



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series



activity afterschool animals
arts belonging best better
camping caring character
citizenship clover Cloverbud



clubs community
creative CWF decision
empathy enable engineering
fair families friends
hands head health heart
leadership learn



conference cooperation county
development doing education
enrichment experience Extension faculty
fun generosity giving goals
independence judging knowledge
life making



managing mastery meetings
mentors national NJTC officers
partnerships performing
presentations projects recreation
responsibility Science self-



O M K
p l a y
relating
esteem

service SET sharing
SJTC skills staff state
volunteers working



teamwork technology teens thinking
workshop youth



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series

Credits

4th Edition - *New Jersey 4-H Leader Training Series*

Editors

Gloria Kraft and Ginny Powell

Contributors

Laura Bovitz, Deborah L. Cole, Macy Compton, Annette Devitt, Dave Foord, Sharon Gore, Sharon Kinsey, Rachel Lyons, Karen Mansue, Janice McDonnell, Phillipa Myers, Jim Nichnadowicz, Chad Ripberger, Jeannette Rea-Keywood, Gloria Kraft, Ginny Powell, Lisa Rothenburger, Linda Strieter, Jim Tavares, Alayne Torretta, Jennae Warner, Betty Jean Webersinn, Terri Yost

Designer

Kerensa Wood

Technical Advisor

Dave Foord

Earlier Editions

3rd Edition Editors

Betty Ann Smith, Ginny Powell, Rita Natale Saathoff

2nd Edition Editors

Betty Ann Smith, Ginny Powell, Rita Natale Saathoff, Rose Mary Bergmann

1st Edition Editor

Betty Ann Smith

Contributors of Earlier Editions

Judith S. Baillere, Rose Mary Bergmann, Gail Bethard, Laura Bovitz, T.C. Buchanan, Brevoort Conover, Keith G. Diem, Rosalind Friedman, Gloria Kraft, Charles Lang, Erika U. Leal, Veronica M. Malone, Frank O'Hara, Elva Parker, Sylvia Ridlin, Ginny Powell, Rita Natale Saathoff, Betty Ann Smith, Sherman Tomasino, Robin Yeager, Donna Woody

Technical Editors of Earlier Editions

Vince Abbatiello, Colleen Coyle, Lorraine Holobowski, Deborah S. Jamieson, Heather Jamieson, Brian Parish, Jill Perrine, Phil Wisneski



Table of Contents

Section I - This is 4-H

Welcome to the 4-H Family.....	101
What is 4-H?.....	103
Life Skills in the 4-H Program.....	107
There's More to 4-H Than Clubs: 7 Ways 4-H Reaches Youth.....	111
NJ 4-H Cloverbud Program: 4-H for Younger Members (Grades K-3).....	113

Section II - Starting Your Own 4-H Club

How to Start a 4-H Club.....	201
Parent Involvement.....	203
Parents: Helping 4-H'ers Succeed.....	207
Selecting a Project.....	211
Selecting a Name for Your Club.....	215
Creating 4-H Club By-Laws.....	217
4-H Club Officers Make the Meeting.....	221
How to Conduct an Effective 4-H Meeting.....	225
4-H Club Meeting Agenda.....	233
4-H Club Treasuries.....	235
Guidelines for 4-H Fundraising.....	239



Section III - Enriching the Club Experience

10 Steps Toward Performing a Successful Community Service Project301

Getting 4-H'ers Involved in Public Presentations 305

Judging 4-H Presentations Using PowerPoint..... 309

Record Keeping in 4-H 311

The County 4-H Fair: Showcase of the Year315

Planning and Conducting a Successful Program or Activity319

Planning a Successful Field Trip..... 323

Working with Teen Leaders327

Expanding Horizons: Exploring the World Through 4-H.....331

New Jersey 4-H Camp 335

State and National 4-H Opportunities for Youth 337

Promoting 4-H and Getting More Members for Your Club341

How Effective is Your 4-H Club?..... 343

Building Career Skills Through 4-H..... 347

Character Development in 4-H351

Enhancing Your 4-H Club With Technology 355

Navigating Communication Across Generations.....359

Citizenship: A National 4-H Mission Mandate361

Science, Engineering, and Technology: A National 4-H Mission Mandate 363

Healthy Living: A National 4-H Mission Mandate 367



Section IV - Understanding Youth and Their Needs

Ages and Stages in 4-H Youth	401
Developmental Characteristics of the 4-H Youth Audience	405
Helping 4-H'ers Learn	407
Recognizing Your 4-H Members' Achievements	411
Understanding 4-H Judging	415
Valuing Diversity: 4-H is for Everyone	419
Working with Limited Resource Families and Youth.....	423
4-H Youth With Special Needs	427
Positive Discipline for Children.....	431
Learn By Doing the 4-H Way.....	435
Creating Successful Youth–Adult Partnerships.....	439



Section V - Volunteers in 4-H

Selecting the 4-H Volunteer Role Right for You.....501

Becoming a 4-H Volunteer Leader..... 505

Liability of 4-H Volunteers..... 509

Opportunities for 4-H Volunteers 511

Becoming Involved in 4-H Volunteer Groups.....513

Communication and the 4-H Volunteer..... 515

Volunteers Working With 4-H Staff.....519



For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series

Section I

This is 4-H



Cooperating Agencies:

Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series



Welcome!

Welcome to the 4-H family and to Rutgers Cooperative Extension! Being a 4-H volunteer can be a very rewarding experience. Research shows that volunteers want to feel that their service is helping the community. Different people are motivated by different things, but most volunteers become involved because they want to:

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

One of the things that distinguishes 4-H from other programs and makes us strong is the role of volunteers. All 4-H clubs must have an adult leader. Volunteers have been an integral part of the success of 4-H since the 1920's. Adult 4-H volunteers serve as club leaders, project leaders, camp counselors, etc. Some volunteers work directly with youth and others serve as trainers and mentors. All 4-H volunteers have the opportunity to make a significant contribution to positive youth development.

The *New Jersey 4-H Leader Training Series* is a training and reference tool. It will serve as the base for your orientation but is an excellent reference throughout your 4-H volunteer career. Individual factsheets can be used as 'stand alone' information or self-learning tools.

The **Table of Contents** 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.

The New Jersey 4-H Youth Development staff will provide support, encouragement, and training to help you reach your goals. Don't hesitate to contact your county 4-H office if you have questions or need assistance in your role as a 4-H volunteer.

We know how important caring adults are to the youth participating in 4-H programs. As a 4-H volunteer you are helping youth reach their highest potential today and become contributing citizens tomorrow.

Thank you for your service to 4-H! Remember the 4-H motto, "To Make the Best Better!"

Ginny Powell
Chair, Department of 4-H Youth Development

References

4-H 101: Lesson 14 - Recruiting, Training and Recognizing Volunteers.



Did You Know...



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.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



What is 4-H?

What is 4-H?

4-H is the youth development program of Rutgers Cooperative Extension and the New Jersey Agricultural Experiment Station. 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 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.

4-H Essential Elements

4-H members have the opportunity to experience four essential elements that promote positive youth development:

- Independence
- Mastery of skills
- Sense of belonging
- Generosity

In addition, the Targeting Life Skills model represents a variety of life skills gained through 4-H experiences, whether that be learning through 4-H projects, participating in a 4-H club meeting, taking part in a community service project, or giving a public presentation. See Life Skills in the 4-H Program for more information.

4-H Emblem

The emblem is a four-leaf clover with a capital H in each leaf, standing for Head, Heart, Hands, and Health. Use of the 4-H name and emblem is regulated by federal statute. National 4-H Headquarters (USDA), the Extension Director, and the State 4-H office can authorize use of the 4-H name and emblem. A club must obtain a 4-H charter in order to use the name and emblem. Contact the county 4-H staff for assistance with the charter application.





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. The county 4-H staff conducts an interview or “volunteer review” with each volunteer following the first year of service and every fifth year of service thereafter.

You can serve as an adult volunteer (minimum age: 18 years) in several ways:

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

Policy of Inclusion

4-H Youth Development programs are offered to all youth, grades K-13, on a grade appropriate basis, without regard to race, religion, color, national origin, gender, sexual orientation, or disability. All possible efforts will be made to include rather than exclude youth in events conducted by the 4-H Youth Development Program.

Club Membership

K to 3rd graders participate in 4-H Cloverbud clubs, an exploratory program designed to help young people explore various project activities in a noncompetitive environment. 4th to 13th graders may belong to a standard 4-H club. For more information on the purpose and structure of a club, see How to Start a 4-H Club.



Clubs & Groups

4-H reaches youth through a variety of methods:

- Chartered 4-H clubs
- 4-H school enrichment programs
- 4-H special interest/short term programs/day camps
- 4-H after school education programs
- 4-H overnight camping programs
- 4-H independent projects
- 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. In order for a 4-H club to collect money for any reason, it must follow all the 4-H policies regarding treasuries and fundraising, as well as any relevant state and federal tax regulations. See *4-H Club Treasuries and Guidelines for 4-H Fundraising*.

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 are required to submit standard by-laws to the county 4-H office in order to obtain the required club charter. See *Establishing 4-H Club By-Laws*.

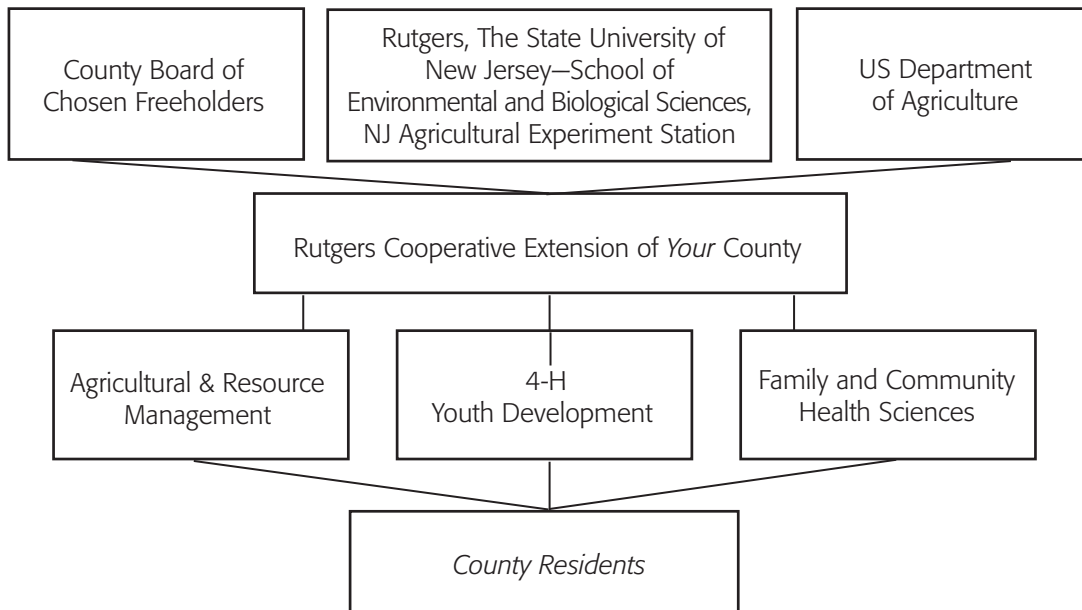
Educational Materials

A catalogue of approved 4-H curriculum is available from the county 4-H office. There are also resources on line at the state and national 4-H websites. Contact the county 4-H staff to review curriculum copies and discuss age appropriate activities.



How is 4-H Connected with the University?

In 1914, Congress passed the Smith-Lever Act that created the Cooperative Extension Service. The purpose of the 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 Youth Development. 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.

*Revised by Gloria Kraft and Ginny Powell.
Written by Ginny Powell.*

References

National 4-H Headquarters website – www.national4-hheadquarters.gov

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Life Skills in the 4-H Program

Positive Youth Development – the 4-H Way

The foundation of the 4-H Youth Development Program is based on the essential elements of positive youth development. These essential elements tie into the 4-H pledge and the basic life skills that are the base of all 4-H activities. While these 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.

4-H Youth Development creates opportunities for youth:

... To experience INDEPENDENCE

I pledge my head to clearer thinking...

Youth need to feel that they are able to influence others through active decision making. A growing ability to think, feel, make decisions and initiate action represents the sense of responsibility and discipline that comes with increased independence and self-reliance.

... To experience BELONGING

I pledge my heart to greater loyalty...

Youth need a sense of physical and emotional safety. They need to feel connected to others in their group. Research shows that it is important for youth to have opportunities for long-term, consistent relationships with adults other than their parents. A sense of belonging may be the single most powerful factor that promotes positive youth development.

...To experience GENEROSITY

I pledge my hands to larger service...

Youth need to feel their lives have meaning and purpose. By participating in 4-H community service and citizenship activities, youth can connect to communities and learn to give back to others. Youth learn that they do not live in a secluded world, but instead it is indeed a global community, which requires awareness and compassion for others.

...To experience MASTERY

I pledge my health to better living...

In order to develop their self-confidence youth need to feel and believe they are capable. They also need to experience success at solving problems and meeting challenges. By exploring 4-H projects and activities, youth master skills to make positive career and life choices. Youth need to have a safe environment for making mistakes and getting feedback, not just through competition, but also as an ongoing element of participation.



Teaching Life Skills and Promoting the 4-H Essential Elements

Each Essential Element reflects the types of skills that can be developed over one's lifetime, such as thinking, being, managing, relating, caring, giving, and working.

The *Targeting Life Skills Model* identifies four types of life skills represented by the 4-H Clover emblem, Head, Heart, Hands, and Health. Each type, or "H," includes two different categories of skills.

This model can guide you in planning and conducting 4-H learning experiences. By intentionally targeting one or more specific life skills, your club's activities will be more effective in promoting the 4-H Essential Elements.

Begin with a Plan

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

- What are the life skills I want youth to learn?
- How can I teach these life skills through experiences with specific subject matter?
- How can I reinforce the use of these life skills in future situations?
- How can I involve youth as resources for subsequent teaching and/or reinforcement of these skills?
- How can I create the context for belonging, self-reliance, generosity, and mastery?

Using these questions as a planning guide, you can create positive experiential activities that help youth master life skills and experience the 4-H Essential Elements now and in their future.

Written by Sharon Kinsey and Ginny Powell

References

Essential Elements of Youth Development Fact Sheet. http://www.national4-hheadquarters.gov/about/4h_elements.htm.



Targeting Life Skills Model



© Iowa State University Extension, Targeting Life Skills Model – 1996, Patricia A. Hendricks, Reprinted with permission from Iowa State University; Adopted by the New Jersey Department of 4-H Youth Development 11-19-03.



Did You Know...

As early as 1902, 4-H began as corn clubs for boys and canning clubs for girls, which taught youth life skills through practical farm techniques and experimentations.

New Jersey 4-H club work began in 1915.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



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 are offered to youth, grades K-13 (one year out of high school) through the following delivery modes:

1. Chartered 4-H Clubs

A chartered club is an organized group of at least five youth from three families, led by an adult, with a planned program that is carried on throughout the year. 4-H clubs may meet in any location and have elected officers and also a set of by-laws approved by the county 4-H staff. Standard 4-H clubs involve youth in grades 4-13 and focus on in-depth learning of one or more projects. 4-H Cloverbud clubs provide youth, grades K-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, in after school settings, or on military installations. All 4-H clubs must obtain an official charter in order to use the 4-H name and emblem.

2. 4-H Special Interest/Short-term Programs/Day Camps

A group of youth may meet for a specific learning experience for one or more sessions, which involve direct teaching by 4-H 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 4-H state teen conference if enrollment is open to the public. Day camping consists of multiple-day programs, with youth returning home each evening.

3. 4-H Overnight Camping Programs

Youth may participate in a 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). Most 4-H summer camps fit this description if enrollment is open to the public.

4. 4-H School Enrichment Programs

Groups of youth may participate in a sequence of learning experiences in cooperation with school officials during school hours to support the school curriculum. 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. 4-H staff might teach specific topics or train school nurses or classroom teachers to directly teach 4-H lessons.

5. 4-H Individual Study/Mentoring

Individual youth may choose to experience a project independently with the help of an adult mentor. Examples include self-study, home study courses, advanced placement courses, mentoring and/or shadowing with an "expert." 4-H staff supervise the independent study and assist the mentor with planning and implementation.



6. 4-H After School

These after school educational programs using 4-H curricula are offered to youth outside of school hours, usually in a school or community center. The primary purpose is to provide care, as well as developmental and educational experiences for children and youth while parents are working or unavailable.

7. 4-H Instructional TV/Video/Web Programs

Youth may also be offered learning experiences via broadcast or closed circuit television, including satellite transmission, or videotape replays of such series. May also include instruction delivered by internet.

Revised by Macy Compton.

Written by Keith G. Diem.

Reference: *New Jersey 4-H Facts In Brief*

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



NJ 4-H Cloverbud Program: 4-H for Younger Members (Grades K-3)

4-H can be a valuable experience for youth of many ages. In New Jersey, the earliest 4-H club experience is belonging to a 4-H Cloverbud Club (children in grades K-3).

What is the 4-H Cloverbud Program?

The New Jersey 4-H Cloverbud Program is a club for children in kindergarten through 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 a variety of interests through hands-on activities.
- Build self-confidence through healthy experiences.

Cloverbud Age

The 4-H Cloverbud Program is designed to introduce boys and girls in grades K-3 to a wide variety of 4-H project experiences which are available to them upon reaching 4th grade.

A child can belong to a 4-H Cloverbud club if he or she is in kindergarten through 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 Cloverbud Club

4-H Cloverbud clubs are similar to standard clubs in that they meet regularly and are led by adult volunteer club leaders. Most clubs have approximately five to eight members per leader and meet about twice a month.

4-H Cloverbud clubs are different from standard clubs in that 4-H Cloverbud members do not select one or two specific projects to work on during the year. Instead, they participate in a variety of short-term activities in many different subject areas.

4-H Cloverbud Activity Guide

4-H Cloverbud 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 Cloverbud leaders work with their clubs, they are provided with a copy of *New Jersey 4-H Cloverbud Activity Manual*, the official guide for New Jersey 4-H Cloverbud leaders. The volunteer leader for each 4-H Cloverbud club receives a copy of this manual upon registering as a 4-H leader. This guide consists of over 30 activity sheets which cover a variety of subjects. Each sheet has all of the information a leader needs in order to facilitate an activity. Most sheets also include suggestions for field trips, guest speakers and follow-up activities for the member to do at home. By using the *New Jersey 4-H Cloverbud Activity Manual* with flexibility, the 4-H Cloverbud leader can give these younger 4-H'ers many opportunities which will prepare them for participation in a standard club.



Cloverbud Record Books

Keeping a record book can help a 4-H Cloverbud member creatively express his or her experiences. Some counties have special record books for 4-H Cloverbud members, while other 4-H Cloverbud 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.

The 4-H Cloverbud Program is Non-Competitive

The 4-H Cloverbud Program is a non-competitive program. There is no judging or evaluation of individual projects or activities for 4-H Cloverbud members. The statewide policy for New Jersey is that no 4-H member in kindergarten through third grade may be given a rating (judged or evaluated) against set standards or against other participants, either for individual projects or for group effort.

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 4-H Cloverbud members are not rated, these younger 4-H’ers are still recognized for their work. The focus of recognition for the 4-H Cloverbud Program is participation. 4-H Cloverbud members may receive participation ribbons, certificates, pins, and other appropriate 4-H recognition that encourages continued involvement. The recognition needs to be in scale with the accomplishment, both within the 4-H Cloverbud Program and compared to recognition received by standard 4-H Club members for their accomplishments.

County Participation

Many counties hold events designed especially for 4-H Cloverbud members. These include special programs, monthly activities, camps, step-up ceremonies, fun nights, and picnics. Often, 4-H Cloverbud members are invited to participate in regular county events. If judging is part of the event, the member may participate given that the judge(s) provide positive feedback and comments of encouragement, but no score or rating is given.

The 4-H Cloverbud Program is Fun!

The 4-H Cloverbud Program sets the stage for a child’s participation in a standard 4-H Club. It is an opportunity for younger children to begin to have hands-on experiences as 4-H members. 4-H Cloverbud activities should promote practice of developmentally appropriate skills and provide an opportunity for social interaction. It is also a chance for adults to serve as role models at this important time in a child’s life. Most importantly, the 4-H Cloverbud Program is educational and fun for all involved.

Revised by Sharon Gore and Jeannette Rea-Keywood

Written by Rita Natale Saathoff

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series

Section II

Starting Your Own 4-H Club



Cooperating Agencies:

Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



How to Start a 4-H Club

Ways in Which 4-H Clubs Operate

- Community based clubs typically meet in the evenings or on weekends and offer self-chosen, multiple learning experiences and activities.
- In-school clubs meet during school hours. They have officers (except K-3) and planned activities beyond school enrichment.
- After-school clubs are organized within child care settings. They have officers (except K-3) and planned activities.
- Military 4-H clubs are organized by the Armed Forces, often on military installations, and principally for military dependents.

