Meeting the Needs of Youth: Tips for 4-H Volunteers

4-H volunteers can support the positive and successful development of all youth. Youth Development research emphasizes the importance of meeting four basic human needs: belonging, mastery, independence and generosity. It’s clear that youth whose needs are met in positive ways are likely to grow into good citizens and contributing members of their families and communities.

4 Needs of Youth

1. **Need to Belong**
   Youth need to know they are cared about by others and feel a sense of connection to others in the group. 4-H gives youth the opportunity to feel physically and emotionally safe while actively participating in a group. This represents the HEART of 4-H. Here’s how you can help:
   • Help group members to get to know each other through introductions, group games, mixers, and small group activities.
   • Create opportunities for members to interact with each other through their 4-H project work and group tasks.
   • Develop traditions to welcome new members and celebrate individuals.
   • Find ways to involve family and community members in as many activities as possible.

2. **The Need to Master**
   Youth need to feel and believe they are capable and experience success at solving problems and meeting challenges to develop their self-confidence. By exploring 4-H projects and activities, youth master skills to make positive career and life choices. This represents the HEALTH of 4-H. Here’s how you can help:
   • Help youth find resources to explore their 4-H projects and activities.
   • Provide project learning experiences.
   • Model and teach that failure or frustration is not a disgrace but a part of the learning experience.
   • Be fair and consistent when enforcing rules and giving feedback.

3. **The Need to be Independent**
   Youth need to know that they are able to influence people and events through decision-making and action. By exercising independence through 4-H leadership opportunities, youth mature in self-discipline and responsibility and learn to better understand themselves. This represents the HEAD of 4-H. Here’s how you can help:
   • Give youth opportunities to lead simple tasks and then progress to more difficult ones.
   • Recruit, train and support young people who are ready for more responsibility.
   • Avoid jumping in to help unless you are really needed, encourage young people to overcome obstacles on their own.
   • Encourage, motivate and praise members who complete leadership roles.

4. **The Need to Be Generous**
   Youth need to feel their lives have meaning and purpose. By exploring 4-H community service and citizenship activities, youth can connect to communities and learn to give back to others. This represents the HANDS of 4-H. Here’s how you can help:
• Have your group adopt a specific service project that fits their interests and abilities and meets a community need
• Arrange tours of local sites and opportunities to get involved.
• Encourage youth to consider the feelings of others.
• Set up mentoring opportunities where youth learn from others.

The 4-H Environment

4-H is designed to support the positive and successful development of all youth. 4-H leaders are essential partners in creating a positive environment by focusing on the strengths of youth and providing positive ways for youth to meet their four basic needs

1. **Caring Relationships (Belonging)**
   All youth need a caring, supportive relationship in their lives. You can be that someone by showing interest in, actively listening to, and fostering the gifts of 4-H youth

2. **Constructive learning Experiences (Mastery)**
   Youth rely on the joy they receive from interests, hobbies and group participating to balance disappointments in other parts of their lives (Werner and Smith, 1992). 4-H offers opportunities to take on new challenges and learn new skills. Help youth complete the Experiential Learning Process by experiencing, sharing what happened, processing what was important, generalizing the experience to the real world and applying what was learned in another situation.

3. **Leadership Opportunities (Independence)**
   Creating opportunities for youth to develop skills and confidence for leadership and self-discipline is a cornerstone of 4-H. Help young people recognize the connection between independence and responsibility. Independence does mean greater power and influence but it is linked with responsibility for decisions made and actions taken.

4. **Service to Communities (Generosity)**
   The 4-H Pledge focuses on the importance of larger service and recognizing a responsibility for the welfare of others. Help young people focus on developing concern for others and taking action to demonstrate that concern. Service forges bonds between youth and the community, and doing something valued by others raises feelings of self-worth and competence.

Authored by Cathann Kress and Brenda Ranum, Iowa 4-H Youth Development Specialists; Nancy Neil and Barbara Piehl, Minnesota Extension Educators; Linda Kustka, Wisconsin 4-H Youth Development Specialist; and Steve Wagoner, Wisconsin 4-H Youth Development Agent.

References

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Essential Elements of the 4-H Experience

A **Caring Adult** is actively involved as an advisor, guide, coach and mentor. He or she helps set boundaries and expectations for young people and could also be described as a supporter, friend and advocate.

Look for:
- 4-H leaders who address members by first names,
- Know the interests of individual members, and
- Pay attention to their other activities including those outside of 4-H.

A **Safe Environment** exists when youth do not fear physical or emotional harm while participating in the 4-H experience—from the environment itself, adults, other participants, or spectators. For training on risk management in insure safe environments, go to [http://www.extension.iastate.edu/4h/page/4-h-risk-management](http://www.extension.iastate.edu/4h/page/4-h-risk-management)

Look for:
- Club groups that do not tolerate bullying, cliques or put downs.
- Children younger than 4th grade are not allowed to show livestock other than a bottle/bucket animal.
- Child Protection & Safety Policies and procedures in place
- Leaders plan safety aspects into meetings, camps, trips, etc.

An **Inclusive Setting** fosters a sense of belonging in all members. It encourages and supports the members and offers encouragement with positive and specific feedback. Healthy groups celebrate the success of all members taking pride in the collective efforts of all.

Look for:
- Club members encouraging each other during fair judging.
- Members feel that they belong to a specific club as well as a county and state organization.
- Club signs, banners and t-shirts identifying their clubs and state with the 4-H Clover emblem.
- Members inviting and welcoming new members.

Opportunities for:
**Mastery** includes building knowledge, skills, wisdom and attitudes, and then demonstrating their use. The level of mastery depends on the ability or interests of the individual youth. It is a process that evolves, sometimes over a period of years, and is not a one-time experience. This element supports the 4-H concept of hands-on learning.

Look for:
- Members growing in projects that capture their interest.
- Eventually, they may assist or mentor other members in this area.
- An exhibit or presentation to demonstrate what they have learned.

**Service** to others has been a part of the 4-H experience for over a century. Its premise is that finding yourself often begins with giving service to others. Service is a way for members to gain exposure and contribute to the larger community and the world itself. For training on community service learning, go to [http://www.extension.iastate.edu/4h/page/service-learning](http://www.extension.iastate.edu/4h/page/service-learning)

Look for:
- Community service projects—individually, as a club, or with other community groups.
- Service can also be within the club, as older members assist and mentor younger members.
**Self Determination** is believing that you have impact over life’s events rather than passively submitting to the whims of others. It is learning about yourself, your talents and interests. Young people must develop a sense of influence over their choices as well as the consequences of those choices. Then, they can become self-directing, independent adults.

Look for:
- Club members choosing projects, exhibits, or to serve as club officers.
- Self-evaluation includes questions such as “what went well, what will you do differently next time, etc.”
- Members choosing and planning club activities.

**Planning for the Future** is crucial to the development of young people. A view of a positive future has hope and optimism to shape life choices and to facilitate the transition into active participation in future events.

Look for:
- Club members drawing on their various project interests to help choose possible career paths.
- Members looking forward to being on county council.
- Officers planning the upcoming year.
- The club sharing excitement about a future activity.

**Engaged Learning** is essential in learning and life. An engaged youth is interested in the subject and the people in the group, developing an understanding of both the subject and him/herself. By learning through experience, the engaged learner has a higher degree of self-motivation and an inexhaustible capacity to create.

Look for:
- Members of various ages doing a community service project.
- Members working together, planning activities and laughing while they are involved in recreation.
- Watching members grow and mature as they plan and lead club activities and events, and go from first year members to officers.

Rev. August 2012, Chris Gleason, 4-H youth program specialist
**Essential Elements Checklist**

Use this Checklist to review how the Essential Elements of Positive Youth Development are incorporated into your 4-H program activities.

### How am I doing as the caring adult?

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<th>Checklist</th>
<th>Almost Always</th>
<th>Sometimes</th>
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<tbody>
<tr>
<td>1. Do I encourage all of our members?</td>
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<td>2. Do I treat each member as a worthwhile human being and member?</td>
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<td>3. Do I encourage members to treat each other with respect?</td>
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<td>4. Do I know the name everyone prefers to go by and how to pronounce or spell it correctly?</td>
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<td>5. Do I give members my full attention when they talk to me?</td>
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<td>6. Are all members treated equally and fairly?</td>
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<td>7. Does the club/group set reasonable guidelines and expect that members follow them?</td>
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<td>8. Do members have a say in the things we do?</td>
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<td>9. Do I think positive thoughts about every member and encourage each of them?</td>
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<tr>
<td>10. Do I share club, county, and state contests, camp, workshop, and award opportunities with all the 4-H members, families, and other volunteers?</td>
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### Is our group an emotionally and physically safe place for all of our members?

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<td>1. Have the adults received risk management training?</td>
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<td>2. Does the club communicate expectations for positive behavior?</td>
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<td>3. Do volunteers and members watch for hazards and eliminate them as they surface?</td>
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<td>4. Does the club talk about risk management when we plan activities?</td>
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<td>5. Do we allow offensive language and gestures at meetings and functions?</td>
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<td>6. Do we encourage members to reflect upon what is to happen when we are at group functions?</td>
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<td>7. Are all of the adults working with our group familiar with the child protection policy and been screened at the appropriate level?</td>
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<td>8. Do adults and youth periodically discuss ways to improve the group environment?</td>
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<td>9. Are members closely supervised so that they feel physically and emotionally “safe” at all times?</td>
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<td>10. Are conflicts handled as they arise?</td>
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### How are we doing at providing opportunities for mastery of skills?

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<tr>
<td>1. Do we encourage everyone to give a presentation or talk?</td>
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<td>2. Do we encourage members to set realistic yet challenging goals?</td>
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<td>3. Do we encourage members to help each other with project work and share their expertise?</td>
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<td>4. Do we utilize the experiential learning model?</td>
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<td>5. Do we celebrate successes along the way?</td>
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<td>6. Do we encourage members to reflect upon the successes?</td>
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<td>7. Do we review and discuss setbacks and adjust for success to be possible?</td>
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<td>8. Do we provide training/support for members as they develop their goals, thereby increasing the odds of success?</td>
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<td>9. Do we encourage members to teach what they have learned outside the club setting?</td>
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<td>10. Do we recruit community members to share their expertise?</td>
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### Do we value and practice service to others?

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<tbody>
<tr>
<td>1. Do young people assume active leadership roles in all phases of the service learning project?</td>
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<td>2. Do service learning projects meet a genuine community need and are community members actively involved in the service learning process?</td>
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<td>3. Does the group develop an understanding of service learning and prepare for the project through training, teambuilding, project planning and project orientation?</td>
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<td>4. Does the group select a service project that is appropriate for their age and skill level?</td>
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<td>5. Does the group set aside time for meaningful reflection, when members openly express thoughts and emotions about the service?</td>
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<td>6. Does the group celebrate project completion through recognition of volunteers, partners and beneficiaries?</td>
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<td>7. Does the group report project outcomes to stakeholders?</td>
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Service checklist adapted from: 4-H Service Learning Standard and Best Practice Guide, by Lori Jean Mantooth, Extension Assistant, and M. Patrick Hamilton, Extension Assistant, 4-H Youth Development (Tennessee), [http://www.utextension.utk.edu/4h/sos](http://www.utextension.utk.edu/4h/sos)
### Does our group allow members the opportunity for self-determination?

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<tbody>
<tr>
<td>1. Do members set group goals and determine its direction?</td>
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<td>2. Is our group environment flexible as unexpected things arise?</td>
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<tr>
<td>3. Are members given the opportunity to plan, implement, and evaluate programs and projects?</td>
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<td>4. Do we encourage the group and members to do new things?</td>
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<tr>
<td>5. Are the members involved in developing guidelines and setting policies?</td>
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<tr>
<td>6. Are members recognized for trying new things that challenge their abilities?</td>
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<tr>
<td>7. Do one or two people control the direction of the group (could be either youth or adults)?</td>
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<td>8. Are members free to choose their level of involvement?</td>
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<tr>
<td>9. Do youth believe that they have influence over the important decisions of the group?</td>
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<td>10. Are members allowed to solve problems for themselves and the group with minimal advice?</td>
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### Does our group have an “inclusive” environment?

