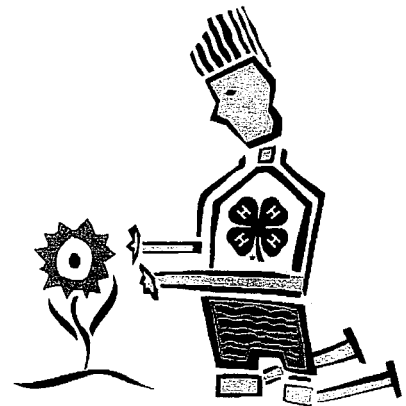

WYOMING COUNTY 4-H Cloverbud Leader Handbook



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This book is dedicated to the staff and volunteers in the Cornell Cooperative Extension 4-H Youth Development program, who make the 4-H Club Program a success with their diligence, hard work, and commitment. May these documents offer direction, consistency, and inspiration.

Thanks to all who have contributed!

How to Use This Book

This handbook presents both background and practical information about the 4-H Youth Development Program, 4-H club activities and special events for the Cloverbud age group.

Items to add to this handbook:

- If you are a 4-H club leader for youth who are beyond their Cloverbud years, you should also receive a “New York State 4-H Club Leader Handbook.”
- If you are Cloverbud leader, you should still have sections one and two from the “NYS 4-H Club Leader Handbook” inserted into this Handbook. Section One should be inserted between pages 4-5 and Section Two goes after page 33.

This book can be used as a self-training manual, a reference about 4-H events and activities or a resource to help you plan a well balanced 4-H club program. Here are some suggestions to get you started:

- ◆ **The 4-H Cloverbud Program: What’s it all about?** This section details the typical characteristics of the Cloverbud member and appropriate activities for this age group.
- ◆ **What is 4-H?** This section can help you to understand the 4-H purpose and mission. 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.
- ◆ **Cloverbuds in the 4-H Program: Questions & Answers** will guide you through policies related to forming a 4-H Cloverbud club.
- ◆ **Ready, Set, Go!** helps you prepare for your first two meetings, as well as create a plan for the year.
- ◆ **Recommendations and Resources for Cloverbud Leaders** offers suggestions for outside resources. Safety and Risk Management Procedures are also included.
- ◆ **Toolkit** includes some tools to help you as a leader, as well as information about finding more tools online.
- ◆ **Basic Facts about 4-H Clubs** contains general information.



New York State 4-H Cloverbud Leader Handbook

Table of Contents

<u>Topic</u>	<u>Pages</u>
<p>The 4-H Cloverbud Program: <i>What's it all about?</i> Cloverbuds - Very Special 4-H members The Purpose of the 4-H Cloverbud Program Life Skills for Cloverbuds 4-H Cloverbud Activities Cloverbuds Now - 4-H'ers Forever</p>	<p>1 - 3</p>
<p>What is 4-H? - (This topic is Section 1 of the NYS 4-H Club Leader Handbook. It has been inserted between pages 2 and 3 of this book <i>only</i> for those leaders who are working solely with the Cloverbud age group.)</p>	
<p>Cloverbuds in the 4-H Program: <i>Questions & Answers</i> When is a child old enough to join a 4-H club? Can a 5- to 8-year-old join any 4-H club? How many children are needed to form a new Cloverbud club? How are 4-H Cloverbud clubs different from other 4-H clubs? When, where and how often do 4-H Cloverbud clubs meet? How are parents involved in a 4-H Cloverbud club? How many leaders are needed to form a new Cloverbud club? How can I start a new 4-H Cloverbud club?</p>	<p>4 - 5</p>
<p>Ready, Set, Go! Getting Ready: <i>Planning is the Key to Success</i> (<i>Sample Club Calendar chart - page 6</i>) Getting Set: <i>Your first two meetings</i> You're Ready - You're Set - Now Go! - <i>Tips for working with your Cloverbuds</i> Be prepared for each meeting Use effective teaching techniques (<i>Experiential Learning Model - page 11</i>) Create positive learning environments Ensure that activities are developmentally appropriate Finally - Have Fun! (<i>Age group charts - pages 13 and 14</i>)</p>	<p>6 - 14</p>
<p>Recommendations and Resources for Cloverbud Leaders Increase Opportunities as Members Mature Enrich Your Program with People Use Community Resources Organize your 4-H Materials and Information Communication - An Important Two-way Street Become Familiar with Safety and Risk Management Procedures (<i>Listing of Safety Guidelines for Working with Cloverbuds pg 19</i>)</p>	<p>15 - 17</p>

The 4-H Cloverbud Program: *What's it all about?*

Cloverbuds - Very Special 4-H Members

Cloverbuds, the youngest participants in the 4-H Club Program, are enthusiastic, curious, creative, robust and resilient young people who are growing physically, cognitively, socially and emotionally through a period of rapid and often uneven development. The 4-H Cloverbud Program has been designed to meet the very special needs of these 5 to 8 year olds.

Each child develops on his or her own timetable. It is very important that activities be tailored to their developmental levels so that all can experience success - the magic ingredient that allows them to blossom. For this reason, the 4-H Cloverbud Program, while focusing on the general developmental needs of 5 to 8 year olds, also provides a wide selection of activities so 4-H leaders can tailor the program to their club members.

4-H leaders foster youth development by creating positive learning environments that help members to meet four basic needs: *belonging*, *mastery*, *independence* and *generosity*.

The 4-H leader helps Cloverbuds to experience a sense of *belonging* by showing interest in them and what they do, actively listening to them and encouraging them to build on their innate abilities.

The 4-H leader helps Cloverbuds to experience a sense of *mastery* by offering opportunities to take on new challenges, learn new skills and apply these abilities in various situations. Leaders model and explain that failure and frustration is a natural part of the learning process - "If at first you don't succeed, try, try again."

The 4-H leader helps Cloverbuds move toward *independence* by creating opportunities for leadership and self-discipline and by helping them to recognize the connection between independence and responsibility.

The 4-H leader helps Cloverbuds to extend their *generosity* through service to others.

The Purpose of the 4-H Cloverbud Program

The overall purpose of the 4-H Cloverbud Program is to foster the development of life skills that are essential for the cognitive, social, emotional and physical maturation of 5- to 8-year-old children. Specifically, this program aims to provide participants with opportunities to:

1. Develop self understanding, social skills, decision-making skills, learning skills and physical skills;
2. Gain knowledge in the sciences, literature and the arts through the experiential (hands-on) learning process;

3. Develop positive attitudes about learning;
4. Develop on-going relationships with caring adults and older youth who serve as positive role models;
5. Explore family and community relationships;
6. Develop understanding of and appreciation for social and cultural diversity.