Getting Started

1. Begin by recruiting at least five members from three different families. Grade requirements for 4-H members are:
 - 4-H Cloverbud member—grades K-3. Refer to *NJ 4-H Cloverbud Program: 4-H for Younger Members (Grade K-3)*.
 - Standard 4-H Club member—grades 4-13 (13 is one year out of high school).
2. Organize your club at the first meeting. If convenient, you may want a separate session for parents. Invite parents to the first organizational club meeting and tell them how important it is for them to come. 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! Refer to *Parent Involvement in 4-H* and *Parents: Helping Your 4-H'er Succeed*.
3. What to do at the first meeting (or shortly thereafter):
 - Describe available 4-H projects to the members (those projects you're willing to lead). Ask members to select, or at least begin to think about, projects to be carried by the club.
 - Select a name for the club. (Refer to *Selecting a Name for Your 4-H Club*.)
 - Complete the Club Charter application and also the 4-H Club By-laws template provided by your 4-H staff. This is required before you can be recognized as an official 4-H Club. (Refer to www.nj4h.rutgers.edu/policies, see "club charter policy" under "club related policies.")
 - Cloverbud clubs (K-3rd grade) do not have officers. For standard clubs (4th-13th grade), 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, and reporter. (Refer to *4-H Club Officers Make the Meeting*.)



- Ask all members and leaders to fill out the appropriate registration forms provided by 4-H staff. Be sure all are complete! Deliver or send these forms to the county 4-H office as soon as possible. Members and leaders are placed on a 4-H mailing list to receive regular 4-H newsletters and other important information.
 - Each new member should receive a copy of *Welcome to 4-H! A guide for new 4-H members and their parents*. Copies are available from your county 4-H office.
 - Decide on a *regular* club meeting schedule, which includes date, time, and place.
4. Obtain necessary materials for 4-H project(s), such as member and leader/project guides and project record books from your county 4-H office.

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 from the 4-H office and also online at www.nj4h.rutgers.edu/publications (see *Club Meeting Report*). 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 county 4-H activities.
4. Encourage parents as well as members to read the 4-H newsletter and access the website.
5. Attend county 4-H 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 their experiences. Participate in your county leaders' association as well as your project advisory committee.
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!

*Revised by Gloria Kraft and Ginny Powell.
Written by Keith G. Diem.*

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Parent Involvement in 4-H

4-H is a family affair! Or it should be, and this means that parents or guardians of your 4-H members should be an important part of your program. Parent 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:

$$\begin{array}{l} \textit{Favorable} \\ \textit{Attitudes} \end{array} + \begin{array}{l} \textit{Parent} \\ \textit{Interests} \end{array} + \begin{array}{l} \textit{Active Parent} \\ \textit{Cooperation} \end{array} = \begin{array}{l} \textit{Successful} \\ \textit{4-H Clubs} \end{array}$$

Why Should Parents Participate in 4-H?

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

- Family involvement in 4-H offers 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 when parents care enough to share their time, efforts, and talents.

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. If the parent enjoys this role, encourage them to become a registered/appointed 4-H volunteer.



- Keep parents informed. Help them understand the 4-H objectives. Send notes and letters directly to parents about the club program. Allow time for discussion before or after meetings with parents. E-mails are a great tool for keeping families informed. Be sure your club has a phone chain for emergency cancellations and important messages.
- Invite parents to club meetings. For new members and parents, you might want to have a special meeting explaining the 4-H program and your club's activities. Let parents know what is expected of their child.
- 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 4-H club work is showcased.
- Give parents a copy of *Parents: Helping your 4-H'er Succeed*.

Revised by Karen Mansue, Jim Nichnadowicz, and Ginny Powell.

Written by Erika U. Leal.

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.



4-H Parent Interest Survey

Dear 4-H Parents or Guardians:

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, "To Make the Best Better!"

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

Home

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

Club

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

County

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

Name _____

Street Address _____

City _____ Zip _____

Telephone (day) _____ (evening) _____

E-mail _____



Did You Know...



The mission of the National 4-H Headquarters is to advance knowledge for agriculture, the environment, human health and well-being, and communities by creating opportunities for youth.

www.national4-hheadquarters.gov

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series



Parents: Helping Your 4-H'er Succeed

4-H is a family affair. Both parents (and guardians) and members need to be committed to participating in 4-H. The following are suggestions to make 4-H a positive experience for all.

Family Participation

Parents/guardians are welcome to stay at club meetings as an observer. However we do ask the following of you:

- If you have any questions or comments during the meeting, please make arrangements with the leader to discuss them at a mutually convenient time.
- Regular meetings are for the members only. If younger siblings come along because of childcare considerations, please be sure they are respectfully quiet and away from the meeting area while it is in progress. Check with the leader about bringing younger siblings to field trips or activities. Not all programs are appropriate for younger children.
- If you find the leader might need another set of hands, please offer your assistance to the leader.

Field trips and activities: Often your child will attend outings or special activities in 4-H. Please make arrangements for your child to attend these functions as this will enhance their 4-H experience. Keep the leader informed if your child will not be able to attend. If you are available to assist with these special activities, let the leader know.

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

DO's

- **DO** take time to learn about 4-H, what it stands for and how it operates.
- **DO** be sure your child arrives for meetings on time and is picked up promptly when the meeting ends. If your child needs to miss a meeting or event, please contact the leaders ahead of time.
- **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, project clinics, 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.
- **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, and your child.
- **DO** remember that 4-H leaders and judges are often volunteering their own time for the benefit of your child; don't forget to show them your appreciation.
- **DO ASK QUESTIONS!** If you have questions, please take the time after meetings to ask them.
- **DO** let your children make mistakes. Sometimes it's the best way to learn.

DON'TS

- **DON'T** do your child's project for them, even though you may be able to do it faster, better, easier, and with 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. Check with the leader for county fair dates. All 4-H members love the fair; encourage your child to participate.
- **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. Keep open communication with the leaders.



Parent's 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 better living 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. Winning competitive awards provides recognition but it is not the purpose of participation. Your child has the opportunity to master life skills, develop a sense of belonging, gain independence, and experience the rewards of giving to others. Be a supportive parent and help your child and 4-H leader "To Make the Best Better!"

*Revised by Karen Mansue, Jim Nichnadowicz, and Ginny Powell.
Written by Ginny Powell.*

For More Information

Welcome to 4-H! A Guide for New 4-H Club Members and Their Parents



Did You Know...

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.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Selecting a 4-H Project

In New Jersey, many 4-H Clubs emphasize one project where all members 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 Cloverbud program may have been introduced to a number of project areas before becoming a regular member of a club. Some youth come into the program knowing what they would like to do or which club they want to join.

Even with these opportunities, it is possible to come across a youth who may need help finding an interest. In 4-H, youth have the chance to learn about a project area in depth over several years or may enjoy learning about something that interests them for only a year or two. Sometimes it may be a combination of the two.

Selecting a 4-H project can be a big decision for 4-H members and their parents. Parents, leaders, and the youth must be involved in this process for a rewarding 4-H experience. Four major factors go into the decision:

- *Time.* Youth are busier than ever today with sports, church, friends, extracurricular activities, music lessons, and other youth programs. Be realistic with the amount of time a 4-H'er has for a project in which they are interested.
- *Interest.* This may sound too simplistic, but what is the 4-H member truly interested in? What skills do they already possess? What do they want to learn about?
- *Space.* What is the space required for a project area? Large backyard, barn, work space in the garage?
- *Resources.* Are there adults who are willing and able to share their knowledge? Are there financial constraints? (Many projects can cost a lot.) Is it possible to fundraise to do this project? Is transportation an issue?

Leader's Role

As a leader, you play an important role in helping youth select a project for the year. You are the liaison between the parents and the office. Many times, the 4-H staff does not meet the parents until well into the 4-H year.

Obtain a listing of current projects offered and/or a selection of available project guides and project record books 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. Finally, discuss what to do if the project the 4-H'er wants to work on is not offered.

Use the following page to help youth decide on a 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
- The 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

Goal Writing for 4-H Members

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.
- 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.

Writing Goals

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>I will learn</i> | <i>I will decrease</i> |
| <i>I will go</i> | <i>I will produce</i> |
| <i>I will attend</i> | <i>I will promote</i> |
| <i>I will do</i> | <i>I will improve</i> |
| <i>I will give</i> | <i>I will participate</i> |
| <i>I will teach</i> | <i>I will increase</i> |
| <i>I will work</i> | <i>I will...</i> |

Remember this is NOT creative writing, but creative thinking!



Sample Goals

Most 4-H project record books include sample goals you might use. Below is a sample list of goals to pick from if you are having trouble deciding where to start. Some may seem easy, and others may seem hard. They may not be the best goals for you unless you add or take away something from them until they fit YOU just right. Goals should be challenging but not too hard! Ask your leader for help. Others in your club may want to learn the same things!

General 4-H (includes Leadership/Citizenship) Goals

- I will learn more about 4-H in other states.
- I will learn how the county government works.
- I will write my congressional representative about an issue that I really care about.
- I will learn about how the federal government works and report it to _____.
- I will learn about how the state government works.
- I will attend 100% (or 90% or 70% or _____ %) of my club meetings this year.
- I will learn how to set up a file system for important documents (like report cards, judging sheets, letter of recommendation, my 4-H membership card, etc.)
- I will teach other youth how to _____.

Animal Project Goals

- I will learn how to groom my animal.
- I will give vaccinations to my animal.
- I will learn about how to prevent rabies.
- I will teach my _____ to _____.
- I will exercise my _____ every _____.

Horticulture Goals

- I will learn how to take cuttings.
- I will learn how to care for bulbs.
- I will learn how to force bulbs.

Arts and Crafts/Fine Arts Goals

- I will learn how to work with watercolors.
- I will learn how to work with acrylics.
- I will learn how to work with something I've never used before.

Photography Goals

- I will learn how to focus a manual camera on a subject.
- I will learn how to center and crop a picture to make it interesting.
- I will learn how to tell a story using pictures.



4-H Projects That Look Interesting To Me - Project Selection

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.

Revised by Alayne Torretta.

Written by Betty Ann Smith.

Reference: Powell, Ginny, *Leaders' Notebook* (Ohio 4-H)

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series



Selecting a Name for Your 4-H Club

Naming a Club is Challenging, Fun, and Must Follow Certain Guidelines

4-H strives to maintain and enhance a positive image of 4-H. The 4-H Name and Emblem is regulated under federal statute. National 4-H Headquarters (USDA), the Extension Director, and the State 4-H Office can authorize use of the 4-H name and emblem. A club must obtain a 4-H charter in order to use the name and emblem. Contact your county 4-H office for assistance with the charter application.

The first step in completing your club charter application is to select a name identifying your 4-H club. This name should reflect the individual character of the club while representing a positive image of 4-H to the community.

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 specific project(s), or the geographic area where the members live, or the club meeting location. Allow all of the members to participate in selecting a name for the club.

The following are suggestions to help guide you:

- *Unique Identity.* "The Nimble Thimbles 4-H Club" may reflect a sewing club, as "Stable Mates" a horse club. "Johnson County 4-H Teen Council" and "Ocean Waves 4-H Club" reflect an area club.
- *Inclusive.* 4-H Youth Development programs are offered to all youth, grades K-13, on a grade appropriate basis, without regard to race, religion, color, national origin, gender, sexual orientation, or disability. All possible efforts will be made to include rather than exclude youth in events conducted by 4-H Youth Development Program.
- *Reflect Character and Integrity.* 4-H helps to develop positive character in club members. Naming a club after a questionable or a notorious figure would be inappropriate. 4-H should be a safe, positive and open environment for young people. Avoid any names that might be demeaning, offensive, or intimidating. "Billy the Kid 4-H", "4-H Gangsters", and the "Chain Gang" are examples of inappropriate names.
- *Stand the Test of Time.* Since the NJ State 4-H Office and National 4-H Headquarters will issue a permanent charter to your club, the name should be sufficiently adaptable to changing times. Cute and creative names are fine, but consider whether any potential club members might shy away from joining the club or be embarrassed by the name as the club members' age. "Mighty Sprouts 4-H Club" might be cute for a Cloverbud club but less appropriate as the club members enter their teen years. "The Bell Bottom Belles" is an example of a name limited to a fashion trend.
- *Comply with Copyright Regulations.* Just as 4-H is a protected name and emblem, so are many names of TV shows, singing groups, and popular products. Avoid using such popular names or titles, therefore avoiding copyright violation.



When selecting a club name, think about it carefully, be creative, and use a little common sense. Sometimes a club selects a name that is a duplicate of another club. When in doubt about acceptance of a name, contact the county 4-H office for “approval” or suggestions. Your county 4-H office sends your club charter application for final approval to the State 4-H Office, the designated authority.

Revised by Karen Mansue.

Written by Keith G. Diem.

References

National 4-H Headquarters website – www.national4-hheadquarters.gov

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Creating 4-H Club By-Laws

Why does a 4-H club need by-laws? By having fair and written rules, the rights and privileges of all members can be clearly understood. Also, a copy of the club by-laws is needed to obtain the required club charter. The following is a suggested format for 4-H club by-laws. Some sections may be adapted to meet local conditions. Be sure to send a copy of your club's approved by-laws to your county 4-H office. Include in the by-laws the date it was approved as well as the date it was most recently revised.

Suggested Format

By-Laws for the (4-H Club Name) , _____ County, New Jersey

ARTICLE I – Name/Identity

Section 1 – Name

The name of this organization shall be _____ (4-H Club Name) _____.

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. Authorization to use the 4-H name and emblem is granted by Rutgers Cooperative Extension 4-H Youth Development, the unit of the NJ Agriculture Experiment Station responsible for oversight, guidance and support of this 4-H Club. Guidelines for use of the 4-H clover can be found on the National 4-H Headquarters website.

Section 4 – Pledge

The club pledge shall be:

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



ARTICLE II – Mission and Purpose

Section 1 – Mission of 4-H

The 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.

Section 2 – Purpose of Club

The purpose of this club shall be to improve ourselves, our homes, our club, and our community.

Your club mission (if applicable)

Section 3 – 4- H Compliance

This 4-H club will comply with all New Jersey 4-H policies under the guidance and support of 4-H faculty/staff.

ARTICLE III – 4-H Charter and Nonprofit status

This 4-H Club agrees to follow all 4-H Charter guidelines. Once the 4-H Charter is granted, it will not expire. In the event that this 4-H Club falls below the basic 4-H requirements as outlined in the charter application, the charter will be revoked and this 4-H club will need to reapply for chartering and agree to meet the requirements.

With a 4-H Charter and IRS EIN, this 4-H club is certified to be tax exempt through the 4-H Group Exemption Number (GEN). 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 by agreeing to live up to the standards set by the club. Youth grades K-3, may be 4-H Cloverbud members. (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.)

4-H Youth Development programs are offered to all youth, grades K-13, on a grade appropriate basis, without regard to race, religion, color, national origin, gender, sexual orientation, or disability. All possible efforts will be made to include rather than exclude youth in events conducted by the 4-H Youth Development program.

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 book.

Additional or different membership requirements may be included here. However, the non-discrimination statement must be included exactly as printed in Section 1.



ARTICLE V – Meetings

Section 1 – Dates

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

Special meetings may be called by the president and 4-H leader as needed, with 10 days advance notice.

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: *(Adjust to your club’s needs)*

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 committee 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 by-laws, 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 record minutes of each meeting and report at the next meeting. The secretary will also keep attendance records and write club correspondence.
- The treasurer shall keep the club’s financial records and report on the club’s finances at each meeting. See Article IX.
- 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 IX – Fundraising and Treasury Guidelines and Policies

This 4-H Club will follow *NJ 4-H Treasuries* and *Fundraising* policies, as well as IRS and NJ Charitable Registration regulations as applicable. All bank accounts should operate under the club’s EIN (not the leader’s personal information or social security number) and must require two authorized signatures. The 4-H Club Treasury Annual Review form must be completed and provided to the county 4-H staff.

ARTICLE X – Amendments

These by-laws may be amended at a regular meeting by a two-thirds vote cast by those in attendance, providing notice has been given at the previous meeting. Review of by-laws will take place at least every two years. If by-laws are revised, a copy should be provided to the county 4-H office.

ARTICLE XI – Dissolution

If this 4-H Club disbands, the 4-H club leader must immediately notify the county 4-H staff. All assets shall be assigned to _____ County 4-H Program through the appropriate county 4-H advisory group, designated by the 4-H club and approved by county 4-H staff.

By-laws approved _____ (date) _____, revised _____ (date) _____

*Revised by Ginny Powell, Gloria Kraft, and Jennae Warner.
Written by Keith G. Diem.*

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



4-H Club Officers Make the Meeting

Club officers who understand their role as leaders of the club can effectively conduct a successful 4-H club meeting. Club officers take pride in their jobs, take an active responsibility to conduct club business, and encourage all members to get involved in club activities.

As a leader, you can help club officers and committee chairs complete their jobs successfully. In order to assist them in this process:

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

President:

The president's role is to lead others to work for the good of the club. The president listens to everyone's ideas and decides when the group has agreed on an action. However, the president does not dictate.

- Meets with the leader and the other officers to plan the order of business for each meeting, then communicates this information to club members.
- Presides at meetings. Refer to *How to Conduct an Effective Meeting*.
- Sees that the room is ready and that the meeting starts on time.
- Arranges for the vice president to preside if the president cannot be present.
- Delegates responsibilities by asking for volunteers and/or appoints committees with the help of the club leader, when necessary.
- Works with members and the club leader to plan a program for the year.
- Casts the deciding vote in case of a tie.



Vice President

The vice president is the president's assistant.

The vice president:

- Presides at meetings when the president is absent.
- Serves in other roles in the club, such as chair of the program committee.
- Represents the club at other activities in the absence of the president.

Secretary

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

The secretary:

- Keeps minutes of all club meetings – what is done, not said. Refer to *How to Conduct an Effective 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 email, 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 Reports* to the county 4-H office.
- Turns a completed 4-H Secretary's Book over to the club leader at the end of the year.

Treasurer

The treasurer is responsible for handling the club's money, in conjunction with the club leader.

The treasurer:

- Works with the club leader to receive and keep a record of money in the 4-H Treasurer's Book.
- Works with the club leader to deposit the money in a special club account.
- Works with the club leader to expend funds only when approved by the club. (Refer to *Guidelines to 4-H Fundraising and 4-H Club Treasuries*.)
- Completes the *4-H Club Treasury Annual Review* form with the club leader and sends it to the county 4-H office.



Committees

On benefit from conducting work through the use of committees. Committees can help all members become actively involved in the club since it provides additional opportunities for members to serve the club. Committees can be created for a variety of purposes, such as:

- *Program Committee members* find speakers and special resources for club meetings and activities, in consultation with the club leader.
- *Membership Committee members* help recruit new members,volunteers, and leaders for their own or other clubs.
- *Community Service Committee members* talk with parents, members, and neighbors to identify community needs and present the ideas for service projects to the club.

Additional Roles

Club historian and recreation leader are special job assignments for club members. Such duties should be written and shared with club members.

Nominating and Electing Officers

Nominations and elections are important to club business and should be held annually, such as at the start of the new 4-H year. Be sure to inform club members about the election ahead of time, such as two months in advance, and explain how the election process will work. Members can then be thinking about who they may want to serve in a leadership position. Club members should also be informed of the duties of each office before considering running for or accepting an officer position. Club officers must be in fourth grade or above to serve in this role.

There are two ways to nominate officers:

- *From the Floor.* The first option is to have members nominate someone for an office during the election meeting. The member says, "I nominate _____ for the office of _____ ." It is helpful to know if a member is interested in a specific position before being nominated and/or to think about whether someone would be well-suited for the position.
- *The other option* is to have the president appoint a nominating committee. Nominating committee members then speak with interested members and ask them to run for office. The nominating committee chair presents its nominations to the club during a meeting. Other nominations can also be made from the floor.

When there are no other nominations, a member says, "I move to close the nominations." If the motion is seconded and passed, members then vote on the candidates, either individually or for the entire slate of officers.

Voting for officers is usually by ballot. It takes a majority vote – one vote over half – to be elected. For example, if there are 17 members a majority is 9.

Helping club officers gain the necessary skills to lead their 4-H club will enable club business and activities to be conducted efficiently and effectively.

Revised by Sharon Kinsey.

Written by Judith S. Baillere.

Reference: *Bulletin 609, Washington State University*



Did You Know...



National 4-H Congress was first held in 1922 in Chicago.

This was also the year that the first club charters were offered by USDA as each new 4-H club formed.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



How to Conduct an Effective 4-H Meeting

Making a Difference

As the adult leader, your guidance conducting meetings can have a life-long impact on youth members. Each member should have the opportunity to experience four essential elements of positive youth development:

- Master new skills while having fun.
- Make new friends and be a friend to others.
- Share responsibilities and serve others.
- Increase self-reliance and self-confidence.

Meet Frequently

How many meetings are sufficient? 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.

Balance Work and Play

Every meeting should include three components:

- *Business session* — The officers should run this part of the meeting, with leader guidance. See *4-H Club Meeting Agenda*.
- *Social interaction* — Plan an activity.
- *Educational program/project work* — This is generally guided by the leader. The program portion could be work on 4-H projects, a guest speaker, and/or public presentations given by members.

