



UTAH 4-H PROGRAM GUIDE

4-H BASICS





UTAH 4-H BASICS

Introduction

- Utah 4-H prides itself on remaining true to the core of the 4-H program. We work hard to be sure our experiences provide all that 4-H has to offer. This guide should help you to understand the basics of 4-H so that as you build your programs in the future, you can do so correctly and gain all the positive youth development opportunities that 4-H has to offer.





Table of Contents



4-H Basics 2



Service Delivery Modes 5



Indicators of a Quality 4-H Program 16



Age Divisions 17



Project Areas 26



4-H Curriculum 28



The 4-H's

Head, Heart, Hands, and Health are the four Hs in 4-H, and they are the four values members work on through fun and engaging programs.

- Head - managing, thinking
- Heart - relating, caring
- Hands - giving, working
- Health - being, living

4-H Vision

A world in which youth and adults learn, grow, and work together as catalysts for positive change.

Slogan

"Learn by doing"

Motto

"To Make the Best Better."

Mission Statement

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

4-H *History*

During the late 1800s, researchers at public universities saw that adults in the farming community did not readily accept the new agricultural discoveries being developed on university campuses. However, they found that young people were open to new thinking and would experiment with new ideas and share their experiences and successes (4-H.org, 2013). As a result, rural youth programs became a way to introduce new technology to adults through youth.

A.B. Graham started one such youth program in Ohio in 1902, considered the birth of the 4-H program in the U.S. When Congress created the Cooperative Extension Service in the USDA in 1914, it included youth club work. These soon became known as 4-H clubs (4-H.org, 2013).

The Utah State Agricultural College (USAC) began the work of youth engagement in the spring and summer of 1912. James C. Hogensen toured the state of Utah planning to organize Boys Potato Growing Clubs in every county. This project helped to fulfill a requirement of USAC to “provide agricultural and home science information to anyone not attending a land-grant institution,” – including young people. Hogensen’s trip was a success. He visited 58 schools and talked with 6,786 boys. With the cooperation of local school officials he organized clubs, starting 4-H in Utah (Murphy, 1996).

<https://www.youtube.com/watch?v=-37FYH8gMu4>



Emblem

The official 4-H emblem is a green four-leaf clover with a white H on each leaf standing for Head, Heart, Hands, and Health. The stem of the clover is always to the right. The 4-H emblem is one of the most highly recognized logos in the world. For guidelines on how to properly use the 4-H emblem please refer to: http://www.csrees.usda.gov/nea/family/res/pdfs/using_the_4h_name.pdf



The Pledge

The 4-H pledge is commonly said at the beginning of 4-H club meetings, conferences, and events.

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.

When presenting the pledge

1. Members stand at attention with their hands at their sides.
2. When they say "my head to clearer thinking," the right hand is quickly raised to the forehead, fingers straight and the thumb touching the temple.
3. "My heart to greater loyalty" the right hand is placed over the heart.
4. "My hands to larger service" both hands are extended in front of the body, palms upward
5. "And my health to better living, for my club, my community, my country and my world," arms are lowered to the sides.

4-H *Service Delivery Modes*

4-H Uses a variety of methods and locations for reaching youth including:

1. Organized Clubs
2. School Enrichment Programs
3. Residential/Overnight Camps
4. After-school Programs
5. Special Interest Classes/Clinics or Day Camps
6. Individual Study/ Internet
7. Individual Study/Mentoring/Family Learning Programs





THE CLUB MODEL

What is a 4-H Club?

The club is the basic unit and foundation of 4-H. An organized club meets regularly under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities.

Why are Clubs Important?

- The “club” or “group” is regarded as the most valuable and effective method of delivering positive youth development. The club environment is the most conducive to positive youth development because club environments are most likely to have all the Essential Elements of Youth Development. (See Section on Essential Elements of Youth Development.)
- Engaging youth in a closely knit group with caring adults has been shown to have the greatest positive and permanent influence on the development of critical life skills among youth.
- Clubs reflect the norms, values, beliefs, and cultures of families, the neighborhood, and communities, and provide a blend of ages and abilities.
- Clubs provide a safe environment where young people feel free to have conversations and discuss issues without risk of ridicule, misunderstanding, judgment or negative labeling, and offer a chance to explore and experiment.

