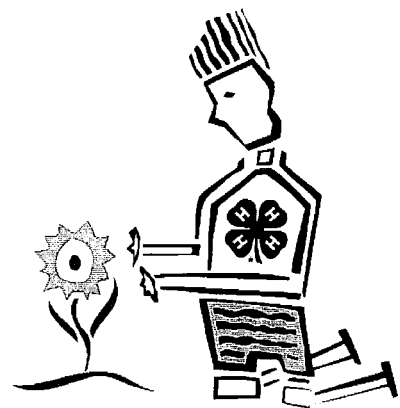


2013-2014

WYOMING COUNTY 4-H Club Leader Handbook



How to Use This Book

This handbook summarizes the information you learned during your volunteer orientation session and presents both background and practical information about the 4-H Youth Development Program, 4-H club activities and special events. You may use it as a self-training manual, a reference book or a resource to help you and your members to plan a well balanced 4-H club program. Here are some suggestions to get you started:

- ◆ To understand the 4-H purpose and mission, read Section 1 - “What is 4-H?” When you have questions or suggestions from members or parents about your club’s programming, refer to this section to determine whether their suggestions are compatible with the 4-H purpose and mission.
- ◆ Before you conduct an organizational meeting with parents, read Sections 2 through 4 to guide your decision-making about organizing and planning your club program.
- ◆ Section 5 will help you guide your members in their selection of projects. This information should also be shared with project leaders.
- ◆ Refer to Section 6 when you receive information about upcoming 4-H events and activities. Also read the information about community service and service learning activities before your members select their service activities for the year.
- ◆ Section 7 will help you understand the unique aspects of working with teens. As your club members mature, be sure you encourage your members to get more involved with planning their educational opportunities in 4-H.
- ◆ Section 8 will help you understand Cornell Cooperative Extension and its relationship with Cornell Cooperative Extension Volunteers.
- ◆ Appendix: “Policies and Procedures” will help you understand the recommendations, requirements and restrictions that apply to your activities as a 4-H Leader.

New York State 4-H Club Leader Handbook

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Acknowledgements

The creation and distribution of the “New York State 4-H Club Management Notebook for Staff,” the “New York State 4-H Club Leader Handbook” and the “New York State 4-H Cloverbud Leader Handbook” would not be possible without funding and support from the New York State 4-H Foundation. The 4-H Foundation and the New York State Association of Cornell Cooperative Extension 4-H Educators, along with proposal authors; H. Thomas Davis, 4-H Educator from CCE in Orange County; and Dr. Cathann A. Kress, Director of Youth Development for National 4-H Headquarters and former Assistant Director, Cornell Cooperative Extension/New York 4-H Youth Development State Leader, were involved with the original concept of the Club Notebook and have provided encouragement and enthusiasm beyond funding.

The three books together were created and authored by the members of the Club Notebook Committee, the Second Phase Committee and selected writers within the Cornell Cooperative Extension system. Numerous CCE colleagues contributed input, resources and editing.

Many thanks to the committee members, contributors and editors. Special acknowledgement to the following: Annah Abbott, Heather Allen, Erin Bovee, Ruth Campbell, Celeste Carmichael, Pamela Castro, Dawn Dennis, Mary Fairley, John Farris, Dave Ferris, Jean Griffiths, Cathann Kress, Carolyn Lettieri, Daniel Malone, Nicki Nedrow, Katie Nelson, Kelly Oram, Dana Palmer, Kelly Ann Radzik, Nancy Schaff, Barbara Schirmer and Kathy Sherwood.

Many resources from colleagues around the nation are cited within the books. Special thanks to our club management sources within and beyond New York State.

On behalf of the Club Notebook committee members, contributors, editors and supporters, along with the New York State 4-H Youth Development Office, I present the “New York State 4-H Club Management Notebook for Staff,” the “New York State 4-H Club Leader Handbook” and the “New York State 4-H Cloverbud Leader Handbook.” This is dedicated to the staff and volunteers in the Cornell Cooperative Extension 4-H Youth Development program, who make the 4-H Club Program with their own blood, sweat, and yes, sometimes tears. May these documents offer direction, consistency and inspiration.

Thanks to all who have contributed!

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And Club Notebook Project Coordinator

Section 1: What is 4-H?

4-H is the youth component of the nationwide Cooperative Extension System that promotes the intellectual, social, emotional and physical development of school-age youth.

But this simplistic definition does not begin to capture the richness or complexity of the 4-H Youth Development Program. As a 4-H leader, you are involved in what is probably the best known aspect of 4-H, the 4-H Club Program. With community support and a high degree of parental involvement, the 4-H club brings adults and youth together in settings and activities that are ideally suited to foster positive youth development in a comprehensive manner. Cooperative Extension also supports 4-H programs in a variety of other settings including camps, school-age childcare facilities, schools, and community youth organizations of many kinds.

All 4-H programs are based on youth development principles established through research at land grant universities within the Cooperative Extension System and by other institutions. New York State's 4-H programs are designed to accomplish this mission: *Cornell Cooperative Extension 4-H Youth Development creates supportive learning environments in which diverse youth and adults reach their fullest potential as capable, competent and caring citizens.*

Youth Development Principles

The purposes and practices of 4-H Youth Development are based on 30 years of research about the transition from young person to adult. Our focus is on one question: **What does it take to assist young people to become healthy, problem-solving, constructive adults?**

Research shows that young people on an effective developmental path must:

- Find a valued place in a constructive group.
- Learn how to form close, durable human relationships.
- Earn a sense of worth as a person.
- Achieve a reliable basis for making informed choices.
- Express constructive curiosity and exploratory behavior.
- Find ways of being useful to others.
- Believe in a promising future with real opportunities.
- Cultivate the inquiring and problem-solving habits of the mind necessary for life-long learning and adaptability.
- Learn to respect democratic values and responsible citizenship.
- Build a healthy lifestyle.



From the Carnegie Council on Adolescent Development, 1995: Great Transitions: Preparing Adolescents for a New Century. Concluding report of the Carnegie Council on Adolescent Development. New York: Carnegie Corporation of New York.

What makes 4-H Different?

Many youth organizations strive to promote positive youth development, but 4-H does it in a unique way. In addition to the Cooperative Extension System that supports 4-H through research and tax dollars, it is the combination of methods, relationships and environments that create the 4-H experience. These essential elements are described below. It is easy to see how these elements relate to the youth development principles stated above.

1. **A positive relationship with a caring adult** - A caring adult acts as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people. The adult could be called supporter, friend, and advocate. [The 4-H leader]
2. **A safe environment - physically and emotionally** - Youth should not fear physical or emotional harm while participating in a 4-H experience, whether from the learning environment itself, adults, other participants or spectators. [The 4-H Club and other 4-H program settings]
3. **Opportunity for mastery** - Mastery is the building of knowledge, skills and attitudes and then using those skills. The level of mastery depends on the developmental ability of the child or youth. [Sequential 4-H project work]
4. **Opportunity to value and practice service for others** - Finding one's self begins with losing yourself in the service of others. Service is a way for members to gain exposure to the larger community, indeed the world itself. [4-H community service activities]
5. **Opportunity for self-determination** - Believing that you have impact over life's events rather than passively submitting to the will and whims of others is self-determination. Youth must exercise a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults. [The 4-H business meeting run by club officers, project selection and carry through]
6. **An inclusive environment (encouraging, affirming, belonging)** - An inclusive environment is one that creates a sense of belonging and encourages and supports its members. Healthy groups celebrate the success of all members - taking pride in the collective efforts of all. [The 4-H "family" at the club level, county level and beyond]
7. **Opportunity to see oneself as an active participant in the future** - The ability to see yourself in the future is to harness hope and optimism, to shape life choices and to facilitate the transition into participating in the future. [The 4-H experiential learning model emphasizes future application - do, reflect, apply. See pages 5-1 and 5-2.]
8. **Engagement in learning** - An engaged youth is one who is mindful of the subject area and builds relationships and connections in order to develop understanding. Through self-reflection, youth have the ability to learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity to create. [The 4-H experiential learning model emphasizes reflection - do, reflect, apply. See pages 5-1 and 5-2.]

As you work with your members, their parents, and other volunteers to plan and carry out your club's program, make sure all these elements are included. An easy way to do that is to keep the four H's in mind:

Head - 4-H members pledge their heads to clearer thinking because the ability to think, plan and reason enables them to achieve *independence* of thought and action. They are far less influenced by peer pressure when they have confidence in their ability to think things through. That assuredness also enables them to lead others in positive ways.

- * Are your members gaining knowledge and understanding? (engagement in learning, mastery)
- * Are they planning and making decisions? (self-determination)

Heart - 4-H members pledge their hearts to greater loyalty because feeling connected to others in a group creates a sense of physical and emotional safety. The warm feeling of *belonging* frees them to relate comfortably with others, test their ideas without fear of ridicule, cooperate and help others.

- * Do your members think of their leaders and one another as friends they can look to for support? (positive relationships with adults, inclusive environment, emotionally safe environment)
- * Do all the adults who cooperate in the leadership of your club know and follow youth protection guidelines? (physically safe environment)

Hands - 4-H members pledge their hands to larger service because they need to feel that their lives have meaning and purpose. Using skills they have learned to help others meets that need, while developing a spirit of *generosity*. The desire to help one's neighbor lies at the very core of citizenship.

- * Have your members developed skills they can apply? (mastery, opportunity for service)
- * Are they involved in community service activities? (opportunity to value and practice service)

Health - 4-H members pledge their health to better living because their ability to achieve their goals and enjoy their lives depends on having healthy minds and bodies. Successes achieved through 4-H project work build a sense of *mastery* that in turn nurtures a positive self-concept, the prime ingredient of emotional health. When we think we can, we try, and eventually we do succeed.

- * Have your members developed "can-do" attitudes? (see themselves as active participants in the future)
- * Does your club program promote healthy lifestyles? (mastery of physical skills and content of related projects such as nutrition)

Does Participation in a 4-H Club *Really* Make a Difference?

New York 4-H Club Study [1]

Results from this two-year study show that young people who participate in 4-H clubs do better in school, are more motivated to help others, are developing skills in leadership, public speaking, self-esteem, communication and planning and are making lasting friendships.

Member responses to the question "What do you feel you have gained from being a 4-H club member?" provided a wealth of rich data:

- A strong majority of club members felt they had gained skills that would support them throughout their lives. The majority of club youth reported multiple gains in terms of public speaking, problem solving, goal setting, leadership skills, self-confidence and "real-world" experience from hands-on projects.
"4-H experiences such as public presentations and educational projects have given me an edge in school. And my experiences with 4-H community service projects have encouraged my desire to help other people as well as my feelings of self-fulfillment."
-- 4-H Member
- Many youth reported that 4-H club membership had improved their school performance, their ability to make lasting friendships and their desire to make a difference in their communities.
- Most adults who participated in the study believed that the success of 4-H club members was closely related to active participation in public demonstrations, community service projects and county and state fairs. Others believed that the relationships developed in 4-H clubs and long-term membership were the keys to positive outcomes for youth.

Comparing 4-H'ers with non-4-H Youth:

The strongest test of the role of 4-H in the lives of youth is to compare 4-H'ers to children who are not members of 4-H. Past studies have shown:

- Participation in 4-H has a positive influence on children's perceptions of their competence, coping and life skills (study of 666 Ohio public school children). [2]
- 4-H'ers rate themselves higher than non-4-H peers on working with groups, understanding self, communicating, making decisions and leadership (study of over 300 4-H club members and over 500 non-4-H school children in Texas). [3]

Sources:

[1] Mead, June, Hirschl, Thomas, Rodriguez, Eunice, and Goggin, Steve. (1999). Understanding the Difference 4-H Clubs Make in the Lives of New York Youth: How 4-H Contributes to Positive Youth Development.

[2] Miller, Jeffrey P. and Blannie E. Bowen. 1993. "Competency, Coping, and Contributory Life Skills Development of Early Adolescents." *Journal of Agricultural Education*. Spring: 68-76.

[3] Boyd, Barry L., Don R. Herring, and Gary E. Briers. 1992. "Developing Life Skills in Youth: How 4-H'ers Perceive their Leadership." *Journal of Extension*. Winter:16-18.

Section 2: Basic Facts about 4-H Clubs

The 4-H Club - What is it?

A 4-H club consists of five or more school-age youth, guided by one or more adult volunteers. The 4-H Club's goal is long-term youth development, which encourages its participants to learn life skills that will help them grow into healthy and productive citizens.

A 4-H club is an informal, educational youth opportunity, which serves as a "hands-on" laboratory for helping youth grow in any or all of the following ways:

- Learning how to make thoughtful decisions
- Developing zest and skill for lifelong learning
- Learning positive socialization skills by working in a group and as part of a team
- Improving communication skills
- Learning and using practical technical skills
- Acquiring confidence and a positive attitude toward self
- Enhancing citizenship skills through community involvement
- Developing leadership and teamwork skills
- Exploring possible vocations and careers
- Learning to manage time wisely and set priorities
- Interacting with adults, who act as role models and have a positive influence on their lives
- Spending quality time with parents in a mutually rewarding setting

Types of Clubs

Neighborhood 4-H Clubs are groups of youth (five or more) that are usually led by parents/guardians. They meet in schools, churches, community centers or homes to complete a variety of 4-H projects throughout the year. With the exception of a few countywide clubs, members are usually from the same community.



4-H School Clubs and After-School 4-H Clubs - When 4-H curricula are used within the classroom during regular school hours or in an after-school program, these children form a 4-H club. The classroom teacher and/or other resource people serve as club leaders.

Sponsored 4-H Clubs - A government agency, religious group or other youth serving organization may sponsor a 4-H club. Sponsored clubs usually meet at the agency's facilities and are led by agency staff (paid and/or volunteer).

Membership Requirements

All youth regardless of gender, race, color, national origin, religion, disability, sexual orientation or marital status may join 4-H.

Age and grade in school - In New York State 4-H membership is limited to children enrolled in kindergarten through youth age 19. Kindergarteners must turn 5 by January 1 of the current 4-H year and teenagers may not enroll or re-enroll if they will turn 19 before January 1st of the new club year (October 1 to September 30).

Independent membership - When circumstances prevent a child from joining a 4-H club, that child may participate in the 4-H Club Program by enrolling as an independent member. Independent members work on projects of their choice at their own pace with parental or other adult assistance. They are encouraged to participate in county activities.

Minimum size of clubs - In New York State, a club must have a membership of five or more youth. Smaller groups may register youth as independent members.

Volunteer Leaders

Several types of volunteer roles contribute to the leadership of the 4-H Club Program. They include:

Organizational Leader - The organizational leader establishes and maintains a club structure that supports 4-H Youth Development activities for school age youth. He/she works with the project leader, activity leader and youth in planning the club program; arranges for meeting facilities; complies with Cornell Cooperative Extension procedures; ensures that all enrollments, program registrations and reports are filled out and turned in to the county 4-H office and keeps the 4-H staff informed about activities, accomplishments and problems. An organizational leader may also act as a project leader.

Project Leader - The project leader provides instruction and guidance to 4-H members when doing a project. The key component of the project leader's role is teaching; the "classroom" is wherever the members meet in order to work on their project. Project leaders may also assist with project-related activities on the county level and guide members in the selection of projects and the completion of project reports.

Activity Leader - The activity leader helps members plan for and participate in activities such as community service, public presentation, special celebrations and trips.

Resource Leader - Resource leaders are volunteers who are selected by Cooperative Extension staff to aid, train and work with 4-H club leaders or members on a short-term basis. They have a specialization in a certain program area and have undergone training or have completed a certification program. Resource leaders often teach workshops or serve as evaluators at fairs and contests. Some examples of resource leaders are Master Sewer, or Master Gardener.

Volunteer Training and Support

Support for each leader is provided by the county Cornell Cooperative Extension staff and varies from county to county. This support may include personal visits, telephone calls, training workshops, meetings, manuals and newsletters. Special equipment may be available on loan for use with certain projects or activities. Additional learning opportunities are available at the district, state, regional and national levels.

Equal Program Opportunity

Because the 4-H Youth Development Program is a component of the national Cooperative Extension System, which is supported by federal, state and county funds, it is governed by the equal opportunity laws of those three governmental entities.

Cornell Cooperative Extension actively affirms equality of program and employment opportunities regardless of race, color, national origin, religion, disability, age, gender, sexual orientation or marital status.

4-H Club Names

Members and leaders work together to select a name for a new 4-H club. Once your club is chartered (see page 3-4) you will not want to change its name. Therefore it is important that the name can stand the test of time - not too trendy or juvenile. So avoid using the names of TV cartoons, situation comedies, singing groups, etc. Also, the name should not imply that its membership is limited to any group. For example, names such as the 4-H Lads or Lassies, Kings or Queens would be inappropriate.

4-H Symbolism

4-H Motto - "To Make the Best Better"

This national 4-H Motto should be the objective of each 4-H leader and member.

4-H Slogan - "Learning by Doing"

This is the educational philosophy of the 4-H program. Since young people learn best when they are actively involved in the learning process, 4-H projects are designed to provide "hands-on" experience that is reinforced through group discussion and application - "do - reflect - apply".

4-H Pledge -

"I pledge

My head to clearer thinking, (With right hand lightly touch forehead with fingers)

My heart to greater loyalty, (with right hand placed on chest like you're saying the pledge of allegiance)

My hands to larger service, and (both hands waist high, palms up like a book)

My health to better living for my club, my community, my country and my world". (both hands along sides of body naturally)

4-H Colors -

The 4-H colors are green and white. White symbolizes purity and green represents life, springtime and youth.

4-H Club Emblem - *A green four-leaf clover with a white "H" in each leaf*

In 1907, a clover was chosen for the emblem, originally featuring only three leaves representing head, heart and hands. In 1908, a fourth leaf was added to represent health. There are detailed instructions for using the clover, available at <http://nys4h.cce.cornell.edu/Pages/default.aspx>. Please check these guidelines whenever you want to use the clover in exhibits or promotional materials.

Section 3: Practical Tips

Organizing and Conducting a Successful 4-H Club Program

Planning - the Key to Success

Most 4-H leaders, members and their parents are busy people who are involved in a variety of family, school and community activities. Planning a yearly calendar will help everyone integrate 4-H into their schedules. Adults and youth should work together to develop the yearly plan. The older the youth, the greater the role they should play in this process.

New Club Organizational Meeting

A 4-H staff member or experienced volunteer will meet with leaders and parents to help you make decisions about:

- Meeting site(s)
- Meeting frequency & schedule
- Parent/guardian involvement.
- Your first 4-H project or activity and other projects for the year
- Countywide 4-H activity participation
- Financing - money needed to cover projects and activities and fundraising and dues policies.

Planning a Club Program

An effective planning process will create a well-balanced program and provide 4-H members with opportunities for personal development. Each member should be encouraged to voice his/her interests, goals and opinions. A well-planned program will:

- Provide opportunities for each person to assume responsibility
- Include a variety of activities that address each of the four H's
- Identify the preparation needed for meetings and events
- Provide for timely communication
- Avoid calendar conflicts

When and how do we plan? Most clubs plan their programs and elect their club officers in September or October. Clubs that operate only part of the year need to plan a program as soon as possible in order to complete the project(s) in time.

Start by reviewing your club's situation. What have members done in previous years? What are the ages and other characteristics of the members? How many members are there and how many leaders/parents are available?

In small clubs, the entire membership usually does the planning at a general meeting. In somewhat larger clubs, the newly elected officers and club leaders do the planning. In clubs with 25 or more members, a program planning committee does this work. Regardless of the planning method, participation should include club officers, other members of various ages, organizational, project and activity leaders and parents. For assistance, visit the 4-H Web site for the "4-H Club Planning Calendar." The first section of this calendar is a list of club goals for the year.

What are goals? Goals are simply statements of what you want to accomplish, what you want to do or what you want to learn. Goals have three parts that allow us to measure and check our progress. They are:

- The Action - How
- The Result - What
- The Timetable - When

Club goals should reflect what is important to the group and should:

- Be realistic and measurable
- Meet the needs and interests of the club members
- Promote cooperation
- Provide individual achievement opportunities
- Promote improvement over last year
- Provide community and service participation



What will we do to meet these goals? Once the goals are agreed upon, it is important to survey all club members for specific program ideas.

When everyone's ideas have been presented and the group is ready to discuss them, it is helpful to have these items handy:

- School calendars
- County 4-H calendar
- 4-H Project lists
- Information about community service and field trip opportunities
- Information about community celebrations, festivals and events

Small clubs may fill in the 4-H club planning calendar as they reach agreement on projects. In larger clubs, planning leaders should review all the ideas, prepare a suggested calendar and present it to the membership at a later meeting. Everyone should be allowed to ask questions, voice their opinion and share concerns about schedules. After the plan has been discussed and revised as needed, the members should vote to approve and adopt it as their yearly 4-H program.

How do we ensure that the plan will be followed? Through communication and check-ups!

- Provide each family with a 4-H year calendar of club events.
- Announce dates at meetings, in newspapers and by radio.
- Check with subcommittees to see that responsibilities are being carried out.
- Call club members.

What if the plan isn't working? As the year progresses, changes may be necessary. You may spot lagging interest, more pressing needs or new opportunities. After several meetings the club should review progress towards goals, discuss new opportunities and, if necessary, amend the club plan.

Getting Started

It is very important to get off to a good start. There is a lot to be accomplished during the first two meetings of a new club. Everyone should leave these meetings feeling that they had a good time, understood and contributed to what went on and know what will happen next. You may want to arrange for a 4-H staff person, experienced leader or 4-H teen to attend these meetings and provide guidance.

