



# Cooking Up a Healthy 4-H Program

## My Recipe 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?

*Checklist*

*Almost Always Sometimes Hardly Ever*

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

### Is our group an emotionally and physically safe place for all of our members?

*Checklist*

*Almost Always Sometimes Hardly Ever*

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

## How are we doing at providing opportunities for mastery of skills?

### Checklist

*Almost Always Sometimes Hardly Ever*

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

## Do we value and practice service to others?

### Checklist

*Almost Always Sometimes Hardly Ever*

1. Do young people assume active leadership roles in all phases of the service learning project?			
2. Do service learning projects meet a genuine community need and are community members actively involved in the service learning process?			
3. Does the group develop an understanding of service learning and prepare for the project through training, teambuilding, project planning and project orientation?			
4. Does the group select a service project that is appropriate for their age and skill level?			
5. Does the group set aside time for meaningful reflection, when members openly express thoughts and emotions about the service?			
6. Does the group celebrate project completion through recognition of volunteers, partners and beneficiaries?			
7. Does the group report project outcomes to stakeholders?			

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>

**Does our group allow members the opportunity for self-determination?**

*Checklist*

*Almost Always Sometimes Hardly Ever*

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

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

*Checklist*

*Almost Always Sometimes Hardly Ever*

1. Do we use “ice breakers” at the beginning of activities or meetings to get everyone involved?			
2. Do we recognize members for a variety of things or just for events involving competition?			
3. Do we encourage group identity with hats, t-shirts, jackets, etc.?			
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.)			
5. Do we seek diversity in our members?			
6. Do we encourage creative thinking from our members and show appreciation for their ideas?			
7. Do members get positive feedback from volunteers and members regularly?			
8. Are there opportunities for adults and youth to share ideas and interact?			
9. Do all of our members feel that their opinions are valued?			
10. Do we discourage new ideas with comments like, “That will never work”, “We tried that once,” etc.?			

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

**Checklist**

*Almost Always Sometimes Hardly Ever*

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

**Are members of our group engaged in learning and growing? (Engagement)**

**Checklist**

*Almost Always Sometimes Hardly Ever*

1. Do youth have a sense of ownership of the group?			
2. Can youth pursue their own interests?			
3. Do we take the time to relate what is learned to real –life experiences wherever possible?			
4. Do we work at connecting our program with youth issues and concerns?			
5. Do group expectations allow youth to make choices regarding level of involvement?			
6. Do the members design and participate in real projects that make a difference in the lives of others?			
7. Does our program appeal to the needs and interests of the youth involved?			

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>