Welcome to 4-H!

4-H Volunteer Leader Handbook

Please use this handbook as a quick reference for the information and forms you may need. The 4-H Volunteer Handbook is designed as a resource for all volunteers and paid staff working with 4-H. It is intended that this document be a "work in progress" reflecting the changes of USU Extension 4-H. We invite suggestions and proposals for updating and improving this document.

This Handbook adopted 10/2003, revised 2/2009, with additions and revisions adopted as indicated.
About this Edition . . .

This electronic version of the 4-H Volunteer Leader Handbook has added features that make it easier to navigate with your computer. Most of the colored text in this document (such as the table of contents, section headings, references, and websites) has been made into active, “clickable” links to facilitate the use of the many resources found within the handbook.

For your convenience, we have also created bookmarks for each of the sections of this handbook. By clicking on the “Bookmarks” tab found at the top, left-hand side of the screen of Adobe Acrobat Reader, you will be able to see the list of preset bookmarks. You can then click on the desired part of the document to help you reach your destinations more quickly.

It is our hope that you will enjoy using the new electronic features of this online version of the 4-H Volunteer Leader Handbook. Any suggestions or comments that can help us improve the usefulness of the handbook are greatly appreciated.
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1. **What is 4-H?**

- One of the largest youth development organizations in the United States
- More than 6 million participants between the ages of 5-19 (grades K-12)
- More than 500,000 volunteers, working directly and indirectly with youth
- More than 60 million 4-H alumni
- 4-H is found in almost every county/parish/borough across the nation, and enjoys a partnership between the U.S. Department of Agriculture (USDA), the state land grant universities and local county governments.

Universally recognized by its four-leaf clover emblem, 4-H serves youth through:

- organized clubs
- school-enrichment in the classroom
- afterschool clubs and groups
- special interest groups
- individual study/mentoring programs
- day camps and overnight camps

**Utah 4-H**

- the youth development program of Utah State University Extension
- 90,000 youth members
- 8,600 adult volunteers
- each county has a USU Extension office which administers the 4-H program

**How Does the 4-H Program Work?**

4-H volunteers encourage youth to gain knowledge and learn practical life skills, and apply them in their project area and beyond

- Members learn to work together as a team and develop a sense of fairness
- 4-H members learn decision-making skills through project work, judging, contests, and other 4-H activities
- 4-H’ers have opportunities to learn and practice leadership skills within their club, county, region, state, and national activities
- 4-H’ers develop an appreciation and understanding of their community through service projects
### Essential Elements of 4-H:

<table>
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<tr>
<th>Belonging</th>
<th>Mastery</th>
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<tr>
<td>Positive Relationship with a caring adult</td>
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<td>Opportunity to see oneself as an active participant in the future</td>
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<td>Opportunity to develop a sense of responsibility and influence over one’s choices, as well as the consequences of those choices</td>
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### 4-H is About People
Positive youth development is the goal of 4-H. It doesn’t matter what project a 4-H’er takes. The project serves as the vehicle to learn and master project specific skills, while developing basic life skills. The ultimate goal is for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world. A commonly stated example of the 4-H philosophy is, “A blue ribbon 4-H’er with a red ribbon project is more desirable than a red ribbon 4-H’er with a blue ribbon project.”

### 1a. 4-H 101: The Basics

#### The 4-H Emblem
A green four-leaf clover with the white letter “H” in each leaf is the National 4-H Emblem. Once enrolled as a 4-H volunteer leader, you are authorized by your local Extension office to use the 4-H name and emblem. The 4-H Name and Emblem are protected under federal statute (Title 18, U.S.C. 707) and may only be used in accordance with statute requirements. Use only an official emblem graphic obtained from an authorized 4-H source which includes the language “18 USC 707” to the right of the stem. Electronic versions of the clover are available at [www.Utah4-H.org](http://www.Utah4-H.org), or through your local Extension office.
Green and white are the 4-H colors. Green represents springtime, life, and youth. White stands for high ideals.

The 4-H Motto
“To Make the Best Better!”

The 4-H Pledge
I pledge: My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service and
My HEALTH to better living,
For my Club, my Community,
My Country and my world.

In reciting the pledge, a member raises the right hand to the right side of the head when speaking line one; lowers the hand to the heart when speaking line two; extends hands, palms upward, when speaking line three; and brings hands and arms down the sides of the body to rest when speaking the rest of the pledge.

4-H: How It All Began . . . over 100 years ago – 1902
The 4-H idea of practical or applied educational principles resulted from concern regarding the relevance of public schools to country life. Convincing adults to try new farming and homemaking methods was often difficult, so the more receptive youth were frequently the innovators. When parents saw the results of the kids’ new techniques, they began to realize the benefit of working with colleges and universities. Through this “youth teaching adults” method, families gradually adopted improved farming and homemaking techniques. By the mid 1900’s, people were leaving farms for jobs in the city. 4-H expanded and adapted to meet the needs of urban and suburban youth. 4-H began in the United States and quickly spread to over 80 countries around the world. 4-H is in cities, towns and rural areas – 4-H is available no matter where you live.
2. 4-H Age Categories

- Cloverbud 4-H Members: K - grade two (K-2)
- Junior 4-H members: Grades three – five (3-5)
- Intermediate 4-H Members: Grades six – eight (6-8)
- Senior 4-H Members: Grades nine – twelve (9-12)

In ALL age categories, the grade is determined to be the grade as of October 1 of the current calendar year.

Jr. Leaders - grades 7-8, may assist adult leaders in a club or activity
Teen Leaders – grades 9-12, may lead a club with an adult willing to help them
Home school member - grade levels are determined by grade as of October 1
Special needs members – participants older than 19 years of age may be enrolled in 4-H with the approval of the county/state 4-H staff

Large animal projects require youth to be in 3rd – 12th grades, and not younger than 8 years of age by January 1 of the current year.

Eligibility for 4-H membership terminates upon graduation from grade 12. Seniors may exhibit through the summer of their graduation year. 4-H'ers are then eligible for collegiate 4-H membership.

For each of the above categories youth must enter the entry grade during the 4-H year, October 1 through September 30. That is, youth who enter K, 3, 6, and 9, between October 1 and September 30, participate in these respective categories.

Certain project areas may require a minimum meeting attendance, record book requirement or other requirement for involvement in certain aspects of the project. This may apply particularly to horse and livestock projects – check with your Extension office for any special project requirements.

For local and state competitive events in which there is a regional or national contest, the age guidelines of the regional or national contest shall apply.

National contests - contestant must already have passed his or her 14th birthday, and may not have reached his or her 19th birthday as of January 1 of the year in which the National 4-H Competitive Event is held. However, the State 4-H Leader may grant a special authorization to compete, for youth with developmental disabilities who exceed the upper age limit. (CSREES/USDA and National 4-H Leadership Trust, April 2002). The national policy may be found at http://www.national4-hheadquarters.gov/library/compevent.pdf
2a. Enrollment & County of Residence [Approved 8/07]
Youth are expected to enroll for all their 4-H work in the county in which they reside. A member may transfer from one county to another as residence changes, but shall not be enrolled in more than one county at the same time. In extreme circumstances there may be situations where it is advantageous for a youth’s county of residence to be moved to another county for 4-H participation (e.g., geographic location). Contact your local Extension office should this be an issue.

3. The Roles of 4-H Volunteers

So, what does a 4-H volunteer do?

- Mastery - help 4-H members learn specific project skills. 4-H members have fun with projects while “learning by doing.” Youth remember better if they actually experience something and have an opportunity for some “hands-on learning.”

- Independence - teach 4-H members how to think, not what to think. Help develop creative thinking in young people by giving them a chance to make decisions on their own. They’ll learn from their own choices and mistakes.

- Sense of Belonging - recognize and encourage each 4-H member so they feel noticed and important. The most significant recognition that can be given to members is praise, attention, or compliments -- letting them know they are important and what they have done is worthwhile.

- Generosity - connect youth to the community in which they live. Community service projects, exchange trips, and visits with other clubs, are effective ways to open new horizons for youth.

4-H provides opportunities to share your expertise, and what you enjoy doing. Roles of 4-H Volunteers are VARIED……

- Community Club leader
- Project Club leader
- Family Club leader
- School Enrichment Volunteer
- Afterschool Volunteer
- County/State fair superintendent
- County/State fair judge
- Advisory Council member
- Leaders’ Association member
- Recruitment Coordinator
- County, Regional or State Contest volunteer
  --Room coordinator
  --Judge
  --Facilities Coordinator/crew
- Livestock show ring steward, judge, tabulator
- Scholarship Coordinator/committee member
- Fundraising Coordinator/committee member
- Food booth Coordinator/committee member
- Camp Volunteer – overnight or day camp
- Mentor to New 4-H Volunteers
- Endless possibilities……..
4. Getting Started With a 4-H Club

4a. 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. Members develop bonds of friendship, concern for each other, and a feeling of belonging to something worthwhile and important.

Clubs are as varied as the people of which they are made:

A *community* club usually includes a larger number of members of various ages who work on a variety of projects. They may all work together on citizenship and service projects, then select different individual project areas. Such a club usually has an organizational leader and several project and activity leaders.

In a *project or special interest* club, 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.

*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.

4-H clubs can be organized within other groups such as Boys and Girls Clubs, YMCA, YWCA, community centers, schools, afterschool programs, etc.

A 4-H’er may be a member of more than one 4-H club, and enroll in more than one project.

4b. Why Are Clubs Important?

- The “club” or “group” is regarded as the most valuable and effective method of delivering positive 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

4c. How Many Members Should A Club Have?
4-H Clubs can have as few or as many members as the leader(s) feel 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.

4d. How Often Will Our Club Meet?
There are several possibilities in choosing a day and time for club meetings:
• Once a month, on a week night 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

It is recommended that 4-H clubs meet at least six times during the year. This provides continuity as well as time for project development and accomplishment 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.

4e. Where Will Our Club Meet?
Where your club meets depends on the number of members and the type of club. A small neighborhood club could meet at a leader’s home; a larger group could meet at the school or other community building; a project club might have another location, 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. Other 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.
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/contract or proof of insurance coverage.

4f. Enrolling Members

How do I enroll my group as an official 4-H Club?

Enrollment is necessary for participation in any 4-H activity. As a leader, you will be responsible to see that each member completes a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form. Be sure they have included the date of birth and the grade in school of the current 4-H year (October 1 through September 30) for each 4-H member. Utah 4-H club enrollment forms can be found on the Utah 4-H website (www.Utah4-H.org) or through your local Extension office. Enrollments are generally due in the fall of each year, and are accepted year round for new club members. Some activities may require certain deadlines for participation. Contact your local Extension office for deadlines.

4g. Medical History Form

Each member should have a completed medical history form, current for the 4-H year, on file in the Extension office. A new form should be submitted each 4-H year along with the member enrollment. As long as the information is still current, a copy of the form is acceptable for activities/events through the 4-H year. Parents/guardians should be asked if the information is still current, and give them the opportunity to add to the information or complete a new form, if necessary. One copy should be kept on file in the Extension office, and the original or a copy should be kept with the club leader, and available at club meetings and related activities. A current medical history form should be accessible when members are being transported, attending overnight activities, or when members are in the primary custody of the volunteer. The medical history form contains vital information needed in the event of an emergency. Please make sure it is available when working with club members. A form should also be available for each adult in the event they may require emergency treatment while on a 4-H related trip (the adult form may be submitted in a sealed envelope marked “confidential” and opened if necessary for care).

4h. 4-H Projects

4-H’ers may choose from many different projects (listed on the back of the enrollment form), 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 materials available for each project area may be found at the www.Utah4-H.org website. Project manuals and related materials are available through your local Extension office, and by downloading some materials from the “resource library” of the state 4-H website. Leaders and members may find it helpful to review some of these project materials prior to project selection.

USU Extension has a cost-recovery program for publications, including 4-H materials. Check with your county Extension office for their policy of charging for these publications.
4i. Are There Dues For 4-H Members?