Select a Regular Meeting Day, Time, and Place

A 4-H club needs to meet regularly at a designated place and time. Changing 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 adapt to 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. The meeting schedule is included in a club's by-laws. After that, it can only be changed with a majority vote for change in by-laws. Obtaining parental support for the meeting schedule is helpful in maintaining member participation.



The Order of a Business Meeting

4-H club officers conduct and lead a 4-H business meeting with guidance from you, the leader. Help officers to understand their jobs and write an agenda in advance. Refer to *4-H Club Officers Make the Meeting*.

Business meetings follow a specific procedure:

- Call to order when the meeting opens—(president)
- Pledge of allegiance, 4-H pledge, 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

Minutes of a Meeting

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
- 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



Making and Voting on Motions

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 or she 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 helpers hand out blank slips of paper so the members can write down their vote.
- *Roll Call* – Members vote, one at a time, as their names are called.
- *Honor System* – All members close their eyes and vote by raising one hand. Leader and president count votes.

Sample 4-H Club Meeting

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 Rick Less: *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: *Will the treasurer please present the financial report?*

Treasurer: reports money received, money paid out, and the balance on hand

President: *Are there any questions? If not, the treasurer's report is accepted.*

President: *Has any correspondence been received?*

Secretary: reads aloud any letters, cards, or other correspondence addressed to the club

President: *Will the committee chairs please present their reports?*

Committee: report activities of the committee since the previous club 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.*

Rules of Brainstorming

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 setting goals and following through with their action plan.



Decision Making by 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. A process of selecting options that are understood, supported, and carried out by a group.

How to Make a Decision by Consensus

1. Identify the problem, situation, or issue that requires a decision.
2. Brainstorm a list of alternatives. Record all ideas. The more ideas the better. No idea is to be judged, discussed, or rejected.
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 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 solution receiving the highest number of votes is the preferred decision. 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.



Recreation/Creative Play

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.

Recreation/Creative Play

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 learn while having fun together.

Goals for Fun

Remember, whatever the goal for playing, the main reason youth play games is ! So, be sure to put in their !

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 younger members.)



Play Hard, Play Fair, Be Safe, Have Fun!

Keep your play on the , 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? It is any activity where the focus is 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 club continues to do things together.

Getting and Holding Their Attention

Before you can lead youth, you need to have their attention.

- 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.
- 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.

Be Prepared!

Know the directions for the game. Explain the directions clearly. Get their attention.

Stop While You Are Ahead

Stop the game while their enthusiasm is still high! Channel their enthusiasm to the next planned activity—another game, project activity, etc.



Revised by Gloria Kraft.

Adapted from original titles:

What Makes a Good 4-H Club Meeting? by Keith G. Diem

Running a Smooth 4-H Business Meeting by Judith S. Baillere

Decision Making by Consensus by Betty Ann Smith

Recreation/Creative Play by Rose Mary Bergman and Betty Ann Smith

References:

Bulletin 609, Washington State University.

Fluegelman, Andrew (editor). The New Games Book, Doubleday & Company, New York, NY 1976.

Fluegelman, Andrew. More New Games!, Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1981.

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

LeFevre, Dale N. New Games For The Whole Family, The Putnam Publishing Group, New York, NY 1982.

Leonard, George, "Physical Education for Life", Today is Education. September/October 1975

Terrell, M.S.P. How to Play With Kids, copyright 1989, Play Today, Pacifica, CA.

Weinstein, Matt and Joel Goodman. Playfair, Impact Publishers, 1980.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series



Club Meeting Agenda

1. Call to Order
2. Pledge of Allegiance and 4-H Pledge
3. Roll Call
4. Minutes of Previous Meeting – Read by Club Secretary
5. Treasurer’s Report
6. Correspondence – Read by the President or Secretary
(Note: include 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.



Did You Know...



The National 4-H Pledge and 4-H Motto were approved by state leaders in 1927. And *my world* was officially added to the 4-H Pledge in 1973.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series



4-H Club Treasuries

Obtaining a 4-H Club Treasury

A 4-H club or group treasury is both a privilege and a responsibility. Funds may be raised from club dues, fundraisers, and other sources. It is critical that all local, state, and federal tax regulations be followed. Refer to the *4-H Charter Policy* and the *Treasuries and Fundraising of 4-H Clubs and 4-H Affiliated Groups Policy*.

National 4-H Headquarters requires a 4-H Charter for any 4-H entity to: 1) use the 4-H Name and Emblem, and 2) be included under the National 4-H Group Exemption Number. Only the Director of Extension and the State 4-H Office can issue a charter and obtain federal tax exempt status. A "4-H entity" is defined as any 4-H club or group (advisory council/association). A 4-H Club or Group Charter Application is submitted through the County 4-H Office.

A Chartered 4-H Club or Affiliated 4-H Organization is eligible to apply for federal tax exempt status under the National 4-H Group Exemption Number (GEN) 2704 through the County 4-H Office. As a first step the Chartered 4-H Club or group must apply for an EIN (Employee Identification Number) by completing an SS-4 form with assistance from the County 4-H Office. Once a 4-H club or group receives the EIN, the County 4-H Office forwards this information to the State 4-H Office who then submits it to National 4-H Headquarters. National 4-H Headquarters certifies (through the IRS) the club to be included under the 4-H GEN (federal tax exempt status). The 4-H club or group will receive a Certification Letter directly from National 4-H Headquarters authorizing the club to receive tax deductible donations and grants from private and corporate donors under the 4-H nonprofit status.

Tax Exempt Status – What you can and cannot do under the 4-H GEN

Federal 4-H Tax Exempt Status authorizes a 4-H club or group to receive tax deductible donations and grants from private and corporate donors (as applicable under the IRS code). A 4-H group is exempt from paying federal income tax on funds raised on behalf of 4-H. This tax exempt status DOES NOT exempt your group from any state or local taxes, such as hotel tax, property tax, sales tax, personal income tax, or other taxes. This policy reflects 2008 IRS regulations regarding National 4-H Group Exemption Number (GEN). Subsequent changes or additions to IRS regulations will supercede these policy statements.

New Jersey tax regulations are different. Refer to the New Jersey Charitable Registration and Investigation Act for details. In order to be exempt from paying NJ sales tax, 4-H clubs complete requirements for the ST-5 Exempt Organization Certificate.

Purpose of the Club Treasury

A 4-H club should be concerned with money only to the extent that it is needed to provide supplies or cover expenses to meet the goals set by club members under the guidance of the leader. A club should not raise money just for the sake of raising money. Funds should be targeted for a specific goal and expended in the same 4-H year unless the club is saving for a long-term goal. The Annual Financial Review presented to the County 4-H Office should indicate a minimal balance remaining in the club bank account unless funds are being saved for a long term goal clearly described in the review.

All money raised by or donated to a club becomes the property of that club and not any individual in the club. All property of the club should be included in a written inventory and kept with the treasurer's permanent written records.



How 4-H Clubs are Authorized to Raise Funds

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* 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

See 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 inappropriate and inconsistent with the *Treasuries and Fundraising of 4-H Clubs and 4-H Affiliated Groups Policy*.

Role of Treasurer

While the adult leaders are held accountable for all funds collected and expended, they should guide, supervise, and direct youth members in the responsibility of the office of treasurer. Funds shall be collected by the elected club treasurer. 4-H Cloverbud members are not eligible to serve as officers. Responsibilities for maintaining the club bank account belong to the treasurer, depending on the age and abilities of that member. This includes making monthly deposits of any cash or checks on hand and monthly reconciliation of any bank account statements. The treasurer shall keep written records of the treasury and submit a detailed report (including any income and expenses) at each meeting. The *New Jersey 4-H Club Treasurer's Record Book* should be used as an official record of the 4-H club treasury.

Club Bank Accounts

Any money owned by the club should be kept in a bank account, established under the club or group name and its EIN. Personal social security numbers are not required and should not be used on bank accounts. At least two signatures are required on the account. Ideally it should be the club treasurer and a club leader. If the bank does not accept a signature of a minor, the second signature should be that of co-leader or parent. Under no circumstance should the two signatures be from the same family.

Annual Review of Treasury

Each club or group with a treasury must submit a completed *Annual Financial Review* (see *Treasurer's Record Book*) to the County 4-H Office by March 1st of each year. The treasury records and the bank account records must be 'reviewed' by a committee made up of at least two individuals NOT affiliated with the club.



Tax Liability

Every 4-H organization with an EIN is required to file an Electronic Notice Form 990-N (ePostcard) with the IRS regardless if earnings are \$0 to \$25,000. Groups grossing more than \$25,000 are required to file Form 990. This annual electronic filing notice is the responsibility of the 4-H club leader and is due by May 15th of each year. It is strongly encouraged that County 4-H faculty/staff remind and assist 4-H groups in filing the 990 or the 990-N.

Failure to comply with this requirement is unlawful and can result in prosecution or fines as well as losing the 4-H Club Charter, loss of tax exempt status and the associated privilege of raising funds and having a bank account in the name of 4-H. Each year, National 4-H Headquarters will receive a list from the IRS containing all 4-H groups that filed. This list will be shared with the counties to verify accuracy.

If Your Club Disbands

If your club disbands, the leader must immediately notify the county 4-H staff. All assets shall be assigned to the county 4-H program through the appropriate county 4-H advisory group, designated by the club and approved by county 4-H staff. Under no circumstances are 4-H funds or property transferred, divided, or distributed among individual members, parents, or adult leaders. This should be appropriately described in the club or group by-laws.

Revised by Gloria Kraft and Ginny Powell.

Adapted from original titles:

4-H Club Treasuries by Ginny Powell

Fund Raising and 4-H Club Treasuries by Keith G. Diem

Important Information on 4-H Treasuries by T.C. Buchanan

References

Official references for clubs and other groups involved in fund raising include:

New Jersey 4-H Policies - nj4h.rutgers.edu/policies

National 4-H Headquarters Policies and Regulations - national4-hheadquarters.gov/library/4h_polregs.htm#factsheets



Did You Know...



National 4-H Headquarters—USDA is located within the National Institute of Food and Agriculture (NIFA) and has responsibility for granting authorization of the use of the 4-H name and emblem.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health* Leader Training Series



Guidelines for 4-H Fundraising

When is Fundraising Appropriate?

See *4-H Club Treasuries*, including “Obtaining a 4-H Club Treasury” before attempting any 4-H fundraising. Your 4-H club or group must have a 4-H Charter, EIN (Employee Identification Number), and be certified to be part of the National 4-H Group Exemption Number (GEN) 2704 directly from National 4-H Headquarters. In doing so, this will authorize your club or group to receive tax deductible donations and grants from private and corporate donors under the 4-H nonprofit status. *Your club may not engage in fundraising or collection of dues until you have obtained all of the above.* Refer to the *4-H Charter Policy* and the *Treasuries and Fundraising of 4-H Clubs and 4-H Affiliated Groups Policy*.

When is Fundraising Appropriate?

The purpose of fundraising is to support 4-H club goals and help all members participate in events that might not be affordable otherwise. In addition, it can be an effective way to increase teamwork, leadership skills, and financial literacy. Members should discuss and decide all fundraising issues under the guidance of club leaders. Since members’ parents are often needed to support the effort, it may be a good idea to include them in the discussion. Funds should be targeted for a specific goal and expended in the same 4-H year. Your County 4-H Office can make an exception to this policy if your club has a specific, long-term goal. Raising money should not be the club’s primary activity and is not a requirement for club success.

County-wide Fundraising

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 on fairgrounds, or to provide awards or special programs. Your club should fully support any county-wide fundraising efforts before initiating its own. Consider the fact that many county-wide fundraisers often share a portion of the profits with each club that participates, but it may also be a burden for 4-H families (and the neighborhood) to participate in excessive fundraising. It might even result in negative 4-H public relations. Communicate with the county 4-H staff regarding all fundraising plans.

Setting Goals

Fundraising is a means to reach a specific goal. Such goals might be to help members go on a club field trip, purchase a 4-H/American flag set, sponsor a club recognition banquet, or fund a community service project. Whenever possible, however, people should “pay their own way.” Examples might include members buying their own club T-shirts or members bringing a dish to a pot-luck club dinner. Reserve *club* fundraisers for *club goals* rather than individual needs. An exception might be providing an “incentive” to members—by paying a portion of a member’s expense for 4-H summer camp or 4-H conferences. Whatever the goals for the fundraising event, the club should approve the goal and the event to 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. Fundraising can be a good way for members to learn organizational and business skills. It can also be fun. Consider whether to do fundraising as individuals (such as 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, and 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. Any fundraising activities should be under the direct adult supervision.

Legal Issues

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

Using the official 4-H Name and Emblem is a privilege reserved for Chartered 4-H Clubs and affiliated groups such as advisory councils or leaders' associations. 4-H clubs must submit a *Fundraising Worksheet* to inform the County 4-H Office of fundraising plans in advance to avoid conflict with other 4-H fundraising efforts and program goals. If the 4-H staff determines there is a conflict with other efforts or program goals, or is not informed of the fundraising plans, he or she may choose to deny support or permission for the fundraiser. 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 *4-H Charter Policy* and the *Treasuries and Fundraising of 4-H Clubs and 4-H Affiliated Groups Policy*. It is important to keep accurate records of the funds raised and expended and provide an Annual Financial Review to the County 4-H Office. Accurate records and notes will also help the club evaluate the success of the fundraiser and help in planning future events. Use the NJ 4-H publication *New Jersey 4-H Club Treasurer's Record Book* as the official record of the 4-H club treasury.

Fundraising Success

Your club's fundraising effort can be successful if all members work together toward 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

If your club disbands, the leader must immediately notify the county 4-H staff. All assets shall be assigned to the county 4-H program through the appropriate county 4-H advisory group, designated by the club and approved by county 4-H staff. Under no circumstances are 4-H funds or property transferred, divided, or distributed among individual members, parents, or adult leaders. This should be appropriately described in the club or group by-laws.

Revised by Gloria Kraft and Ginny Powell.

Adapted from original titles:

Guidelines for 4-H Fundraising by Ginny Powell

Fund Raising and 4-H Treasuries by Keith G. Diem

Important Information on 4-H Treasuries by T.C. Buchanan

References

New Jersey 4-H Policies - nj4h.rutgers.edu/policies

National 4-H Headquarters Policies and Regulations - national4-hheadquarters.gov/library/4h_polregs.htm#factsheets



Did You Know...



In 1945 Congress passed the Bankhead-Flanagan Act which recognized 4-H as 1 of 9 Extension responsibilities and provided additional support.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health*

Leader Training Series

Section III

Enriching the Club Experience



Cooperating Agencies:

Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



10 Steps Towards Performing a Successful Community Service Project

A Planning Guide for 4-H Club Leaders

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 many factors. Whatever is decided, it benefits the community as well as your 4-H members. Sometimes adults are reluctant to take on community service projects with youth; they worry the members will not be able to get the job done and the bulk of the work will fall on them. It doesn't have to be that way. With some pre-planning and structured guidance from 4-H leaders, youth and adults working in partnership can accomplish more than we imagine.

Following are some hints in making your community service project both successful and fun:

1. ASSESS

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. BRAINSTORM

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.

Keep a list of the activities that have been suggested.



3. CHOOSE

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.

4. PLAN

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 it should be specific and 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 funding for such projects, especially if you plan far enough in advance. A decision to use club funds must 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!

5. ENGAGE

Share your service project plans with your county 4-H staff. Your county 4-H staff can help you inform local media outlets. They can also inform public officials (ex. Town Mayor, County Freeholders) about your project and invite them to your project site, if appropriate. By engaging the media and public officials you can publicize the efforts of your club and the 4-H program.

6. IMPLEMENT

Carry out the project as planned.

7. RECORD

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



8. EVALUATE

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. SUMMARIZE

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, chair of the project, or other club member.

10. CELEBRATE

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

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

Ideas for Community Service Projects

MAKE IT FUN!

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

- Assist local fund drives such as the 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 families.
- Entertain nursing home patients.
- Clean a park or roadside.



- Build/donate benches for a park.
- Prepare holiday food baskets for 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.
- Provide pet therapy for patients at hospitals or nursing homes.

*Revised by Rachel Lyons.
Written by Keith G. Diem.*

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Getting 4-H'ers Involved in Public Presentations

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

Objectives of the 4-H Public Presentation Program

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

- Express themselves clearly and convincingly.
- Organize their ideas and present them in a logical order.
- Research subjects.
- 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

Demonstration

A demonstration is a planned presentation that puts words into action. It teaches others how to do something by showing and explaining. The presenter describes what he or she is doing and completes a product using actual ingredients or tools. Usually, at the conclusion of a demonstration, the finished product is available for the audience to see, touch, feel, or taste.



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 PowerPoint presentations 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 with 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), oral interpretation of literature, creative movement and dance, musical performance (instrumental and vocal), and puppetry. Performing arts categories can be presented as an individual or as a team of two. The presenter introduces the performing art, performs, and concludes with an opportunity for audience questions.

Main Parts of the Presentation

There are three main parts to every presentation:

- *Introduction:* The purpose is to tell what the topic is, why it was selected, and to capture the audience's attention.
- *Body:* The body of the presentation is the major part 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:* During the summary, the 4-H member has one last chance to review the main points. They should restate the purpose, summarize the major points, and be brief and clear.

Time Limits

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

Where to Give Presentations

- Local 4-H meetings
- County and State presentation contests
- Community Events: mall expos, fairs, county 4-H events
- Schools: classrooms, parent-teacher groups, career days
- Community Service Clubs: Lion's Club, Rotary, Knights of Columbus, VFW



How Leaders and Parents Can Help

1. Encourage your 4-H'ers to give public presentations.
2. Be sure they attend the county 4-H workshop, "How to Give a Public Presentation". If your county does not provide a workshop, plan a club workshop.
3. Use the presentations materials available from your county 4-H office to teach your 4-H'ers how to research and organize a presentation.
4. Assist in gathering facts from local resources.
5. Provide necessary information and equipment.
6. Encourage them to do their own work.
7. Listen to their presentation. Help them Practice, Practice, Practice.
8. Give positive feedback and make constructive suggestions. Building "Self-Confidence" is key.
9. Arrange for them to give presentations to additional audiences such as libraries, afterschool groups, other 4-H clubs and service organizations.
10. Recognize 4-H'ers accomplishments through verbal praise, certificates, or other small prizes.

Evaluating Public Presentations

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

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 Cloverbud members and can also be offered to first timers or other less experienced 4-H members.

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

Revised by Macy Compton.

Written by Elva Parker, Betty Ann Smith, and Donna Woody.



 *Did You Know...* 

In 1924 the 4-H Clover Emblem was patented. In 1939, Congress passed a law protecting the 4-H Name and Emblem. The Secretary of Agriculture has responsibility for the 4-H Name and Emblem. It is protected under US Code "18 USC 707" and may only be used with prior permission.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Judging 4-H Presentations Using PowerPoint

When thinking of PowerPoint, think of it in terms of posters that are enlarged and projected on the wall. Although computer presentation programs provide limitless numbers of options, the way they are used can make the difference between an effective presentation and a distracting, hard to understand presentation.

An important consideration for any presentation is that the 4-H member is the most important part of the presentation. The computer presentation is used to enhance whatever the 4-H member is saying.

Tips for an Effective Presentation

Presence

Position of presenter relative to the screen. The 4-H member should stand to the side of the screen (ideally on the left of the screen as you are looking at them). They should be facing the audience.

The presenter has the same image on the computer that is projected onto the screen. Therefore, the presenter should not be turning to read or look at the images projected on the screen. Constantly doing this could impact scores for *Voice Projection* and *Eye Contact* under the *Presence* category. A presenter looking only at their computer screen is similar to always looking at note cards and would affect *Voice Projection* and *Eye Contact* scores as well.

Presentation

There are several elements that are part of a computer presentation that can affect the effectiveness of the presentation. Poor use of any of these elements could affect the *Use of visual aids, charts, posters* score. Things to look for are listed below.

Text

- *Use the 6 X 6 rule.* This rule states that there should be no more than six lines on a slide and there should not be more than six words in each line.
- *Use easy to read fonts.* While there are lots of different fonts to use, basic fonts are easier to read.
- *Limit font types and sizes.* The sizes of the fonts in a presentation should be consistent throughout. That means all the titles on each slide should be the same font size and the body of the slide text should be the same size.
- *Avoid all caps.* Text in all capital letters is harder to read than text that has both upper and lower case letters.
- *Double check spelling.* The presenter needs to double check spelling beyond just using spell check.

Color

- *Keep it simple.* Use a basic set of colors for the presentation.
- *Remember to provide contrast.* There should be contrast in the colors in the presentation, especially between the text and the background.