What Clubs are Available?

Clubs are as varied as the people of which they are made. Consider the following types of clubs within 4-H to help direct you to the club that best suits your needs and interests.



4-H *Service Delivery Modes*

How many members should be in a club?

4-H Clubs can have as few or as many members as the leader(s) feels can be effectively included in the group. Six to 10 members per adult is an optimum number, however, it depends on the project area(s) of your club. It also depends on how many co-leaders or assistant leaders will be working together. Limit your group to a number with which you and your co-leaders feel comfortable. There always seem to be more youth interested in learning through 4-H than volunteers to accommodate them. Ask around in your neighborhood, and contact your county Extension office. They usually have names of people who want to join a club in your area.

As youth join, be sure to involve parents. Utah 4-H is open to all Utah residents regardless of race, color, age, national origin, sex, religion, or disability. Club membership should be representative of the neighborhood or community which it serves, and all reasonable effort should be made to promote the availability of 4-H to all residents.

How Often Should Clubs Meet?

It is recommended that 4-H clubs meet at least six times during the year. This provides continuity and time for project development of individual and club goals. Some projects can be taught on a short-term or seasonal basis, such as during breaks in the school year. Some clubs meet throughout the year, and others may meet just during the summer months or during the school year. There are several possibilities in choosing a day and time for club meetings:

- Once a month, on a weeknight or a Saturday
- Once a week after school
- Daily after school
- Once a week for a defined period of time
- Other variations - limited only by the availability of volunteers, and needs of club members



Where do Clubs Meet?

Where your club meets depends on the number of members and the type of club. Most schools, communities, and other groups are willing to let their facilities be used for 4-H activities. The following are just a few suggested locations:

- a leader's home
- public school buildings
- community buildings
- churches
- fairgrounds
- Other locations specific to project areas. i.e., a shooting sports club might meet at the local range.
- Many clubs rotate meetings from one member's home to another's. Each family then has an opportunity to host a meeting.

Note: 4-H volunteers or members are not authorized to execute licenses, contracts or facility use agreements for 4-H activities. Contact your Extension office if a facility requires a written facility use agreement or contract or proof of insurance coverage.

CLUB TYPES

Organized Clubs

The club is the basic unit and foundation of 4-H and is the most effective delivery method of positive youth development. Club members meet regularly under the direction of an adult volunteer. There are many different ways of organizing 4-H clubs. Organized clubs may be formed in families, neighborhoods, schools, afterschool settings, communities, and on military installations. A 4-Her may be a member of more than one 4-H club and can enroll in more than one project.

The 4-H club serves as the primary means of providing youth development programming in 4-H. It has the advantage of long-term involvement with the support of caring adults. 4-H clubs are organized and supported to provide community-based learning opportunities for youth throughout their developmental years. While other 4-H delivery methods are beneficial, the club model has been proven to be most effective.



4-H *Service Delivery Modes*

Community Clubs

Community Clubs are made up of members from various project areas or clubs. Community Club members work together on leadership, citizenship, and life skills. Such a club usually has an organizational leader and several project and activity leaders.

Volunteers may choose to lead a Community Club which is larger, offers a variety of projects, and tends to have members of various ages and can have more than one leader. Community club members come together for activities, service projects, and leadership training, but they may also meet separately in different project clubs or complete individual projects. These clubs also offer opportunities for older 4-H members to mentor and/or teach the younger members.

Project or Special Interest Clubs

4-H Special Interest/Short-Term Programs groups of youth who meet for a specific learning experience which involves direct teaching by Extension staff or trained volunteers, including teachers. Programs are not part of school curriculum and are not restricted to members of 4-H clubs.

All members work on the same project area together. This type of club may meet for a defined period of time, or be on-going. It may or may not have officers.



Family Clubs

Families may organize as a 4-H club with parents and others as leaders. They may be involved in one or more projects and in community service activities. It is recommended that Family Clubs be a part of a Community Club.

