



New Hampshire 4-H Leader Handbook

Introduction

Welcome & Thank You

Volunteer leaders make 4-H youth development possible. Without your time and energy, the program would not be able to create the kinds of opportunities we know our youth need. Without your commitment, the program would not reach the level of quality and safety necessary to do this important work well. This handbook is designed to give volunteer leaders the basic information to succeed. This success ultimately happens when the resources included here are combined with on-going support from 4-H staff and experience over time. This is no easy task, but it is a rewarding one. Thank you so very much for rising to this challenge.

New Hampshire 4-H Youth Development

- 4-H is the primary youth development program of the University of New Hampshire Cooperative Extension.
- 4-H extends the university's resources to New Hampshire Youth and is often called "Your first class at UNH."
- 4-H is based on caring adults (most of whom are volunteers) partnering with youth to help them pursue hands-on and minds-on projects in positive environments. The program is state wide in New Hampshire and is part of a national 4-H organization. This results in a number of unique county, state, regional, and national events that 4-H members can be a part of. When caring adults, positive environments, hands-on projects and larger events come together, youth develop into responsive citizens and competent leaders. That's what it's all about.

This Handbook is for all 4-H Volunteer Leaders

This handbook consists of a basic set of resources and information for New Hampshire 4-H volunteer leaders. The handbook covers areas that every 4-H leader in NH needs to be familiar with. The handbook has additional information for those seeking to manage and run organized 4-H clubs or groups: Organizational Leaders. Note: in order to lead other specialized activities (e.g., shooting sports, livestock shows) leaders may need to obtain additional training.

This Handbook is Continually Updated On-line

The resources and information in this handbook are updated periodically. The most up to date versions can be found at <http://extension.unh.edu/>.



4-H POLICY

STAFFING WITH VOLUNTEERS

ADULT VOLUNTEERS:

Any new volunteer, 19 years or older, who will be working directly with minors without the presence or direct supervision of paid 4-H staff or a screened 4-H Volunteer must successfully complete the [Screening Procedures for New 4-H Volunteers](#).

Screened Volunteer Leaders re-enroll annually. Screened Volunteer Leaders who do not re-enroll and then in a subsequent year wish to re-enroll after a period of absence must have this re-enrollment approved by the 4-H staff. The volunteer will need to fill out a new [4-H Volunteer Agreement Form](#) and receive a new appointment letter. Depending on nature and duration of absence, 4-H staff may choose to repeat some or all of the [Screening Procedures for New 4-H Volunteers](#).

Volunteers who work under the direct supervision or in the presence of a screened volunteer or staff person for a brief period of time, for example, a judge, workshop presenter, guest speaker do not necessarily need to be screened. In these instances, staff should consider creating [a service description](#) (e.g., Foundation Advisory; Food Booth Key volunteer) or utilize [UNHCE short-term volunteer form](#)

YOUTH VOLUNTEERS: Those under 19 will not be screened, but they must be under the guidance of a screened volunteer or 4-H Staff member when working in the 4-H program; in addition, they must have the written consent of a parent or guardian prior to volunteering. Youth 18 or under, with written permission of a parent or guardian, may volunteer as a component of their Extension learning experience. It is the responsibility of the supervising volunteer or staff member to be aware of the risks involved in individual situations and to use appropriate judgment regarding them. The volunteer services assigned to a minor shall be performed in a non-hazardous environment and should comply with all appropriate requirements of child labor laws.



UNHCE TRANSPORTATION POLICY

(NOTE: Transportation is exempted from coverage under RSA 508:17.)

UNH Cooperative Extension staff and volunteers are encouraged not to arrange transportation for others. In most situations, transportation is the responsibility of the participant or, in the case of minors, the participant's family; including transportation to and from Extension program/activity sites.

In rare cases where transportation in personal vehicles is arranged by Extension staff or volunteers as a part of their responsibilities with UNH Cooperative Extension, the driver must be an enrolled volunteer who has signed a Volunteer Agreement Form or an adult who has signed a trip specific Activity Driver Form prior to transporting others. Do not permit anyone to drive whose driving you know to be dangerous.

Volunteers must rely on their own automobile insurance when using personal vehicles while performing their volunteer duties. Volunteers who use their personal vehicles while performing their assigned duties shall be in compliance with all federal and state laws pertaining to use of such vehicles, including but not limited to, possession of a valid operator's license, vehicle registration and inspection, and availability and use of safety devices. They must also have personal automobile liability coverage. The recommended level of liability coverage is at least \$300,000. Do not hesitate to ask to see proof of insurance coverage.

All drivers for Extension functions will be at least 21 years of age if transporting others or be either a certified school bus driver or a commercially licensed driver and employed in that capacity. The use of full-size 15 passenger style vans is prohibited. Seat belts must be worn by all passengers. The number of passengers will not exceed the number of properly functioning seatbelts in the vehicle. Do not allow passengers to ride in the back of pickup trucks. Youth who are known to cause trouble for drivers should be driven by their own parent or left at home.



4-H Basics

The 4-H Emblem

The 4-H emblem is a four-leaf clover with an "H" in every leaf. The letters stand for HEAD, HEART, HANDS, and HEALTH; the foundation of all 4-H programs. Through 4-H programs youth develop:



- HEAD - clearer thinking and decision making, knowledge useful through life;
- HEART - greater loyalty, strong personal values, positive self-concept, concern for others;
- HANDS - larger service, workforce preparedness, useful skills, science and technology literacy;
- HEALTH - better living, healthy lifestyles.

4-H helps young people

- become creative and productive citizens
- develop positive leisure time activities
- create a lifelong desire for knowledge
- foster positive self esteem
- build leadership potential
- become involved in communities
- explore interests and try new skills

The 4-H Motto

To make the best better

The 4-H Vision

4-H... A world leader in developing youth to become productive citizens and catalysts for positive change to meet the needs of a diverse and changing society.

Mission Statement

The 4-H Youth Development program of UNH Cooperative Extension provides positive experiences for all youth and adults to develop their individual potential as caring and contributing members of an ever-changing world.

Values of 4-H Youth Development

We believe that youth development is the focus of everything we do. We believe partnerships are essential to successful youth development. We believe that volunteerism is fundamental. We believe in the strength attained from diversity across the entire range of 4-H experiences.

The 4-H Pledge

I pledge:

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



4-H Organizational Leader Volunteer Service Description

Title: 4-H Organizational Leader

Purpose:

Lead and manage a club in order to provide a “positive youth development” environment for 4-H youth. Use the method of experiential teaching and “learn-by-doing” to guide 4-H youth through project work. Help create a safe and welcoming 4-H community where youth develop meaningful relationships and valuable life skills.

Term of Appointment:

From October 1st to September 30th, renewed annually. Renewable upon agreement of volunteer and Extension Staff member and completion of current year enrollment.

Time required:

Complete initial training and orientation. Plan and conduct all aspects of club programming (e.g., project work and community service). Overall time commitment is negotiable with 4-H staff or Volunteers with whom Organizational Leader works, but should include a minimum of six club meetings a year.

Responsibilities:

- Oversee or lead club meetings, and supplement club with project meetings and other 4-H learning activities.
- Provide youth with developmentally appropriate leadership opportunities and structure.
- Assist with hands-on experiential learning experiences leading toward creating a positive youth development environment which includes opportunities for: belonging, mastery, generosity, and independence.
- Assist Project Leaders and/or members to set and pursue project goals.
- Help 4-H youth and families learn about and access county, state and national 4-H events and opportunities.
- Provide other support as needed for club, county, and state 4-H events.
- Maintain 4-H charter status for one’s own club or group.
- Recruit and provide oversight to club Project or Resource Leaders.
- Attend online or face-to-face trainings or workshops to support one’s own learning.
- Be responsible for completing and submitting club related paperwork (e.g., annual program plan, financials, end of year reports, etc.)
- Serve as the primary communication link from the UNHCE 4-H office to the club and maintain communications with UNH Cooperative Extension staff, families and other volunteers regarding club activities.

Qualifications:

- Ability to complete UNH volunteer screening process.
- Believe in “positive” approach to youth development.
- Ability to work and communicate with youth from diverse backgrounds.
- Basic computer skills (or willingness to learn).
- Work with minimal supervision.
- Ability to manage and reduce program risk for 4-H youth and adults.
- Ability to be organized, provide leadership and support and be a team player to a 4-H group.

Benefits:

- 4-H out-of-pocket expenses and mileage are tax deductible.
- Liability protection for volunteer service under NH RSA 508:17.
- Provide service to one’s own community as part of the UNH Cooperative Extension’s youth development program.
- Opportunities for increasing one’s own leadership skills.



4-H Project Leader Volunteer Service Description

Title: 4-H Project Leader

Purpose:

Use the method of experiential teaching and “learn-by-doing” to guide youth through project work. Help create a safe and welcoming 4-H community where youth develop meaningful relationships and valuable life skills.

Term of Appointment:

From October 1st to September 30th, renewed annually. Renewable upon agreement of volunteer and Extension Staff member and completion of current year enrollment.

Time Required:

Complete initial training and orientation. Plan and conduct educational activities and projects. Overall time commitment is negotiable with 4-H staff or Volunteers with whom Project Leader works but should include a minimum of six hours of project work with youth.

Responsibilities

- Provide hands-on experiential learning experiences.
- Work toward creating a positive youth development environment which includes opportunities for: belonging, mastery, generosity, and independence.
- Assist members to set and pursue project goals.
- Attend events and/or club/group meetings and provide other support as needed for club, county, and state 4-H events.
- Attend online or face to face trainings or workshops to support one’s own learning.
- Help and encourage 4-H youth and families to learn about and access county, state and national 4-H events and opportunities related to their project area.
- Maintain and submit necessary reports in a timely manner including record of volunteer hours and other reports as requested.
- Maintain communications with UNH Cooperative Extension staff and other volunteers regarding members, projects, reports, and trainings.

Qualifications:

- Ability to complete UNH volunteer screening process.
- Believe in “positive” approach to youth development.
- Ability to work and communicate with youth from diverse back grounds.
- Willingness to be a lifelong learner.
- Basic computer skills (or willingness to learn).
- Work with minimal supervision.
- Ability to manage and reduce program risk for 4-H youth and adults.
- Ability to be a team member.

Benefits:

- 4-H out-of-pocket expenses and mileage are tax deductible.
- Liability protection for volunteer service under NH RSA 508:17
- Provide service to one’s own community as part of UNH Cooperative Extension’s youth development program.
- Opportunities for increasing one’s own leadership skills.



4-H Resource Leader Volunteer Service Description

Title: 4-H Resource Leader

Purpose:

To be a resource or support to 4-H staff, 4-H volunteers, 4-H clubs and/or events. Help create a safe and welcoming 4-H community where the method of experiential teaching and “learn-by-doing” helps youth to develop meaningful relationships and valuable life skills.

Term of Appointment:

From October 1st to September 30th, renewed annually. Renewable upon agreement of volunteer and Extension Staff member and completion of current year enrollment.

Time Required:

Complete initial training and orientation. Subsequent time commitment will depend on resources volunteer provides to the 4-H program. This is negotiable with 4-H staff or Volunteers with whom resource leader works.

Responsibilities:

- Help create a 4-H community that serves as a safe and welcoming place of learning
- Be a resource to staff, volunteers, and youth so that 4-H can provide hands-on experiential learning experiences.
- Help with club meetings, events, and/or other special programs.
- Attend required online and/or face-to-face trainings or workshops to support one’s own learning.
- Maintain communications with the UNH Cooperative Extension staff and other volunteers as required.

Qualifications:

- Ability to complete the UNH volunteer screening process.
- Believe in “positive” approach to youth development.
- Ability to work with youth and communicate with youth from diverse backgrounds from diverse backgrounds.
- Willingness to be a lifelong learner.
- Basic computer skills (or willingness to learn).
- Work with minimal supervision.
- Ability to manage and reduce program risk for 4-H youth and adults.
- Ability to be a team member.

Benefits:

- 4-H out-of-pocket expenses and mileage are tax deductible.
- Liability protection for volunteer service under NH RSA 508:17
- Provide service to one’s own community as part of the UNH Extension’s youth development program.
- Opportunities for increasing one’s own leadership skills



ENROLLING IN 4HONLINE FOR THE FIRST YEAR – QUICK START GUIDE

Your [County Extension office](#) staff can help you find a club, get the forms you need, and begin the enrollment process, whether you do that with a paper form, or online in 4hOnline

Things you should know:

- When enrolling it is important to select the County in which you *participate* in 4-H. If you are not sure, visit our webpage at: <http://extension.unh.edu/County-Office-Locations>
- Enrollment will take about ten minutes.
- In 4HOnline you will create a *family account*. Once you register the family's last name, you will then add members to your family's account. No more duplicated emails or mailings!
- An adult member of the family completes the enrollment process. There are online forms within the system that will need an electronic signature of the parent/guardian, such as a permission release and medical forms.
 - It is helpful to have medical information on hand (*like insurance information and date of last tetanus shot*) when completing this section.

1. A parent/guardian **and** their child should sit together to complete this enrollment as there are things **you will both need to read and complete.**

2. **LOGGING IN** - Start by going to <https://www.4honline.com/>

3. Select **New Hampshire** from the list of States



TIP: *DO NOT press the ENTER key or click on the BACK ARROW – you will lose any information that you have entered (however, you can use the “previous” button).*

To move between boxes, you need to use your mouse or the TAB key.

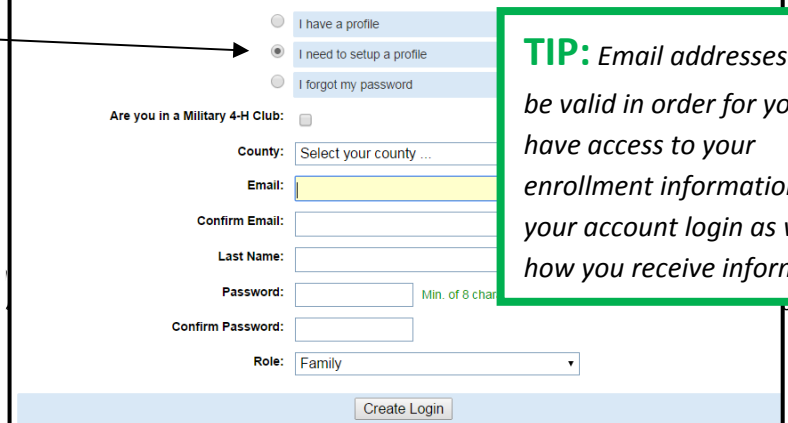
4. Select “I need to set up a profile”

- 5.
- Fill in requested information.
 - For “Role” select “Family”
 - Click *Create Login*

The Univ
Universi This will bring you to the **Family Information Screen**

Welcome to the Log-in page

Under the "Manage Password" section, it is not necessary to change your password unless you wish to select a new password.



TIP: *Email addresses must be valid in order for you to have access to your enrollment information—it's your account login as well as how you receive information.*



Help Sheet for 4-H Families

- 6. Fill in requested information and click *Continue*

Note: If you live in an apartment or condo complex, **be sure to enter the Apt. #** because the system will not allow two different families to occupy the same address.

TIP: DO NOT enter a new password – just click continue to move to the next screen.

Family Information

Profile Information Required Fields

Email: happy4hfamily@yahoo.com joe@gmail.com

Last Name: Green

Mailing Address: 100 Main St

City: Lee

State: New Hampshire

Zip Code: 03824 12345

Primary Phone: 603-555-5555 555-555-1234

Correspondence Preference: Mail

4-H County: Training

Update member records with the same address

Password Management (crossed out)

Current Password:

New Password:

Confirm New Password:

Update Password

Continue >>

MEMBER LIST SCREEN

You will then be on the “Member List” page where you can enroll new 4-H members and adult volunteers.

- 7. In the drop down box under “Add a New Family Member”, select “youth” or “adult” and click on “Add Member”

You can add yourself and any other family members who wish to join.

Member List

Welcome to NH 4-H!

On this page you can add members and volunteers. You can also edit information for any family member.

Please note: for the 2014-2015 Program Year, everyone is enrolling as a NEW enrollment, however, you can fill in your number of years participation and number of years in a project.

If you have questions or concerns, please contact your UNHCE County Office

Green Family [Edit Family](#)

100 Main St
Lee, NH 03824
603-555-5555
happy4hfamily@yahoo.com
Unh Cooperative Extension County [contact info]

Add A New Family Member

select a member type...

Add Member

TIP: You can return to the member list anytime by clicking on “My Member List” in the top right hand corner

TIP: If you are a parent of a 4-H Member and you are not enrolling as a volunteer, you do not need to create an individual profile.

Home **My Member List**



Help Sheet for 4-H Families

PERSONAL INFORMATION SCREEN

Every youth and adult in a family will have a "Personal Information" page.

- 8. Please carefully enter, review, and update this information.
Click Continue

TIP: Pay careful attention to the **Birthdate** – when you click on the calendar, you must select **the year first** and then the month & day

TIP: To speed up the process, information can be copied from one member's record to the next



TIP: Texts will be used for last minute meeting notices and other priority information, only from county staff, *not* auto-generated through the program.

Youth Personal Information

Welcome to the Personal Information Page

Please fill in all the information requested below.

If you share your cell phone number with us, it will be used respectfully.

If you select "Yes" to: "I wish to receive text messages" and fill in the name of your cell phone provider, it will allow us to text message you with important information like meeting cancellations, etc. Your information will never be shared.

Copy parent information from another youth record

Profile Information • Required Fields

Email:

First Name:

Middle Name:

Last Name:

Authorizations and Releases

These screens contain authorization statements and information, along with important health and emergency contact questions. First fill out the authorizations and then fill out the health form on the next page.

9. Digital Signatures

- Enter both the name of the parent/guardian and the youth. If a field requires a youth signature as well as a parent/guardian signature, both fields must be filled in before you can click the "Continue" button.
- *By logging on with your user ID and password, you are indicating that you are the correct person to agree to the terms.*

First: Fill out the Authorizations Page

Additional Information

Below are the Permission Release and Code of Conduct forms. Please read carefully and sign by typing in your name.

Media Release

I agree to the terms above

I do not agree to the terms above (Contact your county office)

Parent/Guardian Signature: REQUIRED

Medical Release

Medications Procedure

1. All prescription drugs must be carried in the original container (with medical orders and physicians name intact).
2. With the exception of Epi-Pens and Asthma inhalers; Any medications brought to 4-H events should be the exact amount required and should be kept in the possession of a responsible adult.

My child is physically able to participate in this program including handling their project animals, if animals are involved; and in the case of the 4-H horse project, participating in mounted activities. I understand that the 4-H members will be supervised, and that if a serious illness or injury develops, medical and/or hospital care will be given; however, the sponsor is not responsible in case of accident or illness. I further understand that in case of medical emergency we will be notified. In the event that I cannot be reached, I hereby give permission to the attending physician to hospitalize, secure proper treatment for, and order injection, anesthesia, or surgery for my child as named on this Medical Care and Treatment Form. I will assume all financial obligations incurred if not covered by insurance. I understand this form will be in the possession of the club/event volunteer or event coordinator.

I certify that I am the parent/guardian of the above named child (or I am 18 years of age and legally eligible to sign for myself) and that the information set forth on this form is true and correct to the best of my knowledge. I agree that I will update this form as my child's condition/medications change.

I agree to the terms above

I do not agree to the terms above (Contact your county office)

Parent/Guardian Signature: REQUIRED

NH Youth Code of Conduct

As a participant in a NH 4-H event, you have the responsibility of representing the NH 4-H program to the public. You are expected to conduct yourself in a manner that will bring honor to you as well as to 4-H. To do that you will need to:

Second: Fill out the Medical Form

Health Form

Emergency Contact Information

Emergency Contact Name:

Emergency Contact Phone #:

Medical Providers

Name of Family Doctor:

Family Doctor Phone #:

Insurance Information

Health Insurance Company:

Insurance Policy #:

Medical Conditions

Date of Last Tetanus Booster: mm/dd/yyyy

Please note any existing conditions (enter "none" if not applicable):

Allergies/Asthma:

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Help Sheet for 4-H Families

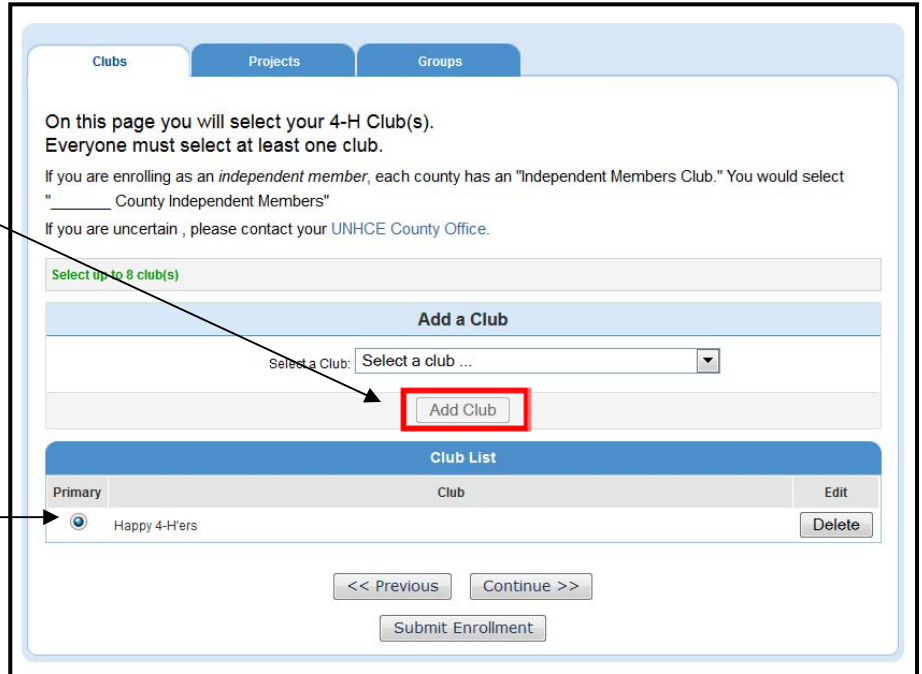
The Clubs/Projects/Groups page is where you will select a 4-H club and projects for the current 4-H year.

The Clubs tab

10. Select the correct club from the drop down menu and click on it.
- Be sure to click “Add Club”.
 - If your child is a member of more than one club, add the secondary club the same way.

TIP: Make sure the member’s main club has a dot next to it.

11. Click “Continue”



On this page you will select your 4-H Club(s). Everyone must select at least one club.

If you are enrolling as an *independent member*, each county has an "Independent Members Club." You would select "_____ County Independent Members"

If you are uncertain, please contact your UNHCE County Office.

Select up to 8 club(s)

Add a Club

Select a Club: Select a club ...

Add Club

Club List

Primary	Club	Edit
<input checked="" type="radio"/>	Happy 4-H'ers	Delete

<< Previous Continue >>

Submit Enrollment

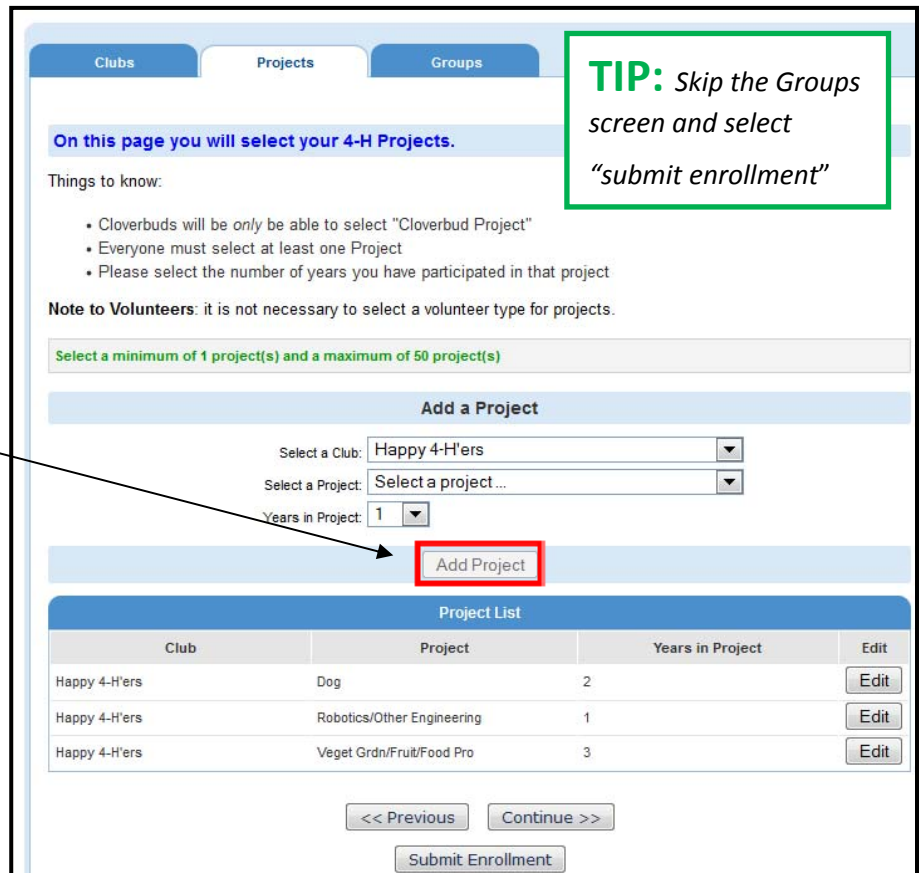
The Projects tab

12. Click on the drop down menu and select the first project for this youth.
- 1st year members select “1” for number of years.

13. Click on “Add Project”
- For each additional project that you want to add, repeat the steps above.

14. Once you have entered all your project(s), you need to click on “Submit Enrollment” and you are done! *Congratulations!*

TIP: Skip the Groups screen and select “submit enrollment”



On this page you will select your 4-H Projects.

Things to know:

- Cloverbuds will be only be able to select "Cloverbud Project"
- Everyone must select at least one Project
- Please select the number of years you have participated in that project

Note to Volunteers: it is not necessary to select a volunteer type for projects.

Select a minimum of 1 project(s) and a maximum of 50 project(s)

Add a Project

Select a Club: Happy 4-H'ers

Select a Project: Select a project ...

Years in Project: 1

Add Project

Project List

Club	Project	Years in Project	Edit
Happy 4-H'ers	Dog	2	Edit
Happy 4-H'ers	Robotics/Other Engineering	1	Edit
Happy 4-H'ers	Veget Grdn/Fruit/Food Pro	3	Edit

<< Previous Continue >>

Submit Enrollment

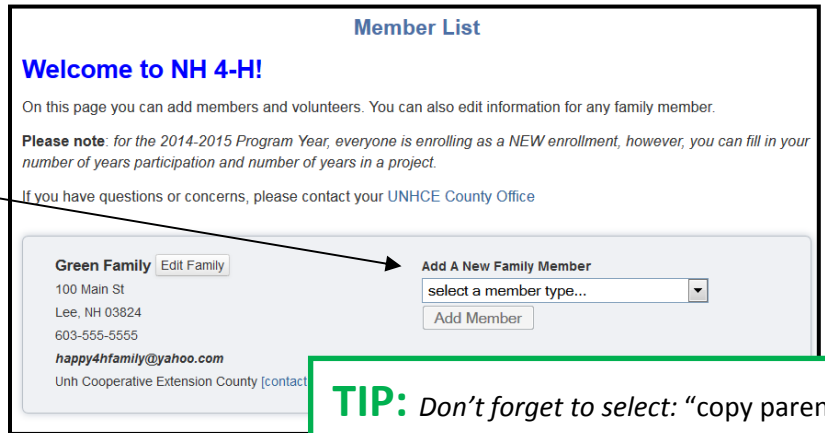


Help Sheet for 4-H Families

Adding other Family Members

When you have completed a registration it will bring you back to the Member List Page.

In the drop down box under "Add a New Family Member", select "youth" or "adult" and click on "Add Member"



TIP: Don't forget to select: "copy parent information from another youth record" on the personal information page.

What Happens Next?

Once submitted, your enrollment is sent to your County Extension Office to be approved. If there are any problems – incorrect or missing information, etc.

– you will get an email with instructions for logging back in (with the same email/password you set up) and correcting those. If there are no problems, you will receive an email stating that you have been accepted and will have access online to your enrollment to make any updates throughout the 4-H year.

TIP: Keep your login (family email address) and password handy so that you can log in to the program and update your records

Next year, when it's re-enrollment time, you will log in to the records you created this year, and simply "reactivate" any members or adult volunteers in your family—the family information only needs to be entered once—when your family begins your 4-H adventure!

