



# 4-H Leader's Handbook



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# 4-H Volunteer Leader's Handbook

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## Contents

### 1. Basics

- What is 4-H? ..... 3
  - Mission ..... 3
  - Organization
  - Statistics ..... 3
- 4-H Symbols ..... 3-4
- 4-H Clubs ..... 4-5
- Types of 4-H Enrollment ..... 5-6
- 4-H Camps ..... 6
- Age Policy ..... 6

### 2. Volunteer Information

- 4-H Volunteer Leadership Opportunities ..... 6
  - What is a Volunteer? ..... 6-7
  - Importance of Volunteers ..... 7
  - Volunteers are Needed and Wanted ..... 7
  - Other Opportunities ..... 7
  - Volunteer's Responsibilities to Local
    - Extension Agent or Office ..... 7
  - Extension Agent's or Local Extension
    - Office's Responsibilities to Volunteers ..... 7-8
  - Definitions of Volunteer 4-H Leaders ..... 8
  - 4-H Club Officers ..... 8





### 3. Educational Concepts

The 4-H Learning System ..... 9

4-H Teaching Philosophy ..... 9-10

4-H Teaches Life Skills ..... 10-11

Basic Needs of Youth ..... 11

Adults Helping Youth ..... 11

Cone of Experience ..... 12

Arranging for Learning ..... 12

Understanding Human Growth & Development of Youth—

Developmental Characteristics/Method of Teaching ..... 13-15

4-H Curriculum Component System ..... 16

### 4. 4-H Club Information

The 4-H Meeting ..... 17

Getting Started ..... 17

Planning the Meeting ..... 17

Conducting the Meeting ..... 18

Determining Activities and Events ..... 18

Preparing the Program Plan ..... 18-19

Planning the Annual 4-H Program ..... 18

Who Plans? ..... 19

Consider the Situation ..... 19

Establishing Club Goals ..... 19-20

The 4-H Project ..... 20-21

Organizing Your 4-H Project Group ..... 21-22

How Often to Meet ..... 22

Planning the Project Meeting ..... 22

Project Selection ..... 22-23

The 4-H Portfolio ..... 23

The Importance of Parent Involvement ..... 23

Suggestions for Involving Parents ..... 23-24

4-H and the Community ..... 24-25

### 5. References

Curriculum Materials ..... 25-26





## What is 4-H?

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4-H is an informal, practical, learn-by-doing, fun and educational program for boys and girls, ages 5 through 18, from all racial, cultural, social, and economic backgrounds. Membership is open to all youth in this age range without regard to race, color, creed, national origin, gender, or religious affiliation. The minimum criteria for membership is 6 or more hours of educational programming through 4-H with multiple sessions of learning at different times.

## Mission of 4-H

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The mission of 4-H is to assist youth and adults working with those youth to gain additional knowledge, life skills, and attitudes that will further their development as self-directing, contributing and productive members of society.

Extension employed staff and volunteers together provide learn-by-doing educational projects and activities in a large variety of 4-H subject matter areas.

4-H is America's largest out-of-school educational program for youth. Nearly 6 million youth nationally now participate in 4-H, under the guidance of Extension trained adult volunteers. One of every six Americans has been affiliated with 4-H as a member. It is estimated that nearly 45 million American adults are former 4-H members. An American idea, 4-H has spread to over 80 foreign countries.

4-H is based on seven foundations: *it is community centered, volunteer led, Extension staff supervised, research based, home and family oriented, publicly and privately funded, and responsive to change.*

## Organization

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National leadership for 4-H is provided by the United States Department of Agriculture (USDA), located in Washington, DC. State headquarters for 4-H are at the land-grant universities of each state.

Every state has a team of 4-H youth staff and subject matter specialists as part of the University Cooperative Extension System. 4-H work in the counties is directed by county Extension agents. Volunteer leaders assist agents by providing direct leadership and educational support to youth in local communities.

State leadership for the 4-H youth development program is conducted by Virginia Cooperative Extension (VCE), an educational component of Virginia Polytechnic Institute and State University (Virginia Tech) and Virginia State University (VSU), with USDA and local governments cooperating.

## Statistics

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4-H members are in 107 counties and cities of Virginia, and number over 116,000 statewide. Although 4-H is traditionally considered to be a rural youth organization, the most recent statistics show that today's 4-H members live everywhere. In Virginia, 5% live on farms; 39% live in towns or in rural areas of less than 10,000 people; 10% live in towns or cities with populations of 10,000-50,000; 46% live in suburban areas or cities with greater than 50,000 population; and 27% of the state's 4-H'ers are minorities. Approximately 12,000 volunteers work with 4-H throughout the state.