Backgrounds (Template)

- *Select backgrounds to enhance presentation.* The background or template should evoke the mood or feeling of the presentation and be appropriate for the topic.
- *Avoid clutter.* Many templates have some sort of border or image incorporated in the design. This can look cluttered if text or graphics cover or overlap part of the background.
- *Be consistent.* Ideally, the same background should be used throughout the presentation. At most, a different background can be used for each part of the presentation. However, there should not be a different background on each slide.
- *Be sure text contrasts with background.*

Graphics

- *Use graphics to make the message clearer.* A graphic should support the presentation and make the message clearer. If the graphic does not support the message, it should not be included.

Transitions and Animations

Transitions are how each slide comes onto the screen. Animations are how the text and graphics come onto and leave the screen. There are lots of ways that slides can come onto the screen. Also, words and graphics can fly in from almost anywhere. Some tips for transitions and animations include the following.

- *Be consistent.* Use the same type of transitions throughout the presentation. In general, the best slide transition is one that the audience does not even know happened.
- *Make them natural.* An animation that feels natural will keep the audience listening rather than trying to figure out where the next set of words will come from. Natural animations: "Drop from above" and "Appear from left."
- *Use for emphasis.* When emphasizing a point, it is appropriate to add a fancy animation.

Sound

Sounds tend to distract from the presenter. Since the audience should be listening to the presenter, it is better just to avoid using sounds.

Summary

Remember, the PowerPoint type program should be supporting the information being presented by the 4-H member. If at the end of the presentation, the audience was distracted by too many words on the screen or text and objects flying in from everywhere, the presentation was not effectively supporting the speaker. But, by remembering these basic tips, PowerPoint type programs can enhance a 4-H presentation.

Written by Annette Devitt.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Record Keeping in 4-H

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

Types of Records

- Summary Sheet or Card; Project Record Book; Index Cards; Scrapbooks; 4-H Story.
- **Digital Media:** Project Record Books are being developed for 4-H project areas. These will allow 4-H members to maintain their record books on computers using (free) software.

Other types of records, such as those listed above, may also be done with digital tools or scanned and added to a member's record book. Digital resources may be used if members have access to the technology and wish to use it. (Traditional pen/paper project books will still be available.)

Why 4-H'ers Keep Records

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

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

- 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 self-esteem and self-confidence.

The 4-H program recognizes youth in a variety of ways. A comprehensive 4-H recordbook 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.* Physical or hard copies of records may be kept in 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.
Digital records may be kept on a computer. (Although it's recommended that you backup files to a CD or DVD.)
- *Save score sheets.* 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.
- *Keep a diary with records of meeting activities, special events, trips, purchases, sales, etc.* The diary can be referred to for writing the 4-H Story and 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 reflect on their experiences. It helps them to visualize their personal growth, skill development, and strengths. It is personal, unique, 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.

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

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 Teen Leader.

- Learning to accept disappointment without defeat
- Learning to be a graceful, considerate "winner" without making others feel inferior
- 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



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

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.

Revised by Dave Foord.

Written by Betty Ann Smith.

References

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

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



The 4-H Fair: Showcase of the Year

What is a County 4-H Fair?

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 fundraising needs of the county 4-H program. Most fairs include a variety of events in order to encourage family participation.

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

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* – Carefully review 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 demonstrations 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.

Volunteer Jobs at the Fair: The Key to Success

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



Goals of the 4-H Fair

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 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!

Written by Rita Natale Saathoff.

References

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



Did You Know...



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

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Planning and Conducting a Successful Program or Activity

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.

Plan!

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? 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.

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.

*Revised by Gloria Kraft.
Written by Keith G. Diem.*

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Planning a Successful Field Trip

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:

Develop a Plan for 4-H Project Learning Activities

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.

Identify a Variety of Potential Field Trips

Look for places that:

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

Some Field Trip Ideas

- Bird sanctuaries and wildlife refuges
- Historical sites and museums
- Natural attractions, including state and national parks
- Hiking, biking, walking, canoeing
- Farms, orchards, greenhouses, nurseries
- Factories and corporations
- Hospitals and veterinary clinics
- Airports, train stations, bus terminals
- Cultural festivals
- Supermarkets and other retail stores
- Zoos, hatcheries, aquariums
- Radio and television stations, newspapers
- Police and fire stations
- Restaurants and bakeries



Make Contact with the Site to be Visited

- 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?

Arrange Transportation

- 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?
- What is appropriate clothing? (Ex. 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 are required as chaperones for overnight events or trips.
- 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. 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 Event Release/Agreement Form for Adults*. 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'er for the 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/videography
- 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?



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.

Don't Have Time or Money to Go on a 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 videography, guest speaker, demonstration, games or simulations. Let kids use their imagination and natural curiosity. Be creative and then nothing is an obstacle to fun learning - in your home or in the field.

Revised by Chad Ripberger.

Written by Keith G. Diem.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



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 teen leaders of 4-H clubs with adults, as summer camp counselors, as 4-H fair division chairs, as well as leading county events and being role models for 4-H youth.

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

Teen leaders should be encouraged to document their leadership experience using the 4-H Teen Leadership Record Book. The record book can serve as a conversation starter between you and your teen leader. As a mentor, you can provide guidance and support as your teen leader develops goals and a plan of action for their leadership project.

Who is Eligible?

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

Teens involved in 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.

What Can a Teen Leader Do?

Teens can take responsibility for many tasks such as :

- assisting club leader with communication to members,
- 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, and
- assisting club leaders with club recruitment.

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 Skills I Could Use?

- *Build a positive relationship by getting to know each other.* No matter what the task, it's best to start by getting to know both the teen's strengths as well as any area where skills will need to be developed. You, as the adult partner and mentor, can encourage trust by sharing which skills you will bring to the team.

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, exchange of ideas and suggestions can begin.

- *Welcome new ideas.* Encourage new ideas and the teen leader's development 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?"
- *Avoid negative phrases such as, "We don't do it that way," and "That won't work!"* Focus on creating enthusiasm and energy in the partnership. 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.
- *Share 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 nor 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.

- *Delegate.* 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.
- Acknowledge the parts that were done well before making criticisms. Be positive and look for the good first!

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.

- *Support each other.* As coach and mentor, you should tell members you expect them to listen, follow directions, and cooperate with the teen leader. The teen leader is responsible for generating some of this respect but needs your consistent support.

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.

Celebrate Your Success as an Effective Team

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.

*Revised by Rachel Lyons, Macy Compton, and Laura Bovitz.
Written by Rose Mary Bergmann and Robin L. Yeager.*



 *Did You Know...* 

Urban club work is not new—it was reported as early as 1906.
City clubs were active during World War I.
Expanded Food and Nutrition Education Program (EFNEP) funding became available to provide 4-H nutrition programs in urban areas in 1969, and funding later included urban gardening.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Expanding Horizons: Exploring the World Through 4-H

Today, as the population of the U.S.A. becomes more diversified and technology provides us with the opportunities to easily interact with people around the world, it is important that youth learn how interconnected we truly are. 4-H global education programs are designed to help young people:

- Learn about other cultures.
- Develop positive cross-cultural attitudes and skills.
- Develop an appreciation for similarities and differences among people.
- Understand that people the world over are affected by events around the world.
- Accept global citizenship responsibilities, i.e. care for the environment, care for each other.

Why Conduct Global Education Programs?

Global education programs:

- Expand the variety of project work to include diverse and advanced project opportunities. For example, a member with a woodworking project may decide to study Scandinavian furniture design.
- Provide opportunities for youth to learn about the diverse peoples in their communities. Youth may decide to learn more about their local area through a community service project. In addition to developing citizenship and service learning skills, they will discover the unique attributes of their own community.
- Expand opportunities for 4-H members. 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 international exchanges.
- Lend themselves to learn-by-doing experiences. A wide variety of hands-on activities give youth the chance to explore the world from the convenience of home.
- Expand young people's knowledge and perspective about the world so that they may begin to understand what is happening, how it affects them, and what their responsibilities are.

There are a variety of delivery modes for global education, including stand-alone clubs, enrichment programs, or incorporation into existing club activities. Ready-to-use lessons, fact sheets and mini-lessons are included in the many global education resources available to 4-H volunteers. These can be used in numerous ways to add a global context to any club meeting or event with short, 15 minute interludes or to develop an entire year's worth of activities. Examples of global education activities are on the following pages.



Activities to Try with Your Club

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 may 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.

World Leaders

Use magazines, newspapers, the Internet, and other media to help youth develop an interest in current events. Find pictures and articles of the world's leaders and other famous people. Play a game by matching names with faces.

Emphasize a Particular Country

- Learn everything you can about a particular country.
- After studying that country, invite someone to share experiences about a country where they have lived or where their ancestors have lived.
- Together 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). These are easy to research on the Internet. Here are some examples:

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



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 our world. Participants are amazed at the number of countries with which they come in contact each day through clothing, food, and technology.

Global Networking

Create a club page on a social network website and meet and learn from youth around the world. Find out what it is like for youth to live in other countries; what's important to them; and what they do for sports, hobbies, and school. Cross-cultural connection will expand knowledge and interest in the world around them.

Explore Global Concerns Related to:

- 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.

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?



Summary

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 community, their state, and the United States, within the context of the whole world. This raised awareness of global issues and global interconnection encourages youth to accept global citizenship responsibilities, including changing their actions based on new knowledge and attitudes and to make a difference in the world.

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!

*Revised by Phillipa Myers and Ginny Powell.
Written by Ginny Powell.*

References

“And My World”, Nebraska 4-H.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H Camp

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.

Lindley G. Cook 4-H Youth Center for Outdoor Education provides youth and adults with a safe environment for fun, hands-on residential outdoor educational experiences; fostering independence, leadership development, respect, tolerance and positive self-esteem. This is accomplished under the guidelines of 4-H and Rutgers Cooperative Extension principles and missions.

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 six 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

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. Participation in 4-H Summer Camp is available to all youth, whether they live in cities, suburbs, or rural communities.

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. Discounts are available for 4-H Members, multiple family members, and early registration.

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 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 fundraisers 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 website at nj4hcamp.rutgers.edu.
- Check with your county 4-H office to see if there is a multimedia camp presentation available to show at one of your club meetings.
- Encourage your members and their parents to take a tour of the camp. Please contact the Program Director to set up a time and date. Or visit the camp during one of the spring community service days listed on the 4-H camp website.
- 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 individuals 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.



Visiting 4-H 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!

*Revised by Jim Tavares.
Written by Keith G. Diem.*



Did You Know...

The 1st National Club Camp was held in Washington DC in 1927. 4-H delegates stayed in tents on the lawn of the USDA property. The goal was to develop and recognize junior leaders in 4-H. It was also perfect timing as Congress was considering the Capper-Ketcham Act which was to provide new funds for Extension. 4-H Club work became part of law with the passing of this act.

In 1957 Club Camp was changed to National 4-H Conference.
NJ 4-H Youth attend this conference each spring.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



State and National 4-H Opportunities for Youth

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. Youth must be enrolled as a registered 4-H member by January 1 of the current year to enter any NJ state or national 4-H competition—including the selection process for the National 4-H Conference, National 4-H Congress, and Citizenship Washington Focus. 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.

Regional 4-H Teen Conferences

Regional 4-H Teen Conferences, North Jersey 4-H Teen Conference (NJTC) and South Jersey 4-H Teen Conference (SJTC), are held each year in February-April at a hotel within the region. 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, within that region. Members of the State Teen Action Council (STAC) are also invited to attend. The conference 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.

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. Check the New Jersey 4-H website for current events.

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 10 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 and National 4-H Headquarters, 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 late March or early April at the National 4-H Youth Center in Chevy Chase, Maryland, the conference gives teens the opportunity to work in "advisory groups." These groups discuss current issues and make recommendations. 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 State 4-H Association, county support, and additional outside funding.

Citizenship Washington Focus

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 Youth 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 9-12, to CWF and delegate selection procedures are determined at the county level. The process usually begins in the preceding fall. All selected delegates must complete application forms that are forwarded to the state 4-H office in mid-March. All selected delegates, and at least one parent, must attend a mandatory orientation meeting held in June.

Partial sponsorship is often received from the New Jersey 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 community-based businesses or service clubs.

New Jersey 4-H State Teen Action Council (STAC)

4-H members in the 9th-13th grade are eligible to participate. In the fall, each county selects 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 Cook 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 NJTC as well as the SJTC events.

Revised by Macy Compton.

Written by Rita Natale Saathoff and Donna Woody.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Promoting 4-H and Getting More Members for Your Club

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.

Happy Members are the Best Promotion

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.

Welcome New Members

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. Some youth may be shy and have a difficult time 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

For your message about 4-H to be believable, your club must practice what they preach. Members should be examples of youth who are respectful and service minded. 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, education is the mission 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. What people think (their perceptions) is as influential as the facts. Therefore, your promotional efforts should be positive and polished. It need not be perfect, but avoid shabby, poorly planned 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. Be consistent over time and keep the 4-H name and emblem in the public eye. 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.



Be Creative!

Because people today are bombarded by all sorts of sensory stimuli through multi-media, 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.
- Ask your county 4-H staff to send press releases about your club’s activities to local newspapers, radio, and television stations. This is a good job for a club secretary or reporter, with the help of an adult.
- 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.
- 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.

Revised by Gloria Kraft.

Written by Keith G. Diem.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



How Effective is Your 4-H Club?

A Checklist for Success

Successful clubs result from all members and leaders working together. They use five sequential phases of learning: getting acquainted, goal setting, action, measuring progress, and recognition of members' achievements. Here is a checklist to help determine how well your club is doing. For the most honest results, ask several people independently to complete it—such as other leaders, parents, and members. To make the best better, work to improve your club's weak points. If you need help, ask your county 4-H staff.

Organizations and Meetings

	Yes	No
• Are meetings held at regular times and places, convenient for all or most of the members?	<input type="checkbox"/>	<input type="checkbox"/>
• Does your club meet regularly (at least once a month) for nine or more months of the year?	<input type="checkbox"/>	<input type="checkbox"/>
• Does your club hold at least one business meeting a month?	<input type="checkbox"/>	<input type="checkbox"/>
• Do your club's business meetings follow a regular order of business?	<input type="checkbox"/>	<input type="checkbox"/>
• Do meetings follow basic parliamentary procedure and flow in an orderly fashion?	<input type="checkbox"/>	<input type="checkbox"/>
• Does your club follow the by-laws established with your charter? (See <i>Creating 4-H Club By-Laws</i> .)	<input type="checkbox"/>	<input type="checkbox"/>
• Does your club own or have access to 4-H and American flags so the Pledge of Allegiance and 4-H pledge can be made at meetings?	<input type="checkbox"/>	<input type="checkbox"/>
• Are meeting rooms arranged so people are comfortable and feel part of the group?	<input type="checkbox"/>	<input type="checkbox"/>
• Is your club and its meeting place accessible to members with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
• Are parents individually asked to help with specific club functions, such as teaching a lesson, helping with a club banquet, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
• Are club activities planned far enough in advance so all members can attend?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the club have at least one registered adult leader appointed and trained by county 4-H staff?	<input type="checkbox"/>	<input type="checkbox"/>



Member Involvement

	Yes	No
• Do all members know each other or are provided opportunities to mix well and learn about each other?	<input type="checkbox"/>	<input type="checkbox"/>
• Are all members made to feel equally welcome and comfortable to participate in meetings and activities?	<input type="checkbox"/>	<input type="checkbox"/>
• Are both boys and girls from all backgrounds readily accepted into your club?	<input type="checkbox"/>	<input type="checkbox"/>
• Are members elected as officers to run club meetings?	<input type="checkbox"/>	<input type="checkbox"/>
• Are officers and other members involved in planning and conducting meetings and activities with minimum adult intervention?	<input type="checkbox"/>	<input type="checkbox"/>
• Do older members help, not inhibit, younger members? (Are older members given an opportunity to help?)	<input type="checkbox"/>	<input type="checkbox"/>
• Are main points of the county 4-H newsletter announced/discussed at each meeting?	<input type="checkbox"/>	<input type="checkbox"/>
• Are all 4-H families encouraged to access the county 4-H website and also submit club announcements for posting to the website?	<input type="checkbox"/>	<input type="checkbox"/>
• Does your club conduct a community service project?	<input type="checkbox"/>	<input type="checkbox"/>
• Does your club regularly promote 4-H in a positive way?	<input type="checkbox"/>	<input type="checkbox"/>
• Do members participate in county-wide 4-H functions (beyond the club and project), such as the county fair?	<input type="checkbox"/>	<input type="checkbox"/>
• Do members give public presentations at club and/or county level?	<input type="checkbox"/>	<input type="checkbox"/>
• Does your club send a completed "4-H Club Meeting Report" to the county 4-H office at least once a month?	<input type="checkbox"/>	<input type="checkbox"/>



Learning and Fun

	Yes	No
• Does each member participate in at least one approved 4-H project?	<input type="checkbox"/>	<input type="checkbox"/>
• Are activities/projects done by the club interesting and challenging to both young and older members?	<input type="checkbox"/>	<input type="checkbox"/>
• Do meetings include get acquainted activities/recreation, business project work, and/or another education program?	<input type="checkbox"/>	<input type="checkbox"/>
• Do members pay attention at meetings, and is excessive talking kept to a minimum?	<input type="checkbox"/>	<input type="checkbox"/>
• Are members able to learn by <i>doing</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
• Does your club recognize its members' positive points in many ways, without relying too heavily on competition?	<input type="checkbox"/>	<input type="checkbox"/>
• Do members complete 4-H projects on time and keep record books up to date?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the club a good balance of learning and fun?	<input type="checkbox"/>	<input type="checkbox"/>
• Will kids be better off because they were members of your 4-H club?	<input type="checkbox"/>	<input type="checkbox"/>

Ask your county 4-H staff how you can become a NJ 4-H Honor Club.

*Revised by Gloria Kraft.
Written by Keith G. Diem.*



Did You Know...



The National 4-H Youth Center opened in 1959 in Chevy Chase, Maryland - the site of the former Chevy Chase Junior College.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



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?

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

SCANS Workplace Competencies

- *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, and 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 fits 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 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.

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 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.

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:



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 team schedule Select Woodworking manual Identify most pertinent chapters to be covered	Select equipment and tools Allocate money, time, space Acquire & evaluate data Interpret, communicate, read, problem solve
Study and Practice	Complete self-study chapter before each meeting, take test Building 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 to self and others	Acquire and interpret data Use computers, communicate Apply technology to specific tasks Self esteem, integrity, responsibility, sociability, and customer service

Workforce Skills Resources

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 more information.

Written by Gloria Kraft.

References

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



 *Did You Know...* 

A 3-leaf clover emblem was used for awards in the early 1900's.
The original H's were Head, Heart and Hands.
After World War I, Health was chosen over Hustle as the 4th H.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Character Development in 4-H

4-H is NOT about winning. It's NOT about doing better than others. 4-H IS about doing the best you can. It IS about being the best you can be. It IS about making this world the best it can be. IT'S ALL ABOUT CHARACTER!

4-H helps youth develop the skills they need to be successful, community-minded citizens. One of the ingredients of a successful individual is good character.

What is Character?

Character is the moral substance of a person that identifies him or her as a good person. The choices a person makes and the actions a person takes define his or her character. Good or strong character must be carefully developed in our youth by adults who provide clear and realistic expectations, good examples, and reinforcement.

Character development is primarily the responsibility of the parent, but it takes an entire community to raise a child. No parent, educator, religious, or youth organization can do the job alone. The importance of character must be taught and constantly reinforced through clear expectations and consequences as well as through the good example of many adult role models. As a 4-H volunteer, you are an excellent role model for 4-H members. You have a responsibility not only to clearly communicate expectations of good character on the part of 4-H members, but also to model your own good character.

The Six Pillars of Character

Michael Josephson, founder of CHARACTER COUNTS!™ and the Josephson Institute of Ethics, convened a group of individuals representing every socio-economic, cultural, youth, and religious group in this country. The group agreed that the following "Six Pillars of Character" are the building blocks of good character as accepted in the United States of America:

- *Trustworthiness.* Be honest, be a person of integrity, be loyal, be reliable, build a good reputation, don't repeat gossip or say things that will hurt the reputation of others.
- *Respect.* Treat others with respect, be tolerant of differences, follow the Golden Rule, be considerate, use good manners, deal peacefully with disagreements, don't use foul language.
- *Responsibility.* Do what you are supposed to, follow through on commitments, be accountable, think before acting, consider the consequences, persevere, be self disciplined, use self control, do your best.
- *Fairness.* Follow the rules, be open-minded, listen to others, do your part, share, don't take advantage of others or unfortunate situations, give credit where due.
- *Caring.* Be kind and compassionate, express gratitude, forgive others, help others, show you care by your actions, be a peacemaker.
- *Citizenship.* Obey laws and rules, respect authority, cooperate, do your share to make your community better, stay informed, vote, protect the environment and those who can not protect themselves.



4-H Develops Good Character

The New Jersey 4-H Youth Development Program is a member of the National CHARACTER COUNTS!™ Coalition, a group of over 500 youth and civic organizations who wholeheartedly endorse the "Six Pillars of Character." The 4-H pledge and motto support character development.

The 4-H Pledge

I pledge My head to clearer thinking, My heart to greater loyalty, My hands to larger service, and My health to better living for my club, my community, my country, and my world.