4-H School Clubs

Volunteer or teacher led, these clubs are harder to have in-depth parental involvement as outlined for Community Clubs, but parents should be involved as much as possible.

4-H Afterschool Clubs

Quality Afterschool programs provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no single formula for success in after-school programs, research indicates that effective programs combine academic enrichment, cultural, and recreational activities to guide learning and engage youth in wholesome activities. Curriculum and training materials are available for integrating 4-H clubs and programming in afterschool settings. National 4-H Council's Afterschool site may be accessed at <http://www.4hafterschool.org>.



4-H *Service Delivery Modes*

Planning and Conducting Club Meetings

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. It may be difficult for beginning club members to decide what they want to do. You may want to try one or more of these to get them going:

- Make every member of the club feel important.
- Develop greater family participation by encouraging parents/guardians to attend at least two meetings during the year.
- Participate in community service projects.
- Hold regular club meetings.
- Encourage each member to present a topic or demonstration at club meetings.
- Encourage each member to hold an office or a committee responsibility.
- Tour at least one point of interest.
- Encourage 4-H members to set personal goals.

Planning a 4-H Club Program

Once the club has decided on basic goals, it's helpful to decide on things you want to learn and do as a group. A balanced 4-H program should include four things:

- Project work
- Fun activities
- One or more service projects
- Participation in county, state, and/or regional 4-H events, including a special event for parents

Get a copy of the 4-H calendar from your local Extension office and check out the state activities listed on www.Utah4-H.org. Most counties have a newsletter and/or local website listing all activities



Club Officers and Committees

Election of officers gives club members an opportunity to develop leadership skills and responsibility. Pairing older members with younger members as Sr. and Jr. Officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. (See Leadership section for more information about officer roles.)

Involving Parents

Interested and active parents are a key component to a successful 4-H club. Parents may be asked to chaperone club activities, host a meeting, or teach a skill or share a particular interest.

Help parents understand what their children are doing in 4-H. Keep parents informed by:

- Encouraging them to attend club meetings.
- Phone or email parents to keep them involved in what's happening in the club.
- Make sure parents of new club members know they are expected to help in some way.

Club Resources

The Utah 4-H website contains an entire resource library to suit the needs of all participants. Within this web page you will find a wide array of resources available to help you with your 4-H activities, projects, programs, clubs, and more. We hope that you will catch a vision of the countless possibilities as you surf through these pages. Watch for updates and new materials – as we continue to get new and useful resources to help you, they will be added to our library. The direct link to the 4-H Resource Library is: <http://www.utah4-h.org/html/resource-library>



4-H *Service Deliver Modes*

It is a good idea at the beginning of the month to sit down and make plans for the club meeting. The club secretary should use this sheet as a planning guide to outline assignments.

Suggested *Meeting Agenda*

Agenda for _____ 4-H Meeting.

Location: _____ Date and Time: _____

Pre-Meeting Activities: _____

Meeting

Person in Charge

Call to Order President _____

Pledge of Allegiance Led by _____

4-H Pledge Led by _____

Roll Call Secretary _____

Answer with _____

Introduction of Visitors Vice President _____

Minutes of Previous Meeting Secretary _____

Treasurer's Report Treasurer _____

Leader and Other Officer Reports Various

Committee Reports _____

Unfinished Business Item(s) for Discussion _____

New Business Item(s) for Discussions _____

Announcements _____

Adjournment _____

Program _____

Recreation/Refreshments _____



Standards of Excellence for 4-H Clubs and Groups

The Standards of Excellence help to guide clubs toward a successful positive youth development experience. It is helpful for the secretary to document these performance standards throughout the year. Awarding clubs at the county level is a great form of recognition for the members and volunteers. Documentation may come from meeting minutes, scrapbooks, photos, newspaper articles, letters, etc.