Life Skills for Cloverbuds

Life skills are abilities, knowledge, attitudes and behaviors that must be learned for success and happiness. These skills are not learned all at once but are refined and reinforced throughout life. For 5 to 8 year olds, who will transition from middle to late childhood, it is particularly important to make major strides in the development of the five life skills described below:

1. **Self-understanding** - Each child is unique. Each has different interests, personality traits, skills, learning styles and temperaments. In order to expand and refine their understanding of "who I am," 5 to 8 year olds need to try new things to test themselves, build their base of experiences and begin to master skills. To help in this way, Cloverbud leaders need to:
 - nurture creativity and curiosity;
 - provide positive and specific feedback rather than generalized praise;
 - provide correction quietly, one-on-one, in a caring and consistent manner;
 - help members identify their own successes;
 - help members to see and appreciate how they are alike and different from other people.
2. **Social interaction** - Between the ages of 5 and 8, children increasingly want to be with other children. As they develop friendships, they become less self-centered and their need to be connected to others in a group strengthens. To enhance this social development, leaders should:
 - organize small group activities where Cloverbuds can talk and work with one another;
 - use dramatic play to help members understand how other people might feel or react;
 - provide opportunities for building communication skills, including listening skills;
 - help members learn how to cooperate, share and resolve conflicts;
 - take time to listen and visit casually with each young person.
3. **Decision-making** - To develop independence, a child needs to be able to make wise decisions and take positive actions. To initiate this learning process, Cloverbud leaders should:
 - create an environment where it is safe to test
 - decisions and make mistakes;
 - help children think about the factors that influence the decisions they make;

- give Cloverbuds opportunities to lead simple tasks and then progress to more difficult ones;
 - encourage members to overcome obstacles on their own;
 - motivate youth to accept responsibility and praise them when they complete leadership tasks.
4. **Learning to learn** - We all learn in a variety of ways: through seeing and observing, manipulating materials and experimenting, listening and reading. Cloverbuds are concrete thinkers. Ideally, they need real experiences on which to base their learning, but can expand their capacity to learn in other ways. Activities that involve the use of all five senses (or at least several of them) enhance learning. After working with the same group of children for a while, leaders will be able to recognize their different learning styles and, through guided reflection, can help them to understand how they learn.
5. **Mastering physical skills** - Children in this age group are full of energy and need activities that are just that - **active!** Learning experiences that enable members to practice both small muscle (writing) and large muscle (ball catching) skills will use up some of that energy while fostering physical development. When doing crafts, expect the work place to get messy and be aware that, for this age group, the process is more important than the product.

4-H Cloverbud Activities

Cloverbud activity guides focus on eight broad program areas. Meetings foster the development of the life skills described above, while teaching information and skills related to a particular program area. The activities are appropriate to the developmental level of this age group and they apply the 4-H “learning by doing” method. The activities have also been “kid tested” - so, you can be sure they will work well. 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.

Cloverbuds Now - 4-H’ers Forever!

The 4-H Cloverbud Program provides an exciting introduction to the 4-H club experience. Cloverbud leaders play a critical role in fostering the development of the youngest 4-H’ers as individuals and as 4-H members. When they move into the next phase of the 4-H Club Program, they will be ready to take on the challenges of greater self-governance and longer-term project work. 4-H club opportunities will grow with them throughout their elementary and high school years. Many 4-H alumni become 4-H leaders as adults - once a 4-H’er, always a 4-H’er!

Cloverbuds in the 4-H Club Program: *Questions & Answers*

When is a child old enough to join a 4-H club?

A child must turn 5 by January 1 of the current 4-H year to participate as a Cloverbud member.

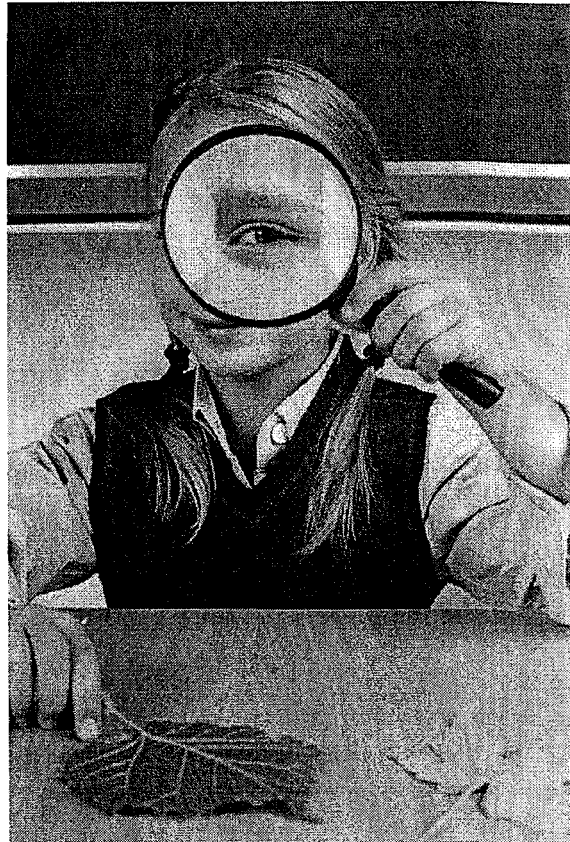
Children continue to participate as Cloverbuds through age 8. A third grader who turns 9 during the club year may choose to enroll either as a Cloverbud participant or as a regular 4-H club member. The determination must be made at the beginning of the club year by consensus of a parent/guardian and leader.

Can a 5 to 8 year old join any 4-H club?

Ideally 5 to 8 year olds participate in a Cloverbud group, but if this is not possible, they may join a club with a wide range of ages. Parents and leaders need to ensure that activities are appropriate for their developmental level and adequate adult supervision is available.

How many children are needed to form a new Cloverbud Club?

In New York State, a club must have at least five youth. Cloverbud clubs should not have more than 16 members (no more than 12 youth for 5 and 6 year olds). When there are not enough children to form a club, some counties permit children to participate as “independent members” under the leadership of a parent or guardian, until group size requirements are met.



How are 4-H Cloverbud clubs different from other 4-H clubs?

- 1. Cloverbud clubs do not conduct formal business meetings or elect officers.**
At this age, children are not yet ready to fulfill the responsibilities of club officers and require much more adult guidance when making group decisions. However, a structured routine is important to this age group. Starting each meeting with the same opening ritual, roll call and pledges to the American and 4-H flags provides structure while introducing the children to some of the elements of a business meeting. Use of a closing ritual is also recommended. Members can be assigned an “office of the day” to help conduct these rituals. This prepares Cloverbuds for future roles as club officers
- 2. The educational component of a Cloverbud Club meeting consists of activities rather than projects.** A Cloverbud activity focuses on developing a

single concept and/or skill. For example, the children might plant a simple dish garden and learn that it will need sun, water and food to stay healthy.