FAQ – Frequently asked Questions

Passwords and Email Addresses

Q: I forgot my password, how can I get it?

A: On the login page, click on "I forgot my password" and then click "Send My Password"

Q: I forgot the email address that I used, how can I get it?

A: You will need to contact your county Extension office and ask them to look at your profile for the correct email address.

Q: I requested my password to be sent, but it never came, what can I do?

A: Contact your county Extension office and ask for your password to be reset.

Q: If I forgot my email and/or password, can I just set up another profile?

A: **NO!** If you do that it duplicates the enrollment numbers in the system and creates multiple profiles for families and 4-H members and does not allow you to create a "transcript" of all your 4-H events.

Q: I was given/mailed a password but when I typed it in, it did not work?

A: Because of the sensitivity of the passwords it is recommended that you "cut and paste" the password into the password field. Once you are logged in, you can reset it.

Family and Individual Profile

Q: Now that the new 4-H year has started, do I create a new family profile, or a new member profile?

A: **No**, to re-enroll all you have to do is access your CURRENT family profile, click on each name of the person re-enrolling (youth and adult) and review the information for correctness. Once complete, make sure you submit your enrollment.

Q: I completed my profile over a week ago and it is still pending, what do I do?

A: Contact your county Extension office and ask them to approve your enrollment, or ask if there are any problems with it.

NH 4-H Member Enrollment Form

Program Year 20 - 20

Program year runs the same as school year, example 2009-2010

New Enrollment Re-Enrollment Please check here if you were a cloverbud last year

<u>Office Use Only</u>	
Club Code	<input type="text"/>
Member Code	<input type="text"/>
Entered by	<input type="text"/>
Date	<input type="text"/>

First Name Middle Name Youth Last Name

Alternate Name County Date of Birth

Home Phone # Member Cell # Wireless Carrier

Best Time to Call? Permission to receive text msgs from 4-H? Yes No SMS Email

Primary Email Address Secondary Email Grade

Year in 4-H Date First Enrolled in 4-H? School Level of Education

Military Family? Active Army Active Navy Active Air Force Active Marine Corps Active Coast Guard
 If Yes, please select your branch: Army Guard Naval Reserve Air Force Reserve Marine Corps Reserve Coast Guard Reserve
 Army Reserve Air Guard

Do You Want 4-H Mailings? Yes No Prefer Email Newsletters? Yes No

I want the Extension office to be aware of the following disability or health consideration:

Address Information

Street 1 Street 2

Town State Zip Code Actual town where your child lives if not the same as your mailing address:

<p>Ethnic:</p> <input type="checkbox"/> Hispanic <input type="checkbox"/> Not Hispanic	<p>Gender:</p> <input type="checkbox"/> Female <input type="checkbox"/> Male	<p>Residence:</p> <input type="checkbox"/> Farm <input type="checkbox"/> City over 50,000 <input type="checkbox"/> Rural - Town under 10,000 <input type="checkbox"/> Town/City 10,000-50,000 <input type="checkbox"/> Suburb of City over 50,000	<p>Race:</p> <input type="checkbox"/> Asian <input type="checkbox"/> White <input type="checkbox"/> Alaskan/American Indian <input type="checkbox"/> Black <input type="checkbox"/> Hawaiian/Pacific Island <input type="checkbox"/> Other
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PARENTS Please Fill Out Information Below

<p>Mother/Guardian first & last name <input type="text"/></p> <p>Primary Phone <input type="text"/> Best time to Call? <input type="text"/></p> <p>Work Phone <input type="text"/> Ext. <input type="text"/></p> <p>Cell # <input type="text"/> OK to Text? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Email Address <input type="text"/></p> <p>Mailing Address street, city, zip <input type="text"/></p>	<p>Father/Guardian first & last name <input type="text"/></p> <p>Primary Phone <input type="text"/> Best time to Call? <input type="text"/></p> <p>Work Phone <input type="text"/> Ext. <input type="text"/></p> <p>Cell # <input type="text"/> OK to Text? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Email Address <input type="text"/></p> <p>Mailing Address street, city, zip <input type="text"/></p>
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Is there a parent/guardian at a different location that wishes to receive information?

Full Name Primary Phone 18

Mailing Address: street, city, zip Continued on Next Page

Club Information

Category:

- Cloverbud
(4-H Age 5-7 years
old as of Jan 1)
- Member
(4-H Age 8-18 years
old as of Jan 1)

Type of Club (choose one):

- Community Club
- In -School Club
- After-School Club
- Military Club
- Independent Member

Club Name

Do you Belong to a 2nd 4-H Club?
If so, please list name:

Do you have siblings in 4-H?
If Yes, please list name(s)

Please see Project Enrollment Form for Project Selection

Media Release

- Yes 4-H event participants may be photographed and videotaped for use in 4-H promotional and educational materials which may include use on web pages or social media. I authorize 4-H to record the above named 4-H member's image and/or voice for use by the University of New Hampshire, its affiliates (including but not limited to the UNH Cooperative Extension, UNH Foundation, and a 4-H Foundation of New Hampshire), or its assignees in research, educational and promotional programs. I understand and agree that these audio, video, film, and/or print images may be edited, duplicated, distributed, reproduced, broadcast and/or reformatted in any form and manner without payment of fees, in perpetuity.
- No

NH 4-H Code of Conduct As a participant in a New Hampshire 4-H Event, you have the responsibility of representing the NH 4-H program to the public. You are expected to conduct yourself in a manner that will bring honor to you as well as to 4-H. To do that you will need to:

1. Attend all sessions in the planned program and participate fully.
2. Follow established hours and room rules. YOU are responsible for knowing the rules of your event.
3. Dress appropriately for each event. (follow the dress code when given)
4. Use language and manners that are appropriate for a 4-H event. You are responsible for knowing what language and behavior is appropriate.
5. Be in the assigned program area at all times (eg. dorms, motels, etc)
6. Model respect for other persons in public areas.
7. Know that the use of illicit drugs, alcohol, tobacco and fireworks are prohibited at all 4-H events.
8. Treat program areas, lodging areas and transportation vehicles with respect and care. You will be responsible for any damage, theft or misconduct in which you participate.
9. Help other persons in your group have a pleasant experience by making every attempt to include all participants in all activities.
10. Live up to your highest expectations for yourself so you can return home proud of who you are and what you have done.

Those who find themselves unable to conduct themselves within the guidelines listed above may expect:

1. To explain their actions to the adults in charge.
2. To accept the consequences of their actions.
3. To possibly be sent home immediately at their own expense.
4. To possibly be excluded from participation in a future 4-H event/trip.
5. To have the adults in charge notify parents/guardians, Extension staff and others to see that the actions taken in case of unacceptable behavior are appropriate for all concerned.

4-H Activity Youth Permission and Release

I understand that the above named 4-H member will be participating in the New Hampshire 4-H program. The activities are supervised primarily by volunteers and include active, hands-on activities that occur at local, county, statewide national venues. We understand the responsibilities, hazards, and dangers inherent in participation in the program, including transportation. We give permission for the above named youth to participate. It is the policy of UNH Cooperative Extension *never* to sell or share information with outside agencies. We may share information with other 4-H leaders or UNH staff within the county or state for the purpose of planning and promoting events.

We hold harmless the University of New Hampshire, its trustees, officers, agents, employees, and volunteers from and against all claims, demands actions, and causes of action for damages which may be sustained by the above named youth or anyone else. This includes personal injury, death or property damage, whether or not the result of negligent acts or omissions on the part of the University of New Hampshire. If the above named youth's participation in the activity causes damage to any property where a UNH Cooperative Extension program is being held we agree to pay the property owner for such loss.

I am the parent/guardian and approve my child's enrolling with 4-H:

Parent/Guardian Signature _____

Date _____

Member Signature _____

Date _____

Leader Signature _____

Date _____

Please print and mail completed form to your local county office (click down arrow to select county office below)

County Offices



NH 4-H Member Project Enrollment



Program Year 20 - 20

program year runs the same as school year, example 2009-2010

County

Youth Last Name

First Name

Office Use Only

Club Code

Member Code

Entered by

Date

New Hampshire 4-H Project List

If age 8 or older, please check *all* projects you are planning to do this year.

Animal Sciences

- Other Animal Sciences (AAS1)
- Alpacas & Llamas (AAL1)
- Beef (ABF1)
- Dog (ADG1)
- Dairy Cattle (ADR1)
- Dairy Goat (AGO1)
- Other Goat Project (AGO2)
- Horse (AHS1)
- Working Steer/Oxen (AOX1)
- Poultry (APT1)
- Rabbits & Cavies (ARB1)
- Sheep (ASH1)
- Small Animals (ASP1)
- Swine (ASW1)
- Veterinary Science (AVS1)

Family & Consumer Sciences

- Other Family/Consumer Sci. (FCS1)
- Arts & Crafts (HAC1)
- Heritage Arts (HAC2)
- Child Care/Babysitting (HCD1)
- Consumer Ed/Clothing Decisions (HCE1)
- Foods & Nutrition (HFN1)
- Food Preservation (HFP1)
- Cultural Awareness (HHA1)
- Health & Fitness (HHL1)
- Independent Study (HLE1)
- Money Management (HMM1)
- Personal Development (HPD1)
- Clothing & Textiles (HTC1)

Science & Technology

- Aerospace & Rocketry (MAR1)
- Bicycle Safety (MBS1)
- Computers (MCS1)
- Electricity/Energy (MEL1)
- GPS (MGP1)
- Wind Power (MWP1)
- Woodworking (MWW1)
- Other Science /Technology (MST1)
- Small Engines - ATV's (NSE1)
- Small Tractors (NST1)

Citizenship

- Community Service (CCS1)
- Citizenship (CCZ1)
- Leadership (CLE1)
- Safety (CSA1)
- Career Exploration, Workforce Preparation (CWP1)

Communication & Expressive Arts

- Theater & Performing Arts (LEA1)
- Photography (LPH1)
- Public Speaking (LPS1)
- Other Communications (LPS2)

Environmental Education & Natural Resources

- Environmental Stewardship (NEC1)
- Entomology (NEN1)
- Forestry (NFR1)
- Fishing (NFS1)
- Marine Science (NMS1)
- Shooting Sports (NSS1)
- Wildlife (NWL1)

Plant Science

- Ornamental Hort/Flowers (PLS1)
- Other Horticulture (PSG1)
- Vegetable Gardening, Fruit/Food Production (PVG1)

For a list of available 4-H curriculum, please go to: <http://www.n4hccs.org/AtoZ.aspx>

I/we (parent/guardian) are interested in being involved by (check any that apply): I'm currently serving as a volunteer

- assisting with a club activity
- assisting with a county event
- assisting an existing leader
- creating a 4-H newsletter or website
- judging at a county or state event
- becoming a project leader
- Interests:
- sharing a special talent
- topic:
- arranging for a special speaker/activity
- starting a cloverbud group
- starting a new 4-H Club
- helping plan community service
- Other

Please submit this form with the member enrollment or re-enrollment form. Print and mail completed forms to your local county office (click down arrow to select county office below)

County Offices

Questions? Visit: <http://extension.unh.edu/4H/4H.htm>

Print Form



NH 4-H Leader Enrollment Form

Profile Information	
Email	
First Name	Middle Name
Last Name	Suffix
Preferred Name	Job Title
Mailing Address	Mailing Address 2
City	State
Zip Code	
Birth Date	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Contact Information	
Primary Phone	Preferred Correspondence: <input type="checkbox"/> Email <input type="checkbox"/> Paper Mail
Cell Phone	
Wish to receive notices via text msg?	
Work Phone	Work Extension
Years in 4-H	
Emergency Contact Name	Emergency Contact Phone
Emergency Contact Email	Emergency Contact Relationship: Choose an item.
4-H County	
Ethnicity	
<input type="checkbox"/> Hispanic <input type="checkbox"/> Not Hispanic	
Race	
<input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> Black/African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Prefer Not to State	
Residence	
<input type="checkbox"/> Farm <input type="checkbox"/> Suburb of city more than 50,000 <input type="checkbox"/> Town under 10,000 and rural non-farm <input type="checkbox"/> Central city more than 50,000 <input type="checkbox"/> Town/City 10,000-50,000 and its suburbs	
Military Service	
<input type="checkbox"/> No one in my family is serving in the military <input type="checkbox"/> I have a parent serving in the military <input type="checkbox"/> I have a sibling serving in the military <input type="checkbox"/> Myself/my spouse currently serves in the military	
If Yes: Branch: Branch Component:	
Club Information	
Club Name	
Leader Type <input type="checkbox"/> Organizational <input type="checkbox"/> Project Leader <input type="checkbox"/> Resource Leader	
<i>Continued on next page</i>	

Adult Code of Conduct

As a chaperone/participant in a New Hampshire 4-H event, you have the responsibility of representing the New Hampshire 4-H Program to the public. You have the responsibility to be a positive role model for youth, and partner with other adults to ensure youth participate in a positive manner according to the Code of Conduct.

To do that, you will need to:

1. See that you and your delegates adhere to the schedule of events as developed by others, yourself and/or UNH Cooperative Extension.
2. Follow and have your delegates follow the established rules for the event including curfew, quiet hours.
3. Dress in a manner reflecting your leadership role with UNH Cooperative Extension.
4. Act as a model for your activity participants including using appropriate language.
5. Be in the assigned program area at all times (for example; workshops, dorms, motels, etc.).
6. Refrain from the use of illegal drugs, alcohol, tobacco, and fireworks. Use of these substances is prohibited at 4-H events.
7. Model respect for your NH 4-H participants, other persons, and activities/officials.
8. Instruct your participants to treat program areas, lodging areas, and transportation vehicles with respect and care. They/you will be responsible for any damage, theft, or misconduct in which they/you participate.
9. Help all persons in your group have a pleasant experience by making every attempt to include all participants in all activities.
10. Be aware that you are responsible for the NH youth participants to whom you have been assigned. You should know where they are and what they are doing at all times and know that they are supervised by a screened volunteer.

Those who find themselves unable to conduct themselves within the guidelines listed above may expect:

To work closely with Extension personnel and others to see that the corrective actions taken, in case of unacceptable behavior, are appropriate for all concerned.

Media Release

<input type="checkbox"/> Yes	4-H event participants may be photographed and videotaped for use in 4-H promotional and educational materials which may include use on web pages or social media. I authorize 4-H to record the above named person's image and/or voice for use by the University of New Hampshire, its affiliates (including but not limited to the UNH Cooperative Extension, UNH Foundation, and a 4-H Foundation of New Hampshire), or its assignees in research, educational and promotional programs. I understand and agree that these audio, video, film, and/or print images may be edited, duplicated, distributed, reproduced, broadcast and/or reformatted in any form and manner without payment of fees, in perpetuity.
<input type="checkbox"/> No	

Statement of Non-Discrimination

As a representative of UNH Cooperative Extension 4-H, I verify that this organization maintains an open membership policy and welcomes all people, regardless of race, color, religion, sex, national origin, age, veteran's status, gender identity or expression, sexual orientation, marital status, or disability.

Adult Permission and Release

I understand that the above named individual will be participating in the New Hampshire 4-H program. The activities include active, hands-on activities that occur at local, county and statewide venues. We understand the responsibilities, hazards, and dangers inherent in participation in the program, including transportation. It is the policy of UNH Cooperative Extension *never* to sell or share information with outside agencies. We may share information with other 4-H Leaders or UNH staff within the county or state for the purpose of planning and promoting events.

We hold harmless the University of New Hampshire, its trustees, officers, agents, employees, and volunteers from and against all claims, demands, actions, and causes of action for damages which may be sustained by the above named individual or anyone else. This includes personal injury, death or property damage, whether or not the result of negligent acts or omissions on the part of the University of New Hampshire. If the above named individuals participation in the activity causes damage to the property at which the event is taking place, we agree to pay the property owner for such loss.

Leader Signature

Date

Please print and mail completed form to your local County Office



New Hampshire 4-H Project List

If age 8 or older, please check *all* projects you are planning to do this year.

For a list of available 4-H curriculum, please go to: <http://www.n4hccs.org/AtoZ.aspx>

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- Other Animal Sciences (AAS1)
- Alpacas & Llamas (AAL1)
- Beef (ABF1)
- Dog (ADG1)
- Dairy Cattle (ADR1)
- Dairy Goat (AGO1)
- Other Goat Project (AGO2)
- Horse (AHS1)
- Poultry (APT1)
- Rabbits & Cavies (ARB1)
- Sheep (ASH1)
- Small Animals (ASP1)
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- Community Service (CCS1)
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- Other Family/Consumer Sci. (FCS1)
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- Clothing & Textiles (HTC1)
- Food Preservation (HFP1)
- Cultural Awareness (HHA1)
- Health & Fitness (HHL1)
- Independent Study (HLE1)
- Money Management (HMM1)
- Personal Development (HPD1)

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- Vegetable Gardening, Fruit/Food Production (PVG1)

Science & Technology

- Aerospace & Rocketry (MAR1)
- Bicycle Safety (MBS1)
- Computers (MCS1)
- Electricity/Energy (MEL1)
- GPS (MGP1)
- Wind Power (MWP1)
- Other Science /Technology (MST1)
- Woodworking (MWW1)
- Small Engines - ATV's (NSE1)
- Small Tractors (NST1)

Environmental Education & Natural Resources

- Environmental Stewardship (NEC1)
- Entomology (NEN1)
- Forestry (NFR1)
- Fishing (NFS1)
- Marine Science (NMS1)
- Shooting Sports (NSS1)
- Wildlife (NWL1)

University of New Hampshire Cooperative Extension is an equal opportunity educator and employer.
University of New Hampshire, U.S. Department of Agriculture and N.H. counties cooperating.



Using the 4-H Name and Emblem

The 4-H Youth Development Program is the youth outreach program from the Land Grant Universities, Cooperative Extension Services, and the United States Department of Agriculture. The 4-H Name & Emblem is intended to represent the ideals of the program with its focus on **Head, Heart, Hands, and Health**. Today, it is one of the best-known and most valued images emblematic of a century of 4-H achievement. The 4-H Name & Emblem is very important to us as an organization because it represents who we are.

What is the 4-H Name & Emblem?

The official 4-H Emblem is a clover with four leaves and an “H” on each leaf. The clover’s stem must point to the right as you look at the image. The 4-H Emblem is *not* a plain four-leaf clover. The 4-H Emblem should appear in specific colors and in its entirety. The 4-H Name & Emblem belongs to the 4-H Youth Development Program, under the authority of USDA and anyone wishing to use it must obtain permission to use it ahead of time.



How Do I Get Permission to Use the 4-H Name and Emblem?

It depends on who you are and for what reason you wish to use the 4-H Name & Emblem: 4-H Club or Program member or volunteer leader? Commercial vendor? Event, activity or program affiliated with 4-H? Private, non-profit organization?

If you are a 4-H member or volunteer, you are permitted to use the 4-H Name & Emblem once your program is chartered with the official 4-H Charter from 4-H National Headquarters at the Institute of Food and Agriculture (NIFA), within the United States Department of Agriculture (USDA). If you are a commercial vendor, private organization or any other entity, you need to contact either the local Cooperative Extension Service office or the State 4-H Office to determine what steps you need to take for your use of the 4-H Name & Emblem. Anyone wishing to use the 4-H Name & Emblem in a way that does not specify a local or state program, should seek authorization to use the 4-H Name & Emblem from 4-H National Headquarters at USDA.

In all private and commercial use of the 4-H Emblem, the statement “18 USC 707” **must** legibly appear either to the right of the base of the stem or below the lower right leaf of the clover. In use internal to the Cooperative Extension System (all 4-H Youth Development programs and clubs duly given authorization to use the 4-H Name & Emblem) use of the statement is at the discretion of the State 4-H Program Leader, or for those uses that are multi-state, regional, or national in scope, at the discretion of 4-H National Headquarters.

Whoever uses such emblem or any sign, insignia, or symbol in colorable imitation thereof, or the words “4-H Club” or “4-H Clubs” or any combination of these or other words or characters in colorable imitation thereof, without being duly authorized, shall be fined not more than \$5,000 for individuals and \$10,000 for groups, or imprisoned not more than six months, or both.

Did You Know? The 4-H Name & Emblem is a highly valued mark within our country’s history. As such, it was granted a very unique and special status; it is in a category similar to the Presidential Seal and the Olympic Emblem. This federal protection makes it a mark into and of itself with protection that supercedes the limited authorities of both a trademark and a copyright. As a result, responsibility and stewardship for the 4-H Name & Emblem were not given to the U.S. Patent Office but were given to a higher level of the federal government, a member of the Cabinet, the Secretary of Agriculture. The Secretary has responsibility for the 4-H Name and Emblem, at the direct request of Congress. The “18 USC 707” is the statement in the United States Code that outlines the protection of the 4-H Name & Emblem.



4-H National Headquarters; 1400 Independence Avenue, S.W.; MS 2225;
Washington, D.C. 20250
www.national4-hheadquarters.gov



The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA’s TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice or TDD). USDA is an equal opportunity provider and employer.

Using the 4-H Name & Emblem: Graphics Basics

The Official 4-H Emblem

The Official 4-H Emblem is a 4-leaf clover with an H in each leaf, with the stem turned to the right. The Emblem may be two-dimensional (flat) or three dimensional (with shadows that show depth and perspective). Authorized users of the 4-H Emblem should take care to ensure that when they use the Emblem, they have done the following:

1. They have obtained the Official 4-H Emblem and are using it in its entirety.
2. They do not “flip” the image to create a framed look. The stem on the 4-H Emblem **must** point to the right as you look at the image. Under no circumstances should the stem be changed to point to the left.
3. They are familiar with resizing graphics through the software application being used, and do not distort or warp the dimensions of the Emblem.
4. The 4-H Emblem is never used to imply endorsement of any product or material.
5. They follow the graphic use guidelines outlined in this document, or for additional information, contact 4-H National Headquarters.

Use the Whole Emblem

The 4-H Emblem should always appear in its entirety - meaning it should always appear as a whole and complete image - the image recognized by millions of people. This means: don't remove any leaves. If you are using a clover image that has an “H” on each leaf, the leaves cannot be removed or have another image superimposed over the top of one of the leaves. Other images should be moved and appear completely separate from the 4-H Emblem. This also means you shouldn't “cut off” a leaf by running it off the edge of the paper in print media or other designs.

Don't place text or other images over or on top of the 4-H Emblem. The 4-H Emblem should not appear screened under words or graphics. No photo, drawing, symbol, word or other figure or object may be placed on or obscure the 4-H Emblem. This includes on web pages, where it should not appear as a “watermark” behind other information.

Keep it Upright

In general, the 4-H Emblem should not be rotated or turned on its side. There are some exceptions, such as on fabric where the emblem is scattered randomly across the fabric or in other random designs. If you are considering an exception, please contact the 4-H National Headquarters.

Color

The 4-H Emblem should never be screened, shaded, gradated, or appear in a multi-colored hue. The official and preferred color of the 4-H Emblem is 100 percent PMS 347 green, (The H's reversed out to the color of the paper on which the emblem is printed). The clover can also be white, black, or metallic gold. The H's on the clover can be white, metallic gold (only on a green clover), green (only on a white clover), or black. The clover can be outlined in green (for white clover) or white (for green clover) to add prominence to the image and make the emblem stand out from the background.

One-color printing requires either PMS 347 green or black. For commercial applications, the “18 USC 707” notice should be the same color as the clover leaves. Black is the only acceptable alternative to green for one-color printing and should be used only when cost prohibits green ink or color photocopies.

Two-color printing—Only PMS 347 green may be used for the leaves and “18 USC 707” notice—the H's will be reversed out of the PMS 347 to be white or the color of the paper on which the emblem is printed. The H's may also be printed in metallic gold (PMS 873) on a green background.

Four-color process (full color printing)—In four-color process printing, PMS colors are approximated using a particular combination of the standard four-color process printing inks. The four-color process percentages required to match 4-H's PMS 347 green are: cyan 100%, magenta 0%, yellow 90%, and black 0%. There is no CMYK equivalent to PMS 873.

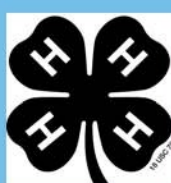




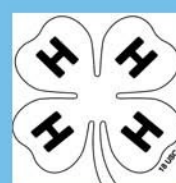
Preferred



Preferred



Accepted



Accepted

Video and Computer Screen Colors (Electronic Media) The colors transmitted by electronic media are created using precise combinations of RGB (red, green, blue). The correct RGB values for the 4-H green are: R=51, G=153, B=102. No other colors are acceptable.

For exceptions to the guidance provided regarding color, especially in non-print or corollary materials, please contact 4-H National Headquarters.

Distortion and Proportion

The appearance, shape, and proportion of the 4-H Emblem should never be distorted to fit in an imprint space. Do not make the 4-H Emblem longer, taller, wider or angled. Do not alter the shape in any way. The overall size of the 4-H Emblem may be changed, but the proportions must remain intact. All standard word processing software applications allow you to scale an image while maintaining its original proportions. Before rescaling the 4-H Emblem, please consult your software manual for proper instructions. Do not make the 4-H Emblem so small that the H's are no longer clearly legible.

Using the 4-H Name

The official 4-H Name includes 4-H, 4-H Youth Development, or 4-H Youth Development Program. When using the term "4-H" it must conform as follows:

- Numeral "4" separated from a capital "H" with a hyphen (not a dash, slash or space).
- It is well documented in English usage, as well as in the most familiar style manuals, that you should never begin a sentence with a numeral. To comply with this rule, you would need to begin a sentence using "Four-H." This language rule, however, is contrary to the regulations set down for use of the 4-H Name & Emblem; if such a situation arises in writings, it is far better to re-word the sentence slightly to avoid the language rule. An exception to this would be in writing news headlines where the 4-H name would be better served by using the familiar numeral-hyphen-letter combination to provide instant recognition.
- Do not use the 4-H Emblem in place of the word "4-H" in a title or text.
- Avoid separation of any of the elements of the 4-H Name at the end of sentences. This can sometimes be difficult because some software programs override user commands. Often, these overrides do not become visible until after printing or posting to a web page: careful scrutiny of text after trial printing or posting is advised. If such overrides occur, try rewording your sentence to keep the entire name on the same line or add a small word or space between words to force the separated portions together on the next line.

Using the 4-H Emblem on Collateral Items

The 4-H Emblem can be used for collateral materials such as jewelry or fine art and may be made of metal (e.g. copper, bronze, gold or silver), glass, leather, or wood without conflicting with the color specifications for the 4-H Emblem. Ceramic, plaster, paper, fabric or any materials that are colored or painted must comply with the color specifications and all other guidelines.

Use of the emblem on fabric, whether painted, screen printed, embroidered, appliquéd, or some other technique, must accurately represent the 4-H Emblem in authorized colors and adhere to all other use guidelines.

The 4-H Emblem is not open to reinterpretation or reconfiguration, regardless of its intended use, including the development of materials such as jewelry, sculpture, furniture, signage, crafts, or other fine art.

Using the 4-H Name and Emblem in Animation

Animation of the 4-H Name & Emblem is allowable provided that the animation is in keeping with the guidelines, and that at the end point of the animation (where the animated loop begins to repeat, if in an ongoing loop), the 4-H Name & Emblem appear in a manner that meets all guidelines for its use. Effects that may be used as part of an animation loop include: swivel and rotate, transition and dissolve, fly-by, layer, and posterization.

Animation may also show the 4-H Emblem on a waving flag, on a float that is partially hidden by crowds watching a parade, being placed in a box or behind a curtain, twirling as it “dances,” “separating” as it forms the doors opening to welcome you to the 4-H Program, be partially hidden as it forms the backdrop for a youth speaking about 4-H, slowly come into focus or formation as the 4-H Emblem from an amorphous or other background, or completing itself as the clover leaves are added one by one to form the 4-H Emblem and each “H” is explained. In each of these cases, the 4-H Emblem may be temporarily blocked, in whole or in part, or have its shape altered. The end point of the animation must still comply with the guidelines.

For additional information or guidance related to animation applications for the 4-H Name & Emblem, contact 4-H National Headquarters.

Using the 4-H Name and Emblem in Partnership with Others

The 4-H Name & Emblem may be used in conjunction with the names, emblems, and word marks of other organizations and programs when 4-H is a partner, co-author, sponsor, or supporter or in some other official relationship. When feasible, the nature of the relationship among the organizations or programs should be clearly defined (e.g., in partnership with, sponsored by, etc.), and the 4-H Emblem should be given prominence consistent with its role in the relationship.