Club Performance Standards

1. Club had planned an annual program that includes group goals (Ex. recruit 4 new members; 75% of members will attend camp; all members will choose one county learning activity to attend.)
2. Group members were actively involved in planning the group's annual program.
3. Group members were involved in implementing the annual program/activities. (Ex. planning and bringing snacks; leading the pledges; calling club members for a group meeting or assignment; presenting a demonstration; leading recreation)
4. A calendar for the year was printed and distributed to members, parents, volunteers, and the local Extension Office. (Ex. identify meeting dates, locations, educational programs; special projects; social events; county or district events)
5. All members were invited and at least 75% of group members were involved in at least nine group activities during the year. (Ex. meetings; club tours; recognition event)
6. Club Officers were elected or appointed, receive formal training, and fulfilled their leadership roles.
7. Club completed at least one community service project.
8. Club completed at least one project that promotes 4-H visibility at the community or county level. (Ex. participating in a community parade; radio interviews during National 4-H Week; project displays in business windows; doing website development for County Extension Office)



4-H *Service Deliver Modes*

9. Group recruited at least one project volunteer.
10. Club developed a method to communicate with families at least three times per year regarding group activities, education, and achievements. (Ex. newsletters; emails; calling tree; group activity that includes families)
11. Group planned at least one activity to include parents and families in club activities. (Ex. project showcase; skating party; tours; recognition event)
12. 75% of members took part in a variety of events and/or meetings beyond the 4-H group level. (Ex. county fair workshops; county contests)
13. A scheduled recognition event was held for members, volunteers, and parents.
14. Club planned and implemented at least one multi-club activity. (Ex. doing multi-club community service; several clubs managing a community or county event)
15. 75% of club members participated in 4-H activities beyond the club level. (Ex. county educational workshops; camps; region events; state fair)
16. 75% of club members participated in at least 2 club meetings in leadership roles.

1-4 Checked = **BRONZE** Clover Club Award

4-8 Checked = **SILVER** Clover Club Award

8-12 Checked = **GOLD** Clover Club Award

12-16 Checked = **EMERALD** Clover Club Award



Indicators of a Quality 4-H Program

THESE INDICATORS SHOULD BE USED TO HELP 4-H CLUBS AND PROGRAMS ENSURE THEY ARE FUNCTIONING ACCORDING TO A COMMON QUALITY OF STANDARD ACROSS THE STATE.

- 1 A planned learn-by-doing or experiential learning program should be available to youth in each county. Comprehensive subject matter teaching in areas of expertise should be available to teach youth and adults who work with youth. A diversity of 4-H delivery modes includes 4-H community clubs, project clubs, special interest clubs, afterschool clubs, in-school enrichment, and camping
- 2 Every Extension office should have a 4-H volunteer management plan in place. The plan should include volunteers in all levels of 4-H including, but not limited to, volunteers serving in program direction, management, and delivery. Parents should be invited and encouraged to serve in volunteer roles as soon as their children enroll. Resources such as USU 4-H Volunteer Enrollment Packet/Application, the 4-H Volunteer Leader Handbook, and the online training modules are available resources when training volunteers
- 3 Since research-based projects and related curriculum materials provide the basic framework for the 4-H teaching/learning experiences, all 4-H projects should be taught or supervised by trained volunteers, parents, or paid staff. The 4-H curriculum focuses on the following broad areas:
 - Science, Engineering and Technology (SET)
 - Healthy Living
 - CitizenshipEach county should strive to select and/or develop programs within each of these areas.
- 4 All educational experiences offered through 4-H should take youth through each step of the 4-H learning model.
- 5 Programs offered in conjunction with the public school system should have a direct link to the core curriculum standards/end-of-level testing for the intended audience. Quality 4-H enrichment programs offered in the classroom should be delivered through volunteers and non-Extension personnel.
- 6 A specially designated program to target teen audiences (grades 9-12) should be planned and implemented.
- 7 Each county should develop and maintain a multi-level system of incentives and recognition for youth and volunteers.
- 8 An annual 4-H budget and fundraising plan for private support of 4-H should be developed and maintained in each county.



DEVELOPMENTAL CHARACTERISTICS OF YOUTH AND IMPLICATIONS FOR PROGRAMMING

Satisfaction from participation in 4-H is based on matching the level of involvement to the needs and readiness of youth. The maturation from one state of development to the next is gradual and unique to each individual's personal growth rate. Understanding characteristics and needs at different developmental stages is important in planning 4-H learning opportunities. This promotes progressive acquisition of subject matter information and life skills.