3. **Cloverbud clubs do not conduct nor participate in competitive events.** Children age 5-8 are sensitive to criticism and do not accept failure well. Their development is uneven making it nearly impossible to “level the playing field,” a necessity if competition is to be fair. **For these reasons, participation in competitive activities is developmentally inappropriate for Cloverbuds.**
4. **Cloverbud clubs handle their finances differently than other clubs.** For safety reasons, Cloverbuds do not bring money for dues or supplies to club meetings and they do not conduct door-to-door fundraising activities. They may, however, participate in group fundraising events supervised by adults, such as a bake sale. Parents will decide on how club expenses (activity supplies, refreshments, etc.) will be handled when the club is organized.
****Cloverbuds cannot participate in the Wyoming County 4-H Cookie Sale****
5. **Cloverbud clubs follow a set of program guidelines based on developmental appropriateness.** While Cloverbud activities relate to the same set of program areas as older members, they are designed to suit the cognitive, social, emotional and physical development of children within this age group. That often involves using different kinds of equipment or providing more adult supervision.

****Wyoming County 4-H Safety Guidelines for Cloverbuds (see page 19)****

When, where and how often do 4-H Cloverbud clubs meet?

Clubs can meet in homes, churches, community buildings, schools or anywhere else that would provide a safe location for children to gather. Each club decides when it will meet and how often. Most 4-H clubs meet at least once a month, but young children need to be involved to sustain interest, so meetings once a week or every other week are recommended.

How are parents involved in a 4-H Cloverbud club?

Parents are expected to support their children by attending as many meetings as possible, participating in activities with their children and encouraging their children to extend their 4-H activities at home.

How many leaders are needed to start a new Cloverbud club?

A minimum of two adult leaders is required to start a 4-H club of any age group (three adults if Cloverbud membership exceeds 12) and at least two adults must be present at every 4-H meeting and activity.

How can I start a new 4-H Cloverbud club?

The first step is to meet with a 4-H representative and the parents of at least five children who want to form a 4-H Cloverbud Program. During the meeting, the 4-H representative will help the group make initial decisions and plan its first year. Agenda items include:

- Meeting site(s), frequency and schedule
- Parent/guardian involvement in 4-H
- Selection of activities
- Tips for conducting club meetings
- Club finances and fundraising
- Date(s) for New Leader Orientation

After participation in the New Leader Orientation program, you will be ready to conduct your first meeting with the children.

Ready, Set, Go!

Getting Ready: Planning is the Key to Success

Planning a yearly calendar will help everyone integrate 4-H into their schedules. While adults and youth should work together to develop the plan, the leader should present children with options that adults have approved.

Parents and leaders will want to review a variety of Cloverbud activity plans before developing their calendar. The 4-H office has county, state and national Cloverbud resources available. Before discussing possible activities, the club leader should survey adults to find possible project leaders. The yearly plan should balance learning activities with opportunities for community service and social/recreational activities. A sample Cloverbud yearly planning calendar is available on the Web at <http://nys4h.cce.cornell.edu>.

Sample Club Calendar

Club Goals for the Year:

1. Try 3 new things we never did before.
2. Do something to help our community.
3. Make every member feel included and important.
4. Have fun!

Month/Date	Program, Event, or Activity	People Responsible
September Fri., 9/14	General Meeting, 7 pm Member/parent social and orientation to 4-H; 4-Hers select activities for Oct./ Nov.	Joan (Organizational Leader) & Lisa (Teen Leader)
Fri. 9/28	Activity Meeting, 5 pm "Trees are Terrific" (lesson & leaf prints)	Project Leaders - Eric (Parent) & Manuel (Retired Volunteer)
October Sat. 10/6	Field Trip, 10 AM - 2 PM Apple Picking Picnic	Joan & Parents
Fri., 10/19	Activity Meeting, 5 pm "Snack Attack" (lesson & apple snack recipe selected by members)	Eric & Barb
November Fri., 11/9	Activity Meeting, 5 pm "Exploring the Community"	Donna (Parent) & Manuel
Mon. 11/19	Community Service, 4 pm Meet at Salvation Army (assemble Thanksgiving Food Baskets)	Paula & Nancy

Encourage full participation from everyone. Some parents will not be able to lead activities or attend club meetings, but there are other ways to help. Consider using an interest survey and/or activity sign-up sheet to encourage commitment and to keep track of everyone's interests and availability. A sample parent participation survey is available on the Web at <http://nys4h.cce.cornell.edu>

Chartering your club - 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. Charter application requirements 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.

Note: Leaders can use the "4-H Club Secretary's Handbook" to record attendance and other club information that would be kept by the elected secretary in a group of older members.

Getting Set: Your first two meetings

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 an experienced leader or 4-H teen to attend these meetings and provide guidance. A sample Cloverbud meeting planner is available on the Web <http://nys4h.cce.cornell.edu>. Adapt these sample meeting plans to suit your club's situation:

Sample plan for first meeting

1. Invite parents to attend with their children. To accommodate working parents, this meeting will probably need to be held in the evening - so keep it very short.
2. Wear a nametag and introduce yourself.
3. Ask Cloverbuds and parents to make and decorate nametags. If everyone knows one another very well play an "ice breaker" game instead.
4. Give a brief, simple explanation of the Cloverbud program.

5. Show the 4-H clover or give each of the children a 4-H button and explain what the H's stand for.
6. Teach everyone how to say the 4-H Pledge and talk about its meaning.
7. Help the children choose a name for their club. Your club's name should be unique within your county, should include "4-H" and should be able to stand the test of time. While this is happening, parents can fill out enrollment forms and any other records required by the 4-H office.
8. Serve healthy refreshments.
9. While everyone munches, describe two or three activities (pre-selected as options at the planning meeting) the Cloverbuds might enjoy.
10. Help the children decide which of the activities they would like to do at their third meeting.
11. Announce the date, time and place of the next meeting. Explain what the club will do at that meeting and what (if anything) the members will need to bring.
12. Ask for a volunteer to bring snacks.

Before everyone leaves, check the forms filled out by the parents and make sure you have an accurate list of the children, their addresses and phone numbers.