## 4-H Symbols

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Every 4-H member and leader should be familiar with the 4-H emblem, motto, pledge, and creed.

### Pledge

Every member and leader should know and be able to repeat the 4-H Club Pledge. The pledge is said after the Pledge of Allegiance to the United States. The 4-H pledge is:

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.





In saying the pledge, 4-H'ers raise their right hands to their foreheads when they say, "my head to clearer thinking." They lower them to their hearts as they say, "my heart to greater loyalty." At the line, "my hands to larger service," they extend their hands, palms upward. At the last line, they stand at attention with their hands at their sides.

## Motto

The 4-H Motto, "**To Make the Best Better,**" should be the aim of every 4-H member and leader.

## Colors

The white in the 4-H flag symbolizes purity. The green, nature's most common color, is emblematic of life, springtime, and youth.

## 4-H Creed

The 4-H Creed should also be stated at 4-H club meetings. The 4-H Creed is:

I believe in 4-H club work for the opportunity it will give me to become a useful citizen.

I believe in the training of my **head** for the power it will give me to think, to plan and to reason.

I believe in the training of my **heart** for the nobleness it will give me to become kind, sympathetic, and true.

I believe in the training of my **hands** for the dignity it will give me to be helpful, useful, and skillful.

I believe in the training of my **health** for the strength it will give me to enjoy life, to resist disease, and to work efficiently.

I believe in my country, my state, and my community, and in my responsibility for their development.

In all these things I believe, and I am willing to dedicate my efforts to their fulfillment.

## 4-H Emblem

The 4-H emblem is a four-leaf clover with the letter H on each leaf. The four H's represent the four-fold development of head, heart, hands and health.

**Head** - mental development, deeper knowledge and reasoning.

**Heart** - emotional development.

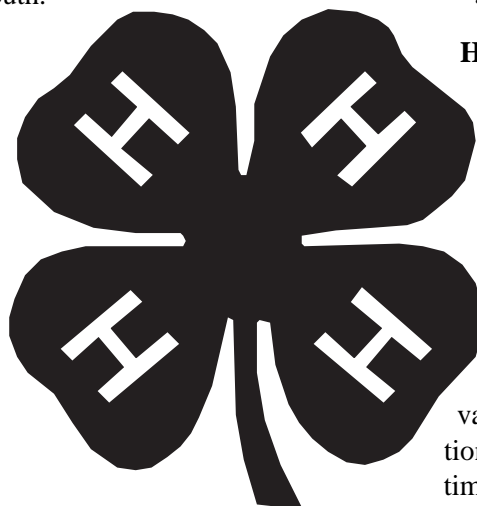
Developing interest, appreciation and wholesome attitudes.

**Hands** - skills development.

Ability to do, skill in doing, and habit of doing.

**Health** - Physical development.

Understanding and appreciating a growing and changing body.



## 4-H Clubs

Youth and family members may participate in 4-H in a variety of ways. Ideally, participation in 4-H is over a long period of time in both organizational and project programming. Major emphasis is on 4-H educational programs delivered to youth.

## Purpose

The 4-H club is one of the major methods of reaching and involving boys and girls in the 4-H program. The club setting serves as the center of activity which generates enthusiasm and support for participation in 4-H activities, events, and programs outside of the local club. Most importantly, the ideal 4-H delivery method is through participation in 4-H clubs.

The 4-H club meeting is an important learning experience for the youth, as well as for adults working with those youth.





## Participation

Participation in planning and carrying out the club's program will help the members to:

- develop self-confidence
- learn to make decisions
- develop a sense of belonging
- try new ideas and methods
- develop a sense of self-confidence
- develop skills in group discussions
- learn to work with others
- develop leadership and citizenship skills
- develop a sense of responsibility and follow-through
- learn benefits of group cooperation and teamwork

## Types of 4-H Enrollment

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*(all members must receive a minimum of six hours of instruction in order to qualify as a 4-H member).*

### 4-H Cloverbuds (Ages 5-8)

Cloverbuds are 4-H groups designed for boys and girls, 5 - 8 years of age, which emphasize parent involvement and support. Cloverbud groups are led by adult volunteers and focus on approved hands-on, learn-by-doing curriculum. These groups are small and provide non-competitive activities for the youth. Participating members are encouraged to develop and progress at their own speed. Cloverbud groups meet out-of-school, and as often as deemed necessary by the volunteer leaders.

### 4-H Clubs (Ages 9-18)

A 4-H club is an organized group of youngsters with *elected officers* and a *planned program* that is conducted throughout the year, or the majority of the year. Four-H clubs are led by *volunteer leaders* and may focus on one or more project areas. *Club officers* conduct monthly organizational meetings.