The 4-H Motto

"To Make the Best Better!"

Incorporating the Pillars with Your 4-H'ers

Youth need to know what is expected of them at meetings and 4-H events. The easiest ways to incorporate character development into club meetings are setting clear expectations, holding young people accountable for their actions, and having reasonable consequences for breaking the rules or not being responsible. Club leaders and parents can help integrate the pillars in club meetings by:

- Setting the expectations and consequences as a group.
- Discussing one pillar per month.
- Sharing experiences the members have that relate to the pillars and how those experiences made them feel.
- Discussing the pillars prior to election of officers, emphasizing the connection between good character and a good officer and the pillars officers need to exemplify.
- Encouraging members to do presentations related to the pillars.
- Planning community service activities. Do a two minute service project at each meeting. Make the world a better place by doing something to improve every place you go.
- Discussing pillars in preparation for the fair: i.e. . . . following the rules, doing your own work, respecting judges' decisions, helping younger members with their projects, displaying good sportsmanship, etc.
- Making an exhibit for an event (fair, window display, community days, bulletin board, etc.) that focuses on one or all of the pillars.
- Discussing quotes of character and letting the youth develop their own character quotes as well as one that can be a club motto. Quotes of character can be found on the website: www.charactercounts.org.



Decision Making with Character: Doing the Right Thing

When faced with a tough decision or one that may be ethical in nature, use the following CHARACTER COUNTS!™ model. For example: a committee member decides not to follow through on a commitment. Answer the following questions:

- Who will be affected? How will they be affected? Anyone who is affected by the decision is a stakeholder in that decision.
- Run the decision through the Six Pillars: Is it trustworthy, respectful, responsible, fair, and caring? Does it exemplify good citizenship?
- If living up to one or more of the six pillars means violating another, am I doing what is best for the greatest number of people or society as a whole?
- If everyone did it, would it be a good thing?
- If your decision was published on the front page of the newspaper, would you be proud of your decision?

Your Role in Developing Character

Helping your 4-H members develop good character is an important responsibility of the 4-H Leader. Be prepared as a leader to demonstrate good character yourself. Teaching by example is the best approach. Always remember, your 4-H'ers are watching!

Words to Ponder & Quotes of Character

- *Trustworthiness.* How many times can a person lie to you before you consider them a liar? If you find out that someone you trusted twisted the truth to keep you from being upset, would you be happy? Would you still trust that person? If you have ever twisted the truth to protect someone else's feelings, do you think that person would be happy with you if they found out? Would they trust you?
- *Respect.* "Sir, I will treat you like a gentleman, not because you are one, but because I am one." — Sir Winston Churchill
- *Responsibility.* "All that is necessary for the forces of evil to win is for a few good people to do nothing." — Michael Josephson
- *Fairness.* "Everything we do and say makes a difference. It can start a chain reaction that affects the actions and decisions of hundreds of others. Everything you do sends a message. What messages are you sending?" — Michael Josephson
- *Caring.* "The best way I know to overcome an enemy is to make him a friend." — Abraham Lincoln
- *Citizenship.* "Never doubt that a small group of thoughtful committed people can change the world. Indeed it is the only thing that ever has." — Margaret Mead.



*Revised by Macy Compton and Laura Bovitz.
Written by TC Buchanan.*

References

CHARACTER COUNTS!™ Josephson Institute of Ethics, www.charactercounts.org.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Enhancing Your 4-H Club with Technology

While technology has the capacity to expand our world of experience, it also has the ability to isolate us from those around us. Contrast the vast possibilities of the Internet with a lonely teen texting in a crowd of friends s/he has yet to meet.

4-H believes members should learn about technology as a means to better communicate and develop skills that will transition as new technologies emerge. In this sense, technology should be seen as a tool to advance what 4-H has been doing for many years. The focus should be on generalized skills that may be transferable. For more information on 4-H and technology see *Science, Engineering, and Technology: A National 4-H Mission Mandate*.

Another thing to remember with technology is that there are times when a goal may be accomplished more easily without it. For example, basic math may often be done without a calculator.

How?

There are many ways that technology might assist your club. If you are unfamiliar or uncomfortable with technology, your county 4-H staff/faculty may be able to help. Check with parents and even club members; they may have equipment or experience to help you use technology to enhance your club's experiences.

Communications

Digital Video Cameras

As your 4-H club or group does an activity have members record it with a camcorder. Most camcorders include software and cables that will allow you to transfer footage to a computer for editing. There are many simple editing tools available. It is likely that one was included with your computer's operating system (Mac or Windows).

Members may choose to edit the footage and create a short video using effects such as background music, title cards, and possibly special effects. The final version may be burned to a CD/DVD or possibly posted to a web video site (with appropriate precautions and permissions).

The software included with your computer's operating system (Moviemaker on Windows or iMovie on Macintosh) is easy to use. Members may actually enjoy taking on a video project. Club video projects are a great way to document activities and express creativity.

Digital Cameras (still photography)

Digital cameras are now widely available. Models range from basic to highly technical and are even built into cell phones and other electronic devices. Members should be encouraged to document your club's events (fundraising, fair, community service, etc.) Combined with a simple press release, you can share information about your club.

Photography should also be encouraged as a means of expression and an opportunity to collect information that may be included in digital record books. Pictures can help members capture memories and experiences throughout their 4-H career. If you or others have skills with software programs such as *Photoshop*, you can help members learn how to improve and experiment with



photographs. This could include basic skills such as cropping, correcting color, and adjusting exposure. Your club members may share their images at club meetings or on the web using sites such as *Flickr* and *Picasa*.

Opportunities for Photography and Videography

(See *4-H Events* for more information.)

- Parades
- Publications
- Field trips
- Community service events
- County 4-H fair
- Demonstrations or guest speakers during club meetings
- 4-H parties (Halloween, holidays)

Possible Projects:

- Video slide show of the club's 4-H year (set to music)
- Video with still and video footage with voiceover descriptions and music
- A club display with photos and captions for events such as the county fair and conferences
- A club scrapbook that includes pictures, captions, and stories

Blogging and Websites

In recent years, websites have come forward that can assist you in developing a simple web presence for your club. A web presence can be a useful resource for things such as listing club meetings, recruiting new members, and sharing information. All of the sites listed below are available at no cost:

- *Yahoo! Groups* (groups.yahoo.com): a Yahoo! Group is any group that uses Yahoo! Groups to privately share info, images, ideas, and more on the web.
- *Google Calendar* (google.com/calendar): allows you to setup a free online shareable calendar service that may be accessed by your club's members and parents.
- *Blogger* (www.blogger.com/start): a blog is a web site, where you write stuff on an ongoing basis. New stuff shows up at the top, so your club members and parents can read what's new. Then they comment on it or link to it or e-mail you.
- *Wordpress* (wordpress.org): WordPress is a state-of-the-art publishing platform with a focus on aesthetics, web standards, and usability.

Developing online club resources can save you time scheduling for your club while improving your communication with 4-H members and parents. If you are uncomfortable setting up these resources, see if a parent or club member (or a member/adult team) would be interested in taking this on as a project for the club. Be sure to follow NJ 4-H website policy: www.nj4h.rutgers.edu/policies/web-policy.pdf.



Using Technology to Enhance 4-H Events

Public Presentations

Video recording is an excellent way for 4-H members to rehearse and refine their public presentations. Members can watch with leaders and adults to evaluate areas for improvement. In time, technology may allow us to add videos of presentations to the digital record book format.

Interested 4-H members might use the videotaping of club presentations as an opportunity to practice and develop video shooting and editing skills. Do you have access to more than one video camera? Have members record from different angles. Have one member use a tripod and another take hand-held footage.

Video recordings of presentations may be shared (with appropriate permissions) on sites such as *YouTube*. Friends, relatives, and those unable to attend the live presentation will be able to enjoy it. This can be a great way to share the 4-H experience!

Demonstrations

4-H club members could develop a demonstration related to your club's activities. With appropriate permissions the video demonstration could be posted on a public or private sight for viewing (ex., *YouTube*). An extension to this would be to add a link from your blog or website.

There are resources available online and through your library that may help 4-H club members develop a video project. Resource guides help members organize and develop basic skills needed in the process of storyboarding, scripting, planning, shooting, and editing a video project.

Project Record Books

Project record books are being converted to a digital format that will allow 4-H members to maintain them on a computer. All of the information 4-H members currently record in their project record books will remain the same. However, the digital format will make it easier for members to add pictures as a supplement to the *4-H Story* and *Events* sections.

The digital format should also assist 4-H members in maintaining and retaining their record books over successive years. This will allow 4-H members, parents, and leaders to monitor and reflect on member's growth over time. In some project areas, data collected may allow members to practice research skills (see *Record Keeping in 4-H* for more information).

Spatial Information

GPS

The Global Positioning System (GPS) is a global navigation satellite system. While GPS has many applications, it is often used for navigation purposes. It uses a constellation of satellites that transmit signals allowing GPS receivers to determine location, time, and velocity. Some of the applications for GPS include map-making, land surveying, commerce, scientific uses, and hobbies such as geocaching.

GIS

A geographic information system (GIS) captures, stores, analyzes, manages, and presents data that refers to or is linked to a location (the location is often acquired by a GPS unit). GIS software applications are tools that allow users to create searches and analyze spatial information, edit data, create maps, and present the results of all these operations. While GPS and GIS may sound complicated, there are ways for 4-H members to gain experience with this technology.



GPS/GIS projects for Your Club

Geocaching

Geocaching is an outdoor treasure-hunting game in which the participants may use a GPS to hide and seek containers (called “geocaches” or “caches”). A typical cache is a small waterproof container containing a logbook and “treasure,” usually toys or trinkets of little value. There are over 823,000 geocaches registered on various websites devoted to the pastime. Geocaches are currently placed in over 100 countries around the world and on all seven continents.

Questing

A questing course may also be set up interpretively to provide information about natural features or social history of an area. Much like a scavenger hunt, a quest leads participants from location to location, often using poetry and riddles as clues.

Take a Hike—Make a Map

Take your group on a short walk using a handheld GPS unit. The GPS should have a function that allows you to track your trip. When you return, you can download/import the data collected from your unit into a simple GIS program such as USA Photomaps (jdmcox.com). This type of software will allow you to superimpose the GPS data over a map and add additional information.

Invite a local GIS professional to your club to tell you about how GIS/GPS technology is being used in your community. Contact the NJ Geospatial Forum (https://njgin.state.nj.us/OIT_NJGF/index.jsp) to locate a professional in your area. Also, see the Rutgers Center for Remote Sensing and Spatial Analysis (deathstar.rutgers.edu).

Music

Software exists such that 4-H groups may record and edit music they have written and/or recorded. Working with music in this way is a great way to learn about the recording industry and expand a member’s interests. What should be discouraged is the manipulation of licensed (copyrighted) materials (those recorded by commercial artists). Trading or using this music for video projects (while widely practiced) is inappropriate for 4-H members. Respecting the rights of artists by not doing this is where character counts.

Science/Technology Projects

There are many sources to support and assist 4-H members with science or construction projects. Downloading directions or even uploading successful projects may be a great way for 4-H members to get hands on engineering and technology skills. In some cases the materials or construction processes may be beyond the 4-H member’s capacity. This is where the guidance and help of an adult or teen mentor can make all the difference. Check out some of the resources below for club projects or for a member in your club:

- *Instructables* (instructables.com): a web-based documentation platform where people share their enthusiasm for what they do and how they do it. You can learn from and collaborate with others.
- *Make Magazine* (makezine.com): MAKE Magazine brings the do-it-yourself mindset to all the technology in your life. MAKE is loaded with exciting projects that help you make the most of your technology at home and away from home. This site celebrates your right to tweak, hack, and bend any technology to your own will.

Written by Dave Foord.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Navigating Communication Across Generations

Many of us remember when the primary method of communicating with others was to write a letter or pick up our home telephone and make a call. For some, e-mail was difficult to learn at first. However, for most adults e-mail is a common tool used in the workplace, to communicate with friends and family, or to use for sending information or sharing pictures. For teens, these methods of communication are used primarily to communicate with adults. For communication with other teens, it's a different story.

Communicating with Teens

The lives of most teens revolves around time spent online, is always changing and involves different methods of communicating that are unfamiliar to many adults. Technology has become the norm in communication for most teens as text messaging, instant messaging, and sharing of information on social networking sites rivals in-person communication. Teens live in a world filled with different types of communication technologies. The internet and cell phones have become an integral part of their daily lives (Lehnart, Madden, & Hilton, 2005). Most teens will send a text message to a friend before they pick up the phone to call them. Facebook and MySpace are two of the more popular social networking sites used by teens. These and other sites are used to send messages to friends, share pictures, bulletins and blogs, and have become a place where teens can create and share their own online personality.

Staying Connected with Teens

It is a benefit for 4-H leaders who work with teens to be aware of the many different communication technologies used by teens. Becoming familiar with the many different methods teens use to communicate and share information can help adult leaders better understand the complex world of teen communication and lead to a better working relationship. A "connected" adult can work more effectively with teens and help them make proper online decisions, as well as help them become better offline communicators. 4-H leaders should understand that the exact communication technologies used by teens may change but the need to communicate online and instantaneously will not.

- Be familiar with the methods teen 4-H'ers use to communicate with their friends. A 4-H leader does not need to develop their own MySpace or Facebook page but should be well aware of the positive and negative aspects of these sites and other methods of communication used by teens.
- Develop expectations for teens at meetings and events. In many instances, talking during meetings is now replaced with text messaging during meetings. Be sure that the same behavior standards are being used regardless of the method of communication. Explain to teens that cell phones should be turned off or put on silent during meetings.
- Make teens aware of the consequences of sharing too much information or posting inappropriate comments or photos on a public site. Many youth have hundreds of "friends" online and will accept complete strangers as their online friends. Some may indicate that they never communicate with people they don't know online, but they will post their complete address and cell phone number, which can be accessed by anyone. They may not be aware of or thoroughly understand the consequences of posting their personal information. Despite the age requirement for these sites, many younger teens will create their pages and develop a persona different from their actual age. Some



may also provide through their "online status", a detailed description of exactly where they are such as, "at 4-H from 6-9 then at Stacey's house." These online safety issues can be discussed individually with teens or be used for a general discussion at a club meeting. Leaders may want to invite an expert on internet safety, such as a sheriff's officer, to a club meeting to speak to youth or parents on this subject.

- 4-H leaders can find positive ways to use social networking sites for use by 4-H clubs. A 4-H leader, young adult leader or older teen can start a 4-H online group specifically for communication among club teen leaders. Blogs, monitored chat rooms, and safe networking sites can be used by teen groups to communicate and share information, but should be monitored by an adult. Be sure that only approved members are invited to join groups or post items and that all youth connected to the site do not have inappropriate material linked to their site. Be sure teens understand the expectations of being included in these groups.
- As a 4-H adult leader participating with online social networking sites, be sure to use these sites wisely as a role model for youth. Make sure your information, pictures, and postings are all appropriate for viewing by 4-H members. If they are not, maintain separate sites for your friends and for the teens in your program. Be sure not to accept teens as "friends" if they have inappropriate material on their site. Being connected to teens through these sites can be helpful to build and preserve communication but needs to be used appropriately.

The methods teens use to communicate with their friends continue to change and evolve. Teens have access to instantaneous communication with friends they may rarely see in person and are able to use multiple communication styles at one time. For many adults, this is difficult to comprehend. By developing an understanding of how and why teens communicate as they do, a 4-H leader can have a better working relationship with the teens in their clubs.

Written by Laura Bovitz.

References

Lenhart, A., Madden, M., Macgill, A. & Smith, A. (2005, July). Teens and Technology, *Pew Internet and American Life Project*, retrieved from http://pewinternet.org/pdfs/PIP_Teens_Tech_July2005web.pdf.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Citizenship: A National 4-H Mission Mandate

Citizenship is a set of abilities that give youth the capacity to move beyond one's self-interest and to be committed to the well-being of their community and their world. It is about enabling youth to envision the future and make decisions on their own. Citizenship is an important part of our 4-H mission that empowers youth to take positive action to create the quality of life they desire for themselves and their communities.

"Active citizenship" is the philosophy that all citizens should work toward the betterment of their community through financial giving, public service, and volunteer work to improve life for everyone. Since these habits must be learned and developed, 4-H uses a learn-by-doing approach to teach active citizenship. Learning of this kind requires an environment where youth can flourish and grow, one where they can express their opinions and feelings without embarrassment or fear of rejection.

Since citizenship is an ongoing and intentional process, it is important that 4-H leaders understand that they can provide positive opportunities, support and resources for young people to become engaged and to make a difference in their communities.

Turn to the four H's as a guide when designing opportunities for your club members to develop their citizenship abilities:

Head

Help youth see opportunities for ***Independent*** thinking. Provide them with citizenship knowledge and understanding that focuses on relevant, real-life issues facing young people and society. Encourage them to think for themselves and develop skills necessary for group decision making.

Heart

Create the environment for club members to feel that they ***Belong***. Set the stage for a positive relationship with a caring adult in a safe, inclusive environment. Help members understand themselves and broaden their view of their place in the world around them, recognizing the responsibility they have to show compassion for others.

Hands

Design opportunities for 4-H'ers to practice ***Generosity***. Guide youth to put their imagination to work as they practice service for others. Encourage and guide them to serve, first through their 4-H club and county wide 4-H involvement, then, on their own in the community. See *10 Steps Toward Performing a Successful Community Service*.

Health

Provide guidance and support for youth to develop a sense of ***Mastery*** as their citizenship abilities grow. Such abilities contribute to healthy lifestyles and healthy communities. Work in partnership with youth in planning, implementing, and evaluating community service projects. Take time to discuss the leadership skills gained and also celebrate the success of the service project. Reflecting on the impact of their service on themselves, others, and the entire community will help prepare 4-H'ers for a lifetime of active citizenship.



You could also use the following resource as a guide:

- Citizenship Adventure Kit

Description: Designed to engage youth in changing a piece of the public world, discovering the possibilities of democratic citizenship and building a commitment to taking action in new and exciting ways. Youth plan a project that will create, change, or improve.

<http://www.4-hmall.org/detail.aspx?ID=736855>

Written by Macy Compton and Rachel Lyons.

References

National 4-H Headquarters Mission Mandate: Citizenship.
<http://www.fourhcouncil.edu/citizenship.aspx>

Congresslink provides information about the U.S. Congress, how it works, its members and leaders and the public policies that it produces.
<http://www.congresslink.org>

Civic Engagement: Afterschool Activities for Citizenship, Leadership and Service.
http://www.4-hafterschool.org/uploadedFiles/Resource_Guides/CivicEngagementAfterSchoolActivities.pdf

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Science, Engineering, and Technology: A National 4-H Mission Mandate

Why Teach Our 4-H Youth About Science, Engineering, and Technology?

Our nation is facing a significant workforce shortage in the critical science, engineering, and technology fields that will put our leadership as a nation at risk. Studies show young Americans do not have the science, engineering, and technology career skills necessary to meet our country's future workforce needs:

- Only 18 percent of high school seniors are considered proficient in science. (NAEP 2000)
- A mere 5 percent of college undergraduates earn degrees in science and engineering. (*Rising Above the Gathering Storm* 2006)

To remain the great nation it is today, the United States needs to remain at the forefront of technology and vigorously pursue solutions to help energize and educate a changing world.

So How Can 4-H Help?

Our goal in 4-H is to teach youth that science is fun and that they can be good at it. Our youth need to know that knowledge of science enables us to think critically and ask good questions. Without scientific knowledge, we are wholly dependent on others as "experts." With knowledge of science, engineering, and technology (SET), youth are empowered to become participants rather than observers. Ultimately, SET is a resource for becoming a critical and engaged citizen in a democracy.

4-H provides youth with the opportunity to "tinker" with science, engineering, and technology in ways they often don't get to do in a formal school environment. In the age of nationally mandated proficiency tests, classroom teachers don't often have time to allow kids to tinker, explore, and think like a scientist.

4-H Volunteers Can Make a Difference

The 4-H Youth Development program creates opportunities for youth to develop skills, practical knowledge, and wisdom through observing and learning through experience.

The 4-H Youth Development emphasis is on practical application of knowledge or "learning by doing" to develop skills and acquire a sense of responsibility, initiative, and self-worth.

As a 4-H club leader, you recognize the importance of developing activities and programs for members that allow youth to learn while having fun. SET activities can be incorporated in any type of 4-H project or event. 4-H SET activities provide youth with hands-on learning experiences that foster exploration, discovery, and passion for the sciences.