Sample plan for second meeting

1. ***Pre-meeting warm-up:*** As members gather, involve them in a guessing game, enlist their help to set out snacks or involve them in another activity that will allow for others to join in as they arrive.
2. ***Introduce the opening ritual:*** American and 4-H Pledges, roll call. Explain that from now on, members will take turns leading these parts of the meeting. Finish the opening ritual by introducing guests and announcing the program for the next meeting and what members will need to bring.
3. ***Program:*** one or two activities led by leaders, parents or 4-H teens
4. ***Recreation and Refreshments:*** End the meeting with games and/or songs. Try to select games that can continue if some members leave earlier than others. Serve refreshments at the beginning or end of the meeting.



You're Ready - You're Set - Now Go! - Tips for working with your Cloverbuds

Be prepared for each meeting

You have already set up a plan for the year, but it is also important to have a plan for each meeting. Leaders should arrive at the meeting place well before the scheduled meeting time to set up and put out supplies, so that everything is ready to go when the members arrive.

Use effective teaching techniques

1. Get members to use as many of their five senses as possible.

Research has shown that the more senses a learner uses, the greater the retention. Remember this adage: "When I hear, I forget; when I see [and hear] I remember; when I do [and see and hear] I understand." So, explain and demonstrate and have members manipulate the things they are learning about.

2. Include both cooperative and individual learning experiences.

In *cooperative learning*, members work in small groups and depend on each other to accomplish a goal. Cooperative learning encourages the development of social interaction skills and enhances self-esteem.

A leader can create a cooperative learning situation by giving each member a vital piece of information that the entire group must know before it can succeed. Because members must interact with each other to share the information they have, social interaction skills are necessary for group success.

When members make something, this is *individual learning*. Although the members are in the same room, each works independently, trying to do his/her own best work.

Having the opportunity to experience both independence and interdependence helps children develop a sense of self-worth ("I am capable; I am needed by others.")

3. Follow all steps of the Experiential Learning Model.

Experiential learning is simply learning through experience. But, it takes more than just *doing* something. Learning requires *thinking* about what you did and remembering it in a way that will help you to use it in a new situation. By asking questions that guide children through a logical thought process, you help them to learn from their 4-H experiences. Follow *all* the steps illustrated in the model shown on the next page.

Example: The leader wants the members to adopt two basic food safety practices. This is how she applies the experiential learning model:

Experience - The children need to do something *hands-on*. In this example, the club members make cheese and apple snacks; they start by washing the apples and end by sealing the leftover cheese in plastic wrap.

Share (thoughts)- As they eat their snacks, the leader encourages sharing: Would you like to make these at home for your family? What is the first thing you should do? Giving each member a chance to talk, the steps used to make the snacks are reviewed.

Process - We want children to think about what they did and why. The leader asks: Why did we wash and dry the apples? Why did we wrap up the cheese?

Generalize - We want children to learn how their work might apply to other things. The leader says: So, we learned *two ways we can help make food safe* to eat. What were they again?

Apply - Do you think other foods should be washed the same way as the apples? Can you name some? What should you do with the food you have left over from dinner?

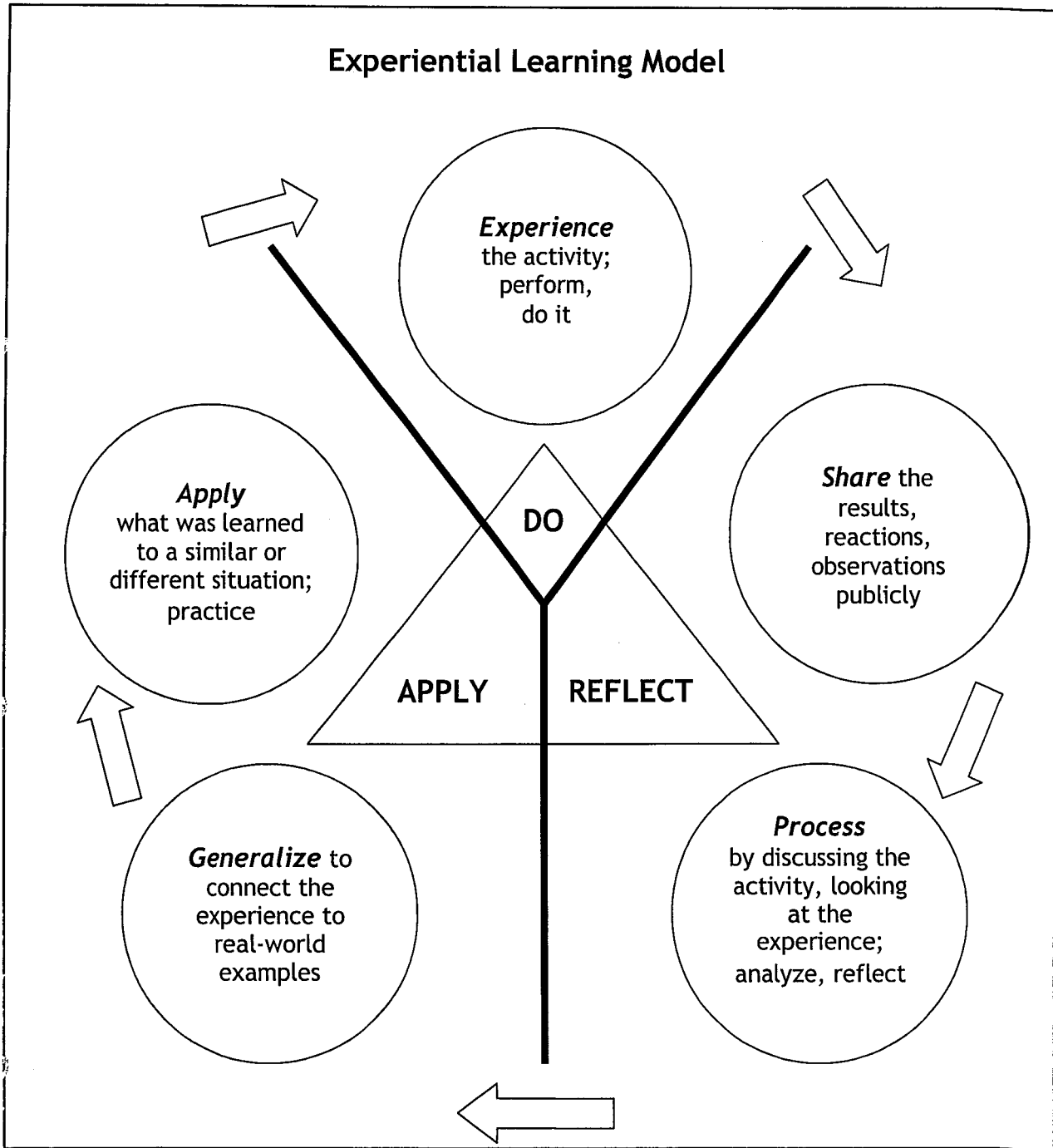
Activity Record Sheets can be used to reinforce reflection and application and introduce Cloverbuds to record keeping, an important aspect of 4-H project work. While young Cloverbuds (5 and 6 year olds) have difficulty writing, they can draw pictures of their experiences or dictate to an adult or teen, who fills in their answers on the record sheet. Older Cloverbuds can probably write their own records, but may need some help figuring out what they want to say.