Members also participate in a variety of learning experiences in their organizational meetings, as well as in their project meetings. Project meetings may be held as often as deemed necessary, but *at least once a month*.

The club officers, made up of youth members, are elected each year and serve in the various leadership positions at each meeting. The officers conduct the meeting, using *parliamentary procedure*.

Four-H clubs may meet as *neighborhood clubs*, as *after-school clubs*, or as *within school clubs*. The **key** is that all clubs *should have officers, be managed by volunteers, meet over a sustained period of time, and be focused on positive youth development*.

### 4-H Enrichment Program (Ages 9-18)

Youth are participants in learning experiences not involving organized club activities. Enrichment programs may be coordinated with school personnel serving as volunteer teachers of 4-H curricula meeting the *standards of learning*; may be a *special interest group* in which youth complete *six or more learning activities*, or complete six or more hours within the same project area; may be youth involved in 4-H *instructional TV* experiences; or may be a member participating in 4-H under the guidance of a parent or other adult as a *lone member*, but without group affiliation.

The purposes of 4-H enrichment programs are to teach youth subject matter in a short time frame, expose new youth to 4-H, and to involve those youth in 4-H for further programming opportunities, moving them toward club participation.

### 4-H Project Clubs (Ages 9-18)

A 4-H Project Club is an organized group of youngsters with *elected officers* and a *planned program* that is conducted throughout the year, or the majority of the year. The operation of the club is similar to the **4-H Clubs** (see above) except the members participate in **one** basic project emphasis (i.e. horse, photography, marine science, or any other approved curriculum area emphasis).

### 4-H Special Interest Clubs (Ages 9-18)

Usually short-term groups focusing on one project, the club meets three or more times for

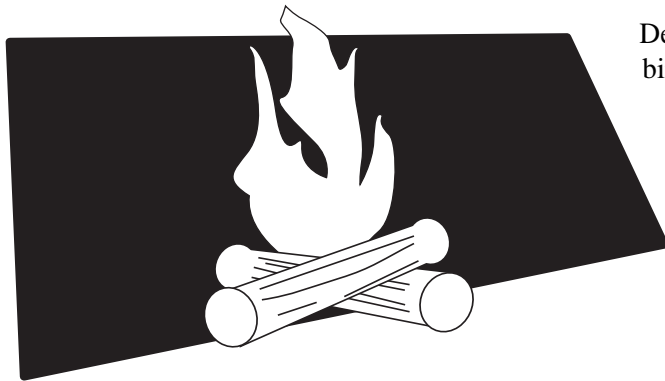




educational programming (6 hours or more). The purposes are to introduce youth to 4-H and involve them in an area of interest that promotes continued involvement in the 4-H program. Since this delivery type is short-term, there are no elected officers. NOTE: Special Interest 4-H Clubs may continue as 4-H Project Clubs.

## 4-H Camps

Four-H camping is *cooperative group living in a natural environment* which focuses on the individual's *social, spiritual, mental, and physical* development. Since 4-H camping is *educationally focused*, it is recognized as a method by which to deliver 4-H programming. Youth do **not** have to be 4-H members in order to participate in 4-H camping events at Virginia's six 4-H educational centers; however, opportunities to join should be provided to each participant since the 4-H camping event provides *more* than the required six hours of educational experiences. Additionally, 4-H camping is an excellent method by which to expose youth to 4-H and involve them in back-home 4-H clubs, groups, and events. Four-H camping is an effective method by which to complement and enhance local 4-H programming.



*Residential camping* is defined as one or more overnight events that include educational programming, and focus on four-fold development of head, heart, hands, and health; *day camping* does not include spending the night away from home. Every effort should be made to involve youth attending 4-H

camp in year-round 4-H clubs and programs.

*Each 4-H camp is an independent educational event* and, therefore, not restricted or contingent upon any pre-requisites (such as completing a project, being a club officer, etc.).

### Age Policy

Cloverbud 4-H Members:  
..... Five (5) through eight (8) year olds

Junior 4-H Members:  
..... Nine (9) through eleven (11) year olds

Intermediate 4-H Members:  
..... Twelve (12) through thirteen (13) year olds

Senior 4-H Members:  
..... Fourteen (14) through eighteen (18) year olds

For **each** of the above categories, youth **must** turn the **entry** age during the 4-H year, October 1 - September 30. That is, youth who turn **5, 9, 12, and 14** between October 1 and September 30, participate in these respective categories.

Eligibility for 4-H membership **terminates** on December 31 of the year the member has his/her 19<sup>th</sup> birthday.