First meeting - Tasks to be completed at the first meeting include:

- Select a Club Name -Learn what the four H's are and what the clover symbolizes
- Learn the 4-H Pledge and Motto
- Learn the responsibilities of club officers and conduct elections)
- Start work on a project

Second meeting -

- Club officers conduct the club's first business meeting. Teach the basic rules of order as the meeting progresses.
- If time permits, project work can continue after the business meeting.

Succeeding meetings - Proceed with project work, meetings and activities according to the club's plan. If questions or difficulties arise, contact a 4-H staff member or mentor-volunteer as soon as possible. Little difficulties tend to grow and may become unmanageable if not addressed quickly and appropriately. A little guidance can go a long way in helping to make 4-H club participation a positive experience for all.

Chartering - The Club Charter identifies a group as an organized 4-H club that is authorized to use the 4-H name and emblem for educational purposes. The Charter stays with the club as long as it is in existence. All chartered clubs are expected to operate within the framework of the 4-H program. The charter does not have to be renewed when leaders change or minor revisions are made in the club structure. A charter application should be submitted soon after the club has elected its officers and met the other eligibility requirements. Charter application information can be found on page 1 of the **4-H Club Secretary's Handbook** and the application itself is on page 2 of that book.

Tips for Conducting Club Meetings

Structure Meetings Appropriately

The way club meetings are structured depends largely on the size of the group and the age of the members. In general 4-H meetings are divided into 3 segments:

- Business Meeting - Members learn how to conduct a meeting and practice democratic decision-making.
- Educational Program - Usually project work, but may involve special presentations or activities conducted by resource people, parents or older members.
- Refreshments and Recreation

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

1. **Small groups that meet right after school** may want to have refreshments available as the members arrive. Quiet recreational activities such as 2-person pencil and paper games can be used to keep order and foster interaction until you are ready to start the meeting.
2. **When members can't settle down and focus on the task at hand**, a short active game followed by a quiet one can release energy and get the group ready for more "serious business." If the club's recreation leader always comes prepared with at least one active and one quiet game to play these can be led at a time like this rather than at the end of the meeting.
3. **While Cloverbud groups** do not conduct business meetings, starting each meeting with the same opening ritual establishes a structured routine that is important for this age group. Use of a closing ritual is also recommended. Members can be assigned an "office of the day" to help conduct these rituals.
4. **The timing of meeting segments** must relate to both the attention span of the age group and the nature of the activities planned. A Cloverbud activity should last no more than 15 to 20 minutes. On the other end of the continuum, older teens can sustain interest for 2 hours or more. *But* no activity should be conducted for more than an hour without a break.
5. **Sharing club leadership with your members** makes your job easier and develops life skills in the members. Some children are "natural leaders" but all children can lead when given the opportunity and support. To foster the development of leadership characteristics, group followers with followers - a leader will emerge from within this group. Group leaders with leaders - strong personalities will be forced to negotiate. Support both groups with suggestions that relate to group process
6. **Beyond the three segments**, there are many little things you can do to make your 4-H club meetings fun, educational and extra special. A potpourri of ideas can be found online at the 4-H Web site, under the Staff Site, "Tips for 4-H Meetings."

Manage Project Activities for Safety, Efficiency and Effective Learning

Detailed information about the purpose of 4-H projects and the use of experiential learning methods can be found in Section 5. Here we deal with the practical matters of time, space and organization.

1. **Become familiar with and follow the Youth Protection Guidelines for Accident Prevention.** See “CCE Youth Protection Guidelines” online at the 4-H Web site.
2. **Be prepared before members arrive.** Write a lesson plan and know how you will handle transitions between steps or activities. Set up the room and work areas as appropriate for the activity(s). Gather all equipment and supplies and arrange them in the areas where they will be used.
3. **Help members practice skills before applying them to their own project.** To save on time and supplies, you can set up workstations (one for each skill to be tried) and rotate members through them. Experienced members, teens or parents can be called upon to help during the practice session.
4. **Prepare members for independent work.** Instead of answering the question “What do I do next?” ask a member to read the instructions and tell you what they mean. This both reinforces reading skills and builds the member’s confidence in his/her ability to “do it myself.”

Use the 4-H Business Meeting as a Developmental Tool

In addition to learning the standard procedures for running a meeting, participation in 4-H business meetings helps members:

- Gain experience in planning
- Learn how to make group decisions
- Assume leadership
- Develop a sense of responsibility

But this does not happen automatically; the members must be actively involved in planning and conducting the meeting, rather than simply following a script provided by the leader. The following tips will help you make the business meeting a truly educational experience.

1. **Elect officers democratically.** Officers are elected only once each year, unless a vacancy must be filled. It is best to change positions every year so that members have an opportunity to learn and practice the role of several different offices. Before nominations are made, review the duties of all officers and stress the importance of selecting people who have the right skills for the job: the secretary should be able to write neatly or use computers, the president should be fair to everyone, and the treasurer should be good at math and managing money.

The duties of 4-H Club Officers can be found on pages 4 and 5 of the 4-H Club Secretary’s Handbook. Since it is not wise for a club to have more officers than general members, you may use one or more combined offices (Secretary/Treasurer, Vice President/News Reporter, Song and Recreation Leader). Conversely, clubs may also “invent” extra offices such as “refreshment chairman” or “safety officer” to give everyone a job.

Ensure that officers receive training. Encourage new officers to participate in any officer training program offered by the county 4-H office. If none is available, meet with them to review the things they need to do before, during and after meetings.

2. **Use an agenda planner.** Work with the president and secretary to fill in the agenda planner, using the previous meeting's minutes to identify the old business and any committees that may need to report. A sample agenda planner is available on the 4-H web site, "The 4-H Business Meeting - Agenda Planner." The agendas for small clubs of elementary school youth are generally short and simple, so the agenda can be planned a few minutes before other members arrive.

After the president and secretary have planned agendas with you a few times, they should be able to do most of it themselves before the meeting day. You will only need to check it over and add the new business when they arrive.

3. **Use standard rules of order, from Roberts Rules of Order.** Specifics about the rules are available online at with a simple search of "Roberts Rules of Order".

Use Positive Behavior Management Techniques

Behavior management, whether exercised by youth themselves or by adult authority, starts with a shared understanding of behavioral expectations. Some expectations, regarding health and safety and group values, are nonnegotiable, but in other matters, youth should have an active role in defining limits and establishing club rules. Here are some tips.

1. **Use the "4-H Member's Code of Conduct"** (available online at the 4-H Web site) to clarify and enforce the nonnegotiable expectations.
2. **Discuss ways members can make additional rules.** Connect discussion of club rules to the code of conduct. Suggestions should be presented as motions and voted upon at the next business meeting. Let members know that they can always discuss rules they feel should be changed or added. Using a suggestion box might be helpful for members who seldom speak up at meetings.
3. **Eliminate temptation.** When members are busy and having fun, they are not looking for ways to "get in trouble." So plan ahead to eliminate "down time."
4. **Do more listening than talking.** When an individual is acting out or there is conflict between members, those involved are in a heightened emotional state; they can't "hear" what you say. Follow these steps:
 - a. Separate the member(s) from the group.
 - b. Calm the situation by speaking softly.
 - c. Find out what happened but place the emphasis on discovering why it happened.
 - d. Create a sense of responsibility without placing blame.
 - e. Help member(s) recognize the potential consequences of the action. Try to use questions - "What would happen if..." - to lead the thought process.
 - f. Help member(s) decide how to handle a similar situation in the future. Again, guide the thought process without prescribing the solution.
5. **Consult with parents when behavior problems persist.** Use tact and sensitivity when talking with parents about their children. Here are some do's and don'ts:

- a. **Don't** inform the member(s) that you intend to talk to the parents - it may be taken as a threat.
- b. **Do** request the parent's assistance - "I hope you can help me solve a problem I've been having during 4-H meetings."
- c. **Do** present the facts, but **don't** use labels (troublemaker) to describe the child's behavior.
- d. **Do** explain the behavior management techniques you have tried and the child's response.
- e. **Don't** tell the parents what they should do, but **do** ask if there is anything they can do to help and if they have any suggestions for you.

Use Ceremonies to Build Cohesiveness Among 4-H Members

Participation in ceremonies produces a sense of kinship among members of an organization. Depending on their nature, ceremonies may also foster teamwork, reinforce expectations, proclaim an organization's values to the general public or provide recognition to members. Four ceremonies commonly used by 4-H clubs are the Installation of Officers, the New Member Induction, the Presentation of Colors (flags) and the 4-H Candle Lighting Ceremony. Programs for all of these ceremonies are available online at the 4-H Web site.

Evaluate Meetings Regularly and Take Action When Problems Arise

After the group has been meeting for four to six months, take a close look at how things are going. Three methods for evaluation are the "Room to Improve Your 4-H Club Meeting," "Lesson for Evaluating Your 4-H Meeting" and "4-H Meeting Checklist" worksheets, all available online.

Even though every effort has been made to keep things running smoothly, problems will occasionally arise. "Troubleshooting 4-H Club Problems," available online, describes some common 4-H club problems, lists possible causes and suggests alternative solutions.

Motivate Members through Positive Reinforcement

Positive reinforcement is the single most effective tool for motivating youth. It is also very important in discipline. Youth need constant reinforcement for their positive activities. But providing positive reinforcement is not easy. It requires a positive outlook on your part and must be practiced. It comes in two forms: verbal and nonverbal.

When giving positive reinforcement, it is important to be specific and sincere. As you see the results of your words and actions, the importance of positive reinforcement will become quite clear and you will find your own ways to provide it both verbally and nonverbally. More suggestions for positive reinforcement are available in the "Ways to Say 'Good for You'" sheet, available online.

Involve Parents - “4-H is a family affair.”

Everyone benefits when parents are involved in the 4-H club program:

- **4-H members** need their own parents’ support and encouragement to attend meetings, complete projects and fulfill responsibilities to the club.
- **Parents** have an opportunity to spend time with their children and enjoy activities together. In many ways 4-H is a “partner in parenting.”
- **4-H leaders** have a lot to juggle. Being able to delegate some of those responsibilities, even the smallest ones, can be a big help.
- **The community** benefits when families support community-minded organizations like 4-H. Involved families are more knowledgeable about community issues and therefore more likely to support community efforts as well.

Keep these benefits in mind when you invite parents to attend events or to lend a hand - it is in their own best interest to say “yes!” But, how, when and who do you ask? Here are some suggestions:

1. **Meet with parents at the beginning of each year.** While members should make the final decisions about projects and activities, leaders need to inform parents and enlist their support and leadership early in the year. Two tools to help are “4-H Parent Participation Survey” and “Parents Can Help in Our 4-H Club Program,” both available online.
2. **Maintain good communications.** In order for parents to feel involved in the club, they must be kept informed about the “when, where and whys” of both the club’s activities and the 4-H club program in general.
3. **Create opportunities to get to know parents better.** For example, hold “parent nights” or “family days” during which members can “show-off” their accomplishments and you can socialize with parents. Learn about their personal interests, hobbies and family activities. Later requests for help can then be based on the things you know they enjoy and can do well.
4. **When you need help:**
 - a. Ask an individual, basing your request on that person’s interests, skills and abilities. Generic calls for help don’t work!
 - b. Be honest and specific about the time commitment and time frame.
 - c. Ask well in advance of when the job needs to be done.
5. **Express your appreciation appropriately.** Regardless of how much or how little a parent has done, they deserve a “thank you,” whether it is a phone call, a hand-written note or public recognition.

Involve Junior Leaders

Junior Leaders are 4-H teens who partner with adults to provide leadership for 4-H clubs and countywide 4-H activities. Depending on age and experience, a junior leader can serve as a general assistant, teach a project, mentor individual members, coordinate activities or assume almost any other 4-H leadership role under the supervision of an adult.

Involving junior leaders in your club program not only “lightens the load” for you, it also adds a spark of energy and enthusiasm, provides role models for younger members, and gives the teens a valuable opportunity to practice their leadership skills.

Communication - an Important Two-way Street

You will be receiving regular communications and special mailings from the 4-H office. Often they will contain registration instructions for upcoming events. Occasionally staff will request information for reporting purposes. The information you provide is important and submitting it on time eliminates the need for duplicate mailings or phone calls that needlessly waste time and money.

The two busiest times for paperwork are the beginning of the school year and the end of the 4-H program year. Be on the lookout for:

- a. **Annual re-enrollment packets** - The re-enrollment process and local deadline dates may vary from county to county.
- b. **Project completion, enrollment or participation reports** - You will be asked to report the projects and programs of your club.
- c. **Seal of Achievement application** - Information about the 4-H Club Seal of Achievement and the required form can be found on pages 1 and 2 of the “**4-H Club Secretary’s Handbook**.” While the application will not come in the mail, the 4-H office may request that it be submitted with other year-end forms. So, look for any mention of it in year-end mailings.



4-H Club Planning Calendar

Club Goals for the Year

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Month	Program, Event or Activity	Committee or Person(s) Responsible
September Theme: Mtg. Place:	Business Items:	
	Program:	
	Recreation - Refreshments:	
October Theme: Mtg. Place:	Business Items:	
	Program:	
	Recreation - Refreshments:	

Tool L-1

Month	Program, Event or Activity	Committee or Person(s) Responsible
November Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
December Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
January Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
February Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	

Tool L-1

Month	Program, Event or Activity	Committee or Person(s) Responsible
March Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
April Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
May Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
June Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	

Tool L-1

Month	Program, Event or Activity	Committee or Person(s) Responsible
July Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	
August Theme: Mtg. Place:	Business Item:	
	Program:	
	Recreation - Refreshments:	

Tips for 4-H Meetings

Try to assess the needs of club members when planning and conducting meetings, and keep the format flexible. What are their interests? Also, be culturally and socially inclusive—have kids with different customs and different faiths share their holidays.

A "touchy-feely" box is a good method for involving all the club members and getting things rolling. Without looking in the box, one child tries to identify an object by feel, and then gives clues to the rest of the group so that they can guess the object too. What's in the box can relate to the theme of the meeting or program.

Choose themes in advance for upcoming meetings. The farther ahead you plan, the more luxury you, parents, and members have to collect interesting materials and information and take advantage of seasonal opportunities and community events. For example, for a January meeting, a horticultural club established a theme: Things That Fly. The topic was birds, and the members made suet feeders. They also mixed suet and took home a recipe so they could replenish their supply on their own.

Keep records of what you do at meetings so you won't repeat material to the same child or group down the road.

Give members something to take home with them whether it's a small token or something they made, built, or planted. It's exciting, and it gives them something to extend the lesson or activity at home.

Don't skip the goodies! Some people think meetings are too short to bother with refreshments. But it's amazing what a little snack can do for morale. It's a good way of bringing the meeting to a close, and allowing members to take turns helping, and the kids always look forward to it. If your meeting had a particular emphasis or special program, align with the theme. (For example, if apples were the theme, serve apple spice cake.)

Because new kids may arrive each month, you may often be bridging the gap between more "sophisticated" club members and "newbies." Partnering members for activities is a good way to encourage cooperation without boring experienced members or overwhelming new ones.

Community projects are inspiring, fun, and rewarding. Here are a couple of examples: a leader who runs a club in an underprivileged neighborhood has members who run a community closet for clothing and food donations; members of a horticultural club take surplus vegetables to a local soup kitchen.

Find out any special talents or expertise parents may have. Do they cook? Do they work with animals, garden, or play instrument? Do they work for or have access to a museum, botanical garden, or theater?

Encourage members/parents to learn more about a subject that interests them and share a resulting activity with the group. For example, a member and parent might attend a craft class at an arts and craft supply store and pass along their know-how in a group sharing activity.

CCE Youth Protection Guidelines

For 4-H Club Leaders

Minimizing the Potential for Child Abuse and False Accusations

By following these guidelines you will minimize the potential for child abuse while also protecting yourself and other adults who help with club activities from false accusations:

1. Adults should work with young people in reasonably open places where others are welcome to enter, **not behind closed or locked doors**.
2. Parents and resource people who have not gone through the CCE volunteer screening process should not have on-going, unsupervised contact with youth.
3. Even enrolled volunteers should avoid working one-on-one with youth. When one-on-one consultation is desirable for discipline or mentoring reasons, the conversation should take place within view (not hearing distance) of others.
4. Respect the privacy of youth when clothes are changed or showers taken. Adults should be involved only when there is a health or safety issue.
5. One unrelated adult should **not** room with one youth during an overnight stay.
6. Never use physical punishment or deny basic necessities as a form of discipline.
7. Physical hazing and initiation rituals that lead to embarrassment or that require youth to do anything that makes them fearful or uncomfortable are strictly prohibited.

Accident Prevention and Preparation for Response

1. Use **Permission Slips/Medical Release Forms** and, where applicable, **Acknowledgment of Risk Forms** to document the parents'/guardians' approval of their children's participation in an Extension-sponsored event and **permission to have their children receive medical treatment in the event of an accident or injury**. (Forms may be obtained from the 4-H office.)
2. **Arrange for safe working conditions** in the meeting room and in work areas and explain to participants why the room is arranged as it is.
 - Provide adequate lighting, space to work and, ventilation when using volatile materials.
 - Use tables and work surfaces that are at an appropriate height for participants.
 - Take out only the tools or equipment necessary for the immediate procedure and store them immediately after use.
 - Arrange tools and equipment to be shared in the **center** of the worktable.
 - Set up separate workstations for the use of equipment or materials that require close supervision (one-on-one for motorized tools) by an experienced adult or older youth.
 - Maintain tools and equipment in optimum working condition. In particular cutting tools used for food preparation, crafts or woodworking **should** be kept as sharp as possible. (Struggling with a dull tool is much more hazardous than handling a sharp tool properly.)

3. **Arrange for adequate adult supervision.** A minimum of 2 *adults* should be present at all times. In case of an accident or emergency one adult can supervise the children while the other deals with the problem. **Where guidelines exist for specific activities or the use of specific types of equipment, those guidelines should be followed.** In addition to the selected program guidelines listed on the following pages, requirements and/or recommendations can be found in 4-H project guides and curriculum materials. In general the minimum adult-to-youth ratios for common program settings are:

Program Setting	Ages 5 - 8	Ages 9 - 11	Ages 12 +
Meetings and passive, low-risk activities	1:8	1:10	1:16
Use of moderate-risk tools/equipment 5 & 6 yrs/7 & 8 yrs	1:1 / 1:3	1:8	1:12
Use of motorized tools (See Woodworking, etc. - page 6)	NA*	1:1	1:1
One-day trips	1:8	1:8	1:10
Overnight trips	1:6	1:8	1:10
High-risk activities (swimming, challenge course, etc.)	FGS**	FGS**	FGS**

* Not Appropriate ** Follow Guidelines for Specific Activity

4. **Instill youth with a safety mind-set and develop safety habits.**
- Review general safety guidelines at the start of each work session.
 - No horseplay
 - Protect eyes, lungs and skin.
 - Use the proper tool for the job.
 - Place shared tools and equipment in the center of the worktable after use.
 - Demonstrate safety procedures specific to the activities of the day.
 - Set a good example and insist that all other adults and older youth assisting with the activities also follow all safety guidelines.

5. **Follow safety guidelines for specific programs**

Animal Programs

- **Rabies Vaccinations** - All dogs, cats, ferrets, horses and any other animals required to have them must be vaccinated in accordance with NYS Ag & Market regulations. Visit www.agmkt.state.ny.us for further information.
- **Horses - The 4-H Helmet Policy** - All youth participating in any 4-H activity or educational program shall wear a properly fitted and secured, officially approved, protective helmet at all times when mounted on an equine, or seated in a vehicle being pulled by one or more equines. The New York Helmet Law must be observed at all times.
 - ◊ **Open Trail Rides** - appropriate adult supervision must be provided, and trails must be scouted beforehand and be marked well.
 - ◊ **Horse vaccinations** - Horses used in all 4-H programs or events, including horses supplied by vendors, must have proof of all required vaccinations or shots.

Bicycle Programs - All participants under 14 years of age are required by law to wear a **safety helmet** (American National Standard Institute, Snell, or ASTM) while riding a bicycle. All participants in a 4-H sponsored bicycle activity, regardless of age and including adults, should wear a safety-approved helmet while on a bicycle.

- **Bike “Hikes” and Touring** - Participants must receive instruction in bicycle safety. Hand signals, group riding rules and standard hazard calls should be reviewed before each ride.

Shooting Sports Programs - All training programs and activities related to any shooting sport must be under the direction of a **certified instructor** who meets all criteria detailed in the **New York State 4-H Shooting Sports Guidelines**.

All adults and youth involved in any shooting sport-training program or activity must strictly adhere to the safety procedures included in the **4-H Shooting Sports curriculum**.

Youth instruction must be based on the **4-H Shooting Sports curriculum**.

Woodworking, Engineering and Science Programs -

- Strictly follow guidelines 2, 3 and 4 detailed on pages 1 and 2.
- Ensure that activities are appropriate to the previous experience and physical maturity of participants. Be aware that age, height and maturity in other areas (ex. intelligence or social skills) **are not** good predictors of physical strength or coordination.
- Require the use of protective gloves as appropriate. When used, gloves must fit properly; oversized gloves are hazardous. Gloves must be made of a material (latex, neoprene, abrasion resistant or fireproof fabric, etc.) compatible to the equipment or product being used.
- Require the use of properly fitting goggles when using tools, sanding or using solvents, paints, finishing materials or other potentially hazardous substances.
- Require the use of facemasks when using an electric sander, volatile liquids or other items that can cause the inhalation of hazardous material.
- Arrange for one-on-one supervision by an adult (18 years +) with proven skill or recent training when youth are using motorized tools.
- Use of **high speed or high power tools** that can quickly sever a body part is **prohibited for use by youth under age 18**.
- For additional safety guidelines and assurance about the developmental appropriateness of tool and equipment use select activities from the 4-H **Woodworking Wonders** project series available through the National 4-H Council’s Source Book. This series has 4 levels spanning grades K-12.