To make sure your 4-H club's activities incorporate Science, Engineering, and Technology, design your activities so they include:

- The Essential Elements of 4-H Youth Development
- Some SET abilities
- Youth/Adult Partnerships (See *Creating Successful Youth - Adult Partnerships*)
- Programs delivered in a variety of settings and locations and involve diverse audiences

The 4 Essential Elements of 4-H Youth Development

- Independence (*Head*) - to think, plan, and reason
- Sense of Belonging (*Heart*) - to gain a sense of connection to others in the group and be part of positive activities
- Generosity (*Hands*) - to demonstrate concern with the welfare of others, accept responsibilities of citizenship, and develop positive attitudes
- Mastery of Skills (*Health*) - to apply the skills learned to be self-motivated, competent, and successful

SET Abilities: The Skill Sets That Youth Should Incorporate into Their Projects

Our job in 4-H is to help kids practice thinking and behaving like a scientist. Young children usually have the creativity and natural curiosity to do this already so your job should be easy! Overall, 4-H volunteers should focus on guiding youth through the process of scientific inquiry. As a 4-H volunteer you can set up activities that:

- Engage kids in thinking and reasoning about evidence or information.
- Allow kids to work together in cooperative groups to explore ideas and information.
- Allow kids to build a model that explains their understanding of a SET content area. A model could be a drawing or any other physical representation of their ideas about science. Encourage kids to use technology to express their understanding of science.
- Encourage kids to talk and to discuss their ideas about science. Kids should make predictions, then collect data (evidence) through measuring and researching, and finally, analyze their data.
- Perhaps most importantly, encourage kids to examine, review, and evaluate their own knowledge. Challenge youth to develop solutions, compare, and communicate their findings with others.

Ways to Integrate SET in 4-H

There are many ways to integrate and elevate 4-H SET in projects and programs. It can all start with bringing in partners to help you. Here are a few suggestions:

Working With University Faculty and Staff

You might also contact the science department at your local university and see if there is a professor willing to work with your



youth. Often scientists are required to demonstrate the “broader impacts” of their research. Your club may be just the outlet he or she is looking for to share their knowledge beyond the confines of campus.

Partnering With Your Local Science Center, Zoo, or Aquarium

Informal Science Education facilities around the state are looking for opportunities to work with you to engage kids in science learning. Many have interesting science programs and residencies in addition to staff/experts willing to help you develop exciting science, engineering, or technology experiences for your club or afterschool program.

Citizen Science Projects

There are many opportunities available to help your 4-H club practice being a scientist. Project Stardust, Journey North, and Audubon’s Christmas Bird Count are three examples of online projects where your 4-H kids can participate in collecting, measuring, or computing scientific data. These projects are designed to allow volunteers who do not have extensive training or expertise to contribute to real scientific research.

Digital Photography and Video

We usually take 4-H pictures for personal record books, club scrapbooks, publicity, or to preserve our personal 4-H memories. Allow your members to come up with creative uses for digital photography and video for public displays, creative presentations, teaching modules or a fun way to present club highlights. There are a variety of free and commercial products that you can use to work with digital photographs and video productions. Don’t forget to look for open source and free trial/demo software that you can use for workshops or meetings.

Geospatial Technologies

GPS (Global Positioning Systems) are the satellite-based technologies that tell us where things are. GIS (Geographic Information Systems) is the software that utilizes maps to expand on GPS data. GPS and GIS technologies are being used by a variety of businesses. GPS use goes far beyond keeping drivers from getting lost!

Wildlife and forest management, agricultural production and pest management, emergency management, community management, and law enforcement are using geospatial tools in their work. Ask the youth to think about ways they can use GIS and GPS in their 4-H projects.

Your county or municipal government is using GIS/GPS technology to manage resources and plan future growth. Local professionals may be able to provide you with maps that illustrate vital and interesting information on how this technology is being used. Contact your local GIS professional through the NJ Geographic Information Network.

Microscopes

Scientists look at things with a wide variety of instruments, approaching them from various and diverse perspectives. Using microscopes or magnifying lenses, students may experience new ways of looking at the world around them. Have you ever stopped to look closely at your 4-H projects? Get up close! You can look at different foods, salt, sugar crystals, molds, and more with a magnifying lens. Check out insects, animal hairs, feathers, parasites, and cells. Examine the different parts of plants. Compare different textiles and fibers – cotton, silk, wool. You can take a close-up look at just about anything.



Web Design

Websites are a way to share information about your 4-H club's activities with a large audience. They may document what your club has been up to through text, pictures, or video or may provide a calendar to help members (and parents) remember important events and dates.

You can use free or commercial web tools to create a club or project website. You can also create learning modules for your club members or interactive displays for exhibits and fairs. Just remember to follow the *New Jersey 4-H Web Policy*.

*Written by Janice McDonnell and Lisa Rothenburger.
Contributions by Chad Ripberger and Dave Foord.*

For More Information

New Jersey 4-H Youth Development SET - www.4hset.rutgers.edu

"Nurturing Scientific Literacy Among Youth Through Experientially Based Curriculum Materials," Author: Horton, Robert; Suzanne Hutchinson, Ph.D. Publisher: National Network for Science and Technology (NNST)--Children, Youth and Family Network, CSREES-USDA (1997).

"Science Guidelines for Nonformal Education," Author: Carlson, Stephen; Sue Maxa, Publisher: University of Minnesota (1997).

References

Jim Kahler, Program Specialist, National 4-H Headquarters, CSREES, USDA, *Ways to Integrate SET in 4-H*.

Michaels, Sarah, A. W. Shouse, and H.A. Schweingruber. 2007. *Ready Set Science: Putting Research to Work on K-8 Classrooms*. National Academies Press. 195pp.

Cathann Kress, Former Director, Youth Development, National 4-H Headquarters, CSREES, USDA, *Essential Elements of 4-H Youth Development*.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Healthy Living: A National 4-H Mission Mandate

"Health" became the fourth "H" in 1911 and ever since, 4-H members around the country have been "Pledging . . . their HEALTH to better living . . ." When 4-H started in the early 1900's, 4-H members improved crops through their project work which in turn improved their diets. Learning safe canning methods was also an important focus for 4-H in the early years. From the Healthiest 4-H Boy and Girl contests in the 1920's and 1930's to "Mulligan's Stew" in the 1970's, and now to the current Mission Mandate, the 4-H program has been dedicated to helping youth live healthier lives for over 100 years.

In New Jersey, the *Get Moving–Get Healthy with New Jersey 4-H* (GMGH) places a renewed emphasis on the fourth "H." Action kits, a display, and curriculum were developed to provide a fun, interactive way to learn healthy eating habits, portion sizes, the Food Pyramid, and simple exercises. The kits have the following activities - Exercise Challenge, Finding Your Pyramid, Healthy Plate, Measure Up, Portion Distortion, Read the Label, Serving Match, Think What You Drink, Food Group Shuffle, and What Counts. Each has a lesson plan and provides options for expanding the learning experience. GMGH kits are available for use at each of the county Rutgers Cooperative Extension offices.

Incorporate Healthy Living into Club Meetings

Besides the GMGH kits, Healthy Living can be incorporated into many of your club's activities. Here's how:

- Elect a Club Health Officer. The Health Officer can plan a 5 minute educational or recreational activity at each meeting.
- Use the following Healthy Living questions for roll call. What is . . .
 - A sport or fitness activity you enjoy?
 - A sport or fitness activity you'd like to try?
 - A food you eat only on special occasions?
 - A food you'd like to learn to make?
 - A green food?
 - A food that is a good source of Vitamin C.
 - The first food you prepared yourself?
 - A career related to food or fitness?
 - A food you'd like to taste this year?
 - The best cook or chef you know?



- Provide healthy refreshment options.
 - Water, milk, or juice instead of soda
 - Pretzels or popcorn instead of chips
 - Fresh fruit
 - Raw vegetables with dip made with yogurt or reduced fat sour cream
 - Cheese (preferably reduced fat) and crackers

Lead the Way to a Healthier Community

Youth can lead your community to adopt healthier lifestyles. Brainstorm ideas, and then keep track of the costs, participation, and results as you do your community service project. Share the results and action photos with your county 4-H office and the local media.

- *Donate fruit or veggie snacks to a preschool or child care center.* Better yet, deliver the snacks and do an activity with the children. Take them for a neighborhood nature or art walk, play games, or read a fun food book. When reviewing plans with the teacher/provider, ask about food allergies that any of the children might have.
- *Organize a workday.* Exercise while cleaning up a community site, such as a park, county fairgrounds, or local community center. Sweep, mop, pick up trash, cut weeds, wash windows, paint; whatever needs to be done. Provide bottled water or juice-based beverages for the crew.
- *Hold a dance marathon.* Donate the proceeds to a worthy cause. Serve healthy snacks.
- *Get growing.* Plant and care for a community garden or flower bed. Set up a care schedule that includes watering and weeding for the entire summer.
- *Assist with a community health day.* Check with local public health or hospital officials to find out if there is a health fair and when. Brainstorm ideas you might want to do or take your county's *Get Moving – Get Healthy* activity kit. (Contact your county Rutgers Cooperative Extension office to reserve the kit.)
- *Fight hunger.* Volunteer at a local pantry, homeless shelter, or meals on wheels site. Pack cold lunches, help in the serving line, or stock shelves when deliveries are made. Visit the managers to find out what food items are in short supply.
- *Give healthy treats.* Make and deliver fruit baskets to shut-ins, child care providers, new residents, or anyone else in your community. Create your own "holiday" instead of waiting for the traditional gift-giving days.
- *Promote healthy snacks.* Work to get healthy choices on the menu at concession stands. String cheese, 100% fruit juice, pretzels, oranges, apples, and baked potatoes might be big hits.

Written by Annette Devitt.

References

Adapted in part from *Food and Fitness Craze!*, Iowa State University Extension, www.extension.iastate.edu/nutrition.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health*

Leader Training Series

Section IV

Understanding Youth and Their Needs



Cooperating Agencies:

Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Ages and Stages of 4-H Youth

A Brief Introduction

4-H is a unique program in many ways. One thing that makes 4-H special is that boys and girls of many different age groups may belong to the same club. When working with youth of varied ages, it is important to remember that each age represents certain common characteristics. Understanding these characteristics will help you ensure that each member is valued for their own unique contribution to the club regardless of age.

In the next few pages you will find information that will be helpful when planning activities for youth during your meetings and at other 4-H events. It is important to keep different age characteristics in mind when planning your meeting. It is also important to remember that not all children mature at the same rate. Some children will have characteristics of both younger and older ages, depending on their growth, both physically and emotionally. While these pages are designed to be a helpful guide, it is important to remain flexible and adjust your plan as appropriate for the ages of your club members.

Working with 4-H Cloverbuds: Youth in K–3rd Grades

How Youth are Involved

Youth in grades K-3 are a part of the 4-H Cloverbud Program. Please see the section entitled *New Jersey 4-H Cloverbud Program: 4-H for Younger Members* for more information about this program. They can also participate in in-school and after-school 4-H programs. In addition, there are often special programs designed to meet their unique needs and interests.

Specific Characteristics

Youth in grades K-3 are easily motivated and eager to try new things. They tend to have short attention spans and work very much in the here and now. They are still developing language skills and may have a difficult time expressing themselves. At this age, they learn through experimental and exploratory behaviors. They have a strong desire for affection and adult attention and can be very sensitive to criticism.

Some Tips to Use When Working with and Planning for Youth in Grades K-3

- Plan a wide variety of activities that take a short time to complete, with each experience activity building on the previous activity.
- Free time should be planned and encouraged.
- Alternate a high activity level with low and moderate activities. (Example: play an active game that teaches about the food chain, and then sit and discuss what the youth learned from the activity.)
- Be very specific and clear with directions. It often helps to have youth repeat the directions back to you so that everyone understands.
- Provide positive encouragement and assistance during all activities.



- Use activities that foster cooperation and teamwork, not competition.
- Field trips, hands-on activities, and models are especially helpful for these youth.
- Plan activities that physically engage youth, such as games, crafts, and relays.

Working with 4-H Youth: Grades 4-6

How Youth are Involved

Youth in grades 4-6 are generally involved in standard 4-H clubs, as well as in school and after-school activities. There are often opportunities for them to begin exhibiting leadership through their clubs. There are also many special interest programs, 4-H camps, and county-wide events available to youth in this age group.

Specific Characteristics

Youth in grades 4-6 are active and tend to have quite a bit of energy. They also enjoy group activities and prefer to socialize with their own gender. They often change interests rapidly and jump from one activity to another. Youth in this age group also tend to admire and imitate older boys and girls. They are easily motivated and eager to try new things. Recognition and praise for doing good work is appreciated by this age group. Youth in this age group often ask "why?" They may not like to keep records or see the value in them. In order to achieve their best performance, youth want and need guidance from adults.

Some Tips to Use When Working with and Planning for Youth in Grades 4-6

- Emphasize hands-on learning and learn-by-doing activities.
- Group learning experiences are especially helpful for these ages.
- Encourage many brief learning experiences.
- If possible, work with teen volunteers and teen leaders (see *Working With Teen Leaders*).
- Provide a wide variety of learning experiences.
- Keep written work simple, and try to work on it as a group. Give clear directions and solicit the help of parents to help their children with written work.
- Make recognition available to those who earn it (example: stickers or buttons).
- Present recognition in front of peers and parents.
- Respond to "Why?" questions by encouraging self-expression and activities where youth can discover the answers.



Working with 4-H Youth: Grades 7-9

How Youth are Involved

Youth in grades 7-9 continue to be involved in standard 4-H clubs. They also have the opportunity for more leadership experiences through teen council, counselor-in-training programs at 4-H camp, and other programs specially designed for this age group. They may also participate in regional and state-wide programs and events.

Specific Characteristics

Youth in grades 7-9 are likely to be concerned about physical development and being liked by friends. They desire independence but want and need their parents' help. They can be very self-conscious and need support to develop self-confidence. At this age youth also want to explore outside their own community. They are beginning to seriously think about what they will do when they grow up but are unclear about needs and values. Youth are becoming more interested in activities involving boys and girls, sports, and active games. They are also ready for longer, in-depth learning experiences.

Some Tips to Use When Working with and Planning for Youth in Grades 7-9

- Encourage learning experiences related to understanding yourself and getting along with others.
- Encourage working with adults and older teens to complete learning experiences and apprenticeship programs.
- Concentrate on developing individual skills.
- Give youth opportunity to practice leadership roles, with coaching and support from adults.
- Encourage work with older teens and adults (see *Working With Teen Leaders*).
- Provide learning experiences and trips outside of the community.
- Relate what is happening to different career choices.
- Encourage learning experiences involving both boys and girls.
- Encourage active, fun learning experiences.
- Recognize that tasks can be more difficult and take longer to complete.
- Have youth take on leadership roles and encourage detailed record keeping of those experiences.
- Provide activities that are hands-on and skill centered in specific subject matter.



Working with Youth: Grades 10-13

How Youth are Involved

By the time youth are in grades 10-13, they are generally developing leadership skills. They often serve as teen leaders in a club, as members of teen council, and in a variety of other leadership roles. At this point, there are also many opportunities for involvement with 4-H on the state and national level. These youth are role models for younger 4-Hers.

Specific Characteristics

This age group has a high level of social needs and desires. They want and need a strong voice in planning their own program and aspire to adult leadership roles. They have developed a pattern of interest that is more defined and are looking for guidance in selecting careers. Youth of this age are also developing a stronger community consciousness and beginning to think of leaving home for college, employment, and independent living.

Some Tips to Use When Working with and Planning for Youth in Grades 10-13

- Emphasize leadership life skills that 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.
- Guide and counsel youth rather than give directions.
- Help youth engage in learning activities that involve the community.
- Apply leadership life skills to being on their own.

Revised by Terri Yost.

Written by Betty Ann Smith and Rita Natale Saathoff.

References

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

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

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Developmental Characteristics of the 4-H Youth Audience

CHARACTERISTIC	CLOVERBUDS 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 activity 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 judgment.	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.

References

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



Did You Know...



The National 4-H Council is a not-for-profit organization that supports the 4-H youth development mission and vision by working to bring private sector support to 4-H programs and initiatives at the national, state, and local levels.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Helping 4-H'ers Learn

Being a 4-H volunteer can be very rewarding when you begin to see youth develop these skills, and appreciate that you are helping to guide and direct them. It's a lot like being a coach on a sports team. As a coach, you focus not only on the fundamentals of the sport, but also on sportsmanship, cooperation, and collaboration among the team members. In 4-H, volunteers are coaches in the fundamentals or content areas of the club or after school program activity. In addition, volunteers model important life skills such as good decision-making, communicating and relating to others, responding to the needs of others and of the community, and finally, and maybe most importantly, encouraging youth to have a positive self image.

Like any good coach, the major ingredient to success is enthusiasm for the job! All of the educational literature supports the notion that it is generally better to be the 'guide on the side' for your audience encouraging and cheer leading them to successful mastery and confidence with the content.

4-H: Learn By Doing

Think back to your childhood. When were you most interested in learning? Probably when some action surrounded an activity. The same is true today. Youth are more willing to learn and be attentive when there is something to do, rather than just to listen.

We remember:

- 20% of what we read,
- 20% of what we hear,
- 30% of what we see,
- 50% of what we see and hear,
- 70% of what we see, hear, and discuss, and
- 90% of what we see, hear, discuss, and practice.

The unique part of 4-H is the experiential learning process, or learning by doing. Many times you, as the leader, will tell and show members how to do something, but the actual experience of doing it themselves is the best way to reinforce learning. This sheet provides some helpful hints on how to help youth get the most out of their 4-H experience.

Principles of Teaching and Learning

When planning your educational activities, please keep these helpful hints in mind.

Youth learn when they are:

- In an atmosphere of warmth and acceptance.
- Actively involved in setting their own goals and in planning their activities.



- Recognized as having different abilities or learning styles and are allowed to learn at their own rate.
- Are self-motivated to participate and are supported by a strong caring adult (self-motivation verses external motivation).
- Are encouraged to measure their own growth and progress in the content area.

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 and 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 and will have fun with your club.

Teaching Methods

There are many different ways to teach in the 4-H setting. Remember, involve members in ways that will motivate them to learn.

Group Discussion, Questioning

Questioning strategies may be the single most important tool you can use as a 4-H volunteer. Questions can facilitate and enhance learning at every stage of the club experience—inviting youth into activities and ideas by creating interest in a new topic, helping guide explorations, introducing new concepts, and encouraging youth to apply their ideas to different situations. It is important for you to lead the discussion in a balance of asking and telling:

- Ask a broad question. (Open ended questions generate discussion in a safe environment.)
- Listen to responses and thinking. (Acknowledge all ideas in an accepting manner.)
- Ask for evidence or explanations. (What makes you think that? Why do you say that?)
- Ask for alternative opinions or ideas. (Does anyone else have another idea?)
- Ask a question leading back to the main topic. (Summarize the input from the youth and encourage group consensus.)

Brainstorming

Brainstorming is an opportunity to encourage creative thinking with your youth. A useful technique might be a “think, pair, share” where you ask each member to think about his/her ideas individually (for example themes for the county fair or community service projects etc). Then pair up with the person next to them to share their ideas, and finally pair with another pair to share their ideas more broadly. This is a way to involve everyone in the creative part of the task.



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 online 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

Demonstrations are used to show "how" to do something. They are a hands-on expression of skills needed to complete a task such as baking, a science experiment, or animal handling technique. Hands-on activities are best done by the youth to encourage mastery of new skills, practice communication skills, and gain confidence.

Audio Visual Aids

Movies, videos, PowerPoint presentations, and other methods 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

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

Simulation Games

Real-life dilemmas or problems are presented through simulations or games where participants must make decisions. Their choices often lead to additional challenges and decision-making opportunities. For example, youth might stage a mock election with candidates representing the real time demographics of their town. Such activity may present dilemmas around fundraising, ethics, and conflict resolution.

Role Playing

In role playing, small groups of participants act out a real-life situation in front of the members 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 example of a role-play is parents and a teenager discussing curfew time.

Skit

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!

*Revised by Janice McDonnell and Ginny Powell.
Written by Ginny Powell.*

References

Communicating Ocean Science for Informal Audiences (Regents of California 2008).

Improving Teaching Effectiveness: A Guide for 4-H Volunteers (Kentucky 4-H).

Georgia 4-H Teaching Technique (Georgia 4-H).

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Recognizing Your 4-H Members' Achievements

"Good Job!"

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

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

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

"Your team members worked well together."

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 is important to understand why children need recognition and how we can recognize them for their accomplishments.