## 4-H Volunteer Leadership Opportunities

### What is a Volunteer?

Volunteers are adults or youth who have agreed to fill defined roles in planning, implementing, and evaluating the local 4-H program. Volunteer roles include, but are not limited to:

Extension Leadership Council Member

4-H Programming Group Member

Committee Chairperson







Project Leader

Activities and/or Events Coordinator

4-H Leader Recruiter/4-H Recruiter Coach

Community Club Organizational Leader, and Leader Trainer

Volunteers must have job descriptions and be recruited for specific roles

Volunteer 4-H leaders have the opportunity to meet and share with other volunteers. Membership opportunities include:

County or City 4-H Leader's Association

District 4-H Leader's Association

Virginia Association of Adult 4-H Volunteer Leaders (VAA4-HVL).

### Importance of Volunteers

Volunteers fill significant teaching and management roles to assist salaried staff members.

Volunteer 4-H leaders are the **key** to successful 4-H programs. They enable more youth to be involved in 4-H through local 4-H clubs and groups.

### Volunteers are Needed and Wanted

Volunteer 4-H leaders are needed in every community, city, county, or area in which they live. They are needed to make it possible for more youth to be involved in 4-H.

Volunteer 4-H leaders bring their own unique talents, skills, knowledge, and experience to share with 4-H members. Through their leadership and concern for youth, they help youth to develop important life skills, have fun, and make a wise use of time. By sharing their skills with youth, the 4-H learning experience for members is greatly enhanced.

Four-H provides an opportunity for volunteer 4-H leaders to work directly with their own children and/or other children in helping them make the best better.

### Other Opportunities

Volunteer 4-H leaders are provided opportunities, through the 4-H program, to further develop their skills, knowledge, and talents through local, district, and state training programs. Additionally, regional and even national training opportunities are available. Opportunities exist for volunteers to assist with programs at the unit, district, state, and national level.

### Volunteer's Responsibilities to Local Extension Agent or Office

Collect enrollment information on the local 4-H club/group and turn into county Extension office.

Turn in regular 4-H club reports as requested (such as club enrollments, plans of work, update and club activities, etc.).

Keep agent informed of club activities.

Keep members, parents, and co-leaders informed of information sent by the county Extension agent or office.

Inform county Extension agent or office of your needs for training.

Attend leader training meetings.

Submit requests for information and resource materials well in advance of program being conducted.

Support county, district, and state events.

Insure club resources are appropriately managed, following unit guidelines.

Be flexible.

### Extension Agent's or Local Extension Office's Responsibilities to Volunteers

Provide job descriptions to volunteers and explain respective roles.

Provide orientation training to new 4-H volunteers, including responsibilities, 4-H information, liability concerns, and other relevant information.





Keep volunteers informed of 4-H programs, events, and activities at the local, county/city, district, state and national levels.

Identify training needed by volunteers.

Plan, coordinate, and provide training sessions to meet the needs of the local 4-H program, and the needs of the volunteer on a regular basis.

Provide 4-H project curriculum materials for 4-H'ers.

Actively involve volunteers in planning, conducting, and evaluating county 4-H events.

Provide liability training.

Provide appropriate recognition for volunteers.

Keep communication lines open to volunteers.

## Definitions of Volunteer 4-H Leaders

There are many types of 4-H volunteers within the 4-H program.

Among these are the following:

**4-H Organizational Leader** - provides leadership to the overall organization and operation of a 4-H club.

**4-H Project Leader** - arranges learning experiences for 4-H members enrolled in a specific project.

**4-H Activity Leader** - helps 4-H members learn through group activities such as share-the-fun, camping, softball, club outing, etc.

**4-H Recruiter Coach** - recruits volunteers for the 4-H program and serves as a coach to the new volunteers for orientation to the 4-H program; may assist in organizing new 4-H clubs and groups.

**4-H Teen Leader** - assumes responsibilities for working with the local 4-H club or group in a leadership capacity under the supervision of an adult advisor.

**Resource 4-H Volunteer** - provides assistance, leadership or other types of help by volunteering for specially assigned tasks that enable the 4-H program

to better perform its purpose, such as serving on a local 4-H board, fundraising, and others.

Note: It is very important for each volunteer to complete and turn into the local Extension office a Volunteer Leader Enrollment form each year. The form is available from the local Extension agent or office.

Note: For one-time volunteers [volunteers who agree to provide time for one-time programs such as program presenters, drivers, etc.], the Volunteer Leader form should be completed and sent to the local Extension 4-H agent or office on a regular basis.

## 4-H Club Officers

Dependable leadership from club officers is essential for successful 4-H club meetings. Club officers must be provided training in order to carry out their respective duties. Each 4-H club should have the following officers:

President

Vice President

Secretary (may combine with Treasurer)

Treasurer (may combine with Secretary)

Reporter

Recreation Leader(s)

Song Leader(s)

Historian (optional)

Committees - share the responsibilities of leadership and get everyone actively involved. There may be standing committees, ones that are permanent throughout the year (i.e. refreshments, special activities, club tours, etc.), or special committees (i.e. project cleanup day, one-time program event, etc.).