There are some costs involved with 4-H, but 4-H members do not pay dues. Some clubs may decide to pay for the cost of supplies by charging a small fee per member or by working together on a fund raising project. If your club chooses to hold a fund raising project, be sure to check with your county Extension staff about fund raising guidelines and policies. Also, they may have some ideas as to the kinds of activities that have been successful.

Most counties will charge an enrollment fee (generally less than $5.00) which includes medical insurance to cover members while involved in any 4-H activity. Camps and other special events may require a fee to participate. A limited number of scholarships may be available for some of these events - check with your county Extension office for details.

4j. What About Insurance?

4-H leaders automatically have liability insurance coverage through Utah State University, when working with a 4-H group or 4-H activity, provided they are officially enrolled in the 4-H program.

Health Insurance

Most counties use the medical insurance coverage for youth groups, provided through American Income Life Insurance. Once the premium of $1.00/member/year is paid ($2.00/member/year for horse and ATV projects), a 4-H’er is covered in any 4-H activity, whether it be club, county, state, etc. Once a member has paid the premium in one club in the county, it is not necessary to pay an additional premium if s/he is a member of additional clubs. Premiums are generally due at the time of enrollment. Each club leader should submit the number of club members and the names of any adults who wish to be covered, along with the premium by the deadline set in your county, and generally no later than December 1 of each year. Participants in school enrichment or afterschool programs may waive this requirement if they are covered by the school policy.

4k. Recognition

Celebrating through recognition or awards is an important way to help members feel good about what they have done. Most people think of ribbons and trophies, but recognition takes place any time we celebrate accomplishments. This could be in the form of:

- Parties, refreshments
- Letters or notes
- Telling parents/guardians about what their children have done
- Ceremonies, awards presentations

Members should be encouraged to do the best they can, and praised for what they have been able to do.
5. **Key 4-H Policies and Risk Management**

When we involve youth in 4-H activities, we assume responsibility for maintaining a safe environment. 4-H staff and volunteers are expected to follow established policies and procedures, act logically, and in a way that is reasonable in terms of the health and safety of the youth in our care. Negligence occurs when we fail to do, or not to do, what a reasonable and prudent person would have done in the same situation. For example, if there is an established safety procedure, a volunteer ignores the procedure, and a 4-Her is injured, the volunteer may be found “negligent.”

5a. **Club Bank Accounts**

4-H clubs and affiliated 4-H organizations are included in a group ruling of the Internal Revenue Code as 501 (c)(3), tax exempt. All 4-H Clubs conducting fundraising and/or earning interest on a club bank account should have their own IRS nine-digit Employer Identification Number (EIN), also known as a Taxpayer ID number. Clubs should NOT be using an individual’s personal Social Security Number or a state tax ID number. You may apply for an EIN by phone, fax or mail depending on how soon you need to use the number. Request a copy of the application form and instructions from your local Extension office.

To protect the integrity of club leaders and members, accounts should be reviewed annually for accuracy. When a club disbands, all funds shall be used to further 4-H programs. This means the club may donate the funds to another 4-H club, the county or state program, or another form of 4-H programming.

5b. **Fundraising**

Should your club decide to conduct a fundraiser, please inform your local Extension office, and check with them regarding current policies and guidelines. Fundraising should be done to meet a specific goal, and the experience can provide members an opportunity to learn organizational and business skills. To ensure safety, no one should solicit door-to-door. All money or items donated or given to the club become the property of the club and not any one individual in the club.

4-H’ers involved in fundraising should know how to:

- Introduce themselves
- Explain why the club is seeking the financial support and how the money will be spent
- Explain the 4-H program to potential donors
- Maintain records of money received and from whom
- Maintain records of how the funds were spent

5c. **Club Inventory**

4-H clubs may find it necessary to keep tangible property to assist the educational goals of teaching youth life skills. Tangible assets are physical property and may range from cooking equipment to horse tack to buildings, property, vehicles, and live animals. When acquiring tangible assets, be fully prepared to handle the responsibilities associated with owning and maintaining the materials. Before the decision is made to acquire property, evaluate the following issues:
• Storage, maintenance and care of equipment or animals
• Documentation and record keeping
• Risk associated with ownership
• A plan for disposal of property when it is no longer needed

In some cases, it may not be in the best interest of the club or organization to hold tangible assets. Carefully consider all options and consult with the local 4-H Agent before making the decision to acquire property. You should never feel an obligation to accept or maintain items which are not consistent with the mission of 4-H or which will not further our educational goals. Be careful before accepting property in the name of 4-H that carries conditions limiting the organization's options for management or disposal. All property purchased with 4-H funds or donated to a 4-H club or organizations belongs to the organization and not to any one individual.

If you keep accurate and complete records, you will avoid many problems. Store receipts, warranties, titles and other important paperwork in a safe location such as the local Extension Office or a safe deposit box.

The existence, ownership, condition, and location of these assets should be verified annually. Keep as much documentation as you think necessary to prove ownership if the item is lost, stolen or destroyed. Such proof may be instrumental in getting the item replaced. An inventory record may be helpful in managing the items. Inventory sheets should be kept on file in the Extension office as well as with the club leader. Contact your Extension office in the event of damage or loss of property. A sample inventory record sheet is included in the supporting materials.

5d. Transport of 4-H Members
Volunteers should obtain written permission from parent/guardian before transporting 4-H members to any activity or event including club field trips and activities. A Parent/Guardian Field Trip Notification Form may be used for this purpose.

Your Extension agent will ask to see a valid driver’s license prior to anyone transporting youth in their own personal vehicle.

Personal transportation to and from 4-H activities is the responsibility of the parent/guardian, 4-H member, volunteer, or other driver, and is not covered by USU or the state of Utah liability.

Permission - Pickup of youth
Youth participating in 4-H activities or events in which they are dropped off and picked up, are allowed to leave ONLY with individuals indicated by parent/guardian, as indicated on the release authorization form.

5e. Mailing Lists
To protect the privacy of 4-H members and volunteers, the names of 4-H leaders and members are not to be furnished to any individual or group outside of Cooperative Extension unless authorized by the State 4-H Director. With permission, the name and contact information of
adult volunteers may be shared with people who inquire about joining a 4-H club or becoming involved in a 4-H activity/event.

5f. Avoiding One-on-One Situations: Above Suspicion Policy
One-on-one situations of an adult with a youth should be avoided. Have at least three people present at all times. 4-H strives to provide a safe and caring environment for youth while protecting paid and volunteer staff from situations where there is potential for being accused of abuse. It is recognized that there will be occasions where one-on-one situations are unavoidable. ALL staff, both paid and volunteer, should, whenever possible, avoid such situations with youth.

Room supervision: Youth in ALL rooms utilized for lodging shall be supervised and it is recommended that the following options be used:

a) No adults in rooms with youth, however, supervision should be provided by adults or teen counselors in a nearby room.

b) No adult shall stay in a room with youth, without written permission of parent/guardian.

c) Adults will provide guidance and support for teen counselors.

Reporting of Suspected Child Abuse
As members of a youth serving organization, it is important that adults are aware of their responsibility for child safety. All USU paid and volunteer staff should report suspected child abuse cases. Volunteers should report suspected cases to paid Extension staff.

5g. Use of Photos
You should have a completed photo release form for each member. Please respect the families that do not wish to have their children photographed. Even if you have a signed release form, do not put photos of youth on web pages that identify the names or locations of the children.

5h. 4-H Animal Care Policy
- Each 4-H animal project shall include learning experiences appropriate to the species of animal to assure that 4-H members understand and practice the standards of humane treatment of animals.
- Events such as greased pig contests, calf scramble contests, and other events for entertainment or which enable youth to randomly capture animals from a group or in a prize winning situation are not acceptable and should not be planned, supported, or approved for 4-H participation.
- Fairs, shows, exhibitions, and similar events involving 4-H members with animals shall be conducted according to humane animal care standards. Because these activities take place away from the animal's familiar environment, special attention is needed for transportation, safe housing, adequate feed and water, ample space, humane handling, and good management and showmanship.

The use of safety headgear in horse projects is encouraged by Utah 4-H. Headgear must be approved by American Horse Show Association and may be worn by any exhibitor in any class.
If leasing an animal for a 4-H project, contact your Extension office for a sample lease agreement. It will need to be modified for individual situation and may require review by an attorney.

5i. Alcohol and Drug Policy

- All USU Extension paid and volunteer staff are required to comply with the Alcohol and Drug Policy of the University [http://www.usu.edu/hr/policies/section300/313.pdf].

In addition, it is the policy of USU 4-H that volunteers and paid staff may not possess or consume, or be impaired by, alcohol or drugs while participating in a 4-H activity at which youth (under the age of 21) are present. Whether alcohol is served at 4-H activities which are held exclusively for adult audiences (all participants 21 years or older) is at the discretion of the event organizers. It is recommended that if alcohol is served, non-alcoholic alternatives be prominently included in the choice of refreshments.

Reference Materials:
- Member/Club Enrollment Form
- Medical History/Photo Release/Code of Conduct Form
- Club Leader Position Descriptions
- All Reasonable Effort
- Reaching Diverse Audiences
- Club Inventory Sheet
- Field Trip Permission Slip
- Parent/Guardian Field Trip Notification Form
- Permission form for pickup of child
- Approval of club account/club has no account

6. Planning and Conducting 4-H 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. Be sure to share this information with your members. You may want to use the 4-H Club Meeting Plan as a suggested outline for a club meeting.

Have 4-H’ers present a demonstration, speech, talent act or other presentation to the club members as a first step in gaining skills and confidence in public speaking. They can then move on to county, regional and state events.

6a. Club Officers and Committees
Election of officers gives club members an opportunity to develop leadership skills and responsibility. Pairing up 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. Suggested officer duties include:

**President**
- Meets with club leader and other officers to plan the order of business for each meeting
- Conducts business session of the club meetings
- Becomes familiar with basic parliamentary procedure
- Appoints committees when necessary
- Keeps in close touch with adult volunteer leader
- Is interested in keeping order during club meetings, and treating everyone fairly
- Casts the deciding vote in case of a tie

**Vice President**
- Performs the duties of the president when the president is absent
- Serves as chairman of the program planning committee when needed
- Assists and encourages members
Secretary-Treasurer (this can be one or two offices depending on the size of your club)

- Keeps minutes of each club meeting
- Reads minutes at club meetings
- Keeps the membership roll
- Reminds members of special meetings—could be by phone, email, mail, or in person
- Keeps an accurate record of all club funds

Reporter

- Writes news reports of club meetings and special activities for local newspaper or county 4-H website
- Consults club leader, Extension office, and newspaper on what to write and how to submit stories
- Assists with other methods of publicizing club activities, such as posters, fliers, exhibits/displays, TV and radio

Song Leader

- Learns 4-H songs and other fun songs
- Teaches songs to club members
- Encourages all members to sing

Recreation Chairman

- Learns games and activities
- Teaches and leads games and activities at club meetings
- Helps plan recreation events such as club picnics, social events
- see listing of games and activities at the “resource library” of [www.Utah4-H.org](http://www.Utah4-H.org)

Safety Chairman

- Helps members become aware of safety practices relating to their projects
- Arranges for safety discussions or demonstrations at club meetings

Community Service Chairman

- Helps plan one or more service projects for the year
- Organizes members to help carry out the project
- Works with Reporter in selecting ways to publicize the project/event

Other possible officers or committees are: Scrapbook Coordinator, Telephone Committee, Field Trip Committee, Clean-up committee, etc.

Encourage each member to take on a leadership role. Team younger members with older members to mentor them through a leadership role.
6b. Suggested Meeting Agenda

Opening session and business meeting

- Call to order
- Pledge of Allegiance
- 4-H pledge
- Roll call (you may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting
- Unfinished business (if any)
- New business

Help members learn the pledge and to repeat it at meetings. It’s a good reminder of the basic values of 4-H.