6. Be prepared to respond to accidents and emergencies.

- When participating in activities at facilities that are unfamiliar for the group, locate fire exits, the nearest public phone and the nearest hospital or emergency clinic.
- Carry medical treatment permission slips with you at all times when on trips or outings.
- Adults who frequently accompany groups on trips or overnight programs are advised (not required) to take the American Red Cross Responding to Emergencies training and/or CPR training.

Tool L-3

- A first Aid Kit and list of emergency procedures should be available at every meeting site and in every vehicle used to transport program participants or volunteers.
- When an accident or emergency occurs:
 1. Seek medical help, if required.
 2. Notify the CCE office.
 3. Communicate with parents.
 4. Record the names, addresses and phone numbers of those involved in the accident or incident.
 5. Record the names, addresses and phone numbers of 2 witnesses.
 6. File an Accident/Incident Report at the CCE office as soon as possible and always within 2 business days.
 7. If an injury is the result of a motor vehicle accident a law enforcement agency should be called and an MV 104 accident report must be made to the state. This form can be obtained from the police or the insurance company. It must be filled out by the *driver* involved in the accident if there is any physical injury to *any* party in the accident or property damage in excess of \$1,000.

The 4-H Business Meeting - Agenda Planner

Name of Club _____ Date _____

1. Call to order (President)
2. Opening ritual (Vice President and Song or Recreation Leader)
3. Roll call (Secretary)
4. Introduction of guests - (President) - List names:

5. Minutes of previous meetings (Secretary)
6. Treasurer's report (Treasurer)
7. Reports of committees - List committees and names of people who will report:

_____ report by _____
_____ report by _____

8. Old business - List topics to be discussed:

1. _____
2. _____
3. _____
4. _____

9. New business - List topics to be discussed:

1. _____
2. _____
3. _____
4. _____

10. Appointment of committees (President)
11. Closing ritual (Vice President)
12. Adjournment (President)

4-H Member's Code of Conduct

1. I will respect the rights and feelings of all the members, leaders and guests of my 4-H club.
2. I will not use anyone else's things without permission.
3. I will cooperate with all reasonable requests made by the leaders and other adults who help at my 4-H club and project meetings.
4. I will come to 4-H meetings and activities on time and participate in the planned program even when an activity is not my favorite.
5. I will not use or bring to any 4-H meeting or activity any illegal drug, alcoholic beverage or tobacco product.
6. I will not bring to any 4-H meeting or activity any gun, knife or anything else that could be used as a weapon, unless it is required for a project, class or activity. (I understand that my leader or the instructor will give me a written list of equipment when such items are needed.)
7. When I choose to participate in county, district, state or national 4-H activities I will obey the special rules that apply to those activities.

I promise to obey this code of conduct _____
(Member's signature)

*I have read this Code of Conduct and
have witnessed my child's signature* _____
(Signature of parent or guardian)

Date _____

Installation of 4-H Club Officers

This ceremony may be adapted as appropriate for your club. The club's Organizational Leader usually installs 4-H Club Officers. However, larger clubs may want to invite an alumnus (or other special guest with close ties to the 4-H program) to preside.

Supplies needed:

- Five candles about six inches long
- Your club's 4-H Flag
- An American Flag

Participants:

- Leader
- Retiring Officers - holding candles and standing to the right of the leader
- New Officers - standing to the left of the leader

(At the beginning of the ceremony, the leader lights the candles and returns to the center.)

Leader: "This flame of leadership is burning brightly and it is now time for this light to be passed to the new leaders of our club. New officers, the success of our club during the coming year lies largely in your hands. If you sincerely try to live up to the 4-H club motto 'To Make the Best Better' as you learn and carry out your duties, you will become good leaders and our club will have a successful year.

Will the president-elect step forward to receive his (her) candle?"

(The retiring and new presidents walk to the center in front of the leader. The retiring president hands his candle to the new president.)

Retiring President: "I present you with this candle as a symbol of your office. I hope that it will give you light as you lead this club. Will you attend and preside at meetings regularly, appoint committees, and give all members a chance to take part in club decisions and activities? Will you work under the direction of our leader to plan and carry out a program all members can enjoy?"

New President: "I will."

(The new president returns to his original position. The retiring president walks to a seat in the audience. The same procedures are followed for all officers. Scripts for the remaining retiring officers follow.)

Retiring vice president: "As vice president, you will serve as program chairman. You will preside at meetings when the president is absent and assist the president when needed. I present you with this candle to light your way as vice president. Will you accept these responsibilities?"

Retiring Secretary: "As secretary you will help the president prepare for club meetings, keep the membership roll, compile an accurate set of minutes for each meeting and fulfill all other duties listed in the Secretary's Handbook. I now pass on to you the 4-H candle of loyalty, and devotion. Will you accept the responsibilities of this office?"

Retiring Treasurer: As treasurer you will keep accurate records of our club's money and how it is spent. You will collect and record dues paid and pay bills approved by the membership. You will be ready to report on our income and expenses at all meetings. This candle represents the trust we have in you. Will you accept the responsibilities of this office?"

Retiring Reporter: Keeping the public informed is important to the life of our club. Your news stories will be windows through which they will look at 4-H. Will you make a report of each meeting for the newspaper promptly, being sure that all names are spelled correctly and proper credit is given to all persons taking part in the program? Will you accept this candle as a symbol of your duties as reporter and carry them out to the best of your ability?"

Retiring Song Leader: Songs help us to celebrate and express many of our feeling. Singing adds fun to our club meeting. Will you come to each meeting prepared to lead us in song? Will you bring song sheets so that all can participate? Will you accept this candle as a symbol of the 4-H spirit?

Retiring Recreation Leader: Some work and some play must balance each day. As recreation leader you will help us achieve that balance. I present you with this candle as a symbol of fun and friendship. Will you be prepared to lead games enthusiastically at each club meeting? Will you learn new games and find other ways for our club to enjoy fun times together?

Leader: "I now declare the new officers of the _____ 4-H Club to be duly installed and ready to serve. I congratulate you on your choice and remind you that it is your duty to support and encourage them. You must work with them at all times for the good of the club. They cannot carry out their duties as officers unless they have your cooperation.

Our new president will now lead us in the 4-H Pledge."

The ceremony concludes after the club recites the 4-H Pledge.

Adapted from ceremony published by North Carolina Cooperative Extension Service

New Member Induction

This ceremony can be used to induct one or more new 4-H members during the new business portion of a club meeting. The new member(s) will receive a 4-H button and membership card.

President: Today we are happy to welcome (name-s) as a new member(s) of our 4-H club. Will our new member(s) please come forward.

New member(s): Walk to front of room and stand next to President facing the rest of the club.

President: 4-H members set high goals, think things through and carryout their plans enthusiastically. We care about others and strive to serve our communities in any way we can. 4-H members enjoy working on projects and learning new skills. We protect our health and follow safety rules in all our activities.

4-H members are loyal to one another; we respect our leaders and follow the 4-H code of conduct.

Are you willing to uphold these standards of 4-H membership?

New member: Yes

President: Do you promise to take an active part in 4-H meetings and activities, to pay your dues and complete jobs you agree to do responsibly and on time?

New member: Yes

President: Since it is your intention to be an active and reliable 4-H member I welcome you into the (club name) and present you with this membership card and 4-H button. Congratulations!

Presentation of Colors

The “Colors” refers to the red, white and blue colors of our American flag and the colors of an organization’s flag, in this case, the green and white of our 4-H flag. The “presentation of colors” is a ceremony that formally introduces to, and later retires these flags from, an assembly of people. 4-H clubs are often invited to perform this ceremony at county 4-H events and other events conducted by local governments. It should be considered an honor to be asked to present the colors.

The color guard usually consists of two flag bearers and two honor guards, although additional honor guards may be used. The color guard receives its orders from the **Sergeant-at-Arms**. All participants should wear similar attire that shows appropriate respect for the flag. It is recommended that they also wear a 4-H emblem on their shirts.

Procedure

The color guard assembles at the back of the room facing forward. The Sergeant-at-Arms stands first in line followed by the flag bearers (U.S. flag on the audience’s left, speaker’s right) with the honor guards at the rear.

1. Presiding officer

The president or other presiding officer goes to the front of the room or stage and announces:

“The colors will be presented by the _____ 4-H club. Please rise. Will the sergeant of the color guard please advance and present the colors of your country and your organization.”

2. Sergeant

Gives command: “**Attention**” and then advances to the front of the room and stops facing the presiding officer. The color guard stands at strict attention.

3. Presiding officer

Signals sergeant to proceed.

4. Sergeant

Turns about and gives orders to the color guard:

“ Carry Colors ”	Flag bearers place flags in holsters. (Grasp pole with both hands; raise flag; place pole in holster; place hands wide apart to balance weight of flag.) The U.S. flag is held slightly higher than the 4-H flag.
“ Forward March ”	Color guard marches to designated spot (everyone starts on left foot).
“ Halt ”	Color guard halts together with a 1-2 beat.
“ Post Colors, post ”	Colors are posted differently when placed on a platform (stage) than when placed on the floor. When both flag and speaker are on the same level the U.S. flag is placed to the right of the speaker. When the speaker is on a platform and the flag is to be placed on the floor (or at any point that is lower than the speaker) the U.S. flag is placed to the left of the speaker. The color guard follows the directions appropriate for the flag placement:

If the colors are placed on a platform the whole color guard advances to the center of the stage and turns to face the audience with the honor guards standing behind the flag bearers. Next:

U.S. flag bearer and honor guard take **2 steps** forward.

4-H flag bearer and honor guard take **1 step** forward.

U.S. flag bearer and honor guard **face left**.

4-H flag bearer and honor guard **face right**.

They all proceed to the flag stands with the honor guards remaining a step behind the flag bearers. Flag bearers then place flags in stands and take one step back.

If colors and speaker will both be on floor level the flag bearers move as described above but the honor guards remain in halt position - only the flag bearers move.

If the colors are placed on the floor but the speaker is on a platform only the flag bearers move (honor guards remain in the halt position).

Flag bearers march in a straight line with the U.S. flag in front.

U.S. flag bearer **faces right**.

4-H flag bearer **faces left**.

Both flag bearers proceed to flag stands and post the colors.

- “Present arms”** Color guard and audience salute, look toward the American flag and recite the Pledge of Allegiance.
- “Order arms”** Everyone faces the 4-H flag and recites the 4-H pledge.
- “Center march”** **Platform** - Flag bearers only face center; march to the center of the stage; about face and march to position where they first halted. The honor guards fall in step behind the flag bearers as they march off the platform. When they reach the halt position the honor guards move forward so that the whole color guard is standing four abreast.
- Floor** - Since the honor guard remained in position, they are facing forward while flag bearers are facing rear - so Sergeant says **“Honor guard, about face.”** They turn to face in same direction as flag bearers.
- “Color guard, forward march”** Color guard marches to the rear of the room.
- “Color guard, halt”** Color guard halts and remains in position.
- “Dismissed”** The color guard breaks formation and everyone sits down unless instructed otherwise.

Retiring the colors

Follow the same movements as above in reverse. Sergeant’s commands are:

“Color guard, Attention.”

“Color guard, Forward march”

“Color guard, Halt”

“Color guard, Retrieve colors”

“Center March”

“Color guard, Forward march”

“Color guard, Halt”

“Dismissed”

4-H Candle Lighting Ceremony

The 4-H Candle Lighting Ceremony is performed at special 4-H events to proclaim and affirm the values of the 4-H Youth Development Program.

Participants: Five 4-H members, one to represent each of the four Hs and a “first speaker.”

- **Supplies:**
 - Five large candles fitted with protective collars
 - Small candles with collars for all audience members
 - Matches
 - Printed response guides for the audience

Procedure: Distribute small candles to the audience. Darken the room or the area of the room where the participants are standing. Participants stand in a crescent formation with the First Speaker in the center, Head and Heart to the speaker’s right and Hands and Health to the speaker’s left.

First Speaker - Stands facing the audience as a leader lights his/her candle, then speaks:

“Light is divine! From the mystic dawn of that first new day when God said, ‘Let there be light.’ To this impressive eventide, light has blessed the world and all mankind.”

“The unwearied sun from day to day
Does her creator’s power display.
Soon as the evening shades prevail
The moon takes up the wond’rous tale.

Whilst all the stars that round her burn
And all the planets in their turn
Confirm the tidings as they roll
And spread the truth from pole to pole.”

“As in the heavens above, light is passed from sun to moon and stars, so man from the beginning has passed the torch of achievement on to those about him and those following him. This is evidenced in the ever-lighted candles in the temples of the past, the churches of the present and the pillars of perpetual light erected in the memory of soldier achievements. In harmony with this spirit of light of all ages, our symbolic 4-H candles will now be lighted.”

The H’s - Starting with “Head” each participant walks over to the First Speaker; receives the flame from him/her; returns to place and recites the statement corresponding to the “H” he/she represents.

Head: “I light the candle that stands for Head. We will develop our heads to think, to plan and to reason, as the Head is the greatest source of our achievement.”

Heart: light the candle that stands for Heart. The greatest power in our lives is love. We will develop our hearts to be kind, sympathetic and true.”

Tool L-9

Hand: "I light the candle that stands for Hand. As great results in our lives are accomplished with our hands, we will develop our hands to be skillful and useful."

Health: "I light the candle that stands for Health." We will develop our health to live more efficiently and because in caring for the health and beauty of our persons, we are caring for the shrine of the Great Spirit."

First Speaker - "These four candles represent the four square training in 4-H club work and stand for Head, Heart, Hands and Health. In harmony with this spirit of light, you will light your candles and renew your pledge to 4-H club work."

All five participants - move to a section of the room and start to light peoples' candles, instructing them to pass the flame to those around them. If only a portion of the room was darkened before, darken the rest of the room as the candles are being lit.

First Speaker - When all candles are lit the speaker invites the audience to join in the response:

"Ye are the 4-H lights in our county
Let your light shine.
He who gives light to another
Performs an act divine."

First Speaker - "As our candles glow, we take on new responsibilities for larger service in 4-H club work, 'to Make our Best Better.'" The speaker then invites the audience to sing or recite the **Candle Lighting Song**:

"Our many 4-H candles glow
Shall make in all a glory bright
To shine for all, where 'ere we go,
And make our daily burden light.

So speed the light that gleams and cheers
That all who see our candles shine
May have great joy throughout the year
And find the way to things divine."

First Speaker - "With reverence for the spirit of achievement that through the ages has inspired leaders of the past to carry on, we will raise our 4-H candles and repeat the 4-H pledge."

"I pledge my Head to clearer thinking
My Heart to greater loyalty
My Hands to larger service
And my Health to better living
For my club, my community, my country and my world."

"Thus we close our ceremony by extinguishing our candles, assured that they will re-appear."

Room to Improve Your 4-H Club Meeting

This document is appropriate for clubs whose members are in grade 4 or higher.

About the Club Meeting: **The club meeting is "4-H" to the young 4-H'er. Belonging to a club and attending meetings appeal to the 9- to 11-year-old. Many young people go to "bad" meetings because they simply want to belong to a club.**

A "good" 4-H meeting:

- is a social experience.
- is an opportunity to develop leadership skills.
- makes 4-H'ers feel good about themselves.
- helps 4-H'ers discover new ideas.

Making Meetings Fun

Thoughtful planning goes into a "good" meeting. Consider how to:

- get each 4-H member involved.
- give out warm fuzzies (kind or complimentary remarks) to 4-H'ers.
- have group activity.

To get each 4-H member involved, observe who does what during the business meeting, the program, and recreation. Rather than "letting things happen," ask shy members to do something during the meeting. Some need to be encouraged while others need to be held back. To help you plan meetings, refer to "Conducting a 4-H Meeting."

Give out "warm fuzzies" to make each 4-H member feel special. Use cotton balls for "warm fuzzies" and give to deserving 4-H'ers at each meeting. Before the meeting, decide who needs a "warm fuzzy" and when to give it.

Group activities make learning fun and exciting. Some strategies you might use are small group discussions, brainstorming, role-playing or games. Orient resource people before the meeting on how to involve the 4-H'ers. You could suggest:

- a "hands on" experience.
- a listening team.
- brainstorming to generate questions.

Your Leadership Style Counts

Leadership style is how you work with people to accomplish a goal. Place a check beside strategies you find useful:

<input type="checkbox"/> involvement	<input type="checkbox"/> guilt	<input type="checkbox"/> persuasion
<input type="checkbox"/> fun	<input type="checkbox"/> power	<input type="checkbox"/> do nothing

You may discover that you use several strategies depending on the situation. The "best" style is the one that is successful in getting results with each individual and each group.

Lesson for Evaluating Your 4-H Meeting

Purposes

1. For 4-H members, parents and leaders to dialogue about the 4-H meetings.
2. To provide feedback to meeting planners that will be constructive toward improving the meetings.

Time Required: 20 minutes

Materials:

- Copies of the "4-H Meeting Checklist" for each member
- Pens or pencils for each member

Lead In

"The 4-H Motto is 'to make the best better.' This also applies to our 4-H meetings. How you feel about the meeting is important to those who plan them, your officers and the volunteer leaders. Most important, knowing how you feel can help improve the meetings.

We want you to discuss what you like and what you dislike about the 4-H meetings. Then you will get to grade our meetings."

Procedure

1. Divide the group into small groups of four or five individuals in each group. Ask each group to select a chairperson and a secretary to record ideas.
2. Instruct the chairman to lead a discussion about what members like and dislike about the 4-H meetings. Ask the group secretary to record ideas.
3. Allow five minutes for discussion and ask the group secretary to be prepared to share the report with the total group. Ask each group to give one like and one dislike. If possible, write ideas on newsprint, blackboard, or paper bag for all to see.
4. Thank all the 4-H'ers for their participation. Pass out the "4-H Meeting Checklist." Ask each member to think about the meetings they have attended in the last year and to check "yes" or "no" by each of the items listed.
5. Collect the checklists for future analysis.

Let's Talk About It

1. How did you feel about discussing our 4-H club meeting?
2. Do you feel that we can improve on our meetings and make everyone feel good?
3. What can we do to make new members feel more welcome?

4-H Meeting Checklist

- | | Yes | No |
|---|-------|-------|
| 1. Did you discover one new idea? | _____ | _____ |
| 2. Did you get to speak to the group during any part of a meeting? | _____ | _____ |
| 3. Did you get to do anything with another person or persons during the meetings? | _____ | _____ |
| 4. Did you have time to talk and play with your friends? | _____ | _____ |
| 5. Did you feel good about yourself during the meetings? | _____ | _____ |
| 6. Did you understand what took place during the business part of the meetings? | _____ | _____ |
| 7. Were you involved in planning a meeting? | _____ | _____ |
| 8. Did you learn anything you will practice at home? | _____ | _____ |
| 9. Do you like to come to 4-H meetings? | _____ | _____ |

10. Would you describe your meetings as: (circle one)

Exciting Interesting Dull Boring

11. Is there anything else you want to say?

Troubleshooting 4-H Club Problems

Lack of Participation - Members do not participate in group activities.

- Members may not be interested in the program or activity. They may not understand the goals or the goals are inappropriate for members' age, needs or interests.
 - Involve all members in setting goals and in planning the programs and activities.
 - Keep lines of communication open.
- Members may feel insecure
 - Let younger, inexperienced members serve on a committee where they can gain experience before giving a big assignment.
 - Give each member responsibility for at least one important task.
 - Promote a friendly, helpful group spirit - no one laughs or ridicules a person who "goofs."
- More aggressive members may not give others a chance to participate.
 - Develop a group goal that "everyone participates."
- Members may not know how to participate.
 - Teach members how to perform the role or assignment if they don't know how.
- Meeting schedule may be in conflict with other activities/commitments.
 - Change meeting time to meet needs of group.
- Members may be forgetful.
 - Distribute club calendars to all members.
 - Use reminder phone calls (can be assigned to a member or parent).

Lack of Interest in the Educational Program - Members only attend the social functions.

- Members do not identify their personal goals with those of the program.
 - Involve members in setting group goals.
- Members may not have had a large enough role in planning the program.
 - Work in close partnership with members to plan the programs they want.
- Members may not find a satisfying role in carrying out the programs.
 - Ensure that all members have challenging responsibilities that they can carry out successfully.
 - Recognize members for their contributions.

Declining Membership - Members are dropping out; the group does not attract new members.

- Present members may be cliquish and fail to welcome prospective or new members.
 - Strive to improve atmosphere - make it warmer, more friendly.
 - Help cliquish members to recognize the result of their behavior and to work at making all members feel liked and wanted.
 - Give newer members responsibilities so they will have a role in the organization and feel important to the group.
 - Recognize members for what they do.
 - Make a list of prospective members and extend friendly, personal invitations.
 - Invite prospects to go to a meeting with you.
- The program may not be of interest to current or prospective members or they may not know enough about it.
 - Make sure present and prospective members understand the purposes of the group.
 - Publicize the program and activities.
- Some members or prospective members may not have a way to get to meetings.
 - Arrange car pools.

Disorderly Meetings - Meetings are disorganized or plagued by interruptions when members come late or change the topic of discussion.