Refer to *Guide for 4-H Officers* (VCE Publication 388-274) for specific duties of all officers.





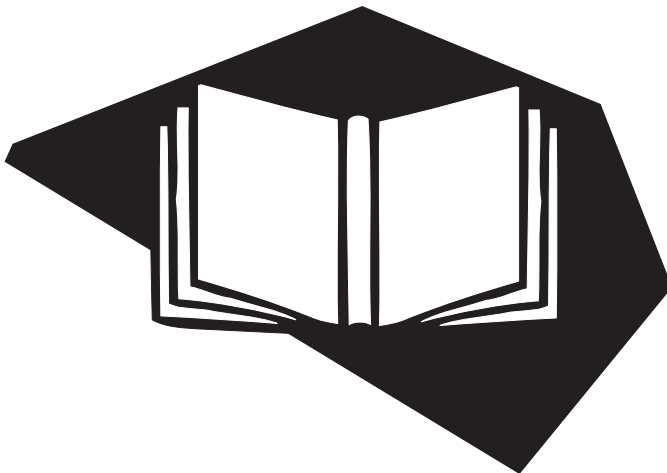
## The 4-H Learning System

### Experiential Education

Learning-by-doing, the key concept of *experiential education*, has been central to 4-H since its beginning. The process places the focus on the **learner** and enables that individual to process and progress through several stages.

### Experiential Learning Process

1. **Goal Setting** - establishing desired objectives is important to all age groups. Goals may be adjusted after each step.
2. **Cognition** - the learning of facts, gaining knowledge for later application.



3. **Practice** - the hands-on application of what has been learned results in enhanced understanding and greater retention.
4. **Performance** - the testing takes many forms through all steps that allow individuals to be assessed on the level of their knowledge or proficiency.

**Experiential learning** takes place when a person is **involved** in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.

**Learning** is *reinforced* and *encouraged* by using appropriate recognition and incentives. (Refer to the National 4-H Recognition Model listed in the *References* section of this handbook.)

## 4-H Teaching Philosophy

The teaching philosophy of 4-H youth development is “hands-on” learning. This is known as “experiential learning,” or learning through experiencing; learning-by-doing. The success of this method depends on the ability of the volunteers as guides, as well as on the ability of the learners, to apply their knowledge and experiences to other situations.

When teaching life skills, it is important to respond to individual needs and concerns of the 4-H members. Each youth deserves respect, as does each volunteer. A key to assist volunteers in working with 4-H'ers is to respect and value youth as resources, and to provide opportunities for youth to acquire and develop life skills.

### Life skills foster:\*

- feelings of acceptance and achievement
- positive social interaction
- opportunities for self-expression
- creative expression
- understanding structure and limitations
- meaningful participation in society
- physical activity
- presentation skills
- conflict management
- consensus building skills
- interpersonal skills
- leadership/management skills
- group/team skills
- organizational development
- democratic process
- community service

\*Source: Paper prepared by Maggie Amos and Dave Barrett, November 1989.





**Youth Development** is the process by which humans proceed from infancy into childhood, into adolescence, and then into adulthood.

**4-H Youth Development** in Virginia provides educational opportunities for youth to become self-directing, capable, contributing, caring, and productive members of society. **4-H Youth Development** focuses on youth, and on adults working with those youth, in learning, sharing, and growing to “Make the Best Better.”

## 4-H Teaches Life Skills

In order to help youth to gain skills that will enable them to become self-directing, contributing, and productive members of society, it is essential that they possess skills for successful living. These skills enable 4-H'ers to become better prepared *to work with others; manage resources; make decisions and solve problems; acquire, analyze and use information; communicate and relate to others, and have an understanding of self.* Therefore, it becomes imperative for 4-H programming to focus on life skills. The six basic life skills emphasized through Virginia 4-H programming are:

### Understanding Self

Understanding and developing a positive attitude toward self and the pursuit of personal potential.

Understanding likes and dislikes

Understanding strengths and weaknesses

Handling success and failure

Managing stress

Assuming responsibility

Assessing role in family and society

Having awareness of cultural heritage

Exploring career options

### Communicating and Relating to Others

Giving, receiving and exchanging information and interacting with others in a positive manner.

Listening effectively

Communicating non-verbally

Expressing beliefs clearly

Sharing ideas

Defining terms

Giving directions

Documenting

Keeping records and reporting

Personal appearance

Participating in discussions

Speaking before a group

Developing teaching skills

### Acquiring, Analyzing and Using Information

Developing an inquiring mind, knowing how to acquire, analyze and use knowledge.