4-H items are available through the National 4-H Supply Catalog. Contact your Extension office for a copy or request one via their website at [http://www.4-hmall.org/](http://www.4-hmall.org/)

Life skills/project training

This part of the meeting includes activities and experiences that help 4-H members develop life skills such as positive self esteem, decision making, communication, leadership skills, and community and global awareness. Ideas can be found in the 4-H project books entitled, “Leadership Skills You Never Outgrow” (contact your Extension office for a copy). This is a good time to work on community service projects.

Project clubs may use this period as a workshop, actually working on their projects, with demonstrations and judging as part of the session. A community club may use the time for sharing what has been learned in various project areas of the members. Add variety to club meetings by including demonstrations, video/DVD, guest speakers, discussions, tours.

Include record keeping in club meetings, by conducting an occasional record keeping/portfolio workshop or by setting aside time at meetings to update record books/portfolios.

Recreation/social time

Take time for fun activities or give members and leaders a chance to catch up with each other. You may want to include holiday or seasonal parties and activities.

Refreshments

If refreshments are served, make it a learning experience. Give some guidance on how to select and serve nutritious, inexpensive, and attractive food. This is also an opportunity to teach good manners and etiquette in a fun, group setting.
6c. 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
- teach a skill or share a particular interest

It’s important to keep parents informed, so they understand what their children are doing in 4-H:

- Encourage 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. Then provide suggestions to get them started.
- Don’t wait for people to volunteer – ASK for help when needed.
- When you need a particular job done, ask personally – don’t expect to send a message home with the 4-H’er – make it a personal ask from one volunteer to another. Explain what needs to be done, when it needs to be done, and suggestions of how to do it. Then, give them the opportunity to do things in a manner that is comfortable to them. You may want to touch base now and again with new volunteers, as they become more familiar with what’s expected.
- Say Thanks!

You may want to give parents a copy of, “Congratulations! You’ve Become a 4-H Parent”

**Reference Materials:**
- “Congratulations! You’ve Become a 4-H Parent”
- Minute-Roll and Record Book for Utah 4-H Clubs (request from the Extension office)
- Meeting Planner
- Basic Parliamentary Procedure
7. Experiential Learning – Helping 4-H’ers Learn

One of your most important roles as a volunteer leader is to help 4-H’ers learn not only project related skills, but life skills:

- decision making
- taking personal responsibility
- creative thinking
- communicating with and relating to others
- developing a positive self concept
- getting along with others, and
- responding to the needs of others and the community

In 4-H, we “Learn by Doing”
We remember:
10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we see, hear and discuss
90% of what we see, hear, discuss and practice

MOST LEARNING

<table>
<thead>
<tr>
<th>Actual experience</th>
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<tbody>
<tr>
<td>4-H projects</td>
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<td>Models, simulations, games</td>
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<tr>
<td>Judging, skills, role plays</td>
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<tr>
<td>Discussions</td>
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<td>Demonstrations</td>
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<tr>
<td>Field trips, tours</td>
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<td>Exhibits, displays</td>
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<tr>
<td>Movies, charts, graphs</td>
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<td>Posters, maps</td>
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LEAST LEARNING

Printed matter
The unique part of 4-H is the experiential learning process, or “learning by doing.” You can tell or show members how to do something, but the actual experience of doing it themselves is the best way to reinforce learning.

- **Do**
  Experience – could be an individual or group activity

- **Reflect**
  Share – talk about what was experienced when doing the activity  
  Process – talk about what questions were created by doing the activity

- **Apply**
  Generalize – find general trends/common lessons learned – how does the experience apply to the “real world?”  
  Apply – discuss how the new information can be applied to everyday situations, or in the future
Key elements in successful teaching include:
- an atmosphere of warmth and acceptance
- active involvement of youth in setting goals and planning activities
- acceptance that each of us has different abilities and learns at our own pace
- motivation is the key to learning – this is both self motivation and motivation by those around us
- evaluation by self and others

Preparation:
- Know the purpose of the program – what do you want to accomplish?
- Know your audience – size of the group, age range, what level of knowledge do they presently have of the subject
- Know the physical set up – how is the room arranged, adequate lighting, heat, access, etc.
- Know what equipment and materials are needed, and how to use them
- Know the subject you’ll be teaching – you don’t need to be an expert - have resources available or ask others to assist
- Be sure your group knows what is expected of them. Involve them in the planning.
- Processing the experience is where most of the learning takes place - discussing the activity helps members understand how it relates to them and the “real world.”
- Be comfortable and have fun!

8. Teaching Methods

Use a variety of teaching methods to accommodate the different learning styles of your group, and involve 4-H’ers in ways that will motivate them. Refer to “Ages and Stages” for ideas.

Group Discussion - helps members express their own thoughts. Use open-ended questions to encourage everyone to participate.

Brainstorming – creativity is the key – all ideas are accepted and none are criticized. Encourage the group to list all ideas, no matter how wild or unreasonable they may sound at first. All ideas are recorded and reviewed, funneling down to realistic actions. The process of total creativity introduces ideas the group may not have ever considered attempting before the exercise.

Audio-visual aids – videotapes, DVD’s, CD’s, and computer games/simulations are methods which help us learn. Be sure to preview any visual aids and identify key discussion points prior to sharing with the group. Videotaping presentations or club meetings is a good way of teaching and providing feedback. Check the 4-H website or contact your Extension office for a list of A-V materials available to supplement your project work. Local libraries and schools may be good resources.

Poster or Collage – an artistic composition of materials pasted on a surface – conveys an idea or theme. Materials may be pictures and text from magazines and newspapers, graphic images, construction paper, tissue paper, poster board, original drawings/objects.
**Record keeping** – Record keeping is not only a good business practice, it’s the best way to measure progress of group or individual goals. Members learn about costs, materials, time, and how to evaluate finished products. Encourage members to begin making entries and keeping track of project information on a regular basis. You may want to set aside ten minutes at the end of each club meeting to work on record books. A portfolio is an ongoing record of a 4-H career, and if begun early in a member’s career, it is much easier to maintain. A completed portfolio is required for consideration to represent Utah 4-H at National 4-H Congress. Portfolios may also be used when applying for 4-H scholarships.

**Demonstration** – a presentation of “how to” do something, using visual aids and props, and having a finished product to display. Demonstrations allow the member to learn a new skill, reinforce the skill, and gain confidence and communication skills in speaking in front of a group. **Demonstrations are the best presentation method for youth to begin with.** Having something to do with their hands takes a lot of the stress out of speaking in front of a group. If the finished product takes longer to make than the allotted demonstration time, as with baking bread, the member should bring a finished product to display.

**Presentations** - short, informative talks or demonstrations given by individual 4-H members (or a team of two members) on any topic they choose. They can be given first to a member’s own club, then at public gatherings, and finally at the county 4-H presentations contest. The younger the 4-H members are when they start learning to give presentations, the easier it is for them to enjoy learning this new skill. You might want to invite older 4-Hers with experience in giving presentations to help teach this skill to your club.

**Speech** – a prepared speech that has been rehearsed, or one that is spontaneous. One of the most important skills as youth enter the workforce, is the ability to speak in public. Each time a member speaks in front of a group, the easier it gets. You may want to have members stand to answer the roll and have them share something verbally with the group. As preparation to giving a “formal” prepared speech, you may want to have fun with extemporaneous speeches – prepare fun/silly topics and have members pull them randomly from a hat or other object. Explain that they can speak up to two minutes on the topic. Laughter can take a lot of the stress out of speaking in front of the group. You might also put the group in a circle, have one member begin speaking on a particular topic, then pass an object to another member to continue the story. Be sure everyone has a chance to participate, and keep the activity light and upbeat.

**Field trip or Tour** – An excellent way to reinforce topics discussed in the club. This is also a good way to get more parents involved by helping make arrangements, provide transportation, etc.

**Simulations, Games** – a good method for problem solving. Real life situations are presented through simulations or games where participants must make decisions.
Role playing – participants act out real life situations in front of the group. They are given a situation and individual roles, but there is no script. 4-H’ers create the way each character will act. The performance is then discussed by the entire group in relation to the situation.

Skits – similar to role play except a script is prepared and the presentation has been rehearsed. Group discussion follows the skit.

Workshops – an opportunity for the leader, club member, or invited guest to show the steps in doing something, and have the rest of the group perform the task with guidance. A workshop gives more time for hands-on learning and opportunities for immediate feedback.

Judging – helps members learn to make informed decisions. Generally individuals judge a class of four items based on a set of standards. Oral reasons may be given. Having youth share why they placed the class a certain way will help explain their reasoning to others, while allowing them to see perspectives beyond their own.

Quiz bowls – Teams compete against one another to come up with the correct answers. Have members prepare questions based on what they’re learning in their projects. You can use a buzzer board (ask your Extension office) or other sound devices to make it more fun for the teams to indicate they are ready with an answer. A fun way to reinforce learning.

Exhibits, displays, educational booths – a way of promoting 4-H to the public (county fairs or community share fairs) and to illustrate what members are doing in 4-H.

Skill-a-thon – a series of mini-learning stations are set up with a facilitator at each station. Participants rotate to each station on a pre-determined time limit. Members are able to experience several tasks first-hand with a facilitator to guide them through the process. You may have adults or club members serve as facilitators.

Exchanges – club members and leaders host and/or visit other clubs in the county, in other counties, other states, and even other countries. An excellent way to learn about others, create new friendships, share experiences, increase coping skills in facing unfamiliar situations, and develop leadership and communication skills.

References:
Ages and Stages

9. 4-H Activities

9a. Club Activities

Social Events - in addition to regular meetings, field trips, and special activity days, some clubs also plan social events such as potluck dinners, picnics, swimming parties, trail rides, camping and neighborhood gatherings. Your county 4-H newsletter and/or website will give you information regarding upcoming activities. Read it carefully and share it with your 4-H members.
Community Service - one 4-H goal is to help members become caring citizens of their communities. Therefore, every club is encouraged to work on a community service project of its choosing. Involve youth in “real time” community service projects that make a difference in their community. Many clubs share something related to their project area with older people in retirement or nursing homes, such as taking pets for the residents to visit with, making special holiday favors, or just visiting. Some clubs work on environmental projects like cleaning up trash, planting flowers and shrubs, building and maintaining nature paths, or hosting and teaching special events for young children.

Recognition Activity - many clubs have a special recognition activity at the end of the 4-H year, at which they acknowledge each member/volunteer of the group for his or her achievements during the year. Invite families and friends, and make it a group celebration.

9b. County Activities
During the 4-H year, each county has many activities in which leaders and members are encouraged to participate. These may include workshops, contests, and other learning experiences which build upon activities learned in clubs. It’s helpful to know what these are at the beginning of the year so you can plan accordingly. Check your county calendar or contact your Extension office to see what’s offered in your area.

County Fair - One of the major activities of the 4-H year is the county fair, where every member has the opportunity to exhibit what he or she has learned in the project area(s) during the year. Ask your Extension office for a copy of the fair book so you can determine the schedule and requirements of the exhibit classes. This may also help in planning the project work for your club members. When you get a fair book, make sure that you get the necessary entry forms for fair exhibits and know how to fill them out correctly.

Ribbon awards – The Danish system is the preferred method of recognition in most 4-H project areas other than livestock. The purpose of the Danish system is to recognize all individuals for reaching a level of achievement or performance based on age and experience in the project. The Danish system allows a judge to award three blue ribbons (1sts), two reds (2nds), and one white (3rd) if that is the appropriate award combination for what the youth achieved. Modified Danish is where all those in the blue category may be ranked for Class Champion or other distinction.

Competition should be judged in accordance with established criteria, and appropriate feedback and comments should be provided to each participant. Comments should be constructively focused for the purpose of the participant's improvement. In the spirit of the 4-H motto, "To Make the Best Better," it is imperative that judges of all 4-H events be adequately trained to provide quality feedback to all participants. If competition is to be a learning experience for the 4-H’er, it is important that he or she learns how to improve. Constructively stated comments will help the 4-H’er and encourage him or her to keep trying.