Basic needs of youth:

- To experience a positive self-concept.
- To experience success.
- To become increasingly independent.
- To develop and accept one's own identity.

The following chart presents general developmental characteristics of youth at various ages.

Activities and projects should be developed in recognition of needs at various life stages.





Characteristics

- Easily motivated, eager to explore and try new things.
- Learn best if physically active.
- Short attention span, deal with here and now.
- Sensitive to criticism, do not accept failure well.
- Strong desire for affection and attention of adults.

Implications for Experiential Learning Experience

- Give clear and specific instructions.
- Plan a variety of activities where success can be experienced.
- Reading to this group is effective and enjoyed.
- Plan activities that take a short time to complete and build on previous experiences.
- Focus on the “doing” rather than the finished product.
- Focus on cooperation and teamwork rather than competition.
- Provide activities that encourage physical activity and creative expression.
- Help create opportunities for learners to share.
- Plan for and encourage free time.
- Provide immediate positive encouragement and assistance.

Reflect / Share

- Consider alternative ways of expressing things learned during activities such as writing stories, drawing pictures and other creative outlets.
- Ask learners to talk about the activities – were they fun, boring, easy, hard, new, done before?
- If a sequential process was used, have learners name the steps completed in the process.
- If problems happened in the activities, ask learners why they occurred and what could have been done differently to avoid them next time.
- If supplies were used in doing activities, ask learners what other supplies they could use when doing the activity again.

Apply

- Ask learners to tell you what they will tell their family or friends about the activities they have just completed.
- If activities relate to careers, help learners to make those connections through pictures, stories from family members, sharing of memories, role-plays, field trips, etc.
- Have learners work with family members on follow-up related activities.



Characteristics

- Very active with lots of energy.
- Easily motivated and eager to explore and try new things.
- Extremely curious - constantly ask "why?"
- Enjoy hands-on activities.
- Like being in groups of same sex.
- Learn about self through relationships with others.
- Admire and imitate older boys and girls.
- Rapidly changing interests.
- Usually do best when work is laid out in small pieces.
- Guidance from adults is important for staying on task.
- Do not see value in keeping records.
- Think more of the "here and now" present and not looking to the future.
- Like symbols and ceremony.
- Need recognition and praise for doing good work.

Implications for Experiential Learning Experience

- Allow groups to develop parts of a larger plan.
- Use hands-on, learn-by-doing activities.
- Use activities where learners need to determine and find needed resources.
- Build in activities where learners share/exchange resources.
- Plan activities that allow learners to physically move about.
- Emphasize group learning experiences.
- Use activities where learners achieve and produce a product.
- Keep written work simple - review forms and worksheets with the group step-by-step.
- Give clear instructions with set deadlines.
- Clarify and enforce reasonable limits and boundaries.
- Involve older teens in helping the group to plan and carry out activities together.
- Encourage group free time.
- Be visible and accessible but in the background.
- Present recognition in front of peers and parents.



Reflect / Share

- Have learners share what interests, talents, abilities, and skills they developed in the activities.
- Ask learners to share any modifications they made during the activities.
- Ask learners how teamwork, cooperation, friendship, and sportsmanship played out in activities completed.
- Ask learners to verbalize or demonstrate opposing points of view they observed in the activities.
- Plan group time to talk about beliefs and values as related to activities completed.
- Ask learners to demonstrate the steps completed in the activities.
- Ask learners what questions they still have about the activities just completed. Encourage them to find some of the answers on their own or encourage a few learners to find the answers and report back to the group.
- Have learners explain rationale for choosing some options over other ones in the completed activities.
- Help learners identify successes achieved in the activities - give positive feedback to the efforts and successes you see (and look for them!).
- Provide correction quietly, one-on-one, in a caring and consistent manner.
- Avoid generalized praise - this group sees through it and feels manipulated.