Asking questions

Participating in learning experiences

Accumulating information

Synthesizing information

Utilizing information

Constructive risk taking

### Problem Solving and Decision Making

Involves the ability to examine a situation, generate alternatives, and make intelligent decisions.

Assessing needs and interest

Generating and selecting alternatives

Setting goals

Motivation and taking initiative





Implementing actions to reach goals

Adapting to change

### Managing Resources

The identification, planning, organization and allocation of resources to meet goals.

Planning and setting goals

Setting priorities

Identifying resources

Evaluating resources

Budgeting resources

Taking initiative

### Working with Others

Increasing leadership capabilities, being able to work with others in a group to accomplish group goals.

Understanding group process

Having awareness of parliamentary procedures

Networking

Involvement in community affairs

Determining group interest and needs

Understanding group decision making

Influencing behavior

Team building

Planning programs

Coordinating resources

Delegating responsibility

Conducting group meetings

Managing conflict

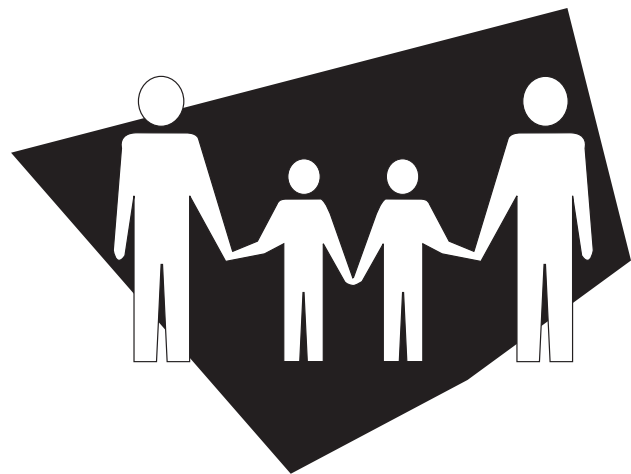
## Basic Needs of Youth

All young people have basic needs, as do all humans. These include basic needs such as *belonging, acceptance, security, achievement, independence, new experiences, success, affection and recognition.*

Belonging	“I’m in.”
Acceptance	“What I say and do counts.”
Security	“I feel safe.”
Achievement	“I can do it.”
Independence	“I can do it by myself.”
New Experiences	“I want to learn how to do it.”
Success	“I did it!”
Affection	“Somebody thinks I’m special.”
Recognition	“Others recognize me.”

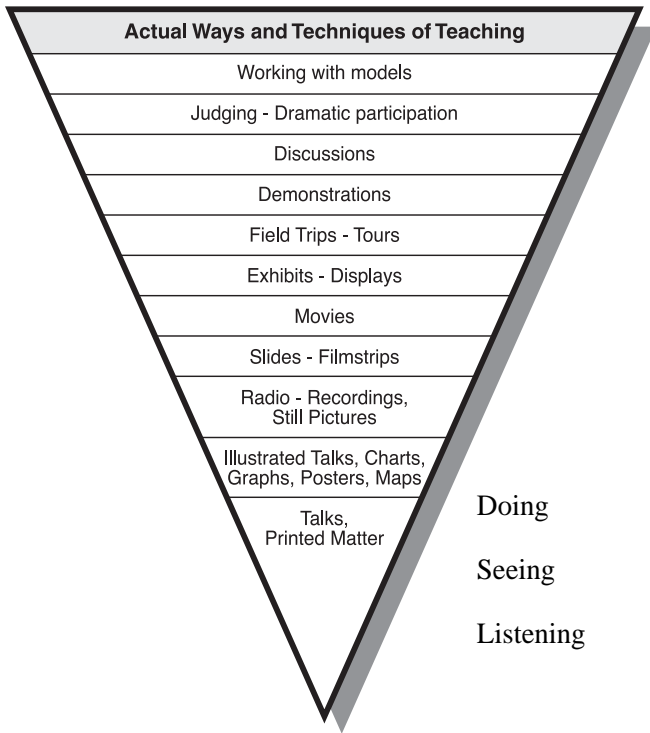
## Adults Helping Youth

Adults (volunteers and parents) have a tremendous opportunity to influence youth. This influence is either positive or negative. In 4-H, it is important that adults provide a positive environment by providing leadership support and training for youth.