Cloverbud exhibits (grades K-2) are NOT to be judged. Children of this age are not developmentally ready for competition. Cloverbud exhibits should be given participation ribbons and judges’ comments only.
4-H Camps – overnight camps and day camps may be available in your county or nearby counties. 4-H camps utilize older youth as camp counselors. For many youth, 4-H camp is one of the highlights of the year. Besides adventure and fun, camps offer arts and crafts, nature study, drama and performing arts, ecology, and other areas of interest that can be taught in an informal setting. Campers learn to get along with others, to take responsibility and to learn health and safety practices. Ask your county office when camps are scheduled and share this with your club members and parents.

County Achievement and Recognition Events - Achievement programs are held to recognize the accomplishments of members and leaders.

9c. State Activities
Be sure to check out www.Utah4-h.org for current information.

Junior Youth Conference – Fifth and sixth graders participate in fun workshops, the annual Snow Follies, and great learning experiences. With older 4-H youth serving as mentors, 4-Hers improve self-esteem, strengthen involvement and interest in 4-H, and have opportunities to meet other youth throughout the state.

Adventure Camp – A fun-filled adventure for 7th and 8th graders to discover the future of 4-H in their lives, as they develop teamwork and leadership skills. Older teens serve as group leaders. Highlights of the camp include ropes course, rappelling, ice skating, camping, hiking, and experiencing different types of outdoor education.

State 4-H Contests – for 9th-12th graders. State Contests are held in July on the USU campus in Logan over a three day period. County contest winners compete for state honors in project areas such as public speaking, livestock judging, meal preparation, shooting sports, horse, GPS, demonstrations, talent show, fashion revue, video production, and more.

State Fair - The Utah State Fair, held in September at the State Fair Park in Salt Lake City, provides youth an opportunity to display 4-H projects from crafts to livestock and celebrate their achievement.

4-H Aggie Adventures for Kids - offers Saturday and summer day camp experiences for kids in grades 1-8. These camps are located in various settings around the state such as the Utah State University Campus in Logan, Weber County Extension Office, The Ogden River Botanical Gardens, Utah House in Kaysville and Washington County. Camp topics focus on a variety of science, engineering and technology topics. For the current camp experience descriptions, dates and times, check out www.Utah4-H.org and click on “Featured Programs.”
Too old to be a camper but want to be involved? Each summer youth in grades 9-12 are selected to be camp counselors to assist in teaching at camp. In addition to a great volunteer experience youth counselors receive: membership in 4-H; staff T-shirts & nametags; volunteer life skill incentive (ex. ski pass, music lessons or a digital camera); and counselor training.

**Teen Leadership Training (TLT)** – a fun, in-depth training for youth in grades 9-12. Workshops are presented on leadership and communication skills, as well as the workings of the State and District Ambassador Program.

**Mock Legislature** - 4-Hers actually take over the leadership of the House of Representatives for a day in the State Capitol in Salt Lake City. They go through the Legislative Process from presenting a bill to committee work to passing the bill. It’s a tremendous educational experience. (Generally held in April.)

**Regional and State Horse Shows** - Regional competitions to select representatives to compete in state team and individual competitions.

**Poultry Programs** - 4-H orders chicks and turkey poult for 4-H members enrolled in these projects. The purpose is to provide high quality young stock for successful projects in broilers, laying hens, and turkeys. Contact your local Extension office for order and delivery dates.

**Other State Activities:**

**4-H Day at Lagoon** – generally held in late June, the state 4-H office provides coupons which can be used to purchase discount tickets for 4-H members and families. Contact your local Extension office or the state 4-H office at 1-888-4H-YOUTH for discount coupons.

**Portfolios** - 4-H members are encouraged to keep records of their project learning experiences, 4-H leadership, and service involvement. Members in grades 9-12 are eligible to submit their portfolios to the State 4-H Office on June 1. Outstanding 4-H’ers may be selected from their portfolios and interviews (conducted during State 4-H Contests) to represent Utah at National 4-H Congress. Portfolios may also be used when applying for 4-H scholarships.

**State 4-H Ambassadors** – 4-H’ers are selected annually to serve as State 4-H ambassadors to represent the State 4-H Program, train other 4-H members and do public relations work. Contact your local Extension office or [www.Utah4-H.org](http://www.Utah4-H.org) for current deadlines.

**Scholarships to USU** - Sponsored each year by county 4-H programs, 4-H donors, and Utah State University. Contact your Extension office or [www.Utah4-H.org](http://www.Utah4-H.org) for current deadlines.

**9d. National Activities**

**National 4-H Week and Utah Bake and Take Week** - the first full week of each October. Promotes 4-H youth, adults and clubs while recognizing businesses and organizations who support 4-H in local communities.
**State Winners Eligible for National Competition**

**National Western 4-H Roundup**  
*(Denver Roundup)* - Held each January - State 4-H Contest Winners in Horse Demonstrations, Horse Public Speaking, Horse Bowl, Livestock Judging, Horse Judging, Hippology, Public Speaking, Impromptu Public Speaking, FCS/Healthy Lifestyle Demonstrations, Quilting Demonstrations, Consumer Decision Making, and Life Skills Bowl are eligible to compete nationally.

**Dairy Judging Contest** - consists of four separate judging contests in which 4-Hers must participate in three of the four, one of which MUST be at State Contests. They are held at various facilities throughout the state in an attempt to better prepare participants for state and national competitions. State winners may be eligible for national competition.

**Egg Preparation** - state winners are also eligible to compete nationally at the National Egg and Poultry Conference. This national competition takes place in Louisville, KY in November.

**National 4-H Congress** - Outstanding 4-H members from all over the nation are honored and recognized at annual 4-H Congress. Utah delegates are selected from their portfolios and an interview conducted during State Contests. Portfolios are due June 1. 4-H Congress is held in late November in Atlanta, Georgia.

**National 4-H Conference** - Several youth are selected each year through an interview process to represent Utah at this conference. They spend ten days in the nation’s capitol meeting with other 4-Hers from across the U.S., developing recommendations for future 4-H programming and meeting with State Legislators. Applications are due in September, with the conference held in April of the following year.

**National Collegiate 4-H Conference** - Held in the early spring, USU Collegiate 4-Hers meet with other collegiate 4-Hers from across the U.S. At the conference, the Collegiate 4-Hers focus on leadership and service to better the 4-H program.

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**10. Record Keeping – the Utah 4-H Portfolio**

Learning to keep accurate, organized records is an important life skill. 4-H records are designed to help a member:

- Recognize what the 4-H experience has contributed to his or her personal growth.
- Evaluate progress toward his or her personal goals.
- Learn skills in record keeping.
- Learn to effectively communicate in writing.
- Learn to appreciate the use of records in making decisions.
- Determine areas of self development needing more emphasis.
How to Keep Records
A calendar is a handy tool for record keeping. Encourage members to use a calendar to write down activities they do in 4-H. You may also want to keep a club calendar.

The portfolio is available in various formats via the www.Utah4-H.org website, and there is an information sheet with tips for completing each section. The key is for each member to establish a simple, effective, ongoing way to keep records.

Record keeping should be incorporated as a regular part of club meetings, making it a natural part of the 4-H project. It also helps the 4-H leader plan for club programs and activities. Like a scrapbook, journal, or diary, 4-H records are fun to look back on to see what 4-Hers have learned and how they’ve changed.

Ask junior leaders to assist younger members. Older members learn how to help others and improve their own record keeping skills while younger members receive individual attention and assistance. Be ready to assist them if necessary, but don’t take the responsibility away from them.

Recognize good record keeping. Encourage 4-H’ers to meet and go beyond the minimum requirements. Commend them for work done, particularly those who are making progress toward their goals. Don’t compare members’ records. Record keeping is a self-growth, self-evaluation process.

Awards Based on 4-H Records
- County recognition may include certificates and seals, savings bonds, project medals, camp scholarships, and other awards. These awards are based on completion of club work and outstanding achievement in project areas.
- Senior members (grades 9-12) may compete in project areas with their portfolios for a trip to National 4-H Congress.
- 4-H members attending Utah State University may use their records to apply for special college scholarships.
- 4-H records provide helpful information to use in applying for other school or community awards, scholarships, jobs, etc.

The more you encourage youth to participate in these activities, the more they will gain from their 4-H experience!!

Reference Materials:
Current Record Book Portfolio, Preparation/Judging Guidelines (ask your Extension agent or check out the 4-H website at http://Utah4-h.org)
11. Opportunities and Resources for Adult Volunteers

There are many opportunities to learn more about 4-H, make new friends, and develop additional skills. Contact your Extension office and check your county 4-H newsletter for announcements.

11a. County Opportunities

Volunteer Workshops and Training Sessions - You may have already attended a new leader workshop with your Extension agent or experienced volunteer leaders. If not, find out from your when the next meeting will be held, or ask to set a time to visit.

Online Volunteer Training
Check out the online training modules to become familiar with 4-H, and then meet with the local Extension Agent for specific information on projects and areas in which you have an interest. Access the training at www.Utah4-H.org

Project Leader Meetings - One of the best ways to become familiar with 4-H and to find out what other leaders are doing with their clubs is to attend project leader trainings or meetings in your county. Not only will you find these meetings helpful and informative, but other leaders will appreciate your ideas and assistance.

County 4-H Advisory Council/4-H Leaders’ Association – Most counties have an organized group of leaders who meet on a regular basis to discuss the county 4-H program, plan and review the yearly calendar of 4-H activities, conduct fundraising, and assist county staff in planning, implementing and evaluating 4-H activities.

County 4-H Activities - Consider becoming a member of a planning committee or a volunteer organizer of one of the many county 4-H activities such as fair superintendent or assistant, judge, contest coordinator, fundraising committee, workshop director, or summer camp staff.

11b. State Opportunities and Resources

Utah 4-H Leadermete – a fun, educational event held annually for 4-H volunteers and youth development partners. There are many workshops that focus on general leadership skill development and specific 4-H project areas. A great opportunity to bring back new ideas to your club and county.

State Committees - The state 4-H staff works with advisory committees in developing project curriculum and planning activities and events. Let your county office know of your interest in this area or contact the State 4-H office at 1-888-4H-YOUTH (449-6884).

State 4-H Volunteer Council - The purpose of this group is to promote, support, and strengthen the development of the 4-H program in Utah. Council members serve a three year term. Ask your Extension agent about getting involved as a council member, or contact the State 4-H office at 1-888-4H-YOUTH (449-6884).

Resource Library - The Utah 4-H website has a listing of materials and publications available to supplement 4-H project club meetings. Check out the listings at www.Utah4-H.org “resource library” or ask your county office for a listing of local resources.
National 4-H Supply Catalog - Available to each volunteer leader, free of charge. The catalog is updated annually. Ask your Extension agent for a copy or request one from the National 4-H Council website at http://www.4-hmall.org/

11c. Regional and National Opportunities

Western Regional 4-H Leaders Forum – an annual event, generally in February or March, hosted by one of the 13 western states. The program features three days of workshops, tours, and opportunities to meet and exchange ideas with other 4-H leaders from the west. A great opportunity to bring back new ideas to your club.

Scholarship Assistance - counties have limited scholarship assistance available for leaders who apply for state, regional, or national workshops. Find out what’s available at your county Extension office. The state 4-H office may also offer scholarships so ask about these too.

Chaperoning - many opportunities exist for volunteers to chaperone 4-H youth to a variety of activities and events. Let your Extension office know if you’re interested in chaperoning.

National 4-H Center - The National 4-H Center near Washington, D.C. is available for 4-H families while visiting the nation’s capitol. Citizenship Washington Focus (CWF) and Wonders of Washington (WOW) are opportunities to observe our national government in action, visit with their elected officials, and see historic sites. CWF programs are held in the summer. Check out the national website for more information http://www.4hcenter.org

References:
www.Utah4-H.org – Calendar of Events and Resource Library
Supporting Handouts and Forms

4-H is…..