Apply

- Have learners generate alternative solutions to problems solved in the activities or speculate other problems that could be solved in similar ways.
- Build in ways parents, teachers, and other adults can help learners complete follow-up additional activities.
- Provide opportunities to set two or three goals for a 6 month period.
- Work with learners to identify and study related careers.
- Build in community service roles to reinforce content taught.



Characteristics

- Concerned about physical development, self-conscious.
- Want to be liked by friends.
- Interested in activities involving boys and girls together.
- Interested in sports and active games.
- Like fan clubs, many have adult idols.
- Getting over the age of fantasy, beginning to think of what they will do when they grow up.
- Often unclear of needs and values.
- Desire independence but want and need their parents' help.
- Want to explore outside of their own community.

Implications for Experiential Learning Experience

- Encourage learning experiences related to understanding self and getting along with others.
- Encourage active and fun learning experiences.
- Encourage learning experiences involving boys and girls.
- Provide hands-on and skill-centered experiences in specific subject matter.
- Give learners a chance to choose when and if to be in a position where they stand out from the group.
- Allow opportunities for quiet time.
- Tasks can be more difficult and of longer duration - making a model, keeping a journal, - allow for creativity!
- During activities, ask questions to encourage predicting and problem solving such as "What if this doesn't work? What could happen then?"
- Help learners find necessary information and resources.
- Encourage working with older teens and adults to complete learning experiences.
- Teen leaders should be 3 or 4 years older than the learners and considerably more mature.
- Provide opportunities to practice leadership roles with coaching and encourage keeping more detailed records of leadership experiences.
- Encourage involvement in teen councils and planning boards.
- Involve the group in setting rules.
- Provide realistic parameters - explain why they are necessary.
- Avoid singling learners out in front of others either to commend or to criticize.
- Provide learning experiences outside of the community.



Reflect / Share

- Ask learners to reflect on what they learned in the activities.
- Ask learners about their observations in working as a group and what they may have observed about other groups.
- Have learners prepare and give presentations on what they gained from or thought of the activities completed.
- Ask learners to define their leadership style based on their performance in the activities completed.

Apply

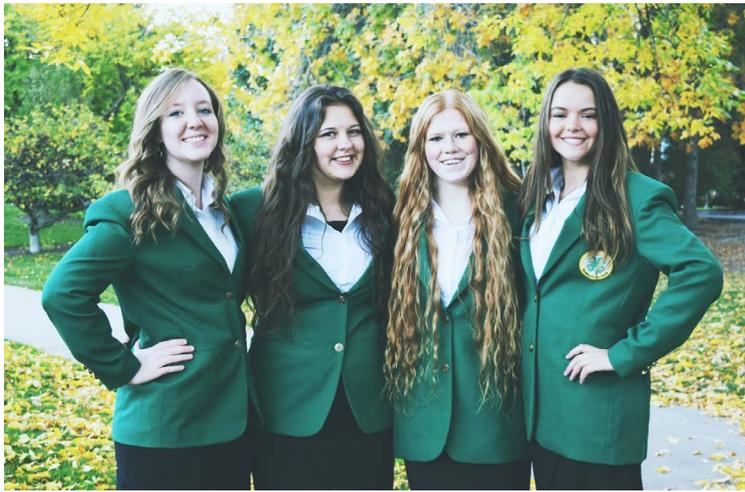
- Provide opportunities for learners to ask and question ways of doing things in the group.
- Present similar scenarios, and ask learners to predict results.
- Find time to talk with them individually.
- Have learners keep a journal of personal project-related experiences.
- Encourage technological application of key concepts.
- Help learners identify and perform personal and group contributions that meet community needs.
- Relate activities completed to career choices.
- Have learners shadow experienced workers in related fields.





Characteristics

- Like being in groups of boys and girls.
- Want and need a strong voice in planning programs.
- Want adult leadership roles.
- Beginning to think about the future.
- Often need guidance in selecting careers.
- Becoming more aware of the community and how they can be involved.