4. Ensure that activities are developmentally appropriate

A “developmentally appropriate” program is one that is based on the general characteristics of an age group *and* adapts to meet the individual needs of each child. The most reliable way to find activities that are based on the general characteristics of the age group is to select from the many 4-H Cloverbud resources that are available to you through the 4-H office or through the National 4-H Council. However, you will still need to adjust these activities to the developmental levels of your own members.

Experiential Learning Model



Create positive learning environments

In general, positive learning environments for 5 to 8 year olds are characterized by:

- ☺ Youth involvement in planning - When children help to select their own activities they are more likely to maintain interest and to integrate new learning with what they already know.
- ☺ Frequent change of activities in response to children's needs - Offering a broad spectrum of learning activities keeps children interested and involved. Vary the pace of activities; don't expect members to be engaged in one type of activity for too long.
- ☺ Encouragement of youth interaction - Children talk as they learn and learn best when they can practice, demonstrate, explain and apply their learning. With guidance, children can learn to respect and understand other people, to negotiate, and apply rules of living.
- ☺ Interaction with positive role models - As children begin to look outside the home for guidance and support, adults and older become influential sources of new information, skills and points of view about life. They also have a tremendous influence on the way children feel about who they are and what they can do. Saying something positive to each child at each meeting is one way of bolstering self-confidence.
- ☺ Positive guidance and discipline - Children of this age benefit from adults who use positive approaches to help them behave constructively and solve interpersonal conflicts. Teach skills for appropriate social behavior, such as taking turns, dividing and sharing resources and working cooperatively.

Finally - Have Fun!

4-H should be fun for your Cloverbuds and for you. One of the most important outcomes of participation in 4-H is a feeling that learning is fun. So, think about how your Cloverbuds will view the planned activities. If they seem tedious or "schooly" make some changes that will stimulate curiosity or a sense of mystery; increase the amount of action or interaction; use community resources to create a break from the usual meeting routine. When 4-H is fun and members are involved in doing and discovering, they'll learn, and so will you.

Keep this important point in mind - **you** are the most essential ingredient of a successful 4-H club. When you are having fun and enjoy the sense of discovery that comes out of experiencing new things your members will absorb your enthusiasm.

Because 5 & 6 year-olds are like this:

Physically

- ◇ Muscular coordination and control is uneven and incomplete. Large muscles are easier to control than small muscles.
- ◇ Able to handle tools and materials more skillfully than during preschool years.

Mentally

- ◇ Ask questions and answer them in literal terms.
- ◇ Define things by their use, i.e., a pencil is for writing.
- ◇ Most are just learning letters and words. By six, most can read words or combinations of words.
- ◇ Short interest span, sometimes as little as 5-10 minutes.

Emotionally

- ◇ Sensitive to criticism and don't accept failure well.
- ◇ Strong desire for affection and like adult attention.
- ◇ Cooperative and helpful; they want to please.
- ◇ Get upset with changes in plans and routine.

Socially

- ◇ Developing cooperative play. Prefer to work in small groups of two or three. Still like to focus on their own work and play.
- ◇ May begin to pair up and have a "best friend", however, the "best friend" may change frequently.
- ◇ Mother (or parent) is still social focus as prime caregiver; however may "fall in love" with kindergarten teacher.
- ◇ Like being part of and around family.
- ◇ Can engage in group discussions.
- ◇ May have a need to be "first", to "win", be the "best", and may be bossy.
- ◇ Can be unkind to others, but extremely sensitive to criticism of self.

Their leaders should:

- ◇ Plan activities that use large motor skills and introduce fine motor skills, one at a time.
- ◇ Plan lots of physical activity with each meeting.
- ◇ Provide projects that don't require perfection.

- ◇ Plan active learning around concrete objects.
- ◇ Avoid a lot of paper and pencil activities that require writing.
- ◇ Give instructions verbally and visually. Don't expect them to read.
- ◇ Plan a series of small activities with physical exercise in between rather than one longer more intense session.
- ◇ Provide lots of materials and mediums for learning, (i.e., paper, paint, brushes, glue, building blocks, games, puzzles).

- ◇ Provide lots of encouraging words for effort.
- ◇ Provide lots of opportunities for adult interaction with children.
- ◇ Let children help in "adult-like" ways, such as setting up an activity.
- ◇ Give clear description of what your activity or schedule will be and stick to it.

- ◇ Organize projects and activities that involve two or three children. If there is a larger group, break activities into sections so that only two or three are involved at one time.
- ◇ Help children develop friendships, through learning to share, to take turns, to follow rules, and to be trustworthy (not tattling).
- ◇ Organize activities with high adult/child ratios.

- ◇ Select activities that involve or focus on the family.

- ◇ Avoid competitive activities that select a "winner" or "best person".

Because 7 & 8 year-olds are like this:

Physically

- ◇ Learn best if physically active.
- ◇ Still inept at small muscle control, so will have difficulty with some fine motor activities such as gluing, cutting, hammering nails, bouncing balls, etc., but have improved at large muscle activities.
- ◇ May repeat an activity over and over before mastering it.

Mentally

- ◇ Most children will be able to read and comprehend simple instructions.
- ◇ Beginning to understand the perspectives of others.
- ◇ Humor takes on new meaning.
- ◇ Enormous curiosity and delight in discovery.
- ◇ Are able to collect, sort, organize, and classify.
- ◇ Can recognize some similarities and differences
- ◇ Can do some abstract thinking, but learn best through active, concrete methods.

Emotionally

- ◇ Increased awareness of themselves, more sensitive to others.
- ◇ Enjoy being part of the family.
- ◇ Worry about failure or being criticized.
- ◇ Will try themselves out on others to see how they are accepted.
- ◇ May claim tasks are too hard rather than admit to being scared.

Socially

- ◇ Value adult interaction, and may actually be more polite to adults.
- ◇ Have high expectations of parents and adults and are critical when parents "mess up".
- ◇ More outgoing, curious, and talkative.
- ◇ May be moody, but less likely to direct negative feelings toward others.
- ◇ Begin to internalize adult feelings toward religion, ethnic groups, and money.
- ◇ Begin to develop friendships that involve sharing secrets and possessions.
- ◇ Begin to choose same-sex playmates and develop play groups.