FUN! 4-H members “learn by doing” projects and activities which interest them. They:
- belong to local clubs;
- participate in county and state fairs;
- county, regional, state and national contests;
- community service; camps, tours, and exchanges (in-state, out-of-state and international).

FLEXIBLE
Universally recognized by its four-leaf clover emblem, 4-H serves youth through:
- organized clubs
- school-enrichment in the classroom
- afterschool clubs and groups
- special interest groups
- individual study/mentoring programs
- camps

Club/project meetings (length, time, day of the week, location) are determined based on the schedules of those involved.

FOR EVERYONE 4-H is open to all interested youth and adults, regardless of race, color, sex, creed, national origin, or disability.

ONE of the largest youth development organizations with more than 6.8 million participants between the ages of 5-19 (grades K-12), and more than 600,000 volunteers. More than 45 million people are 4-H alumni. Over 135,000 youth and 9,000 adults participate in Utah 4-H.

Mission
Assist youth in acquiring the knowledge, life skills, and attitudes that will enable them to become self-directing, contributing and productive members of society. The central theme of 4-H is "learn by doing."

Utah 4-H helps youth develop by:
- Encouraging a positive self concept/self esteem.
- Learning decision making skills and taking responsibility for choices.
- Developing an inquiring mind.
- Developing skills in communicating with others.
- Relating to self and others.
- Acquiring a concern for communities, locally and globally.
- Opportunities to serve
This I Believe

It’s not only what we know but what we believe that determines what we do.

1. 4-H youth are more important than the 4-H project.

2. 4-H does not replace the home, church, or school – it supplements them.

3. 4-H’ers should be their own best exhibit.

4. No 4-H award is worth sacrificing the reputation of the 4-H member or leader.

5. Competition is a natural human trait and should be recognized as such in 4-H Club work. It should be given no more emphasis than other fundamentals in 4-H.

6. Learning how to do the project is more important than the project itself.

8. A blue ribbon 4-H member with a red ribbon exhibit is more desirable than a red ribbon member with a blue ribbon exhibit.

9. “Learning by doing” is fundamental to the 4-H program.

11. Every 4-H member needs to be noticed, to be important, to achieve and to be praised.

12. Our job is to teach 4-H members how to think, not what to think.
Utah 4-H Member Registration Form

Year __________

Office Use Only
Club Code
Entered / /

Member’s Information (Please Print Clearly)

- Member’s Name
- Home Phone
- County
- Address
- City, St. Zip
- Member’s Email Address
- Family Email Address

Name of School
Grade (as of Jan 1)
Birth Date (mm/dd/yy)
Yr in 4-H

Mother/Guardian Name
Father/ Guardian Name
Alternate Phone – Work or Cell
Alternate Phone – Work or Cell

Club Name
Leader Name

Type of Registration:
- 4-H Club *
- Family 4-H Club **
- Individual Study
- Afterschool
- Military
- Other _____________

New Enrollment
Re-enrollment

Gender:
- Male
- Female

Ethnicity: (Mark all that apply)
- White
- Hispanic
- Black
- Native American
- Asian
- Pacific Islander
- Other
- Have parent/guardian in the military

Youth Leader - Assists club leaders in leading club or meetings (must be in grade 7-8 for Junior Leader, grade 9-12 for Teen Leader)

Project Code | Name of Project | Project Year (1,2)
--- | --- | ---

Project Code | Name of Project | Project Year (1,2)
--- | --- | ---

*4-H Club - A club with 5 or more members from 3 or more families, youth in leadership roles, and meets at least six times a year

**Family 4-H Club - A club with less than 5 members or from less than 3 families, youth in leadership roles, and meets at least six times a year

Emergency and Medical Information

Relatives or friends to act in my behalf in case of emergency if I cannot be reached:

- Emergency Contact Name
- Home Phone
- Alternate Phone
- Address
- Family Physician
- Physician’s Phone Number
- Date of last tetanus

Note: If bringing medications to the event or program, please make sure that your name is on them and that the adult in charge is advised of the directions.

My child has the following allergies, medical concerns or special needs:

- Please include any food or drug allergies:

In the event that none of my child’s contacts listed above can be reached in an emergency, I hereby give permission to the physician selected by the 4-H staff to hospitalize, secure proper treatment, and order injections, anesthesia and/or surgery for my child, should it be deemed necessary.

Parent / Guardian Signature
Date

Leaders should keep a copy of these forms to have available when you are with club members.
Utah 4-H Member Registration Form

Year __________

Utah State is an affirmative action/equal opportunity institution. 03/09

Office Use Only

Club Code
Entered _______ / _______

Leaders should keep a copy of these forms to have available when you are with club members.

Member's Name  County

Code of Conduct

Our primary goal of the 4-H program is to build character while participating in 4-H. We expect all youth and adults to abide by the following behavior while participating in 4-H programs and events:

• I will exhibit positive character and behavior including (but not limited to) trustworthiness, responsibility, respectfulness, caring, citizenship and fairness.
• I will attend all sessions as part of a planned program and be in the assigned area at all times.
• I will follow guidelines and rules established for the planned programs.
• I will be responsive to the reasonable requests of the 4-H staff/club leaders and respectful of the needs for their personal safety and the safety of others.
• I will dress appropriately, use appropriate language and respect the rights of others.
• I will be respectful of public or private property and will be responsible for any damage, theft or misconduct.
• I will not possess or use alcohol, illegal drugs, or tobacco products.
• I will not behave recklessly, engage in sexual misconduct, assault, threaten or harm another person.
• I will promote the spirit of inclusion and comply with equal opportunity and anti-discrimination laws.

Member Agreement

Photo Release: Participants in USU events are sometimes photographed and videotaped for use in USU promotional and educational materials. I authorize Utah State University to record and photograph my image and/or voice for use by Utah State University 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.

Code of Conduct/Waiver of Liability: I have read the 4-H Code of Conduct and agree to live up to these expectations while participating in 4-H programs and events. I am aware that all my actions and decisions affect others. I realize that my failure to act with good character could result in loss of privileges, consequences, and suspension from the event or program, or for future programs or events. I am willing to accept the appropriate and logical consequences of my actions. As a participant in a 4-H sponsored program, I release the County, State Extension programs and personnel, Utah State University and those affiliated from liability should I accidentally be injured due in part to my own negligence.

Parent / Guardian Agreement

Photo Release: Participants in USU events are sometimes photographed and videotaped for use in USU promotional and educational materials. I authorize Utah State University to record and photograph the image and/or voice of my child for use by Utah State University 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.

Code of Conduct/Waiver of Liability: I have read the 4-H Code of Conduct, and, like my child, agree to live up to the expectations while participating in 4-H programs and events. I will support the individual in charge in maintaining appropriate behavior and in the development of good character. I agree to reimburse the 4-H program for additional transportation costs if it is necessary to send our child home because of discipline problems, illness or injury that might occur. I release the County, State Extension programs and personnel, Utah State University and those affiliated from liability should my child accidentally be injured due in part to their own negligence.

I also agree to abide by this same code of conduct and to conduct myself in an appropriate manner at all 4-H events. I am willing to accept the appropriate and logical consequences of my actions, which may include being asked to leave the event or my child being disqualified from the event and/or the 4-H Program.

Parent / Guardian Signature  Date
<table>
<thead>
<tr>
<th>CURRICULUM CATEGORY</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A CITIZENSHIP AND CIVIC EDUCATION</td>
<td>A</td>
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<tr>
<td>AB Citizenship (local, state, national)</td>
<td>AB</td>
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<tr>
<td>AC Cultural Education</td>
<td>AC</td>
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<tr>
<td>ACA Genealogy</td>
<td>ACA</td>
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<tr>
<td>ACB State Exchange</td>
<td>ACB</td>
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<tr>
<td>AD Global Education</td>
<td>AD</td>
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<tr>
<td>ADA International Programming</td>
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<tr>
<td>AE International Learning</td>
<td>AE</td>
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<tr>
<td>AF Understanding Physical and Mental Limitations</td>
<td>AF</td>
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<tr>
<td>AG Volunteerism</td>
<td>AG</td>
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<tr>
<td>AH Service Learning</td>
<td>AH</td>
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<tr>
<td>AI Community Service</td>
<td>AI</td>
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<tr>
<td>B COMMUNICATIONS AND EXPRESSION ARTS</td>
<td>B</td>
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<tr>
<td>BA Communication Arts</td>
<td>BA</td>
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<tr>
<td>BAA Speaking/Radio/TV</td>
<td>BAA</td>
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<tr>
<td>BAB Writing/Poetry</td>
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<tr>
<td>BB Performing Arts</td>
<td>BB</td>
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<tr>
<td>BBA Clowning/Mime</td>
<td>BBA</td>
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<tr>
<td>BBB Dance Movement</td>
<td>BBB</td>
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<tr>
<td>BBC Drama/Theater</td>
<td>BBC</td>
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<tr>
<td>BBD Music/Sound</td>
<td>BBD</td>
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<tr>
<td>BC Visual Arts</td>
<td>BC</td>
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<tr>
<td>BCA Arts and Crafts</td>
<td>BCA</td>
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<tr>
<td>CAB Beading</td>
<td>CAB</td>
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<tr>
<td>BCC Ceramics</td>
<td>BCC</td>
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<tr>
<td>BCD Porcelain Doll</td>
<td>BCD</td>
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<tr>
<td>BCE Flower Arranging</td>
<td>BCE</td>
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<tr>
<td>BCF Leather Craft</td>
<td>BCF</td>
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<tr>
<td>BCG Paper Craft</td>
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<tr>
<td>BCR Fabric Craft</td>
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<tr>
<td>BCS Stencilling</td>
<td>BCS</td>
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<tr>
<td>BCT Plastic Canvas</td>
<td>BCT</td>
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<tr>
<td>BCW Wood Carving/Engraving</td>
<td>BCW</td>
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<tr>
<td>BCL Drawing, Painting, Sculpture</td>
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<tr>
<td>BCD Graphic Arts, Displays, Exhibits</td>
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<tr>
<td>BCD Photography, Video</td>
<td>BCD</td>
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<tr>
<td>C CONSUMER AND FAMILY SCIENCES</td>
<td>C</td>
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<tr>
<td>CA Child Development, Child Care, Babysitting</td>
<td>CA</td>
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<tr>
<td>CB Clothing and Textiles</td>
<td>CB</td>
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<tr>
<td>CODE</td>
<td>CURRICULUM CATEGORY</td>
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<tr>
<td>ECDO Outdoor Cooking</td>
<td>ECDO</td>
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<tr>
<td>ECF Cake Decorating</td>
<td>ECF</td>
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<tr>
<td>ED Physical Health</td>
<td>ED</td>
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<tr>
<td>EDA Fitness and Sports</td>
<td>EDA</td>
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<tr>
<td>EDB Growth, Development &amp; Disease</td>
<td>EDB</td>
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<tr>
<td>EDBA Health Rocks</td>
<td>EDBA</td>
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<tr>
<td>EDC Home Nursing, First Aid/CPR</td>
<td>EDC</td>
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<tr>
<td>EDD Sexual Health</td>
<td>EDD</td>
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<tr>
<td>EE Safety</td>
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<td>EEA ATV Safety</td>
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<tr>
<td>EEB Automotive Safety</td>
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<tr>
<td>EEC Bicycle Safety</td>
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<tr>
<td>EED Communities for Child Safety</td>
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<tr>
<td>EEE Emergency Preparedness</td>
<td>EEE</td>
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<tr>
<td>EEF Tractor &amp; Machine Safety Cert.</td>
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<tr>
<td>F PERSONAL DEVELOPMENT AND LEADERSHIP</td>
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<tr>
<td>FA Career Exploration &amp; Employability</td>
<td>FA</td>
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<tr>
<td>FB Critical Thinking Skills</td>
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<tr>
<td>FC Economics, Business &amp; Marketing</td>
<td>FC</td>
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<tr>
<td>FCA Entrepreneurship</td>
<td>FCA</td>
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<tr>
<td>FCB Mini Society</td>
<td>FCB</td>
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<tr>
<td>FD Introductory 4-H Projects (5-8 yrs)</td>
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<tr>
<td>FE Hobbies and Collections</td>
<td>FE</td>
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<tr>
<td>FF Leadership Skills Development</td>
<td>FF</td>
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<tr>
<td>FFA Youth and Adult Partnerships</td>
<td>FFA</td>
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<tr>
<td>FG Leisure Education (general)</td>
<td>FG</td>
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<tr>
<td>FH Personal Development (general)</td>
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<tr>
<td>FHA Youth &amp; Families with Promise</td>
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<tr>
<td>FI Reading Literacy</td>
<td>FI</td>
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<td>FJ Social Recreation Skills</td>
<td>FJ</td>
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<td>FK Values Clarification</td>
<td>FK</td>
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<td>FL Character Education</td>
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<tr>
<td>G PLANTS AND ANIMALS</td>
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<td>GA Ag in the Classroom</td>
<td>GA</td>
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<tr>
<td>GB Animals</td>
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<tr>
<td>GBA Aquaculture</td>
<td>GBA</td>
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<tr>
<td>GBB Beef</td>
<td>GBB</td>
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<tr>
<td>GBC Birds and Poultry</td>
<td>GBC</td>
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<tr>
<td>GBG Goats (dairy, hair, meat)</td>
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<tr>
<td>GC Plants</td>
<td>GC</td>
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<tr>
<td>GCA Crops/Weeds</td>
<td>GCA</td>
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<tr>
<td>GCB Flower Garden/House</td>
<td>GCB</td>
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<tr>
<td>GCD Gardens - Fruit/Vegetable</td>
<td>GCD</td>
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<tr>
<td>GCCA Junior Master Gardener</td>
<td>GCCA</td>
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<tr>
<td>GCD Ornamental Horticulture</td>
<td>GCD</td>
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<tr>
<td>H SCIENCE &amp; TECHNOLOGY</td>
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<tr>
<td>HA Science/Technology Literacy</td>
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<tr>
<td>HB Biological Sciences</td>
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<td>HBA Animal Science</td>
<td>HBA</td>
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<td>HBB Aquatic Science</td>
<td>HBB</td>
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<tr>
<td>HBC Entomology and Bees</td>
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<td>HBD Food Science</td>
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<td>HBE Marine Science</td>
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<td>HBF Meat Science</td>
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<td>HBG Plant Science</td>
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<tr>
<td>HBJ Poultry Science/Embryology</td>
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<td>HBI Veterinary Science</td>
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<tr>
<td>HC Technology and Engineering</td>
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<td>HCA Aerospace</td>
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<td>HCB Automotive</td>
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<td>HCC Bicycle</td>
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<td>HCD Computer Technology</td>
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<td>HCE Robotics</td>
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<td>HCF Electronics</td>
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<td>HCFAP GPS/GIS</td>
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<tr>
<td>HCFB Ham Radio</td>
<td>HCFB</td>
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<tr>
<td>HCG Engine/Tractor/Field</td>
<td>HCG</td>
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<tr>
<td>HCH Wood Science/Industrial</td>
<td>HCH</td>
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<tr>
<td>HD Physical Sciences</td>
<td>HD</td>
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<td>HDA Astronomy</td>
<td>HDA</td>
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<tr>
<td>HDB Chemistry</td>
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<tr>
<td>HDC Mathematics</td>
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<tr>
<td>HDD Physics</td>
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</tbody>
</table>
Community Club Leader