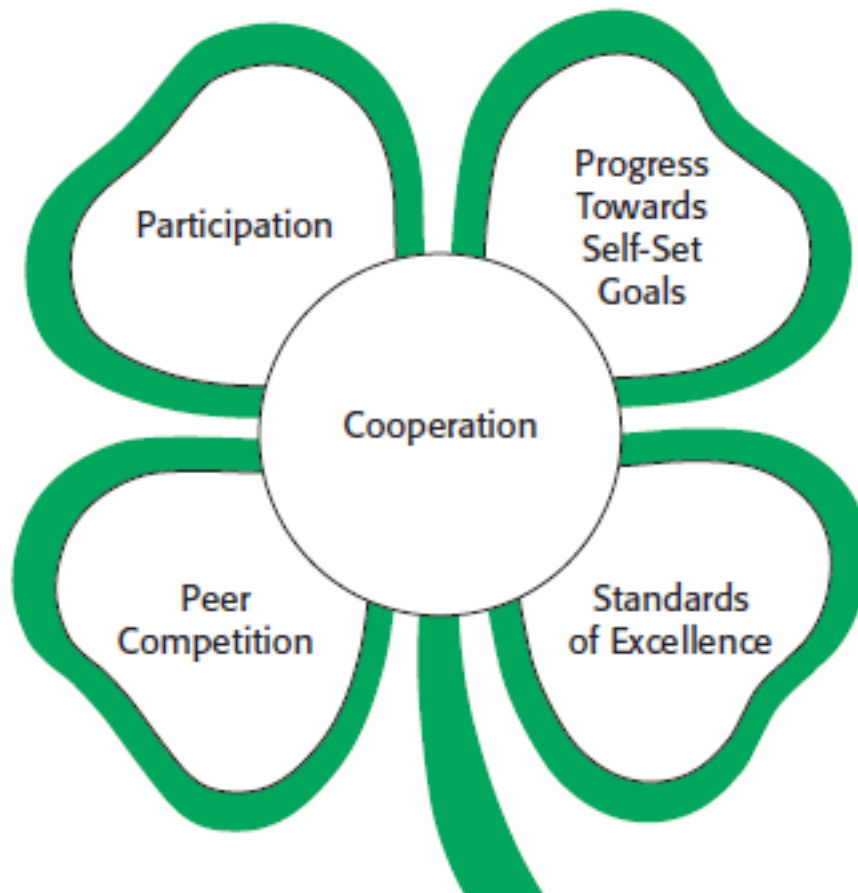
Beliefs About Recognition

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



National 4-H Recognition Model

The following model was developed, based on a national 4-H study, to recognize 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 increase their knowledge and develop their life skills.



Recognition to encourage and support 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 (grades K-3), participation is the major form of recognition. It should be easy and simple for members to earn this type of recognition. It can take the form of a name in the paper, a t-shirt, participation ribbons, etc. 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 Towards 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. Recognizing accomplishment of steps in the process can provide motivation to continue. Setting and achieving small goals will lead to accomplishing a long-term goal, such as completing the year's project.

Adults, both leaders and parents/guardians, should be part of this goal setting process to help the member set realistic and reachable goals, as well as to evaluate progress toward achieving them. Refer to *Helping Youth Set Goals*. Recognition for self-set goals can be both intrinsic and extrinsic. For example, youth can be encouraged to acknowledge and be proud of their goals. In addition, they may receive award recognition such as a blue ribbon for their project at the fair.

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 traditionally have been recognized. Showing projects at fairs are excellent opportunities for youth to have their work compared to standards. The Danish system of judging is used at 4-H fairs and 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 and available to members beforehand. All participants should know and understand the standards they need to achieve. After members are evaluated, usually on a score sheet, 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 a strong motivator for some but not all young people. Participation in peer competition should be optional and is not appropriate for younger children. This type of recognition is more extrinsic, 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 at that specific time and place. The desire to win may overpower the desire to learn from the experience. It is important to help youth remain focused on the experience rather than the competition.

Peer competition results identify the best team or individual according to established specific selection criteria and procedures. Rules and procedures must be clearly stated, understood, and enforced, in order for peer competition to provide a positive learning experience for all participants. Negative stress, conflict, hard feelings, and disagreement can be reduced by making sure everyone understands exactly what is expected. It is important to remember that this form of recognition is designed to promote the development of youth rather than the success of their program.

Recognizing 4-H'ers for Their Cooperative Efforts and Skills

Learning and working together promotes high achievement. Successful cooperation relies on the skills represented by all members in the group, as well as the process by which the group approaches and achieves the learning task or goal. Cooperation involves the contribution of all of the youth in the group. Everyone is rewarded intrinsically, and extrinsic reward is equally important. An example of recognition for cooperation would be all members of an event planning team having their names listed with thanks in the event program or each receiving a thank you certificate. Cooperative recognition could include a special county-wide pizza party for all club members that achieved *4-H Honor Club* status.



Summary

A balanced program has recognition opportunities in all five of the categories.

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.
- 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 applicable 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."

Revised by Phillipa Myers and Ginny Powell.

Written by Ginny Powell.

References

4-H 101 – Lesson 15: Recognizing 4-H'ers Accomplishments

National Model for Recognition in 4-H Programs. National 4-H Council

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



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 Members' Achievements* to determine how to maintain a balance of activities to recognize and motivate your 4-H'ers.

Types of Evaluation

- *Project judging.* The judge evaluates the finished products against a set of standards without the member present. The focus is the quality of the project itself and not the learning process. Comments are provided to the participant in writing, usually on a score sheet.
- *Performance judging.* The judge evaluates how a 4-H'er accomplishes a task or goal in progress. The judge looks for skills being used, as well as evaluating the end result. This type of event enables the 4-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.
- *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.

Danish Judging in 4-H

In 4-H most judging involves the Danish system of judging. In this system, the judges do not judge one person's work by comparing it to another's. The evaluation is made against a standard. A judge looks to see whether requirements are met. Often a score sheet is used, available from the county 4-H office.

If the work meets high standards, it receives an excellent rating and 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 the work of one 4-H'er to another. 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 is What We Believe

- 4-H youth 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, encourages positive youth development.
- Competition is a natural human trait and should be recognized as such in 4-H work, but it is only one of five ways 4-H youth can be recognized for their accomplishments.
- Every 4-H member needs to be noticed, to feel important, to experience success and to be praised.

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 staff and volunteers for their knowledge and interest in youth. Most are volunteers, with some exceptions, such as in the horse project area where professional judges 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. An orientation for judges presented by staff 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 4-H judging standards or criteria and follow them carefully. Do not allow personal biases to influence your comments or decisions.
- Be consistent in your judgment.
- Judge each entry on its own merit.
- Acknowledge the parts that were done well before making suggestions for improvement. Be positive, and look for the strengths first!
- Written or verbal statements should be constructive and not harsh. Critique is necessary feedback for further learning, but harshness serves only to discourage the individual. Give concrete suggestions for improvement.
- Sign your name or initials to the score sheet. If you feel uncomfortable signing your name to the score sheet, review your comments and scores; they may be too harsh.
- Focus your feedback on the learning and accomplishments of the youth rather than the award. Your comments should promote positive youth development and not hurt the individual's self-esteem.
- 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.

*Revised by Rachel Lyons.
Written by Gail Bethard.*



Did You Know...



The USDA maintains a list of juried 4-H curriculum which meets high standards and is recommended for use throughout the country.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Valuing Diversity: 4-H is for Everyone

Recent census statistics reveal that New Jersey is home to one of the most richly diverse populations in the nation. 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. New Jersey 4-H must reflect and value this diversity.

Challenge or Opportunity

The issue of “diversity” is complicated. While some still see it as a problem, an intrusion by others, we in 4-H prefer to see diversity as a valuable opportunity. The wealth of knowledge, experiences, and resources that are available through diversity allows all of our youth in New Jersey to grow, promoting acceptance of each other and recognizing our similarities and differences.

Melting Pot Theory vs. Tossed Salad

Earlier in our history, we believed that all people must assimilate, become “American”, to be successful. According to the Melting Pot Theory, everyone was expected to speak only English and become just like everyone else. Today we recognize that cultural diversity equals strength not weakness. We encourage everyone to contribute to the national culture, yet maintain their own distinct identity. This is the Tossed Salad Theory; each vegetable in the salad is separate and has a distinct taste, yet when put together, each ingredient enhances the flavor of the others. What cannot be forgotten is that we all have many common qualities and that we are the same or very similar to each other in so many ways, in addition to our own unique qualities.

Growing up in a community where people are alike can seem secure, but it also promotes a narrow focus. The more children experience diversity, the more open and accepting they become. All children have the right to experience inclusive education where all are valued and respected regardless of race, gender, sexual orientation, ability, religious affiliation, socio-economic status, or culture. Inclusive education builds on the ideals of freedom, justice, and human dignity found in such pillars of America as the U.S. Declaration of Independence.

Inclusive Education in 4-H

When young people experience inclusion in their 4-H clubs and programs, they grow individually in their self perception, confidence, and self value. When inclusion is modeled, youth learn how to be inclusive and accepting and are more likely to act inclusively themselves, looking beyond the surface qualities of others to value and respect what lies beneath. Inclusive education is also fully grounded in the essential elements of positive youth development.

- *Mastery of Skills* – Youth are empowered to value themselves and all others.
- *Generosity* – Youth believe in the spirit of inclusion, respecting others.
- *Sense of Belonging* – Youth develop greater interconnection with their 4-H peers and society from the knowledge and understanding of themselves and others.
- *Independence* – Youth view their world through the lens of inclusion, where justice and dignity for all is an assumed right.



Goals of Inclusive Education

Inclusive education:

- Provides opportunities for youth to see all people as equal and value not only those who are like us but also those who may have different qualities.
- Develops mutual respect, acceptance, and understanding.
- Deepens concern and empathy for the needs of others.
- Develops interconnection to others.
- Values cultural differences and affirms the diversity that is in our communities.
- Builds self esteem.

Mini-activities to Promote Inclusion

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 and magazines (for pictures). Give each member a small paper bag that will be a “me” bag. They should select photographs that represent:

- Their family
- What they enjoy doing
- What makes them special and unique

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.

World Leaders

Use magazines, newspapers, the Internet, and other media to help youth develop an interest in current events. Find pictures and articles of the world’s leaders and other famous people. Play a game by matching names with faces.

People Posters

This activity encourages youth to identify, share and appreciate positive qualities about themselves and others. Together youth trace their body outlines and then write poems, stories, sayings, and draw pictures about themselves on the body picture. They consider things they do well, things they are proud of, and qualities that make them special. Encourage others in the group to contribute to the personal posters.



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.

Group Yellow Pages

This activity helps everyone to recognize and acknowledge their own skills and those of others. Within the group each person creates a page for the book, identifying the skills that they can share with or teach others, i.e. tutoring, music lessons, carpentry, etc. This can be an ongoing project.

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 below). Give each person a piece of paper (use as many different colors as possible) and have each create a snowflake. They can do this any way they wish. If they need some assistance, have them try the method of making many folds, cutting notches along the fold, then unfolding the paper.

Group Identity

This activity is designed to help members realize they belong to many groups and to encourage interaction between groups. Have members stand when their group is identified. Use groups that are appropriate for your club. Examples are: gender, race grade in school, area where they live, favorite school subjects, hobbies, hair color, etc. Older members may be asked to share a little information about what it feels like to be a member of that group. Give others the opportunity to ask questions of the group standing up.

Sameness Day

This activity provides youth with the opportunity to understand why diversity is important. Choose a meeting date that everyone will be the same – wear the same clothes, such as jeans and a green tee-shirt, eat the same thing, do the exact same craft, etc. No diversity is allowed for a set period of time. The group processes the experience, considering how they felt, what they liked or didn't like about the experience, and what people's differences add to our lives.

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, or 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

*Revised by Phillipa Myers and Ginny Powell.
Written by Ginny Powell.*

References

Multicultural Teaching – A Handbook of Activities, Information, and Resources. Tiedt, P.L. & Tiedt, I.M., Allyn and Bacon, Inc, Boston, 1986.

Cooperative Learning, Cooperative Lives: A Sourcebook of Learning Activities for Building a Peaceful World. Schniedewind, N., and Davidson, E. Wm. C. Brown Company Publishers, Dubuque, Iowa, 1987.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Working with Limited Resource Families and Youth

For many young people, participation in extracurricular activities is not an option because of economic issues, limited opportunities in the neighborhood, or other family issues. Compared to 90% of youth from higher income families, only 73% of children from low income families participate in extracurricular activities.

But, 4-H programs can be especially beneficial to youth from limited resource families. Participation in extracurricular activities encourages personal accomplishment and develops social skills. For adolescents, these activities offer an opportunity to take on meaningful roles and responsibilities. The sense of self-worth gained from these experiences can be an important protective factor for children growing up under difficult conditions.

To have the opportunity to work with limited resource families, however, 4-H must first reach them. Understanding the issues limited resource families experience is the first step in reaching youth from these families.

Understanding the Audience

It is important to note, when learning about the characteristics, attitudes, and behaviors of any audience, over-generalizing and/or stereotyping is a potential negative outcome. Generalizations can help guide our own behaviors, especially when in new situations. Stereotypes are typically negative and difficult to change. Keeping in mind individual differences, applying generalizations carefully can be helpful in developing activities and working with all youth.

Basic Needs

Families with limited resources are struggling to meet basic needs of housing, safety, health care, adequate nutrition, and often, child care. Although all families can say they have trouble of some sort at any one time, the realities of the life shaped by poverty cannot compare – even if attempting to treat all members equally. Failing to recognize this greater degree of difficulty destroys trust between the adult volunteer and the limited-resource member and family.

Education

Statistically, low income people have a high school diploma or lower, while research has shown that the more advanced the degree, the greater the salary. Past failures in school are major barriers of parental support to participation in youth education programs. Unlike middle-class participants who have experienced success and satisfaction in education, limited-resource adults typically do not promote participation in educational programs because it represents another potential opportunity for failure.

Single Parent Families

Poor children are more likely to live in single parent homes than in homes with two parents. Because one-parent families typically rely on a lone adult for economic support, the family income is lower. There may also be greater stress on family interactions with only one parent raising the child(ren).



Low Self-Esteem

Past successes and failures go hand-in-hand with self-esteem. Living in poverty may cause feelings of failure and doubts of ever escaping. Low self-esteem leads to feeling powerless over their lives. Consequently, educational programs can be unattractive because of failures in school.

Fear of Change

People, especially youth, need to live in a predictable world. Trying new things or going to new places can represent a risk of failure for the limited resource audience.

Transportation

Limited resource families are less likely to have personal transportation. This can be a barrier to participation in meetings and activities.

What the 4-H Club Has to Offer

Limited resource youth face greater at-risk issues than other youth. Fortunately, research shows that young people who have protective factors in their lives are more likely to have abilities to overcome problems in their lives. The nature of 4-H youth development programming and the structure of the 4-H club provide many protective factors.

Builds Life Skills

With more emphasis on process and individual learning, youth in 4-H clubs progress at their own rate. 4-H members get the chance to practice what they can do and what they've learned many times in different situations. In addition, members learn from mistakes. Achievements in 4-H project areas build skills that will often help the young person feel more confident.

Sense of Belonging

The 4-H club can provide the single place where a young person feels s/he has something in common with others. The supportive atmosphere develops positive relationships with adults and peers, and youth feel safe – both physically and emotionally. 4-H clubs provide on-going participation that is stable and relatively long lasting.

Supportive Relationships

Most 4-H members will agree that the number one best thing about 4-H is the friends you make. 4-H members and leaders form a connectedness, have good communication, care for and support each other, and are responsive to one another's needs.

Self-Esteem

4-H activities engage young people in useful and meaningful roles as officers, committee members, presenters, and exhibitors. It provides opportunities to practice self-determination and goal setting for the future.

Health & Safety

The 4-H Code of Conduct communicates clear behavior rules and consequences that encourage positive behavior, habits, practices, and healthy attitudes.



Recognition

Everyone wants recognition in some form. 4-H provides many opportunities for recognition – at the club, county, state, and national level.

Hands-On Learning

4-H club project work involves learning activities that are interactive, reflective, and engage multiple learning styles. 4-H club project work provides real and challenging experiences that youth can apply to daily lives. Expanding young people's experiences through field trips, community service, community and cultural activities, and socializing are all part of the 4-H club experience.

Strengthen Supports

4-H engages parents and encourages their active participation which can strengthen family relationships and supports. 4-H club work also supports and encourages the attitude that young people can help to change community norms or attitudes, strengthening a belief in community service.

Implications for 4-H Volunteers

It is important for 4-H volunteers to keep in mind such barriers as single parenting, health and safety issues, limited education and income, and societal prejudices that may affect efforts working with youth from limited resource families and the 4-H club program.

Attendance

Families struggling with economic or other disadvantages often have unpredictable problems on a regular basis. Attendance may be inconsistent. Help the 4-H member in making up meetings to fulfill attendance requirements. Be sure to include all club members in deciding how missed meetings can be made up. Some examples include conducting a club project activity, volunteering for a county-wide 4-H event like Public Presentations, or giving a talk for a local service group.

Transportation

Transportation is always an issue with young people but can be more of an issue with those from low income families. Assist the 4-H member in making carpool arrangements by linking with another member that lives close by. Be sure to approach parents of both members first, as this could be a sensitive issue.

If possible, arrange meetings within walking distance or near public transportation to help anyone with transportation problems.

Active Parent Participation

Active participation by a single parent is typically more limited than with two parent families. In some limited resource families, the parent(s) may work more than one part-time job. To encourage participation, plan events and activities early enough to give parent(s) time to plan and schedule work, transportation, or other arrangements. As with anyone, be respectful and remember that good communication is essential.



Recognition

Offer positive feedback to provide encouragement and help improve skills. Be generous with praise and encouragement, but be certain your remarks are sincere. Recognize achievements or progress with club honors, county level award recommendations, or other honors available.

Mentor

One approach that is proving successful in improving school attendance, school performance, increasing protective factors, and decreasing risk factors is mentoring.

- Start a Mentor Project in your club allowing older or experienced members to be mentors to younger or new members. The mentors can provide one-on-one encouragement and help in setting and achieving project goals.
- 4-H volunteers can serve as mentors to members. Be careful not to create the appearance that only limited resource members are being mentored; young people are very aware of grouping and labeling based on their school experiences.

Fundraisers Instead of Dues or Supply Responsibilities

If your club collects dues to purchase 4-H project activity supplies, to go on field trips, or to purchase matching t-shirts for the Fair, you may want to consider running fundraisers for these things. If your club usually asks a member, or members, on a rotating or assigned basis to bring the supplies for the next meeting's activities, a fundraiser might also be a good alternative if you know of any members that might not have the resources.

Written by Deborah L. Cole.

References

Couchman, G., Williams, G., and Cadwalader, D. (1994). *Three keys to a successful limited-resource families program*. Journal of Extension, XXXII, No.2, 2 pages.

Extension Service (1991). *Reaching limited resource audiences: Limited resource audiences committee report*. Washington, DC: United States Department of Agriculture.

Moore, Kristen and Erhle, Jennifer (2008). *Children's environment and behavior: Participation in extracurricular activities*. Urban Institute, Washington, DC.

Pearson, M.N. (1995). *Programming for limited resource families*. Kansas City University.

Rennekamp, R., and Gerhard, G.W. (1992) *Barriers to youth at risk programming*. Journal of Extension, XXX, No. 2, 7 pages.

Slinski, M. (1991). *Encouraging the discouraged: Working with disadvantaged youth and their families, building community based coalitions*. Massachusetts University. Amherst Cooperative Extension Service. 5 pages.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



4-H for Youth with Special Needs

Approximately 6.7 million school-aged children in the United States have disabilities. Involving “special needs” youth in 4-H can result in a satisfying experience for all involved.

Defining Youth with Special Needs

Special needs youth include children with a wide range of disabilities, that is, limitations on their ability to perform certain skills. Common disabilities include physical, mental, and developmental disabilities such as Attention Deficit Disorder, Autism, and Down’s Syndrome.

Mainstreaming is Rewarding for All

“Mainstreaming” in the 4-H program means to involve youth with special needs in the same clubs, events and programs as youth without special needs. 4-H educational programs are provided to all youth alike in a non-segregated, inclusive manner. All 4-H participants are provided with the same opportunities to develop life skills as they complete projects and participate in 4-H events **together**. This results in a rewarding experience for all, as:

- 4-H members with disabilities develop a sense of self-confidence and self-reliance as they successfully interact with other youth and participate in 4-H activities.
- 4-H members without disabilities learn that youth with special needs are not so different and begin to see that each individual, disabled or not, has strengths and weaknesses, as well as unique abilities.
- 4-H leaders and volunteers learn new skills and techniques for working with special needs youth and become more comfortable with people who they may perceive to be different.

Involving Youth with Special Needs

Involving special needs youth in your club or activity may take some special consideration but can be quite easy if you follow these steps:

- *Learn about and help other 4-H’ers understand the disability with respect for the child’s feelings and preference for privacy.* This can be accomplished by talking to the child’s parents, researching on-line or at the library, contacting local support of advocacy groups (i.e., Muscular Dystrophy Association, 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 with whom you are working.* 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.
- *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 paired with a teen leader or older 4-H members for assistance through team work. 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. The important factor here is to focus on the similarities among special needs youth and not to concentrate on the differences. All youth have a basic need to belong and to feel accepted by the group.

- *Additional specific leader training/support.* Help with learning about and understanding appropriate accommodations and educational resources is available through the county 4-H office.

Special Needs Guidelines

Here are some guidelines to remember when working with special needs youth:

- Involve the child and his/her parents, as much as possible, in setting goals and modifying the program to meet the child's needs.
- Treat each child, special needs or not, as an individual who has certain talents, skills, strengths, and needs.
- Provide plenty of recognition and positive reinforcement. Make sure your expectations for each child are based on efforts made toward reaching a set goal. Don't be "easier" on a special needs child just because of the disability.
- Remember that the 4-H motto, "To Make 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 he/she is.