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<tr>
<td>1. Do we use “ice breakers” at the beginning of activities or meetings to get everyone involved?</td>
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<tr>
<td>2. Do we recognize members for a variety of things or just for events involving competition?</td>
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<tr>
<td>3. Do we encourage group identity with hats, t-shirts, jackets, etc.?</td>
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<tr>
<td>4. Do we have a plan to include new faces right away so they feel involved? (perhaps asking them to lead pledges, pass out papers, etc.)</td>
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<td>5. Do we seek diversity in our members?</td>
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<td>6. Do we encourage creative thinking from our members and show appreciation for their ideas?</td>
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<td>7. Do members get positive feedback from volunteers and members regularly?</td>
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<td>8. Are there opportunities for adults and youth to share ideas and interact?</td>
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<td>9. Do all of our members feel that their opinions are valued?</td>
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<td>10. Do we discourage new ideas with comments like, “That will never work”, “We tried that once,” etc.?</td>
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Do our members feel that they are active participants in the future?

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<tbody>
<tr>
<td>1. Do members know how to set a goal and develop a plan to carry it out?</td>
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<td>2. Would our members someday consider taking a leadership role as adults?</td>
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<td>3. Do members have opportunities to hear from former members who have experienced success?</td>
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<td>4. Is positive thinking both practiced and encouraged in our group?</td>
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<td>5. Does our group offer members a chance to become active citizens by demonstrating a decision making process?</td>
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<td>6. Do we provide both inspiration and motivation for youth to strive toward their goals?</td>
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<td>7. Are our members growing in their understanding of their role in contributing to our society?</td>
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Are members of our group engaged in learning and growing? (Engagement)

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<tbody>
<tr>
<td>1. Do youth have a sense of ownership of the group?</td>
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<td>2. Can youth pursue their own interests?</td>
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<td>3. Do we take the time to relate what is learned to real-life experiences wherever possible?</td>
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<td>4. Do we work at connecting our program with youth issues and concerns?</td>
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<td>5. Do group expectations allow youth to make choices regarding level of involvement?</td>
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<td>6. Do the members design and participate in real projects that make a difference in the lives of others?</td>
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<td>7. Does our program appeal to the needs and interests of the youth involved?</td>
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Checklist adapted from Essential Elements of 4-H Youth Development Programs curriculum [http://www.4-h.org/resource-library/professional-development-learning/national-learning-priorities/essential-elements.html](http://www.4-h.org/resource-library/professional-development-learning/national-learning-priorities/essential-elements.html)

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# Essential Elements Checklist for Clover Kids

Use this Checklist to review how the Essential Elements of Positive Youth Development are incorporated into your group activities.

## How am I doing as the caring adult?

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<tbody>
<tr>
<td>Do I give my members my full attention when they talk to me?</td>
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<td>Do I provide a learning environment that is fun and supportive?</td>
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<td>Do I have the skills needed to direct learning in a positive manner?</td>
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<td>Do I encourage all of our members?</td>
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<tr>
<td>Are all members treated equally and fairly?</td>
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<tr>
<td>Do I practice active listening?</td>
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## Is our group an emotionally and physically safe place for all of our members?

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<tr>
<td>Do I provide programs that are developmentally age-appropriate?</td>
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<td>Do I offer activities that are low-risk and safe?</td>
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<tr>
<td>Are members closely supervised so they feel physically and emotionally “safe” at all times?</td>
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<tr>
<td>Is there a 6 to 1 child/adult ratio?</td>
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## How are we doing at providing opportunities for mastery of skills?

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<td>Are the members able to demonstrate what they have learned?</td>
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<tr>
<td>Do I use the experiential learning model to teach (hands on)?</td>
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## Do we value and practice service to others?

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<td>Do I expect the members to clean up after themselves?</td>
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<td>Do the members share materials and respect each other’s materials?</td>
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<td>Do the members help one another with difficult tasks?</td>
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### Does our group allow members the opportunity for self-determination?

**Checklist**

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<tbody>
<tr>
<td>Do we participate in activities that are designed to help promote self-confidence?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I offer activities that are non-competitive?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the activities focus on the learning process, not on end products?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Does our group have an “inclusive” environment?

**Checklist**

<table>
<thead>
<tr>
<th>Question</th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>We do get acquainted activities with members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have a plan to include new faces right away so they feel welcomed and involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there diversity among the group members?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we encourage group identity with t-shirts?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Do our members feel that they are active participants in the future?

**Checklist**

<table>
<thead>
<tr>
<th>Question</th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I give the children choices for their upcoming activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I provide opportunities for children to lead activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we talk about continuing their experience in 4-H after Clover Kids?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Are members of our group engaged in learning and growing?

**Checklist**

<table>
<thead>
<tr>
<th>Question</th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I offer activities that are fun and educational for members?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I offer a variety of subject areas to fit all interests?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Checklist adapted from Essential Elements of 4-H Youth Development Programs curriculum [http://www.4-h.org/resource-library/professional-development-learning/national-learning-priorities/essential-elements.html](http://www.4-h.org/resource-library/professional-development-learning/national-learning-priorities/essential-elements.html)

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A supportive, caring adult helps youth discover what they are learning as part of their experiences and to pursue deeper understanding to be able to apply what was learned in other life situations. 4-H youth programs promote life skill development through use of a five-step experiential learning model. Experiential learning can occur when youth are involved in a project or activity in which they:
- look back at their experience critically
- determine what was useful or important to remember
- apply this new information in real life situations
- are encouraged to think, work harder and ultimately learn more thoroughly than is possible through just showing or telling.

Leaders can facilitate such learning through the Experiential Learning Model by:
- setting aside enough time for reflecting on the experience
- asking the right questions
- planning developmentally appropriate experiences that lead to reflection
- listening carefully
- supporting each youth’s unique learning style
4-H EXPERIENTIAL LEARNING MODEL

1. Experience
Youth engage in a hands-on educational learning experience.

2. Share
Ask youth to describe their observations and reactions.

3. Process
Ask youth to identify themes, problems, and opportunities.

4. Generalize
Ask youth to connect key learning to real life experiences.

5. Apply
Ask youth how they use what they learned in similar/different situations.

DO

APPLY

REFLECT

Based on the Kolb Learning Model (1984) and Bybee’s Learning Cycle (1997)
Experiential Learning Process Questions

1. **EXPERIENCE**—The hands-on action step. Youth do their activity/project before they are shown or told how to do it. Remember it is important to not rob youth of their discoveries. Youth must experiment with new ideas, interests, projects, etc., first-hand.

The following ideas for questions can help you utilize the whole experiential learning process.

2. **SHARE**—Describe what was done.
Promote discussion by asking the following:
- What kinds of hopes and dreams did you have for your 4-H experience this year?
- What did you do? Where did you go? What was your goal for this project/activity when you began?
- What did you do to plan your project/activity? Tell me about your most/least favorite things about working on your project/activity.
- What did you learn while doing this project/activity? How did you feel? What was easiest? What surprised you?
- What did you learn about yourself? How did you share your project/activity with others?

3. **PROCESS**—Identify common themes and discover what was most important (the life skill) about the project, activity, or service opportunity.
Use the following process questions:
- What did you learn about yourself by doing this project/activity? How did others help you?
- How did you make your decisions? What steps did you take?
- What did you learn about making decisions?
- What made this a good project/activity?
- What were some of the common themes or thoughts you had?
- What problems came up over and over? How did you handle them?
- What would you do if ________________?
- What was the most challenging part of your project/activity? Why? How did you solve it? What did you learn from this project/activity that you didn’t know before?
- What suggestions would you have for someone else who wanted to do a similar project or activity?
- Why does it matter (to you or anyone else) that you did this project/activity?
- What life skill(s) were you developing through your project? Why is the life skill important?
- What did you learn through sharing with others?
- What new questions do you have about yourself and others?

4. **GENERALIZE**—So what?
Identify how to use what’s been learned in real life. These questions transition the experience or “product” itself to the skill being practiced in real life. They explore the nature of the life skill and help participants reflect on how the life skill has been developed through their experiences. Generalizing sets the stage for applying the life skill in new situations.
- What key points have you learned?
- Have you had similar experiences related to this project/activity?
- Where have you faced similar challenges in your life?
- How is this life skill important to you?
- Where might this situation occur in the future?
• Discuss another time when you had fun and learned new things at the same time.
• Why is it important to have plenty of information before making decisions?
• Describe what you learned about your decision making skills?
• What did you learn about your own skill in communicating with others?
• How would you describe your skills regarding ________________?
• What advice would you give to someone who wants to learn about this life skill?

5. APPLY—What’s next?
These are the questions the experiential learning process has been building toward. Adults can help youth show that they have gained knowledge and practiced the life skills learned rather than solely focusing on the subject.

• How do you think the project/activity relates to your everyday life?
• Why was this project/activity important to you?
• What have you learned about yourself? Others?
• Are there principles or guidelines you can use in real-life situations?
• What similar situations have you experienced?
• How can you use these skills in different situations?
• In what ways do people help each other learn new things?
• How will you act differently as a result of this experience?
• List some ways you can learn new things?
• What are qualities that you think are important in a leader?
• If someone helped or mentored you in this project, what would you tell him/her you learned and what difference it has made in your life? How would you express your appreciation?

Adapted from the Essential Elements of 4-H Youth Development Programs – 4-H National Headquarters and 4-H National Council and from the 2005 Minnesota 4-H Curriculum Committee.
Revised December 2012, by Chris Gleason, 4-H Youth Program Specialist

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Practicing Youth-Adult Partnerships

Think about the youth and adults involved in 4-H in your club and county program. What are the attitudes and feelings of the adults toward the young people they are working with? Is there a real partnership between the youth and adults? What would the young people say about the adults’ attitudes toward them? Would the youth say they have an active voice and share in decision-making?

Not too long ago, the typical adult perception about youth was:
- young people should be seen and not heard
- young people should speak only when spoken to
- because of their experience, adults know what’s best for young people
- young people have no place in adult society.

These perceptions are changing as research in youth development and youth/adult partnership training demonstrates the benefits to youth, adults, and communities when young people’s voices are heard. Research and training strives to change today’s adult perception about youth to:
- the opinions of young people should be welcomed and valued
- young people should be viewed as resources to their community
- young people should be involved in making decisions about programs that affect them.

Research says that although youth/adult partnerships are exciting, they often are not easy. In many communities and organizations, youth and adults have few opportunities to work together as partners. Fortunately, the 4-H program provides many opportunities for youth and adults to learn how to be partners together. 4-H youth and adults can take what they have learned and experienced and share it with other community organizations they are involved with.

A Youth/adult partnership is a joint effort – youth and adults working together to achieve common goals. Caring adults bring knowledge, experience, and access to resources, while youth bring fresh ideas, new perspectives, energy, enthusiasm, and talents. To make a partnership successful:
- adults need to be willing to share their power and responsibility
- youth need to be willing to gain power and take on responsibility
- both youth and adults need the skills to work successfully together
- everyone needs to forget everything they have ever thought about youth and adults as separate groups and start treating each other with respect and as allies.

Everyone benefits when successful youth/adult partnerships occur.