Purpose:
4-H is the youth development program sponsored by USU Extension, and provides positive youth development for youth in grades K-12 through a 4-H club and related activities. Members learn together; have fun together; develop practical skills through learn-by-doing activities; perform community service and develop leadership; explore careers; broaden their horizons; and learn about other cultures. The Organizational or Community Club Leader provides leadership to the overall organization of the 4-H club, which may consist of several different project areas.

Specific Duties:
- Arrange for club meetings (at least monthly). Meetings may be held in your home or other location in the community (school, church, etc.), work with club officers and others to plan the club's yearly calendar
- Recruit project leaders to work with youth in desired project areas; Recruit activity leaders (parents and others) to assist club with special activities
- Maintain connection with the Extension office and share information (e.g., county, state and national activities/events, and explain how they can become involved
- Relate project experiences to everyday life skills and career possibilities
- Recruit assistance as needed with transportation, refreshments, etc. Invite older members to serve as Jr. or Teen leaders, and counsel/encourage them in their leadership role
- See that each youth, and adult volunteer completes the annual enrollment, health history and code of conduct/photo release forms, and submit these to the Extension office by the required deadline. If enrollment of new members or leaders occurs after the deadline, see that forms are submitted to the Extension office as soon as possible thereafter.

Qualifications:
- Desire and ability to work with youth, and adult volunteers, patience, a sense of humor, organizational skills, attention to detail, and current enrollment in 4-H

Time Commitment:
- An average of two-four hours/week. A minimum of one year is requested for continuity.

Resources/Benefits:
- Personal satisfaction of working with youth in achieving their goals; opportunity to participate in 4-H Leader Association meetings and training sessions (local, regional and state levels), and to network with others who share similar interests; access to a variety of written and audio-visual materials through the Extension office
Project Club Leader

Purpose:
4-H is the youth development program sponsored by Utah State University Extension, and provides positive youth development for youth in grades K-12 through a 4-H club and related activities. Members learn together; have fun together; develop practical skills through learn-by-doing activities; perform community service and develop leadership; explore careers; broaden their horizons; and learn about other cultures. An Organizational or Community Club Leader provides leadership to the overall organization of the 4-H club, which may consist of several different project areas. The Project Leader will assist youth in the selection and completion of specific 4-H projects of interest.

Specific Duties:
Conduct project meetings on at least a monthly basis. Meetings may be held in your home or other location in the community (school, church, etc.)

Recruit additional adult/older youth volunteers to assist in the project as needed

Assist members with project work, materials and presentations

Relate project experiences to everyday life skills and career possibilities

Liaison with the 4-H organizational/community club leader in carrying out the club's overall plans

Qualifications:
Knowledge of the particular project area and ability to teach and motivate others; ability to work with youth, and adult volunteers; patience; a sense of humor.

Time Commitment:
An average of two-four hours per week depending on the project. Length of service could be anywhere from a short term project of a few weeks or months, to a longer term commitment depending on the project.

Benefits:
Personal satisfaction of working with youth in achieving their goals; opportunity to expand your knowledge of subject matter area; opportunity to participate in 4-H Leader Association meetings and training sessions (local, regional and state levels), and to network with others who share similar interests; access to a variety of written and audio-visual materials through the Extension office
Family Club Leader

Purpose:
4-H is the youth development program sponsored by USU Extension, and provides positive youth development for youth grades K-12 through a 4-H club and related activities. Family members learn together; have fun together; develop practical skills through learn-by-doing activities; perform community service and develop leadership; explore careers; broaden their horizons; and learn about other cultures. The 4-H Family Club utilizes parents and others as leaders. The 4-H Family Club Leader provides leadership to the overall organization of the 4-H Family Club, which may consist of several different project areas.

Specific Duties:
Conduct family 4-H Club meetings.

Assist family members with project work, materials, and presentations.

Encourage working together on projects and activities and attend meetings and events together as a family club.

Relate project experiences to everyday life skills and career possibilities

Liaison with 4-H project leaders and County Extension office.

See that each youth, and adult volunteer completes the annual enrollment, health history and code of conduct/photo release forms, and submit these to the Extension office by the required deadline. If enrollment of new members or leaders occurs after the deadline, see that forms are submitted to the Extension office as soon as possible thereafter.

Qualifications:
A caring individual with a desire to work with youth.

Time Commitment:
An average of two-four hours per week, depending on the project. Length of service could be anywhere from a short-term project of a few weeks or months, to a longer-term commitment depending on the project.

Benefits:
Personal satisfaction of working with your children and other youth in achieving their goals; opportunity to participate in 4-H Leader Association meetings and training sessions (local, regional and state levels), and to network with others who share similar interests; access to a variety of written and audio-visual materials through the Extension office.
All Reasonable Effort

4-H is available to all youth between the ages of 5-19, and adult volunteers, regardless of race, color, sex, creed, national origin, or disability. Efforts should be made to include youth and adults representative of the community.

- Include projects and activities which are relevant to youth and adults involved – make them a part of deciding what will be offered.

- Meeting places should be accessible to all, including youth and adults with disabilities. Most public buildings will be accommodating.

- Announce meetings on a regular basis, stating that the club is open to ALL youth within the appropriate age category. Be sure to include time, date and location, and contact information.

- Use the media (radio, newspaper, TV, internet) to promote your club.

- Create announcements, fliers and posters, and place them in public places.

- Have club members and volunteers personally ask new people to join.

- Contact other community groups for assistance in getting the word out about what your club is doing.
TIPS TO ENGAGE FAMILY MEMBERS FROM DIVERSE CULTURES IN THEIR CHILDREN’S ACTIVITIES

Linda Skogrand
Assistant Professor and Extension Specialist
Family and Human Development

May 2003                    FL-2003-01

We know that there are many ways in which the increasing numbers of families from diverse cultures are different from each other and are different from the dominant culture in this country, and there are many ways in which they are the same. One of the ways families are the same, no matter what the cultural background, is that family members care about children and want to play a role in children’s lives. Culturally, families may be very different in terms of which family members are included as major caregivers to children; who is viewed as the important teachers of the children; how they transmit cultural heritage; and how family events are celebrated. Learning about these differences can provide children with an understanding of the rich tapestry of life experiences. This knowledge will ultimately make children more culturally competent individuals. Inviting family members from diverse cultures to be partners with program staff to provide this knowledge is an excellent and enriching way to engage family members in their children’s activities. These activities can include school activities, day care programming, youth programs such as 4-H, religious activities, and other community programming.

UNDERSTANDING THE FAMILIES OF CHILDREN IN THE PROGRAM

Engaging family members from diverse cultures in their children’s activities will be more productive if we develop personal relationships with family members, learn about their cultures, and learn who participates in caring for children in their families.

Develop personal relationships with family members. The most significant issue to address with family members from diverse cultures is the development of a trusting relationship between family members and program staff. Often people from diverse cultural groups have not been welcomed and respectfully included in their children’s activities. Many individuals need to get to know the people involved and develop a sense of trust before they feel comfortable participating in activities. Identify ways to get to know family members personally. Develop trust by making home visits, making telephone calls to the home, or personally talking to family members as they deliver and pick up their children.

Learn about the cultures of children in your program. As one learns about cultural practices, pay attention to such things as important family values, how decisions are made, and how members of the culture view children. Learning about a culture can happen in several ways. Reading literature about a cultural group is one way to learn. This can be accomplished by visiting libraries or by using the Internet. Information is more likely to be authentic and based on cultural strengths if the information is written by someone from the culture. Attending cultural events such as Pow Wows, Cinco de Mayo, or Juneteenth are other means of learning. Pay attention to ethnic customs and heritage and how events are celebrated. Another way to learn
about cultural practices is to visit markets or stores frequented by members of the culture about which you want to learn.

Learn who participates in caring for children in the cultures the children represent. Understanding the concept of “family” in a culture is very important because, in some cultures, the role of caring for children is not only carried out by parents, but may be taken on by other family members who may or may not be biologically related to the children. For example, in many Native American tribes, children are cared for by several adults in addition to the biological parents. In Latino families, godparents and grandparents typically play a significant role in caring for children. One might begin to address the process of engaging family members by learning who participates in caring for the children. This knowledge may broaden the scope of who we want to engage.