- The group has fallen into bad habits.
 - Discuss problems openly with members, but without placing blame. What standards do they want?
 - See the problems described above; any of these could cause disorderly meetings.
 - Review responsibilities of club officers and reinforce procedures.
- Members are coming late.
 - Change the meeting time.
 - Open with the most attractive parts of the program.
 - Run recreational activities as members arrive.
- Members may not know what is expected.
 - Encourage members to state their expectations.
- Meetings are not appropriately structured or are not well planned.
 - Refer to “Tips for Conducting Club Meetings” on pages 3-4 to 3-9 of the New York State 4-H Leader Handbook.

Poor Group Relationships - There is bickering and jealousy among members; members want to run the show and feel that the adults dominate.

- Individuals may not understand their own motivation or that of others.
 - Discuss basic motivations - why people act as they do.
 - Work to develop mutual understanding and trust among members and between members and leaders; when a statement or behavior is inappropriate, ask, don't assume you know the reason behind it.

- Individuals cannot distinguish between differences in ideas and differences in personalities.
 - Accept members as they are; don't make your approval and acceptance dependent upon their behavior.
 - Help members to focus on what is being said, rather than who is saying it.
 - Focus on contribution and appreciation. "Your contribution counts." "We appreciate what you have done."
- Individuals may feel insecure and therefore are excessively shy or aggressive.
 - Build self-confidence and feelings of worth by focusing on each member's assets and strengths. "I like the way you handled that." "I appreciate what you did."
 - Let the members know their worth. Recognize improvement and effort, not just accomplishment.
 - Encourage cooperation rather than competition.
 - Focus on the member's ability to manage his or her life and make decisions. Do not anticipate failure. "I trust you to become responsible and independent."

Lack of Parental Support - Parents don't attend meetings, parents don't encourage their children, and/or parents don't accept their own responsibilities.

- Parents don't know what 4-H is all about and/or don't get timely information about club activities.
 - Use a club newssheet.
 - Hold parents meetings.
 - Involve the entire family in the program planning process.
- Parents don't have a role in the club meeting; they have not been asked to participate or have been left out of everything except the chores.
 - Refer to "Involve Parents - '4-H is a family affair'" on pages 3-9 and 3-10 of the New York State 4-H Leader Handbook.
 - Use Tool L-15, "Parents Can Help In Our 4-H Program" to find ways to involve parents.
 - Use Tool L-14, "4-H Parent Participation Survey" to discover what parents are willing to contribute and then ask them.
 - Create parent committees that meet at the same time the club meets.
 - Create job descriptions and ask directly for specific leadership roles.
- Parents don't understand the developmental needs of their children.
 - Talk with parents about how specific 4-H projects and activities contribute to their children's development.
 - Inform parents about ways they can contribute to their child's success.
- Parents have not been recognized or given credit for the work they've done.
 - Thank parents when you see them; call them when they've done a bit extra.
 - Hold a parent's appreciation and recognition night.

Ways to Say “Good for You”

Being positive is a good teaching technique. If you believe your members “can” they will think so too. If your members believe they “can” they “will.” Emphasize the positive by using some of the following:

- ☺ You really out-did yourself today.
- ☺ This kind of work pleases me very much.
- ☺ Congratulations!
- ☺ That’s right. Good for you.
- ☺ Terrific.
- ☺ I bet your Mom (Dad) would be proud to see the job you did on this.
- ☺ Beautiful.
- ☺ Good job.
- ☺ Excellent work.
- ☺ I appreciate your help.
- ☺ Very good. Will you show the group?
- ☺ Thank you for (sitting down, being quiet, getting right to work, etc.)
- ☺ That’s an interesting point of view.
- ☺ You’ve got it now.
- ☺ Nice going.
- ☺ Marvelous.
- ☺ You’re on the right track now.
- ☺ That’s top quality work.
- ☺ That’s really nice.
- ☺ Thank you very much.
- ☺ That’s an interesting way of looking at it.
- ☺ I like the way the group has settled down.
- ☺ Keep it up.
- ☺ Wow!
- ☺ That’s great.
- ☺ I like the way you’re working.
- ☺ Keep up the good work.
- ☺ I’m very proud of the way you worked (are working) today.
- ☺ Everyone’s working so hard.
- ☺ That’s quite an improvement.
- ☺ Much better.
- ☺ It’s a pleasure to be with you.
- ☺ What neat work.
- ☺ That looks like it’s going to be a great (report, project, talk, exhibit, etc.)
- ☺ It looks like you put a lot of work into this.
- ☺ That’s clever.
- ☺ Very creative.
- ☺ Very interesting.
- ☺ Good thinking.
- ☺ Now you’ve figured it out.
- ☺ That’s a good point.
- ☺ That’s a very good observation.
- ☺ That certainly is one way of looking at it.
- ☺ That’s coming along nicely.

4-H Parent Participation Survey

Parents are very important to the success of our 4-H club. In addition to the support and encouragement you give to your own child, each of you has special skills and talents that can benefit the whole group. We would like to involve you in ways that best fit your interests and schedules. Please help us by completing this survey. One of the leaders will call you to schedule your participation.

4-H member's name _____

Name of parent/guardian _____ Phone _____

In what way(s) might you be able to help our 4-H club? Please check all possibilities.

_____ Teach a project. *What type of subject matter?* _____

_____ Teach a Cloverbud activity.

_____ Coordinate our club members' participation in a county 4-H activity. *Which one?* _____

_____ Assist with a club community service activity.

_____ Help members (one or more) prepare their public presentations.

_____ Assist with fundraising.

_____ Provide transportation to one or more 4-H activities.

_____ Chaperone a 4-H trip.

_____ Provide general assistance at one or more club or project meetings.

_____ Provide refreshments for one or more club meetings.

In which 4-H program area(s) do you have the greatest interest?

_____ Citizenship & Civic Education

_____ Healthy Lifestyles

_____ Communications & Expressive Arts

_____ Personal Development & Leadership

_____ Consumer & Family Science

_____ Plants & Animals

_____ Environment & Earth Science

_____ Science & Technology

(over)

What personal interests or hobbies would you be willing to share with 4-H members?

When are you most available to help?

Season: ____ Summer ____ Fall ____ Winter ____ Spring

Day : ____ Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fr. ____ Sat. ____ Sun.

Time: ____ Morning ____ Afternoon ____ Evening

Parents Can Help in Our 4-H Club Program

TO GAIN PARENTS' COOPERATION:

- Visit the parents of all your members.
- Ask parents to help.
- Praise and give thanks freely.
- Help members to entertain parents.
- Talk with the parents about 4-H work.

WHAT PARENTS CAN DO:

- Hold meetings in their homes.
- Help with project work.
- Serve on committees to help plan and conduct events.
- Share special talents and skills.
- Encourage record keeping.
- Help members get to meetings and events.
- Help members select, finance, and manage projects.
- Help secure other qualified adults to assist with products and activities.
- Attend 4-H meetings and events.

PARENTS CAN RECEIVE SATISFACTION AS THEY:

- See children grow from 4-H experiences.
- Learn new skills and knowledge.
- Meet new friends and families.
- Contribute to the growth of others.

METHODS TO RECOGNIZE PARENTS:

- Give praise and say thank you.
- Provide public recognition of parents' efforts.
- Have a special event for parents.
- Encourage members to recognize parents' efforts.
- Include parents in 4-H news stories.

USING PARENT'S SKILLS:

- Supplements your abilities.
- Provides varied and enriching activities.
- Gives parents an opportunity to help in all phases of the program.
- Gives parents an opportunity to learn about 4-H.

LEADERS NEED TO KNOW:

- Physical and mental limitations and capabilities.
- Social or religious habits which might influence programs.
- Special abilities and interests.
- Family situation.
- Other demands on the members' time.

INFORM PARENTS + ASK PARENTS = PARENT COOPERATION

Section 4: Money Matters

A 4-H club, like any other organization, has expenses and income (from dues and/or fundraising). Club treasurers gain valuable experience in fiscal management by learning how to record the flow of money. Discussing required financial procedures with the whole club and enforcing them is one way of teaching youth about the importance of money management for both groups and individuals. Check out “4-H Club \$\$\$\$ Checklist,” available online, to help your club keep track of its finances.

Because a 4-H club is an official entity of Cornell Cooperative Extension, it must operate within CCE’s fiscal parameters. **The financial procedures that must be followed by all 4-H clubs are detailed on pages 4-2 to 4-5.**

The 4-H Club Treasury

A 4-H club treasury supports the planned projects and educational activities of the club’s members. Most clubs collect dues at regularly scheduled business meetings. Some “jump-start” the treasury by collecting a larger amount at the beginning of the club year.

Other possible sources of revenue include:

- Countywide 4-H fundraisers - Some counties return a percentage of the money earned back to the club.
- Parade floats - Some fair associations pay premiums to groups that create floats for the fair parade.
- Club fundraisers - Clubs must receive written approval from the 4-H office before conducting any type of fundraiser. Fund raising should not be a major goal of the 4-H group, but should be limited to meeting short-term needs.

Any funds raised in the name of 4-H are, in fact, property of the county Cornell Cooperative Extension Association. In case a club dissolves or becomes inactive, the money in the club’s treasury should be returned to the 4-H office.

Financial Procedures for 4-H Clubs

Responsibilities

The club, when organized, must agree to:

- Maintain records of contributions received and financial transactions;
- Submit a report of its programs, events, etc. to the extension educator on an annual basis;
- Submit a financial statement, including all financial transactions, to the extension association at least annually. For help with this, visit the 4-H Web site for the “4-H Club Financial Statement” worksheet.
- Apply for its own tax identification number if the club maintains a bank

account.

Note: A tax identification number is *not the same* as a sales tax exemption number. 4-H clubs **cannot** use the Cornell Cooperative Extension Association's sales tax exemption form to purchase supplies or resale items. If a club is assuming leadership for a project or program for the extension association, it may be possible to purchase the needed supplies through the association; check with the Extension Educator.

Club Records

1. The club-elected **secretary** will keep accurate minutes of each business meeting, including the treasurer's report. The secretary will also read the minutes of the previous meeting for approval. The elected **treasurer** will report the amount of money collected, the amount of bills paid since the last meeting and the current balance.
2. A **volunteer leader** of the club will ensure that the treasurer understands his/her duties, as described in the treasurer's record book and this document.

Safeguarding Funds

1. It is recommended that each club have a checking account to deposit all cash or checks received from club sales, from club members for activities or donations made to the club.

If your 4-H club plans to maintain a bank account, it must apply for a **federal employer identification number** by submitting an SS-4 form and other applicable organizational material to the IRS. The form and instructions can be obtained from your local Social Security office, by calling the IRS Forms 800 number in the phone book, or from the IRS web site <http://www.irs.ustreas.gov/>.

A club may use **only its own** federal employer identification number to establish a bank account. A club **cannot** use the Cornell Cooperative Extension Association's federal employer identification number; **individual social security numbers must never be used for a club bank account.**

The club is responsible for filing an annual tax form (IRS Form 990) if the group has annual gross receipts over \$25,000.

NOTE: 4-H clubs are required to submit an annual financial statement to the local Cornell Cooperative Extension Association **regardless of the amount of gross receipts.**

- a. If a checking account **does** exist, the volunteer leader is to ensure that:
 - deposits are made in a timely manner;
 - another club member, not the treasurer, is elected to reconcile the monthly bank statements with the treasurer's book;
 - all payments of bills made by the club or group are to be made by check, and with supporting documentation (bills, statements, packing slips, etc.). All bills are canceled as they are paid;
 - another club member, not the treasurer, is elected to be the check signer. The member authorized as the check signer reviews the

supporting documentation for each check.

- b. If a checking account does not exist, the volunteer leader is to ensure:
 - another club member, not the treasurer, is elected to reconcile the cash, receipts, and bills with the treasurer's book on a monthly basis;
 - cash is adequately secured and safeguarded;
 - all payments of bills made by the club are to be made with supporting documentation (bills, statements, packing slips, etc.). All bills are canceled as they are paid.
2. It is **not** recommended that a club open a savings account or other interest bearing account. Fees may be applied and the club would be subject to more record keeping and paperwork.
3. Every club handling funds should use an audit committee to examine and verify the accounts of the club at the end of the 4-H year and, if applicable, to review all tax filings (current IRS regulations require a filing if gross revenues exceed \$25,000 for the year). The chairman of the committee should make a report to the club and file a written statement (See online Tool L-19, "4-H Club Audit Report") with the elected secretary that becomes a permanent record in the club's minutes. An audit committee prevents misunderstandings and protects the outgoing and incoming treasurers of the club. Such a committee is usually appointed by the president of the club at the time the books are to be audited.

Fundraising

1. Prior to beginning a fund raising activity, the club needs to ensure that it will be in the best interest of the club and must receive permission from the appropriate Extension Educator to raise funds in the name of 4-H. For help in this, see "Fundraising Guidelines for 4-H Clubs and Request for Permission to Raise Funds in the name of 4-H" online.
2. Fund raising activities may be conducted on an individual club basis or in conjunction with other local clubs.

Club Balance

A club should not carry a balance exceeding \$500 into the new fiscal year. If a club has a balance in excess of \$500 at year-end, the financial activities of the club must be included in the Cornell Cooperative Extension Association's accounting records for proper safeguarding of funds and financial reporting.

If, however, the club expects to utilize the funds for specific programs or activities in the next year, a request to carry the balance over to the next fiscal year should be submitted to the appropriate Extension Educator.

Payment for Personal Services Rendered

Clubs must consult with their local Cornell Cooperative Extension Association if they wish to pay anyone for personal services. Members and leaders can be reimbursed for expenses (supplies, snacks, etc.) agreed to by the club.

Donations

Non-cash donations to 4-H clubs should be acknowledged in writing to the donor. A copy of the acknowledgement must be kept in the 4-H club's treasurer records. Non-consumable donations such as equipment or animals should only be accepted if the 4-H club is prepared to accept the responsibilities of ownership including care, maintenance, and insurance. Written acknowledgment should be sent to the donor; a copy must be kept in the 4-H club treasurer's records.

Disbandment of Club

When a 4-H club disbands, all assets (including equipment, property, bank accounts, etc.) must be submitted to the local Cornell Cooperative Extension Association. If the local extension association does not have a policy that any treasury money received from disbanded clubs be used to support specific programs, the members of the club may wish to recommend a specific use for the funds.

4-H Club \$\$\$\$ Checklist

At the beginning of the club year...

- ✓ Elect a Treasurer
- ✓ Appoint an Adult Advisor to the Treasurer
- ✓ Review Treasurer's responsibilities
- ✓ Review the Financial Procedures for 4-H Clubs
- ✓ Estimate expenses and determine whether a fundraiser will be needed. Please plan ahead!

During the club year...

- ✓ Keep track of all income and expenses.
- ✓ Keep any money in a safe and secure place.
- ✓ Give a treasurer's report at each business meeting.
- ✓ Reconcile the cash, receipts and bills with the treasurer's book monthly.
- ✓ If fundraising activities are planned, apply for permission to raise funds in the name of 4-H at least 30 days before the event or sale kick-off date.
- ✓ If fundraising activity requires collection of sales tax, register with the New York State Tax Department. (See Tool L-22)
- ✓ If applicable, file quarterly sales tax report and make payments before deadline.

At the end of the club year...

- ✓ Verify that cash, accounts and records agree (AUDIT).
- ✓ File audit report with 4-H club minutes.
- ✓ Send Financial Statement to the Cornell Cooperative Extension 4-H Office.

4-H Club Financial Statement

for year ending September 30, _____

Club Name _____ Organizational Leader _____

Which of the following 4-H club accounts do you have? *(Check all that apply)*

- Checking
 Savings
 "Coffee Can"

Income for Year:

Dues paid by members	_____
Fund Raisers (List each individually)	
_____	_____
_____	_____
_____	_____
Total Income (1)	_____

Expenses:

Activity and Program Expenses (Trips, crafts, parties, etc.)	_____
Fund Raising Expenses (Cost to purchase/produce items to sell)	_____
Other Expenses	_____
Total Expenses (2)	_____

Difference between income (line 1) and expenses (line2) **(3)** _____

Cash on hand - **beginning of year** (bank balances plus cash not deposited) **(4)** _____

Cash on hand - **end of year:** Add or subtract lines 3 and 4 -
(If line 1 is more than line 2 add; if line 2 is more than line 1 subtract.) **Balance** _____

Balance must equal cash in bank account(s) plus cash not deposited in bank account(s).

Signed by Club Treasurer _____ Date _____

Signed by Organizational Leader _____ Date _____

The financial statements have been received and approved and, where applicable, the following actions have been authorized:

- Approval to carry over balance into new year.
 Club must transfer funds to the CCE Association

Executive Director _____ Date _____

Extension Educator _____ Date _____

4-H Club Audit Report

Report Period (dates) _____ to _____
Date of Audit _____

Club Name _____

Treasurer _____ Adult Advisor _____

Auditors' statement:

We certify that we have compared the treasurer's record book, cash and bank account records and find them to be in agreement.

The beginning balance was: _____ The ending balance is: _____

Adjustments made were: (Explain) _____

Audit Committee:

Name (Print)

Signature

_____	_____
_____	_____
_____	_____

Please submit to your 4- H Office by October 15 to cover the previous 4-H year or the period that the named Treasurer was in office. Attach a 4-H Club Financial Statement for the same period.

Fundraising Guidelines for 4-H Clubs

The way in which a 4-H club earns money to carry out its program is of great importance. The methods we choose can either reinforce or undermine the basic values we strive to instill in youth.

Whenever your club is planning a fund raising activity, this checklist should serve as your guide. It will be helpful to you as you fill out the required form: "Request for Permission to Raise Funds in the name 4-H".

NOTE: *Raffles and other games of chance* are legal methods of raising funds for non-profits in New York. Cornell Cooperative Extension Association advisory committees will determine whether these fund raising methods can be used locally. If used, New York State regulations governing raffles and other games of chance must be followed. *Cornell University discourages these fund raising methods* since the funds received do not demonstrate contributions to the extension club or group and are not considered to be an appropriate fund-raising mechanism for youth.

1. Have the 4-H'ers, parents, and leaders in your club approved your fund raising activity, including the dates and methods to be used?
2. Has your club discussed the expected profit versus the expenses of your fund raising activity? Have you discussed the hidden expenses: time, mileage, etc.?
3. Has your club discussed an alternate plan if your projected profit is not realized?
4. Does your fund raising plan and the dates avoid competition with other money-raising efforts in your community?
5. Will your fund raising activity protect the name and good will of 4-H and prevent it from being capitalized on by promoters of shows, benefits, or sales campaigns?
6. If any contracts are to be signed by your club, will they be signed by an individual without reference to Cornell Cooperative Extension of _____ County 4-H Program and in no way appear to bind the County, State, or National 4-H Programs?
7. Have you checked to make sure that the fund raising venture you are planning to participate in is legitimate and worthy?
8. Even when sales are confined to parents and friends, will they get their money's worth from any product they purchase, function they attend, or services they receive from your club?
9. If youth in your club are under nine (9) years of age, have you selected fund raising activities that are appropriate to this age group and are parents supportive and willing to participate?

If your club has reviewed and considered the nine guidelines above and made a decision to pursue your fund raising venture, please complete the "Request for Permission to Raise Funds in the Name of 4-H" and send it to your county Cornell Cooperative Extension 4-H office. Approval must be confirmed before the fund raising effort starts.

Request for Permission to Raise Funds in the Name of 4-H

Submit to the Cornell Cooperative Extension 4-H office at least 30 days prior to the proposed fund-raising date.

The _____ 4-H Club requests permission to contract with
 _____ for resale to raise money for: _____
 (name of company)

Items to be sold: _____
 (purpose for raising money)

Anticipated amount to be raised: \$ _____

Current balance in treasury: \$ _____

The proposed sale would take place from: _____ to _____

Location of sale: _____

We have planned these dates so they will not coincide with (nor detract from) a county-wide 4-H fund-raising effort.

Proposed printed materials to be distributed in connection with the sale are to be attached to this request form.

The current New York State sales tax _____% will be indicated to the consumer and collected on the retail price of each item sold.

Note: Sales tax must be collected on items sold at a shop, store, or booth, but not door to door.

Your signature below signifies that you have read and understand the guidelines attached and the above information is correct to the best of your knowledge.

Approved by: (Office Use Only)	Requested by:
<p>_____ 4-H Program Committee Chairperson Date</p> <p>_____ 4-H Program Leader Date</p>	<p>_____ Club President Date</p> <p>_____ 4-H Club Organizational Leader Date</p> <p>_____ Address</p> <p>_____ Phone _____</p>

Results of the above fund raising should be reported to the 4-H office in the "Story of a 4-H Club Activities" section of the Secretary's Monthly Report or a separate written report.

Sample: Cash Summary Form for 4-H Sales
(Prepare a separate cash summary for each date.)

Day and Date _____

Club Name _____

Fund raising activity _____

Cash Summary for Date _____

Cash Received	Items Sold				Initials of Sales Clerk
	Candy	T-Shirt	Ice Cream	Hot Dog	
Total Sales					

Cash must be counted by 2 individuals in the presence of each other.