Youth engaged in practicing youth/adult partnerships:
- increase self-esteem, increase the ability to think and act in responsible ways, and increase problem solving skills when they have opportunities to contribute to a common goal and engage in positive relationships with caring adults
- are empowered by working and learning with caring adults
- gain a sense of belonging
- gain new respect and acceptance from adults
- serve as role models for other youth in their community.
Adults engaged in practicing youth/adult partnerships:
- can change negative attitudes and stereotypes about youth
- can get re-energized and enthusiastic about their own work when they partner with young people
- can increase their communication, teamwork, and coaching skills.

4-H programs, communities, and organizations engaged in practicing youth/adult partnerships:
- are strengthened when all members, including youth, are actively involved
- become more connected and responsive to youth and are better able to serve youth
- see the benefits when involving youth in responsible positions and want to involve more youth in responsible roles
- demonstrate the power of youth to other community organizations.

Adapted from:
Youth and Adults as Partners. National 4-H Youth Directions Council

Chris Gleason, 4-H Youth Program Specialist
4-H Risk Management Checklist for Meetings and Events

Risk management is a process of steps. These include:
1. Identify potential risks
2. Evaluate those risks
3. Determine what you can do to reduce the risks to an acceptable level
4. Continue to monitor the activity and make changes as needed

It is important to work with your 4-H'ers to let them know how important it is to be safe. They can help you identify potential risks and even work with you to make the environment safer for all.

Below you will find a checklist. Many of these involve a form that you or the 4-H'ers will need to complete either at the beginning of the year or before the activity. Doing these items at the appropriate time shows that you have acted in good faith and within the scope of your duties to do all you can to provide a safe environment for all of your members.

☐ Location of activity/event/meeting.
   • Should be accessible to all participants.
   • Consider access to restrooms and water.
   • Evaluate hazards in the building or area.

☐ Proper supervision.
   Have enough adult helpers for the group that you are working with. Usually 1 adult to every 8-10 youth is sufficient depending on the activity. Clover Kids is 1 adult for every 6 youth.

☐ Yearly Program Plan/approval of activities.
   All field trips and outings by clubs and staff must be approved by the Extension office prior to the event. Any changes? Contact your county office.

☐ Accident Insurance.
   All enrolled/approved volunteers and enrolled/registered youth are covered by an excess accident insurance policy through American Income Life for all approved 4-H activities. There are a few situations where special event insurance and waivers are needed. Contact your county extension office for more information.

☐ Create an Emergency Preparation Plan.
   An emergency plan of action should be written and followed for each activity. This plan should consider:
   • Potential risks and procedures planned.
   • Minor incidents/first aid – who treats or determines procedure (first aid kit).
   • Access to emergency medical treatment (telephone on site, list of phone numbers to call, transportation, an incident report form, etc.).
   • Two-deep leadership (at least two adults on hand) both know the plan and procedures.
   • Encourage at least one adult to be trained in first aid and CPR.
   • Natural catastrophe procedure (fire, tornado, lightning, etc.).

☐ If there is an incident, report it.
   Volunteers and staff need to record all incidents (medical, property damage, altercations, etc.) to the county office on an Incident Report Form. Have it with you at all 4-H activities.
☐ **Medical Information/Release Form.**  
A parent/guardian is to complete Medical Information/Release form as part of the standardized 4-H Online registration process prior to their child’s participation in any 4-H activity. **Volunteers should have printed copies on hand at all events/activities/ meetings**. Keep in a file or notebook and carry with you to every meeting, outing or field trip you take 4-H’ers to. The leader and all assistants should study the health statements and familiarize themselves with any special medical needs or problems of the 4-H members. Discuss with the parent/guardian the procedures that should be followed in the case of an incident.

☐ **4-H Request for Giving Medications Form.**  
This form should be completed for any activity where parents/guardians cannot dispense medications. Accept medications only in their original containers and with a signed statement from a parent/guardian.

☐ **Food.**  
- Follow all food safety guidelines—hot foods hot and cold foods cold.  
- Know if participants have food allergies and plan refreshments accordingly.  
- Have water available.

☐ **Transportation.**  
If volunteers use a personal vehicle for an authorized 4-H activity, the vehicle must be insured in accordance with Iowa State Motor Vehicle Law. All traffic laws must be followed. No primary liability, collision, comprehensive or no-fault insurance coverage is provided by Iowa State University, University Extension or the State of Iowa. An excess liability policy covers authorized 4-H volunteers when driving personal vehicles for approved 4-H activities.

☐ **Transportation Permission to Transport Youth.**  
Written permission from a parent/guardian to transport 4-H’ers in vehicles during approved activities or events is included in the Medical Information/Release Form. Please review the form and comply with parent/guardian desires on who can transport their child.

☐ **Arrival/Departure from meetings/activities.**  
Personal transportation to and from 4-H program activities is the responsibility of the 4-H member, parent, volunteer or other driver. Be aware of who youth leave with and how they leave (car, bike, walk). Do not allow youth to depart with unauthorized adults. Adult leaders need to remain on-site until all youth have left.

Updates to this form will be located on the [Iowa 4-H Volunteer website](http://www.extension.iastate.edu/4h/page/4-h-risk-management)

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The skill of goal setting and working to achieve the goal is something 4-H strives to teach and have 4-Hers practice in all parts of the educational program – from project work, to club work, to development of citizenship, leadership, and communication skills. As a 4-H member adds to her or his learning and skill set in a project area, goals should become more challenging and further learning demonstrated.

**WHAT IS A GOAL?**

A GOAL is….. deciding what you want to do and learn in a 4-H project.

A GOAL is….. having a road map. It helps you decide how to get to where you want to go.

Set goals that:

- Are specific (not too general or broad)
- Meet your needs and interest
- Provide you an opportunity for achievement
- Can be accomplished in a reasonable amount of time and with the resources available to you
- Show progress over previous years (if you have been enrolled in this project before)

**HOW TO WRITE A 4-H GOAL**

A goal has 3 parts. A goal should tell:

1. The **action**: how you are going to do it.
2. The **results**: what you will do.
3. The **timetable**: when you plan to have it done.

**Examples:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Result</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to make</td>
<td>a poster about smoothies</td>
<td>by the February club meeting</td>
</tr>
<tr>
<td>I want to train</td>
<td>my 4-H beef heifer to lead</td>
<td>before county fair time</td>
</tr>
<tr>
<td>I want to photograph</td>
<td>the flags at the cemetery</td>
<td>on Memorial Day</td>
</tr>
</tbody>
</table>
NOW IT IS YOUR TURN
Practice writing goals for a 4-H project that include the Action, Result, and Timetable.

<table>
<thead>
<tr>
<th>Project</th>
<th>Action (how)</th>
<th>Result (what)</th>
<th>Timetable (when)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: I want to learn to photograph the robotics team in action before our tournament

Project

I want to

Project

I want to

CONTROL TEST
Do your goals pass the control test? That is, do you have control over all parts of what happens? If you can answer “yes”, you are ready for the next step!

WHAT’S NEXT?
1. Record your goals in the record keeping system you plan to use this year. Think about including what you would like to learn as a part of your goal.
2. Write at least one goal for each project in which you are enrolled.
3. Use a 4-H Goal Calendar to help you develop a plan to work on your goals during the entire year. Do you have time to accomplish your goals?
4. It is okay to make changes and to add or delete goals during the year.
5. Use the same process to write goals for exhibits you plan to prepare. Again, what would you like to learn to do? What new skills do you hope to learn?

HAVE FUN WRITING 4-H GOALS AND DEMONSTRATING LEARNING AND ACCOMPLISHMENTS!

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Get the Best and Forget the Rest
Nurturing Positive Youth Behavior

When we work with young people, we are partially responsible for helping them develop positive, constructive behaviors that will serve them throughout their lives. All young people are capable of positive behavior, but we adults do not always perceive it. Sometimes, it is difficult to find positive behavior; other times we just aren’t looking. Your focus on the five practices below will help you spot and encourage positive behavior.

1. **Noticing**: Stay present in the moment, so you can really see what young people are doing. Train yourself to look for kind, pro-social behavior that you and others appreciate.

   *Technique* – When you are with youngsters or observing program in action, ask yourself “What am I looking for?” or “What do I want to see?” and positive behavior becomes part of your expectations.

2. **Praise**: Specifically name a behavior you saw and explain why you liked it. Young people remember receiving this kind of praise for a long time. When you are specific you earn some credibility in the eyes of the campers and you are teaching them valuable life skills.

   *Technique* – Break your sentence into thirds. 1) Description of behavior 2) What it is / what it’s called 3) Your normal praise. “You’ve put all the paint away. That’s what I call a solid clean-up. Thanks.”

3. **Redirecting**: Make sure you have some fun alternate activities to which you can redirect participants. Stay focused on the different behaviors in your group so you can jump in with a redirection before misbehaviors spread or escalate in severity.

   *Technique* – There are four things you need to do or prepare to use redirection as a strategy for guiding positive behavior:
   1. Know your participants individually. What motivates them? How might they misbehave?
   2. Be aware of their behavior in the present. What are they doing right now? Is it risky?
   3. Ability to get or capture their attention. What can you say or do to shift their focus?
   4. Good ideas for other activities. What 3 or 4 different low-prop games do you have ready?

4. **Scaffolding**: Lead by example so young people can see what you expect of them. Spend time really getting to know the young people you work with so you can encourage them to take doable, incremental steps towards their individual goals.

   *Technique* – Scaffolding means creating opportunities for participants to practice a do-able skill, so they can have more successful experiences using those skills. This, in turn, will build their confidence.

5. **Taking Action**: When everyone is behaving well (or at least not behaving in unsafe ways), it can be easy to get complacent. To promote specifically positive behavior, continually ask yourself, “How can I make this situation better?” Then, take action. Your initiative is a powerful way to improve behavior.
Rules Were Made to be Positive
Creating Expectations Campers Want to Live Up To

A lot of what we say to campers is about creating expectations
- Giving instructions and directions
- Stating rules

Why is this important? Don’t think about a GREEN ball!
- Our brains process negatives differently – so when we use a No, Stop, or Don’t campers often have the wrong thing in their brains. Saying “Don’t think about a green ball” has most people thinking about a green ball, not not thinking about a green ball. Our brains focus on the thing not the negative.
- Stating rules in the positive (turning don’ts into dos), helps create the right imagery in campers’ brains – it’s the subject we want them to think about! Saying “Think about a red ball” has just the right effect.

How do we do it clearly? It’s more than No, Stop, & Don’t
- In fact, what we do at camp is more than a collection of things we are NOT doing
- Skilled camp staff can almost always describe rules clearly, using positive language that’s easier for our brains to process than negatives.

Positive expectations and effective directions
1. Start with a positive comment about activity – positive statements and upfront excitement
2. Ask questions – what are we supposed to do? How to do it, different variations, etc.
   a. When we ask questions most kids respond with negative rules – use the opportunity to rephrase things into positive expectations
3. What should we try and remember or what are the rules? You may have to work to rephrase your questions into the positive
4. Rephrase, support, and clarify their answers – then gently ask why or how come?
   a. Asking why or how come gets kids thinking about the consequences and creates ownership & responsibility as well as helps them understand and get more involved.
   b. They have power to make their own choices
   c. We tap into their existing common-sense knowledge and understanding

With older campers – same idea, different expression
- Support what everyone says – creating positive expectations
- Go through more in-depth rules or expectations – push or challenge their ideas more
- Keep them engaged and talking, but don’t talk down to them… ask Why? and How come?

Write three rules at your camp using only positive language:

1. 

2. 

3. 

Scott Arizala
thecampcounselor.com
@TheCampCounselr
ExpertOnlineTraining.com

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Understanding and Managing Challenging Behavior

Non-Verbal Interventions
- Proximity - get close
- Planned ignoring - watch youth, but don’t reinforce acting out
- Eye contact - Catch youth’s eye, let him/her know you’re watching
- Signal interference - Put your finger to lips to say quiet. Extend hand palm down to suggest settling down
- Body language - Stay in control, appear calm
- Remove distracting objects - Avoid confrontation while you move something distracting out of sight.