INCLUSION OF CULTURE IN PROGRAMMING

It is essential that children’s activities reflect the cultures of the children enrolled. Not only is this an important aspect of positive cultural identity for the children, but it is an effective way to get family members involved in these activities. It sends a message that their culture is important. It also provides an opportunity for family members to participate in an activity where they are the experts. Pictures or art on the walls, serving ethnic foods, and providing activities that represent the cultures of the children in the program are all crucial for children to develop positive cultural identities. Such programming also provides opportunities for family members to become engaged in the activities. When there is a realization that family members from diverse cultures have valuable knowledge and expertise and can be a great asset to a program, family members will understand that they are valuable partners in providing programming. For these strategies to be effective, recognition and genuine respect for the cultural knowledge and skills these family members can bring to the program must be reflected by all staff and volunteers as they interact with families from diverse cultures.

Below are a few examples of ways family members from diverse cultures can contribute knowledge and skills in a way that is meaningful to both the family member and the program.

- Provide training to staff and volunteers about their culture.
- Provide suggestions about arts, crafts, books, newspapers and other artifacts that are culturally significant to be displayed or utilized in the learning environment.
- Provide suggestions for ethnic foods to be served or demonstrations on how to prepare the foods.
- Teach about and provide leadership in celebrating cultural holidays.
- Demonstrate crafts and describe their cultural and historical significance.
- Tell stories that have been handed down from generation to generation that are important to that family member’s cultural heritage.

The most successful way to engage family members is to contact them personally rather than sending out flyers or other printed materials.

As family members from diverse cultures realize their contribution to their children’s activities is appreciated and valued, they are likely to be willing to participate in other activities such as advisory committees, fund-raising, or program planning.

EXAMPLE OF PRACTICE

Here is an example of how one day care center with an increasing enrollment of Latino
children engaged Latino family members in making the day care center a culturally-rich learning environment.

Parents of Latino children were asked to provide a list of Spanish words used by children in their homes. Each week a new word was introduced for all the children to learn. Family members were also asked to provide recipes of some of their children’s favorite Mexican foods and these foods were included in day care meals. A grandparent of one child was invited to participate in story time by telling some of the family stories that had been passed on from generation to generation. One parent who regularly picked up her child early in the day took time to introduce the children to piñatas and explained how they were used in family celebrations. Eventually, Latino family members participated in advisory committees and fund-raisers. Because the parents of the Latino children were typically employed during regular day care hours, other family members such as teens who got out of school earlier in the day, or extended family members would be invited to share information or knowledge.

REFERENCES

RESOURCES
Child Trends, URL: http://www.childtrends.org
National Center for Cultural Competence, URL: http://www.gucdc.georgetown.edu/nccc
Search Institute, URL: http://www.search-institute.org/

Utah State University is committed to providing an environment free from harassment and other forms of illegal discrimination based on race, color, religion, sex, national origin, age (40 and older), disability, and veteran’s status. USU’s policy also prohibits discrimination on the basis of sexual orientation in employment and academic related practices and decisions.
Utah State University employees and students cannot, because of race, color, religion, sex, national origin, age, disability, or veteran’s status, refuse to hire; discharge; promote; demote; terminate; discriminate in compensation; or discriminate regarding terms, privileges, or conditions of employment, against any person other wise qualified. Employees and students also cannot discriminate in the classroom, residence halls, or in on/off campus, USU-sponsored events and activities.
This publication is issued in furtherance of Cooperative Extension work. Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Jack M. Payne, Vice President and Director, Cooperative Extension Service, Utah State University.
4-H Club Inventory Record

It is wise to keep an inventory of any materials, equipment, property or other assets that your club may obtain. This will be essential information in case of loss or damage. This inventory is the property of the 4-H club and not any one individual in 4-H. Keep a copy of this form with club papers, and submit a copy to your local Extension office.

<table>
<thead>
<tr>
<th>Item &amp; Description</th>
<th>Date Acquired</th>
<th>$ Value</th>
<th>Storage Location</th>
<th>Date Disposed of</th>
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We certify this is a correct statement of club inventory.

Signed:

__________________________  ______________
Club Leader     Date

__________________________  ______________
Club Treasurer    Date
Field Trip Notification Form

This is to notify you that the _______________________________ Club or County 4-H Project is scheduled to travel to:

LOCATION: ______________________________________ (NAME/ADDRESS/CITY)
____________________________________________________

DATE: ________________________________

DEPART AT (TIME): _______________ RETURN AT (TIME): _______________

Your child needs to bring the following:
________________________________________________________________
________________________________________________________________

All drivers on the field trip must have insurance, valid license, and provide seat belts for each child.

In order for your child to participate, please complete and return the permission slip below by __________________________ (date).
If you have any questions, please call me at ___________________(phone #).

________________________________________
Parent/Guardian Field Trip Permission Slip

My child, _________________________________, has my permission to attend the _____________________________ 4-H Project activity scheduled:

LOCATION: ______________________________________ (NAME/ADDRESS/CITY)
____________________________________________________

TRIP DATE: ________________________________

SIGNED: ____________________________________ DATE: _____________________

Parent or Guardian

Please indicate below a phone number and address where you could be contacted during the Field Trip/activity:

PHONE: ___________________________ ADDRESS: ____________________________

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RELEASE AUTHORIZATION

I understand that participants in this 4-H activity will not be permitted to leave with anyone other than the person(s) I have listed below.

Name(s): ____________________________________________________________

Relationship to 4-H Member: ____________________________________________

Signature of Person Picking up the 4-H Member __________________________ Date ___________

I give permission for the following person(s) to pick up my child at the end of this 4-H activity.

_________________________________________________________________

Signature of Parent/Guardian

RELEASE AUTHORIZATION

I understand that participants in this 4-H activity will not be permitted to leave with anyone other than the person(s) I have listed below.

Name(s): ____________________________________________________________

Relationship to 4-H Member: ____________________________________________

Signature of Person Picking up the 4-H Member __________________________ Date ___________

I give permission for the following person(s) to pick up my child at the end of this 4-H activity.

_________________________________________________________________

Signature of Parent/Guardian
ANNUAL REVIEW OF 4-H CLUB BANK ACCOUNT

4-H clubs with a bank account are to have an annual review of the account to verify the club’s records and funds at the end of the club year. The purpose of the review is to protect the club and outgoing and incoming treasurers/leaders. Please complete one of the following sections:

A. The ___________________________ club of ____________ County has a bank account, which has been reviewed by the following person(s).

I (We) have examined the club accounting and find:

Signed _________________________________________________ Date__________
Reviewer(s)
Signed _________________________________________________ Date__________
Club Leader

B. The ___________________________ club of ____________ County does not have a club bank account and does not have financial records for review.

______________________________________________________ Date___________________
Club Leader

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Reviewer(s)
Signed _________________________________________________ Date__________
Club Leader

B. The ___________________________ club of ____________ County does not have a club bank account and does not have financial records for review.

______________________________________________________ Date___________________
Club Leader
CONGRATULATIONS!!
YOU'VE BECOME A 4-H PARENT

4-H is........

FUN! 4-H members “learn by doing” projects and activities which interest them. They not only belong to clubs, but have opportunities to participate in activities such as county and state fairs; county, regional, state and national contests; projects that help others in the community; camps, tours, and exchanges (in-state, out-of-state and international).

FLEXIBLE
Universally recognized by its four-leaf clover emblem, 4-H serves youth through:
• organized clubs
• school-enrichment in the classroom
• afterschool clubs and groups
• special interest groups
• individual study/mentoring programs
• camps

Club/project meetings (length, time, day of the week, location) are determined based on the schedules of those involved.

FOR EVERYONE 4-H is open to all interested youth and adults, regardless of race, color, sex, creed, national origin, or disability.

• ONE of the largest youth development organizations in the United States with more than 6.5 million participants between the ages of 5-19 (grades K-12), and more than 500,000 volunteers. More than 60 million people are 4-H alumni. 80,000 youth and 7,000 adult volunteers participate in Utah 4-H.

HOW DOES THE 4-H PROGRAM WORK?
4-H volunteers encourage youth to gain knowledge and learn practical life skills, and apply them in their project area and beyond. Members learn to work together as a team and develop a sense of fairness. 4-H members learn decision-making skills through project work, judging contests, and other 4-H activities. 4-H’ers have opportunities to learn and practice leadership skills within their own club and at county and state activities. They begin to develop an appreciation and understanding of their community through individual or club service projects.

4-H helps youth develop by:
• Encouraging a positive self concept/self esteem.
• Learning decision making skills and taking responsibility for choices.
• Developing an inquiring mind.
• Developing skills in communicating with others.
• Relating to self and others.
• Acquiring a concern for communities, locally and globally.
IS THERE A COST FOR 4-H?
There are some costs involved with 4-H, but 4-H members do not pay dues. Some clubs may decide to pay for the cost of supplies by charging a small fee per member or by working together on a fund raising project. Most counties will charge an enrollment fee (less than $5.00) which includes medical insurance to cover your child while s/he is involved in any 4-H activity. Camps and other special events may require a fee to participate. A limited number of scholarships may be available for some of these events - check with your county office for details.

HOW CAN I HELP MY CHILD SUCCEED IN 4-H?
Learn about 4-H along with your child.

Assist your child in selecting 4-H projects.

Show your interest and enthusiasm for the projects selected. Guide your child, but don’t do the work for him/her.

Encourage your child when s/he succeeds, and even more so when things are not going well. Children learn by making mistakes – help your child see the progress being made, not just focusing on an end result.

Set a good example. Help your child be a good sport and appreciate the success of others.

Help your child set realistic goals, and to compete with him/herself, not against others, to do better.

Attend 4-H meetings and other activities as you can. Offer to provide transportation or refreshments, or to share a talent or skill you have.

Support the club leaders. Get to know them and let them know you appreciate the time and effort they are sharing with the kids.

Keep the purpose of the 4-H project in perspective. A project is a teaching tool to involve your child in many learning activities preparing him/her for the future.
4-H Club Meeting Planner

Date ___________________________ Time ______________________

Location ______________________ Topic ______________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who will do it?</th>
<th>How will it be done?</th>
<th>Who is responsible for planning?</th>
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<tbody>
<tr>
<td>Activity for Early Arrivals</td>
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<td>Call to Order</td>
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<td>Pledge of Allegiance</td>
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<td>4-H Pledge</td>
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<tr>
<td>Roll Call Topic</td>
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<td>Introduction of Visitors</td>
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<tr>
<td>Minutes of Last Meeting</td>
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<tr>
<td>Unfinished Business</td>
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<tr>
<td>Project Work/Educational Program</td>
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<tr>
<td>Recreation</td>
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<td>Refreshments</td>
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<tr>
<td>Information/Announcements</td>
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</tbody>
</table>
Basic Parliamentary Procedure

Get the Meeting Started
The club president, with the help of the adult advisor, begins by writing a plan for the meeting and follows it as she/he presides over the meeting. If the president is going to be absent from the meeting, the vice president will take his/her place and use the written plan. It is the responsibility of the president to start the meeting on time and keep order throughout the meeting. Rise, tap the gavel twice on the table to call the meeting to order, wait for attention and say something similar to, “The meeting will now come to order.” Ask for the roll call by saying, “The secretary will please call the roll.” The secretary sits to call the roll and makes a record of the members present. It is the responsibility of the club members to be at the club meeting on time; take an active but orderly part in the business meeting; give attention to the program; and prepare their roll call answers and respond promptly.

Write, Read and Approve Minutes
The president reviews the minutes of the club’s previous meeting. This helps ensure that the things the club decided to do are carried out and allows the president to plan on taking care of unfinished business.

Following the roll call, the president calls for the reading of the minutes of the previous meeting by saying, “The secretary will please read the minutes of our last meeting.”

The secretary stands, faces the club and reads the minutes clearly and distinctly. The secretary takes a seat and the president asks, “Are there any corrections to the minutes?” The president pauses long enough for the members to make corrections.