Total cash counted _____

Less - Cash on hand at beginning of day - _____

Balance = _____ (Should be equal to Total Sales above)

Amount of difference (if any) _____

Signatures of counters:

Facts 4-H Clubs Need to Know about New York State Sales Tax

1. A combined state and local sales tax must be collected whenever tangible items, food or drink are sold from a fair booth, camp store or temporary sales counter or table.
2. Sales tax must also be collected for parking services provided for a fee at a fair or event.
3. When a fee is charged for a 4-H event that includes a meal or refreshments that have been prepared by the membership (such as a covered dish dinner) and is held apart from any other organization or vendor that is required to collect tax, collection of sales tax is **not** required.
4. Collection of sales tax is **not** required for door-to-door sales.
5. Depending on the nature of your fundraiser and whether or not it is held in conjunction with a larger event (such as a fair, craft show or horse show) you may be required to register with the New York State Tax Department. When you submit your fundraising plan for approval check with the 4-H staff to see if registration is required. If so, the 4-H office may have a supply of the registration forms. Otherwise, call the New York State Tax Department at 1-800-462-8100 to obtain one. Allow 4-6 weeks for processing.
6. If you are required to register, you must display the vendor certificate you receive prominently in the sales area and post your prices with either “plus tax” or “tax included.” After the event you must submit a tax report and a check for the amount of sales tax collected to the New York State Tax Department. Quarterly tax reports must be submitted from then on (even when no sales tax was collected) unless permission to file annually is obtained from the Tax Department.
7. Cornell Cooperative Extension is responsible for ensuring that groups under its auspices (such as 4-H clubs) comply with tax laws. Violations could result in penalties or loss of tax-exempt status. Therefore it is imperative that all fundraising plans be approved by the appropriate Cornell Cooperative Extension staff member. If your fundraiser is approved and collection of sales tax is required, your club must keep an accurate record of all sales, submit the taxes on time and follow any other procedures required by your county Cornell Cooperative Extension Association.

Section 5: What is a 4-H Project?

Understanding 4-H Project Work

A project is a planned series of learning activities/experiences that engage youth in the use of their *heads* and their *hands* in ways that result in enhanced competencies, open *hearts* and better *health*.

4-H projects give youth opportunities to:

- gain new knowledge and develop the critical thinking skills that lead to *independence* of thought and action;
- experience a sense of *belonging* through cooperative learning activities;
- develop a spirit of *generosity* by sharing knowledge and using skills to help others;
- achieve a feeling of *mastery* as the cumulative result of project work.



4-H projects always teach the “why’s” as well as the “how’s.” For example: a member making a birdhouse as part of a woodworking project might learn the safest and most effective way to use hand tools and also gain experience selecting hardware and finishing materials. The knowledge and skills learned can be applied when making other wooden items in the future. It is this transferable knowledge and skill that is the essence of the project – not just the finished product.

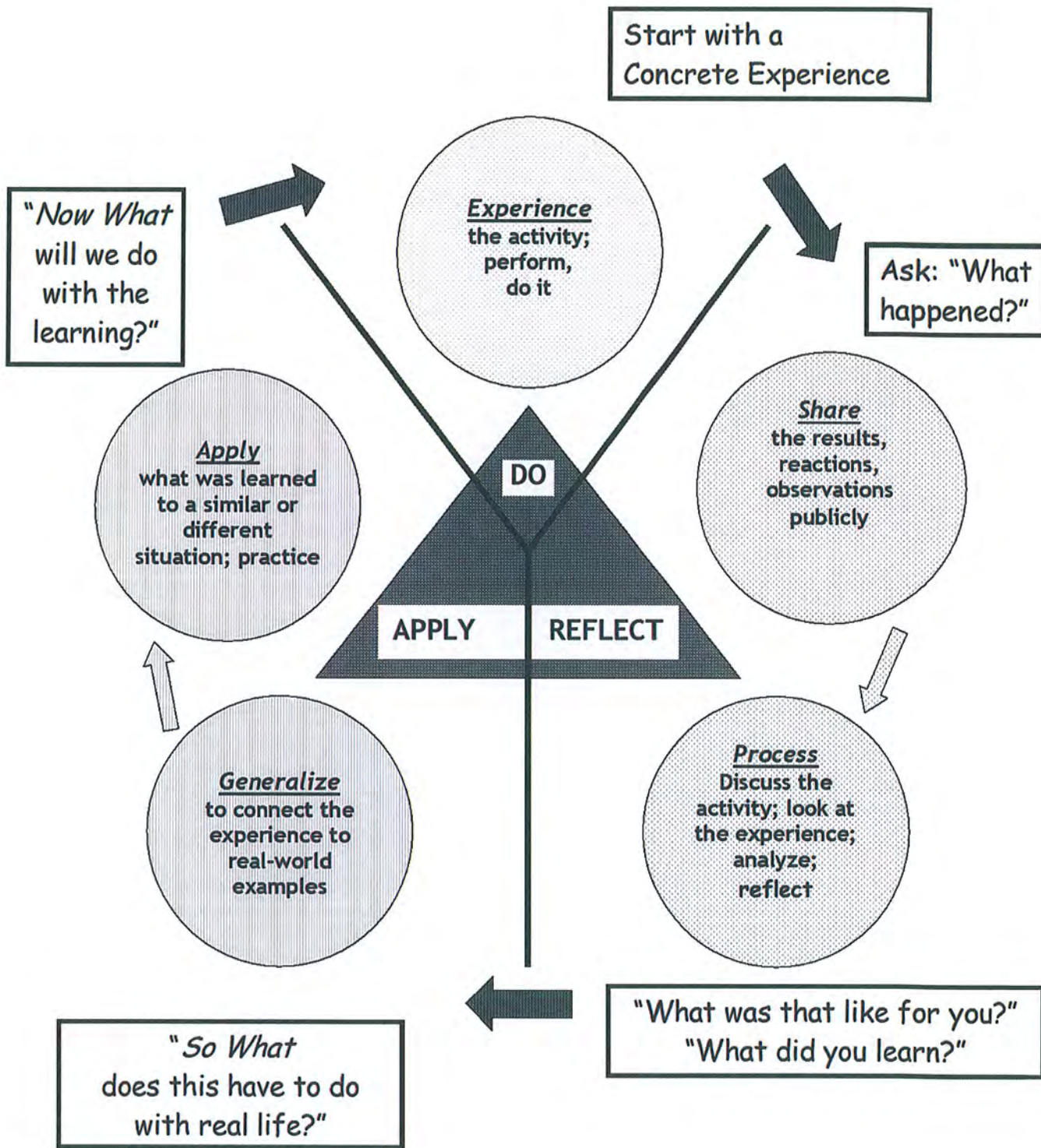
The 4-H “learning by doing” method involves several steps in a process: doing, thinking, planning and often doing again. Such learning is called experiential learning and is a powerful way for young people to develop a variety of life skills.

The experiential learning approach starts with a concrete activity – something to DO. Following the concrete activity members REFLECT on what they have experienced. Ask the members questions such as “What happened?” and “What was that like for you?” or “What did you observe?”

Next we help members generalize the concepts formed through this experience so that they can APPLY their learning to future real-life situations. To do this, we first ask “So what?” questions such as “So, what made it easier or harder for you?” and “So, what are the key things you learned from this activity?” Finally, we ask, “Now what?” and “Now that I know this, what do I do next?”

*Approximately six hours should be dedicated per project.

Experiential Learning Model



Project Selection

County, state and national 4-H resources are available for a wide array of projects that are categorized within eight broad program areas - citizenship and civic education, communications and expressive arts, consumer and family sciences, environmental education and earth science, healthy lifestyles, personal development and leadership, plants and animals and science and technology. For more about these program areas, see the “4-H program categories” fact sheet online.

Often these materials are designed in sets including a leader’s guide and youth guide(s) for members of a specific age group. Most of the leader guides provide a selection of activities that you can tailor to the needs and interests of your members, the time available and the meeting place. While you are welcome to incorporate your own ideas and use your own creativity, you are advised to rely on these pre-tested 4-H materials for the bulk of your club program.

Every 4-H member is required to complete at least one project each year. Some projects will be done by your whole club, while others are selected by individual members. In either case, success is dependent on the developmental appropriateness of the project for each member.

As members become older and more experienced, a club leader should encourage them to take on greater responsibility and enjoy freedom in selecting their projects. Teens especially need a voice in decisions that affect them. As the 4-H member grows in knowledge and experience, the leader’s role should change gradually from “directorship” to “advisorship.”

4-H members are more likely to complete a project when:

- The project is of real interest to them
- High standards are set for performance
- Youth are involved in planning what they will do to meet standards
- They receive encouragement and compliments along the way
- Parents care about 4-H and work with the members at home
- Club meetings are friendly and fun
- Club members feel they belong to an important group with important things to do

Project Goals

Once a project has been selected, each 4-H member needs to *set a GOAL* for the 4-H project. Project goals are individual, even when several members are working on the same project. The online sheet, “4-H Goal Writing Worksheet,” can help members set project goals.

A variety of learning activities, background information, instructions and listings of materials can be found in the 4-H project guides.

Project Records

The project record is the measuring tool members use to see their own progress. It is an integral part of the project and is required for project completion. Some project guides include their own record sheets. General record keeping forms are available from the 4-H office.

The project record includes a summary of the member's accomplishments and the challenges met while working on the project. Additionally, project records are rich sources of testimonials, invaluable for telling the 4-H story to others.

To ensure that the completion of project records will be an effective part of the project learning experience rather than a burden, 4-H leaders are advised to:

1. Explain the record at the beginning of the 4-H year so members and parents know what is expected.
2. Check the members' records once in a while and give help in keeping them up-to-date. This can be done at club meetings or project meetings.
3. Instruct members to write down facts when they happen.
4. Help members to finalize their project records right after a project is completed so they do not have to fill them out at the last minute for year-end recognition.

Developmental Appropriateness of Projects

The developmental appropriateness of projects is of utmost importance. Pushing children to do things too early creates frustration and leads to failure; however providing only "foolproof" activities that present no challenge result in boredom and misbehavior.

The Leader's Guide for most 4-H projects will state the age group for which it was designed, but be aware that age alone is not the only predictor of development.

From kindergarten through high school, youth pass through four developmental stages. The stages are most commonly classified as follows: ages 5-8 (middle childhood), ages 9-11 (late childhood), ages 12-14 (early adolescence), and ages 15-18 (middle adolescence). Encourage youth to select project activities that stretch their current abilities and are still appropriate for their developmental stage.

The characteristics of 5-8 year olds are listed in the 4-H Cloverbud Leader Handbook. The remaining age groups are charted on the following pages.

Age group characteristics charts on pages 5-7 through 5-9 have been adapted from "Understanding Youth," Module 4 of The Ohio 4-H BLAST! - Building Leadership and Skills Together, The Ohio State University, 1993

Because 9 to 11 year-olds are like this:	Their leaders should:
<p>Physical Growth</p> <ul style="list-style-type: none"> Youth this age are very active; they are unable to stay confined or sit still At the peak of interest in skill for its own sake <p>Growth in Thinking</p> <ul style="list-style-type: none"> Beginning to think logically and symbolically. Vocabulary is greater than experience; can read words they don't understand Still think concretely, however, can handle ideas if they are related to things they can do or experience with their senses. There is no middle ground; things are either right or wrong, fun or boring Very curious and ask many questions Want to make choices but are confused by too many options <p>Social Growth</p> <ul style="list-style-type: none"> Beginning to identify with peers; still look to adults for guidance Satisfaction from completing projects comes from pleasing an adult Seek groups of same gender; interests of boys and girls in both work and recreation differ Developing an increased independence of thought Like being part of an organized group Developing an increased ability to cooperate <p>Emotional Growth</p> <ul style="list-style-type: none"> Have a strong need to feel accepted and worthwhile Still seek approval and encouragement from adults Becoming aware of personal appearance Like to measure skills against others, but... Self-confidence is fragile While still short, interest-span is increasing; it is longer when interest is high 	<ul style="list-style-type: none"> Plan lot of hands-on involvement and provide plenty of direction to keep them busy and on task Help members select projects that use tools and equipment they can manage and provide plenty of individual coaching to develop manual skills. Keep directions short and simple. Go over directions several times in different ways. Remain flexible so you can take advantage of the "teachable moments" created by members' curiosity and questions. Guide members through the planning of projects and group activities, helping them to evaluate alternatives. Be alert to ways of involving each member. Set a good example. Provide opportunities for members to show their work to parents and other adults. Have members work in pairs with partners of their own choosing. Encourage exchange of ideas among members. Use teamwork to develop cooperation and assign leadership tasks when possible. Hold initiation and installation ceremonies for new members and officers. Praise good work. Reassure youth that it is natural for children to grow differently; don't allow teasing about physical differences. Provide opportunities for competition but ensure that competitors are well matched in skill level. Emphasize successes, no matter how small. Change activities and pace from time to time and when members get "antsy." Help limit what members undertake, since they are better starters than finishers.

Because 12 to 14 year-olds are like this:	Their leaders should:
<p>Physical Growth</p> <ul style="list-style-type: none"> • Growth spurts occur; may create a problem with clumsiness. • Growing rapidly, with some girls far more mature than boys of the same age. • Interested in skills for specific uses; must use their skills or lose interest. <p>Growth in Thinking</p> <ul style="list-style-type: none"> • Moving from concrete to more abstract thinking • Enjoy finding solutions on their own • Depth and scope of intellectual interests are increasing; they want to try new things. • Enjoy playing with ideas; learning to think for themselves. • Getting better at making choices, but still need guidance. • Are better at planning than executing. <p>Social Growth</p> <ul style="list-style-type: none"> • Opinions of peers gaining more importance. • Use the group as a proving ground to gain independence from adults. • Are more secure with same-sex peers; status in the group is very important. • Have entered the “hero worship” phase. • Developing mature friendship skills. • Enjoy participating in activities away from home. <p>Emotional Growth</p> <ul style="list-style-type: none"> • Beginning to test values. • Mood swings • Think they know it all and reject help; while they really want adult guidance they reject domination and resent criticism. • Struggling to accept their changing bodies; are interested in personal appearance only for special occasions. • Do not like embarrassment. • Have a longer interest-span 	<ul style="list-style-type: none"> • Be patient and provide individual guidance when members are learning physical or manual skills. • Reassure members that development varies between boys and girls. • Provide learning experiences that will develop and show off special abilities - through demonstrations, appearing before groups and serving on committees. • Give good reasons for your requests or limits. Helping them to understand “why” is a good mental exercise and a lesson in decision-making. • Organize directed group work and guide young teens in pursuing acceptable activities. Otherwise behavior will deteriorate into intolerant acts against those not in “the group.” • Set few rules, but be firm. • Young teens need contact with several strong adults of the same sex to help them learn what it means to be a masculine or feminine individual. • Provide social and recreational opportunities in settings where boys and girls feel at ease. • Have reassuring, informal heart-to-heart chats that inspire them to feel more self-confident • Help members recognize and appreciate their good points; recognize and improve their weaknesses; give praise for progress made. • Stress good health habits, good grooming and proper diets. • Help them to laugh at themselves (without laughing <i>at</i> them) and thus accept changes that are sometimes embarrassing (ex. voice pitch). • Show warm affection and a sense of humor - no nagging, condemnation or talking-down. • Hold project meetings separately from business meetings so that members can devote more concentrated time to more advanced project work while having more time for social interaction at the business meetings.

Because 15 to 19 year-olds are like this:	Their leaders should:
<p>Physical Growth</p> <ul style="list-style-type: none"> • Still growing at different rates but boys are catching up and passing the girls. • Most awkwardness has been overcome. • Can master skills that hold their interest. <p>Growth in Thinking</p> <ul style="list-style-type: none"> • Have increasing ability to see how things relate and to use this in problem solving; are mastering abstract thinking. • Have the ability to make and execute short term plans; able to initiate and carry out tasks without supervision. • Are becoming better judges of their abilities. • Goals are based upon personal needs and priorities. <p>Social Growth</p> <ul style="list-style-type: none"> • Have exaggerated interest in personal appearance to meet group standards. • "Going along with the gang" tapers off, but being an accepted part of a mixed group is important. Can recognize own status in group. • May have great interest in the opposite sex and dating. • Relationship skills are usually well developed. • Are ready to assume leadership and to prove they are capable of working in an adult manner. • Beginning to feel responsibility for contributing to group and community efforts. • Recognition is important <p>Emotional Growth</p> <ul style="list-style-type: none"> • Personal motivation overcomes limitations in vocabulary and experience. • Striving for independence and identity; have great need to make their own choices. • Need and want guidance on an adult level, but seldom ask for it. Communication may be difficult. • Accept guidance readily from one with prestige. • Have an interest span similar to that of adults. 	<ul style="list-style-type: none"> • Provide opportunities for older teens to develop physical and manual skills on an advanced level. • Provide time for discussions and opportunities for oral presentations of all kinds so teens can try out and expand their ideas within their own age group. • Allow for self-directed group responsibilities; let teens plan and carry out programs on their own. • Use skills of members to carry out group events. • Foster the development of judgment and decision-making ability by helping them to see and understand what is important in life and factors to consider when evaluating alternatives. • Stress social graces; let teens introduce guests and plan and hold parties and other social events. • Help members understand the rules of society because they must take responsibilities for their own actions. • Set up work and recreational activities that enable teens to observe the behavior of the opposite sex in a variety of situations. • Be alert to opportunities for teens to assist less skillful or younger club members. • Provide experiences for leadership development beyond the club level. • Encourage the use of democratic group procedures and promote national and international interest. • Direct teen interest in contributing toward something they can accomplish successfully; encourage group participation in community service projects. • Use news articles to publicize the leadership roles and community service activities taken on by teens and provide for public recognition of personal accomplishments. • Trust teens; tolerate some conduct that is recognized as part of their developmental phase. • Accept each teen for what s/he is; encourage independent thinking and decision-making. • Don't expect them to tell you all but be willing to listen and help them evaluate their problems. • Foster values of integrity, generosity, fairness, etc. • Offer career guidance; use resource people. • Include projects and activities that require more patience and perseverance; provide training, encouragement and experience on an adult level.

4-H Program Categories

4-H projects and activities are categorized into eight nationally defined program (curriculum) areas as described below:

Citizenship and Civic Education

4-H members gain an understanding of democratic principles and explore the rights, privileges and responsibilities of U.S. Citizenship. Emphasis is placed on the relationship of citizens to one another through *community service, service learning, cultural education* (exchanges, heritage and multicultural activities), and *intergenerational programs*.

Communications and Expressive Arts

Projects and activities in this area help 4-H members learn to express themselves clearly, confidently and creatively through *public presentations, writing, photography, art, crafts, music and drama*.

Consumer and Family Sciences

Home-centered projects and activities help 4-H members build the capacity to meet their changing needs as they grow individually and progress through the stages of family life. Youth learn about human development, interpersonal relations and the management of resources through projects in *child care and babysitting, clothing and textiles, consumer education, home environment, parenting and family life*.

Environmental Education and Earth Sciences

Projects and activities are designed to create environmental awareness and build a commitment to environmental stewardship. 4-H members learn about nature and *ecology, wildlife and geology, water, weather and soils, composting and recycling, energy* production and the responsible use of natural resources for recreational and economic purposes. Many kinds of *outdoor recreational activities* are used as educational vehicles in this program area.

Healthy Lifestyles Education

Through this program area young people are enabled to accept responsibility for maintaining and improving their physical, intellectual, emotional and social health and to acquire patterns of living that foster concern for *health, nutrition, fitness, safety* and quality of life for themselves and others.

Personal Development and Leadership

Youth explore and learn about themselves, set personal goals, develop life skills and competencies, interact with peers, develop social and leadership skills, develop personal values and ethical character traits. Development of these skills and characteristics is often the focus of special youth conferences, workshops, camping experiences and other group events and activities.

Plants and Animals

Youth are introduced to biological principles, breeding, growth, processing, marketing and consumer utilization of food, fiber, and non-food products and services through projects and activities related to *gardening, pets, livestock, horses, poultry and aquaculture*.

Science and Technology

Through this program youth experience fundamental scientific processes, learn basic principles and develop skills needed to solve technical problems. Project areas include *biological sciences, physical sciences, technology and engineering* (aerospace, automotive, bicycle, computers, electricity and electronics, engines, wood science and industrial arts).

4-H Goals Writing Worksheet

Examples:

Action	Result	Timetable
I want to train	my 4-H beef heifer to lead	before county fair time
I want to make	three nutritious snacks	by the June meeting

Now it's your turn:

Action (How)	Result (What)	Timetable (When)
I want to _____	_____	_____
I want to _____	_____	_____
I want to _____	_____	_____
I want to _____	_____	_____

Section 6: 4-H Events and Activities

Some of the common words we use when discussing the opportunities available to 4-H members have very specific connotations that differ from the ordinary use of the same words. That can cause confusion for members, parents and volunteers. Three words that have several different meanings are program, project, and activity. To facilitate effective programming and communication, it is important to understand the definition of these words in the context of 4-H Youth Development.

- **Program** - This is defined as a broad, encompassing educational endeavor. It consists of a series of projects and activities designed to strengthen the learning goals for which the program was designed. (Example: 4-H Youth Development Horticulture Program.)
- **Project** - A 4-H project is defined as an organized series of progressive learning experiences (units, modules) culminating in some end product. The end product may be tangible or intangible. A project is a tool used to develop in young people such things as initiative, leadership, cooperation, appreciation of quality workmanship, or the ability to make decisions. (Example: "Budding Gardeners" - a horticulture project for 8 to 11 year olds.) 4-H Projects are discussed in detail in Section 5 of this book.
- **Activity** - a single event stemming directly from a 4-H project or program. It supplements and reinforces specific project learning experiences. Examples include field trips, clothing revue, contests, clinics, or community service events. (Example: A horticulture program activity might be a "House Plant Clinic.")

The educational activity plays an important role in the total 4-H program. The special single occurring event contributes to the overall mission of 4-H. These events help maintain interest, stimulate greater participation, and provide excellent educational opportunities for members. Many of these activities are planned on a countywide basis and occur annually.