The 4-H Emblem should not be used or integrated into a larger design in such a manner that it becomes difficult to recognize or distinguish, or that is not consistent with the graphic guidelines for use of the 4-H Emblem.

To avoid the appearance of endorsement of a program, product, or service, the 4-H Emblem may not be incorporated into a larger design of a program, product, or service that is protected by trademark, service mark, copyright, or other similar laws. It is not acceptable to incorporate the 4-H Emblem into any other organization’s logo or emblem. The authority for determining the proper display and use of the 4-H Emblem rests with 4-H National Headquarters.

Permission to use the 4-H Name & Emblem is not required when the 4-H Name & Emblem is used to link to an official 4-H website in keeping with the policies and guidelines of 4-H National Headquarters.

Downloadable Graphics

The official 4-H Emblem and versions for print and the web are available for download at:
http://www.national4-hheadquarters.gov/emblem/4h_emblems.htm.

Each of the download files contains both black and white, and two-color and three-color versions of the 4-H Emblem in EPS, TIFF and GIF formats, for Mac and PC. The EPS files are especially suited for “Postscript” printers and Mac-based units. In general, TIFF files may be used with any printer type. Test both formats with your software and printer to find which yields the best results.

Making 4-H Name and Emblem Decisions

This document is meant to be a quick reference for using the 4-H Name & Emblem. The 4-H National Headquarters at NIFA, USDA provides further documentation on the official headquarters web site:
<http://www.national4-hheadquarters.gov>.

If your questions are not answered here, please go to the URL above and click on the 4-H Name & Emblem link. Carefully researching the **4-H Name & Emblem section of the 4-H National Headquarters website** should answer your questions. If you need more information or clarification contact National 4-H Headquarters for help at 4HNE@nifa.usda.gov.

Portions of the content and graphics used in this document were taken from “4-H Emblem Use and Graphic Standards,” <http://4h.ifas.ufl.edu/newsandinfo/ClipArt/4hemblem.htm>, Ami Nieberger-Miller, University of Florida, Gainesville, FL. Special thanks: Laura Stone and Dallas Woodrum, N4-HYTLT, for publication design, and to the 4-H Name & Emblem Working Group.

The 4-H Name & Emblem is protected under “18 USC 707.”



Reducing Risk for Volunteers

Introduction

Volunteers are responsible for the welfare of the participants under their supervision. This fact sheet describes methods to reduce the risk of harm to participants. It also provides information to help protect you, the volunteer, from legal action if harm does come to a participant. Volunteers should contact their county Extension Educator or check the UNH Cooperative Extension (UNHCE) web site at <http://extension.unh.edu> for additional information or help. Any volunteer working with youth in their activities or as program participants need to follow the *Reducing Risk for 4-H Volunteers* fact sheet http://extension.unh.edu/resources/files/Resource000180_Rep198.pdf.

The State of New Hampshire provides legal protection for its volunteers. The law (RSA 508:17) limits the liability of volunteers working for nonprofit organizations. This statute protects volunteers from civil liability in any action resulting in damage or injury to any person if:

1. The volunteer is acting in good faith and within the scope of his/her official duties and responsibilities.
2. The damage or injury is not caused by willful, wanton or gross negligent misconduct by the volunteer.

To act responsibly, the following should be implemented by all volunteers.

Volunteer Agreement Form & Screening Process

Active UNHCE volunteers are required to be currently registered with a county or state UNHCE office/program. Volunteers serve as non-paid staff of UNHCE. As of January 1, 2011, all new volunteer applicants are required to submit to a confidential general background review by signing the UNH Information Release Authorization form. Approved volunteer applicants need to complete the appropriate volunteer agreement form, which remains in the volunteer's file at the county or state Extension office.

Any volunteer working directly with youth must complete the 4-H volunteer screening and orientation process, which includes an application, references, background review, interview and orientation. 4-H volunteers must complete the online training course in the first 3 months. (See Volunteer Responsibilities # 4 below for more information.)

Volunteer Responsibilities

As a UNHCE volunteer, you agree to:

1. Serve as a positive role model for participants and set a good example for their actions and behavior.
2. Maintain the standards of UNHCE by conducting yourself in a responsible manner.

3. Conduct all activities in compliance with UNH Cooperative Extension guidelines and in a safe and healthy environment.
4. Participate in required volunteer orientation and other ongoing volunteer training as appropriate, such as the online 4-H Volunteer Training at the following web address: <http://extension.unh.edu/4H/4HVolunt.htm>. If you do not have internet access, please contact your county Extension Educator about other alternatives.
5. Keep UNH Cooperative Extension staff fully informed of specific activities, including field trips, fundraising events, and other special activities.
6. Maintain up-to-date enrollment and complete required reports with the county UNH Cooperative Extension office for yourself, your participants if required, and other volunteers you might direct.
7. UNH Cooperative Extension maintains its commitment to conducting programs, services and activities that are open to all people of New Hampshire. All volunteers are expected to abide with the UNH policies on discrimination and harassment. UNH does not discriminate on basis of race, color, religion, sex, national origin, age, veteran's status, gender identity or expression, sexual orientation, marital status, or disability.

Leadership and Supervision Guidelines

- Provide an adequate number of assistants, especially when involved in activities with high levels of risk such as working with power tools.
- Always be alert to potential dangers.
- Orient thoroughly other volunteers you might direct.
- Make sure all participants know the rules.
- Review safety rules, proper procedures and behavior expectations with participants before starting any activity.
- Review conduct rules at the beginning of activities and establish a procedure for handling infractions. Involve participants in this discussion.
- Handle any rule or procedural infraction in a timely manner.
- Volunteer chaperones for State, National or out-of-state events must be 25 years of age or older.
- Activities or programs which require the handling of funds require the approval of the respective county Extension Educator.

Insurance

- If a certificate of liability insurance is required to use a building, ask your Extension Educator for help. Do this as soon as possible.

Transportation

- UNH Cooperative Extension staff and volunteers are encouraged not to arrange transportation for others. In most situations, transportation is the responsibility of the participant, including transportation to and from program/activity sites. Whenever possible, have participants make transportation arrangements. In those cases where transportation in personal vehicles is arranged by Extension staff or volunteers, as a part of their responsibilities with UNHCE, the driver must be an enrolled volunteer who has signed a Volunteer Agreement Form or an adult who has signed a trip-specific *Activity Driver Form*.
http://extension.unh.edu/resources/files/Resource001032_Rep1184.doc
- Automobiles used for transporting participants must be covered by one's personal automobile liability coverage. The recommended level of liability coverage is at least \$300,000. Ask to see proof of insurance coverage.
- Volunteers must rely on their own automobile insurance when using personal vehicles while performing their volunteer duties.
- Anytime you drive a vehicle as part of your responsibilities as a UNHCE volunteer, you will have a valid operator's license and personal automobile liability coverage. You will comply with all state and federal laws pertaining to use of such vehicles including valid vehicle registration, inspection and availability and use of safety devices. You will be sure that anyone you ask to drive on behalf of UNHCE has signed a Volunteer Agreement Form or Activity Driver Form.
- All drivers who transport others will be at least 21 years of age.
- The use of 15 passenger-style vans is prohibited.
- You should not permit anyone to drive whose driving you know to be dangerous.
- Seat belts must be worn by the driver and all passengers. Do not overload cars. Do not allow participants to ride in the back of pickup trucks.

Emergency Procedures

- Care for the injured person.
- Call for emergency professional help, if needed.
- Stay calm. Eliminate confusion and fear. Have other adults handle the other participants present.
- Assemble the facts. Verify them from different sources. These will be needed for completing the subsequent two forms: *UNHCE Accident/Injury/Incident form*:
http://extension.unh.edu/resources/files/Resource000129_Rep142.pdf and *UNH Report of Occupational Injury or Illness*:
http://www.unh.edu/hr/sites/unh.edu.hr/files/pdfs/Report_of_Occupational_Injury_or_Illness.pdf
- If the media is involved, designate one person to speak with them. Usually this is the Extension Educator. Protect the privacy of the injured person and that of the other members of the group.

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

Harassment/Discrimination

- Harassment and discrimination are against University of New Hampshire policy, which includes harassment or discrimination on the basis of race, color, religion, sex, national origin, age, veteran's status, gender identity or expression, sexual orientation, marital status or disability.
- Avoid any verbal, written, graphic or physical conduct which might bring emotional, psychological, or physical harm, or explicitly degrade any individual.

Safety Guideline for Volunteers

The role of safety in the UNHCE program cannot be underestimated. We have a responsibility to provide as safe an environment as possible in all of our programs and activities. By following a few simple guidelines, you can provide such an environment.

For all program areas, follow these guidelines:

1. In all UNHCE programs, the volunteers should understand the proposed program activity, know the experience and qualifications of the volunteers involved, understand the skill level of the participants involved, and assess the degree of risk before acting. All volunteers are to act in a responsible manner where UNHCE programs are concerned.
2. The volunteer(s) will review the program/activity and the planned program of activities to identify areas of potential risk. Once identified, a plan to minimize these risks will be in place, understood, and practiced by all volunteers involved in the program/activity.
3. Volunteers will develop a guideline to determine appropriate actions during an emergency. Where appropriate, emergency drills will be practiced.
4. The meeting or event will start with a discussion of the activity and the safety procedures that should be followed.
5. When appropriate, participants will demonstrate, through action or exam, that he/she fully understands and can follow the established safety guidelines for that program or activity. The volunteer should be certain each participant understands the safety guidelines.
6. When machines or equipment are used with the participants they will be in good repair with all safety features (guards, safety switches, etc.) in place and functional. The volunteer leader will check the equipment prior to use and monitor their safe usage during the program.
7. Protective safety equipment will be worn when recommended or advised. State guidelines regarding safety equipment will be followed. In all cases, the following safety equipment will be utilized:
 - a. Personal flotation devices will be used by all youth and adults who are on the water.

- b. Safety goggles/safety glasses will be used by participants when using power tools, chemicals or nails.
- 8. All equipment will be appropriate for the age, size and ability of the participants. No youth under eight years of age will participate in any program or events involving large animals or firearms, nor will they operate motorized vehicles.
- 9. When organizing an event, identify those with special medical training.
- 10. Have a first aid kit will be available at all times.
- 11. Inform participants of exits and emergency procedures of that site.

University of New Hampshire Cooperative Extension Offices

Belknap County
527-5475

Carroll County
447-3834

Cheshire County
352-4550

Coös County
788-4961

Grafton County
787-6944

Hillsborough County
641-6060

Merrimack County
796-2151

Rockingham County
679-5616

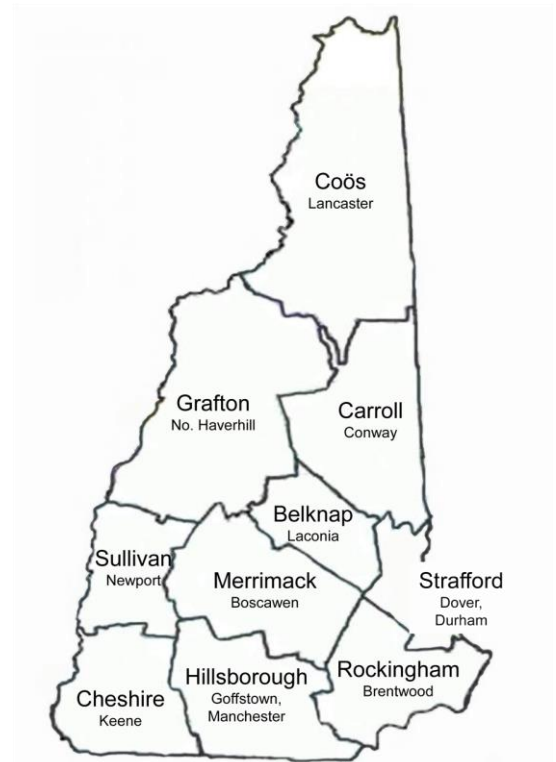
Strafford County
749-4445

Sullivan County
863-9200

UNH Cooperative Extension Education Center – Goffstown
351-3831

UNH Cooperative Extension State Office – Durham
862-1520

March 2013; updated logo Nov 2015
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4-H Activity Youth Permission and Release Form

(Name) _____ will be participating in _____

Name & Date(s) of Event

Description of this activity and transportation methods are as follows:

The UNH 4-H Youth Development program encourages youth of all abilities, identities and background to participate in its programs and activities. Given ample time, we will make any reasonable effort to make accommodations for youth who need them. If you anticipate your youth needing any type of accommodations in order to meaningfully participate please provide relevant information in the space below and contact us prior to participation.

Yes No 4-H event participants may be photographed and videotaped for use in 4-H promotional and educational materials which may include use on webpages and social media. I authorize 4-H to record the above named 4-H member's image and/or voice for use by the University of New Hampshire, its affiliates (including but not limited to the UNH Cooperative Extension, UNH Foundation, and 4H Foundation of New Hampshire), or its assignees in research, educational and promotional programs. I understand and agree that these audio, video, film, and/or print images may be edited, duplicated, distributed, reproduced, broadcast and/or reformatted in any form and manner without payment of fees, in perpetuity.

We give permission for the above named youth to participate. We understand the responsibilities, hazards, and dangers inherent in participation of this activity, including the transportation.

We hold harmless the University of New Hampshire, its trustees, officers, agents, employees, and volunteers from and against all claims, demands, actions, and causes of action for damages which may be sustained by the above named youth or anyone else. This includes personal injury, death or property damage, whether or not the result of negligent acts or omissions on the part of the University of New Hampshire. If the above named youth's participation in the activity causes damage to the property at which the event is taking place, we agree to pay the property owner for such loss.

Signature of Parent/Guardian

Date

Print Parent/Guardian Name



New Hampshire 4-H Event Youth Code of Conduct

As a participant in a New Hampshire 4-H event, you have the responsibility of representing the New Hampshire 4-H program to the public. You are expected to conduct yourself in a manner that will bring honor to you as well as to 4-H. To do that, you will need to:

1. Attend all sessions in the planned program and participate fully.
2. Follow established hours and room rules. You are responsible for knowing the rules of your events.
3. Dress appropriately for each event (follow dress code when given).
4. Use language and manners that is appropriate for a 4-H event. You are responsible for knowing what language and behavior is appropriate.
5. Be in the assigned program area at all times (for example: workshops, dorms, motels, etc.)
6. Be respectful of all people in public or non-public areas.
7. Know that the use of illicit drugs, alcohol, tobacco and fireworks are prohibited at all 4-H events.
8. Treat program areas, lodging areas and transportation vehicles with respect and care. You will be responsible for any damage, theft, or misconduct in which you participate.
9. Help other people in your group have a pleasant experience by making every attempt to include all participants in all activities.
10. Live up to your highest expectations for yourself so you can return home proud of who you are and what you have done.

If you are unable to conduct yourself within the guidelines listed you may expect:

1. To explain your actions to the adults in charge
2. To accept the consequences of your actions
3. To possibly be sent home immediately at your own expense
4. To possibly be excluded from participation in a future 4-H event or trip.
5. To have the adults in charge notify your parents or guardians, Extension personnel and others to see that the actions taken, are appropriate for all concerned.

I _____ (Print Name) have read the New Hampshire 4-H Code of Conduct and agree to live up to the expectations. I realize my failure to do so could result in a loss of privileges during the event and/or future 4-H events. _____ (Youth Initials)

As the parent or guardian, I have read the New Hampshire 4-H Code of Conduct. I give permission for the above named youth to participate and will support the adults in charge in the performance of their responsibilities to see that the appropriate behavior is maintained.

Signature of Parent/Guardian

Date

Print Parent/Guardian Name



NH 4-H Health and Medication Form

Participant Information

Full Name	Birth Date	Male <input type="checkbox"/> Female <input type="checkbox"/>
Home Address	City/State/Zip	Home Phone

Notify in case of Emergency (Emergency Contacts will be notified in order listed until one contact is reached):

Name/Relationship	Name/Relationship
Address	Address
City/State/Zip	City/State/Zip
Home Phone Work Phone Cell Phone	Home Phone Work Phone Cell Phone

Allergies

Food Allergies (List food)	Life Threatening? <input type="checkbox"/> YES <input type="checkbox"/> NO
Medication Allergies (List medications)	Life Threatening? <input type="checkbox"/> YES <input type="checkbox"/> NO
Insect Allergies (List Insect)	Life Threatening? <input type="checkbox"/> YES <input type="checkbox"/> NO
Other Allergies (List)	Life Threatening? <input type="checkbox"/> YES <input type="checkbox"/> NO

Personal Medical History

Tetanus Immunization/Date of Last Booster:

Current/chronic health problems, or recent surgery/hospitalization? check yes if any apply YES NO
If yes, please explain (attach another piece of paper if necessary):

Current emotional, behavioral or mental health challenges we should know about? YES NO
If yes, please explain and include accommodations or ways of responding that might be helpful (use another piece of paper if necessary):

Physical Limitations? YES NO
If yes, please explain and include accommodations that might be helpful (use another piece of paper if necessary):

(continued on next page)

Medication

List any medications currently being taken. Include prescription *and* non-prescription. PLEASE INCLUDE DOSAGES

For minor participants only:

1. Will medications need to be administered during the program? YES NO *If yes, please list and see note below**
2. I give permission for the program participant to self-administer the medication identified and that s/he has the knowledge and skills to safely use the medication. YES NO
3. A staff member/volunteer leader may administer (check all that apply):
 Benadryl (diphenhydramine) Tylenol (acetaminophen) Motrin (ibuprofen) Antacids

*If medications must be administered to a minor during a program, ***please contact the program staff or volunteer leader to discuss specifics*** and note that:

1. All medications **MUST** be carried in the container in which they were issued, prescriptions must include medical orders and physician's name.
2. Any medications brought to 4-H events should be the exact amount required and should be kept with a responsible adult until administration, with the possible exception of Epi-Pens and Asthma Inhalers

The program participant as named on this Health and Medication Form is physically able to participate in this program including handling their project animals, if animals are involved. I understand that if a serious illness or injury develops, medical and/or hospital care will be given; however, the sponsor is not responsible in case of accident or illness. I further understand that in case of medical emergency, that the emergency contacts listed on this form will be contacted. If the program participant named on this form is a minor, I hereby give permission in the case of a medical emergency to the attending physician to hospitalize, secure proper treatment for, and order injection, anesthesia, or surgery for the program participant. I will assume all financial obligations incurred if not covered by insurance. I understand this form will be in the possession of the appropriate program staff or volunteer leaders.

I certify that I am the parent/guardian of the above named child (or I am 18 years of age and legally eligible to sign for myself) and that the information set forth on this form is true and correct to the best of my knowledge. I agree that I will update this form as my/my child's condition/medications change.

Parent/Guardian Signature:

Date

Valid for All NH 4-H Club, County and State Events between October 1, 2015 and September 30, 2016

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Activity Driver Form

To be completed by those who are not enrolled UNHCE volunteers who drive for a UNHCE event or activity when transportation is arranged by Extension staff or volunteers. This form must be completed prior to participating as a driver in this designated activity.

(Name) _____ will be driving for

(Address) _____ on _____

(Name of Activity) (Date)

UNH Cooperative Extension staff and volunteers are encouraged not to arrange transportation for others. In most situations, transportation is the responsibility of the participant’s family; including transportation to and from Extension program/activity sites. In rare cases where transportation in personal vehicles is arranged by Extension staff or volunteers as a part of their responsibilities with UNH Cooperative Extension, the driver must be an enrolled volunteer who has signed a Volunteer Agreement Form or an adult who has signed a trip- specific Activity Driver Form prior to transporting others. Do not permit anyone to drive whose driving you know to be dangerous.

Volunteers must rely on their own automobile insurance when using personal vehicles while performing their volunteer duties. Volunteers who use their personal vehicles while performing their assigned duties shall be in compliance with all federal and state laws pertaining to use of such vehicles, including but not limited to, possession of a valid operators license, vehicle registration and inspection, and availability and use of safety devices. They must also have personal automobile liability coverage. The recommended level of liability coverage is at least \$300,000. Do not hesitate to ask to see proof of insurance coverage.

All drivers for Extension functions will be at least 21 years of age if transporting others, or be either a certified school bus driver or a commercially licensed driver and employed in that capacity. The use of full-size 15 passenger style vans is prohibited. Seat belts must be worn by all passengers. The number of passengers will not exceed the number of properly functioning seatbelts in the vehicle. Do not allow passengers to ride in the back of pickup trucks. Youth who are known to cause trouble for drivers should be driven by their own parent or left at home.

I agree for myself and my heirs, to release and hold harmless, defend and indemnify the University of New Hampshire, its trustees, officers, agents, employees, and volunteers from and against all claims, demands, actions, and causes of action as a result of personal injury, death, or property damage sustained by me or by others due to my volunteer activity, including my operation of a motor vehicle.

(Signature of adult driver)

(Date)

Return forms to:



4-H Activity Safety Checklist

Whenever a volunteer is working with youth in a 4-H setting, it is important to insure that the environment is safe and that appropriate steps will be taken in emergencies. Here is a checklist to help you insure that you are providing a safe environment for 4-H Youth:

- Is the space appropriate for the activity you have planned?
- Have you checked to make sure there are no safety hazards in the area? If there are, have you taken appropriate steps to reduce the risk?
- Have you taken a moment to locate and check exits, lighting at stairways and entrances, parking areas, fire extinguishers or other necessary items?
- Is there access to toilet facilities and water and do participants know about this?
- If any food is being served, are safe food handling procedures being followed?
- If activity is located off site, have permission and medical forms been collected? Are they available at the activity? If any medication is needed, have you made arrangements with the family for this to be done safely?
- At the beginning of the activity, have you shared necessary information such as plans for the day, rest room location, etc.? Do you have safety procedures for the activity planned and have these been communicated to the participants and other adults involved?
- Was an accident insurance application completed and submitted? Do you have forms to file a claim if needed? If so, do you know how to file a claim?
- What safety arrangements are made for emergencies? Do you know what they are and how to implement them?
- Do you know who is in charge and how to reach them? Is this person the designated spokesperson in case of incidents or emergencies? If not, who is?
- Are you familiar with the incident report form and do you have access to one if needed?
- What is the procedure for communicating between other group leaders if any and if needed?
- Do you know where the location of safety and first aid equipment is and can you access it if needed?
- Do you have a way to communicate the need for help if necessary?
- Is there an appropriate youth/adult ratio for the youth involved and the activity planned?
- If transportation of youth is involved, have the transportation policies been followed?

In any activity with youth, remember these key considerations:

- Communications
- Supervision
- Environment
- Safety procedures

Finally, remember to manage the activity so that a child is never left unattended. In addition, avoid situations where you or any other volunteer will be alone with a child out of view of others. These steps will help insure that the activity you are leading provides a safe and positive learning environment for all involved.



Accident/Injury/Incident Report Form

Date of Incident/Accident _____ Time of Incident/Accident: _____ am
pm

Location of Incident/Accident: _____

Name of person in charge: _____

Name, addresses, and phone numbers of person(s) involved in Incident/Accident:

1) Name _____ Date of Birth _____ Phone (H) _____ (W) _____

Address _____

2) Name _____ Date of Birth _____ Phone (H) _____ (W) _____

Address _____

Describe fully what happened; include the activity at the time of the incident, course of action followed.

Any injuries or damage that occurred:

Were the police notified? No Yes (if yes, please identify the police involved)

Was medical treatment received? No Yes (If yes, who gave the treatment and who received it?)

Were person(s) transported to a medical facility? No Yes

Facility:

Transportation provided by:

What other support was offered to and/or received by those involved?

Family contacts notified:

Witness:

Name: _____ Phone (H) _____ (W) _____

Address: _____

Statement: _____

Signature: _____ Date: _____

Witness:

Name: _____ Phone (H) _____ (W) _____

Address: _____

Statement: _____

Signature: _____ Date: _____

Name/Address/Phone of Person Completing the Report: _____

Signature: _____ Date of Report _____

Diagram of Incident/Accident or further comments:



Forms - What To Use When

<p>Youth Member Code of Conduct</p> <ul style="list-style-type: none"> Use this as a tool to establish club rules Fill out and carry with you on club field trips Fill out and carry with you on overnight excursions Fill out and carry with you on excursions out of county or out of state related to 4-H events It is required and used at county fairs, state, regional and national events It is required when exhibiting livestock at New Hampshire/Maine/Vermont Fairs
<p>Adult Code of Conduct Use this form when</p> <ul style="list-style-type: none"> Chaperoning or participating in a field trip inside or outside the county Chaperoning or participating in a regional, state or national trip
<p>Accident / Injury / Incident Report Form</p> <ul style="list-style-type: none"> <u>Fill this out when ever a youth is injured at an event!!!</u> Minor injuries may become serious, it is important that <u>all</u> witnesses fill one out. Note: We recommend filling it out for any adult that is injured as well. Also, use this form for any incidents that are out of the ordinary. This includes any behavior that defies the code of conduct. Forward a copy to the county office. Keep a copy in your club files.
<p>Activity Driver Form</p> <ul style="list-style-type: none"> Used when transporting children other than your own, any leader, parent or other adult All non screened leaders, transporting youth must fill this out It should be on file with your UNHCE 4-H office, before the event

<p>Medical Form</p> <p>If you are having an event that involves any of the following, a medical form should be filled out and be on the premises at the time of the event.</p> <ul style="list-style-type: none"> Large animal event (i.e. Horse Show, Dairy Goat Show, Dairy Show, etc.) Transporting youth outside county Event where the youth's parents are not present outside of county Overnight trips, inside or outside the county State or national events outside the county Be sure you know parent's location and contact information while the youth is in your charge.
<p>Annual Insurance</p> <ul style="list-style-type: none"> Purchase for each member and leader for each year
<p>Special Activities Coverage for Accident or Illness (Blue Insurance Form)</p> <ul style="list-style-type: none"> Used when members of the public or other clubs are attending an event Use when you invite other organizations to participate in an event Be sure the county office knows of any potential claims filed
<p>Youth Activity Release Form</p> <ul style="list-style-type: none"> Used for any event outside a regular club meeting Used for any club field trip Used for any special county, district, regional, state or national event Used for participation at any New Hampshire/Maine/Vermont fair

Circle of Courage



Above image has been modified with permission. Source: Brendtro, Brokenleg & Bockern "Reclaiming Youth at Risk," Solution Tree: Bloomington Indiana, 2002.

See: <http://www.reclaiming.com>



Ages/Stages of Youth Development

Grades K-2	
<i>Characteristics</i>	<i>Teaching Tips</i>
Thinking is in the here and now ("concrete" thinkers).	Youth need real experiences to learn.
Attention span is about 20-30 minutes.	Vary the length of activities based on how interested the youth appear.
Begin to develop friendships, usually with youth of the same sex.	Plan activities that youth can do in groups rather than individually.
Want to be liked and to please adults.	Let youth know when they have done a good job.
Learn best when physically active.	Allow youth to participate in activities where they can use physical energy.
Have a special attachment to older youth.	Allow youth to choose an older youth to be their helper and role model.
Are easily motivated.	Use encouragement to keep them motivated.
Competitive activities are less appropriate.	Plan some cooperative activities.
Differentiation between fantasy and reality can be difficult.	Build in transitions and discussions to help distinguish the imaginary from the real.

Grades 3-5	
<i>Characteristics</i>	<i>Teaching Tips</i>
Learn best when physically active.	Allow youth to participate in activities where they can use physical energy.
Have a special attachment to older youth.	Allow youth to choose an older youth to be their helper and role model.
Are easily motivated.	Use encouragement to keep them motivated.
Reading becomes an individual experience.	Allow time for youth to read on their own and think of activities before working with others.
Attention span is about 45 minutes.	Use varied activities to keep them interested.
Acceptance by peer group is important.	Use the peer group to recognize good works, e.g., applauding completed activities and avoiding put-downs.
Interests expand from home, to neighborhood, to community.	Talk to youth about friends and neighbors, and what goes on in their community. Involve them in community service.
Enjoy both cooperation and competition.	Plan activities so that sometimes youth work together, sometimes compete with each other.
Show independence by seeking individual attention and sometimes disrupting the group.	Involve youth in selecting activities they would like. Give individual attention.
Feelings of competence enhance self-concept.	Provide activities that will let youth feel good about themselves and succeed. Recognize them for their accomplishments.
Show loyalty to members of their own sex and antagonism toward those of the opposite sex.	Involve youth in choosing partners.