Verbal Interventions
- Alert - give 5 minute warnings for transitions
- Humor - defuse explosive situations
- Affection - give a sincere compliment
- Show personal interest - ask an open question
- Accept and acknowledge feelings - reflect what you hear
- Negotiate - “If I get 5 minutes of cooperation, then I’ll let you...”
- Be “with it” - Show you like youth
- Respectful Message - “I feel when...because I’d like....”
- Rehearsal/Coaching - “Let’s practice and try it out.”
- Reflect reality - “The way it seems to me is...”

Model and show behavior you want to see.
**4-H Club Meeting Outline**

Date: __________________ Time: ___________ Place: ____________________________

Objectives for this meeting:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

<table>
<thead>
<tr>
<th>Activity for Early Arrivals</th>
<th>Things To Do</th>
<th>Responsible Person</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>Things To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Call to order</td>
<td></td>
</tr>
<tr>
<td>2. Flag pledge</td>
<td></td>
</tr>
<tr>
<td>3. Roll call/attendance</td>
<td></td>
</tr>
<tr>
<td>4. Reading of the minutes</td>
<td></td>
</tr>
<tr>
<td>5. Treasurer’s report</td>
<td></td>
</tr>
<tr>
<td>6. Committee reports</td>
<td></td>
</tr>
<tr>
<td>7. Unfinished business</td>
<td></td>
</tr>
<tr>
<td>8. New business</td>
<td></td>
</tr>
<tr>
<td>9. Announcements</td>
<td></td>
</tr>
<tr>
<td>10. Adjournment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program or Education</th>
<th>Things To Do</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recreation and Refreshments</th>
<th>Things To Do</th>
</tr>
</thead>
</table>
The 4-H Club Program – Planning Sample sheet serves as an optional template for new volunteers to assist in the club planning process. This is a guide, not a requirement. Each club conducts meetings in different ways, and we encourage flexibility in club meeting planning in order to meet the needs of each individual club. The 4-H program believes in high-quality research-based experiences. Volunteers should work with their counties to access Iowa 4-H approved curriculum.

4-H Club Program – Planning Sample Sheet

Date:   Time:  Location:            Hosts:

Pre-Meeting Activity ideas:

- Skittles Game- Send around a bowl of skittles for each youth to take a few. Instruct them to not eat their skittles yet! After everyone has their skittles explain that for every skittle they have, they need to tell something about themselves, based on the color of the skittles. You determine the topic of each color. For example, red skittles- share a goal you have that you want to achieve this year, orange skittles- share about an achievement that you are proud of, yellow skittles- tell about a hobby or favorite interest, etc.

- Gratitude activity- Use colored straws, pipe cleaners, or colored pencils, etc. Place the straws, pencils, etc. on the table or on the floor with youth sitting or standing around the table or circle. Instruct the youth to each pick up 2 or 3 straws, pencils, etc. Instruct the youth that each color represents a different category. For example, red-friends or family, blue-school or sports, orange-any category, green-4-H, etc. The youth share one thing that they are grateful for in each category that they chose.

- Would you rather game- Index cards with the “would you rather” questions can be written down in advance or you can let the youth write out the “would you rather” questions. For example, would you rather go horseback riding or hike up a mountain, would you rather travel by plane or by train, would you rather be eat spicy food or cold food, etc.

- Scavenger Hunt- create a scavenger hunt of things located in your meeting area. Can do A-Z or any version of the scavenger hunt game.

- Hula Hoop fun- bring one or more Hula Hoop’s to the meeting, youth get to see who can hula hoop the longest.

- Compliment circle- Instruct the youth to stand in a circle and offer a compliment or strength that they have noticed about one of their fellow club members. Do this until all have heard a compliment or strength about themselves.
• Name game- Instruct the youth to write their name backwards and practice the pronunciation, challenge them to use first, middle and last name.

• There are lots of ideas and activities out there! Have fun with your pre-meeting icebreakers and energizers!

Sample Business Meeting:

The sample business meeting is a guide, not a requirement. 4-H encourages a variety of clubs: traditional and non-traditional 4-H clubs, such as shooting sports, robotics, sports clubs, etc. There may not be a business meeting at each club each time they meet. It is important that each club, whether traditional or non-traditional be youth-led and provide opportunity for youth leadership and decision making. How that is done and what this looks like may vary from club to club. Club business meetings should not take more than 15-20 minutes.

Pre-meeting activity:

Pledge of Allegiance: (Youth Name)

Roll Call: Name one way you stay healthy; in what city where you born; what would you do with $100.00; would you rather question, etc.

Introduction of Guest & Potential Members:

Secretary’s Report:

Treasurer’s Report:

Report of Officers & Committees:

Old Business:

New Business:

Announcements, dates to remember:

Leaders Report:

4-H Pledge:
Education

Presentation(s): Youth Name(s)

Education can be many things beyond the youth led presentations as well. Education may be practicing an activity related to a program priority; cooking, exercise, service learning in the community, field trip to learn about a local business learning leadership skills, practicing a sport, etc.

Recreation

Be fun and creative with your recreation ideas! Include recreation and snacks in each meeting if possible. Get input from the youth on recreation ideas. Learn from other club leaders, etc. Recreation could include making cards for an upcoming Holiday for the local nursing home, children’s hospital, etc. Recreation could include group games, tie dye t-shirts, decorating cookies, outdoor fun for the season, field trip, service learning, etc. Remember to think, what ways the recreation can be youth led are! Recreation provides opportunity for the youth to continue gaining skills such as communication and teamwork.
Planning a 4-H Learning Experience

Things to remember

There are lots of things to remember when planning a 4-H Learning Experience! Below is a list to help you and the planning team think through the process.

- What are the club members’ goals and anticipated outcomes?
- Keep in mind the 4-H Equation and what you learned about meeting the Needs of Youth.
- Recall the Essential Elements activity and the Essential Elements characteristics or indicators that should be included in a 4-H experience.
- Who is taking leadership of this experience or activity?
- Are club members and adults practicing youth/adult partnerships?
- How can the experience be designed to be age appropriate for all club members?
- How will the Experiential Learning model be utilized?
- Where can the club find information and resources that are research based?
- What parents can help?
- Who in the community might help?
- Has the risk management checklist been reviewed?
- Is it FUN?!

IOWA STATE UNIVERSITY
Extension and Outreach

Sept 2013
Dear Volunteer,

Thank you for volunteering to be a part of the Iowa 4-H program! You are starting an interesting, challenging, and rewarding experience. Many new volunteers have lots of questions about their new venture, and we hope you will find this series of six letters helpful. New volunteers participate in orientation, new volunteer training at the county/multi-county level, and receive additional resources in your volunteer binder.

Letters to New Volunteers - Contents
(4-H 115-A) provides a preview of all of the letters. At a glance you can identify which letter will have information to begin answering your questions.

The six letters include information on getting started with a 4-H club, planning and conducting 4-H club meetings, tips for working with youth, leadership and teaching techniques, and opportunities for youth and volunteers on the county, state, and national level.

You will notice that at the end of each letter is a section titled, "How I can use the information in this letter." This section allows you to write down your personal thoughts and ideas for later use with your 4-H club.

Key Ideas
- Introduction to the letter series
- What is 4-H?
- How does the 4-H program work?
- How is the 4-H program delivered?
- What’s more important – the 4-H project or the 4-H boy and girl?
- What is the 4-H volunteer’s role?

What is 4-H?

4-H is the youth education program of Iowa State University Extension and Outreach (ISUEO) for youth in grades 4-12 that fosters positive youth development based on the needs and strengths of youth, their families, and communities. 4-H provides opportunities for youth to develop skills they can use now and throughout their life. Clover Kids is a 4-H program for youth in grades K-3.

4-H member divisions (by grade)
- Junior (grades 4-6)
- Intermediate (grades 7-8)
- Senior (grades 9-12)

Adults who serve as 4-H volunteers are considered representatives of Iowa State University Extension & Outreach 4-H Youth Development program. Through their county and regional Extension staff, volunteers have access to research and information from Iowa State University.

The state leadership for the 4-H program is located on the campus of Iowa State University and at the county level in the county Extension office. At the national level, 4-H is under the leadership of the U.S. Department of Agriculture.

The 4-H mission states: 4-H empowers youth to reach their full potential through youth-adult partnerships and research-based experiences.

Iowa 4-H has developed a 4-H Equation to help volunteers and staff succeed in meeting the needs of youth as identified by youth development research. The formula includes Our Reason plus Our Method plus Our Mission to help us reach the Our Outcomes. You will find that the 4-H Equation is the basis for the 4-H experience and is referred to time and again during volunteer training and program design.

IOWA STATE UNIVERSITY
Extension and Outreach
To reach *Our Results* of Productive Citizens, Outstanding Communicators, Effective Leaders, and Successful Learners, 4-H combines:

**Our Reason:** How does 4-H help young people reach these outcomes? Key to helping young people reach these outcomes are caring adults. Volunteers, parents, and staff develop programming and experiences based on youth development research which emphasizes the importance of meeting the four basic human needs of belonging, mastery, independence, and generosity. Studies indicate that youth whose needs are met in positive ways are likely to develop into active citizens and contributing members of their families and communities. These four **Youth Needs** are:

- **Belonging** – Youth need to know they are cared about by others and feel a sense of connection to others in group settings. 4-H gives youth the opportunity to feel physically and emotionally safe while actively participating in a group.
- **Mastery** – Youth need to feel and believe they are capable, and experience success at solving problems and meeting challenges to develop their self-confidence. Through the exploration of ideas and activities related to their interests, youth learn skills and participate in experiences that help them make positive life choices for their future.
- **Independence** – Youth need to know that they are able to influence people and events through decision-making and action. By exercising independence through 4-H leadership opportunities, youth mature in self-discipline and responsibility and learn to better understand themselves.
- **Generosity** – Youth need to feel their lives have meaning and purpose. By exploring 4-H community service and citizenship activities, youth can connect to communities and learn to give back to others.

**Our Method** (also known as Essential Elements):

*A Caring Adult* is actively involved as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people and could also be called supporter, friend, and advocate. This element supports the need for **belonging**.

**Safe Environment.** Caring adults make sure that young people do not experience physical or emotional harm while participating in 4-H - whether from the learning environment itself, adults, other participants, or spectators. This element supports the need for **belonging**.

**Mastery.** Mastery is the building of knowledge, skills, and attitudes, and then demonstrating their use. The level of mastery depends on the ability or interests of the individual youth. It is a process that evolves, sometimes over a period of years, and is not a one-time experience. Adults support the 4-H concept of experiential learning - learning by doing.

**Service.** Finding oneself begins with losing the self in the service of others. Adults guide youth in identifying community needs, planning a course of action, then acting, reflecting and learning, and celebrating the experience and accomplishments. Community service learning is a way for members to gain exposure to the larger community, indeed the world itself. It is necessary to actively practice and uphold service in order to develop a sense of **generosity**.

**Self-determination.** Believing that one has impact over life’s events rather than passively submitting to the will and whims of others is self-determination. Caring adults help 4-H members foster a personal sense of influence over their own lives, exercising their potential to become self-directing, autonomous adults. This element directly supports youth’s need for **independence**.

**Inclusiveness.** An inclusive environment is one that allows a sense of belonging to develop, encourages and supports its members, and offers encouragement with positive and specific feedback. Healthy groups celebrate the success of all members taking pride in the collective efforts of all.

**Futuristic.** The opportunity to see oneself as an active participant in the future is crucial to the development of young people. The ability to see oneself in the future is to harness the hope and optimism to shape life choices to facilitate the transition into active participation in future events. It allows for the development of **independence**.