## Cone of Experience



Effectiveness of Learning Increases As One Moves Up

Adults can greatly influence youth by helping them to:

- |                                   |   |
|-----------------------------------|---|
| Belong                            | Become Responsible                              |
| Be Accepted                       | Learn To Share                                  |
| Feel Secure                       | Help Others                                     |
| Achieve                           | Learn Life Skills                               |
| Be Allowed Independence           | Appreciate Friendship                           |
| Have New Learning Experiences     | Find Out About Self                             |
| Be Successful in Something        | Set Meaningful Goals/ Find Ways To Achieve Them |
| Be Valued                         | Learn Things                                    |
| Be Recognized and Appreciated     | Develop Leadership Skills                       |
| Take Pride In What They Are Doing | Learn How To Get Along With Others              |

Accept Recognition Graciously

Try New Things

## Arranging for Learning

Participation in 4-H greatly influences the way boys and girls think, act, and feel. You as a 4-H leader have potentially tremendous influence in determining the learning that takes place within your 4-H club or group. The following learning principles should be kept in mind in working with 4-H youth:

Learning occurs *best* in an atmosphere of warmth and acceptance.

The ability to learn *varies* with each youth.

Youth must have *clear* goals in mind as they are doing project work.

*All* young persons need support, encouragement, and recognition for what they do.

Youth, as well as adults, learn in many ways through their five senses: *seeing, hearing, smelling, tasting, and/or touching or feeling*. People retain more of what they learn if they are *actively involved* in the educational process instead of passively reading a book or listening to a lecture. Therefore, boys and girls must be *actively involved* in determining and doing the learning activities that are to be used to reach their goals.

How People Learn	Retention Rate
Read .....	20%
Hear .....	20%
See .....	30%
Hear & See .....	50%
Say .....	70%
Do .....	90%

The charts on the following pages provide information to assist adult volunteer leaders to help understand developmental characteristics of youth.





# Understanding Human Growth & Development of Youth Developmental Characteristics

Children and Youth, 5-18 Years of Age

*Readiness determined by maturation and experiences*

## Basic Needs

To experience a positive self-concept      To become increasingly independent  
To experience success                              To develop and accept one's own identity

	<b>Cloverbuds 5-8</b>	<b>Juniors 9-11</b>	<b>Intermediates 12-13</b>	<b>Seniors 14-18</b>
Developmental Characteristics	Slow steady growth with limited muscle development.	Slow steady growth for most. Puberty starts for some girls, usually accompanied by a growth spurt. Extremely active, will overdo, need 10-11 hours sleep. Large muscles pretty well developed.	Wide range in physical development, early maturing girls may have appearance of young women, some boys will not have entered puberty. Growth spurts may cause clumsiness. Much concern about changing bodies. Interested in grooming, but probably won't admit it.	Body changes have been accepted by most, some continue to struggle. Individual talents and abilities emerge.
Teaching Method	Plan activities that require limited small muscle coordination. Expect craft projects to be messy, but provide opportunities to make things anyway. It is the doing, not the finished product, which is important.	Be sensitive about concern over body changes. Plan action, hands-on doing  Field trips and tours are good if stops are brief. Plan for needed rest. Better at making things, but still don't expect perfection.	Include learning experiences related to understanding self and the changes taking place. Provide opportunities for acquiring good grooming habits.	Be sensitive to late developers, help them feel they are okay.  Provide opportunities to help recognize their special talents and abilities. Individual counsel is good. Highlight talents and skills.
Developmental Characteristics	Concrete thinkers - deal with here and now. If they can't see, taste, or touch, it isn't real. Short interest span.	Many are still concrete thinkers, some beginning to think logically and symbolically.	Most have moved from concrete to more abstract thinking. They enjoy playing with ideas.	Mastering abstract thinking. Can interact on adult level. Beginning to plan for their future.





