program highlighting public policy, international concerns, citizenship, family issues and other areas of interest; this is held at the National 4-H Center and is available to groups of 25 or more.

Learning-By-Doing...the process by which 4-H'ers learn; actually participating in the learning experience; hands-on participation.

Liability of 4-H Volunteers...New Jersey has a tort liability law which provides some protection for volunteers in the line of duty; however, volunteers are encouraged to take all precautions to minimize risk.

Life Skills...abilities that are necessary and useful throughout life.

Lindley G. Cook 4-H Camp...one of two camps owned and operated by Rutgers University for use by the 4-H Program; it is located in Stokes State Forest, outside of Branchville in Sussex County.

Media Services...National 4-H Council's media services help tell the story to millions of viewers and listeners each year through a variety of media.

4-H Members...all youth, age seven (or in the first grade) through age 19, can be part of the program. Seven to nine year-olds may be 4-H Prep members; those aged nine to 19 may belong to 4-H clubs.

Membership Committee...helps a club grow by recruiting members and leaders for their own or other clubs.

Mentor...an experienced volunteer who is paired with a new club leader to assist in orientation, training and support of the new leader.

Minutes...are a written record of what has happened at a business meeting and are prepared by the club secretary.

“My Project Plan”...a worksheet to be used by 4-H members in planning for completion of a project.

National 4-H Supply Service...offers for sale a broad range of items bearing the 4-H emblem through a full-color catalogue printed and distributed each year.

National 4-H Center...located in Chevy Chase, Maryland, is a facility owned and operated by National 4-H Council as a training and development center for 4-H youth, volunteer leaders and other Extension and related program needs.

National 4-H Council...a not-for-profit educational organization whose purpose is to provide private support for 4-H programs nationwide.

National 4-H Conference...a annual conference, held at the National 4-H Center, which brings together teens from all over the country; it is designed to involve 4-H members and adults in program development on a national level.

National 4-H Congress...a national event, held each year in Chicago, which recognizes state award winners from each state.

National 4-H Council Grants...grants available through National 4-H Council in a variety of subject matter areas.

National 4-H Volunteer Leader Forums...conferences for adult 4-H volunteers from all over the country which take place in a variety of locations and focus on different topics.

National 4-H Report Form...a form which must be completed by members who have been selected as finalists in the state 4-H awards selection process.

New Games...a specific reference for creative games.

New Jersey 4-H Report Form...a form which members applying to win state 4-H awards must complete.

New Jersey 4-H Camps...two camps owned and operated by Rutgers University for use by the 4-H Program.

New Jersey State 4-H Leaders Forum...an annual conference held at 4-H camp for adult 4-H volunteers; includes educational workshops, special activities and sharing.

New Jersey 4-H Development Fund...a non-profit organization established to raise and disburse funds in support of the New Jersey 4-H Youth Development Program.

New Jersey State 4-H Advisory Council...is an organization composed of two volunteers per county which meets three times per year to exchange program ideas and to advise the 4-H department chairperson.

Nomination of Officers...may be done on the “floor” during a meeting or be presented by a nominating committee appointed by the president.

Non-Verbal Communication...entails one person observing another person, who may be engaging in such activities as facial expressions, gestures, sounds which are not words, etc.

Northeast Regional 4-H Leaders Forum...an annual conference for adult 4-H volunteers residing in the Northeast. This takes place in one of the Northeast states.

Organizational Leader...provides overall club leadership; coordinates members, parents and involvement of other leaders.

Parent Helper...parent who supports and guides members.

Parent Involvement...means involving parents in the 4-H club program to provide an ongoing base for club support.

Parent’s 4-H Pledge...”I pledge my head to give my child the information I can to help him see things clearly and to make wise decisions. I pledge my heart to encourage and support my child no matter whether he has successes or disappointments. I pledge my hands to help my child’s club; if I cannot be a leader, I can help in equally important ways. I pledge my health to keep my child strong and well for a better world through 4-H, for my child’s club, our community, our country and our world.”

Permission Forms...should be used for non-routine 4-H activities; available through county 4-H office.

Playfair...a specific method of creative play.

Prep Member...a 4-H member belonging to a 4-H Prep Club. For the purposes of judging, a Prep Member is generally seven or eight years old.

President...presides at meetings, appoints committees, works with members and leaders to plan yearly club program.

Profiles for Tomorrow...a program held each year at the National 4-H Center; it is designed to provide key teen leaders with leadership training and opportunities to exchange ideas.

Program Committee...finds speakers, films and special resources for club meetings and activities.

Project Club...a club which emphasizes one or more subject matter projects.