**Engagement.** An engaged youth is one who is mindful of the subject area, while building interpersonal and intrapersonal relations and connections in order to develop greater understanding. Through self-reflection, the brain has the ability to self-correct and learn from experience. The engaged learner has a high degree of self-motivation and an unending capacity to create. This element has its basis in both **mastery and independence**.
How does the 4-H program work?
It's often said, "It is better to build a child than to mend an adult." This, in a nutshell, is the main objective of the 4-H program.

In 4-H, volunteers encourage youth to gain knowledge and learn practical life skills and to apply both in their project areas. Members learn to work together as a team and develop a sense of fair play. 4-H members learn decision-making skills as well as communication, leadership, and citizenship skills through project work, experiential learning, community service learning, competitive events, and other 4-H educational experiences.

As 4-H members mature, they have opportunities to learn and practice leadership skills within their own club and at county activities. They also begin to develop an appreciation and understanding of their community through individual or club service learning projects and other citizenship projects.

Members improve their communication skills through club interaction, 4-H record keeping, and presentations. They also develop life skills such as basic health and safety and financial practices. They acquire educational and vocational experiences and learn how to make decisions and set realistic goals for themselves.

All of this doesn't happen at once, but develops gradually as members continue their involvement in 4-H under the direction of caring adult volunteers – YOU!

How is the 4-H program delivered?
The structure of a 4-H club or group may take on one of several forms. These include:
1. **Community clubs, project clubs, afterschool or site-based clubs:** 4-H curriculum is taught to youth organized into groups (clubs) that function for several months or throughout the year. There can be afterschool clubs, project clubs, site-based clubs, etc.
2. **Independent membership:** 4-H curriculum is taught to a member guided by an adult mentor. They meet several times a year.

3. **Short-term/special interest:** 4-H curriculum generally is taught over a specified amount of time (e.g., 1 week, 6 weeks, 2 months) and outside of regular school hours. After-school programs, community school programs, special interest group programs, camps, cooperative programs with other agencies and organizations, and school-age child care programs are examples of this delivery method.

4. **School enrichment:** 4-H curriculum is utilized in the classroom during regular school hours. The classroom teacher, a resource person, or a volunteer teaches the subject matter.

What's more important - the 4-H project or the 4-H boy and girl?
The 4-H member, of course! 4-H is a people program. Its objective is to develop young people. Projects are tools for teaching youngsters by stimulating their interests. Our ultimate goal is for the 4-H member to know more and be able to do more at the end of the year. When a 4-H'er leaves the 4-H program, we want them to have gained life skills that will help them be contributing members of our communities and society as a whole. Life skills are what a 4-H'er has left after the ribbon award is put away.

What is the 4-H volunteer's role?
1. To be a caring adult in the lives of your members – to recognize and encourage each 4-H member so the member feels noticed and important (belonging). Your role is to guide and mentor them. Let them know they are important, what they have done is worthwhile, that they belong, and that 4-H is an environment where they are safe both physically and emotionally.
2. To help 4-H members learn skills. 4-H members have fun while "learning by doing." Young people remember better if they actually experience something and have an opportunity for some "hands-on learning" and then reflect on that experience.

3. Help members develop independence - to teach 4-H members how to think, not what to think. We 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.

Learning takes place within the learner - it is not something done to the learner. We encourage skills that will be useful to the youngster now and in the future. We help each member develop good habits, experiment with new ideas, practice problem-solving skills, and grow within their chosen projects. By doing this, we help them become self-directed, productive, and contributing members of society.

This is what 4-H is all about - the personal development of each youth.

Welcome to the world of 4-H!

Action Steps

- Talk with other adults who might take on club volunteer roles.
- Learn more about how clubs in your area are structured.
- Attend scheduled volunteer training(s).
- Gather needed 4-H reference materials.

Reference materials

The 4-H Youth Development Experience, 4-H 3020A
Learn about "Why 4-H" in the Tufts' Research 4-H Study of Positive Youth Development
http://www.extension.iastate.edu/4h/explore/Why4h.htm

How can I use the information in this letter:

1. New activities to plan into our club program:

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

3. Questions to ask ISU Extension & Outreach staff and other leaders:

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

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How to Start a 4-H Club

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

Dear Volunteer,
This letter has answers to some of the most frequently asked questions about actually starting a new 4-H club. It is also useful for volunteers working with an already established club. Highlight information you find useful for your situation.

How to recruit 4-H members and how many should we have?
First of all, how many members? 4-H clubs should have at least five members from 3 or more families. Some suggest that 6 to 10 members per adult leader is an optimum number. Some clubs have as many as 70 youth. However, it depends on the age of the members in your club. It also depends on how many other volunteers will be working with you. Limit your first group to a number with which you and your co-volunteers feel comfortable!

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

Because 4-H receives federal and state funds, we must be certain our programs are made available to all people equally.

You may find it helpful to recruit some other adults to assist you as club volunteers. Interested parents, 4-H alumni, or friends are often willing to help. This gives the lead or organizational volunteer much needed assistance and also provides continuity for club meetings in case of absence of key adults. To provide a safe environment for youth enrolled in 4-H, a child protection policy is in place. Your extension staff will know which volunteers may need to complete the child protection screening process.

How can I enroll my members?
Your county Extension office has the necessary enrollment forms for you to complete and submit to the office. Iowa 4-H uses an online enrollment process.

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

After your members have enrolled, check to see if your county has a pin or badge for first-year members and other recognition for second- and third-year members. Your county Extension staff can tell you how and when these are available.
What type of club should we choose?

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

4-H clubs are expected to:
- build youth and adult partnerships,
- set annual club goals and evaluate progress toward those goals,
- plan an educational, experientially based program,
- submit a club calendar to the county Extension office,
- be involved in community service learning activities, and
- keep records of their activities.

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

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

Afterschool Club is a program offered to youth following the school day. Afterschool clubs are often divided by age groups. Afterschool clubs aim to complement the learning and development that occurs during the school day and to extend learning during non-school hours. They are often a part of a broader after-school initiative and may have a wide variety of partners and resources that support the program operation. This club type is often facilitated by paid staff and/or volunteers. The schedule complements the school calendar.

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

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

What is all of this about projects?

A part of 4-H is learning life skills through specific content. A listing of all projects youth can select are included in a publication called *Choose Your Adventure*. Project webpages and “Hot Sheets” support each project area. All of this is available online at [http://www.extension.iastate.edu/4h/page/project-helpers](http://www.extension.iastate.edu/4h/page/project-helpers). County Extension offices have print copies of *Choose Your Adventure* and can print out copies of project Hot Sheets for families who do not have internet access.

The Hot Sheets include links to 4-H curriculum that supports that specific project area. Some county Extension offices purchase these additional curricula for members or have copies of the curricula that they loan out. Check with your county Extension office for local policy.

Are there dues for 4-H members?

4-H club members are charged a program development fee, usually about $30 per member. The exact amount is determined by the County Extension Council. In addition, some clubs may decide to pay for local club program costs by assessing a small fee per member or by working together on a fundraising project. Special events such as camps and county fairs may also have registration or entry fees connected to them. If a club volunteer feels a family cannot afford the amount, county 4-H Foundations or the Iowa 4-H Foundation will be able to assist with this fee. No child will be denied access to the 4-H program because of financial challenges.
What about insurance?
4-H volunteers who have gone through child protection screening, attended training, and been approved by their county Extension council have liability coverage provided by their County Agricultural Extension District. This coverage is in effect when volunteers are acting within the scope of their volunteer duties and responsibilities in providing education, training, counseling, and specific other services when leading a 4-H group or 4-H activity (contact county extension office for additional details). All county Extension offices are expected to carry accident insurance for members and volunteers. This insurance covers you and your 4-H members from the time you leave home until you return home from any 4-H activity. Additional accident insurance is also available for special activities or events on a per-day basis. Check with your county Extension office for those events and activities that need extra insurance. Forms for each of these plans can be obtained at your county office of Iowa State University Extension & Outreach. They should be sent directly to the insurance company by the 4-H volunteer.

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

How often will our club meet?
There are several possibilities in choosing a day and time for club meetings, such as:
- once a week, after school (this works well for elementary age members)
- once every 2 weeks, after school or on a weeknight
- once a month, on a weekday
- once a month, on a Saturday or Sunday (sometimes this works best for clubs with members of a wide age span)
- other variations, limited only by the needs of your club members

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

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

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

A 4-H Club and its members will:
- Build youth and adult partnerships.
- Set goals and measure progress toward those goals.
- Plan a fun experiential-based program where youth learn skills in leadership, citizenship, communications, and project work and where all youth
  - Attend meetings/workshops/camps, etc.
  - Complete a service learning project
  - Demonstrate learning by giving a presentation or demonstration before a group
  - Keep records of activities and evaluate experiences
4-H adult volunteers will:
• Complete a volunteer application and background screening as per volunteer role. (Your county Extension office has these forms.)
• Foster and promote the Needs of Youth and the outcomes of the 4-H experience as defined in Iowa’s 4-H Equation.
• Promote positive youth development environments for youth that emphasize youth strengths.
• Complete new volunteer orientation and training.
• Complete the campus generated 4-H volunteer training each year for general/organizational, project volunteers and assistant volunteers, and Clover Kids volunteers.
• Engage parents in the 4-H experience
• Provide appropriate supervision of activities/meetings/field trips, etc.
• Develop working relationships with a variety of community partners.

Action Steps
♦ With the other volunteers, develop your member recruitment plan.
♦ Decide on the volunteer and member materials you will need to order or access from online or your county Extension office.
♦ Decide how potential club and/or project costs will be handled.
♦ Meet with members, parents, and other volunteers to discuss where the club will meet and how often.
♦ Talk with your county Extension staff about insurance coverage.
♦ Attend scheduled volunteer training(s), as appropriate.

Reference materials
Accident insurance flyer from American Income Life: available at your county Extension office.
4-H Participation Policy 4-H 14  
http://www.extension.iastate.edu/4H/Documents/Policies/4H14ParticipationPolicy.pdf
4-H Clubs and Clubs Guide  
https://www.extension.iastate.edu/4h/4hclubs

How can I use this information:

1. New activities to plan into our club program:

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

3. Questions to ask county Extension staff and other leaders.

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Dear Volunteer,

We want you to feel comfortable and confident as a club volunteer. You may have questions about planning and conducting your 4-H club meetings. This letter includes information about the basic, everyday ingredients of a successful 4-H meeting. Additional resources are available at the 4-H Clubs webpage: https://www.extension.iastate.edu/4h/4hclubs

Setting goals with your 4-H club
It's helpful for you and your 4-H members, to set a few basic goals for your club's first year. (Not too many, or you may get discouraged!)

Encourage 4-H’ers to set personal goals. You will want to do this for yourself also. You've heard the saying, "How do you know if you've gotten there if you don't know where you're going?"

Planning a yearly 4-H club calendar
As soon as goals have been selected by your club, it is really helpful to plan a yearly calendar of activities. Be sure to involve your 4-H members and their parents in developing this plan. Many counties have a form for listing all of your meetings and activities.

Be sure to include meeting time, location, and date, who will host, who will give a presentation and other program content. Have each member use a calendar to write in the information from your planning session.

This calendar also can be used as the club’s plan is developed, writing in notes on the dates for time, and other specifics. Members can take their calendar home, and this helps parents plan, too. Another way is to make a list of dates and significant details for each member to take via a club webpage or Facebook page.

Ask your Extension county staff what the county 4-H calendar includes, especially the dates of events, contests, fairs, etc. designed primarily for your 4-H members. Most counties have a 4-H newsletter listing all activities. Be sure you are on the mailing or email list, and then share this information with your members.