Grades 6-8	
<i>Characteristics</i>	<i>Teaching Tips</i>
Can take responsibility in planning and evaluating own work.	Give youth responsibility for group activities, including planning, implementing and evaluating.
Can plan own social and recreational activity.	Provide opportunities for youth to work together. Form committees to plan recreational and social activities.
Can discuss current events, international affairs and social issues with some help.	Use discussion activities and games that encourage awareness of current events and issues.
Want to make decisions but still depend on adult guidelines.	Establish guidelines that give parameters for youth to follow.
Gain skills in social relations with peers and adults.	Provide activities that foster social interaction with peers and adults.
Peer pressure mounts, first from same sex, then from opposite sex.	Use peer pressure to influence positive behavior. Have group give encouragement to individuals.
Can be quite self-conscious.	Avoid asking youth to share their work individually until they feel more comfortable with the group.
Strong emotional attachment to older youth and adults.	Encourage youth to participate in activities with older youth and adults.
Choices are often unrealistic.	Assist youth in making realistic choices. Review their plans, discuss alternatives and help them weight options before making decisions.

Grades 9-12	
<i>Characteristics</i>	<i>Teaching Tips</i>
Personal philosophy begins to emerge.	Use activities where youth search for experiences that will allow them to identify their own philosophies.
Enjoy discussing the world situations, as well as personal activities.	Encourage discussion of events and feelings.
Abstract thinking and problem solving reach a higher level.	Put youth into real-life, problem-solving situations.
Strong desire for status in peer group.	Develop a climate in which youth are encouraged and supported by peers.
High interest in social activity.	Encourage youth to plan and carry out own social activities.
Need freedom from parental control to make decisions.	Help youth realize their decisions have consequences.
Widespread feelings of inferiority and inadequacy.	Encourage and help youth see their positive worth.

Source: Theater Arts Adventures, 4-H Cooperative Curriculum System, 1997

New logo 12/2015

Visit us on the web: extension.unh.edu

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University of New Hampshire, U.S. Department of Agriculture and N.H. counties cooperating.*



Targeting Life Skills In 4-H ⁱ

Marilyn N. Norman and Joy C. Jordanⁱⁱ

Life Skills

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live. Youth development professionals are concerned with helping youth become competent in the life skills that will prepare them for transition to adulthood. Helping youth meet their basic needs and develop the competencies important to their immediate and future success is the role of the youth development professional. 4-H focuses on developing skills that are healthy and productive for both youth and their communities.

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

Skills are learned in sequential steps related to the age and stage of development of the young person. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work.



Youth development professionals are expected to have and apply this knowledge.

The 4-H Framework

4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4-H refers to this framework as a “Targeting Life Skills Model” (Hendricks, 1998). This model addresses the skills within the five competency areas that youth development traditionally addresses. These are noted in the following description of the model.

ⁱ This document is 4-H S FS101.9, one of a series of the Florida 4-H Program, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. This material is based upon work supported by the Cooperative Research, Education, and Extension Service, US Department of Agriculture, and K-State Research and Extension, Kansas State University, under special project number 99-EYAR-1-0747. This 4-H 101 Handbook was developed by the 4-H 101 Design Team chaired by Andrea Hutson, USDA/Army Youth Development Project, CSREES/Virginia Tech University. It was adapted for Florida by Marilyn N. Norman and Joy C. Jordan, State 4-H Program. Please visit the 4-H Website at <http://4h.ifas.ufl.edu>

ⁱⁱ Marilyn Norman, Associate Professor in Family Youth and Community Sciences, and State 4-H Program Leader, and Joy C. Jordan, Associate Professor in Family, Youth and Community Sciences, Institute of Food and Agricultural Sciences, University of Florida, Gainesville.

In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are inter-related, the categories in which they are placed could vary with organizational structures.

4-H Focus of Youth Competencies

HEAD: Knowledge, Reasoning and Creativity Competencies

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

Managing: using resources to accomplish a purpose.

HEART: Personal/Social Competencies

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

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

HAND: Vocational/Citizenship Competencies

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

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

HEALTH: Health/Physical Competencies

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

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

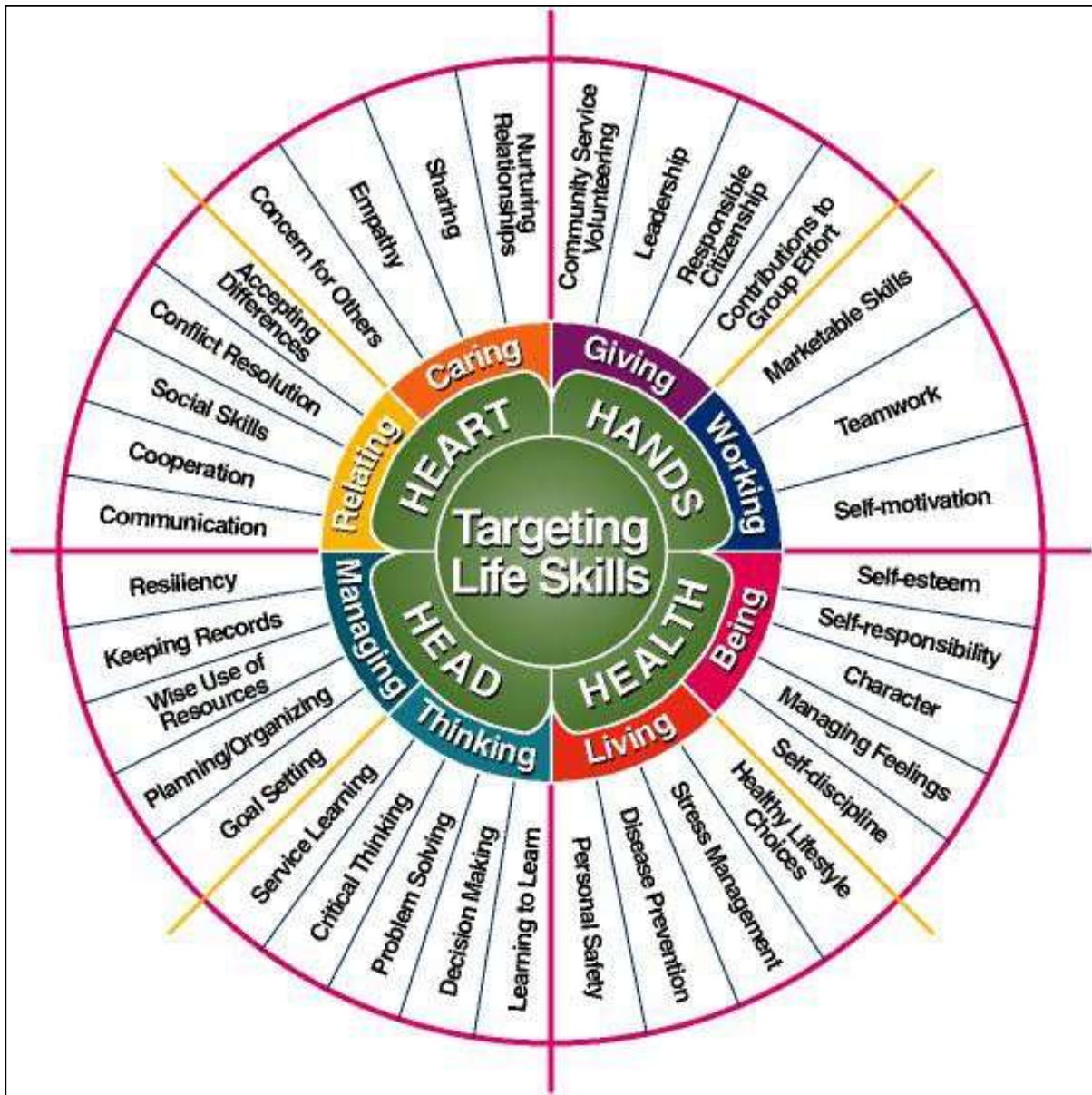
Life Skills Developed Through 4-H

The following chart lists the specific skills that lead to mastery in the four categories and eight subcategories of the 4-H Targeting Life Skills Model.

<p>HEAD <i>Thinking</i> Learning to learn Decision-making Problem solving Critical thinking Service learning</p> <p><i>Managing</i> Goal setting Planning/organizing Wise use of resources Keeping Records Resiliency</p>	<p>HEART <i>Relating</i> Communications Cooperation Social Skills Conflict Resolution Accepting Differences</p> <p><i>Caring</i> Concern for others Empathy Sharing Nurturing relationships</p>	<p>HANDS <i>Giving</i> Community Service-volunteering Leadership Responsible Contribution to group</p> <p><i>Working</i> Marketable/useful skills Teamwork Self-motivation</p>	<p>HEALTH <i>Living</i> Healthy life-style choices Stress Management Disease Prevention Personal Safety</p> <p><i>Being</i> Self Esteem Self responsibility Character Managing feelings Self Discipline</p>
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The following graphic represents a system for targeting skills that lead to mastery of targeted competencies. These are life skills and it is these skills that 4-H addresses. It is important to know this 4-H framework as well as the structure as a youth program uses to organize the competencies it targets. By understanding both structures, professionals, volunteers, and parents will know the expectations each organization has for staff and participants and will be able to partner more effectively.

Targeting Life Skills Model for 4-H



Hendricks, P. (1998) *“Developing Youth Curriculum Using the Targeting Life Skills Model”*
<http://www.extension.iastate.edu/4H/skls.eval.htm>

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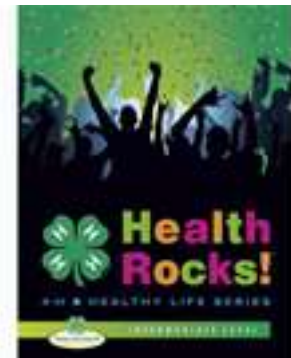
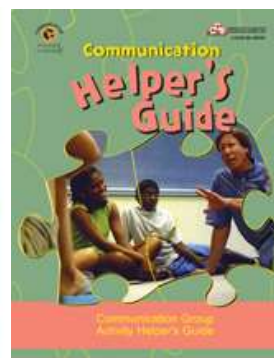
4-H Curriculum

National 4-H Curriculum focuses on 4-H's three primary mission mandates: science, healthy living, and citizenship.

From Wind Power to Workforce Readiness, youth activity guides are filled with engaging experiences that cultivate the skills that youth need for everyday living as they gain knowledge about subjects that interest them.

Sequential activity guides for youth in over 50 project areas and guides for leaders can be obtained:

at your county office or on-line at www.4-H.org.





Essential Elements

Essential elements are critical to effective youth development programs. These elements help youth become competent, contributing citizens. Created from traditional and applied research characteristics that contribute to positive youth development, they help professionals and volunteers who work with youth view the whole young person, rather than focus on a single aspect of life or development. These elements focus on social, physical, and emotional well-being, and are necessary for positive youth development. Each individual element is important. However, it is the combination of these elements that create an environment that promotes positive youth development. It is important to be aware of these elements when designing activities because they help professionals and volunteers ensure that experiences, programs, and activities intentionally offer opportunities for hands-on, experiential learning in environments where youth feel safe, can master new skills and abilities, and develop the confidence they need to contribute to their local communities in a positive way.

PYD Connection

4-H promotes positive youth development by giving youth opportunities to get involved and develop to their full potential. Positive youth development is a framework that highlights the things youth need to become successful. It focuses on strengths instead of limitations and is associated with the five Cs - competence, confidence, character, connection, and caring. Researchers have suggested that a sixth C, contribution (to oneself and others) comes about when the 5 Cs are present in a young person's life.

Using Essential Elements in Activities

Using essential elements in activities is important to positive youth development in a number of ways. They reinforce sustained youth-adult relationships and emphasize mastering skills that can be used in the real world. If these experiences take place in safe and inclusive environments, youth are more likely to become involved civically. Supportive communities can undergird young people's sense of worthiness and competence, and help them contribute to the well-being of the larger community.

Prepared by Javiette Samuel (Tennessee State University) and Pamela Rose (Oregon State University).

See chart on next page.



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Essential Element	Definition	Examples	Integrating into Learning
Positive Relationship with Caring Adult	Young people have an adult or two in their lives that they can depend on, have positive interactions with, and feel safe, trusted and nurtured.	A volunteer/educator who provides a listening ear, follows through on commitments to youth, and really gets to know a young person through their interaction.	Keep the ratio of adults to youth low. Have adults actively engaged in learning with youth. Provide time for informal conversation and learning along with structured activities to build trust.
A Safe Environment	An environment is created where young people feel safe to express themselves, and are free from exposure to injury, abuse, or ridicule.	Young people are educated and provided examples of boundaries, how to perform activities safely, and ways to get assistance when needed. Reflective listening is utilized.	Provide intentional opportunities for individual ideas within a group discussion so all voices can be heard. Insure that youth are never alone with just one adult. Empower adult and youth participants to self-regulate negative comments, actions, and attitudes.
An Inclusive Environment	Young people feel welcomed into an environment regardless of their background, beliefs, ideas, and culture.	Provide t-shirts for everyone to feel a sense of group identity, honor special celebrations in young people's lives, and conduct team building activities.	Conduct get-acquainted activities. Greet each other by name during learning activities. Recognize individual members for their actions and/or accomplishments.
Engagement in Learning	Young people are actively engaged in different learning environments and are challenged to pursue their own learning.	Youth research areas of interest related to their project and present it back to their group.	Provide different methods for learning to take place including experiential learning and scientific inquiry. Use varying forms of media in presenting or seeking information and communicating with young people.
Opportunity for Mastery	Mastery is achieving a certain level of expertise of a subject matter so that you are able to share it with others.	Adults listen, observe, and interact with youth to discover their passions and/or what they want to excel in and assist with opportunities for mastery in area.	Expose youth to multiple skills, events, and learning opportunities to gain a breadth of what is possible. Build in opportunities for youth to sharpen or advance their skills and practices beyond the basics.
Opportunity to see Oneself as an Active Participant in the Future	Youth can look ahead, vision, and see themselves doing great things, creating a positive outlook on the future.	As a group, envision what your group is doing or has accomplished in one year. Have youth brainstorm ways to run the meetings more effectively in the future.	Engage youth in visioning opportunities. Have youth relate skills they are learning now to future career opportunities. Tie skills learned to leadership roles in their future.
Opportunity for Self-Determination	Young people are able to set their own goals, determine how they will get there, and who they want to become as an individual.	Youth share their goals of learning for the year and adults look to ways to support them in the attainment of their goals.	Build individual goal setting into educational activities. Assist youth in determining the desired goals and outcomes of the educational program or activity, and plan action steps for how to make it happen.
Opportunity to Value and Practice Service for Others	The opportunity to give back to others in meaningful ways.	Youth plan and conduct a community service project, assist other members in their groups, and youth share ideas for how to improve their 4-H program.	Address an issue in community through civic service. Have youth bring items of value to share with others. Challenge youth to give back to their community as a follow up to what they have been learning.



Kindergarten-3rd Grade Programs in 4-H

4-H MEMBERSHIP:

4-H membership is open to all youth **beginning at age 8 or 4th grade** and not to extend beyond the age of 21, with most programs age limit at 18 (with actual enrollment dates and ages determined by the state), without regard to race, color, creed, religion, national origin, sex, marital status, disability, or public assistance. The 4-H program also has additional program components which reach additional audiences, including Collegiate 4-H, Family Programs, and Kindergarten-3rd grade programs.

KINDERGARTEN-3rd GRADE PROGRAMS (Cloverbuds, Cloverkids, etc.):

It is at the discretion of the State 4-H Program Leader to determine if the state 4-H program will include an additional age-appropriate program component designed especially for children in Kindergarten through 3rd grade. These programs require more adult supervision and the focus is on cooperative learning rather than competition. In addition, 4-H Cloverbuds programs follow a set of program guidelines based on developmental appropriateness. A “developmentally appropriate” program is one that is based on the general characteristics of an age group and adapts to meet the individual needs of each child. Sometimes a 4-H Cloverbuds member will be physically capable of doing something but will not be able to understand the reason for the process or the result. Participation in that activity would be just as inappropriate as participation in an activity that is unsafe because of physical limitations. While it is recognized that state or county 4-H programs may use different names to identify this unique membership category, “4-H Cloverbuds” will be used within this document for consistency and ease.

It is neither the intent nor the objective of the 4-H Cloverbuds program to duplicate the 4-H member experiences that are designed for older youth, nor to create a “mini-4-H” concept. While the 4-H Cloverbuds program is a component of the overall 4-H Youth Development program and 4-H Cloverbuds members are recognized as 4-H members for the purposes of enrollment, they are considered to be in a special membership category with regard to program and policy. As a result, the 4-H Cloverbuds program is fundamentally different than general membership in 4-H.

PURPOSE OF THE 4-H CLOVERBUDS PROGRAM:

The overall purpose of the 4-H Cloverbuds program is to foster the development of life skills that are essential for the cognitive, social, emotional and physical maturation of Kindergarten through 3rd graders by providing a unique educational opportunity. Children in these grades are a distinct audience for 4-H, with unique learning characteristics and developmental needs that are different from older children and youth served through 4-H membership. As a result, the 4-H Cloverbuds program is designed with specific educational objectives and program policies focused on the kindergarten-3rd grade child.

Participation, safety, personal development, learning and fun are the highest priorities in providing 4-H Cloverbuds programs. The policies, guidelines for the kindergarten-3rd child program outlined in this document seek to ensure that 4-H Cloverbuds members remain safe and have positive, developmentally appropriate experiences in 4-H. State and county programs that offer the 4-H Cloverbuds program are expected to utilize age appropriate programmatic goals, policies, curriculum, and cooperation-based methods to give feedback and recognition.

(continued...)



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CHARTERING 4-H CLOVERBUDS, 4-H CLOVERKIDS OR SIMILAR PRIMARY GRADE PROGRAMS:

No matter what a state or county 4-H program chooses to use as the name for members in this age group (ex. Cloverbuds, CloverKids, Cloversprouts, etc.), the program must still follow the national and state policies established for this special membership category and these groups must be chartered to recognize their program and enable them to use the 4-H Name and Emblem.

COMPONENTS OF THE PROGRAM:

4-H Cloverbuds programs are activity-focused and not project-focused and built on cooperative learning, rather than competitive activities. 4-H Cloverbuds members participate in occasional, non-competitive, sampler-type, age-appropriate, properly supervised events or activities sponsored or conducted by 4-H groups. 4-H Cloverbuds members do not participate in the ongoing, planned series of activities, whether it is a 4-H Shooting Sports program (e.g. archery, air gun, hunting, etc.), science project, an animal project (e.g. raising of cows, sheep) or any of the project areas of 4-H.

The primary difference between a 4-H Cloverbuds activity and a 4-H project is that a Cloverbuds member engages in varied activities which focus on developing a specific skill or concept utilized in completing the activity rather than focusing on a long-term planned course of study in a specific project (subject) area. As a result, 4-H Cloverbuds members should not have ongoing projects, of any kind – including animal projects – nor should they participate as competitive exhibitors with animals – large or small, because within the 4-H program, exhibits are intended to showcase the culmination of a long-term project.

In general, the handling of animals (large or small) requires discipline and motor skills that have yet to be fully developed in most children in the K-3 age range and when coupled with the unpredictable behavior of animals, does not provide the optimal safe educational environment.

4-H Cloverbuds members that have engaged in a group activity may *exhibit or showcase* in a noncompetitive event, or can feature other items from their group activities. However, 4-H Cloverbuds members are not eligible to receive premium funds as a result of exhibition. 4-H Cloverbuds members may receive participatory ribbons but may not receive regular competitive purple, blue, red or white 4-H ribbons.

In addition to the educational focus, 4-H Cloverbuds programs also require additional adult supervision, and do not conduct formal business meetings or elect officers. 4-H Cloverbuds clubs handle their finances differently than clubs of older children, with the majority of funding issues handled by the adults.

The 4-H Club Name and Emblem are held in trust by the Secretary of the United States Department of Agriculture for the educational and character-building purposes of the 4-H program and can be used only as authorized by the statute and according to the authorization of the Secretary or 4-H National Headquarters. Within each state, the State 4-H Program Office and Cooperative Extension Service has the designated authority for state and local 4-H youth development programs, including the 4-H Cloverbuds program. Each State 4-H Program Office determines appropriate policies and practices in accordance with federal regulations, state and local policies, and university regulations. Please consult your State 4-H Program Office for more specific requirements or information related to kindergarten-3rd grade programming within your state or local area.

FAQ'S

1. Can 4-H Cloverbuds programs conduct or participate in competitive activities?

The emphasis of 4-H Cloverbuds programs is on cooperative learning – that is, learning how to get along with peers in a cooperative rather than competitive manner. 4-H Cloverbuds members are to participate in activities and opportunities, in which they practice skills, discover talents, and learn about fairness in a non-judgmental environment. With the emphasis in 4-H Cloverbuds programs being activity-based, rather than focused on long-term projects or study, the result, is that 4-H Cloverbuds programs do not conduct or participate in competitive activities because those activities are the culmination of a long-term project.

In addition, competitive activities require motor skills, reflexes, and strength that often are not yet fully developed in young children. Grades K-3 children are sensitive to criticism; often have not developed frustration tolerance or the full ability to manage their emotions, which often results in not being able to accept failure well. 4-H Cloverbuds activities should be conducted in a positive environment that focuses on the members' strengths rather than analyzing their deficiencies. 4-H Cloverbuds members need opportunities to practice skills, discover talents and learn about fairness in a non-judgmental environment.

2. Can 4-H Cloverbuds members exhibit at Fairs or other Public Events?

It is strongly recommended that State 4-H policies not allow 4-H Cloverbuds to participate as competitive exhibitors related to any activities. However, 4-H Cloverbuds members are encouraged to *exhibit or showcase* activity-related items (posters or demonstrations) from their club at appropriate venues. Additionally, this policy recommendation is for the overall safety of the 4-H Cloverbuds member and the public at any public exhibition/ event.

3. What safety equipment should 4-H Cloverbuds members wear?

4-H Cloverbuds members must wear appropriate safety helmets or other safety equipment (life vests, knee pads, etc.) when engaged in activities such as riding bicycles, skateboards, canoeing, or other activities. Please consult with your State 4-H Program Office for specific requirements.

4. Are Kindergarten-3rd grade programs insured in the same way as 4-H clubs and programs?

Those leading a K-3 special membership category programs should be sensitive to risk management issues, and should consult with insurance providers. Many providers insure "4-H participants" which is defined as 4th graders and up and may not cover K-3 participants in activities or events not specified without an additional rider.

5. What educational resources are available for 4-H Cloverbuds programs?

It is important that children in grades K-3 be involved in activities where the risk of failure is minimized and the opportunity to experience success is maximized. The most reliable way to find activities that are based on the general characteristics of the age group is to select from the many 4-H Cloverbuds resources that are available throughout the 4-H system and which are being compiled on the National Directory of 4-H Materials

www.4-hdirectory.org .



Active Teaching— Active Learning

Teaching Techniques and Tools

Youth like action! They like to go places, feel things, meet people, and have new experiences. Young people will be more active and interested learners if you use a variety of methods to teach project skills and knowledge. The amount of information a learner retains varies from method to method.

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Techniques

How children and youth learn

Research has shown that youth learn best by doing.¹ Active involvement of the learner is the key. Teaching knowledge and skills by using a variety of tools and techniques will provide good learning experiences for all 4-H members. Remember that “learn by doing” is a basic concept in 4-H, and often it is the best way to retain knowledge.

Reading

Young people retain approximately 10 percent of what they read. Printed project materials and other literature are important ways to share knowledge, but supplement them with other learning methods.

Hearing

Young people retain approximately 20 percent of what they hear. Most teachers talk too much. Give young people a chance to explain and discuss what is presented.

Seeing

Young people generally retain 30 percent of what they see. Exhibits, posters, and illustrations

¹Research was conducted by the Socony-Vacuum Oil Company Studies and the U.S. Department of Health, Education and Welfare (Klein, 1974).

Learners have the ability to retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say as they talk
- 90% of what they say as they do a thing

Methods of instruction and ability to recall

	Recall 3 hours later	Recall 3 days later
Telling (when used alone)	70%	10%
Showing (when used alone)	72%	20%
Telling and showing together	85%	65%

Basically, we learn through one of the five senses. Here is how we learn.

Seeing	83%
Hearing	11%
Touching	3½%
Smelling	1½%
Tasting	1%

are a big plus in teaching, especially when the young people prepare materials to share.

Hearing and seeing

When young people see and hear new material, they retain approximately 50 percent of it. Observing demonstrations, seeing movies or videos, and participating in tours are all ways members can see and hear. These generally are popular teaching methods.

Saying

Young people retain approximately 70 percent of what they explain personally. When young people become an active part of the learning process, the amount they learn increases dramatically. Discussion groups and judging experiences are two important ways members can express their ideas.

Saying and doing

When young people are involved actively in saying and doing, they retain approximately 90 percent of the material. Most people learn best by actually “doing.” Provide opportunities for the members to practice and explore what they have learned.

Keys to learning

Every 4-H leader should give as much responsibility as possible to group members. The more they do for themselves, the more they learn. How can a leader best involve group members in this learning process? The following ideas may help.

Find out what the members are ready for, and begin at that point.

Start with a question session.

- What do they know about the subject?
- What would they like to know?
- What would they like to do for a project?

Learning will occur if, and only if, a member is ready.

- What can you do to bring him or her to that point?
- How can you best handle the subject under study?

The more senses (seeing, touching, tasting, hearing, and smelling) involved, the better the learning.

- How many senses are being called into play when you present information?

The mind learns by association.

- Relate the unknown to the known. For example, discuss the function of automobile parts by relating them to their more familiar extensions—the steering wheel, clutch, or brake.

Move from fact to principle.

- Explain the “why” of a thing. For example, if you teach the foods in a good breakfast, also describe the nutrients they contain and their effect on health and energy.

Be flexible.

Be able to adapt plans to the teachable moment.

Be varied in your approach.

For example, at a project meeting on dog grooming, show the brush and comb and illustrate grooming techniques. Let each member groom a dog under close supervision. Then, discuss the process with them.

Recognize members’ efforts as soon as you can.

- Young members especially require immediate recognition.
- Discuss the results of their work with them and suggest improvements.
- Have them demonstrate or in some way display their efforts as soon as they are ready.

Experiential learning model

4-H participants learn and retain more when action is involved in teaching. You can become a more effective teacher by posing simple questions to youth while they are doing an activity. Combining activities with questions to help youth learn is called *experiential learning*.

Experiential learning helps youth to:

- Explore (Do)
- Reflect
- Apply

These are the three steps to experiential learning.

Explore (Do)

Youth “explore” and learn when they are involved in a hands-on learning activity.

Reflect

Participants “reflect” on the activity when they can share and think about it. Questions relate to what happened during the activity and what was important about the activity.

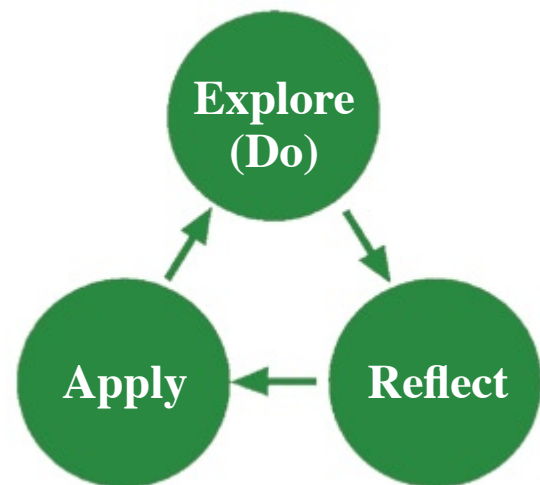
Possible learning questions:

- What did you like about this activity?

Learning concepts

One of the most important responsibilities of a leader is to help youth acquire the skills and knowledge to reach their goals. Some basic concepts apply to all learning situations.

- Young people learn best in an atmosphere of *warmth and acceptance*.
- Youth need to have clear, *self-determined goals*.
- Each person has *different abilities*. The same learning method will not be equally successful with all members.
- Youth must be *actively involved* in selecting and carrying out the learning activities.
- *Self-evaluation* is the most meaningful kind of evaluation.



Experiential Learning Model

Example—4-H members participate in a 4-H Judging Contest.

Explore (Do)—When participating in a judging contest, youth are asked to step into the role of judge and to compare, select, and tell why. Typically, participants are presented with a situation and asked to compare four items or animals and decide which is the best choice, next best choice, and so on.