Implications for Experiential Learning Experience

- Provide opportunities for self-expression and leadership.
- Provide activities to interact with the opposite sex such as trips, dances, work-groups.
- Provide opportunities for learners to talk about their own beliefs, ideas, and abstract concepts.
- Involve learners in carrying out plans - they are ready to be creative and ready to take responsibility for bringing about change.
- Plan activities where learners can experiment with different roles.
- Encourage greater in-depth study of leadership roles and life skills.
- Involve learners in more direct developmental activities such as tutoring, coaching, leading groups, speaking to community groups, mentoring younger children.
- Be willing to admit mistakes as adults!



Reflect / Share

- Ask learners what new information they learned in the activities.
- Challenge learners to interpret and creatively communicate learning.
- Ask learners to summarize how the group made decisions together throughout the activities.
- Ask learners how the activities could have been structured differently to more efficiently accomplish the same goals.
- Ask learners to describe or demonstrate how they compensated for unexpected challenges and changes in the activities.
- Ask learners to detail resources needed (available and missing) to complete the activities.
- Ask learners to generate and evaluate additional alternatives to activities.
- Ask learners to describe underlying rules, values, or principles in the activities and how they influenced the results.

Apply

- Ask learners to identify skills used in their group that are also needed in the workplace.
- Ask learners how they contribute to the well-being of their families in similar ways to their participation in this group.
- Challenge learners to find answers to similar problems.
- Encourage application of leadership life skills to living on their own - incorporate budgeting and money management applications.
- Construct experiences that involve them with the larger society.
- Support learners as they design follow-up related independent learning experiences.
- Ask learners to develop plans for future life transitions.
- Offer career, college, vocational days.
- Encourage learning activities involving the community.
- Organize experiences outside of their own community.



CLOVERBUD MEMBERS

Kindergarten through 2nd Grade (K-2)

JUNIOR 4-H MEMBERS

3rd through 5th Grade (3-5)

INTERMEDIATE 4-H MEMBERS

6th through 8th Grade (6-8)

SENIOR 4-H MEMBERS

9th through 12th Grade (9-12)

COLLEGIATE 4-H MEMBERS

A collegiate 4-H club is available at Utah State University and provides collegiate students the opportunity to continue their involvement in 4-H. If you are interested please contact Josh Dallin, the Collegiate 4-H advisor, at joshua.dallin@usu.edu.

ADULT 4-H VOLUNTEERS

The greatness of 4-H is found within the power that volunteers and parents have to change the lives of youth. 4-H volunteers work with and support youth in their development of various skills, enabling them to reach their fullest potential. They organize, assist, enroll, and lead 4-H youth in a variety of projects. 4-H volunteers also provide valuable leadership in specific project areas in clubs, schools, afterschool clubs, camps, and more.

ALUMNI

Whether it has been 5 or 50 years, individuals have the opportunity to reconnect with 4-H! Many 4-H alumni have played a key role in the growth of the organization. Acting as event judges, chaperones, drivers, and donors, our program would not be the success it is without our generous alumni.

NOTE!

Large animal, shooting sports, and ATV activities require youth to be in 3rd through 12th grade and at least 8 years of age on October 1st of the current calendar year. These activities are not allowed for Cloverbud-aged members. (Large animals are defined as cattle, llamas, sheep, swine, horses, and goats.)

NOTE!

In ALL age categories, the grade is determined as of October 1st of the current calendar year. Eligibility for 4-H membership terminates upon graduation from 12th grade. Seniors may exhibit through the summer of their graduation year.



4-H has a total of 8 general project areas where participants may choose to focus their interests. It is essential that each project area encompasses the values of science, citizenship, and healthy living in the teachings of their own specificity.

CITIZENSHIP AND CIVIC EDUCATION

A trio of programs designed by 4-H allows young people a chance to contribute thousands of hours to community projects each year. Events such as Citizenship Washington Focus show students interested in learning more about how our country is governed: the U.S. Capitol first-hand; Rural Youth Development encourages communities to involve youth as pXartners in decision-making and governance; and Service Learning allows older students to design their own community-service projects.

COMMUNICATIONS AND EXPRESSIVE ARTS

From filmmaking to photography, our communication arts programs and curricula emphasize artistic expression and communication.