Club officers and committees
Not all clubs have officers but if your club chooses to, the suggested 4-H club officers are:

- President
- Vice president
- Secretary
- Treasurer (if needed)
- Club reporter (for publicity reports)

Other possible officers or committees are historian, telephone/email or webpage committee, photographer, field trip committee, recreation committee, clean-up committee, etc. There are instruction materials for club officers and committees at your county Extension office or online at https://www.extension.iastate.edu/4h/4hclubs, or downloadable from the Extension online store at https://www.extension.iastate.edu/store/ListItems.aspx?CategoryId=1
Youth learn valuable leadership and communication skills when they have a chance to be an officer or a committee chairperson. The officers and committee chairpersons may also serve as the planning committee to develop the yearly calendar of activities for the club.

Teaching the 4-H pledge, motto, and symbols
It helps members and adults to better understand 4-H if the volunteer or a member presents the 4-H pledge, motto, and symbols to the group early in the club year.

The volunteer may find it helpful to ask an experienced 4-H member to make a poster to use at each meeting, showing the 4-H pledge and the 4-H motto, so new members can read it while memorizing it. After the first meeting, members can take turns leading the flag salute and the 4-H pledge. They may also want to give a short talk on the meaning of the 4-H symbols. Small 4-H flag sets for clubs can be purchased from the online 4-H Mall http://www.4-hmall.org/Home.aspx

Members learn from meetings
Well-planned meetings give members an opportunity to have fun as well as:
- Feel they belong
- Acquire new knowledge and master skills
- Enjoy recreational activities
- Develop independence through participation in decision making and leadership
- Develop a sense of generosity through planning and performing community service learning

Members conduct the meeting but may need your guidance in advance, depending on the experience of the club officers (if your club has chosen to use officers). Arrange time to meet with them so they can provide input, are prepared, and can assume complete responsibility.

Possible agenda items for a 4-H club meeting
Following is a sample agenda for a 4-H club meeting.
1. Someone to greet each member by name as they arrive (belonging)
   - Learning to meet new people
   - Caring about other people
2. Opening fun activity
   - Creating ease & acceptance
   - Considering needs of all
3. Fun roll call or learning roll call
   - Encourages everyone to share and communicate
4. Business meeting (independence)
   - Call to order
   - Pledges
   - Minutes of last meeting
   - Unfinished business
   - New business
Establish some rules of order for your business meeting. Many leaders help youth learn parliamentary procedure http://urbanext.illinois.edu/who/inside.html#

5. Provide an opportunity for youth to make decisions (independence and generosity)
   - Help plan club program, outings, and community service learning projects
6. Learning by doing activities (mastery)
   - Project work, learning a new skill
7. Provide opportunity to share learning (belonging)
   - Could include presentations and communication activities
8. Planned recreation (belonging)
   - Helps youth get to know each other and interact
9. Celebration
   - We had fun, learned something
   - Develop a better self-concept
(Meeting includes activities designed to involve members in youth-to-youth and youth-to-adult interaction and are appropriate for all age levels.)
There are endless variations of this agenda—and variety certainly helps to make the meeting more interesting and lively. Some clubs choose to have short, informal business sessions at some point during a 4-H meeting. You might consider trying out a variety of methods to determine which works best with your age group, the size of your club, and the project areas in which your members are enrolled. Check the 4-H volunteer website for ideas on games and recreation.

**Involving parents with the club**

Successful 4-H membership usually includes a great deal of parental support. Sometimes a key reason for becoming a volunteer is because a son or daughter wants to join 4-H. It is logical to encourage other parents to be club or project volunteers, resource or activity volunteers, or special teachers. Don't hesitate to ask for help! Be specific about what and when you need help. Then ask!

Parents may be asked to chaperone club activities, host a meeting, teach a special skill, or share a particular interest. If they are sharing information with the club, it doesn't necessarily have to be related to a project. It could be regarding citizenship, leadership, community service learning, or other topics.

**Tours, activity days, etc.**

Your club members will really enjoy a variety of field trips, tours, and special activity days. Sometimes they learn more in a well-planned field trip than in a regular club meeting. These events should be included in your total number of meetings. An excellent source for ideas on where to take your club on a tour is to ask other 4-H volunteers. Your 4-H members will enjoy doing some of the planning for a field trip, and may even want to invite another club to join them for the trip or friends who are not currently 4-H members.

A special activity day is another excellent teaching tool. Perhaps you can invite a parent, a resource volunteer, or a friend with a special skill to teach it at one of your regular meetings.

If you have further questions or concerns, contact your county Extension staff or another 4-H volunteer. We all want to help you succeed.

**Have a good meeting!**

**Action Steps**

- With the other 4-H volunteers, work with club members to set goals for your club.
- Encourage 4-H members to set personal goals.
- Set some goals for yourself for the coming year.
- With the other 4-H volunteers, work with club members to plan a yearly 4-H club calendar.
- Help members select officers if needed.
- If your club decides to have a treasury, contact the county Extension staff for guidelines, policies, and ideas for fundraising activities. Also, download financial guidelines at [http://www.extension.iastate.edu/Publications/4H1DLDR.pdf](http://www.extension.iastate.edu/Publications/4H1DLDR.pdf)
- Allow youth to learn the 4-H pledge and 4-H motto in many ways.
- Meet with the club officers to help them plan the meeting agenda.
- Decide on what support you would like from parents. Choose ways to involve parents in various meetings and activities. Often they are just waiting to be asked!
- With the members and other volunteers/parents, plan some interesting tours and activity days.

**Reference materials**

Club officer materials are available for free download at [https://store.extension.iastate.edu/Topic/4-H-Kids-and-Teens/Club-Officer-Materials](https://store.extension.iastate.edu/Topic/4-H-Kids-and-Teens/Club-Officer-Materials) or check with your county Extension office for print copies.

Power points to help young people learn more about their club officer roles are available online at [https://www.extension.iastate.edu/4h/4hclubs Meeting the Needs of Youth – Tips for 4-H Leaders (4-H 117)](https://www.extension.iastate.edu/4h/4hclubs)

National 4-H Supply Catalog website at [http://www.4-hmall.org](http://www.4-hmall.org)
How can I use the information in this letter:

1. New activities to plan into our club program:

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

3. Questions to ask ISU Extension staff and other leaders:

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

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WELCOME TO THE WORLD OF 4-H!
Techniques for Teaching Youth

Key Ideas
- The youth-centered approach
- 100 ways to say "very good"
- Helping youngsters learn
- Teaching tools
- Leadership styles and how they affect your club
- Characteristics of a good leader
- What to do about kids who act up
- Okay, so the activity, ideas, or meeting flopped

Dear Volunteer,
How are meetings going? Are you concerned you will run out of ideas or encounter some disruptive behavior problems? This letter deals with teaching techniques and management styles. A wise teacher once observed, “If a child isn’t interested, you can’t teach him. If he is interested, you can’t keep him from learning.” Most 4-H volunteers don’t think of themselves as teachers. However, through volunteers, 4-H members learn skills that help develop such lifelong characteristics as positive self-esteem and sound decision-making. Through you, they also practice effective communication skills, responsibility, and cooperation with others. 4-H volunteers are successful teachers because they establish a personal relationship with each member—they are caring adults. Learning takes place through the experiences and opportunities a 4-H member has.

The youth-centered approach
4-H uses a youth-centered approach to learning. This means the program focuses on the needs and interests of youth. For example, 4-H club members set their goals for the year, make their plans to reach these goals, carry out their plans, and assess their progress.

You may be wondering, "What do they need me for?" Well, you play an important role. It's through your guidance, understanding, encouragement, and recognition that they will learn how to set a goal and reach it. You help each member set realistic goals. You provide encouragement when the going is rough. Best of all, you see that proud smile that says, "I did it" when you recognize them for a job well done. Did you know that there are at least 100 ways to say "very good"? How many can you come up with?

100 ways to say "very good"
People thrive in a positive environment. Give family, friends, and 4-H members plenty of praise, warmth, and signs of care. People need smiles and approval. Look for good behavior that you want to strengthen, then say "very good" to people in a variety of ways, but be specific. Some suggestions are listed on the following page.
100 ways to say "very good"

I’m proud of the way you worked today!
Now that’s what I call a fine job!
You’re doing a good job.
You did that very well.
You’ve just about got it.
You must have been practicing!
That’s the best you have ever done.
FANTASTIC!
Congratulations!
You’re really improving.
I knew you could do it.
Right on!
That’s quite an improvement.
SUPERB! Now, you’ve figured it out
Good remembering!
You are doing that much better today.
Keep it up!
Now you have it.
You did a lot of work today!
Not bad.
You’ve got that down pat!
GREAT!
You certainly did well today.
You are learning fast.
TREMENDOUS!
Keep working on it, you’re getting better!
You’re doing fine.
Good for you!
Good thinking!
Couldn’t have done it better myself.
You are really learning a lot.
You make it look easy.
That’s first class work.
Keep on trying!
You really make my job fun.
You out did yourself today!
That’s the right way to do it.
I’ve never seen anyone do it better.
One more time and you’ll have it.
Good for you!
You’re getting better every day.
Good going!
You did it that time!
I like that.
That’s not half bad!
MARVELOUS!
WOW!
I’m very proud of you.
That’s the way!
I think you’ve got it now.
Nice going.
You figured that out fast.
Now you’ve figured it out.
You remembered.
SENSATIONAL!
That’s really nice.
You haven’t missed a thing.
It’s a pleasure to teach when you work like that.
That’s the way to do it.
Keep up the good work.
You’re right!
That’s better.
CLEVER!
Nothing can stop you now!
That makes me feel good.
That’s great!
EXCELLENT!
That’s it!
PERFECT!
Way to go.
That’s the best ever.
Well, look at you go!
You’re really going to town.
TERRIFIC!
FINE!
You’ve got it made.
Way to go.
That’s RIGHT!
Now you have the hang of it!
You’re on the right track now!
Congratulations!
You got it right.
That’s GOOD!
You’ve got your brain in gear today.
You are very good at that.
Much better!
That’s coming along nicely.
WONDERFUL!
That’s very much better!
You’ve just about mastered that!
GOOD WORK!
That’s better than ever.
I’m happy to see you working like that.
OUTSTANDING!
You’re really working hard today.
That’s It!
OK

The purpose of all feedback is to help young people maintain or improve their present level of effectiveness or appropriate behavior. So, deal in specifics. Add the specific behavior to these phrases to make them even more effective.

Helping youngsters learn
As a volunteer you encourage the natural curiosity that youngsters have. You provide opportunities for "hands-on" learning and help members grow in self-confidence as they learn. Together, you and your 4-H members will have fun learning. Because each age group has different characteristics and unique developmental needs, it helps to know what they are.

These needs will have an impact on how different members learn. Ask your county Extension staff for information about developmental differences of boys and girls at various ages, or access How Kids Develop at http://www.extension.iastate.edu/4h/volunteer

4-H experiences are implemented through using the Experiential Learning Model. You will learn about the Experiential Learning Model during your new volunteer training. Plus you can learn more at this website: http://www.experientiallearning.ucdavis.edu/default.shtml
Teaching tools
There is a wealth of resources at your fingertips. The challenge is discovering them. Resources can be people, reading material, methods of teaching, or activities. Here are examples of teaching methods and resources to help 4-H members learn:

- lectures
- workshops
- leader training
- club exchanges
- field trips
- charts
- rosters
- posters
- guest speakers
- fairs
- judging
- show and tell
- camp
- movies
- ISUEO kits
- videos
- slides
- clinics
- tours
- discussions
- 4-H project materials
- games
- puzzles
- presentations
- 4-H record books
- parents
- club officers
- library
- leader guides

A great source of teaching tools is the 4-H leader guide for the project. Check with your county 4-H staff for visual aids or resource kits that might be available for you to borrow. Also, check with other volunteers to see what they have used or know about. You can find additional information on the Iowa 4-H website.

Leadership styles and how they affect your club
What you do, and the results you get, depends a great deal on how you and your members relate in the club. In the following pictures, the light figures represent the members and the shaded figure is the lead volunteer and/or other volunteers. Which of the relationship styles would you like in a 4-H club?