Their leaders should:

- ◇ Avoid long periods of sitting and listening or just watching so members are active between explanations.
- ◇ Provide opportunities to practice skills, but use projects that can be completed successfully by beginners.
- ◇ Can introduce *some* written assignments and activities. Give most instructions verbally and visually.
- ◇ Encourage projects than can be done over and over in different ways.
- ◇ Encourage children to develop or make collections and introduce other activities that, require sorting, organizing, or classifying.
- ◇ Guide the children in reflecting on their learning experiences but make sure that the experiences themselves are very "hands-on."
- ◇ Involve them in doing things for others.
- ◇ Have them make gifts for family members.
- ◇ Provide lots of adult encouragement and praise.
- ◇ Be sensitive when teaching a new concept or skill that a child may resist.
- ◇ Introduce the "art of social graces". Teaching of table manners and other social niceties will be more accepted.
- ◇ Select some learning activities that stimulate conversation and others that involve the child's curiosity and creative abilities.
- ◇ Use a variety of songs, rhythms, stories, and comics to help socialize the group.
- ◇ Promote activities that appreciate and emphasize diversity of families/lifestyles.
- ◇ Children will enjoy naming their group or "coin" phrases to describe their activities.
- ◇ Activities will be more successful if children can be grouped in same-sex groups.

Recommendations and Resources for Cloverbud Leaders

Increase Opportunities as Members Mature

As you begin to work with your new club, most activities should be conducted at your regular meeting site. Young Cloverbuds need the security of a familiar place that is close to home and a predictable routine. But once they become comfortable, your club should begin to participate in community and countywide events and activities. While each county has its own unique schedule of 4-H events and activities, two that are recommended for all 4-H clubs are community service and public presentation. Many counties also provide opportunities for Cloverbuds to participate in the county fair or other exhibitions.

Community service - Helping others helps to build self-esteem. 4-H emphasizes community service to foster both personal development and participatory citizenship. To be truly meaningful, community service activities must meet a real need that exists in your community. Your members must be able to understand that need *and* how their actions can help to meet it. In general, the younger the child, the “closer to home” the “need situation” must be to be understood. 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. They could put a Thanksgiving basket together for a poor family, collect toys for an orphanage at holiday time or adopt a grandmother, for example.

Public Presentations - The 4-H Public Presentation Program introduces young people to public speaking. Starting with a simple “show-and-tell,” members progress to demonstrations, illustrated talks and other forms of presentation. This experience helps them to put thought and action together and to express themselves clearly, accurately and confidently.

The youngest Cloverbuds (5 and 6 year-olds) participate in an informal self-expression experience designed to help them feel comfortable speaking to a small group of peers and adults. This takes place at the club level and sometimes at a community 4-H event. Older Cloverbuds may be introduced to some of the elements of a more structured demonstration. The objective is to get them on their feet and behind a table before they reach the highly self-conscious pre-adolescence phase of development.

Fairs and Exhibitions - The County Fair and other exhibitions provide opportunities for 4-H members to display their 4-H work and be recognized for their accomplishments. Often Cloverbud clubs are encouraged to create a display that highlights the club’s activities.

Non-animal Cloverbud exhibit classes are usually quite inclusive but may specify a limit on the number of items that an individual member can display. Cloverbuds may be permitted to participate in “exhibition only” classes with animals as defined in the “New York State 4-H Animal Science Cloverbud Policy and Procedure” and the “New York State 4-H Horse Program Cloverbud Policy and Procedure.”

In any Cloverbud exhibition, the members are participating for experience only and will receive a standard award not based on performance.

Enrich Your Program with People

It is obviously important for leaders to closely involve parents in club activities, but there are many other people who could enrich the experience of your 4-H members: grandparents and other seniors, older siblings, college students, members of community groups such as a gardening club or hobby group, volunteer firefighters, etc.

These community members can be asked to lead activities in the company of an enrolled volunteer. Another good resource for Cloverbud clubs are **Junior Leaders** (or “Teen Leaders”), 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 your members and gives the teens a valuable opportunity to practice their leadership skills.

To identify teens that would like a leadership experience, contact one of the teen club leaders or a 4-H staff member.

Use Community Resources

Your local government, school district and various community organizations and businesses can be assets for your 4-H club. Check the community calendar in your local newspaper, the library bulletin board and local recreation departments for upcoming events. Think of ways your members might get involved either as a club or with their own families.

Some stores provide discounts or free items like cardboard boxes, empty jugs, etc. to youth group leaders. Carry your 4-H Leader card (available from your local 4-H office) and ask.

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 reenrollment packets** - While the reenrollment process and local deadline dates may vary from county to county, **all New York State 4-H volunteers and members must reenroll each year to continue participation into the next 4-H club year.** Your county may have an enrollment deadline for new members.
- b. **Project completion (or enrollment, or member participation) reports** - Regardless of what it is called in your county, you will be asked to report the activities 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.

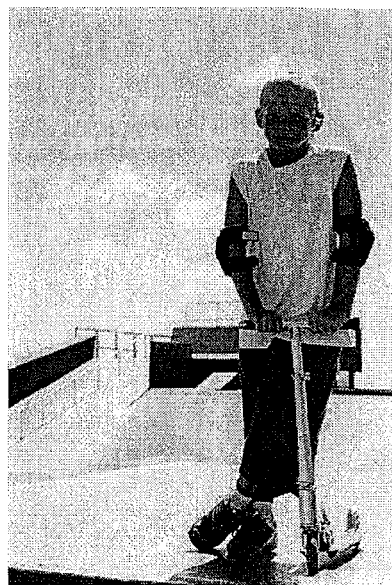
Become Familiar with Safety and Risk Management Procedures

Cloverbuds are anxious to try new activities, learn, and prove their knowledge, but lack the judgment and skills to be safe. The “Safety Guidelines for Working with Cloverbuds” (available at County www.cce.cornell.edu/) provides recommendations for specific programs and situations. Specific safety guidelines for safety when dealing with animal projects, cooking activities, bike safety, woodworking and other typical Cloverbud activities are all available at this Web site. **Wyoming County Cloverbud Leaders (See page 19)**

Regardless of how cautious we are, there is always some risk that a child might get hurt while participating in a 4-H activity. Cornell Cooperative Extension provides accident insurance for all *enrolled* 4-H members and volunteers. This insurance acts as excess coverage. Cornell Cooperative Extension’s liability insurance also provides excess coverage for volunteers.