Project Leader/Project Key Leader...coordinates club’s work within specific project area.

Project Plan...an outline of goals and objectives that indicate a beginning and an end to the 4-H project.

Project Selection...a process by which 4-H club members select the project which they would like to carry.

Promoting 4-H...telling other people about the 4-H program, using a variety of ideas and methods.

Public Presentations...a method in which participants prepare and present a speech to an audience.

Publications...are available through your county 4-H agent. Volunteers who are responsible for teaching others as part of the 4-H Youth Development Program are not charged for publications used in their teaching.

Recognition Model...a model which defines the national policy for recognizing 4-H'ers.

Recognition...the private or public acknowledgement of the acceptance or achievement of a 4-H'er by others.

Recordkeeping...keeping records of members' project goals and accomplishments through a record book, scrapbook, year-end summary, etc.

Regional 4-H Staff/Agents...two regional agents (north and south) provide support to the county 4-H staff in each region.

Resource Person...shares time and talent on a limited basis with one or more 4-H clubs

Role-Playing...a teaching method in which participants act out without a script a real-life situation in front of the group.

Roll Call...secretaries call the roll to determine who is in attendance at a meeting. A roll call is also a method for voting on a motion.

Rutgers Cooperative Extension (RCE)...part of Cook College, Rutgers University which extends research and practical education to citizens in New Jersey, primarily in the areas of home economics, agriculture, marine education and 4-H youth development. There is an RCE office in all 21 New Jersey counties.

Rutgers University...New Jersey's Land Grant institution

School Enrichment Programs...experiential learning programs and activities that supplement the regular school curriculum.

School Enrichment/After School Volunteer...a volunteer who assists with programs within the classroom or after school (school age child care) programs.

Secretary...keeps records of membership and club activities, takes meeting minutes and handles club correspondence.

Self-Concept...an emerging belief about oneself that contributes to one's ability to cope successfully with issues in life.

Senior Member...a 4-H member who is age 14 to 19.

Simulation...a teaching method which presents a real-life dilemma through a simulation or game to help participants make decisions.

Skit...a teaching method in which participants act out a real-life situation for which a script has been prepared.

Smith-Lever Act...passed by Congress in 1914 to create the Cooperative Extension Service; enabled land grant universities to extend research and practical education to people where they live.

Speakers Bureau...volunteers who receive specialized training to give 4-H-related presentations to the public.

Special Interest/Short Term programs...a series of activities related to a particular topic, often consisting of one to four lessons.

State 4-H Specialists...individuals who provide leadership to specific statewide 4-H programs and subject matter areas in order to support the county 4-H program.

State 4-H Staff...may include 4-H department chairperson, specialists, program associate, administrative assistant and secretaries. The state 4-H staff's job is to provide support to the county program.

State 4-H Award Winner...a 4-H member who is selected through the state awards selection process as the top achiever in a specific project area. Most state award winners receive a sponsored trip to National 4-H Congress.

“Summary of Programs and Services to 4-H”...a publication produced by National 4-H Council listing the services, programs and awards available.

Summary...conclusion of a presentation, in which the speaker re-states the purpose and summarizes main points made.

Teaching Methods...different ways of teaching (group discussion, buzz session, brainstorming, recordkeeping, audiovisual aids, field trips, games, etc.)

Teen Leader...older, experienced 4-H members who assist the club leaders. These 4-H'ers are usually between the ages of 13 and 19 and are selected because of their interest in, or knowledge of, the project areas of the club.

Treasurer...responsible for handling the club's money.

Uniforms...are not required for 4-H membership or participation in 4-H activities. Some clubs may use uniforms or costumes for shows and exhibitions.

USDA...United States Department of Agriculture, which administers the Cooperative Extension program at the national level.

Verbal Communication...entails one person speaking and the other listening.

Vice President...president's assistant who takes responsibility in the absence of president; serves as chairperson of the program committee.

Voting on Motions...happens when a club wants to take some action. A member makes a “motion,” another member seconds the motion, discussion is held and then a vote is taken to pass or defeat the motion.

Waller Hall...where the state 4-H staff are housed on the campus of Cook College

“Washington Family Experience”...an opportunity for 4-H and Extension families to use the National 4-H Center to explore the Washington, DC area.

“Wonders of Washington”...a program designed to bring US government, history, and culture alive through field trips, workshops and seminars; the program is offered to groups of 25 or more.

“World Focus”...a program in which participants study and debate global issues and American Foreign Policy.

Youth-At-Risk...national initiative designated by the Extension Service, United States Department of Agriculture as an area of major 4-H program focus for the 1990's.

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