Reflect—The activity leader may ask questions such as:

- “What did you like about participating in the judging contest?”
- “What did you learn about thoroughbred mares by judging that class?”
- “How did you place the class of heifers, and why?”

Apply—For this application, the leader may ask the following questions:

- “What did you learn in the foods judging contest about decision making that you could apply in everyday life?”
- “Tell me about another time that you would organize your thoughts and explain a choice you made.”
- “How might you use the skills you learned in judging if you were to purchase a car?”

- Did everyone in the group agree on how to do the activity?
- What was the most fun about doing the activity?
- Why is it important for us to know about _____?
- What was the most challenging part of the activity?

Apply

To complete the process, youth need to “apply” what they have learned to everyday life. Questions relate to why the activity was important and to applications of the activities outside the world of 4-H.

Possible learning questions:

- When else have you had fun and learned new things at the same time?
- What did you learn about working with others from this activity?
- If you were to do this activity again, what would you do differently next time?
- What did you learn about _____ that will help you in the future?
- What will you remember to do next time when you ____ ?

As you teach 4-H club or group activities, use experiential learning to help the young people think about what they learned and how to apply it to their lives.

Teaching styles

A good teacher has many characteristics. In 4-H, leadership styles are explained as being placed on a line or scale. On one end is a directive or autocratic leader. At the other end is a nondirective style, and in the middle is the democratic style. Your teaching approach is probably related to your leadership style. You may use a **directive** teaching approach or a **facilitative** teaching approach. You may even use a combination of both approaches.

A **directive** teaching approach is similar to the classic model of a classroom teacher. The teacher informs or trains students on how to complete an activity or task. A **facilitative** teacher serves as a coach and believes that students have something to bring to their learning experience.



←————→
Directive teaching **Facilitative teaching**

Characteristics of a *directive* teacher:

- Uses mostly a lecture style of teaching— one-way communication from teacher to participants
- Gives solutions to problems rather than encouraging participants to discover their own solutions
- The teacher is the “expert”
- Discourages discussion
- The teacher’s method is the best way to do things

Characteristics of a *facilitative* teacher:

- Plans fun, interactive learning activities
- Shares information and then lets participants practice what they have learned
- Encourages questions and discussion
- Serves as a “coach” rather than the expert
- Motivates participants by helping them understand how they can use what they have learned
- Uses questions to help participants *explore*, *reflect on*, and *apply* what they are learning

You may use a different teaching approach depending on the situation at hand. Instances where a *directive* teaching approach is preferred include:

- Activities in which the risk of injury is high and close supervision is needed
- Activities that are time sensitive
- Activities with younger elementary-aged children who might need more guidance

As youth grow older and become more experienced, a more *facilitative* teaching approach is preferred.

Involving older youth as teachers

Older youth are a great resource to 4-H clubs and groups. They can be teachers along with adult leaders. This partnership of adult and youth leaders strengthens clubs and the experiences of younger members.

Older youth add the following to clubs and groups.

- Creativity
- Energy
- New ideas
- Support to adult leaders by sharing the leadership load
- Knowledge and experience of being young

Older youth who teach gain:

- Self-confidence
- Planning and evaluation skills
- Communication skills
- Teaching skills

Delegating responsibility to older youth

How you work with teens will largely determine their success, growth, and value to the 4-H program. Delegating responsibilities can multiply your efforts, build good human relations, and provide for a more efficient club.

When delegating responsibility to your older youth, remember the following things:

- Be sure they are capable of carrying out the job.
- Be sure they know what you expect.
- Involve them in planning what is to be done.
- Meet with them periodically.
- Provide encouragement.
- Let them carry out the job without interference.
- Don’t hesitate to delegate responsibility.

Hints for working with older youth

Older youth are in a unique place. They have one foot in childhood and one foot in adulthood. They need freedom, but they also need support from caring adults. Older youth want to:

- Be treated with respect
- Be trusted to make decisions
- Test themselves in an adult role
- Have guidelines and boundaries within which to live

Tools

Leaders can add pizzazz to their club or group by using a variety of tools to teach knowledge and skills. Keep in mind that members learn least when just listening, and most when doing something. Plan many “doing” experiences for your members.

Recreation

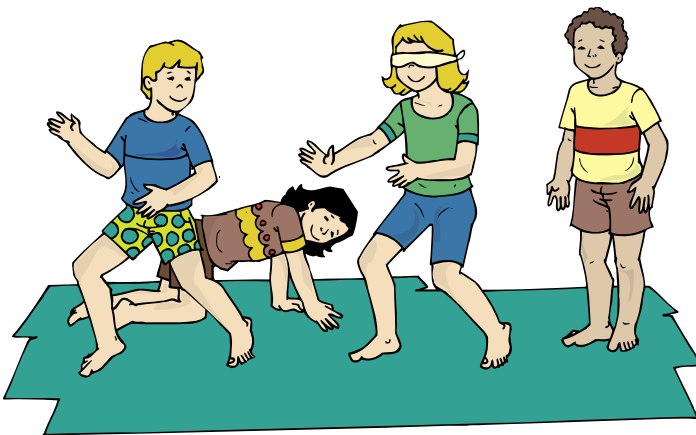
When you include recreation in your club or group, participants create their own fun and better understand themselves and others. Games, skits, parties, songs, camping, hikes, and refreshments are all part of recreation.

Why have recreation in a club meeting or group?

- Recreation is a chance to release excess energy and practice cooperation.
- Teenage participants gain leadership skills by planning and leading games and other recreation activities.
- Recreation provides an opportunity for members to get to know one another better. More friendships with more people are made during recreation than at any other time.

When should recreation occur?

Recreation can happen at any time during your activity. Games can be conducted while waiting for everyone to arrive, played as part of a meeting, or played as refreshments are enjoyed at the end of the meeting or activity.



Your club or group also may plan a skating or swim party as an activity.

It also provides an opportunity for everyone to participate and to feel that they belong.

Check with your local library or Extension office for recreation ideas or resources. You also can find many games on the Internet. You can buy books about recreation at bookstores or from camping publications.

See the 4-H Recreation Kit suggestion list on page 15 to make a recreation kit for your club and for more ideas to use in your club or group.

Ice-breaker games

Ice-breaker games are interactive games leaders use at the beginning of meetings or educational events. These games should be:

- Fun!
- 10 to 15 minutes long
- Active
- Encouraging for the group members to talk with one another

Why have Ice-breaker games in a club meeting or with a group?

- People get acquainted.
- Members find things they have in common with others in the group.
- Leaders get to know their members (for example, levels of experience, hobbies, 4-H projects, grade levels, communities, likes and dislikes).
- Ice-breaker games energize the group.
- They focus the group in the here and now (leave baggage behind).
- They help youth develop social skills.
- People have fun!

See page 12 for examples of Ice-breaker games. You also can find games in recreation books and other sources.

Educational games

We know that games can be a very effective way for 4-H members to learn subject matter and to have fun at club meetings. Games in the correct setting can be nonthreatening and enjoyable for members and the leader.

When including games as educational tools, leaders need to keep several concepts in mind. The following information will assist leaders in preparing and conducting games that are educational, productive, and fun.

Why play educational games?

- Teach a skill or concept
- Build group teamwork
- Develop trust among members
- Provide healthy and monitored competition
- Have **fun** while learning

Selecting games

Leaders can select any popular game and adapt it to 4-H project material. For example, clubs use the “quiz bowl” for everything from horses to small animals. Other common question-type games can be adapted with little effort.

Drawing games also fit the 4-H project material with minimal effort. The only requirement is that the leader be creative. Artistic ability, glamour, and glitzy materials are not that important, because we become more human as young people see some of our imperfections.

Playing the game

For the game to have impact and reach the educational target, leaders need to do the following things.

- Be prepared with all the parts of the game (props, score board, questions).
- Be enthusiastic about the game.
- Assure yourself that the level of the game meets the level of the youth playing.
- Explain how the game is played and all the rules.
- Create an environment that is physically and emotionally “safe.”
- “Test drive” the game, allowing the youth to demonstrate that they understand.

- Remind members that *education* is the primary goal.
- Offer “prizes” instead of keeping score (individually wrapped candy works well).
- Have members rotate out of the “Hot Seat” if they miss a question.
- Allow other members to assist a player when she or he does not know the answer. Everyone learns this way.
- Be part of the group when possible.
- Know when to **stop**—quit playing when youth are still having fun!

After the game

As the leader, you will need to show encouragement to all the members who participated. You can return to the information contained in the game as you continue to lead club activities. By drawing on the “fun” in learning, you reinforce the educational material that was taught during the game activity.

See page 13 for examples of educational games adapted from popular games.

Tours and field trips

Field trips and tours can be a good way to teach youth, change their surroundings, and create a solid learning experience. However, a poorly planned tour can create challenges for the leader and the youth. The main objective is that a good interactive tour take youth to a new level of understanding in a specific area. Plus, youth can gain leadership skills as they plan, participate in, and evaluate the tour.

Following are things to consider as you plan the next club tour or field trip.

What is the purpose of the tour?

Education

- What do you hope the members will learn?
- Who will be involved in the teaching?

Fun

- There can be some educational value in a “just for fun” tour.
- Youth members will get to know each other better.

Who should plan the tour?

If your club or group has a large number of junior members, the leaders probably will do most of the planning. Even so, include youth members in the discussion of where to go and other details appropriate for their age.

If your club or group has a large number of intermediate (grades 7–9) and senior (grades 10–12) members, the leader should allow the members to do much of the planning. They can take care of the following things:

- Contact the host
- Plan and arrange the details
- Transportation
- Food and meals

The skills the members learn from planning the tour could be as valuable as the tour itself.

See page 16 for a checklist of things to consider when planning a club or group tour. Be creative when thinking of potential tour locations, and have a fun and educational experience with your members.

Skillathons

A “skillathon” is a series of mini-learning stations with an assistant to facilitate at each one. The person in charge of each station asks a series of questions to help youth figure out how to do the skill. Individuals or small teams rotate from one station to another. Each station tests the participant’s knowledge and ability in

Examples of skillathon situations

■ Animal Science

Situation: You need to administer an antibiotic to your animal.

Your task: Demonstrate how to administer a subcutaneous (Sub Q) injection properly using a plastic needle, syringe, and orange.

■ Foods and Nutrition

Situation: The cookie recipe you are making calls for 1 cup of flour.

Your task: Demonstrate how you would measure 1 cup of flour.

a particular subject. Give recognition and praise to participants at the conclusion of the event.

A skillathon is an excellent way to involve 4-H participants, leaders, and families in a fun “learning by doing” activity. Experienced older youth or family members can assist in planning and conducting a skillathon. Skillathons provide participants a chance to practice a skill or discover for themselves how to accomplish a task. These activities use the “learning by doing” philosophy and teach both the 4-H project areas being studied and life skills gained in 4-H.

Check with your local Extension office to see if there are hands-on educational kits (most relate to animal science projects) that you can use to set up a skillathon. Project materials are excellent sources of skillathon activity ideas.

Presentations

Research shows that some adults are more fearful of speaking in public than they are of dying! So, public speaking may be one of the most important skills youth can learn. Presentations also serve as excellent teaching tools for 4-H club meetings.

Presentations can be used to:

- Teach subject matter to all club members
- Share personal information so people get to know each other
- Remind youth what was learned at previous meetings and “get everyone on the same page”
- Help youth research information on a topic
- Help youth gain organizational skills
- Share members’ talents and interests with each other

There are three types of presentations in 4-H.

1. **Demonstrations** (show how to do or make something)
2. **Illustrated talks** (using visuals)
3. **Speech** (no visuals or equipment used)

For club meetings, use any of the following presentation techniques:

- Interviews in pairs or small groups
- Grab bag game (A member pulls an item out of a bag and then has to describe the object and how it is used.)

- Demonstration kits (Put together bags of items that can be used to present a specific topic.)
- Presentations in teams of three members, then two, and eventually individually
- Have junior or teen leaders give presentations on the topic for the meeting
- Introduce parents
- Have youth answer a question, such as “What is your favorite _____ and why?” (Examples: hobby, sport, TV show, movie)

See “Acknowledgements” on the back page of this publication for more resources on presentations.

Speakers

Speakers can share more knowledge and expertise to benefit your club members. You might invite a speaker because you don’t feel comfortable with a portion of the project, to enhance material you have taught already, or because the members want to explore the project beyond the club level.

As do all other aspects of club activities, a good speaker can enhance the educational experience of the youth. The checklist on page 17 can help you organize your plans to have a speaker at your club meeting.

Role playing

Putting knowledge into practice is an important part of 4-H and youth development in general. One teaching tool that can help this happen is role playing. This tool sets up situations (or **scenarios**) that are as close to real situations as possible and then allows youth to play the roles.

There are two ways to set this up.

1. On 5- by 7-inch cards, write scenarios that connect to the subject matter area you are teaching. (See page 14 for some sample situations.) Have supplies available for each scenario.

Then, have the member or members read the card, look at their supplies, and decide how they will handle the situation. Within 10 minutes, they must play out the situation and their solution to the whole group.

After the “role play” is complete, ask for feedback from the group and group leaders who watched. Find the positives to their solution, as well as ideas to add to their solution. If there are problems with their solution, share why (for example, a rule that exists, safety) and how they could change their solution to make it better.

2. Have the members write on cards scenarios they have experienced or think they could experience with their projects. They must bring the supplies they need to play out the situation. Then, each person or group gives their scenario card and supplies to another group to “role play,” as described in #1 above.

Benefits to role playing include:

- Youth can learn how to plan for emergencies they might face.
- Youth can get a feel for situations they may face, such as answering a 4-H judge’s questions, dealing with a sick animal, or working with younger members.
- Leaders can learn about their members and how they make decisions.
- Information can be shared with a group in a “hands on” (interactive) way.

Educational kits

Many Oregon Extension offices have Animal Science Education Kits available for 4-H clubs to borrow. These kits have many tools for teaching about animal science.

You can buy the following kits from Ohio Agricultural Education Curriculum Materials Service, 254 Ag. Admin. Bldg., 2120 Fyffe Road, Columbus, OH 43210-1067.

- Beef
- Dairy
- Goat
- Sheep
- Horse
- Dog
- Swine
- Rabbit
- Poultry

The kits include laminated posters for parts, breeds, farm layout, and other topics that can be used as educational games for youth. The “hands on” activities available in the kits are excellent and vary according to subject matter.

Older youth are excellent teachers when they use these kits, because the materials are colorful and interactive. Leaders can make copies of

printed materials in the kit to use when they don't have access to the kit.

Clubs and groups in other subject matter areas can make their own educational kits. One idea is to make copies from existing printed publications and then enlarge them. Examples of some activities could include the following:

- Archery—Place the names of the parts along a drawing of an arrow.
- Clothing—Put the names of equipment on slips of paper and drop them in a box. Have members reach in, choose a slip of paper, and say the name of the equipment and the uses of that equipment.
- Horticulture—Match pictures of flower arrangements with the names of the flower arrangements. Then, have members make one of the types of arrangements listed.
- Entomology—Have cards with drawings of different insects. Members draw one card and race down to a chart of the different classifications and place the insect card in the correct classification. This can be done as a relay between teams, with scoring for correct answers; or, the whole club can play to improve the group time score over the course of several meetings.

Record keeping

Record keeping is an integral part of everyone's adult life. 4-H gives members the opportunity to learn this valuable life skill. When you use record keeping as a teaching tool, be sure to:

1. Help members see the purpose of records, and work with them to encourage good record-keeping practices.
 - Records preserve facts. Memory is not reliable.
 - Learning to keep 4-H records is preparation for keeping other types of records (such as income tax records).
 - Records can show profit or loss in projects where financial information is important.
 - Records provide opportunities for members to learn skills in organization, neatness, following directions, and sorting out the important from the unimportant.

2. Check periodically to see how records are progressing.

All 4-H members should be encouraged to keep records. However, leaders must consider each member as an individual with unique abilities, skills, and interests. A record should fit the needs of the member. Every person progresses and learns at his or her own speed.

A positive, enthusiastic attitude about keeping 4-H records is a great motivating factor. Make record keeping as simple, easy, and interesting as possible. Some ways to help the members include the following:

- Have members use a calendar or small notebook to record things as they do them. For youth who do not write well or have a developmental disability, consider options such as use of a computer or tape recorder, or dictating to an adult.
- Take time in 4-H meetings on a regular basis, or create special meetings to work on records.
- Explain both the "why" and "how" of record keeping.
- Use good samples or examples.
- Show interest in each person's records and give help where needed.
- Be sure parents know the importance of 4-H records and how they can help encourage their children to keep records.
- Invite older 4-H members who take pride in their own records to work with younger members on record keeping.

Exchanges

Exchanges are part of the global education program offered by the 4-H Youth Development Program. Exchanges with another club, county, state, or country can be challenging, educational, and fun. In an exchange, members can:

- Learn about others in different living situations.
- Create new friendships.
- Learn about themselves and their heritage.
- Enrich the 4-H program through sharing their experiences.

- Increase their coping skills in facing unfamiliar situations.
- Develop leadership and communication skills.

All exchanges require planning and preparation. Knowing what to expect is the key to a successful exchange. County Extension staff members have more details on exchange opportunities.

Judging contests

Judging is an everyday activity. You use your judgment every time you make a decision. Youth have judging experiences long before they become involved in 4-H. By including judging contests as a teaching tool, 4-H leaders can help youth develop important decision-making skills.

Judging teaches 4-H members to:

- Observe carefully
- Recognize good products, articles, or animals
- Improve their own work
- Make wise selections
- Become better buyers
- Make their own decisions
- Express themselves clearly
- Appreciate others' opinions

The 4-H club meeting is a good place to use judging as a teaching tool. Junior leaders, older members, and parents can help provide materials, animals, or other items to judge; or, you can use items made at club meetings.

With beginners, judging can be done first on an informal basis.

1. Have members examine one article. Discuss its good points and the points where improvement is desired.
2. Help your members visualize an ideal animal or article. Discuss why the good points are desirable and why you would want to improve other points.
3. Compare two items and decide which is better and why.
4. Compare three or four items and rate them 1, 2, 3, 4. As the group decides how the articles should be ranked or placed, have them give their reasons.

After working as a group, members will be ready to make decisions on their own. Judging is a fun way to learn.

The four important steps in the judging process are:

1. Observe
2. Compare
3. Decide
4. Tell why

Leaders also can use the judging contest as a way to determine the current knowledge and skill level of their 4-H members. This can help you determine which topics to cover in project meetings.

Additional information on judging contests is available through your county Extension office.

Life is full of choices— one needs to know how to use the best information available on which to base decisions.

Resources

Ice-breaker games

Group Juggle

Group size: 6 to 100 (put people into groups of about 10 to 12)

Equipment: Kush balls and other soft balls, beanbags, medium-sized stuffed animals

Hint: If everyone wears a nametag, this will be more successful!

Have people form a circle, with everyone facing the middle of the circle. Be sure everyone has room to move (catch and throw).

Explain that an object will be thrown around the circle, each person catching it only once, until it returns to the “starting point.” Once the group has done this, explain that now the “pattern” is set, and from now on each person must throw the object to the same person and the same person will throw it to them. Still standing behind the “starting point,” give them one object and allow this to make its way through the “set pattern” two or three times.

Once the group seems to have this down, begin to introduce new items, so there are 2 items in the air, then 3, then 4, then 5, and you can see why it’s called “Group Juggle”! This activity can go on as long as the members are enjoying it.

Name Bingo

Group size: 25 or more people

Equipment: Bingo sheet, pencil, and a square of paper for each person; container (such as a hat, bowl, or box)

Give each person a small, blank piece of paper, a pencil, and a blank bingo card (can be

printed on paper). Have each person write his or her name on the small square of paper and drop it into the container for later use.

Let everyone circulate for about 15 minutes. They should introduce themselves, shake hands, and then write each other’s names in the bingo card squares; i.e., I write Joe’s name on my sheet, while Joe writes my name on his sheet. Names can be written on any square, but no name may be written more than once. (Keep the center square a free space.)

At the end of the allotted time, everyone gathers in front of the caller. The caller reaches into the container, pulls out a name, and reads it to the group. That person then stands up and says “Hi!” to everyone. People who have that person’s name on their bingo card place an “X” over the name. The first person to cross off five names in a row (either horizontally, vertically, or diagonally) calls “Bingo!”

Play can continue for as many rounds as you like.

Scavenger Hunt

Group size: 20 or more

Equipment: A sheet of paper with at least 10 characteristics on it (everyone has a copy of the same sheet of paper) and a pencil for each person

Hand each person a sheet of the paper and a pencil. Tell everyone to mill around and find someone in the group with one of the characteristics on the sheet. When they find that person, have the person sign on their sheet and have them do the same for the other person. Choose positive characteristics, such as:

- Birthdays in the same week or month
- Plays the same sport or does the same activity
- Likes the same kind of music
- Same kind of 4-H project you do
- Same color of eyes or hair

- Same middle name
- Older or younger siblings or someone with none at all
- In the same grade at school
- Has on an article of clothing that is the same as one you are wearing
- Lives in the same community

Card Introduction Game

Size of group: 16 to 52

Equipment: Deck of cards

Every person gets a card (use up each set of four cards—for example, all the aces or kings—until each person has their card). Direct everyone to move without talking.

Have everyone find another person who has the same number they do. When everyone has a partner, have the group listen for the question. When the question is given, one person talks while the other person listens. The listener cannot say anything. When the time limit is over, have everyone switch roles. One person talks and the other person listens.

Tell everyone to move on and find another person with the same number. Then, a new question is given. Again, each person talks and listens during her or his turn.

Have the group do this one more time.

Questions should encourage people to talk to each other, such as the following:

- What is the best thing about your community, and what is the thing you’d most like to change?
- What would you do if you had a whole week to spend on anything you want (money is no object)?
- What is something you are good at, and what is something you’d like to learn?

Educational games

Baseball

For this game, you will need to go through your project materials and draw out two to three questions of varying difficulty per member.

(Tip: If you have older members or junior leaders who have been in the project for 2 years or more, they will have a “ball” coming up with the needed questions.)

Start the game by dividing the group into teams. You can do this by having them count off by twos, with the “ones” being on one team and the “twos” on the other. If you have different ages and levels of experience, you might want to hand-pick the teams yourself in order to even up the sides.

After deciding which team will “bat” first (perhaps by the toss of a coin), the first team to “bat” must send their first “batter” to the plate.

Then, draw one of the questions at random and “pitch” by asking the batter the question. If she or he is correct, she or he progresses the number of bases indicated by the value of the question. If a fellow team member is on the base ahead, that team member advances the appropriate number of bases. Eventually, when enough questions are answered correctly, the players will advance back to home plate and score a run for their team.

Wrong answers put the batter “out” and three outs retire the side. When a wrong answer is given, allow the other team members to try to answer the question.

Play a pre-set number of innings (an inning is complete when both teams have been up to “bat”). The winning team is the one with the most runs. (A player must advance

through all the bases and back to home plate to score a run. Runs are not scored when players are still on base when their side retires.)

Password

This game operates exactly as the TV show. Two teams of two players each play against each other. Instead of random words, have cards made up with words associated with the 4-H projects you are leading.

Start by giving one player on each team cards with the *same* words. One player is allowed to give a *one-word* clue to his or her teammate. If the teammate guesses the correct word, the team wins 5 points. If the answer is incorrect, the player on the other team gives a *one-word* clue for the same word to her or his teammate. A correct answer now is worth 4 points. Alternate between teams until a correct answer is given or until no points are left.

When five one-word clues are given without a correct guess, allow the spectators to try to guess the word.

Each time you begin a new word, start with the team that had the second clue before so that each team gets an equal chance at the 5-point clues. The first team to reach 10 points wins the opportunity to face a new team from the club.

Jeopardy

This game is based on the TV game show. Jeopardy is a wonderful game for 4-H clubs. Because of the number of members in a 4-H club, this version of the game has club members divided into two teams.

Categories can be any 4-H projects in a 4-H club plus a general 4-H category. List categories on a chalkboard or piece of paper with points listed below each category

(100, 200, 300, 400, 500). It could look something like this:

General	Sheep	Foods	Natural Resources
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Set a time limit for the game (15 to 30 minutes is suggested) and choose a timekeeper. Decide which team gets to start first (flip a coin). Ask that team to choose a category and an amount of points (for example, “Food for 100 points”). (To make it easier for 4-H members, we will ask questions and have them give answers, instead of the way it is played on TV.) The Foods question could be something like: “What are the five basic food groups?” (Answer: fruits; vegetables; meat; milk [dairy]; breads and cereals.)

The team discusses the question, and then one person gives an answer. If the answer is correct, the team receives 100 points (or whatever the point total for that question).

If the team answers correctly, it will be asked a second question. The team may answer up to three questions in a row (if all are correct). If a team answers a question incorrectly or has successfully answered three questions in a row, the other team gets a turn.

Be sure to have a balance of older and younger members on each team, as well as members within a variety of project areas. This will make the game as fair as possible. One older member can serve as moderator and another member can keep track of the score and questions that have been asked.

Sample role playing scenarios

1.

Your friends from school, who know nothing about sheep, ask how you can distinguish among the different breeds. You decide to explain and show them the different breeds of sheep.

2.

You come out to feed your rabbits and find that one of them has a leg caught in the cage wiring. What steps will you take to deal with this situation? What kind of information do you need? Who or what are your resources?

3.

You come home after school and find the following note from your parents: “We will be home at 6:00 pm. Please make dinner for the four of us from the items found in the refrigerator and cupboards. Remember that Joan is allergic to milk. Thanks. Mom and Dad.” What process will you use to deal with this situation?

4.

You come home and find that an animal has eaten one of the houseplants. The dog and cat don't show any symptoms of illness. What can you do in this situation? What resources can help you?

5.

You are a junior leader in your 4-H club and County Fair is 2 weeks away! You have completed your entomology exhibit, forestry notebook, and records, but keep thinking there are other things you can do to prepare for the fair. What are some things you can do?

6.

Your horse needs to be loaded into a trailer for an upcoming clinic. Demonstrate how to load a horse safely onto the trailer, making sure you avoid obstacles in your barn. What training do you need to do to get your horse ready for the loading process?

7.

You are going to visit a breeder next week to select your feeder hogs for County Fair. What steps should you take to get ready for the hogs to come to your property? What materials will you need? What information should you take with you? What questions should you ask the breeder?



4-H Recreation Kit

Every club can have a game kit which includes a variety of recreation equipment and games. As a club learns what games its members enjoy playing, add that game or equipment to the kit. It can be stored in a box or an old suitcase. Ask youngsters to donate or loan games or equipment. Parents or members also could make some games.

Here are items and activities to consider.

Sticks

- Roll discs
- Push discs
- Push pennies
- Jump sticks
- Catch hoops

Ping pong balls

- Blow on table
- Blow along floor
- Fan with paddles
- Balance on paddles
- Play baseball

Inner tubes

- Over and under
- Roll
- Crawl through
- Jump from
- Arm wrestle on

Paddles

- Bat balloons
- Balance balls
- Catch beanbags
- Play baseball
- Fan ping pong balls

Rope

- Tug-of-war
- Jump the rope
- Swing with bag
- Pick up while jumping
- Tie ball on end
- Elastic bands (cut from inner tubes)
- Hobble race
- Three-legged race
- Crawl through
- Foot to hand race

Balloons

- Hold with knees and run
- Pass under chin relay
- Bat with hands relay
- Play soccer

Beanbags

- Catch
- Play tag
- Relay races
- Keep away

Other items

- Rubber balls
- Floppy frisbees
- Rubber chicken
- Blindfolds
- Play golf with cans

See the publication *Recreation* for more resources and information on recreation in 4-H clubs or groups. This publication is available through your local Extension office.

Field trips and tours checklist

The following can help you decide where and when the field trip or tour should take place.