1. **Us-and-our club.** The lead volunteer knows the individual members well and is interested in them and in what they do. The club belongs to all the youth, and the club will be most successful when it exists for the members' benefit. The leader says, "Let's go," "Let's find out," "How shall we best do this?" The volunteer takes an active part in club affairs but does not control them.

2. **Leader-alongside club.** The lead volunteer moves along beside the club and with it. The leader watches the progress, offers suggestions, and actively helps do the work. The volunteer is genuinely interested and enjoys being a leader, but does not have a feeling of owning the club. He or she sees that the job is done.

3. **Leader-out-in-front club.** The lead volunteer is out in front and draws the club behind. Soon the volunteer speaks of "my club," which may make it appear to others that the club belongs to the volunteer. Programs may be planned, but they only reflect the lead volunteer's wishes.

4. **Hands-off club.** The leader sits back, makes no decisions for the group, and forces the group and the individuals to chart their own course. Good as well as bad decisions, plans, and programs are permitted to develop. Strong clubs get stronger under this type of leadership. Weak clubs may fall apart.

Which relationship is right? No one relationship is the "right" one. In fact, depending on the situation each one could be "right." The trick is to find the one that works best for you and the kids in your group. You'll probably find yourself most comfortable and the members happiest in one of the four types of relationships. However, as interests and experience change, so does the relationship.
For example, in a new club starting with young members, you would probably be most effective "pushing or pulling" the club along.

Would this still be the "right" relationship after the members and club have had a year or two of experience?

**Characteristics of a good leader**
As a caring adult, a volunteer has the opportunity to develop a facilitation style that works best with a group of youth. You may recognize some of your own qualities under "facilitating" style, and hopefully not too many under "not-so-facilitating!"

"Facilitating" style – works well in most situations.
- Guides a group through an experience
- Uses different leadership styles when appropriate
- Encourages participation
- Keeps action going
- Can tolerate low points in action
- Is flexible
- Encourages participation by all
- Is generally low key
- Is a good listener
- Cares

"Non-facilitating" style
- Takes over leadership and directs others
- Makes decisions for the group
- Ignores suggestions
- Lack of preparation
- Evades issues
- Gives solutions rather than letting group come to their own
- More concerned with results than the people involved
- Unconcerned
- Uncomfortable to be around

**What to do about kids who act up?**
Sometimes kids do act …well, obnoxious. You don't need to feel guilty about thinking that way. The important thing to remember is that the action is obnoxious, not the person! It's a very important distinction. The behavior is not okay, the youth is.

Young people virtually never act up for the sheer pleasure of it. Youth usually have a reason for what they do. Chances are, a member acting up has a problem, and if you're perceptive (and patient), you might be able to discover the problem and help solve it. Stop a minute before you let yourself get upset and ask yourself, “Why are they doing that?”

Some common reasons why people act up
1. They want attention. If they disrupt a meeting, they get not only your attention, but attention from other members as well. How about giving the member some responsibilities during the meeting? That way, the youth gets needed attention in a positive way.
2. They might be uncomfortable in the situation. Maybe they don't know what's expected, or your group is doing something they have never done before. By acting up, the uncomfortable person doesn't have to figure out what is expected. A few quiet words to explain what to do will probably do the trick. If it doesn't work, a quiet talk while others are occupied might clear the air.
3. They may be afraid of failure. Closely related to number two above is acting up because of fear of failure. If a person feels they can't do what is expected, it may be less embarrassing to be called a "troublemaker" than to be called a "failure."
4. They don't like what the group is doing. The activity or project may be too easy or too difficult. It's probably necessary to sit down, one-on-one, and help this member set some goals that they would really like to reach.
5. It's possible you have no idea why a particular member is acting up. The quickest way to find out is … ask the member. For example, take the member aside and say "Bob, from the kinds of things you have been doing, I suspect something is bothering you. I would like to work it out with you. How do you feel about it?" Maybe the kid doesn't know either
Okay...so the activity, ideas, or meeting flopped!
Don't be frustrated. It won't be the end of the world...as long as you figure out what went wrong and work to correct it.

Maybe the members just weren't interested in what you did. Why? They don't care about the activity. They don't fit in. They don't feel the activity accomplishes anything.

There could be other reasons. How can you find out? Ask the members! Does that sound simple? It is! No volunteer can have all the answers and insights into what young people want, so ask them. Your respect for their opinions and needs will make them feel you really care. You'll probably be surprised at the results of this positive communication. Just sit down with your members, either individually or as a group and find out what they wish to accomplish. (Goal setting...remember?)

Hang in there! Try some of these suggestions--and then try some of your own ideas! Don’t forget you can ask other 4-H volunteers or staff. You and your club members will enjoy working together in 4-H!

Enjoy the successes with your club. Build on your strengths, and celebrate the good things regularly!

Action Steps
♦ Ask your members for ideas on activities and topics that they would like.
♦ Access resources to support you in areas such as learning more about age and developmental stages of youth (Ages & Stages), troubleshooting problems, recreation ideas and much more at: http://www.extension.iastate.edu/4h/volunteer
♦ Experiment with different activities and teaching styles.
♦ Attend training sessions for the project.
♦ Ask other volunteers how they teach the project.
♦ Ask your county 4-H staff for references you could read or online links.
♦ Let older members teach younger members.
♦ Try a game for teaching project-related facts.

How can I use the information in this letter:

1. New activities to plan into our club program:
   __________________________________________
   __________________________________________

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

3. Questions to ask ISU Extension & Outreach staff and other volunteers:
   __________________________________________
   __________________________________________

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

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WELCOME TO THE WORLD OF 4-H!
Opportunities for 4-H Members

Key Ideas

Club Activities
- Social events
- Community service learning
- Recognition activities

County Activities
- Project workshops
- Contests-Judging, Share-the-Fun, Fashion Revue
- Presentations
- International Four-H Youth Exchange
- County fair
- 4-H summer camp

Beyond the County
- Citizenship Washington Focus
- National 4-H Conference
- National 4-H Congress

State 4-H activities
- 4-H Youth Conference
- State Fair
- State Council
- Shooting Sports Qualifying Match
- Clover Woods
- Scholarships
- State Recognition

Club activities

In addition to regular meetings, field trips, and special activity days, some clubs also plan social events such as family potluck dinners, picnics, swimming parties, trail rides, and campouts. The county 4-H volunteer meetings, newsletter, and county calendar on the website will give you information regarding upcoming county activities—read it carefully and share it with your 4-H members.

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 learning project of its choosing that supports their community. 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. As your club members grow and mature, they may decide on a long-term community service learning project, such as monitoring a section of stream for water quality, to be developed or repeated over several years. There is a training module designed for volunteers to learn more about all aspects of community service learning.

Many clubs have a special family activity during the 4-H year. This might be to install new officers, recognize 4-H member achievements, or show appreciation to parents. Usually families and friends are invited, giving the club members an opportunity to explain the club activities and goals.

Dear Volunteer,
Now that you’ve had several club meetings and the members are excited about their project work, you’d probably like to know about the many 4-H activities available to your members.
County activities
During the 4-H year, each county has many activities in which you and your members are encouraged to participate. It's helpful to know what these are at the beginning of the year so you can plan accordingly.

Project Workshops
Many counties schedule workshops in various project areas (such as visual arts, science, horse clinics, dog obedience trainings, large animal clinics, small animal workshops, fishing, and natural resources workshops). Sometimes these are also offered in neighboring counties, or on a regional or statewide basis.

Contests
Regularly scheduled 4-H contests include 4-H communication presentations, fashion revues, animal shows, and others. Find out from your county Extension staff of what contests are held in your county. These contests provide educational opportunities for both 4-H members and volunteers. Many 4-H members find that competition motivates them to "make the best better."

Judging Contests
These are contests in which an individual 4-H member or team evaluates classes of three or four items each and ranks them from the highest quality to the lowest quality. Your county may have judging contests in the following areas: dairy cattle, dairy goat, meat animal, dog, horse, clothing, and foods. Some judging contests take place on a statewide basis. The 4-H member/team is almost always asked to support his or her decisions by giving either written or oral reasons for the placings.

Presentations
These are short informative talks or demonstrations given by 4-H 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 communication contest. The contest has separate classes for juniors, intermediates, and seniors. County winners who are 5th grade and older may be selected for state fair. The younger a 4-H member is when starting to learn to give a presentation, the more skills that will be built.

You might want to invite older 4-H'ers with experience in giving presentations to help teach this skill to your club. Presentations should be 3 to 5 minutes long for younger members and 10 to 20 minutes long for older members. Teachers often remark they know which of their students are in 4-H because they aren’t afraid of public speaking.

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 their project areas during the year. Ask your county Extension staff for a copy of the most recent county fair book so you can determine the schedule and requirements for the exhibit classes. (Your county may have fair books available online or as hard copies.) This may help in planning project information for your club members. Make sure your club members know about the Hot Sheets and Tip Sheets available online at http://www.extension.iastate.edu/4h/page/project-helpers. These valuable resources help members with their project work throughout the year and help them understand what judges are looking for at fair time. Also make sure that your members get the necessary entry forms for fair exhibits, know how to fill them out correctly, and know the entry deadlines. Your county may have a special meeting for volunteers to explain details about the county fair.

Most counties use conference judging at their county fairs. This is an interview method evaluating 4-H member's fair exhibits. In this method of judging, the 4-H member brings his or her exhibits and visits with the judge for a few minutes. The judge will consider three major criteria:

- learning involved
- workmanship techniques, and
- general appearance and design in relation to the 4-H'er's goal.

The judge can offer positive comments and suggestions for possible improvements in future exhibits. Often this is one of the 4-H'er's most helpful learning experiences of the year. Ribbon awards are usually given at fairs. In Iowa, a Danish system of judging is used for exhibits and contests. This means that exhibits are judged against a predetermined skill level standard. Each exhibit receives a blue, red, or white ribbon based on the above criteria. At some
state fairs, if merited, a champion and a reserve champion may be awarded in each fair class.

4-H Summer Camp
Summer camps are available to youth through county and state camps. Your club may want to host its own camp in a local area or at the Clover Woods Camp & Retreat Center near Madrid. https://cloverwoods.org Ask your county Extension staff if the summer camp for your county is scheduled. You can share this and other details with your members.

Other county events are planned for 4-H members. Ask your county Extension staff for a list. Also, watch for activity announcements in the county newsletter or online calendar.

**Beyond the county**
Citizenship Washington Focus (CWF)
Citizenship Washington Focus is a 4-H leadership program for high school youth. For seven weeks of the summer, delegations of 14-19 year-olds from across the country attend this 6 day program at the National 4-H Youth Conference Center, located just outside Washington, D.C. The program is aimed at enriching young people’s lives by broadening their appreciation and respect for themselves and others in the world. Participants attend workshops, committees, field trips and social events, giving them hands-on opportunities to learn and grow. They learn and practice skills that will make them better citizens and more successful individuals. This program supplements the ongoing 4-H citizenship education programs and stimulates youth to search for solutions to contemporary issues, practice leadership skills, and become more meaningfully involved with 4-H and community programs when they return home. Youth will meet with Iowa legislators on Capitol Hill to expand their understanding of government issues. Participants are selected on the county level. To learn more about CWF, go to http://www.extension.iastate.edu/4h/cwf

**National 4-H Conference**
The purpose of this conference is to give 4-H’ers a meaningful involvement in program development. Through discussions and sharing of ideas, delegates develop recommendations on pre-selected topics. It is held during the spring at the National 4-H Center, Chevy Chase, Maryland. From our state, 4 youth and 1 adult go each year. They are selected from an application and interview process held in March. Anyone in grades 9-11 may apply. *A person may attend only once.*

**National 4-H Congress**
Participants have an opportunity to interact with 4-H’ers from other states and develop leadership skills. Recreational, social, and cultural activities add to the fun trip: 22-26 Iowa delegates are selected from an application and interview process held in March. Anyone in grades 10-11 at the time of application may participate. *A person may attend only once.*

**National 4-H Dairy Conference**
*High school age youth enrolled in the 4-H dairy project are eligible to apply for this award trip held in early October in Madison, Wisconsin.* Highlights include World Dairy Expo, ABS, Dairy Shrine Museum, Hoard’s Dairy Farm, and Hoard’s Dairyman tours. Delegates participate from all over the U.S. and Canada.