The members are responsible for making corrections. A member corrects the minutes as to accuracy but not as to the way they are stated.

The secretary writes corrections in the left margin of the page on which the minutes are written. (Hint: When preparing the minutes, leave a wide margin for this purpose.) After corrections are made, the president says, “The minutes stand approved as corrected.” If there are no corrections, the president says, “The minutes stand approved as read.” If you are serving as secretary, write the minutes in the order that things occur, following the business agenda. Take only the notes that are necessary for writing the minutes. Ask members to give you copies of long and complicated motions they make. As secretary, you should make note of what was done, of motions that were made, who made them and what happened to the motions.

Making a Motion
The purpose of a motion is to present an item of business for consideration and action by the club. There are eight steps in making and carrying a motion.

1. The member addresses the president.
2. The president recognizes the member.
3. The member makes a motion. (“I move...”)
4. The motion is seconded. (“I second.”)
5. The president states the motion.
6. The president calls for discussion. The motion can be debated and amended.
7. The president takes a vote on the motion. The motion requires a majority vote.
8. The president announces the result of the vote.

First, the president reminds members of issues the club should consider by saying something similar to this, “Today we should decide what we want to do about National 4-H Week.” Discussion then follows on this topic. A motion is developed by a member as a proposal as to what the club should do.

As president, you must keep only one main motion before the club at a time. Encourage the quiet members to speak. Recognize members who wish to speak a second time only after other members have had a chance to speak. Repeat the motions in a way that will help the members understand them. Insist on full discussion of the motions.

Members should be sure they understand a motion before they vote on it. If a member has a question, she/he should address the president. After a member is recognized, that person can ask questions or give information until the motion is understood. The members address the president so only one person speaks at a time.

The president takes a vote on the motion. The president may only vote on a motion in order to break a tie. If a tie occurs, the president may vote for or against a motion or not vote at all. If a tie occurs and the president does not vote, the motion will be lost or will not pass.

The secretary records the motion as it was made, the name of the person who made it, and what the club did with the motion.

**Adjourn the Meeting**

The meeting adjourns - is closed or terminated - after the program and before the recreation. The president makes certain that all important business is attended to before the meeting is closed. Announcements are made just before adjournment. The closing of the meeting is definite so that no one is in doubt as to what may be done. It is discourteous to rise or talk before the president announces that the meeting is adjourned.

Meetings can be adjourned in one of three ways:

1. When the president thinks there is no further business, she/he may say, “Is there any further business?” The president waits longs enough for members to bring up any business they wish. If no business is presented, s/he makes the announcements and says, “The meeting is adjourned,” or “We are adjourned.” This is the best method to use at a special program or when there are visitors.
2. A member may close the meeting with a motion by saying, “I move that we adjourn the meeting.” The motion is voted on without discussion or amendment. As a member, you should make your motion to adjourn when you think the club has finished its work. Vote against a motion to adjourn if you believe the business or program is not completed. Do not make a motion to adjourn when someone is talking or the president is taking a vote.
3. Some clubs have an agreement on a time to adjourn. When this time comes, the president stands and says, “The time for adjournment has come. The meeting is adjourned.” The club tries to complete all important business before the time is up. If important business has not been completed, the president says, “The hour for adjournment has arrived, but we have not completed our business.” A club member may say, “I move that we continue for ____ minutes.”
If the club business and program are completed before the time to adjourn a member makes a motion to adjourn.

**Amending a Motion**

To amend a motion is to modify one that is under consideration. You will want to amend a motion someone has made when you see a change or addition that will make the proposal better for the club. You will think of changes that need to be made as the club discusses the motion.

Amendments are tricky. Club members may lose the main ideas in the motion in keeping up with ways to amend it. Make your motion as clear and complete as you can, so that the club will not need to amend it. Discuss your ideas in the club before making the motion.

Some motions will still need to be amended. An amendment is made after a motion has been made, seconded, and the discussion shows changes that need to be made.

If you want to amend a motion, follow these five steps:
1. Rise and address the president.
2. The president recognizes you.
3. State the proposed amendment by saying, “I move to amend the motion by adding __________.” You may amend by striking out a part of the motion, by striking out and adding or by substituting a word or sentence in a motion.
4. The motion to amend is seconded.
5. The president calls for discussion by saying, “It has been moved that the words __________ be added to the motion. Is there any discussion on the proposed amendment?” If the amendment carries, the president states the motion as it is amended, and the club proceeds to discuss and vote on that motion. If the amendment does not carry, the president takes up the original motion, completes the discussion and takes the vote. A motion may be amended only once.

**Give a Committee Report**

The president calls for reports from committees at each club meeting. The chairman of the committee gives the report. If the president wants a report on any particular subject, the chairman is asked to prepare and give that report.

There are three kinds of reports the committee chairman may give.
1. A report can ask the club to carry out plans or recommendations the committee makes. The chairman will make a motion that the recommendations be adopted. The president follows through on this motion as s/he does on any main motion.
2. A report can state what has been done about recommendations the committee made. It is not necessary to ask the club to accept this report.
3. A report can provide information the committee was asked to research. It is not necessary to ask the club to accept this report.

If a committee has no report to make, the chairman says, “No report,” when called upon by the president.

The chairman reports those things upon which the committee members have agreed. The report should be brief and easy to understand. The report should clearly explain what the committee has planned and should persuade the club members to carry out the plans.
Include the following in your report:

- What the committee was asked to do
- Who was on the committee (this may need to be given in the first report only)
- How the work was done
- What the committee found out about the project
- What the committee wants the club to do (these will be the committee’s recommendations)
- How this work should be done

A committee report is presented to the club in the following way. The president calls for the report: “We will now have a report from the finance committee by Sue Brown, the chairman.” The finance chairman gives the report as previously outlined. She closes the report by saying, “I move that we adopt this report.” When the work the committee recommended is completed, the committee reports the results.

**Nominate and Elect Officers**

4-H Club members should elect members who can do the best job in the offices up for election. A nominee should be a person who attends club meetings regularly. A person nominated for president should have shown leadership ability in the club as an officer or a committee chairman. A specific procedure should be followed when presenting to the club the name of a candidate for a certain office or position.

- Get the consent of the club member before you nominate her or him
- Nominate no more than three individuals for any office
- Make nominations from the floor
- Conduct the election so that members have a chance to vote as they choose

The president will say something similar to this, “We are to elect officers today. These officers will be the president, the vice president and the secretary-treasurer. We will elect one at a time, beginning with the president. Nominations are in order for the president.” A member rises, obtains recognition, and says, “I nominate Leighton Smith.” The president says, “Leighton Smith has been nominated for president. Are there other nominations?” When the president has waited a reasonable length of time and no nominations have been made, voting may proceed. Club members vote by a ballot. To be elected, a person must get a majority, more than one-half, of the votes of the members that are present and voting. The president appoints at least two tellers who, along with an advisor, count the votes. The tellers count the votes and then record them. The president announces who was elected by saying, “B has a majority of the votes and is elected president.” If no candidate receives a majority on the first ballot, there is a runoff between the two candidates with the highest number of votes. If there is a tie, ballots are cast until the tie is broken. All officers are elected in the same way.

**Adapted from the Texas 4-H Member Guide, “Parliamentary Procedure,”
Texas Agricultural Extension Service**
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 the youth. Each individual matures at his or her own pace and the transition from one state of development to the next is gradual. 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.

### Developmental Characteristics of Youth and Implications for Experiential Learning

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<thead>
<tr>
<th>AGES 5 TO 8</th>
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<tbody>
<tr>
<td><strong>Characteristics</strong></td>
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<tr>
<td>- Easily motivated, eager to explore and try new things</td>
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<tr>
<td>- Learn best if physically active</td>
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<tr>
<td>- Short attention span, deal with here and now</td>
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<tr>
<td>- Sensitive to criticism, do not accept failure well</td>
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<tr>
<td>- Strong desire for affection and attention of adults</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Implications for Experiential Learning Experience</strong></th>
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<tr>
<td>- Give clear and specific instructions</td>
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<td>- Plan a variety of activities where success can be experienced</td>
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<tr>
<td>- Reading to this group is effective and enjoyed</td>
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<tr>
<td>- Plan activities that take a short time to complete and build on previous experiences</td>
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<tr>
<td>- Focus on the “doing” rather than the finished product</td>
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<tr>
<td>- Focus on cooperation and teamwork rather than competition</td>
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<tr>
<td>- Provide activities that encourage physical activity and creative expression</td>
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<tr>
<td>- Help create opportunities for learners to share</td>
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<tr>
<td>- Plan for and encourage free time</td>
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<td>- Provide immediate positive encouragement and assistance</td>
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<tr>
<th><strong>Reflect/Share</strong></th>
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<tr>
<td>- Consider alternative ways of expressing things learned during activities such as writing stories, drawing pictures and other creative outlets</td>
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</tbody>
</table>
• 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

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Developmental Characteristics of Youth and Implications for Experiential Learning

<table>
<thead>
<tr>
<th>Ages 9-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics</strong></td>
</tr>
<tr>
<td>• Very active with lots of energy</td>
</tr>
<tr>
<td>• Easily motivated and eager to explore and try new things</td>
</tr>
<tr>
<td>• Extremely curious - constantly ask “why?”</td>
</tr>
<tr>
<td>• Enjoy hands-on activities</td>
</tr>
<tr>
<td>• Like being in groups of same sex</td>
</tr>
<tr>
<td>• Learn about self through relationships with others</td>
</tr>
<tr>
<td>• Admire and imitate older boys and girls</td>
</tr>
<tr>
<td>• Rapidly changing interests</td>
</tr>
<tr>
<td>• Usually do best when work is laid out in small pieces</td>
</tr>
<tr>
<td>• Guidance from adults is important for staying on task</td>
</tr>
<tr>
<td>• Do not see value in keeping records</td>
</tr>
<tr>
<td>• Think more of the “here and now” present and not looking to the future</td>
</tr>
<tr>
<td>• Like symbols and ceremony</td>
</tr>
<tr>
<td>• Need recognition and praise for doing good work</td>
</tr>
</tbody>
</table>

**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 six-month period
• Work with learners to identify and study related careers
• Build in community service roles to reinforce content taught
## Developmental Characteristics of Youth and Implications for Experiential Learning

### Ages 12-14

#### 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 three or four 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
<table>
<thead>
<tr>
<th>Reflect/Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask learners to reflect on what they learned in the activities</td>
</tr>
<tr>
<td>• Ask learners about their observations in working as a group and what they may have observed about other groups</td>
</tr>
<tr>
<td>• Have learners prepare and give presentations on what they gained from or thought of the activities completed</td>
</tr>
<tr>
<td>• Ask learners to define their leadership style based on their performance in the activities completed</td>
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</table>

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

### Developmental Characteristics of Youth and Implications for Experiential Learning

**Ages 15-19**

**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 affecting 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 an adult!

### 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

Utah State 4-H Website

**www.Utah4-H.org**

One of the greatest resources available to you as a 4-H volunteer is the state website found at [www.Utah4-H.org](http://www.Utah4-H.org). This site is devoted to helping 4-H leaders and volunteers in their efforts to strengthen youth through 4-H programming. The site is easy to use and is full of great helps and resources [www.Utah4-H.org](http://www.Utah4-H.org).

**Utah 4-H Resource Library**

The Utah 4-H Resource Library is a wonderful tool for anyone who would like to be involved in 4-H. From this section of the website, 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 the vision of the countless possibilities as you surf through this repository. [www.Utah4-H.org/htm/resource-library](http://www.Utah4-H.org/htm/resource-library)

**Events Calendar**

The events calendar is the best place to look for upcoming events and activities across the state. You won’t want to miss out on the wonderful activities and programs that are available to you and the youth in your clubs. [www.Utah4-H.org/htm/calendar](http://www.Utah4-H.org/htm/calendar)