- What do you want the members to see and learn?
- Where will you find what you want to see and learn?
- When will the tour occur?
 - School holidays
 - Long weekends
- Other factors to consider
 - Weather conditions
 - Available transportation

Before the tour or field trip

- Develop a tentative schedule
- Contact the host of the tour
 - Explain the purpose of the tour
 - Size of your group
 - Other limitations
- Parent permission/health forms
 - Make sure you hand these out far enough in advance so there is time to get them back. It might take two or three meetings to get them all.
- Insurance (if needed)
- Safety/first-aid kit
- Transportation
 - 4-H leaders
 - Maps/directions to destination
- Food
 - Sack lunches with proper cold storage
 - Restaurant plans/reservations
- Cost
 - Budget and Financial Reporting Form
- PA/sound system (if needed)
 - Rent or borrow
- Chaperone/adults
 - Define responsibilities
 - Men/women ratios that match the group
 - Overnight tours
 - Review the publication *For the Well-being of Youth and Adults* (4-H 0258L)

Pre-tour meeting

- Inform the members and parents
- Tentative schedule
- Collect health forms
- Meeting/departure/pick-up locations
- Contact numbers
- Discuss suitable clothing requirements
- Discuss expected behaviors and consequences if expectations are not met

Day of the tour or field trip

Meet with the group and check for:

- Health forms
- Money/fees
- Clothing/footwear

Start/leave/return on time

At the tour location:

- Gather the group
- Introduce the host of the tour
- Keep the group together
- Encourage questions
- Handle conduct problems
- Have the members thank the host of the tour
- Stay on schedule

After the tour or field trip

Review the tour.

- What did they learn?
- What did they see?
- How does what they saw and learned relate to them?
- How can they apply it to their lives and projects?

Have members sign and send thank-you notes to:

- Tour host
- Parents/volunteers
- Have the members submit a news story/release to the local radio and newspapers
- Pay any expenses
- Prepare a report with photos for the club scrapbook
- Ask members and parents about future tours

Guest speaker checklist

What is the purpose of having a speaker come to your club?

- Education
- Career exploration
- Expanded project information
- Other

Make sure you communicate the purpose to the speaker so that he or she can prepare his or her talk to fit.

Who should make the arrangements?

Club leaders who have a large number of intermediate and senior members should encourage those youth to make the contact and arrangements with the guest speakers. Leaders need to be sure that the members have the details and that they have done the follow-up.

Club leaders who have young members will make the majority of arrangements for their club. Young members can be involved in the process by selecting topics and ideas, introducing the speakers, and arranging other details that are age appropriate.

Making contact

Once the topic has been selected and suitable speakers identified, the speakers need to be contacted. This list can help you make sure that you've taken care of the details.

- Identify yourself and your affiliation with the 4-H Youth Development Program.
- Tell the person why you are calling.
- Confirm the topic and the date you are asking for.
- Ask if she or he would be willing to speak to your club.
- Ask the speaker if she or he will be using any equipment and what the club might need to have ready.
- Thank him or her and say that you will confirm closer to the date.
- If the person cannot participate, thank him or her for the time and say that you will keep his or her name and number for future opportunities.

One week prior to the club meeting

Call the speaker and confirm the date, time, and place. Ask if she or he needs directions.

You might also want to give the speaker a phone number where she or he can reach you. That number may be a cellular phone or the number where the meeting is held. That way, the speaker can contact you in case she or he is unable to make the meeting or if he or she needs further directions. Mail a map or directions.

When the speaker arrives

Make sure the speaker is greeted and is made to feel comfortable. This can be a very good experience for younger members. Ask the speaker if members can help in preparing or setting up. Again, younger members can assist with this task.

Once the speaker is ready and set up, gather the group and start the meeting. It is very important that you stay on schedule. Many of the guest speakers that come to 4-H work in a specialized field. They might have taken time from their job to speak to the 4-H club. Be respectful of their time schedule. Start and end on time.

During the speaker's presentation

Leaders may need to help the members stay on task with their questions, provide information to the speaker related to members' questions, and handle any problem with members' conduct.

After the speaker concludes

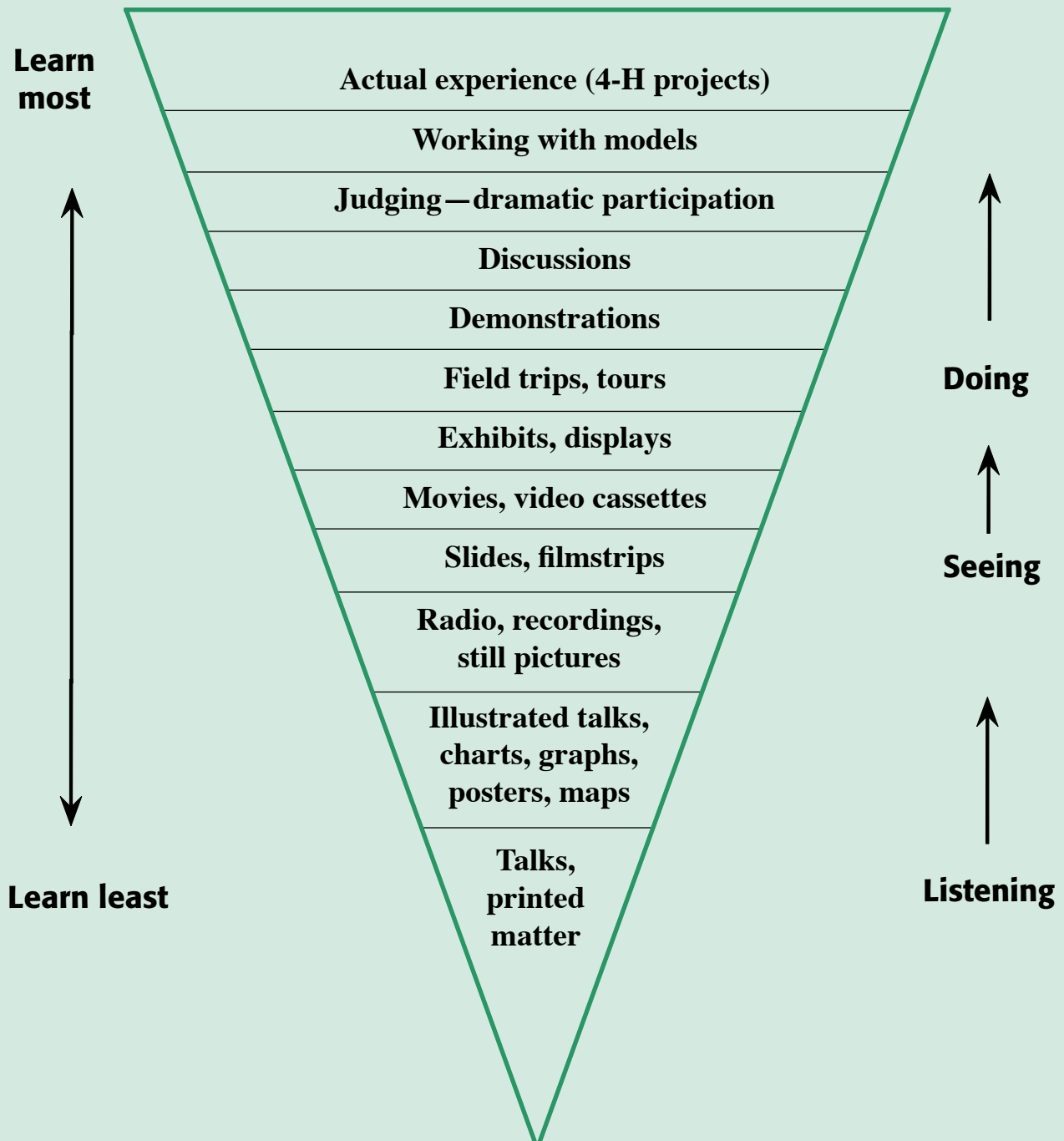
Encourage members to ask questions that pertain to the topic. Assist the members in showing appreciation to the speaker, and thank the speaker for coming.

After the speaker leaves

Leaders can enhance the learning experience in the following ways.

- Recap what the speaker said.
- Have members list ways that they can improve their project based on the information they heard.
- Have them draw a picture of one part of the speaker's comments.
- Let members write a news story about the experience.
- Ask members what other topics would be of interest to them.
- Have the members write and sign thank-you notes to the speaker.

Cone of Experience



Now that you've learned many ways to teach, keep in mind that the more involved the learner, the more she or he will retain.

Notes

“To merely provide an experience, no matter how powerful, and expect the students to take it home and sort it out on their own, is to invite failure.”

—*author unknown*

Acknowledgements

The information on presentations comes from:
You Present, (4-H 0226), available in your county
Extension office

“Speakeasy,” by Cindy Osterlund, 4-H Extension
agent, Gilliam County (available in your county
Extension office)

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Goal Setting

Leader's Guide to Helping Youth

4-H is a youth development program. Facilitating youth development is the role and responsibility of adults who work with youth in 4-H. One way to fulfill this role is to help 4-H members plan, write and evaluate their progress toward goals.

Early in the 4-H year, help your members make plans for the year. Whether you are working with one person or the entire club, the steps are the same. You need to think about the 4-H member, their home situation, previous 4-H (and other) experiences, interests and abilities of the youth. Give some thought to what you expect from them. Encourage the members to challenge themselves, but be realistic because 4-H is only part of their busy lives.

Ages and Stages ~ How This Affects Goal Setting

The ability of youth to set and attain goals is affected by the age and developmental stage of the individual child. The following age/grade ranges can be used as a guide, but remember that children are individuals and all advance at a different pace.

Ages 5-8 ~ Grades K - 3

- Thinking is here and now, not in the future.
- Learn best when physically active.
- May complete simple projects.
- Exploring possibilities is more important than reaching a goal.

Ages 9-11 ~ Grades 4-6

- Acceptance by peer groups is important.
- Feelings of competence enhances self-concept.
- Can set short-term goals.
- Interests expand from home to neighborhood, to community.

Ages 12-14 ~ Grades 7-8

- Can take responsibility in planning and evaluating their own work.
- Want to make decisions but still depend on adult guidelines.
- Can set long-term goals and plan strategies to reach goals.
- Implements simple plans.

Ages 15-19 ~ Grades 9-12

- Abstract thinking and problem solving reach a higher level.
- Implements strategies for reaching long-term goals.
- Manages resources to achieve a goal.
- Exerts effort and perseveres toward goal attainment.
- Needs life planning guidance.

Plan for Setting and Attaining Goals

Help youth to determine interests.

Typically this step occurs at the beginning of the 4-H year. To help young people focus on their interests, ask questions and listen. Share the New Hampshire 4-H Project Selection Guide with your members. Make it a point to find out what each child enjoyed doing in the past and what kinds of things each would like to try in the future. Then you can guide them as they make plans based on what they have already learned and what they would like to learn.

Help youth to set their goals.

Ask questions. How did what you did last year in your project work for you? Why was or wasn't that a problem? Based on your experiences last year, what would you like to do or learn this year?

Remember the three parts of a measurable goal:

- Action - how you will do something,
- Result(s) - what you are going to do, and
- Timetable - when you are going to do it.

For example "I want to learn how to bake two kinds of cookies by Christmas." - **I want to learn** is the action portion of the goal. What you intend to do is the result - I want to learn **to bake two kinds of cookies**. When is the amount of time it will take to complete the goal - I want to learn to bake two kinds of cookies **by Christmas**.

	ACTION	RESULT	TIMETABLE
I want	to learn	to bake two kinds of cookies	by Christmas.
I want	to give	two demonstrations for my club	by June 1.
I want	to train	my dog to sit and lay down	before the county dog show.

If you're not certain that a member can carry out a goal easily, you can give it a "control test." Does the youth have control over what they want to do? Does the action part of the goal tell what they will do? A member will have control over a goal such as "I will learn to identify ten kinds of trees on my property this fall." However, if the action mentioned in the goal is what someone else will do, it does not pass the control test. The goal statement, "I will win the high point trophy at the state 4-H Horse Show," does not pass the control test because the judge provides the action that decides who will win the high point trophy.

Form an action plan

The next step in goal setting is developing an action plan. At this stage, it is important to help 4-H members think about the information needed and the skills required during the year to accomplish their goals.

Once the youth have written one or more goals, encourage them to write them into their *Project Page*. Now ask them about what they need to do to meet the goal. Do they need to read or do research about something? Do they need to learn a special skill to meet their goal? How much practice will it take? Invite them to list the steps necessary and what other resources might be needed to reach their goals on the *Project Page*. Ask them to think about who will help them reach their goals. It might be their parents, a 4-H leader or a more experienced 4-H member.

Remember that skills are things you physically do - like planting seeds and weeding. Knowledge is using your brain - like knowing what a healthy garden needs to grow.

Youth can organize their time, by entering the steps identified on the *4-H Goal Calendar*. They may have to plan “backwards” based on the timetable established. Encourage them to keep their *Project Page* and *4-H Goal Calendar* with their *County 4-H Records*. This information will be useful to track progress and to see growth over the years.

Encourage members to share their goals with someone else. Talking about goals with another 4-H member, their 4-H leader or family member is helpful. When youth talk to others about their goals, it helps them get a better idea of what they are going to do.

Carry out the plan and record results

The *Project Page*, *4-H Goal Calendar* and *County 4-H Records* are excellent tools for youth to use to record the progress they make. Make sure to let youth know that they are only tools though. If he/she comes up with a more effective method of keeping records then they should implement it.

Ease the mind of members who worry that every portion of their records should be filled out completely. If the questions on a worksheet don't match the goals a young person has set for the project year, it's okay to leave them blank.

Writing is not the only method of completing records. Encourage 4-H members to think about using their computer, an audio tape or video tape to record their progress toward their goals. As a leader, you can help reinforce this by helping them find a record keeping method that best suits them. Ask your county 4-H Extension Educator about some of the NH 4-H Record forms available in an electronic version.

Don't forget to involve parents in the record keeping process. They can offer a wealth of experience upon which young people can draw. Parents also can help monitor their child's progress throughout the year to help determine if goals need adjusting.

Celebrate accomplishments

Once a young person has made progress toward or reached a goal, they should celebrate and be recognized for their work. Recognition need not be large-scale or extensive, but it should be meaningful to the 4-H member. Here are a few tips for recognition of progress toward self-set goals:

- Never hold a contest or a competitive activity to recognize progress toward *self-set* goals.
- The amount of progress will vary with the individual, the goal, the topic. Remember, we are measuring **progress**, not the quantity and/or quality of work.
- The unique growth of a young person is measured against the young person's own plan.
- Giving this type of recognition privately is often most effective.
- Give the recognition after the young person has made progress, but do not hold it out as something to get if you make progress.

Intrinsic recognition (an inner sense of accomplishment) is something the youth should feel for him/herself. It is highly personal and is not given by another person. This type of self-recognition is most likely to lead to self-motivation for a youth to reach a goal and feel rewarded.

Extrinsic recognition is given by a significant person in the life of the young person. This may be intangible (a smile or a word of encouragement from someone) or tangible (a pin or certificate).

Both intrinsic and extrinsic recognition are important parts of the recognition process. Intangible and intrinsic recognition tends to be more effective when recognizing progress toward goals.

Evaluate and make future plans

Evaluating allows young people to look at the relationship between what they accomplished throughout the year and the goals they set at the beginning of the year. After evaluating the past year, it is time to identify new goals for the future.

To help youth in this stage, ask questions like: "As you look back over the past year, which of your goals were you able to accomplish?" "Is there anything about your project that you would change?" "What changes did you make on your project as you went along?" "How do you feel about what you have learned?" "What ideas would you like to build on for next year?"

Questions like these can help youth develop more positive self images as they look back on their accomplishments and growth during the past year.

Adapted from Iowa State University, Ames, Iowa & Recognition in Youth Programs: Helping Young People Grow - National 4-H Council.



National 4-H Recognition Model

In 4-H Youth Development Education, youth and adults are provided opportunities to develop their unique talents and capabilities. The basis of 4-H is "Learning by Doing." 4-H provides opportunities for both training (learning) and practice (doing). Through this process, young people develop life skills that are relevant now and in the future. Youth who develop life skills become self-directed, productive, contributing citizens.

Recognition: Our Vision and Mission

Recognition is an acknowledgment and affirmation of the personal growth in an individual. It can be public or private. It can be within the individual or provided by others. Recognition in 4-H is the encouragement and support for learning. It comes as a result of participation in educational experiences.

4-H uses recognition as one strategy to help youth become more capable and competent. It does this through recognizing and appreciating each person's effort and providing positive reinforcement to continue participating in learning activities. 4-H'ers experiences must be structured so as to incorporate opportunities to build positive esteem and self reliance.

Recognition must be continually revised to meet the needs of individual participants. Individual progress must be recognized and individual enthusiasm must be encouraged. There is no one way of encouraging and supporting young people. They come from varied backgrounds and with different experiences. They vary in their interests, values, needs, attitudes and aspirations. For some youth intrinsic, or internal, recognition is far more powerful than any extrinsic, or external, recognition.

The national model for recognition provides for a balanced approach. It encourages a variety of forms of recognition to meet the diverse needs and interests of today's youth. It recognizes the use of recognition to motivate, foster self-appraisal skills, and encourage youth as they attempt more difficult tasks. It is based upon the principles that recognition is a basic human need that can be done in many forms and must be structured to build positive self-esteem. Ultimately, the goal is for youth to become self-directed learners.

National 4-H Recognition Model

The Recognition Model is a part of a comprehensive plan which rewards positive learning behaviors in youth and is based on the youth's involvement, participation and/or efforts. Moving from one part of the model to another broadens their experiences, modifying opportunities for learning and raising esteem through other types of recognition. The Model includes five types of recognition. It is important for adults who work with 4-H'ers to provide appropriate recognition to all participants.

Participation

This type of recognition program emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences. For some youth, participation in a 4-H learning experience is an accomplishment. In addition it is a first step in building a positive self concept.

Progress Toward Self-Set Goals

Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition enables youth to gain experience in goal-setting and realistic self-assessment.

Achievement of Standards of Excellence

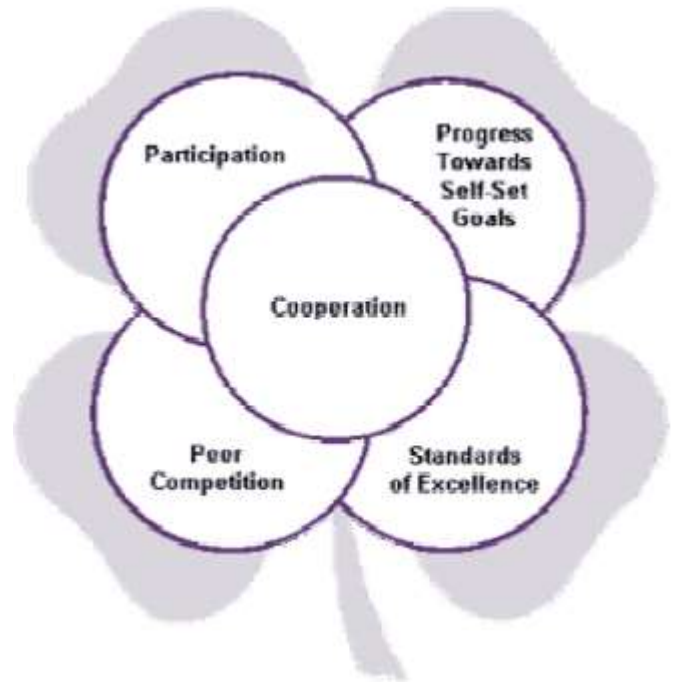
Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.

Peer Competition

Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is a strong motivator for some youth but is inappropriate for youth under age eight.

Cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. This helps prepare youth for living in today's inter-dependent, global society.



The Recognition Model can be used to design a recognition system to meet the needs of all youth. Designing a recognition system involves:

- Looking at the young people: their needs, interests, attitudes and aspirations.
- Understanding differences between people based on background and experiences; difference in behavior in some person; differences between similar types of people.
- Using recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs. It has to balance recognition for participation, progress toward self set goals, achievement of standards of excellence, competition and cooperation.

This Recognition Model is appropriate and useful at all levels of 4-H. Recognition committees and councils at the local, county, state, and national levels utilize this approach in all recognition programs. Using a comprehensive, recognition program can lead to more youth being recognized and can provide a way to say to every youth: "You are a valued and important member of the 4-H program."

NH 4-H Middle Management Work Team, 2006
Format update August 2011; new logo August 2015

Visit our website: extension.unh.edu

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University of New Hampshire, U.S. Department of Agriculture and N.H. counties cooperating.



What is a 4-H Club?

4-H is the premier youth development program of the U.S. Department of Agriculture (USDA). Originating in the early 1900's as "four-square education," the 4-H's (head-heart-hands-health) seek to promote positive youth development, facilitate learning and engage youth in the work of their community through the Cooperative Extension Service to enhance the quality of life. For more than a hundred years, 4-H has been dedicated to creating opportunities for youth that broaden skills and aspirations nurturing the full potential of youth.

4-H CLUB DEFINITION:

A 4-H Club is an organized group of at least five youth from three different families who meet regularly with adult volunteers or staff for a long-term, progressive series of educational experiences.

4-H CLUB PURPOSE:

The purpose of a 4-H club is to provide positive youth development opportunities to meet the needs of young people to experience belonging, mastery, independence, and generosity—the Essential Elements—and to foster educational opportunities tied to the Land Grant University knowledge base.

4-H CLUB MEMBERSHIP:

4-H Club membership is open to all youth beginning at age 8 or 4th grade (with actual enrollment date determined by the state) and open to all young people as determined by each state but not to exceed beyond the age of 21. 4-H Club membership is open to all youth without regard to race, color, creed, religion, national origin, sex, marital status, disability, or public assistance. All 4-H members must be enrolled in the 4-H club each year.

STRUCTURE OF A 4-H CLUB:

- ✓ Enrolls at least 5 youth members from at least 3 families.
- ✓ Conducts a minimum of 6 regular club meetings per year, with many holding 9-12 regular meetings throughout most or all of the year, and often supplemented by project meetings, camps, fairs, and other 4-H learning activities.
- ✓ Selects youth officers or youth leaders to provide leadership to the club.
- ✓ Meets in any location—a home, community center, military installation, library, public housing site, school, afterschool program, and/or many other places.
- ✓ Adapts to and supports mobility of youth and parents—linking them to 4-H programs in other counties and states.
- ✓ Meets interests and needs of youth in same-age or cross-age groupings and using single project or multiple project formats.
- ✓ Is advised by adult staff or volunteers who have been screened and trained.

WHAT IS A 4-H PROJECT?

A 4-H Project is a planned sequence of age-appropriate and research-based learning opportunities. As a



4-H National Headquarters; 1400 Independence Avenue, S.W.; MS 2225;
Washington, D.C. 20250
www.national4-hheadquarters.gov



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result of long-term active engagement in the project, the youth gains knowledge and develops skills based on planned goals and identified outcomes. 4-H project work is guided by trained adults who help youth set goals and provide access to appropriate curricula and resources.

THE EDUCATIONAL AND YOUTH DEVELOPMENT PRINCIPLES OF A 4-H CLUB:

- ✓ Uses experiential learning—learning by doing—as a primary teaching approach.
- ✓ Must have programming that shows evidence of promoting the Essential Elements of 4-H Youth Development.
- ✓ Includes planned opportunities to learn and apply life skills such as leadership, citizenship, community service and public speaking.
- ✓ Provides individual project experiences to develop in-depth knowledge about science, engineering and technology; citizenship; and healthy living.
- ✓ Provides programs, curricula, and procedures that are based in research and are developmentally appropriate.
- ✓ Provides members and volunteers access to resources of land-grant universities and to county, state, and national 4-H opportunities.
- ✓ Fosters youth-adult partnerships that encourage active involvement and participation by youth and adults.
- ✓ Provides safe and healthy physical and emotional environments.
- ✓ Offers projects in a wide range of subject matter areas relevant to the Land Grant University knowledge base to meet youth needs and interests.

PROGRAM MANAGEMENT AND IMPLEMENTATION FOR A 4-H CLUB:

A 4-H Club:

1. Selects its own club name. Club names must (for additional information please see the Fact Sheet on Naming 4-H Clubs/Units at <http://www.national4-hheadquarters.gov/>):
 - a. Be specific to the 4-H club or organization either through a unique name or by identifying the county or location. Not be overtly religious or represent the beliefs of one denomination over another;
 - b. Not imply that membership is limited or exclusive; and
 - c. Not be offensive or generally seen as demeaning to any group protected by equal opportunity regulations.
2. Develops a set of by-laws or rules approved by the members to govern the club.
3. Develops an annual educational plan.
4. Keeps records of their meetings and finances.
5. Complies with applicable state, Land Grant University and 4-H National Headquarters' policies.

CHARTERING 4-H CLUBS:

A 4-H club must be chartered by 4-H National Headquarters at the U.S. Department of Agriculture and the appropriate State 4-H Program office in order to be recognized as part of 4-H, and to be authorized to use the 4-H Name and Emblem. State 4-H offices should maintain documentation on the issuance of Charters to 4-H clubs in their states. The decision whether or not to charter a potential club or group is at the discretion of the State 4-H Program office and will not be reviewed by National 4-H Headquarters.

4-H NAME & EMBLEM:

The 4-H Name & Emblem is officially protected by the United States government under Title 18 U.S. Code 707. The situations in which it may be used, the manner in which it may be displayed, and the text style and colors required for its reproduction are all specified. 4-H clubs must meet these standards when using the 4-H name and emblem. Guidelines for using the 4-H Name and Emblem can be found on the 4-H National Headquarters website at <http://www.national4-hheadquarters.gov/>.

RISK MANAGEMENT:

Risk management policies and procedures for 4-H clubs are established by each state 4-H program.

4-H National Headquarters Fact Sheet

Issues concerning risk management, including liability and accident insurance are not the responsibility of 4-H National Headquarters, NIFA, USDA and must be addressed locally.

OTHER DELIVERY METHODS IN 4-H PROGRAMS:

- ✓ School Enrichment
- ✓ Afterschool Programs
- ✓ Day Camps and Residential Camps
- ✓ Online Technology

OTHER PROGRAM COMPONENTS:

Kindergarten-3rd Grade Programs (Cloverbuds, Cloverkids, etc.):

Some states offer age-appropriate programs designed especially for children in Kindergarten through 3rd grade. These programs require more adult supervision and cooperative learning rather than competition. Guidelines for Kindergarten-3rd grade programs can be found on the 4-H National Headquarters website at <http://www.national4-hheadquarters.gov/>.

Collegiate 4-H:

Collegiate 4-H clubs are student organizations based on university campuses nationwide. These clubs provide opportunities for members to develop leadership skills, engage in meaningful group projects, enjoy social activities with their peers, have a sense of identity and community on campus, provide service and support to local and state communities and 4-H programs, and for many, facilitate 4-H members' transition to 4-H volunteers or extension professionals. For more information, visit <http://www.collegiate4h.org/>.

Families, Independent Members, and Others:

For many youth, their exposure to 4-H experiences and learning materials comes through activities conducted either within their family or as independent members. While 4-H encourages participation in club settings to promote friendships and interaction with other youth and adults, for some youth, this is not always possible. Families and independent members are welcome to participate as part of the 4-H experience.

The 4-H Club Name and Emblem are held in trust by the Secretary of the United States Department of Agriculture for the educational and character-building purposes of the 4-H program and can be used only as authorized by the statute and according to the authorization of the Secretary or 4-H National Headquarters. Within each state, the State 4-H Program Office and Cooperative Extension Service has the designated authority for state and local 4-H youth development programs. Each State 4-H Program Office determines appropriate policies and practices in accordance with federal regulations, state and local policies, and university regulations. Please consult your State 4-H Program Office for more specific requirements or information related to 4-H youth development programming within your state or local area.

Revised July 2011



USDA 4-H Charter and NH 4-H Club Requirements

Obtaining a 4-H Club Charter

4-H Charters, either in certificate or letter form, issued by the United States Department of Agriculture (USDA) and signed by the Secretary of Agriculture's designated representative are the only documents that officially recognize a 4-H Club.

- A group must be chartered to use the 4-H Name and Emblem
- A group must be chartered to receive an EIN number and open a bank account
- To obtain a charter, the county office will contact the state 4-H office in writing providing the name of club and the date of organization.

A 4-H Charter from the U.S. Department of Agriculture may be requested by 4-H groups after they have organized and presented documentation to the county University of New Hampshire Cooperative Extension (UNHCE) office:

- One Enrolled 4-H Volunteer leader (more than one preferred)
- Five or more members enrolled from 2 or more families (3 or more families preferred)
- Create an annual program plan and submit it to the county UNHCE office
- Elect club officers or share club leadership responsibilities among the members.

In subsequent years, a seal to be attached to the charter may be requested when the club is recognized as meeting the requirements for being in good standing. (see below), plus the completion of the annual group summary report.