**State 4-H activities**
**4-H Youth Conference**
Each summer, Iowa 4-H Youth Conference is held for youth who have completed grades 8 through 12. This three-day conference is planned by the State 4-H Council for high school teens. Activities include speakers, workshops, mixers, dances, a banquet, community service opportunities, and 4-H Animal Science ROUNDUP. Information is made available for all youth in the spring. Ask your county Extension staff for a copy of the latest Iowa 4-H Youth Conference program. http://www.extension.iastate.edu/4h/iowa4hyouthconference
State Fair
At the Iowa State Fair held annually in Des Moines, youth can participate in several ways. They can give either educational presentations, working exhibits, extemporaneous speaking, or Share-the-Fun performances. Youth also can exhibit in the 4-H building if the exhibit was selected from a county fair or county achievement show. Clothing selection, fashion revue, and $15 challenge programs are held for selected county representatives as part of the Awardrobe event. 4-H livestock shows are held for beef, dairy, dairy goat, rabbit, sheep, swine, horses, dogs, and other small animals. Other competition opportunities exist for teams such as a Robotics Challenge. Volunteer opportunities are also available for youth and adults to assist with State Fair 4-H events and activities. Contact your county Extension staff for information on participating in 4-H events at the Iowa State Fair or check out the 4-H state fair website.
http://www.extension.iastate.edu/4h/statefair

State 4-H Council
The State 4-H Council is a group of approximately 42 4-H members in their junior or senior year of high school. The State 4-H Council is selected through an application and interview process and includes two representatives from Collegiate 4-H. Duties of the State 4-H Council include: serve as an ambassador for Iowa 4-H programs; provide input regarding state 4-H and youth program issues; help plan and execute state events such as Iowa 4-H Youth Conference and State Fair; and generate enthusiasm and involvement of 4-H’ers in leadership opportunities at the state level. Members of the State 4-H Council receive special training to serve as ambassadors for the Iowa 4-H program, complementing efforts at the region, county, and local level. The purpose of the ambassador program is to stimulate interest in current 4-H opportunities plus increase awareness of Iowa 4-H programs to groups and persons outside our organization. The Iowa 4-H ambassadors are available to organize and support National 4-H Week promotional efforts, for speaking engagements at local or county 4-H events, as well as civic organizations, club and county officer training workshops and to promote 4-H via radio, TV, and newspaper.
http://www.extension.iastate.edu/4h/statecouncil

Safety and Education in Shooting Sports (SESS) Qualifying Match
All counties that have active Shooting Sports programs are encouraged to have their members participate in the annual State Team Qualifying Match. Qualifying youth will be selected to participate in the National 4-H Shooting Sports Invitational Match held every summer. Counties can send teams of young people who have state recognized 4-H Safety and Education in Shooting Sports programs (leaders must have 4-H Shooting Sports training at a state or national 4-H Shooting Sports workshop). Youth must be 4-H club members in good standing and have a minimum of 10 hours of supervised instruction by a 4-H Certified Shooting Sports leader that includes both classroom and range events. Youth must be 9 years of age or older to compete in riflery or archery and at least 12 years old to compete in shotgun. All shooters must have shot a minimum of 50 targets on a regulation trap range. Rules and additional information available under at https://www.extension.iastate.edu/4h/shooting-sports-activities-and-events

Clover Woods Camp and Retreat Center
Open year round. Volunteers and youth have available to them a 1,100 acre residential learning center. Five villages, each with meeting room and cabins, are available for 4-H and non 4-H needs. Programs include archery, rappelling, climbing, teams course, high ropes course, fishing, canoeing, shooting sports, hiking, backpacking and more. Volunteers can plan a camp at the center with center staff for their club, or they can come to summer camp for a weeklong adventure. Check out the Clover Woods website for more information. https://cloverwoods.org
Scholarships
Some counties offer financial assistance to 4-H members applying to attend 4-H camps, Iowa 4-H Youth Conference, or special workshops. Contact your county office of ISU Extension to find out what's available. The 4-H Foundation also offers scholarships.

As you can see, there are lots of activities for your 4-H members: in project areas as well as in citizenship, leadership, and communication development. The more you can encourage your members to participate in these activities, the more they will gain from their 4-H experience.

Good luck and Thank you!

Action Steps
◆ Familiarize yourself with opportunities available for 4-H members in your county, state and national levels. Share this information with members and families.
◆ Encourage members to participate in events and activities offered.

Reference materials
County 4-H activity publications (fair book, contest descriptions, camp flyers, etc.).
Iowa 4-H website http://www.extension.iastate.edu/4h/

How can I use the information in this letter:

1. New activities to plan into our club program:

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

3. Questions to ask ISU Extension staff and other leaders:

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

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WELCOME TO THE WORLD OF 4-H!
Opportunities for 4-H Volunteers

Key Ideas
Youth leadership programs
- 4-H leadership project area

Opportunities at the county level
- New 4-H volunteer orientation
- Ongoing 4-H volunteer training/meetings
- County 4-H activities
- County 4-H Youth Committee

Opportunities at the state level
- New volunteer training
- State fair
- Judges' workshops

Opportunities at the national level
- National 4-H Center

Other resources for 4-H volunteers
- Iowa State University 4-H website
- Master Volunteers
- Publications and online resources

Dear Volunteer,
As you feel comfortable with one aspect of the program, you'll want to challenge yourself to take on new leadership experiences. You have probably discovered that along with your members you, too, are gaining new knowledge and skills. There are many opportunities available for 4-H volunteers to learn more about the total 4-H program, make new friends, and develop additional skills. Your county 4-H newsletter will announce and describe these activities as they occur as well as the state 4-H website. http://www.extension.iastate.edu/4h/Volunteers/

Youth leadership programs
Older youth may be a good source of leadership for your club. They may enroll in the 4-H leadership project. With your guidance, they can provide leadership by planning events/activities for club members. They set their goals, carry out and evaluate their activity, and keep project records on their leadership. For example, through a 4-H leadership project, a 4-H'er might help younger members with presentations, record keeping or recreation, or they could plan and conduct a club activity or event including a community service learning project. Each project Hot Sheet contains communication, citizenship, and leadership tips. Older 4-H'ers might also serve as a 4-H project teen leader. They would assist other 4-H'ers with a specific project area using their knowledge and expertise from their previous experience in the project. This could also be their 4-H leadership project if they want it to be.

Youth can also serve as club officers and as committee chairs and members, they can help other 4-H'ers, serve on county or state 4-H council, help with events and activities, etc.

Youth serving in leadership roles need to be partners with adults in planning, implementing and evaluating their experiences. Youth don't work for you, they work with you in youth-adult partnership
Opportunities at the county level
Orientation and volunteer training are part of the preparation for all new volunteers. Your county Extension staff will provide you with orientation and training. In addition, foundational positive youth development training and Clover Kids training for new volunteers may occur in your county or a county near you. Staff in your county Extension office will let you know when and where the next training will be held.

Ongoing 4-H volunteer meetings. One of the best ways to become familiar with the 4-H program and to find out what other volunteers are doing with their clubs is to attend 4-H volunteer training/meetings in your county. Some counties have project volunteer meetings (i.e. livestock, gardening, Shooting Sports, horse, dogs and cats, visual art volunteers, etc.). Not only will you find these meetings helpful and informative, but other volunteers will appreciate your ideas and assistance. Annually, 4-H volunteers will attend a face to face training offered in your county and presented by your region’s Youth Program Specialist (YPS). These trainings are the same in each county and are designed to support your youth development knowledge and skills and ensure that all 4-H members statewide have the same access to well trained, quality volunteers. These trainings are also available online because we know that sometimes life gets in the way of schedules! Contact your county Extension office for more information about training in your county – or watch your county online calendar.

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's clerk, contest coordinator, workshop director, or summer camp staff.

4-H volunteers are the key to a successful 4-H program. Volunteers who take an active part in county 4-H activities not only help the program be successful, but find they become more effective volunteers while developing their own skills.

County 4-H Youth Committee. County Youth Committees are vital partners in fulfilling the mission of 4-H at the county level. Members are youth and adults from the county who are committed to taking an active role in the assessment, planning, conducting and evaluating of county 4-H programs.

This group may be called the "County Extension Youth Committee," or the "Extension 4-H Youth Committee". Learn more about County Youth Committees at:

http://www.extension.iastate.edu/4h/page/working-youth-committees

To find out more about all aspects of the total 4-H program, attend your county 4-H volunteer meetings. Talk with your county Extension staff about opportunities at the county level.

Opportunities at the state level
Iowa 4-H Volunteers Workshops. There are several statewide 4-H activities in which volunteers become involved. There are many workshops that focus on general leadership skill development and specific 4-H project or program areas such as fishing, art, gardening, livestock, Shooting Sports, clothing, etc. Also, sometimes counties in the same geographic area will get together and offer local workshops or volunteer forums.

State Fair. State Fair offers opportunities for 4-H volunteer involvement. Volunteering during judging days is an excellent way to find out what judges are looking for in 4-H exhibits. Hosts and hostesses serve for a few hours in the 4-H exhibit building, greeting the public and answering questions about 4-H. Volunteer assistant superintendents help plan, organize, and conduct many of the shows and activities that are conducted during state fair. Talk to your county Extension staff about how to get involved in these opportunities or check them out at:

http://www.extension.iastate.edu/4h/statefair/ .
**Judges’ workshops.** Judges’ training seminars, which also are good workshops for project volunteer training are held around the state. These are usually open to all 4-H volunteers. County Extension offices receive announcements about upcoming judges’ workshops.

http://www.extension.iastate.edu/4h/page/iowa-4-h-judges

**Opportunities at the national level**

National 4-H Center. The National 4-H Center near Washington, D.C. is available for 4-H volunteers to stay with their families while visiting the nation’s capitol. Reservations must be made in advance. Check for more information at http://www.4hcenter.org/

**Other resources for 4-H volunteers**

As you can tell from these letters, the best resource persons for a new volunteer are your county’s 4-H staff and other volunteers. Don’t hesitate to contact them for ideas, information, and assistance. Also, regional Youth Program Specialists and campus staff of Iowa State University Extension and Outreach 4-H are available for assistance. They can be contacted through your county Extension staff.

**Iowa State University 4-H Youth Development Website for Volunteers**

http://www.extension.iastate.edu/4h/Volunteers/

Check this resource for volunteer resources such as links to risk management training, current training, club management, project areas, State Fair information, and other links to related information, activities, and opportunities.

**Master Volunteers.** Your county may have Master Gardeners, Conservationists, Woodland Managers, or Food Preservers who may be useful resources for you and for your 4-H club.

We hope that the information in these letters has been helpful to you. We know it is a challenge to be a 4-H volunteer, and we also know it can be one of the most rewarding experiences you will have—helping young people develop into:

- Productive Citizens
- Outstanding Communicators
- Effective Leaders
- Successful Learners

*Thank you for volunteering with Iowa 4-H!*

**Action Steps**

- Familiarize yourself with training opportunities available in your county and in state and national levels. Share with other leaders.
- Attend programs that will help your club grow.

**How can I use the information in this letter:**

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

3. Questions to ask ISU Extension staff and other volunteers:

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