It is important for parents to know the exact nature of all activities in which their children participate including any risks that may be involved. Cornell Cooperative Extension uses two types of forms to inform parents:

- **Permission/Medical Release Forms** serve two purposes: they indicate the parent/guardian’s consent to allow their children to participate in an Extension-sponsored event and indicate the parent/guardian’s permission to have their children receive medical treatment in the event of an accident or injury.
- **Acknowledgement of Risk Forms** are used for activities that pose definable hazards (e.g. equitation, water sports, etc.). The parent/guardian acknowledges that he/she has been advised that there is some risk and they are still permitting their child to participate in the event or activity.



If your club will be conducting or participating in any special activities away from the usual meeting site or that pose more than usual risks, contact a 4-H staff member to find out if and how either of these forms should be used.

Become Familiar with a Variety of 4-H Cloverbud Resources

4-H Cloverbud program materials are available from county, state and national sources. These materials may contain a combination of background information and activity plans. A list is available on the Web at www.cce.cornell.edu/4h/, which also contains links to national resources. Some of the resources listed there are available at your 4-H office for either purchase or loan. Two major sources, noted in parentheses, are:

CCS - Cooperative Curriculum System - can be ordered through National 4-H Council’s **Source Book** or through the web at: www.n4hccs.org

NCC - National Curriculum Collection - Most of these materials were developed by Cooperative Extension staff across the country (some by outside groups), then recommended by a national jury for 4-H use.

You can find most state’s 4-H Youth Development websites by searching for 4-H followed by the name of the state. Then look for publications, a catalog or resource list. The latest Sourcebook Catalog from the National 4-H Council is available from your local 4-H office or downloadable on the web at: <http://www.4-hmall.org/>.

References

Cloverbud Leader Orientation Guide, Cornell Cooperative Extension of Tompkins County, 2000

Jefferson County Cloverbud Guide, Cornell Cooperative Extension of Jefferson County, 2001

K-3 Youth in 4-H: Guidelines for Programming, National K-3 Curriculum Task Force, 1993

Meeting the Needs of Youth: *Tips for Adults Working with Youth*, Iowa State University, August 1999

Moving Ahead Together, Cooperative Curriculum System, 2000

New York State Cloverbud Guide, Cornell Cooperative Extension State 4-H Youth Development, 19

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:

Date of Last Tetanus Booster _____

Illnesses

Allergies

Ear Infections _____

Hay Fever _____

Rheumatic Fever _____

Insect Stings _____

Convulsions _____

Ivy Poisonings _____

Diabetes _____

Penicillin _____

Other (specify) _____ 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

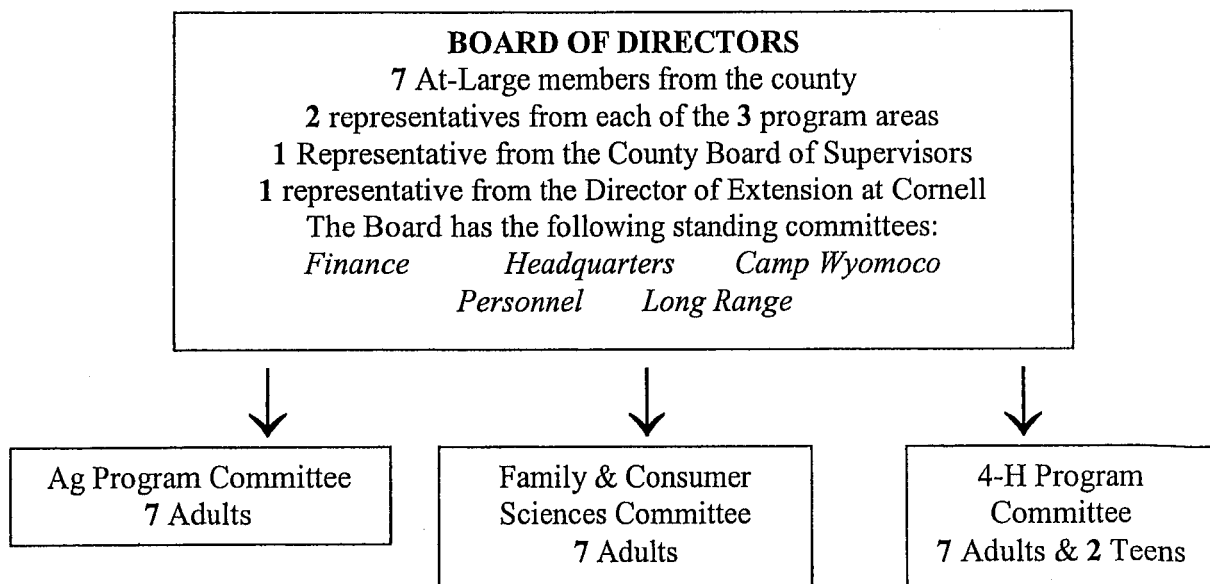
4-H, A PART OF CORNELL COOPERATIVE EXTENSION

With the passage of the Smith-Lever Act in 1914, Cooperative Extension became a nationwide system of educational agencies that involves a financial and administrative agreement among three levels of government - federal, state and county. This unique situation reflects cooperation between the people and their government and the Extension of knowledge from the State Land Grant University to the people.

The Cornell Cooperative Extension Education System--

- is dedicated to serving the people through an informal educational program of extending knowledge from the New York State Land Grant Institution (Cornell University).
- is supported jointly by: Wyoming County through the County Board of Supervisors; the State through Cornell University; the Federal Government through the United States Department of Agriculture.
- is guided by interested citizens, program advisory committees, and the Association Board of Directors.
- offers equal opportunity programs and employment. The programs must be available to all county residents, regardless of race, color, creed, national origin, age, sex or disability. Programs provided for groups by the Cooperative Extension staff must be accessible to all that wish to participate.
- works with people either individually or in groups at different meeting places in the county, in homes or at the Extension Education Center in Warsaw.
- programs are carried to the people by volunteer leaders, secretaries, program assistants, teaching aides, or Cooperative Extension Agents. Information is given through individual contacts, circular letters or mass media.
- is divided into three program areas: Agriculture, Family & Consumer Sciences, and 4-H Youth Development.