Types of 4-H educational activities include:

Clinics	Family Outings
Public Presentation Days	Clothing Revue
Community Service Events	Judging Contests
Educational Trips	National 4-H Week Events
Leadership Training Events	Fair
Recognition Events	Skillathons/Quiz Bowls
Workshops	

Standard Annual Events and Activities

Because they relate so closely to the overall 4-H objectives and values there are three types of events and activities that are conducted every year: Public Presentation Events, Community Service Activities and Evaluation Events. 4-H members are strongly encouraged to participate in all of these annually. They are described on the following pages.

4-H Public Presentation Events

The public presentation program is one of the most beneficial and rewarding 4-H experiences. It is the one most often credited by 4-H alumni as having given them an edge above peers in both college and professional careers. It provides a unique opportunity to develop a positive self-concept and poise, gain self-confidence before a group, learn to express ideas clearly, respond spontaneously to questions, and gain subject matter knowledge. Through a progressive series of communication activities youth learn to express themselves and their ideas. Types of presentations include demonstrations, illustrated talks, formal speeches, interviews and creative communications such as dramatic recitation.

Cloverbuds begin preparing a simple “show and tell” to help relieve the “jitters” and get them use to talking on their feet to a small audience. First-time presenters in grade 3 or higher start with a short, but formally organized, demonstration. New skills and more emphasis on delivery and “showmanship” are introduced each year. Presentation training starts at the club level. Area or countywide public presentation workshops may be conducted by 4-H staff or experienced volunteers. Training materials are available from the 4-H office.

Public Presentation Days

Growth in communication skills requires practice and coaching. Public events called “Public Presentation Days” provide both. Here, 4-H members give their presentations in front of a small audience (usually other 4-H’ers and parents) and are evaluated by an experienced volunteer or 4-H teen. After each presentation the evaluator consults with the presenter offering praise, encouragement and suggestions for “making the best better.” Local Presentation Days are open to all members. Participation in presentation events held on the county, district and state levels is generally by invitation with achievement at the local level being one of the criteria.

Community Service and Service Learning Activities

Community service (including service learning) is the action aspect of the 4-H Citizenship and Civic Education Program. While other citizenship activities help members to *understand* their communities and *appreciate* its diverse population, community service activities give them an opportunity to *do* something that will help others or improve their community. Because young people need to recognize they are part of a community and can have an active role in that community 4-H members are strongly encouraged to participate in at least one community service activity each year. Such participation enables youth to:

- Better understand the community in which they live
- Take responsibility for their lives in the community
- Learn about social change and participation in a democracy
- Make a difference
- Improve their self-esteem and confidence
- Work cooperatively with others
- Improve their leadership skills
- Demonstrate that they have a positive role to play in their communities

There are many different types of service a club and/or members may do. Whether the club or individual members take on an extended, complicated service learning project or just do a short term activity the important thing is that members serve their communities in some way each year. What *is* essential is that the activity match the developmental stage of those involved, be of interest to those participating, and be of value to the community.

Cloverbud members are still in the process of broadening their circle of security beyond the boundaries of home. Since much of their thinking and activity is still very home-centered, community service activities that help families or other children would be most appropriate.

Nine to eleven year-olds begin to understand the true meaning of citizenship when they can see the results of their efforts to help others. Community service activities for this age group might include making things for shut-ins and then visiting them to present the gifts. Or they might plan a party for handicapped youth and enjoy the event with them.

Community service activities for **twelve to fourteen year-olds** should help these young teens see how things get done in a community so that they understand the planning and work that goes into making a community a good place to live. They should see how their efforts help the community as a whole even if they don't directly benefit identifiable individuals. They should also gain satisfaction from working as a group. Activities might include clothing drives, register-and-vote campaigns or community beautification projects.

Older teens should experience first-hand contact with community problems. By working directly with community leaders they begin to see themselves as responsible young adults, gain practice in program development, and realize that sometimes things don't work out as planned but that some problems may be solved in many different ways and it is worth trying another alternative. Conducting a survey of some special village or county need (a need for health, recreation or child-care facilities, for instance), helping to improve the physical environment at an orphanage or nursing home, teaching special groups or becoming involved in any other activity that requires planning and personal commitment would be appropriate for older teens.

What's the difference between "community service" and "service learning?"

While both provide service to others or to the community as a whole, service learning connects the learning of subject matter to the service activity. For example, a club that wants to learn how to sew may make breathing-aid bears for abdominal surgery patients as the product of their sewing project. Or a group that wants to learn about landscaping may work with village personnel to improve the landscaping around village hall. Before the activity can be completed members must have gained some knowledge and skill, which is then enhanced through the service activity. In other words, in "community service" the emphasis is on the service, while in "service learning" the service and the learning are equally emphasized. "Learning by doing" becomes "learning by serving."

Often (although not always) service learning goes beyond the level of an activity and becomes a project in and of itself. A major community improvement project such as the development of a playground, would involve activities related to several 4-H program areas, would certainly involve more than six hours of instruction and would enhance the members' development of head, heart, hands and health (See "Understanding 4-H Project Work" on page 5-1). A major project of this nature would most likely be the group's only project for the year.

The characteristics and developmental outcomes of *community service* and *service learning* are compared on the next page.

Community Service

- Volunteering done in the community without formal attachment to curriculum; focus is on service
- A project that allows young people to make a contribution or change within their community
- Youth learn more about and better understand the community in which they live and impact it has on their lives
- Youth know how to relate to communities in order to participate effectively in community activities, program, and organizations
- Youth develop knowledge and skills in leadership
- Youth develop and carry out a community project to improve the quality of their environment

Service Learning

- Focus is both the learning that occurs within the member and the service to the community
- Is a method by which members learn and develop through active participation in organized experiences that meet needs
- Structured time to reflect, talk and write about the actual service they are performing increases learning
- Improved problem-solving ability, leadership and social abilities, self-confidence, have more enjoyment in the overall learning experience
- Are more likely to volunteer to serve the community in the future
- Retain subject matter longer

Evaluation Events

Evaluation is an important part of the educational process. Evaluation is built into the 4-H Club Program through special events that occur throughout the year. It is conducted by the members themselves (self-evaluation), leaders, educators, and judges or evaluators at public presentation events, clothing revue, fair, animal shows, and judging contests just to name a few. No matter what or where the evaluation occurs the ultimate goal is the development of the individual or 4-H member.

What is accomplished by evaluation?

- It helps members gain a greater appreciation of excellence and quality of workmanship or performance.
- It educates members and helps them to improve their skills and techniques.
- It encourages members to discover and develop their talents and potentials.
- It makes members think critically and objectively about their work and themselves.

How is judging done?

- The Danish System is used to evaluate 4-H project exhibits. In this system there is no limitation to the number of awards that may be presented at any level. Each entry receives an award. Items are compared to a standard (set of criteria) not to each other. **Awards include:**

Blue or Excellent - The workmanship shows little need for improvement compared to the relative standard.

Red or Good – The workmanship is satisfactory or average but there are definite areas for improvement, even considering the age and challenges of the child.

White or Worthy - The workmanship shows that a worthy effort has been made and that the finished product is useable for the purpose intended. However, there is much need for improvement even considering the age and challenges of the child.

Items that do not meet specifications listed or class descriptions are disqualified.

- In addition to the quality of workmanship, age, skill level, years in the project category, factors that may limit the abilities of youth, and type of adult supervision are considered.
- The consultation method of evaluation may be used in combination with the Danish System. The 4-H member will be present with their exhibit or item. The evaluator will talk with the 4-H'er about the item and the process utilized.
- A modified Danish system is often used in competitive events such as animal shows or equitation competitions. After each entry receives the appropriate award a specified number of the top entries are ranked to receive "place" awards.

Recognition Events and the 4-H Recognition Model

Recognition is an important way to help young people to feel good about themselves. Recognition is not limited to awards or tied to formal evaluation events but is also provided through positive reinforcement on a continual basis (see pages 3-9 and 3-10) and should acknowledge more than levels of achievement. The **National 4-H Recognition Model** includes five types of recognition:

1. Recognizing youth for their **participation** can be a first step in building self-esteem.
2. Recognizing young people for their **progress towards personal goals** helps them gain experience in goal-setting and realistic self-assessment.
3. Establishing **standards of excellence** gives 4-H members a pre-determined target for accomplishment, and, recognizing their achievement of those standards helps them to appreciate the skills they are learning.
4. The desire to win is a strong motivator for some people. On the other hand, some young people are threatened by competition with their peers. Recognition that is given as a result of **peer competition** needs to be handled carefully and is not appropriate for youth under age 8.
5. When young people work together, they examine their own skills and abilities and explore solutions beyond their own ideas. This prepares them for life in today's inter-dependent, global society. Young people should, therefore, also be recognized for **cooperation**.

Sources: 4-H Youth Development Education: A National Model for Recognition in 4-H Programs, page 3; National Cloverbud Manual, Recognition in Youth Programs: Helping Young People Grow, Volunteer Handout, pages 2-6.

4-H Fun Night

Many counties conduct an annual achievement program during which all members receive certificates and year pins. Members may also be recognized for community service work, promotion of the 4-H program, leadership or excellence in a particular project area. County medals and scholarships are often awarded to teen members. Each county has its own special awards and these are usually presented or announced at special programs. All members and their parents should be encouraged to attend. Attendance at this program is one way for parents to demonstrate pride in their children's accomplishments that is so important for the development of self-esteem.

County-Wide Clubs and Activities

Many activities are offered to encourage youth to enroll in 4-H project work. Most activities are designed to be educational and teach a lesson or offer an experience which will benefit the members. It is impossible for every member to participate in all activities, but, we do hope you will encourage your members to participate in those that interest and/or will benefit them.

County-Wide Clubs:

Poultry Club

County-wide meetings are scheduled for youth interested in rearing and exhibiting poultry. The club meets monthly. Many poultry club members participate in a turkey or broiler growing project that is sponsored by the Warsaw Kiwanis Club. Contact the 4-H office for dates of meetings, etc.

Rabbit Club

A county-wide club for 4-H'ers interested in raising and showing rabbits and cavyes. The club meets once a month. They sponsor many programs on rabbits as well as participation in regional shows. Contact the 4-H office for dates of meetings, etc.

Goat Club

A county-wide goat club has been formed for youth interested in rearing and exhibiting goats. The "Hootin' Caprines" encourages new membership. For more information contact the 4-H office.

Animal Science Activities:

Hoard's Dairy Judging

Picture classes are judged at a club meeting or independent members can judge on their own at home. This contest takes place in March. Instruction in Dairy Judging is offered at this time for clubs with members in the dairy project.

Dairy Judging

The Dairy Judging Program begins in March, with a countywide educational session. Two tours are held, and the top scoring individuals in both the junior and senior division are invited to advance to district contests. The top 4 individuals then compete at the State Fair. Any 4-H member can participate in the contest at the Wyoming County Fair.

Dairy Challenge

Dairy Challenge happens in July. This event consists of several stations that are meant to test dairy knowledge in a hands on manner. Winners advance to State Fair

Fitting and Showing Activities

County-wide meetings are scheduled during the spring to train members how to properly fit and show their livestock at the Fair.

Win-A-Calf Program

This is sponsored by Five Star Bank. 4-H'ers enroll and keep records on a calf from January through August. They show the calf at the Wyoming County Fair, go through an interview with the dairy committee and bank representative, and are visited by the dairy committee at their farm in July. The purpose of the program is to teach youth how much it costs to raise a calf and about the dairy industry in New York State.

The winner of the program receives \$750.00 towards a registered calf and the 2nd and 3rd place individuals receive \$50.00 Savings Bonds. These are sponsored by Five Star Bank, also.

Bowl Contests

A county-wide activity for youth involved in the 4-H Dairy and Horse program. They are conducted in two divisions, Jr. Division- ages 8-13 and Sr. Division- ages 14 and over. (Horse has a 3rd division for novice members.) The Bowl competition consists of two teams- four members each, plus an alternate. Questions are asked by the moderator and each team has a chance to answer. The first team to answer right gets positive points. The top members from both the Jr. and Sr. events go on to compete at Regional. Questions are on any phase of the project areas.

Hippology Contest (All About Horses)

A written test is given to individuals, plus there are stations set up to test and teach youth about feeds, health, breeds, tack, diseases and horse judging. Top individuals can advance to regional competition, state, and national levels. There are novice Jr. and Sr. divisions at the county and regional levels. Usually held in March.

Plant Science Activities:

Giant Pumpkin and Sunflower Growing Contest

Grow Mark F.S. provides free seeds to interested youth in the spring. Youth then plant the seeds and care for the plants until harvest in the fall. An official weigh-in is held in the fall, where the winners are selected.

Gladiola Growing Project

The Western N.Y. Gladiola Society sponsors the project. Interested individuals can obtain some free bulbs the first year if they agree to show at least one spike at the Wyoming County Fair in the youth open class division. Each year additional varieties of gladiola bulbs are available to youth for a small charge.

Family & Consumer Sciences Activities:

Clothing Revue

Each year 4-H members have an opportunity to model the garments they have made in clothing project work at the county clothing revue. Preceding the revue, the outfits are judged on all aspects of clothing construction, as well as fit. Members must be present for both the evaluation judging and the revue to receive credit for participation.

Produced in New York State Foods Contest

This event provides the opportunity for 4-H members to learn about nutrition and practice food preparation skills as they present a silent food demonstration, promoting foods produced in NY State. All contestants prepare recipes at the same time, without talking. The major ingredient of the recipe must feature a product grown or produced in NY State. 4-H'ers are judged on organization, neatness, proper use of equipment and manner of preparing the food. The finished product is judged on nutritional value, appearance and taste. The winners, in all three age categories, are invited to prepare their recipes at the NY State Fair.

Homemaking Activities at the County Fair

Different contests at the County Fair that feature challenges focusing on topics such as food and nutrition, clothing and textiles, consumer education, human development, and other general 4-H trivia. The Homemaking Quiz Bowl is usually held in the Youth Building during the Wyoming County Fair.

Natural Resource Activities:

DEC Camp

The Wyoming County Wildlife Federation sponsors youth between the ages of 12 and 14 to attend Camp Rushford. For youth ages 15-17 who have attended Camp Rushford, Camp Pack Forest is available. Applications are available by February, and the Camp takes place in July.

Pheasants

The New York State Department of Environmental Conservation offers day old pheasant chicks to 4-H members who would like to raise birds. Cooperators must provide a brooder and yard for the chicks, follow the guidelines presented in the DEC Pheasant Rearing Guide, and release the birds at 8 weeks of age on land that is not posted. Orders for birds are placed in March, birds are delivered in June and released in August.

General 4-H Activities:

Cookie Sale

The Wyoming County 4-H Cookie Sale is held annually in late February and early March. This door-to-door sale is the major fundraiser for the Wyoming County 4-H Leaders' Association. Profits of the sale sponsor incentive prizes and camperships, as well as 4-H materials, bulletins, trainings, activities and the 4-H award trips. It is very important that all 4-H'ers make an effort to support the 4-H cookie sale program.

Public Presentations

The purpose of this program is to help youth develop poise, self confidence, and ability to speak in public, and an appreciation of effective communications. County presentations are usually held in February. In some project areas (such as in the horse project) there are opportunities to compete on the regional, state and national levels. 4-H members, 13 years and over, may also be invited to give their presentations at the State Fair, in the Youth Building, during Wyoming County's time period.

Wyomoco 4-H Camp

The Wyomoco Resident Camp Program addresses the developmental needs and interests of campers within the goals and objectives of 4-H Youth Development and Cornell Cooperative Extension of Wyoming County. The program intends to help campers **ages 8 through 16** grow and learn in a healthy, positive environment; give them a wonderful, fun-filled week at camp, and provide a safe place for both these things to happen. 4-H Camp Wyomoco is fully owned and operated by Cornell Cooperative Extension of Wyoming County.

4-H Camp Wyomoco is coeducational and open to any boy or girl who has reached their eighth birthday, but have not reached their 17th birthday by the start of their week at camp. Enrollment is open to all without regard to race, color or national origin. Each day at 4-H Camp Wyomoco is filled with a variety of programs and activities. These include camper classes, recreational activities, cabin activities, and all camp events. Special events are planned on a weekly basis to fit the theme of the week. These events provide your child with opportunities to make new friends and develop lasting camp memories. 4-H members can earn camperships to attend by selling 4-H cookies.

Wyoming County Fair

A chance for all members to display the results of their project work. Many events for individual and team participation such as judging contests, showmanship, youth building activities, etc. The highlight of the year for many Wyoming County 4-H'ers.

NY State Fair

The week following Wyoming County Fair, the top exhibits and exhibitors are invited to participate at the State Fair in Syracuse.

4-H AWARD TRIPS

CAPITAL DAYS

This two and a half day trip to Albany in early March is awarded to two 4-H members, 14-19 years old, interested in leadership or government career opportunities. The purpose of the trip is to help youth achieve a better understanding of the scope of New York State Government, to create an awareness of career opportunities in State government, and to meet and exchange ideas with State Legislators and delegates from other counties. In addition to meeting their legislators, youth will view the Senate/Assembly in session, tour the Capitol, visit the NYS Court of Appeals, the NYS Museum, and various state agencies.

4-H CAREER EXPLORATION

Held at Cornell University in Ithaca, the last week of June, this three day trip is an opportunity for youth between the ages of 13 and 19 to explore career opportunities using the resources of Cornell University. These fun-filled three days are a chance for youth to learn about potential careers, check out college life, and develop leadership skills through one of several special programs. Free time activities allow teens to meet one another from across the state in a casual setting.

WEST VIRGINIA STATE 4-H CAMP

Youth ages 14 and over, who are interested in learning about 4-H traditions in another state are selected to travel to West Virginia for this week long trip in mid-July! This conference is held at the beautiful, historic Jackson's Mill in Weston (West Virginia's State 4-H Camp). This camp provides 4-H members with personal development experiences to help better understand themselves, and to display more confidence when assuming leadership positions.

AGRI-BUSINESS CAREERS CONFERENCE

4-H members are selected to attend this two-day conference in the fall of each year. This career exploration trip is held at SUNY Cobleskill and open to all youth ages 14 and over who are interested in becoming more aware of the great diversity of agri-business related careers available in New York. The trip features mini-tours to farms and operations in the Cobleskill area, as well as seminars, guest speakers, and guided tours of the SUNY Cobleskill's ag facility.

Pennsylvania Farm Show Trip

Travel to Harrisburg, PA from January 4th – 6th and attend the 2013 Pennsylvania Farm Show, the largest indoor agricultural event in America. The Farm Show Complex houses 24 acres under roof, spread throughout 11 buildings including three arenas. The Farm Show has something for everyone, including a family living center, culinary displays and contests, livestock and horse shows, commercial agriculture displays and much more! While at the Farm Show Complex, the group will also attend the Pennsylvania High School Rodeo. On the way home, tentative plans are to visit Hershey's Chocolate World in nearby Hershey, PA to learn about their chocolate making process and Indian Echo Caverns in Hummelstown, PA.

Disney Youth Education Series

The Disney YES (Youth Education Series) program takes place in the information-rich setting of the Disney Parks in Florida to give youth a hands-on, educational adventure. Youth will participate in guided field studies in the areas of science, arts & humanities, and leadership & careers, while practicing teamwork, critical thinking, and problem-solving skills. In addition to participating in roughly four YES programs, youth will have an opportunity to explore the attractions and shows in each of the four Disney Theme Parks. This trip tentatively includes air travel, five nights hotel accommodations, one meal/day, and program registration. Youth will be required to contribute a \$100.00 non-refundable deposit towards this trip.

Section 7: Working with Teens

If you will be working with teen members for the first time, you may be wondering what to expect - from them and from yourself! Do you have what it takes, that “magic touch,” that keeps teens active, interested and cooperative?

This section will focus on teen development and the importance of building a relationship. Also included are: tips for motivating teens, planning programs and overcoming the logistics barriers.

Developing a relationship with your teens is the most important thing that you can do. How you value the energy, ideas and input of your teen members comes across in your language, questions and actions. As you might expect, a caring and respectful adult who listens to ideas and has high expectations has a much better chance at success than one who is disrespectful and expects the worst.

How do you really feel about teenagers? Take a few moments to assess where you are by reviewing the Anonymous Leader Survey that follows. Being aware of your current attitudes will help you to strategically think about how you want to work with teens.



TEN TIPS FOR WORKING WITH YOUTH

1. Share the responsibility for leadership. Provide guidelines, but avoid total control.
2. Listen carefully to youth and try to understand their perspective.
3. Provide meaningful roles and assignments for youth.
4. Share all work activities, even tedious ones.
5. Treat young people as equals and develop a partnering relationship.
6. Keep youth informed about activities, even when problems occur.
7. Be energetic and excited about activities.
8. Have a positive, open attitude.
9. Make activities fun and challenging.
10. Be clear about levels of authority for youth and back their decisions when they fall within the agreed-upon guidelines.
11. Serve as a role model and be consistent and fair in your actions.

How do you communicate respect to teens?

Following are a few ideas:

Take them seriously and avoid sharing your judgments. Adolescents need to be seen as mature, unique people -- equal to adults in their worth and dignity. Unfortunately, some adults tend to brush off what adolescents are going through with comments like "it's only puppy love" or "you're just going through a stage." Instead of trivializing teenagers' experiences and feelings, or sharing your opinion, make an effort to listen.

Keep in mind, teenagers are not children. Teenagers are changing in many ways - physically, intellectually, emotionally and socially, so adults need to change the way they interact with teens. One of the most degrading things a parent, teacher or another adult can do is treat teenagers like children.