Ongoing 4-H Club Requirements:

All clubs are expected to do the following:

- Enroll at least one 4-H Volunteer leader (more than one preferred)
- Enroll five or more members enrolled from 2 or more families (3 or more families preferred)
- Meet and hold regular meetings at least 6 times per year.
- Create an annual program plan and submit it to the county UNHCE office. Members and leaders will jointly determine club objectives and plan their annual program. This annual program must include a club citizenship or community service learning activity.
- Elect or rotate club officers or share club leadership responsibilities among the members.
- Upon completion of the first year, the club will have filed by-laws with the county UNHCE office and also operating procedures if applicable and the minutes documenting the approval of each. In subsequent years by-laws or operating procedure amendments are to be filed with the meeting minutes documenting the approval of the changes and submitted to the county office with annual program plan.
- Keep and maintain accurate minutes of meetings and treasurer's reports.
- Submit end-of-year reports annually to their county UNHCE office including fiscal report with last bank statement (if bank account is held).
- Clubs will conduct at least one annual marketing and recruitment effort to increase the community awareness of their program
- Clubs are encouraged to participate in local, county, state, regional and national 4-H programs.



4-H CHARTER

PRESENTED ON BEHALF OF THE
4-H NATIONAL HEADQUARTERS
AT THE UNITED STATES DEPARTMENT OF AGRICULTURE
AND
NAME OF UNIVERSITY LAND GRANT EXTENSION
TO
NAME OF 4-H CLUB HERE

In recognition of its organization and agreement to meet the requirements outlined by the Cooperative Extension System, this group is authorized to use the 4-H Name and Emblem for educational purposes in accordance with laws and regulations established by the Congress of the United States of America, the Secretary of the United States Department of Agriculture, and the land-grant university.

AS OF
Date Here

EXTENSION DIRECTOR
NAME OF UNIVERSITY LAND GRANT EXTENSION

Daniel E. Kugler

DEPUTY ADMINISTRATOR
FAMILIES, 4-H, AND NUTRITION, NIFA

STATE 4-H LEADER
NAME OF UNIVERSITY LAND GRANT EXTENSION

COUNTY 4-H EDUCATOR
NAME OF UNIVERSITY LAND GRANT EXTENSION

Lisa A. Hawkman

DIRECTOR OF YOUTH DEVELOPMENT
4-H NATIONAL HEADQUARTERS, USDA-NIFA



United States Department of Agriculture
National Institute of Food and Agriculture



Club/Program Annual Plan

**Note: This does not have to be polished and we know it will evolve over time.

Name of Club or Program:

Name of Organizational Leader:

1. Make an estimate of when the club will meet, i.e., number of times and frequency throughout (minimum is 6 times a year).
2. Do you have at least 5 members from 2 different families? If not, what is the plan for achieving that enrollment?
3. What is the plan for doing a citizenship/community service learning activity?
4. Please use the following 4 categories to describe some ideas you have for your upcoming year:
 - Belonging (What will be done to make the club/program a safe and welcoming place?)
 - Mastery (What project work will be done AND how will youth-adult partnerships be used?)
 - Independence (How will youth be given leadership opportunities, e.g., officers or other?)
 - Generosity (How will the club be encouraged to be generous with each other & others?)
5. Please describe at least one way you will advertise/promote your club to potential new participants/members during the year?

**BYLAWS OF THE
_____ 4-H CLUB**

All club by-laws and articles of operation must follow the guidelines of the New Hampshire 4-H Policy handbook and other state and national 4-H and University of New Hampshire policies.

ARTICLE I – NAME, MISSION AND PURPOSE

Section 1. **Name**. The name of this organization shall be the _____ 4-H Club (the “**Club**”). The Club is an unincorporated association affiliated with the New Hampshire 4-H Association, Inc., a New Hampshire voluntary corporation and recognized Section 501(c)(3) tax-exempt organization (the “**State Association**”).

Section 2. **Places of Business**. The place of business of the club shall be _____ County. The club shall report to and be assisted by 4-H Youth Development staff of the _____ County Cooperative Extension office of the University of New Hampshire (the “**Cooperative Extension County Office**”).

Section 3. **Purpose and Mission of the Club**. This club is organized exclusively for charitable, and educational, purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. The Club provides positive experiences for all youth to develop their individual potential as caring and contributing members of an ever-changing world by developing and fostering youth leadership, citizenship, and life skills. Education is also a primary purpose focusing on the mastery of knowledge, skills and core competencies. The Club will follow all policies and guidelines of the NH 4-H youth development program.

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 – AFFILIATION WITH THE STATE ASSOCIATION
AND USE OF THE 4-H NAME AND EMBLEM**

Section 1. **Tax-exempt**. The Section 501(c)(3) tax-exempt status of the Club is derived from the State Association by means of its inclusion in the Internal Revenue Service (“**IRS**”) Group Exemption Number (“**GEN**”) assigned to the State Association. Annual renewal is required to continue affiliation with the State Association.

Section 2. **Use of the 4-H Name and Emblem**. The Club emblem shall be a green four-leaf clover bearing a white “H” on each leaflet (the “**4-H Name and Emblem**”). A club must be chartered through the state office to use the 4-H Name and Emblem. All uses of the 4-H Name and Emblem shall be subject to the terms and conditions set forth in 4-H National policies.

ARTICLE III – MEMBERSHIP

Membership in the Club shall be open to all youth who are between five (5) and eighteen (18) years of age as of January 1st of the current program year and membership shall be open to all persons regardless of race, creed, color, religion, national origin, gender, disability, or sexual orientation. The Club shall be supported by a minimum of one (1) adult volunteer who has been screened and pre-approved by University of New Hampshire Cooperative Extension County Office (the “County Extension Office”) staff .

ARTICLE IV – OPERATIONS

The Club shall operate in all respects in accordance with the policies, procedures and requirements set forth in the NH 4-H Policy Manual and any operating guidelines specific to the Club which are attached to these Bylaws.

ARTICLE V – OFFICERS

[NOTE: OFFICER TITLES CAN MIRROR EXISTING
AND UNIQUE LEADERSHIP ROLES]

The Club will operate with a youth leadership structure. The officers of the Club may include a President, Vice-president, Treasurer, Secretary and Historian. The officers of the Club shall be elected at the first regular meeting of the current program year. The officers shall hold office for one (1) year or until their successors are elected by the membership. One (1) person may hold more than one (1) office however each individual has only one (1) vote. The Adult Volunteer Leaders shall advise and support the Club leadership team in making decisions for and by the Club and developing the Club’s programs.

ARTICLE VI – MEETINGS

Section 1. Meetings. Meetings of the Club shall be set annually in the Club program plan and provided to all members and the County Extension Office.

Section 2. Quorum. The presence of a majority of all of the Club’s members, shall constitute a quorum for the transaction of business. In the absence of a quorum business may be discussed and recorded in the minutes but no official voting or final decisions can be made until a quorum is present.

Section 3. Voting. At any meeting of members at which a quorum is present-a majority vote is required to pass an item of business.

Section 4. Participation in Meeting By Electronic Device. A member may participate in a meeting by means of telephone conference or similar communication equipment enabling all of the members participating in the meeting to hear one another.—The minutes reflect this member was present and is counted to meet a quorum. A vote without a meeting can also be conducted by email and the copies of email votes are recorded in the secretary’s book.

ARTICLE VII – FISCAL YEAR AND FINANCES

Section 1. General. The Club will practice good financial procedures under the direction and supervision of the County Extension Office Staff and will submit annual financial reports to the County Extension Office.

Section 2. Fundraising. Fundraising efforts using the 4-H Name and Emblem shall be conducted in accordance with the terms and conditions of the NH 4-H Policy Manual and shall be subject to the prior approval of the County Extension Office staff.

Section 3. Tax Exemption. As a member of the Association the Club may receive tax-deductible contributions.

Section 4. Fiscal Year. The fiscal year of the Club shall be January 1 to December 31 of each year, commencing July 1, 2012.

ARTICLE VIII - CONFLICT OF INTEREST

A transaction between a 4-H Club Leader, family member of a 4-H member or enrolled volunteers and the 4-H Club itself that exceeds \$500 could be a conflict of interest under New Hampshire law. If such a transaction is being proposed, then the potential conflict of interest shall be disclosed in writing to the 4-H Club Leadership and enrolled volunteers and must be approved by a 2/3rds majority of the 4-H Club members. The interested individual should abstain from voting on the potential transaction. When voting, the 4-H Club should consider whether the potential conflict of interest transaction is in the best interests of the 4-H Club and should determine that the value of the transaction is no more than fair market value. All conflict of interest transactions shall be reported to the County Extension Office as well as support that the procedures set forth in this Article VIII have been followed prior to the occurrence of the transaction.

ARTICLE IX – AMENDMENT TO THESE BYLAWS

These Bylaws may be amended at any regular meeting of the Club by a two-thirds (2/3rds) majority vote of the quorum, provided that the proposed amendment is submitted in writing with the meeting notice. Any amendments to these Bylaws must be in accordance with the policies of the 4-H Policy Manual and must receive prior approval by the Cooperative Extension County Office. The Secretary shall submit a copy of revised Bylaws to the Cooperative Extension County Office within thirty (30) days of their adoption.

ARTICLE X – DISSOLUTION

In the event of the dissolution of the Club, in any manner or for any reason whatsoever, its remaining assets after payment of all debts and obligations of the Club, if any, shall be distributed for one (1) or more exempt purposes to any other 4-H organization affiliated with the State Association or the 4-H Foundation of New Hampshire.

Adopted this ___ day of _____, 20___.

Attest:

Secretary

Adult Volunteer Leader

Fund Raising and Handling Money

Appropriate handling of funds is a skill taught through the 4-H Youth Development Program. The club Treasurer will learn how to manage a bank account, write checks, record income whether a fund raiser or dues, and account for the expending of funds and give a report at each club meeting. The [club Treasurer's book](#) is a resource to help with these skills. The fiscal year for a 4-H club is the calendar year. The club members should work together to determine a club budget and only raise the funds needed to meet the club goals.

Funds should be raised using the 4-H name and emblem to help the club or county 4-H program achieve goals and support 4-H activities not the activities of other groups. For instance, if a club wants to make a donation to the Cancer Society, they must state in their fundraising publicity "The dollars raised in this project is for a donation to the Cancer Society". Money is not raised in the name of 4-H to support a member's individual project.

EIN Number – Employer's Identification Number

Each chartered 4-H club may apply for an EIN # through the county Cooperative Extension office. This number is necessary to open a bank account. In New Hampshire the 4-H club EIN # is connected to the New Hampshire 4-H Association to be eligible for a not for profit status with the IRS. Each year the club will be required to submit financial reports and end of year bank statements to the county cooperative extension office so the 4-H staff may submit the filing of the IRS 990-N electronic form.



2014/2015 4-H Annual Group Activity Report

September 1, 2014 to August 31, 2015

Hello 4-H Organizational Leader! We really appreciate the time you put into making 4-H happen for the members of your club, program or group. All 4-H groups (clubs, after-school programs, and special interest groups) complete this report annually and submit to their UNH Cooperative Extension County Office. We understand this report is lengthy; please know that the information is vital to us as we try to track trends, report impacts and accomplishments, and improve program quality. Thank you very much for your assistance.

NOTE: Save time by completing the report online instead of this paper version. Go to: http://extension.unh.edu/4-H-Volunteer-Resources.

Part I - Group Identification

- 1. 4- H Group Name: County: Date:
2. What is the name of the Organizational Leader for this group?
3. Type of 4-H Group: Please check (v) the one that best describes your group
4-H Club
4-H Afterschool Club
4-H In-school Club
4-H Special Interest/Short Term Program
Other (please describe):

Part II - Group Activities Please provide a number, even if an estimate, rather than a number range.

- 1. Meetings:
of group meetings during this past program year (which is Sept 1, 2014 through Aug 31, 2015)
Usual length of group meeting (in hours)
Additional hours spent as a group doing 4-H activities (includes county and state 4-H events, community service projects, fundraisers etc.)
2. Recruiting & Public Promotion: How was your group publicized or made available to others this past program year? Please check (v) all that apply:
Public Announcement (newspaper, radio, cable access TV, community web site, etc.)
School Announcement (posters, flyers sent home, inclusion in newsletters, referrals, etc.)
Announcement in partnership with another youth organization
Face-to-face Activity (open house, recruit as part of a fundraising activity, walk in parade etc.)
No promotion done
Other (explain)
3. Youth Leadership: Please enter the number of youth in your 4-H group for each category below (it's okay to count the same youth in more than one category):
Number of youth who served your group as an officer or in a leadership role during the past program year
Number of youth who served in a leadership role at the community, county or state 4-H level
Number of youth who served as a Junior Leader for their group or for another group

Part III – Volunteer Hours

As a volunteer, you devote time to NH 4-H program planning and implementing your 4-H responsibilities at the club, county and state level. We want to keep track of this time and effort provided to the 4-H program by all volunteers so we can translate this information into annual economic benefit to be shared with county and state decision makers. We understand this may be your best estimate based on the average time related to each meeting and event. Your estimation is much more accurate than could be determined by the county or state staff. **Please provide a number, even if an estimate, rather than a number range.**

1. Number of Organizational Leaders = _____ Estimated total # of hours they volunteered = _____
2. Number of Project Leaders = _____ Estimated total # of hours they volunteered = _____
3. Number of Activity/Resource Leaders = _____ Estimated total of hours they volunteered = _____
4. Number of non-enrolled volunteers = _____ Estimated total # of hours they volunteered = _____

Part IV - 4-H Mission Mandates: Science, Healthy Living, & Citizenship

1. Science

- A. Did you or any volunteer leader in your group participate in a science-based training offered by UNH Cooperative Extension/4-H? Yes _____ No _____
- B. Please enter the number of youth from your group who participated in the following types of science projects. If none, enter "0".

Name of Project	# of youth	Name of Project	# of youth	Name of Project	# of youth
Animal Science		Food Science		Small Engines	
Aerospace		Geospatial		Wind Energy	
Computer		Plant Science		Environmental Science	
Electricity		Robotics		Other Projects*	

- C. *If you did "Other (science) Projects", please tell us what the project(s) were:

2. Healthy Living

Please indicate how often the following occurs by putting an "X" in the appropriate box:

Questions:	Never	Sometimes	Usually	Always
A. How often does your group serve refreshments at meetings?				
B. When your group offers refreshments:				
1) How often is water or a non-sugary drink offered?				
2) How often are fruits and vegetables offered as a snack?				

Questions: <i>(continued)</i>	Never	Sometimes	Usually	Always
C. At your group meetings, how often is a physical activity offered?				

D. Did your group participate in the NH Healthy 4-H Club Challenge? Yes ____ No ____

a) If no, were you aware of this Club Challenge? Yes ____ No ____

b) If you were aware of it but chose not to participate, what might help your group to participate?

3. 4-H Citizenship/Community Service Learning (Please give a number, even if an estimate, rather than a number range.)

A. How many 4-H Community Service projects were done in the past program year?

1. Number of projects done by this 4-H group: _____

2. Number of additional projects done individually by members: _____

B. Estimate the time invested by this 4-H group on Community Service projects (group and individual) in the past program year. Include planning, organizing, doing, reporting and reflecting.

1. Number of 4-H youth participating: _____ Total estimated hours by 4-H youth: _____

2. Number of adults participating: _____ Total estimated hours by adults: _____

C. Is there a Community Service project your group has done that you are proud of?

Yes ____ No ____

If yes, please describe it below. Here are some ideas - you do not have to address all of these questions: What did the group do to address a need in the community? How were youth involved? What resources were used? What benefit was the project to others in the community? What life skills did youth learn (e.g., communication, planning/organizing, leadership, etc.)? *NOTE: If you have them, please attach or email your county 4-H staff any photos and/or news articles from this project.*

Part V – Success Stories

Please share a story or two from this past year about your group. Stories from both youth and adults help us learn what aspects of the program are having an impact. They can also help explain the value of 4-H youth development programs to funders and decision makers. Here are some ideas: What changes have you seen in 4-H members in the past year? What difference has 4-H made for members? Are there member(s) who have increased their participation? What helped bring about the change? Is there a youth who makes you proud? Has a youth gained confidence? *Note: Stories or quotes shared here may be retold in reports, newsletters, web articles and press releases. Attach additional pages as needed.*

SAMPLE

Part VI – The Environment Your Group Creates for Youth

The following questions are meant to help us reflect on the “Positive Youth Development” environments we are trying to create for our youth. Please be frank with your responses, as that will help us all learn more about our programming. The questions are organized in categories that match the four core elements of 4-H youth development as defined by the Circle of Courage: BELONGING, MASTERY, INDEPENDENCE and GENEROSITY.

Circle of Courage Concepts	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>Belonging</i>				
Youth feel safe in this program.				
Youth try to help others to feel a part of the group.				
Youth are kind to one another.				

Circle of Courage Concepts (continued)	Strongly Agree	Agree	Disagree	Strongly Disagree
Mastery				
Youth learn something important in this program.				
Youth learn from activities that are challenging but appropriate to their developmental level.				
Youth have opportunities to share what they have learned.				
Youth are recognized for their accomplishments.				
Independence				
Youth and adults work together to plan activities.				
Youth are listened to by adults in this program.				
This program helps youth feel better about themselves.				
Generosity				
Youth help others (youth or adults) in some way in this program.				
Youth participate in a variety of service activities.				
The program reaches out to new youth who have not been involved in these kinds of programs.				

Part VII – How can we improve?

1. Check one: 4-H Staff give me the support I need: Never___ Sometimes___ Usually___ Always___

Comments about the support you would like to get to help you in your volunteer role:

2. Please finish this sentence with your thoughts:

"If I were in charge of the 4-H Program in my county or in NH, things I might do differently would be..."

3. Is there anything else we should know?

Thank you for your report and support of NH 4-H!

*The University of New Hampshire Cooperative Extension is an equal opportunity educator and employer.
University of New Hampshire, U.S. Department of Agriculture and N.H. counties cooperating.*



Annual Renewal of 4-H Clubs: With bank accounts

NEW HAMPSHIRE 4-H ASSOCIATION

Financial and Continuation Report

Due to UNH Cooperative Extension County Office no later than March 15th

All year end bank statements to be included.

This Annual Renewal is completed by all NH 4-H clubs who have completed the current program year and plan to continue as part of the New Hampshire 4-H Association.

- 1. Name of the 4-H Club:
2. Club IRS Employer Identification Number (Federal Tax ID#):
3. County:
4. Name of Primary 4-H Club Adult Contact:
5. E-mail:
6. Home Phone: Cell Phone:
7. Officers: (Please complete those applicable to your 4-H Club.)
President:
Vice President:
Secretary:
Treasurer:
8. Every 4-H Club must have By-laws and operate in compliance with the New Hampshire Cooperative Extension 4-H Policy Manual.
a. Does the 4-H Club have By-laws?
b. Attach copy of the minutes of the meeting approving/documenting the amending of the by-laws.

ANNUAL FINANCIAL REPORT- January 1st-December 31st

Funds raised in the name of 4-H must be publicly accountable and must be used for 4-H purposes. Failure to annually submit this financial report could result in loss of approval to use the 4-H name and emblem and loss of the Club's tax-exempt status.

Financial Information: Please complete the following information based on a December 31st year-end.

Table with 2 columns: January 1, 201__ beginning balances and December 31st ending balances. Rows include Check Book, Savings Account, and Cash.

(Petty cash not an approved method of managing funds.)

Authorization - Names of people authorized on any accounts. It is strongly recommended that each account have two (2) or three (3) unrelated people authorized on all accounts.

Two horizontal lines for signature or name entry.

Please complete the following information based on a December 31st year-end.

(Example categories, you may add others if appropriate.)

Income	Jan 1st – Dec. 31, 201__
Total Income Received from Fundraising Activities- add all your activities together	\$
Dues from Members	\$
Donations	\$
Interest Income	\$
Other Income (example - Club fair premium check)	\$
Total Funds Received	\$
Expenses	
1. Fund Raising Expenses	\$
2. Educational Supplies	\$
3. Community Service Expenses	\$
4. Recreation	\$
5. Scholarships/Camperships	\$
6. Club Insurance	\$
7. Facility Rental	\$
8.	
9.	
Total Expenses Disbursed	\$
Net Income	\$

Account Information:

Checking Account Information:

Account Name (exactly as it appears on the bank statement): _____

Bank Name and Location: _____ Account Number: _____

Savings Account Information:

Account Name (exactly as it appears on bank statement): _____

Bank Name and Location: _____ Account Number: _____

Other Account Information (if applicable):

Account Name (exactly as it appears on the bank statement): _____

Bank Name and Location: _____ Account Number: _____

Attach a copy of the end-of-year (December 31, 20__) bank statement summary for each account. Your 4-H Club's financial report will be kept on file with the Cooperative Extension County Office and subject to review by the New Hampshire 4-H Association.

4-H Club CERTIFICATION

We have reviewed the pertinent records relating to the information and financial accounts, verified the information, and believe, to the best of our knowledge, that the information and balances shown are correct. We further hereby authorize the New Hampshire 4-H Association, Inc. to include this 4-H club in its list of organizations to be included in its group tax exemption.

Signature of 4-H Volunteer Organizational Leader who is 18 years of age or older:	Printed Name of 4-H Volunteer Organizational Leader who is 18 years of age or older:	Date:
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Signature of 4-H Club Treasurer	Printed Name of 4-H Club Treasurer	Date:
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For Office Use Only:

COOPERATIVE EXTENSION COUNTY 4-H YOUTH DEVELOPMENT STAFF CERTIFICATION

County 4-H Youth Development Staff who, by signing below, agrees to the following:

- 1) That the Cooperative Extension County Office Staff listed below has performed oversight of the 4-H Club and county office acts as the official mailing address of the club;
- 2) That this Annual Review has been reviewed and that the 4-H Club and its operations comply with the policies and procedures of the University of New Hampshire Cooperative Extension 4-H Youth Development Program and those of the New Hampshire 4-H Association;
- 3) That the Annual IRS Form 990 tax return has been completed and filed either by the Cooperative Extension County Office or in the case in which gross receipts exceed \$50,000 filed by the 4-H Club (**IRS verification attached**);
- 4) All reporting required to the New Hampshire 4-H Association has been completed;
- 5) The 4-H Club has provided written approval(see above) of its inclusion in the Group Exemption; and
- 6) A letter confirming tax-exempt status has been sent to the 4-H Club.

Signature of County 4-H Staff:	Printed Name:	Date:
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The address of the UNH _____ County Extension Office will serve as the mailing and business address for the 4-H Club.

Revised 12/2013; new logo 12/2015



Annual Renewal of 4-H Clubs: With NO CLUB BANK ACCOUNTS

NEW HAMPSHIRE 4-H ASSOCIATION

Financial and Continuation Report

Due to UNH Cooperative Extension County Office no later than March 15th

This Annual Renewal is completed by all New Hampshire 4-H clubs who have completed the current program year and plan to continue as part of the New Hampshire 4-H Association but have NO bank accounts.

- 1. Name of the 4-H Club:
2. Club IRS Employer Identification Number (Federal Tax ID#):
3. County:
4. Name of Primary 4-H Club Adult Contact:
5. E-mail:
6. Home Phone: Cell Phone:
7. Officers: (Please complete those applicable to your 4-H Club.)
President:
Vice President:
Secretary:
Treasurer:
8. Every 4-H Club must have By-laws and operate in compliance with the New Hampshire Cooperative Extension 4-H Policy Manual.
a. Does the 4-H Club have By-laws?
b. Attach copy of minutes of the meeting approving/documenting the amending of the by-laws.
c. Yes (please check) - We confirm that there is not a separate bank account in the name of the Club.

ANNUAL FINANCIAL REPORT- January 1st-December 31st

Funds raised in the name of 4-H must be publicly accountable and must be used for 4-H purposes. Failure to annually submit the financial report could result in loss of approval to use the 4-H name and emblem and loss of the Club's tax-exempt status.

Financial Information: Please complete the following information based on a December 31st year-end.

January 1, 201__ beginning balance: December 31st ending balance
Cash Cash

(Petty cash not an approved method of managing funds.)

Financial Information: continued:

(Example categories, you may add others if appropriate.)

Income	Jan 1st – Dec. 31, 201__
Total Income Received from Fundraising Activities- add all your activities together	\$
Dues from Members	\$
Donations	\$
Other Income (example - Club fair premium check)	\$
Total Funds Received	\$
Expenses	
1. Fund Raising Expenses	\$
2. Educational Supplies	\$
3. Community Service Expenses	\$
4. Recreation	\$
5. Scholarships/Camperships	\$
6. Club Insurance	\$
7. Facility Rentals	\$
8.	
9.	
Total Expenses Disbursed	\$
Net Income	\$

CERTIFICATION

We have reviewed the pertinent records relating to the information and financial accounts, verified the information, and believe to the best of our knowledge, that the information and balances shown are correct. We further hereby authorize New Hampshire 4-H Association, Inc. to include this 4-H club in its list of organizations to be included in its group tax exemption.

Signature of 4-H Volunteer Organizational Leader who is 18 years of age or older:	Printed Name of 4-H Volunteer Organizational Leader who is 18 years of age or older:	Date:
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Signature of 4-H Club Treasurer	Printed Name of 4-H Club Treasurer	Date:
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For Office Use Only:

**COOPERATIVE EXTENSION COUNTY 4-H YOUTH DEVELOPMENT
STAFF CERTIFICATION**

County 4-H Youth Development Staff who, by signing below, agrees to the following:

- 1) That the Cooperative Extension County Office Staff listed below has performed oversight of the 4-H Club and county office acts as the official mailing address of the club;
- 2) That this Annual Review has been reviewed and that the 4-H Club and its operations comply with the policies and procedures of the University of New Hampshire Cooperative Extension 4-H Youth Development Program and those of the New Hampshire 4-H Association;
- 3) That the Annual IRS Form 990 tax return has been completed and filed either by the Cooperative Extension County Office or in the case in which gross receipts exceed \$50,000 filed by the 4-H Club (**IRS verification attached**);
- 4) All reporting required to the New Hampshire 4-H Association has been completed;
- 5) The 4-H Club has provided written approval of its inclusion in the Group Exemption; and
- 6) A letter confirming tax-exempt status has been sent to the 4-H Club.

Signature of County 4-H Staff:	Printed Name:	Date:
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The address of the UNH _____ County Extension Office will serve as the mailing and business address for the 4-H Club.

Revised 12/2013; new logo 12/2015



How to Start a 4-H Club

A wonderful resource for new volunteers is a CD called 4-H 101: Starting New 4-H Clubs. Contact your county office to order one after you have become an official 4-H Volunteer.

Key Ideas

- How to recruit 4-H members-and how many should we have?
- How can I enroll my members?
- What type of club should we choose?
- What is all of this about projects?
- Are there dues for 4-H members?
- What about insurance?
- Where will our club meet?
- How often will our club meet?

How to Recruit 4-H Members, and How Many Should We Have?

First of all, how many members? 4-H clubs should have at least five members from 2 or more families. Some suggest that 6 to 10 members per adult leader is an optimum number. Some clubs have as many as 70 youth. However, it depends on the age of the members in your club. It also depends on how many other leaders will be working with you. Limit your first group to a number with which you and your co-leaders feel comfortable!

Recruiting members is seldom hard to do. Start with a contact to your county Extension staff. They usually have names of people who want to join a club in your area. Your county Extension staff may have a recruiting program or other ideas for recruiting new club members. You can always write newspaper articles, recruit at schools or church, or just talk up the club to parents and children you know.

Because 4-H receives federal and state funds, we must be certain our programs are made available to all people equally without regard to race, color, religion, sex, national origin, age, veteran's status, gender identity or expression, sexual orientation, marital status, or disability.

You may find it helpful to recruit some other adults to help with club leadership as co-leaders, assistant leaders, or program leaders. Interested parents, 4-H alumni, or friends are often willing to help. This gives the leader much needed assistance and also provides continuity for club meetings in case of the leader's absence. To provide a safe environment for youth enrolled in 4-H, a child protection policy is in place. Your extension staff will know what type of helpers may need to complete the child protection process.

How Can I Enroll My Members?

Your county office of UNH Cooperative Extension has the necessary enrollment forms for you to complete and submit to the office.

New Hampshire uses a computer-based enrollment system, which means the forms must be filled out completely and accurately. Be sure to check the codes listed.

All 4-H members must re-enroll every year. Each county sets a due date for enrollments. It's a good idea to enroll as soon as possible so you and your members remain on the mailing list to receive notices of all events and activities. Most counties also have a deadline for project enrollment additions and changes in order to be eligible to participate in state and county fairs and other activities.

After your club enrollment has been submitted to your county Extension office, you can request a membership card for each member. Many counties have a pin or badge for first-year members and other recognitions for second- and third-year members. Your county Extension staff can tell you how and when these are available.