COMMITTEE STRUCTURE OF CORNELL COOPERATIVE EXTENSION OF WYOMING COUNTY



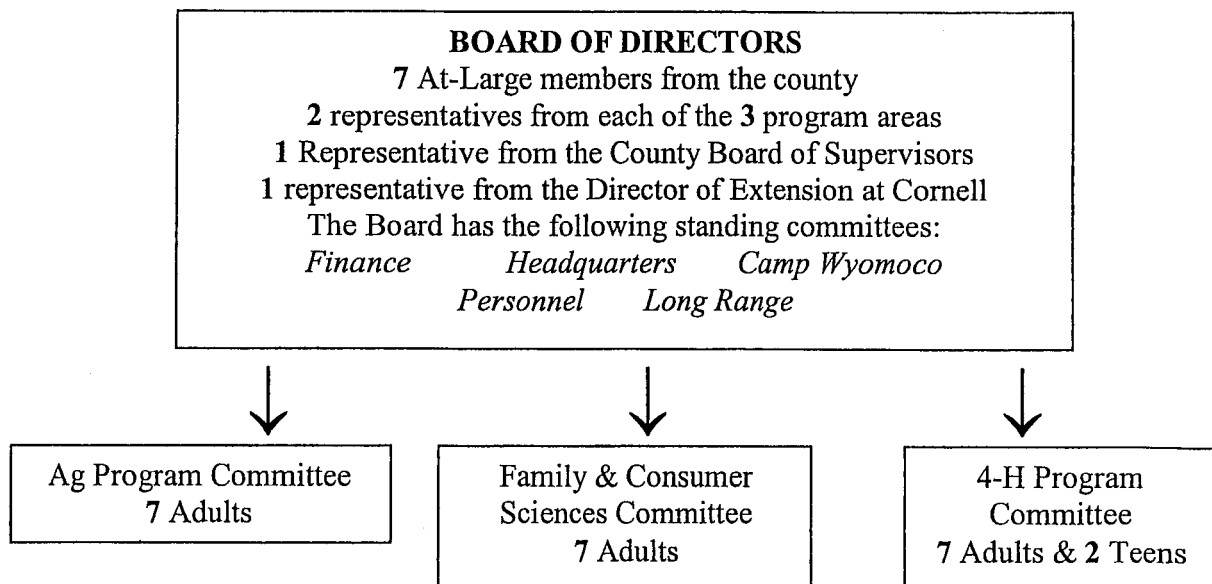
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COMMITTEE STRUCTURE OF CORNELL COOPERATIVE EXTENSION OF WYOMING COUNTY



Nutritional Sciences - Safety Guidelines for Cloverbuds Involved in Food Preparation:

Independent use - Cloverbuds can use tools without sharp edges such as:

- measuring cups/spoons
- spoons for mixing
- wire whip for mixing
- hand rotary beater for mixing
- tight-fitting jar as a blender
- rolling pin
- potato masher/pastry blender
- hand juicer
- hand food grinder

Progress toward independent use - 1:1 adult/youth supervision ratio, can progress toward independent use (second and third grades). Some sharp edges and small appliances.

- serrated plastic knives for cutting
- hand grater
- vegetable peeler
- can opener
- apple corer
- toaster
- electric popcorn popper

Close supervision at all times - 1:1 adult/youth supervision ratio

- electric mixer
- blender
- food processor
- electric skillet
- microwave oven

It is inappropriate for youth 5 to 8 years of age to be in close contact with sharp knives, toaster ovens, stove-tops (electric or gas burners), and electric or gas ovens.

****Cloverbuds cannot participate in the Produced in NYS Food Contest****

Textiles and Apparel - Children in grades 2-3 can be introduced to embroidery with blunt needles and hand sewing under 1:4 (instructor:children) supervision. The Wyoming County 4-H Cloverbud policy prohibits the use of sewing machines with Cloverbuds. Activities that involve electric scissors, hot cutters, or irons are also not appropriate for this age, and are prohibited.

****Cloverbuds cannot participate in Wyoming County Clothing Review****

Woodworking - An item appropriate for construction by cloverbuds should be simple enough to ensure that they can complete it and feel good about the experience. They should be encouraged to help each other, especially when assembling parts. This is an excellent time to stress safety, not only for themselves but also for others. Use of **safety glasses** is required and is an excellent way to foster the development of a "safety mind-set." Skills for the younger Cloverbuds (grade one) should be limited to sanding, gluing, and applying simple finishes to kits. Activities for older cloverbuds in grades two to three might include, with adequate supervision in a 1:1 ratio, some simple cutting, drilling, and hammering. Some examples would be:

- Cutting boards of various designs
- Napkin holder kit
- Trivet
- Simple games
- Key holder

****Animals** - In Wyoming County, Cloverbuds cannot work with animals due to insurance factors. It is inappropriate for youth, 5 to 8 years of age, to be in close contact with large animals (i.e. horses, dairy, beef, swine, sheep, goats, rabbits...)

- ★ Learn about preparing healthy snacks!
- ★ Practice setting a table, napkin folds and table etiquette.
- ★ Select a topic for a 4-H Public Presentation, make posters, and view a video on public presentations.
- ★ Prepare and give a Public Presentation on February 12th or 22nd to improve your speaking skills!
- ★ Suggested Activities: Make Valentines for members in your community!

March: National Nutrition Month, National Peanut Month, National Agriculture Week/Day, National Pig Day

- ★ Try the "International Foods" project - a great club project!
- ★ Suggested Activities: *4-H welcome mats, *Cloverbud puzzle fun

April: National Volunteer Week, Arbor Day, Earth Day, National Garden Month

- ★ Celebrate National Volunteer Week
- ★ Suggested Activities: *Hatching chick, *Gardening fun, Learn how to measure rain

May: American Bike and Safety Month, National Strawberry Month, National Beef Month

- ★ Suggested Activities: Make a special treat or craft for Mother's Day, May 11th
- ★ Other ideas: Bicycle safety project, photography project, gardening project, make a flower press, *Fun fit hike

June: Dairy Month, National Fresh Fruit & Vegetable Month

- ★ Volunteer to help at Agripalooza!
- ★ Summer project ideas include: *Nutrition & Exercise, *Make a mini scrapbook, *4-H Science Experiment, *Sports Bingo

July & August: Prepare for fair!

- ★ Wyoming County Fair: August 9th - 16th

Visit these websites for more great ideas for Cloverbuds!

- <http://www.ohio4h.org/ohio-4-h-cloverbud-connections>
- http://www.myamericanfarm.org/family_activities/
- <http://www.family.go.com>
- <http://www.sewing.org>
- http://www.usda.gov/wps/portal/usda/usdahome?navid=FOR_KIDS
- <http://www.scholastic.com/teachers/article/40-cool-science-experiments-web>
- <http://taylor.uwex.edu/> (Cloverbud Activity Books)
- <http://oregon.4h.oregonstate.edu/4h-adventure-program-grades-k-3>
- <http://www.popcorn.org>

As always, the 4-H staff is prepared and ready to help you throughout the year! Please read our 4-H News and Leader's Letters - you'll be surprised at all the information inside! We look forward to working with you and your club!!!