Treat teens the way you expect to be treated. Adolescents have much to offer - provided they are given a chance. One way is simply to ask for their opinions and suggestions - and then pay attention to what they have to say. You should also demonstrate respect for teenagers by extending basic courtesies instead of issuing orders, demands and ultimatums.

Recognize their talents, abilities and efforts. Instead of assuming teens already know when they've done a good job, give them specific feedback and tell them that their contributions and actions are appreciated. Teens live in a terribly competitive world. Sometimes they feel that no matter what they do, it's just not good enough.

Teenagers need positive adult role models. Teenagers look up to adults whom they like and respect. Such adults are usually respectful to teens and are fair and consistent in their own actions. Remember that when it comes to influencing teenagers, the things you say probably aren't as important as the things you do.

Sharing your expectations and power with teens can provide leadership opportunities for teens and fewer discipline problems. Teens need and want opportunities to assume responsibility for their actions. There are ways to offer guidance and support that will encourage success without coming across as being controlling. Here are some strategies:

Provide clear messages. Expectations, boundaries and consequences need to be carefully explained and discussed. Even the things that seem obvious to you may not be obvious to your teens. When adolescents challenge the rules and expectations set for them, help them by negotiating and discussing new limits and consequences.

Consider the amount of control you use. Teenagers need to gain experience thinking and choosing for themselves. Expecting your orders to be carried out

simply because “I said so” is setting the stage for trouble. Instead, provide expectations for expanded roles and boundaries - then step back.

Understand the difference between discipline and punishment. While young people need greater responsibility, they also need structure that adults can provide. So leaders and parents must be able to follow through with discipline strategies that help teens learn from the mistakes they make, rather than punish them.

Sources: Small, Stephen A. and Day Patricia M. What Teenagers Need from Parents, Teachers and Other Adults. Cooperative Extensions Service. University of Wisconsin-Madison, Madison, Wisconsin. (Taken from Moving Ahead Together); Asset Building for the Success of All our Youth, Town of Perinton, Village of Fairport, Fairport Central School District

Planning and communication

Working with teens requires creative methods for communication and planning. Here are a few ideas to try:

Use technology: E-mail, texting, blogs, discussion boards, three-way calling, social media etc. can help you stay connected. Your teens can tell you their preferred method of communication and can help you become acclimated to the technology.

Plan your program and stick to it: It helps to schedule meeting dates at the beginning of the club year because of the busy schedules of teen members. Include as many county and state events as possible, so that your teens and their families can schedule accordingly. Because schedules change, be flexible and willing to change.

Meet when it is convenient and conducive for your teens. This may mean evening meetings will work best, or that you plan to meet around after-school jobs.

Check with your teens on their expectations. Have a meeting with your teens to discuss their ideas, expectations, needs and boundaries. The table below is full of ideas developed by teens for other teens.

DOs & DON'Ts for working with adults (a list developed by teens)

DOs

- **DO** ..Check your expectations before initiating a project or program—what do you expect from it?
- **DO** ..Ask for information about the organization or project: How would you fit into the process? What would your responsibilities be?
- **DO** ..Address “youthism:” What are your stereotypes about working with adults? What will you have to do to communicate effectively?
- **DO** ..Develop your skills so that you feel comfortable participating. Open yourself to learning!
- **DO** ..Make an effort to really listen.
- **DO** ..Respect the views and experiences of others.

DON'Ts

- **DON'T** ...Hesitate to ask questions
- **DON'T** ...Hesitate to be creative, energetic, and enthusiastic.
- **DON'T** ...Assume all adults will treat you like your parents treat you.
- **DON'T** ...Over commit yourself!

Advice to young people from adults (a list developed by teens)

- Be on time.
- Come prepared to participate - read any notes or minutes before meetings, note any questions about your role, learn more about the organization or project.
- Focus on the purpose during meetings and activities.
- Take your role and commitments seriously.
- Listen a lot at first to get a sense of how the group/organization functions and explore ways that you can best contribute.
- Don't expect to understand all that you hear - - but make sure to ask questions!

Source: National 4-H Youth Directions Council, National 4-H Conference 2001

For more information about working with teens, see the fact sheet “Positive Youth Development Resources: Informative Web Sites” on the 4-H Web page.

Special events and opportunities

Statewide, 4-H Youth Development offers a wide variety of opportunities for young people to become involved in everything from career exploration to citizenship to science and technology. For more information, check out the State 4-H website (www.cce.cornell.edu/4h/) or review the following list of annual events:

Events (listed by date):

Capital Days (March; Albany): A two-day visit to the state capital to tour, learn about history and state government. Participants will also have an opportunity to meet with their state representatives.

National 4-H Conference (March or April; National 4-H Center Chevy Chase, MD): Youth and adults work together to run this conference, which will include seven to nine New York members.

4-H Dairy Discovery (April - for 4-H'ers 15-17): Hands on educational sessions challenge participants to consider the many diverse and exciting career opportunities within the dairy industry. Applications due February 15. There is a small cost for each trip.

State Teen Ambassador Training (April; State Fairgrounds, Syracuse, NY): This three-day training is for every level of teen ambassador and advisor. The training is designed to offer practice in public speaking; debate and personal conduct speaking with decision makers.

Career Explorations (June; Cornell): 350 teens from across the state attend this three-day adventure on campus. Learn about Cornell campus life, department programs and meet others from across the state. Career Explorations offers a program, called Focus for Teens, focused on areas of interest for teens in 10-12 grade and a less intense program, called University U, for teens entering 8 & 9th grade. Registration is in April.

Statewide Presentation Program (June; Cornell; ages 13 and older): Districts choose their top three public speakers and one alternate for each presentation area. For more information, please visit the State 4-H website (www.cce.cornell.edu/4H/).

State Fair (August; Syracuse): State Fair is an opportunity for fun, leadership and learning. There are many ways for teens to be involved in State Fair. To name just a few:

- **Junior Superintendents:** Teens selected to work the entire State Fair, coordinating animal shows and the youth building.
- **Teen Leaders:** Some 500 Teen Leaders annually at State Fair. Teen Leaders work six hours a day in programs like: Press Corps, Teen Evaluators, Fashion Review, Welcome Booth.
- **Group Action:** This includes clubs demonstrating a specific project in a county booth.
- **County Booth:** Some Teen Leaders work specifically in their county booth, assisting evaluators in finding items in their booth, keep things tidy, answering questions and in some cases providing hands-on activities.



Agri-Business Career Conference (October; Cobleskill College): A collaborative effort of Farm Bureau, Cobleskill College and Cornell Cooperative Extension, The Agri-Business Career (ABC) Conference introduces teens to a vast variety of opportunities available in the field of Agriculture. Open to teens across the state.

Annual Opportunities (listed by alphabetical order):

4-H Residential Camps: This provides great opportunities for social, personal, and educational growth within a natural environment. For more information on 4-H camps in your county, please look on the web at:

<http://www.4hcampsny.org>

Citizen Washington Focus: This is a 4-H leadership program for youth, ages 15-19, from across the country. For more information look on the web at:

<http://www.cwf.n4h.org/>

In-state Exchange: A less expensive, but equally as rewarding, alternative to out of state exchanges. County teens make arrangements to visit another county, generally staying in homes, visiting areas of local interest. A web page is being put together on our state web site that will facilitate exchanges. (is this web page already up?)

<http://www.cce.cornell.edu/4h/>

Out of state exchanges: Information about out of state exchanges is available at:
<http://www.states4hexchange.org>

Wonders of Washington: This is not an event, but a trip that your teen group can schedule at the National 4-H Center in Chevy Chase, MD. Tours are scheduled and facilitated by Center staff.

<http://www.4hcenter.org>

Leadership Opportunities: While trips are fun, there are also many other opportunities to get involved in 4-H.

- 4-H Statewide Teen Advisors
- 4-H Foundation Representative
- 4-H State Fair Advisory Committee
- Technology Leadership Team

Collegiate 4H - go to

<http://nys4h.cce.cornell.edu/get%20involved/Pages/Collegiate4-H.aspx>

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Section 8: Cornell Cooperative Extension and You, the Volunteer

Welcome to Cornell Cooperative Extension

**We are pleased that you have accepted a volunteer role
in Cornell Cooperative Extension.**

From its beginning, Cooperative Extension believed in and relied on volunteers -people who enjoyed sharing their know-how with others. Today, our volunteer force is as strong as ever, helping both adults and youth to improve themselves, their quality of life and their communities. You have joined the ranks of nearly 70,000 volunteers who engage in the delivery, support, management and administration of Cooperative Extension programs throughout New York State. Without your time, talents and expertise we could not provide the high quality programs that help 6.3 million New Yorkers “put knowledge to work” each year. We welcome you and thank you.

What Volunteers Need to Know About CCE

Cornell Cooperative Extension (CCE) - New York’s Partner in a Nationwide Educational System

Cooperative Extension is a nationwide system of educational programs jointly funded by federal, state and county governments. The U. S. Department of Agriculture (USDA) is the federal partner, while land grant universities are state partners.

The name **Cornell Cooperative Extension** reflects this history and partnership:

- Cornell** - the land-grant university for New York State
- Cooperative** - cooperation among the land-grant institutions, USDA and New York county governments.
- Extension** - the extending of land grant university resources into communities, enabling all citizens to put research-based knowledge to work in their daily lives.

County governments throughout the state provide substantial funding for Cornell Cooperative Extension programs conducted within their boundaries. County Cooperative Extension Associations, governed by elected boards of directors, provide local input to the program development process and monitor expenditures to ensure that these funds are used to effectively meet the needs of county residents. The county name is added to the Cornell Cooperative Extension title to identify these local Associations.

Empowered by this unique organizational structure, Cornell Cooperative Extension engages citizens and community leaders in processes that identify the educational needs of local people, design programs that support lifelong learning and initiate actions that improve communities. This process of linking research-based knowledge with local citizen participation is summarized in the CCE mission statement.

Our Mission

The Cornell Cooperative Extension educational system enables people to improve their lives and communities through partnerships that put experience and research knowledge to work.

Cornell Cooperative Extension Programs - Based on Research, Focused on Local Needs

The educational programs of Cornell Cooperative Extension vary from county to county, influenced by local needs and interests, local and national issues and local resources available. Information about individual and community needs also influences the research agendas of land grant universities.

Statewide program initiatives address issues that are common across counties.

Cornell Cooperative Extension's current program initiatives are:

- Agriculture & Food Systems
- Children, Youth & Families
- Community & Economic Vitality
- Environment & Natural Resources
- Nutrition, Health & Safety

More information about these initiatives can be found on the Cornell Cooperative Extension website.

Cornell Cooperative Extension Includes All People

Part of Cornell University's statement on diversity says "Cornell is committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts and opens minds." This spirit of inclusiveness lies at the core of Cornell Cooperative Extension's plan for ensuring equal program opportunity.

In compliance with federal law "*Cornell Cooperative Extension actively affirms equality of program and employment opportunities regardless of race, color, national origin, religion, disability, age, gender, sexual orientation or marital status.*"

To fulfill this commitment CCE:

- interacts with all people about their interests and needs;
- develops and delivers programs that address these needs;
- trains staff and volunteers to create programs with and for diverse audiences;
- joins with other groups and organizations in developing, providing and evaluating programs;
- tolerates no form of discrimination against any group in program participation or involvement in the program development process.

At the county level, the executive director ensures compliance with equal opportunity laws and Cornell Cooperative Extension's *Affirmative Action Policy*.

What Volunteers Receive from CCE

Cornell Cooperative Extension is committed to making your volunteer experience as satisfying for you as it is valuable to the accomplishment of our mission. You can expect:

- orientation, training and supervision to effectively use your interests, skills and time
- pertinent information and communications appropriate to your status
- respect, recognition and trust earned through performance
- a safe environment and protection from liability claims arising from volunteer assignments
- a process for addressing concerns and conflicts

You will also benefit personally from your relationship with Cornell Cooperative Extension. You will have access to educational resources, build friendships with other volunteers, discover new interests, develop new skills and have an impact on your community. We hope you will take full advantage of these opportunities.



Responsibilities of CCE Volunteers to Cornell Cooperative Extension

Since CCE volunteers act as representatives of Cornell Cooperative Extension, when performing assigned duties you have the responsibility to:

- abide by CCE policies and external regulations
- execute CCE business in an ethical manner and uphold the established code of conduct
- preserve the confidentiality of information about clients and CCE internal affairs that may be entrusted to you
- accept only those assignments that are suitable to your capabilities and time availability and then fulfill those commitments
- use time wisely and work as a team member with CCE staff and other volunteers

Volunteer Insurance Coverage

General Liability - County Association Volunteers

Cornell Cooperative Extension's **County Association's Liability** insurance protects you from bodily injury and/or property damage claims **only when** you are acting within the scope of your assigned volunteer responsibilities. If you have personal insurance that includes liability for volunteer activities, the association's general liability program will act as excess coverage for you. If you do not have such personal insurance, the Cooperative Extension Association's General Liability Program will apply, provided the incident is within the scope of the insurance coverage.

Board Members

New York State law protects **directors** and **officers** of charitable not-for-profit organizations from lawsuits for activities directly related to those official positions, provided your actions do not constitute gross negligence.

Automobile Coverage

If you use your personal vehicle for CCE business, your vehicle must be insured in accordance with the New York State Motor Vehicle Law. No liability, collision, comprehensive or no-fault insurance coverage is provided by CCE and you are not covered for side trips.

Using Official Names and Artwork

The names and artwork associated with Cornell University, Cornell Cooperative Extension, the 4-H Youth Development Program, including all 4-H clubs, the Master Gardener Program, the Sea Grant Program and other Extension programs are regulated either by license, law or program guidelines. The situations in which the names and artwork may be used, the manner in which they may be displayed, the text style and colors required for their reproduction and the size and placement of any official artwork in relation to any other artwork are all specified.

The use of official names and artwork is an important way of identifying Cornell Cooperative Extension programs and building a positive image in the community. However, given the complexity of the regulations, you should check with the staff member in charge of your program whenever you want to use an official name or artwork.

Preventing Accidents and Preparing for Emergencies

As a CCE volunteer, you share with Cornell Cooperative Extension responsibility for the health and safety of your participants. Basic safety guidelines are listed below. **More specific safety instructions and emergency procedures can be found in the county section of this handbook and the Cornell Cooperative Extension Youth Protection Policy**, or from your local 4-H Youth Development Program Leader. Review these instructions and procedures periodically to keep them fresh in your mind.

Basic Guidelines:

- Do not deviate from the instructions given during training classes or from the procedures detailed in printed program materials.
- Before using any tool, piece of equipment or hazardous material for the first time, request safety instructions and follow them.
- Explain and demonstrate safety procedures and the proper use of tools and equipment to those you teach or lead.

Before beginning an assignment or starting a program, locate or bring along a first aid kit, list of emergency procedures and emergency phone numbers.

- In case of an accident, medical emergency, natural disaster or other major incident, put a responsible individual in charge of your group before starting to follow the emergency procedures. Contact the CCE Executive Director or other designated emergency contact as soon as possible and refer all inquires to that person. **Do not make any statement or give any information to the media or anyone other than Cooperative Extension staff and emergency personnel.**
- If an incident results in personal injury or property damage, the following information should be gathered while it is fresh in everyone's minds -
 - Name, address, phone number of injured person(s)
 - Complete description of events causing injury or property damage
 - Name, address, phone number of witness(es) (VERY IMPORTANT)

For sample accident reports, acknowledgement of risk and parental permission contact your local 4-H Office.

APPENDIX

TABLE OF CONTENTS

Note: To locate documents, look for the document letter indicated below in the bottom outside corner of each page.

A – Association Volunteer Policy

B - 4-H Accident Insurance (F.O.R.M. Code 1501)

C - Risk Management Forms - Accident Report, Acknowledgement of Risk, Permission Slip and Medical Release Form

D - Volunteer Code of Conduct, Volunteer Agreement

E - Statewide Chaperone Guidelines

F - 4-H, A Part of Cornell Cooperative Extension (Organizational Structure of CCE)

Association Volunteer Policy

Purpose

Cornell Cooperative Extension (CCE) Associations engage thousands of volunteers annually in a variety of settings carrying out the mission and purposes of the organization. This Volunteer Policy sets forth the terms under which the Cornell Cooperative Extension Association volunteer relationship is established, and outlines those guidelines most critical for a volunteer experience that is productive for the individual and for the organization. This Volunteer Policy is complimented by Volunteer Implementation Procedures that will assist CCE staff in assuring that the organization's interaction with volunteers is consistent, fair, and effective in carrying out the mission of CCE.

Defining an Association Volunteer

CCE Association Volunteers are individuals who neither receive nor expect to receive any monetary compensation for performance of services directly related to the business of CCE, to support its activities, or to gain experience in specific endeavors. Individuals who receive payment beyond expenses incurred during performance of service (whether such payment be in the form of cash, goods, lodging, food, etc.) are not considered volunteers.

Members of Boards of Directors are governed by the rules set forth in N.Y. County Law 224 (8)(b), the Association Constitution, and Cornell University.

To be permitted to serve as CCE Association Volunteers all individuals other than Board Members (including both Enrolled and Casual Volunteers, see "Categories of CCE Association Volunteers") must be willing to provide services according to this Volunteer Policy. Volunteers who participate in multiple roles in the organization (as an example: a Board Member who is also a 4-H club leader) will adhere to the standards prescribed in the Volunteer Policy under the category of *Enrolled Volunteer*, if appropriate.

Individuals who volunteer at the University level are subject to the Cornell University Policy on University Volunteers. http://www.policy.cornell.edu/vol6_5.cfm

Who May Volunteer

Any member of the general public, students, former program participants, current or retired employees of CCE may serve as CCE Association Volunteers with the following restrictions:

- Youth under the age of eighteen may serve in only those volunteer roles that do not require a signed volunteer agreement and may do so only with signed parental consent. Youth engaged in service learning or community service activities are considered to be program participants and are not considered to be CCE Association Volunteers for the purposes of this Volunteer Policy.
- An employee of CCE may not volunteer in a capacity that is the same or essentially similar to that individual's paid work assignment.

Status of Association Volunteers

All association volunteers serve at the discretion of the Cornell Cooperative Extension Association. A volunteer's supervisor may release the volunteer from service at any time. A volunteer may discontinue his or her service at any time. An individual occupying an elected position serves a term under the provisions of N.Y. County Law 224 (8)(b), the Association Constitution, and Cornell University, but may be released from other volunteer assignments within the association.

The CCE Association may, within its discretion, choose to discontinue the service of a volunteer. Reasons for discontinuing service of a volunteer include, but are not limited to, a finding by the CCE Association that a volunteer intends to or has:

- Compromised the health or safety of program participants, employees, or members of the general public
- Mismanaged public funds
- Evidenced a conflict of interest or commitment
- Engaged in behavior that compromises the effectiveness of other volunteers or staff

Volunteers in all categories are expected to follow the CCE Association Volunteer Code of Conduct. Supervisors may release volunteers who do not follow this code of conduct.

Categories of CCE Association Volunteers

- ❖ **Casual Volunteer:** An individual who sporadically assists enrolled volunteers with one or a series of unrelated activities or who accepts a limited volunteer assignment which will be defined as such at the outset of the assignment (such as teaching a mini-course, creating a marketing piece, assisting with a fund development effort, or serving in an appointed position). Casual Volunteers are not required to sign a volunteer agreement. As Casual Volunteers are not subject to CCE procedures for screening and selection of volunteers, they must not have on-going, unsupervised contact with minors, individuals over 65, or individuals with disabilities.
- ❖ **Elected Volunteer:** An individual who was nominated and elected to serve as a part of the officially established governance of the CCE Association accordance with the rules set forth in N.Y. County Law 224 (8)(b) and the Association Constitution.
- ❖ **Enrolled Volunteer:** An individual who accepts a role defined by a written volunteer position description for a period of at least one year (academic, program, or calendar). Enrolled Volunteers with the potential for on-going unsupervised contact with minors, individuals over 65, or individuals with disabilities will have to pass a criminal background check¹ prior to being allowed to act as Enrolled Volunteers. Enrolled Volunteers will be required to sign a written CCE Association Volunteer Agreement and Code of Conduct.
- ❖ **Supervising Volunteer:** An individual who has completed additional training required to promote health and safety and supervise other volunteers in the implementation of educational activities and events. Supervising Volunteers will be considered Enrolled Volunteers for the purposes of the Screening and Selection Procedure and will be required to sign a written CCE Association Volunteer Agreement and Code of Conduct. This category may be added when an association has the resources to provide additional training and supervision.

¹ Criminal background checks are **required only** of those Enrolled Volunteers whose positions require them to work in ongoing unsupervised settings with minors, individuals over 65, or individuals with disabilities.

Volunteer Agreement

The volunteer agreement defines the relationship between the volunteer and the local Cornell Cooperative Extension Association, confirms an understanding of each party's responsibility to the other, and declares the right of either party to terminate the relationship. A **signed volunteer agreement is required** for an *enrolled volunteer* if it is determined by CCE that this volunteer's decisions or activities raise the risk of personal injury or the potential for a liability claim against CCE. Enrolled Volunteer activities, which will require a signed agreement include but are not limited to:

- Work with minors, individuals over 65, and individuals with disabilities
- Work with confidential information
- Laboratory work
- Professional services
- Travel of any kind
- Work with animals

Note: All CCE Association volunteers are **prohibited from** engaging in any activity considered detrimental to the interests of Cornell Cooperative Extension and, except for Board Officers specified in the CCE Association Constitution, are **prohibited** from entering into any written or verbal contract on behalf of Cornell Cooperative Extension.