What Type of Club Should We Choose?

4-H clubs are groups of youth and adults who meet on a regular basis, chartered by the county Extension office. Leadership is jointly provided by youth and adults where there is a planned educational program, and the club meets at least 6 hours in any given year and plans to continue meeting from one year to the next. The target audience is 4th through 12th grade.

4-H clubs are expected to:

- build youth and adult partnerships,
- set annual club goals and evaluate progress toward those goals,
- plan an educational, experientially based program,
- be involved in community service activities, and
- keep records of their activities.

Community Club is a program initiated and facilitated by youth and adult volunteers in the context of a community (i.e. neighborhood, township, city). These types of clubs aim to engage youth and adults in both individual and group activities that foster learning and development in a variety of subject matter areas (i.e. food and nutrition, wildlife, beef, visual arts, etc.).

Project Club is a program focused more deeply on specific subject matter (i.e. shooting sports, horse, and photography). Project clubs can operate within any school or community setting or as part of any of the other club types. Meeting schedules may vary within a short-term or year-long schedule.

Afterschool Club is a program offered to youth following the school day. Afterschool clubs are often divided by age groups. Afterschool clubs aim to complement the learning and development that occurs during the school day and to extend learning during non-school hours. They are often a part of a broader after-school initiative and may have a wide variety of

partners and resources that support the program operation. This club type is often facilitated by paid staff and /or volunteers. The schedule complements the school calendar.

Site-based Club is designed to reach underserved youth in the communities where they live with year long programming. This could be a public housing site or neighborhood with a community center that can serve as the hosting location.

Clubs can be divided out by ages as well. When doing this consider social, intellectual, emotional and physical growth, as well as the interest of the members.

What is all of this about Projects?

A part of 4-H is learning life skills through specific content. Check with your county Extension office to review a variety of curriculum materials. Some resources are listed on the 4-H web site. You may also find materials at the 4-H Mall <http://www.4-hmall.org/>

Ask your county Extension staff how you receive materials. The 4-H Foundation of New Hampshire helps provide curriculum to support volunteers through each county office.

University of NH Cooperative Extension has a cost-recovery program for all publications, including 4-H materials. Usually, leader materials are provided free to each volunteer leader, but most member materials have a cost. Most counties pass this cost on to the 4-H club or member. You might talk with your 4-H club as well as the county Extension office about paying for the cost of publications.

Are There Dues for 4-H Members?

Some clubs may decide to pay for local club program costs by assessing a small fee per member or by working together on a fundraising project. Special events such as camps and events may also have registration or entry fees connected to them. If a leader feels a family cannot afford the amount, county foundations or the State 4-H Foundation will be able to assist with this fee. No child will be denied access to the 4-H program.

What About Insurance?

4-H leaders automatically have liability insurance coverage through the University of New Hampshire when leading a 4-H group or 4-H activity as soon as they are officially enrolled in the 4-H program. However, accident insurance is not automatic. If you choose, your 4-H club can apply for accident insurance. A number of companies offer accident insurance coverage for youth groups. The American Income Life Insurance Company and the Brotherhood Mutual Insurance Company offer accident coverage plans. This insurance covers you and your 4-H members from the time you leave home until you return home from any 4-H activity. Insurance is also available for special activities or events on a per-day basis.

Forms for each of these plans can be obtained at your county office of UNH Cooperative Extension. They should be sent directly to the insurance company by the 4-H leader.

Where Will Our Club Meet?

Where your club meets will probably be determined by the number of members. Meeting places could be public school buildings, churches, fairgrounds, etc. Most schools, communities, and other groups are willing to let their facilities be used for 4-H activities.

How Often Will Our Club Meet?

There are several possibilities in choosing a day and time for club meetings, such as:

- once a week, after school (this works well for elementary age members)
- once every 2 weeks, after school or on a weeknight
- once a month, on a weeknight
- once a month, on a Saturday or Sunday (sometimes this works best for clubs with members of a wide age span)
- other variations, limited only by the needs of your club members.

It is required that a 4-H club be involved in at least six hours of educational programming during the year, more if desired or needed. This provides continuity for the club as well as time for development and accomplishment of individual and club goals.

Some projects can be taught on a short-term or seasonal basis. Members can enroll at any time during the year. Some clubs start at the beginning of the school year but may plan to meet later for a shorter period of time, perhaps for a 3- or 6-month time period.

Enrollment Guidelines

The club educational program can be general or offer a specific topic of interest. Youth may be of all grades or a focused grade group.

A 4-H Club and its members will:

- Build youth and adult partnerships.
- Set goals and evaluate progress toward those goals.
- Plan a fun experiential-based program where youth learn skills in leadership, citizenship, and communications, personal life management and project work where all youth
 - Attend meetings/workshops/camps, etc
 - Complete a service project
 - Demonstrate learning by giving a presentation or demonstration before a group
 - Keep records of activities and evaluate experiences.
-

4-H adult volunteers will: Complete a volunteer application and background screening.

- Foster and promote the four needs of youth and the five outcomes of the 4-H experience.
- Promote positive youth development environments for youth that emphasize youth strengths.
- Provide appropriate supervision of activities/meetings/field trips, etc.
- Develop working relationships with a variety of community partners.

Action Steps

- ◆ With the other leaders, develop your member recruitment plan.
- ◆ Decide on the leader and member materials you will need to order.
- ◆ Decide how potential club and/or project costs will be handled.
- ◆ Meet with members, parents, and other leaders to discuss where the club will meet and how often.
- ◆ Talk with your county Extension staff about insurance coverage.
- ◆ Attend scheduled leader training(s), as appropriate.

Reference Materials

4-H Enrollment Form

Accident insurance flyer from American Income Life

How can I use this information?

1. New activities to plan into our club program:

2. Other people who could help us and how they might help:

3. Questions to ask UNH Cooperative Extension staff and other leaders:

Adapted from Iowa State University and revised by Judy Levings, state 4-H youth development specialist. Revised in 1993 by Varlyn Fink, field specialist/Youth and 4-H; and Roy Hougen, state youth development specialist, Youth and 4-H, Iowa State University Extension.

This is an adaptation of an Oregon State University publication that was prepared by Mary Alice Dodd, 4-H volunteer leader, Linn County; Lyla Houglum, Extension specialist, 4-H and youth development, Oregon State University; and Michelle Robinson, Extension agent, 4-H youth, Oregon State University Extension Service. Development of this material was funded by R.J.R. Nabisco, Inc., through the National 4-H Council Salute to Excellence Program, September 1987.

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Tips for Conducting Club Meetings

Structure Meetings Appropriately

The way club meetings are structured depends largely on the size of the group and the age of the members. Remember to keep the meeting interesting and to change the pace of the meeting every 15 minutes or so. The average attention span for youth ranges from 10 to 20 minutes. Kids join 4-H for fun, friends, voice and choice. They want to have fun with friends and make new friends, have a voice in the club decisions and activities, and show their independence through being actively involved in making decisions that affect them and their club. (They don't join 4-H to have exhausting business meetings 😊.)

In general, 4-H meetings are divided into four parts:

1. Pre-Meeting: bridges the gap between the time members begin to arrive and the time the actual meeting begins. Kids want to be engaged when they arrive at the meeting site. They can't help it if they got dropped off 15 minutes early—they want to be doing something. Activities for the pre-meeting time can include mixers, word games, puzzles, writing thank you notes, preparing invitations, member working exhibits, etc. These could be organized by members, youth leaders, parents, the meeting host and/or leaders. Pre-meeting activities can greatly enhance the club experience for your members.
2. Business Meeting: members learn how to conduct a meeting and practice democratic decision making. If business is requiring more time than suggested for the age group you're working with on a regular basis it is suggested that committees be formed for more efficient meetings. Business meetings should be brief (15-20 minutes).
3. Educational Program: usually related to the project work of the youth, but may involve special presentations or activities conducted by resource people, parents or older members. Your educational program might last 20-30 minutes.
4. Recreation/Refreshment/Social Activities: provides members an opportunity to develop and practice social skills. There is a "magic" that occurs with friends, food and fellowship. Allow plenty of time for this informal fun time (20-30 minutes).

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

1. Clubs that meet right after school may want to have refreshments available as the members arrive. Quiet recreational activities such as two-person pencil and paper games can be used to keep order and foster interaction until the start of the meeting.
2. When members can't settle down and focus on the task at hand, a short, active game followed by a quiet one can release energy and get the group ready for more "serious business."
3. While Cloverbud groups do not conduct business meetings, starting each meeting with the same opening ritual establishes a structured routine that is important for this age group. Use of a closing ritual is also recommended. Members can be assigned "officers of the day" to help conduct these rituals. Rituals may include saying the 4-H and Pledge of Allegiance or answering roll call.
4. The timing of meeting segments must relate to both the attention span of the age group and the nature of the activities planned.
5. Sharing club leadership with your members is important. It makes your job easier and it develops life skills for the members.
6. Beyond the four segments there are many little things you can do to make your 4-H club meeting fun and educational. Contact your local 4-H County Extension Educator for ideas.

Roles of Officers

President

- Presides at all meetings.
- Appoints committees as needed.

Vice President

- Serves in absence of president.
- May serve as program chair for meetings.

Secretary

- Keeps complete and accurate minutes of all meetings. Handles club correspondence.
- Keeps the secretary's record up-to-date.

Treasurer

- Takes care of all group funds.
- Collects dues when required by the club. Pays bills when approved by the club.

- Keeps the treasurer's record book up-to-date.

Reporter

- Writes interesting reports of meetings and special club events for the local newspaper. May include photos with reports.

Historian

- Collects newspaper clippings, programs and pictures of the club's activities and events and puts them into a club scrapbook.

Photographer

- Takes pictures of club members during 4-H activities.
- Shares pictures with Reporter to use in news articles, Historian for scrapbook and members for their records.

Recreation (committee)

- Responsible for providing recreation (games, songs, etc) for club during monthly meetings.
- Takes leadership in organizing and leading activities.
- Gathers ideas from club members, leaders and Extension staff.

Manage Project Activities for Safety, Efficiency and Effective Learning

Detailed information about the purpose of 4-H projects and use of experiential learning methods can be found in the *Projects* section of this Guide. This section covers the practical matters of time, space and organization.

Setting Boundaries

Working with youth, especially other people's children, can be a challenge. While some children are better behaved than others, they all need acceptance and the opportunity to learn. In mixed groups, the challenge of a youth leader is to see that disruptive youth do not impede learning or fun for others. Their very presence in the group, combined with your wise guidance, will help them learn how to be respectful, positive members of a learning community.

The following information will help you understand children and youth better and provide some ideas on how to deal with undesirable behaviors with minimal disruption of the learning situation.

What Is Normal, Acceptable Behavior?

This depends on the children's ages and the situation. What is okay for nine-year olds at a recreation activity is probably not appropriate for teenagers on an educational tour. The fine line between acceptable and unacceptable behavior is crossed when any of the following occur:

- Anyone is in danger of physical or mental harm.
- The behavior is disruptive to the activity of the group.
- The rights of others (in the group or bystanders) are infringed upon.

How can you detect unacceptable behavior?

- When you notice that any of the above three items have occurred or are likely to occur.
- When you observe negative reactions from other children.
- When you, as an adult, are not comfortable with the behavior. (Make sure your views are not so strict or lenient that they do not allow for mainstream interests and actions of children. If in doubt, ask some other parents.)

Prevention is Better than the Cure

- Understanding the motivations of youth is important to understanding their behaviors. Through your actions, you can help youth be motivated. You can help motivate in the following ways:
- Use a variety of teaching methods. This helps keep both the teachers and the learners from becoming bored. Boredom is a major enemy of motivation, and often leads to unacceptable behavior, as children battle the boredom.
- Involve as many youth as possible in planning and doing. This gives them ownership in the group and therefore, a feeling of belonging. Also, kids will usually be more interested in something *they* say they want to do, as opposed to something that *someone else* thinks they want to do.
- Try giving a disruptive member a special job to help you or the club. Often, disruptive behavior is a plea for attention. Help the member channel that energy and need in a positive direction.
- Focus on *doing* more and watching less. Kids want to try things themselves. Remember the “Learn by Doing” philosophy of 4-H.

Key Thoughts to Positive Learning and Discipline

Positive discipline is the art of catching children doing things right and letting them know it.

- At the beginning of each new 4-H year involve all members in setting (or reviewing and accepting) all rules and group norms.
- Don’t assume that youth know what you expect. They may be accustomed to totally different rules and expectations at school, at home, church and in other groups.
- Catch ‘em doing something good! Keep alert for helpfulness, generosity, kindness and other good things your members do and say. Acknowledge their positive behavior – doing so aids in building respectful and pleasant relationships.

How to Respond to Unacceptable Behavior?

First and foremost, determine that the problem is really a problem. Ask yourself, “Whose problem is this really?”

- Use the least obtrusive discipline method possible.
- If one approach does not work, try something else. Approach behavior problems with creativity and humor.
- Consider laws and liability issues. Dealing with other people’s children may be different than dealing with your own. Use methods acceptable to most people.
- Earn respect and credibility. Be a role model that leads by example.
- Be firm but fair.

- Follow through with consequences as set by club.
- Practice your skills in patience! Practice your patience! Practice your patience!

Use Ceremonies to Build Cohesiveness Among 4-H Members

Participation in ceremonies produces a sense of kinship/belonging among the members of an organization (i.e., we believe in the same things and we're in this together). Depending on their nature, ceremonies may also foster teamwork, reinforce expectations, proclaim an organization's values to the general public or provide recognition to members.

Evaluate Meetings Regularly and Take Action When Problems Arise

After the group has been meeting for four to six months, take a close look at how things are going. Club leaders, members, and parents mid-way through the club year (February/March) should meet to gain their perspective on club meetings and experiences, inform plans for improvement, and/or reinforce what the club is currently doing. This could be done again at the end of the 4-H year in September to review what the club has done and used to identify changes needed, as well as, what worked well while planning for the new year.

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

Motivate Members through Positive Reinforcement

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

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

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

Here are some simple ways to do it:

- A smile.
- A nod.
- An enthusiastic and encouraging comment.
- Saying “thank you”.
- Asking a member to demonstrate skills to the rest of the group.

There are literally thousands of ways to show positive reinforcement. As you see the results of your words and actions, the importance of positive reinforcement will be quite clear and you will find your own ways to provide it both verbally and nonverbally.

Involve the Parents

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

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

Keep these benefits in mind when you invite parents to become involved. Here are some suggestions on how, when and whom you ask.

Meet with parents at the beginning of each year.

This parent meeting may take place before, after or as part of the club’s planning meeting. While members should make the final decision about their projects and activities, it is important to know early in the year the ways in which parents can support the club program. Consider using the interest survey and/or activity sign-up sheet to encourage commitment and to keep track of everyone’s interests and availability.

Maintain good communication.

In order for parents to feel like a part of the group and that they share responsibility for its success, they must be kept informed about the “when, where and whys” of both the club’s activities and the 4-H club program in general.

Some ways you can stay connected with parents are:

- Ask parents to assist at club meetings on a rotating basis. You may even want to meet in the members’ homes on a rotating basis.
- Encourage members to ask their parents for help when working on projects at home.

- Send information sheets home with members prior to special activities such as project trainings.
- Make time to chat with parents whenever they bring their child to an activity.

Create opportunities to get to know parents better.

For example, hold “parent nights” or “family days” during which members can “show-off” their accomplishments and parents can socialize with one another. Learn about their personal interests, hobbies and family activities. Later requests for help can then be based on the things you know they enjoy and can do well.

When you need help:

- Ask an individual, basing your request on that person’s interests, skills and abilities. Generic calls for help don’t work!
- Be honest and specific about the commitment and time frame.
- Ask well in advance of when the job needs to be done.

Express your appreciation appropriately.

Regardless of how much or how little a parent has done, she/he deserves a “thank you.” Whether it is delivered in the form of a phone call, a hand-written note or public recognition, that may include a certificate or small gift, will depend on what was done and the person’s personality - one size does not fit all!

Involve Youth Leaders

Youth Leaders are 4-H teens who partner with adults to provide leadership for 4-H clubs and countywide 4-H activities. Depending on his or her age and experience, a youth leader can serve as general assistant, teach a project, mentor individual members, coordinate activities or assume almost any other 4-H leadership role under supervision of an adult. Involving youth leaders in your club not only “lightens the load” for you; it also adds sparks of energy and enthusiasm, provides role models for your members and provides teens with valuable opportunity to practice their leadership skills.

Communication: An Important Two-Way Street

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

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

The following suggestions will also help to facilitate communication:

- **Note deadlines.** When you find a form in a 4-H mailing, immediately look for the deadline date and mark a day **at least two business days earlier on your calendar.** If you will need to gather information from members or parents and you will be having a club meeting before the deadline, it may be easiest to put the paperwork on the meeting agenda. If not, decide right away when and how you will collect the information you need.
- **Please call us.** If you are not sure you understand a question on a form or exactly how the information should be recorded, call **the person who sent you the form.** This is not being “pesky;” it is being helpful. Chances are that you are not the only person who is perplexed. Your call alerts the sender that there is a communication problem and provides an opportunity to clear it up for everyone.
- **Be aware of the schedule.** Certain information will be requested from you at the same time every year and 4-H events that require registration also take place at about the same time each year. Anticipating the arrival of these mailings will help you to gather the needed information in advance.
- **Look for expected mailing.** Checking up on the whereabouts of a mailing you were expecting to receive but did not, may help you avoid missing an opportunity. Things really do “get lost in the mail” sometimes. The two busiest times for paperwork are the beginning of the school year and prior to fair. Be on the look out.

Reference:

Material adapted from Minnesota 4-H Club Management Guide and used with permission from University of Minnesota Extension Center for 4-H and Community Youth Development and Iowa State University Extension.

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Parent Involvement in 4-H Youth Development A Guide for Leaders

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

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

Why Should Parents Participate in 4-H?

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

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

Ideas to Help Inform and Interest Parents and Gain Their Cooperation:

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

- Invite parents to club meetings. This is especially important if you don't meet in homes. Hold a club meeting for parents where 4-H members present the program, using presentations, judging, or exhibits.
- Let parents know what is expected from their child, and your interest in their child. Show parents that you are interested in their child by phone calls, letters, home visits, and discussions before and after club meetings.
- Recognize both members and their parents. Thank parents for their support both personally and in public. Compliment parents for their contributions to the club program.
- Maintain parent interest. Arrange a special social event with parents. Ask county 4-H staff to attend a parent-night program. Introduce parents to the 4-H staff so they can become better acquainted.
- Encourage members to make their 4-H work a topic of family conversation.
- Solicit parent involvement at the 4-H fair and other activities and events where results of 4-H club work is shown.

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, Ohio State University.

Adapted From: Rutgers Cooperative Extension, New Jersey 4-H Leader Training Series, Rutgers. The State University of New Jersey, 1994.

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10 STEPS TOWARD PERFORMING A SUCCESSFUL COMMUNITY SERVICE LEARNING PROJECT A Guide for Leaders

Community service learning is an important function of all 4-H groups. A community service project can take many forms. The form it takes in your group depends on your group. Whatever is decided, it should benefit the community as well as your 4-H members.

Following are some hints in making your community service project a successful and fun learning experience.

1. Determine what is needed in your community/county.
 - Ask members and families.
 - Ask other community groups.
 - Talk with community officials.
 - Find out what types of service projects have/have not been done in the recent past.
 - Ask your county 4-H staff.

2. Determine what types of activities your members have interest in and abilities to carry out.
 - Consider the size of your group and ages of members.
 - Consider the skills possessed by group members and their families.
 - Determine how much time your group would like to devote in 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 successes.

3. List all of the activities that have been suggested.

4. Ask your group 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 group will do. If this isn't practical (especially if your group is large), consider forming a committee to develop priorities. Then, the group can simply accept or vote on the committee's recommendations.

5. After your group has decided what community service project to focus on, develop a plan. Your members will learn organizational skills in developing such a plan. A plan doesn't have to be overly detailed and formal, but should include the following:
 - Identify exactly what will be done. Determine both the overall goal and the specific tasks involved. Remember the time frame for the project: dates/times for beginning, completion.
 - Obtain necessary permission in advance.

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

6. Carry out the project as planned! In a community service learning experience, based upon the experiential learning cycle, the experience comes first.

7. As you work on this project, monitor the activities taking place and make adjustments as needed.

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

9. When the project has been completed, allow time for your group members to use the next steps in the experiential learning cycle; share, process, generalize and apply. They will want to discuss the successes and shortcomings of the project and generate ideas for improvement. This reinforces the learning experience! The following ideas may help you support this learning phase:

You can help youth **share** their experience by asking:



- What did you do?
- What did your group do when...?
- What did you see, hear, feel, taste?
- What was most difficult? Easiest? Most rewarding?

You can help youth **process** the experience by asking:

- What problems did you run into?
- What did you learn (life skill or subject matter) through this activity?
- Why is the life skill you learned important?
- How was the experience different from what you expected?

You can help youth **generalize** by asking:

- What similar experiences have you had (with this life skill or subject matter)?
- What similar challenge/problem/feeling have you faced? What did you do then?

You can help youth **apply** the lessons learned by asking:

- What can we do individually or as a group to have more impact in this area?
- What one thing can you do next week that will make a difference?
- What will you notice in the future that you didn't notice before?

10. Develop a summary report of your group'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 group reporter, secretary, vice president, chair of the project, or other group member. Feel good about your group's contribution to the community and members' positive learning experience!

Other Reminders:

- Remember that planning, conducting, reflecting upon and evaluating a community service learning 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 group leader and other adults working with the group is to guide members in the right direction and provide needed support and encouragement.
- **MAKE IT FUN!**



Ideas for Community Service Projects:

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

- Assist local fund drives such as American Cancer Society, Heart Association, March of Dimes, American Diabetes Association, Special Olympics, 4-H Foundation, etc.
- Adopt a grandparent.
- Sponsor a child to attend summer camp.
- Donate dog/cat food to a local animal shelter.
- Donate books to a library, or magazines to group homes.
- Collect food/clothing for needy families.
- Furnish baby-sitting on Election Day.
- Entertain nursing home residents.
- 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.
- Buy and donate 4-H placemats to a restaurant.
- Sponsor a needy child.
- Provide pet therapy for patients at hospitals or residents at nursing homes.

Adapted From: Rutgers Cooperative Extension, New Jersey 4-H Leader Training Series, Rutgers, The State University of New Jersey, 1994.

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FUNDRAISING: PRIVATE SUPPORT FOR THE 4-H PROGRAM

Education and character-building are the basic premises of the 4-H Youth Development program. Federal, State and county tax funds are the major source of support for all Cooperative Extension programs, including 4-H. However, there are some educational efforts provided through 4-H which cannot be fully supported by tax dollars alone and local and statewide fundraising by 4-H groups has always been an integral part of conducting 4-H programs. 4-H programs should provide opportunity for the many private groups interested in youth to help advance the 4-H program, to become “friends of 4-H” with contributions of time, money and facilities. New or broader program opportunities that may not have been anticipated within the normal funding processes for 4-H, can be encouraged by private support for 4-H. In all, private funds should not have the effect of replacing the main source of support for Cooperative Extension programs from tax dollars, rather, private support raised through 4-H fundraising is frequently good evidence that citizens believe in the educational and character-building foundation of 4-H and are willing to invest in the future of the 4-H members.

In seeking private support for 4-H programs, through fundraising, State and local Extension officials must insure that the funds are given and used in accordance with **Title 7 of the Code of Federal Regulations section 8 and USDA Guidelines pertaining to the 4-H program**. Critical elements of these regulations and guidelines include:

- ◆ **Fundraising programs** using the 4-H Name and Emblem may be carried out for specific educational purposes. Such fundraising programs and use of the 4-H Name and Emblem on or associated with, products, and services for such purposes **must have the approval of [the] appropriate Cooperative Extension office** (local, county, state or national level).
- ◆ **All moneys received** from 4-H fundraising programs, except those necessary to pay reasonable expenses, **must be expended to further the 4-H educational programs**.
- ◆ Private support moneys should be:
 - Given and used for priority educational purposes.
 - Accounted for efficiently and fully
- ◆ Fundraising groups properly authorized to use the 4-H Name and Emblem are to be held accountable to the 4-H program granting authorization. **There must be a definite plan to account for funds raised prior to authorization**. Such a plan should be within the policy guidelines of the State for handling funds.
- ◆ **Any use of the 4-H Name and Emblem is forbidden if it exploits the 4-H programs**, its volunteer leaders or 4-H youth participants or USDA, Cooperative Extension, land-grant institutions, or their employees.
- ◆ **The 4-H Name and Emblem shall not be used to imply endorsement of commercial firms, products or services**.
- ◆ In connection with 4-H fundraising purposes, **the following disclaimer statement must be used on products or services offered for sale**:

“A portion of the sales price of this product or service will be used to promote 4-H educational programs. No endorsement of the product or service by 4-H is implied or intended.”



4-H National Headquarters; 1400 Independence Avenue, S.W.; MS 2225;
Washington, D.C. 20250
www.national4-hheadquarters.gov



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RAFFLES, LOTTERIES, GAMING AND 4-H

With the desire to raise funds in support of programs or events, the involvement of 4-H in games of chance, raffles, lotteries and other forms of gaming is increasing. 4-H National Headquarters has no intention of limiting the ability of 4-H organizations to raise dollars in locally accepted ways in support of the 4-H program, however, unlike other national youth organizations, sports associations or school related extra curricular activities, 4-H is a public organization. The 4-H Name and Emblem is a Federal mark with its responsibility for conducting programs delegated to the Secretary of Agriculture and through cooperative partnerships with the land-grant universities. 4-H National Headquarters recommends careful consideration be given to whether the involvement of the 4-H program in games of chance enhances the precepts, ideals, or goals of 4-H educational work or the land grant institution.

In the 1960's, and revised and updated in the 1970's and 1980's the Extension Committee on Organization and Policy (ECOP) developed policies specific to fund raising or private support for 4-H programs. This policy, in all its versions has contained a provision discouraging fund raising activities involving raffles or games of chance. 4-H National Headquarters has always and continues to endorse this long standing policy. The policy states under the section, *Guides for Raising Funds*, "Discourage lotteries or games of chance." Additionally it states, "Never let fundraising lower the status or prestige of 4-H. Wholesome educational purpose for funds and wise use of them are the most important guiding principles."

State gaming laws have changed since the establishment of the ECOP policy and throughout communities across the nation there are displays of lotto tickets, scratch-offs and gaming promotions. Many of these support public activity such as schools or social services and appear to be a successful way to promote a program or product. These promotions come with a myriad of state and local laws and regulations prohibiting or regulating games of chance that need to be followed in each situation. Involving 4-H in navigating the legal waters to properly conduct a raffle could be complex and perhaps, detrimental to the program.

Additionally, according to the Internal Revenue Service (IRS) (publication 526 – Charitable Contributions, dated 12/2003) the price of raffle tickets, lotteries, etc are still not deductible as contributions, therefore the purchasers of these tickets may not be getting any value or less than full value for their money. The IRS requires filers who show gaming income and losses, to provide a detailed log or journal of all the gaming activity that resulted in the wins and losses. 4-H groups should not be involved in this type of record keeping and reporting, and would need to be careful not to imply endorsement by having the 4-H Name listed next to an establishment that did not represent the positive youth development ideals of the program.

Although the policy related to games of chance is almost 30 years old, the reasoning is still valid. First, as expressed in the Federal regulations, (Title 7 Code of Federal Regulations section 8) related to the 4-H program, which state; "Fund-raising programs using the 4-H Name and Emblem should be carried out for specific educational purposes." (Section 8.9). Second, "Private support monies should be: a.) given and used for priority educational purposes and b.) accounted for efficiently" (Section III). These requirements may be difficult to meet in a game of chance or raffle situation. Additionally, the 4-H Name and Emblem may not be used on or associated with products and services sold in connection with 4-H fund raising programs where an endorsement of a commercial firm, product or service is either intended or effected.

4-H National Headquarters-USDA is not forbidding the involvement of 4-H clubs or organizations in raffles or games of chance, but recommending that careful consideration go into the decision-making related to these activities. Given the longstanding policy of discouraging 4-H participation in these types of activities and the potential implications for the 4-H program and land grant institution, appropriate individuals at the state and local level, including the State Extension Director, should be consulted to determine the suitability of fund raising activities.

For questions concerning the use of the 4-H Name and Emblem, please contact the 4-H National Headquarters- USDA at (202) 720-2908 or at <http://www.national4-headquarters.gov>.



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