CONSUMER AND FAMILY SCIENCES

Family and Consumer Sciences is one of several educational disciplines in which Cooperative Extension provides programs. In earlier years, it was called "Home Economics." Areas of programming (depending on state or county program priorities) may include family relationships and child development, parenting information, nutrition and food preparation, safety and protection (clothing), housing and interior design, personal money management, and other home- and family-related subjects.

ENVIRONMENTAL EDUCATION AND EARTH SCIENCE

4-H's programs provide young people first-hand experience in utilizing alternative energy, conserving energy and learning how to limit humanity's impact on our environment. Completing programs such as 4-H2Online, which teaches water conservation, and The Power of the Wind, which teaches youth how to take advantage of wind energy, allows young people an entry point into these important conversations. With this knowledge, 4-Hers can interact with their community's decision-makers and help format environmentally conscious policy.



4-H *Project Areas*

While all project areas are very specific in nature, participants are still expected to fulfill all three areas of the Mission Mandates in some manner. Citizenship, healthy living, and science should all play a role in each of the eight listed project areas. (See Mission Mandates.)

HEALTHY LIVESTYLE EDUCATION

Healthy living has been at the core of 4-H and remains a foundation of our pledge. Although 4-H believes that healthy living habits of young people begin in the context of their families and communities, we strive to equip youth with healthy living knowledge and skills that will prepare them physically, emotionally and socially to meet the challenges of the 21st century. To meet the needs of today's youth, 4-H Healthy Living programs seek to address national issues including nutrition and physical fitness, substance abuse, safety, and social and emotional wellness.

PERSONAL DEVELOPMENT AND LEADERSHIP

Leadership encompasses the most important goal of 4-H, which is preparing our youth to be successful adults who contribute to their community throughout life. It is essential that each individual youth involved in 4-H be exposed to opportunities of leadership in every club. We strive to provide components that allow our youth to learn the life skills associated with leadership that can be generalized to enrich development. 4-H members are offered experiences that build feelings of mastery, directly influencing a sense of self-efficacy.

PLANTS AND ANIMALS

These programs are designed to engage and excite young people in the modern, high-tech, and fascinating field of agricultural science. There are several programs available in this field including 4-H AgriScience, Project Butterfly W.I.N.G.S., Veterinary Science, Dog, and Horse.

SCIENCE AND TECHNOLOGY

Studies show American students are not taking enough interest in engineering and technology to maintain our country's ability to lead innovation in the future. 4-H hopes to reverse that trend via its engaging programs such as filmmaking and robotics.



Discover 4-H Curriculum

Discover 4-H offers a wonderful introduction for those who are new to 4-H clubs. Discover 4-H clubs allow children and youth to explore a wide range of subjects and discover personal interests. Each project area consists of a series of 6 activities that are carefully laid out, step by step, for individuals or groups to carry out on their own. Organizing and leading a discover 4-H club does not require volunteers or parents to be experts in the project area they are leading. They are carefully designed to be clear, simple, and enjoyable for all.

Project Sheets

Project Sheets are an excellent resource for all 4-Hers to continue their learning and involvement in 4-H. Each Project Sheet covers a specific subject such as cooking, raising sheep, karate, etc. Whether participants are beginners, intermediates, or advanced in a chosen subject, these single sheets offer a variety of ideas on how to stay involved. Project Sheets inform participants on contests, activity ideas, learning outcomes, and much more.

Project Specific Curriculum

4-Hers may choose from many different projects, or they may develop their own projects with the assistance of a volunteer. Projects should include a variety of real life experiences that will help 4-H members learn the subject matter knowledge and skills, practice decision-making skills, and develop self-confidence. Many completed 4-H projects can be exhibited in fairs if desired. A listing of ideas and materials available for each project area may be found at the www.Utah4-H.org website.

Aggie Adventure Clubs

4-H Aggie Adventures and Summer Camps for Kids are educational day-camps for children and youth in grades 1-8 in Utah. All camps emphasize hands-on learning and explore a variety of subjects including archeology, robotics, art, history, astronomy, and more.