Revised by Linda Strieter.

Written by Rita Natale Saathoff.

References

Emerson, B. and Wheeler N. (2004) Youth with Special Needs, Leaders Handbook, Making 4-H More Accessible, University of California 4-H Youth Development Program, *State Ambassador Service Project*, San Luis Obispo County, CA, 16 pages.

Schnepf, G., Tormoehlen, R. and Field, W. (1992) A Perfect Fit - 4-H Involvement for Youth with Disabilities, Cooperative Extension Service of Purdue University, West Lafayette, IN, 69 pages.



Did You Know...



The mission of the National Association of Extension 4-H Agents is to promote, strengthen, enhance, and advocate the 4-H youth development profession.

For a comprehensive list of our publications visit www.njaes.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Positive Discipline for Children

What is Expected Behavior?

Working with youth, especially other people's children, can be a challenge. All children need acceptance and the opportunity to learn. The challenge of a leader is to see that youth learn and have fun while keeping disruptive behavior to a minimum. Being in a 4-H club under adult guidance, youth will learn what is socially acceptable and how to do what is right. The following tips can be helpful:

- All people, including youth, have positive qualities.
- Discipline should be firm but fair (and not harsh/inconsistent).
- Using a positive approach and positive reinforcement is better than punishment.
- When adults set limits, youth learn what is expected of them and are made aware of the consequences for non-compliance.
- 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.
- Youth *will* make mistakes. This should be seen as an opportunity to learn and grow.

Rules of behavior should be set in advance, with the involvement of the children. Don't assume that youth know what you expect. They may be accustomed to totally different rules and expectations at home or in school. Choices should be considered corresponding to expected behaviors and consequences for non-compliance.

Expected/appropriate behavior results in the following:

- Children stay safe from physical or emotional harm.
- The activity or educational session can be conducted without distraction.
- The rights of others are respected.

How Do You Respond to Unacceptable Behavior?

Unacceptable behavior threatens one or more of the previously listed expected behaviors and should be addressed at the moment it occurs.

1. Identify what is the unacceptable behavior/problem and be sure it really IS a problem.
2. When confronting the unacceptable behavior, use the "I" message which consists of three parts:
 - the specific behavior,
 - the feeling experienced because of the behavior, and
 - the tangible effect on the person(s) affected by the behavior.



An “I” message is formulated in this way: I feel **(feelings)** when you **(behavior)** because **(reason)**. Here is an “I” message example: “I feel distracted and have difficulty teaching when you tap on the table with your pencil.”

3. Redirect/refocus the youth to the task at hand: if that doesn’t resolve the issue try number 4.
4. Set limits with consequences.
5. After redirecting and setting limits, give control/responsibility back to the child to resume participation.
 - reassure that the child is accepted in the group
 - discuss with the child alternative behaviors and lessons learned

The Art of Setting Limits

There are three key concepts to setting limits. Limits should be:

- *Clear/concise* – Use few words and sentences to ensure understanding.
- *Reasonable* – It must be appropriate to retain your credibility.
- *Enforceable* – Can you make it happen?

In addition, you must follow through when the limits have been set. Otherwise, the behavior will continue and the other youth will disregard your authority.

Being Proactive is the Best Approach

By taking a proactive approach, group activities can keep youth interested and combat boredom which is often the cause of disruptive behavior. You can help in the following ways:

- Involve as many youth as possible in planning and doing. This gives them ownership in the group and therefore, a feeling of belonging. Also, children 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. Children want to *try* things themselves. Show them how and then let them do it! This is the “learn by doing” philosophy of 4-H.



Summary

- All children have the potential to behave in an appropriate manner.
- By making learning fun and interesting, you can minimize boredom and disruptive behavior.
- Use the “I” message when responding to inappropriate behavior.
- Don’t react to symptoms, but aim for the root of the problem.
- Don’t overreact to age appropriate 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.
- If one approach doesn’t work, try something else! Approach behavior problems with creativity and humor.
- Be as patient as humanly possible.

Revised by Linda Strieter and Alayne Torretta.

Written by Keith G. Diem.



Did You Know...



The National 4-H Youth Conference 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. It is home of Citizenship Washington Focus and National 4-H Conference.

For a comprehensive list of our publications visit www.njaes.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Learn By Doing the 4-H Way

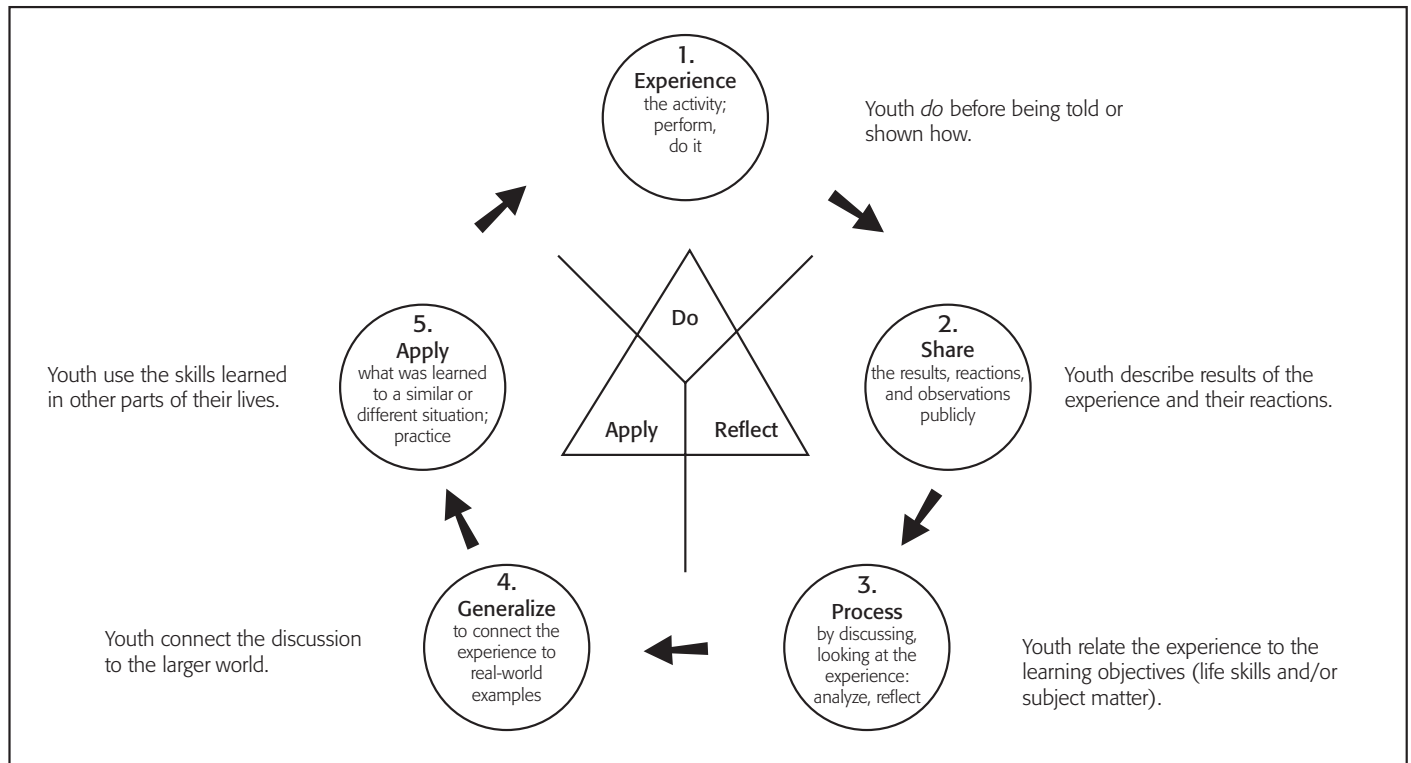
Putting a Slogan into Practice

“Learn by doing” is a commonly used expression in 4-H. An understanding of this process called “experiential learning” will help 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.

The Experiential Learning Process

The “learn-by-doing” approach allows youth to experience something with minimal guidance from an adult. Youth are challenged to explore a problem, situation, or activity and create their own solutions. Leaders ask questions, accept everyone’s ideas, and encourage curiosity.

4-H Experiential Learning Process





Steps to Follow - Putting the Experiential Learning Process into Action

First, it is important to review the lesson or subject matter and any accompanying materials and to practice the activities to be taught. As a club 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 members and adult leaders in each of the steps of the experiential learning process:

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.

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 with the group. 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.

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?” Asking open-ended questions helps challenge youth to think. This also provides opportunities to evaluate their experience and progress along the way.

Revised by Gloria Kraft.

Written by Keith G. Diem.

References:

Rutgers Cooperative Extension Curriculum Development Guide for 4-H/Youth Audiences. June 1998

The Learn-By-Doing Approach to Life Skill Development. Rutgers Cooperative Extension. February 1998

Curriculum Development for Issues Programming-A Handbook for Extension Youth Development Professionals. Youth Curriculum Development Task Force, 1992. Rev. 1996.



Did You Know...



Reba McIntyre, Hershel Walker, Lester Brown, Jacqueline Kennedy Onassis, Faith Hill, Jim Davis, Johnny Cash, Dolly Parton and Al Gore are all 4-H alumni.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Creating Successful Youth - Adult Partnerships

Young people can provide a valuable perspective in the decision making and program planning for a 4-H club, program or advisory group. Youth are more likely to promote and participate in programs in which they take an active role in planning and implementing. In addition, they are able to share the viewpoints of their peers, which will ensure that the programs and activities planned will be of interest to other youth. The idea is for youth to be active partners with adults in all phases of the group's activities. The shift to this model may be gradual, and to accomplish this change, it is important that all adults in the group understand the roles of the youth are able to shift from the traditional view of youth as *objects* to youth as *partners*.

Youth as Objects

Youth are seen solely as the objects of the group's efforts. No effort is made to involve them in program decision making and planning. They are only involved as participants of the program.

Example: Club plans a community service program and invites youth to attend.

Youth as Recipients

Youth are asked for their opinions or asked to use their skills in helping roles.

Example: Club plans a community event and adult leaders ask youth to help with activities planned.

Youth as Partners

Youth are given the opportunity to work directly with adults in the planning and implementing of events and programs.

Example: Youth and adult members of a group work together to plan and implement a community activity; ideas from all members of the group are equally valued and considered.

The focus of youth and adult partnerships should be to acknowledge and appreciate the abilities of 4-H youth and to include them in the planning, conducting and evaluating of events and projects. Adults in 4-H need to work cooperatively with youth to create a trusting atmosphere and a positive, collective vision which in turn helps to promote successful partnerships.

Understanding and promoting the importance of having young people included in the decision making process encourages young people to continue to make significant contributions. 4-H provides opportunities for youth and adults to acquire the skills and resources needed to make activities inclusive and effective. Having youth involved in both the planning and implementation of a program can produce positive results for the youth that participate in the program and the overall program in general. Involving youth in leadership roles traditionally reserved only for adults can result in the following benefits:



- More effective outreach to younger audiences; youth leaders are aware of the needs and interests of youth who will benefit from the program since youth are able to relate to others close to their age.
- Youth are not caught up in “the way things always have been done” and have a new outlook on ideas for club and county programs and activities.
- Adult leaders gain valuable human resources due to the sharing of responsibilities between youth and adults.
- Youth become invested in the club and overall 4-H program and encourage other youth to develop a vested interest as well.
- Youth more easily accept decisions due to the fact that they are involved in the decision making process.

Listed below are tips and tricks for adult volunteers to develop strong and effective youth-adult partnerships in their clubs, county programs and advisory councils:

- Actively seek youth input, and be sure to listen to their ideas and ask questions.
- Ensure that each adult and young person enters a partnership with a clear understanding of everyone’s roles and responsibilities.
- Value youth participation and what they bring to the program (new ideas, enthusiasm and a real connection to those youth that are being reached through the program). Encourage youth to value the adults’ participation and what they bring - knowledge, experience, and access to resources.
- Schedule meetings when and where young people can attend, and keep to the scheduled time. Do not expect more from youth than you would from another adult.
- Match youth with groups that are appropriate for their skills and interests.
- Work with young people to find meaningful roles and responsibilities for all involved. This will result in youth becoming invested in the success of their 4-H programs.
- Prepare both youth and adults for involvement by sharing information prior to meetings/activities. Make sure that information on all programs is equally shared with both youth and adults.
- Set realistic expectations. Effective partnerships don’t set young people up for failure by throwing them into situations for which they are not prepared.
- Offer youth and adult training so they can work together and be accepting of one another.
- Develop an atmosphere of mutual trust and respect. If needed, create and utilize a set of ground rules for discussion to ensure equal opportunity for expression of thoughts.
- Be a good role model – set a good example through language and actions, and set the same standards for youth.
- Listen and validate the thinking of youth members, and let them know their ideas are welcome.
- Be willing to try youth members’ ideas even if those particular ideas did not work in your previous experience.



- Get the highest levels of the 4-H organization to commit fully to youth partnership in the 4-H program.
- Evaluate the programs, and be willing to change and adapt where necessary.

Written by Laura Bovitz.

References

"Engaging Youth in 4-H Advisory Groups," Rita Natale Saathoff, Rutgers Cooperative Extension Publication 4H256, February 2004. www.njaes.rutgers.edu/pubs/publication

"Youth-Adult Partnerships," University of Florida Extension. <http://florida4h.org/volunteers>

Creating Youth Adult Partnerships, National 4-H Council. www.4-Hmall.org



Did You Know...



2002 was the 4-H Centennial Celebration. A National Conversation on Youth Development in the 21st Century was held in Washington, DC with over 1200 youth and adults from 600 organizations mapping out strategies for the next century of excellence in positive youth development.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



New Jersey 4-H *Head + Heart + Hands + Health*

Leader Training Series

Section V

Volunteers in 4-H



Cooperating Agencies:

Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Selecting The 4-H Volunteer Role Right For You

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!

Club Leader

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.

School Enrichment/After-School Volunteer

Assist with 4-H programs within the classroom or in after-school activities. Approved curriculum and/or training may be provided to support your work. These programs may be subject (project) related, general information about 4-H, recreation, etc. Volunteers are needed all year long.

Mentor/Coach for Independent 4-H Project

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.

Judge for County Event

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*.

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 could 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, usually in the same project area. 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

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 | _____ traveling |
| _____ 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.

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 this job and learn from doing it?



What to Include

A Position Description Should Include:

- *Position Title* – Include 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 is 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.

*Revised by Ginny Powell and Linda Strieter.
Written by Ginny Powell.*

References

Lindsey, Daniel E., *Designing and Developing Volunteer Leadership Systems*. University of Minnesota, 1983.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Becoming a 4-H Volunteer Leader

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.

Appointing Volunteers

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.

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 ten 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 ten 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.



- 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 and returns it to the county 4-H office.
- References are checked.
- Potential volunteer participates in orientation and receives 4-H Volunteer Position Description.
- Potential volunteer completes 4-H Adult Volunteer Registration Form.
- Volunteer receives official letter of appointment and 4-H Volunteer Appointment Agreement 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 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 Event Release Agreement Form for Adults*. 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. To support 4-H volunteers in their various roles, New Jersey 4-H developed the 4-H Volunteer Review Process. It was developed to help assess the needs and accomplishments of 4-H volunteers at certain milestones of their 4-H volunteer career (at the end of the 1st year, at the 5th anniversary and thereafter at 5 year intervals).

The goal of this process is to promote communication, provide support, and create an opportunity for dialogue. The process includes an opportunity for the volunteer to review his/her role, give feedback, and address any current concerns and/or problems. It is an excellent opportunity for both 4-H staff and volunteers to share ideas, ask questions, and address concerns related not only to the individual volunteer themselves but to 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 for an appointment.

Revised by Betty Jean Webersinn.

Written by Rita Natale Saathoff and Betty Ann Smith.



Did You Know...



4-H participation around the world greatly increased after World War II.

4-H is in 80 other countries around the world as well as US territories and US Army and Air Force installations worldwide.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



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 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 questions, "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 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 *New Jersey 4-H Even Permission Form* are available from your county 4-H office.
6. As non-paid staff members of Rutgers University, 4-H volunteers might be represented by Rutgers 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.

Written by Keith G. Diem.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Opportunities for 4-H Volunteers

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 Opportunities

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 *Selecting the 4-H Volunteer Role Right for You*.

NJ Opportunities

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 initiates and implements support as needed for state and national programs that sustain the growth and development of 4-H. 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 Action Council, chaperone to North and South Jersey 4-H Teen Conference, judge for State 4-H Public Presentations, 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 *New Jersey 4-H Event Release Agreement Form for Adults*.

Interstate/International Exchanges

Exchange programs are exciting opportunities for 4-H members. If your county chooses to be involved in an exchange program, volunteers are recruited to host families or individuals as well as assist in overseeing the exchange process. There may also be reciprocal opportunities to be a chaperone to that state/country in the future.

Regional Volunteer Training

Northeast Regional 4-H Volunteer Forum

The goals of this forum are to give volunteers an opportunity to develop skills that will help them in their role within 4-H. Every other year, one state in the northeast region of the United States serves as host for the 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.

Chaperoning National Trips

Although opportunities vary from year to year, chaperones are 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 and the *New Jersey 4-H Event Release Agreement Form for Adults*. National 4-H trips may include: *Citizenship Washington Focus*, a week-long trip to the National 4-H Youth Conference Center to learn about government and leadership; *National 4-H Youth 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 and check both county and state 4-H websites 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.

*Revised by Macy Compton and Ginny Powell.
Written by Ginny Powell.*

References

Opportunities for New Jersey 4-H Teen Members, distributed May 10, 1988 to 4-H faculty and staff, by Rita Natale Saathoff.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Becoming Involved in 4-H Volunteer Groups

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. All 4-H affiliated groups must be officially chartered and also have an EIN in order to accept donations or conduct fundraising.

4-H Leaders' Association

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.
- 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.

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 small animal.

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. 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.
- 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.

Revised by Gloria Kraft.

Written by Rita Natale Saathoff.

References

4-H Advisory Groups: The Basics Fact Sheet. <http://njaes.rutgers.edu/pubs/publication.asp?pid=4H254>

Engaging Youth in 4-H Advisory Groups Fact Sheet. <http://njaes.rutgers.edu/pubs/publication.asp?pid=4H256>

4-H Advisory Group Position Descriptions Fact Sheet. <http://njaes.rutgers.edu/pubs/publication.asp?pid=4H255>

Effective 4-H Advisory Groups...A Checklist for Success Fact Sheet. <http://njaes.rutgers.edu/pubs/publication.asp?pid=4H257>

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Communication and the 4-H Volunteer

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: A Two-way Process



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

Communicating as a 4-H Leader

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

Communicating with 4-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

Communication with the County 4-H Office

- Receiving training from the 4-H staff
- Reading 4-H newsletters, e-mails



- Accessing available 4-H website
- 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 volunteer 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

Types of Communication

It's important to know that there are many ways to communicate. The two main types of communication are **verbal** and **non-verbal**.

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)

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.



4-H Leader Communication Tips

1. Listen! This means working to understand what the speaker is saying.
2. Maintain eye contact with children and adults—it lets them know they are communicating with you.
3. If you don't understand what your 4-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!

Revised by Betty Jean Webersinn.

Written by Rita Natale Saathoff.

References

Peer Plus II. 4-H Youth Programs, Cooperative Extension Service, Michigan State University, East Lansing, MI. 1984.



 *Did You Know...* 

The New Jersey Association of Extension 4-H Agents works to support the mission of the National Association of Extension 4-H Agents and provide professional development opportunities for 4-H staff.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.



Volunteers Working with 4-H Staff

In every county, the 4-H Youth Development Program is planned and conducted by paid 4-H staff. Ideally, the 4-H staff and volunteers work together as a team in carrying out the 4-H mission and in conducting the 4-H program.

The Roles of Volunteers

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 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 4-H standards and expectations are achieved.

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 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 recruiting, screening, appointing, training, supervising, and reviewing performance 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, 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 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.

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 in the School of Environmental and Biological Sciences (SEBS), 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 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. University funding for Extension comes from state funds allocated to the New Jersey Agricultural Experiment Station.

4-H Program Associate

The county 4-H program associate is a 4-H professional staff member that may be responsible for the leadership and management of an entire county 4-H program or may be responsible for key program areas within the county program. They are full members of the 4-H Youth Development Department and therefore serve as a link between the county and university. They actively participate on state level committees and assist in state-wide projects and events. They are required to have a bachelor's degree, and in most cases, the position is jointly funded by 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, camp directors, state level faculty and staff, 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 administrative staff as needed.

Revised by Gloria Kraft.

Written by Rita Natale Saathoff.

For more information on New Jersey 4-H, please visit www.nj4h.rutgers.edu.

Cooperating Agencies: Rutgers, The State University of New Jersey, U.S. Department of Agriculture, and County Boards of Chosen Freeholders. Rutgers Cooperative Extension, a unit of the Rutgers New Jersey Agricultural Experiment Station, is an equal opportunity program provider and employer.