A volunteer agreement is **not required** for Board Members, Casual Volunteers, or those volunteers whose activities are generally considered by the CCE Association to present low risk to CCE; such as those engaging in clerical work or appointed participation on an advisory committee.

Procedure for Screening and Selection of Enrolled Volunteers

All *enrolled volunteers* who are placed in positions after September 1, 2005 will be screened and selected through the following procedure:

- A written description will be developed for the position,
- Volunteer applicants will submit a written application, giving at least two references,
- Applicants will be interviewed, references will be checked,
- Certain applicants will be enrolled pending a criminal background check,
- Applicants for positions, which require driving as a part of scheduled program activity, will undergo a DMV check,
- Applicants will be notified of the status of their application.

Implementation

The **Volunteer Implementation Procedures**, found at <http://staff.cce.cornell.edu/vip> provides a complete set of tools for implementing this policy.

4-H ACCIDENT INSURANCE

WHAT IS COVERED

This insurance covers up to \$1,500 (no deductible) on an **excess basis** over the personal medical insurance of the parent/guardian for medical expenses resulting from an accident while participating in a 4-H event or activity anywhere in the U.S. or Canada (including club, regional, or state 4-H events). Benefits are limited to 52 weeks from date of accident. The following medical expenses are covered:

- physician
- surgeon
- dental (related to the accidents)
- hospital
- ambulance expenses

As stated, this coverage may act as excess coverage (i.e., a parent's personal medical insurance coverage or Medicaid pays first for expenses incurred in a 4-H accident). Coverage is available over and above, or in the absence of, a parent's personal coverage.

Death and dismemberment provisions:

\$2,000 for loss of life or any two limbs or eyes

\$1,000 for loss of one limb or eye

WHAT IS NOT COVERED

- any injury from an accident incurred at resident summer camps (separate insurance must be purchased for resident summer camps)
- illness arising from 4-H activities
- eyeglass replacement or repair
- denture replacement or repair
- hernia
- claims covered by Medicare or Medicaid
- injuries covered by any statutory no fault auto insurance
- injuries from tobogganing, downhill skiing, bobsledding, hockey, water skiing, snow boarding, or tubing

WHO IS COVERED:

- 4-H Club members—individuals who are traditional club members
- Independent registered 4-H members
- Individuals enrolled as 4-H members with an Association 4-H office who receive project materials and/or instruction, but who do not belong to an organized club
- Cloverbuds—registration on the annual report is required and Cloverbud guidelines issued by the State 4-H Office (2003) are followed
- Registered adult 4-H volunteer club leaders—registration on the annual report is required. Other registered Adult Volunteers may be covered if the Association elects to purchase this coverage.
- Special interest members—individuals enrolled in short term, intensive learning experiences, such as bicycle safety, snowmobile, tractor classes, and shooting sports programs. This coverage is optional. Associations must register special interest programs and membership enrollment on the annual report for special interest coverage.
- Other non 4-H youth groups in CCE programs provided the local Association registers the group with the Wood Office and pays the premium.

WHO IS NOT COVERED:

- Children of 4-H leaders (unless they are 4-H members)
- Children left with baby sitters while parents participate in 4-H programs
- Adult volunteers who are not registered 4H volunteer club leaders unless the local Association opts into this coverage and pays a premium.
- Volunteers serving on boards and committees (unless they are registered 4-H volunteer club leaders)
- Youth participants (non 4H) in other Extension programs unless specifically requested by the Association.
- ⇒ NOTE: In regards to open horse shows, 4-H accident insurance covers 4-H members and registered volunteer leaders; all other participants do not have 4-H accident insurance coverage.
- PREMIUM RATES: The premium for 4-H Accident Insurance is determined based on the enrollment for the previous program year (October 1 - September 30) and reported in the ES-237. 4-H Clubs and Special Interest groups that are organized after November 1 are automatically covered by 4-H Accident Insurance, with no additional charge to the current year's insurance cost.

HOW TO REPORT A 4-H ACCIDENT CLAIM

The 4-H program/issue leader or executive director should make a telephone report within 24 hours of an accident to The Wood Office (607-266-3303). This must be done even if the injured individual has personal medical insurance.

⇒ NOTE: The Wood Office's answering service is in operation 24 hours a day, 7 days a week.

A claim form (see Attachment VIII) will be sent to the Association to be completed and returned to The Wood Office after all three parts of the form are completed. The form will need to be signed by both the executive director or designee and the parent or guardian, and completed by the first attending physician, if applicable.

Submit the completed claim forms within 20 days of the accident, or loss of benefits may occur.

If an individual is injured but does not receive medical attention/treatment, the Association should complete an Accident/Incident Report Form (see Attachment IX) and forward it to The Wood Office for their records.

COOPERATIVE EXTENSION ACCIDENT/INCIDENT REPORT

(Use this form to report accidents/incidents involving employees, volunteers, 4-H'ers or the general public.)

This form must be completed whenever there is an accident or incident. Complete this report within 24 hours of the accident/incident. The original should be kept in the association's files and copies sent to Extension Administration Financial, Human & Administrative Resources and to:

THE WOOD OFFICE, P.O. Box 4798, Ithaca, NY 14852 Phone: 607-266-3303

FAX COPY IMMEDIATELY TO: 607-266-9663

For employee accident/incidents, complete a C-2 and mail it to The Wood Office even if there is no lost time from work or medical expenses at the time.

*For accidents/incidents involving a 4-H'er in which s/he received medical attention, complete a 4-H Accident Insurance Form. The 4-H program/issue leader or executive director should make a **telephone report within 24 hours** of an accident to The Wood Office (607-266-3303). This must be done even if the injured individual has personal medical insurance. The Wood Office's answering service is in operation 24 hours a day, 7 days a week.*

1. Extension Information

County: _____ Phone: _____

Address: _____ Person to contact: _____

City: _____ State: _____ Zip: _____

2. Injured Person Information (check appropriate)

Employee Volunteer 4-H'er General public

Name: _____ Age: _____

Address: _____

City: _____ State: _____ Zip: _____

Parent/Guardian's Name: _____ Phone: _____

3. The Accident

Date: _____ Time: _____

Describe the accident. Include the location of the accident: _____

Nature of injuries: _____

4. Treatment

Emergency steps taken at scene in order of occurrence or treatment:

1. _____
2. _____
3. _____
4. _____
5. _____

5. Witness Information: Names, addresses, phone numbers of all witnesses: VERY IMPORTANT

1. _____
2. _____
3. _____
4. _____
5. _____

If more space is need please writer below or attach additional sheet(s).

Signatures:

Signature of injured person: _____ Date: _____

Name of person filing report: _____ Phone: _____

Address: _____

Signature: _____ Date: _____

ACKNOWLEDGMENT OF RISK FORM

(THIS FORM MUST BE COMPLETED TO PARTICIPATE. CLOVERBUDS THAT WISH TO PARTICIPATE IN EQUINE OR OTHER ANIMAL PROGRAMS MUST COMPLETE THE APPROPRIATE FORM IN THE ATTACHMENT SECTION)

I hereby apply for my child to participate in the activity indicated below to be conducted by the designated Cornell Cooperative Extension Association and acknowledge as follows:

I fully understand and acknowledge that there are inherent risks and dangers in my child's participation in the above activities and my child's participation in said activity and use of any equipment related to such activities may result in injury, illness or death and damage to personal property. I understand other participants, accidents, forces of nature or other causes may cause these risk and dangers and I hereby accept these risk and dangers.

My child is in good health and is at or above the minimum age of _____ required to participate in this activity and is able to participate in any strenuous physical activity associate therewith.

Cornell Cooperative Extension of _____ County

ACTIVITY:

DATE(S):

I HAVE READ THE ABOVE AND BY SIGNING IT I AGREE IT IS MY INTENTION TO HAVE MY CHILD PARTICIPATE IN THE INDICATED ACTIVITY AND I UNDERSTAND AN ACCEPT THE RISKS INVOLVED.

This shall be binding on my heirs, successors, assigns, administrators and executors. Any claims or disputes arising out of my child's participation in the activity shall be venued in the Supreme Court of the State of New York of the County where the County Extension office is located.

I am at least twenty-one (21) years of age and I am the legal parent/guardian authorized to sign this document on behalf of the child named herein.

PARTICIPANT'S NAME (print) _____

DATE OF BIRTH: _____

ADDRESS: _____

PARENT GUARDIAN NAME: _____

SIGNATURE: _____ **DATE:** _____

Cornell Cooperative Extension
Permission Slip and Medical Release Form

Please print:

Child's Name _____ Date of Birth _____

Address _____

Parent/Guardian _____ Phone _____

In case of emergency, contact _____ Phone _____

Activity _____ Date(s) _____ Location(s) _____

Activity Director _____

Medical History

Check any and all that apply to your child:

Illnesses

Ear Infections _____

Rheumatic Fever _____

Convulsions _____

Diabetes _____

Other (specify) _____

Date of Last Tetanus Booster _____

Allergies

Hay Fever _____

Insect Stings _____

Ivy Poisonings _____

Penicillin _____

Other (specify) _____

Current prescribed medication (specify) _____

On the back of this form, specify any other health concerns, physical activity restrictions, or other information you want the chaperons or director of this activity to be aware of on behalf of your child's welfare. Also indicate if your child requires any special dietary needs.

Family Medical and Hospitalization Coverage

Name of Insurance Company or Government Program _____

Identification/Policy # _____

Family Physician's Name and Phone Number _____

Permissions Granted

1. I hereby give my child permission to fully participate (subject to the restrictions noted) in the Cornell Cooperative Extension activity on the date(s) and at the location(s) indicated above.
2. I permit the use of any photos, slides, films, or sketches of him/her taken during the activity for publicity, advertising, and promotion.
3. I further grant permission to the director of the activity (or authorized designee) to dispense to my child any prescribed medication he/she is currently taking.
4. I understand that I will be notified in case of serious injury or illness. However, in the event that I cannot be reached, I hereby give permission for my child named above to be medically treated by a physician or medical facility as appropriate.

Signature _____ Date _____

Parent or Guardian

Cornell Cooperative Extension is an equal program provider. Participants needing accommodations under the Americans with Disabilities Act should contact the director of the activity.

Cornell Cooperative Extension Association

Volunteer Agreement

We are pleased that you have accepted a volunteer assignment to Cornell Cooperative Extension Association of **Wyoming County** (hereinafter referred to as “CCE”). Please accept our sincere thanks for your valuable contribution to Cornell Cooperative Extension.

1. I agree that as a CCE volunteer my participation in the activities outlined in the attached volunteer position description is without monetary or other compensation. **That document, including the Code of Conduct it contains, shall be considered a part of this agreement.**
2. I understand that CCE shall have the right to suspend or release me as a volunteer at any time and for any reason, within the discretion of CCE. I also understand that I have the right to terminate this agreement, recognizing that if I receive significant training for the volunteer position that there is an expectation of volunteer service.
3. I understand that CCE does not provide volunteers with medical insurance; therefore CCE is not responsible for any medical expenses incurred by me. Further, I understand that I am neither covered by Worker’s Compensation nor entitled to employee benefits as a result of my CCE volunteer affiliation.
4. CCE will cover me as a volunteer under the CCE commercial general liability to protect me against any covered claims for injury to persons or damage to property arising out of my activities as a volunteer. In exchange for volunteer liability insurance protection I, on behalf of myself, my heirs and my representatives, do hereby release Cornell Cooperative Extension and the Association, its officers, directors, employees, and other volunteers from any liability whatsoever for any injury to myself, including death, or damage to my property that arises out of or is in any way related to my volunteer activities unless my injury is the result of the sole negligence of Cornell Cooperative Extension or the Association. I understand that the liability insurance coverage only applies when I am on duty, acting in accordance with CCE guidelines for my volunteer assignment, and all other applicable pre-conditions for coverage under the CCE insurance policy are met.
5. CCE agrees to provide the orientation, training, supervision, and support deemed necessary by CCE for the successful fulfillment of my volunteer responsibilities.
6. I am aware of the terms and conditions of this agreement and agree that the provisions of this agreement do not constitute a contract, either expressed or implied, for employment between CCE and myself.
7. This agreement is valid until it is terminated by CCE or by me.

(OVER)

For Staff only: Provide one copy of this signed agreement to the CCE Association Volunteer. Retain original copy for a minimum of six years from the time of the CCE Volunteer’s departure. If volunteer worked with minors keep this agreement indefinitely.

D

Cornell Cooperative Extension Association Volunteer Code of Conduct

Cornell Cooperative Extension (CCE) Volunteers are required to accept and adhere to the following standards of behavior when engaged in assigned volunteer activities.

- Respect and adhere to CCE rules, policies and guidelines that relate to volunteer activity and the program I serve.
- Execute CCE business in an ethical manner.
- Preserve the confidentiality of information (and sign confidentiality agreement if required by my volunteer role) about program participants and CCE internal affairs that have been entrusted to me as affirmed by my signature on the Volunteer Confidentiality Agreement.
- Refrain from using my CCE volunteer status for personal or business financial gain.
- Fulfill my assigned volunteer duties, including completion of required records or reports, in a timely manner.
- Use my time wisely and work cooperatively with Extension staff and other volunteers.
- Participate in required training programs and use the recommended policies and procedures.
- Accept supervision and support from professional Extension staff and/or supervisory volunteers.
- Respect and uphold the rights and dignity of all staff, other volunteers, and all individuals who participate in CCE programs recognizing that people's values, beliefs, customs, and strengths differ.
- Encourage participation of and respect for individuals of diverse backgrounds, cultures, and perspectives.
- Refrain from the use of alcohol, tobacco and inappropriate language.
- Commit no illegal or abusive act.
- Report all unsafe conditions and accidents to professional Extension staff as soon as possible.

Signatures: With my signature, which I voluntarily affix to this agreement, I acknowledge that I have read, understood, and will do my best to fulfill the promises made in the Volunteer Agreement and the Code of Conduct.

CCE Volunteer _____ Date _____

CCE Representative _____
Name Title

Date _____

Cornell Cooperative Extension 4-H Youth Development Statewide Chaperone Guidelines

July 2007

Purpose: To provide guidelines so that educational events of CCE are adequately chaperoned and the appropriate Cornell Cooperative Extension and/or specific event standards are followed. The following are minimum standards created under the advisement of The Wood Office. The first consideration should always be for the safety and well being of the participating youth and adults.

Note: For more specific guidelines or the latest updates, see the Financial Operations Resource Manual (F.O.R.M.) – Code 1501 at: http://staff.cce.cornell.edu/cce_library/manuals/form/#1500

Expected Results: These guidelines will help to maximize the educational value of the event experience and ensure the safety of all youth and adult participants. Failure to follow these standards puts the youth, the educator(s), the volunteer(s), and Cornell Cooperative Extension at risk. Every effort must be made to comply.

Responsibilities of Cooperative Extension Educator:

- Select and screen chaperones as required for “enrolled volunteers with on-going, supervised contact with youth” as written in the Cornell Cooperative Extension Association Volunteer Involvement Policy and Procedures (VIPPP). If driving is required, a DMV check must be done. **If the DMV check is not done through The Wood Office the reports must be submitted to The Wood Office for review to meet insurance company requirements.**
- Ensure that supervising chaperones are 21 years or over and properly oriented including event details, chaperone responsibilities and emergency phone numbers of staff. Persons between 18 and 21 are permitted to serve as chaperones provided they are under the supervision of a chaperone at least 21 years of age.
- Provide chaperones with copy of signed medical emergency treatment forms for each participant before trip departure for duration of trip.
- Determine the number of chaperones needed based on the age of the participants, the nature of the event or facility and current CCE Guidelines.

CCE Guidelines to determine chaperone needs:

- A minimum of 2 adults need to be present at all times with youth groups. In the case of an accident or emergency, one adult can supervise the children while the other adult addresses the problem. Where guidelines exist for specific activities or the use of specific types of equipment, those guidelines will be followed. (Please refer to Tool L-3 – “CCE Youth Protection Guidelines for 4-H Club Leaders” in the “NYS 4-H Club Leader Handbook” for other safety guidelines at: <http://nys4h-staff.cce.cornell.edu/ClubManagement.php> .)

Program Setting	Ages 5-8	Ages 9-11	Ages 12+
	Ratio adult to youth (a minimum of 2 adults required at all times)		
Meetings or other low-risk activities	1:8	1:10	1:16
One-Day Trips	1:8	1:8	1:10
Overnight trips	1:6	1:8	1:10

CCE Guidelines to determine chaperone needs (continued):

- Overnight trips: If both male and female youth are attending, then at least 1 male and 1 female chaperone at least 21 years of age with valid and approved driver's licenses are required at the event. For some district and statewide events, male and female chaperones may be required for each delegation with boys and girls. Chaperones may be shared among different counties to provide required chaperone coverage (ie. A male chaperone may agree to chaperone a male 4-H member while at an event for a county with 2 female chaperones present). Event rules will state when male and female chaperones are needed for mixed delegations. Occasionally, a mix of male and female chaperones at the overall event will be adequate coverage.
- If the local Association or event has more stringent chaperone guidelines, those guidelines will be followed.
- Regardless of the number of vehicles, if trips are for more than 100 miles there must be a back-up driver in the event one of the drivers becomes incapacitated.
- **Effective October 1, 2007, all Extension van drivers with child riders must be 25 years of age unless the driver has completed the NYS driver safety course and has their MVR checked to meet driver requirements. They should also have vehicle familiarity training with the vehicle they will be driving.**

Responsibilities of Chaperone:

- Provide continuous supervision of delegation from the time trip begins until youth are returned to parents or guardians. Only leave if proper alternate supervision is arranged and approval is granted by the adult in charge of the event or delegation.
- If transporting others, always have the correct number of seat belts for number of youth in vehicle, automobile liability insurance and a valid New York State driver's license.
- Provide CCE with permission to conduct a criminal background check and a New York State DMV check as requested. Provide current address and phone number. Notify CCE of any changes.
- Be sure to carry Emergency Medical Treatment forms for each 4-H member in vehicle.
- Endorse overnight event guidelines that participants will not be allowed in the sleeping areas of participants of the opposite gender and youth may not room with unrelated adult unless in dorm setting with other youth and adults. All participants (except those with special planning or program responsibilities) must be in their assigned area at curfew and shall comply with quiet-hour and lights-out regulations.
- Volunteers must review the Chaperone Position Description and the Chaperone Guidelines and they must review and sign the Volunteer Agreement and the Volunteer Code of Conduct (where required).
- Abide by the CCE Volunteer Code of Conduct.
- Abstain from gambling or other games where money is used to wager.
- Chaperones are responsible for ensuring that all members of their delegation attend scheduled sessions and events.
- Work with the Club Organizational Leader and/or Cooperative Extension Educator to assure that all event guidelines, emergency forms, travel information, participant information and other relevant information is reviewed and clearly understood, prior to the event.
- If not otherwise scheduled, plan times at regular intervals during the event to meet face-to-face with the participants assigned to them. All adults share responsibility for all youth at the event. Should a problem arise with any youth participant at the event, it should be brought to the attention of the event coordinator.
- Chaperones are under the supervision of the event coordinator. Any problems involving a chaperone will be handled by the event coordinator and referred to the CCE Educator and the Executive Director.

4-H Event Chaperone **Position Description**

Purpose of Position: 4-H Event Chaperones work with Cornell Cooperative Extension staff and other volunteers to supervise and provide guidance and occasionally transportation for youth participants of educational events.

Responsibilities:

- Abide by the Cornell Cooperative Extension Volunteer Code of Conduct
- Know guidelines of event and the CCE Chaperoning Standards and follow them
- Attend event and/or participate in the program as needed
- Be dedicated to young people and sensitive to their needs
- Maintain control that is acceptable to the event
- Manage and work to resolve conflicts among youth
- Will work with event coordinator(s) to ensure appropriate behavior in accordance with specific event guidelines and “member code of conduct”
- Provide own transportation, as needed
- Be supportive of each and every youth
- Be responsible for all members in your assigned group
- Be able to verify the whereabouts of your members when called upon
- Contact Extension Staff and/or Event Coordinator as needed

Expected Results: Chaperones will work cooperatively with staff, youth, and other adults in order to maximize the educational value of the experience and to ensure the safety of all participants

Training and Support:

- Chaperone Orientation
- The Extension Educator and/or the designated Event Supervisor will be responsible for providing supervision, oversight and guidance for the event.

Qualifications:

- Be at least 21 years of age. Persons between 18 and 21 are permitted to serve as chaperones provided they are under the supervision of a chaperone at least 21 years of age.
- Sense of humor and patience
- Effective communication, organization, and interpersonal skills
- Enjoys working with youth and has a sincere interest in their growth and development
- Demonstrate flexibility, respect and acceptance of diverse youth
- Able to motivate and communicate with youth while nurturing positive self-esteem, decision making, responsibility and leadership skills
- A sincere interest in working with youth and other volunteers in an educational setting
- Ability to handle crisis effectively and calmly

Level of Background Screening Required

- Reference Check
- Criminal Background Check
- DMV Check, if chaperone responsibilities require transportation of others. **If the DMV check is not done through The Wood Office the reports must be submitted to The Wood Office for review to meet insurance company requirements.**

CCE Associations are encouraged to have a database of properly screened volunteers to act as back-up for other chaperones who are unable to follow through on a previous commitment.

Benefits:

- Derive satisfaction from helping youth to reach their full potential
- Opportunity for training and resume building
- Opportunity to build friendships with other volunteers
- Enhance personal leadership skills
- Support through Cornell Cooperative Extension and university resources