## Understanding Human Growth & Development of Youth Developmental Characteristics/Method of Teaching

(Children and Youth, 5-18 Years of Age) continued

	<b>Cloverbuds 5-8</b>	<b>Juniors 9-11</b>	<b>Intermediates 12-13</b>	<b>Seniors 14-18</b>
Teaching Method	Give (demonstrate) instructions in small increments. Plan a variety of hands-on, short, learning activities.	When introducing abstract ideas or concepts, relate to something concrete, something they can do, touch, or feel.	Adults should provide supervision without domination. Allow them to discuss ideas and concerns in small groups.	Include career education including opportunities to research careers. Encourage setting career goals, and planning to accomplish goals.
Developmental Characteristics	Curious, eager to try something new. Learn best if physically active.	Easily motivated, eager to try something different. Interest will jump from one thing to another.	Values, justice, and equality important issues - can become very intense. They want to be sure things both in and out of 4-H are judged fairly.	Significant moral growth, difficulty understanding compromise. Often think society is made up of a bunch of hypocrites.
Teaching Method	Provide hands-on experiences. Let them do, just don't expect perfection.	Guide to stay with tasks to completion. Work closely to have them record accomplishments as they happen. Help reflect back and set new goals.	Help them understand scoring process used in 4-H. Arrange for discussing values, justice, and equality as they relate to a variety of issues. Introduce the concept of personal values.	Continue opportunities for understanding how values are acquired and the importance of a set of personal values. Promote discussion and action related to current issues.
Developmental Characteristics	Strong desire for affection and approval from adults.	Approval from leaders and parents is important. Want to know how much they have improved and how they can do better next time.	Dependence on the opinions of adults shifts to dependence on the opinions of peers. Now seek peer recognition. Recognize this as healthy growth and help parents understand this also.	Opinions of peers remain important but self-recognition of accomplishments is also important. Becoming more independent, acquiring values and setting goals.
Teaching Method	One adult for each 3-4 children to give needed individual attention.	Give individual evaluation, suggest ways to improve.	Changes in hormones create mood swings, also a time of fragile self-concepts for many.	Adults need to continue to give support and guidance during this period when teens are making serious decisions.







## Understanding Human Growth & Development of Youth Developmental Characteristics

(Children and Youth, 5-18 Years of Age) continued

	<b>Cloverbuds 5-8</b>	<b>Juniors 9-11</b>	<b>Intermediates 12-13</b>	<b>Seniors 14-18</b>
Developmental Characteristics	Sensitive to criticism, don't accept failure well.	Comparison with success of others is difficult for them.	Plan self-discovery activities. Support, encourage, but don't dominate. Still important to avoid comparing with other teens.	Unsettled emotions cause them to be stormy or withdrawn at times, but will usually pride self on increased ability to be responsible.
Teaching Method	Emphasize individual accomplishments. Use activities involving cooperation; avoid competition even in games.	Build positive self-concept by comparing past and present performances of the individual and to emphasize positive changes.	Encourage continued participation in 4-H and promote opportunities to work with younger 4-H'ers.	Consistent treatment from adults is important even though some will act like adults one day and children the next. Provide opportunities to use special talents.
Developmental Characteristics	Learning how to be a friend and to make friends. May have several "best" friends at one time. By 7-8 often prefer to play with own sex.	Joining a club is popular, stronger identity with peers. Admire older boys and girls.	Moving toward more independence. Want to plan own activities and explore beyond a community. Better at planning than carrying out the plan.	Many can plan and interact on the adult level. Can initiate and carry out tasks such as researching area of special interest without much adult supervision. Achieving independence and identifying goals are important for this age. Achieving satisfactory adjustments to sexuality and definition of career goals are important factors of these goals.
Teaching Method	Allow to form own groups for some activities, other activities to encourage total group interaction. Introduce characteristics of a friend.	Plan opportunities for club activities. Use teen teachers. Encourage teen mentoring.	Involve members in planning. Help them develop realistic plans and then provide necessary guidance for completion and evaluation. Plan activities beyond the community.	Become an advisor, let teen plan and assume responsibility for carrying out plans. Time is precious, if programs are filled with busy work teens will lose patience and interest.





# 4-H Curriculum Component System

(Children and Youth, 5-18 Years of Age)

	<b>Cloverbuds 5-8</b>	<b>Juniors 9-11</b>	<b>Intermediates 12-13</b>	<b>Seniors 14-18</b>
Projects	Short lessons. Variety of topics	1-2 each year. Explore areas to find individual interest.	2-3 each year. Some continued from junior years. More in depth.	3-4 continued for several years. Some advanced levels.
Activities/Events Participation	Local with family members.  Community/neighborhood exhibits, hikes, tours. Day, family, backyard camping	County/city tours and exhibits. Day and resident camping. Computer educational games. Bowl, judging, presentation, and skill participation activities at the project, club, and unit levels.	Resident camp with more advanced sessions. Multi-County/State 4-H Intermediate Congress. Special interest bowls, judging, presentation, and skill activities at the project, club and unit levels.	District Ambassador District Teen Weekends LABO Japan Exchange Inter & Intra State Exchange Study Tours National 4-H Congress Participation at project, club, unit, district, state, national and international levels. Trips, Tours 4-H Camp C.I.T./Counselor State Ambassador Citizenship Washington Focus State Leadership Conference 4-H Congress IFYE Ambassadors
Recognition & Awards	Recognize for participation. No competition.	Recognize for participation. Progress toward goals. Achievement of Standards. No top winners; group awards.	Recognize for participation. Progress toward goals. Achievement of standards. Peer competition.	Recognize for participation Progress toward goals Achievement of standards Peer competition
Leadership	Members take turns leading pledges, et cetera	Members of committees. Some may hold office.	Member, Chair of Committees, Club Officer	Club/unit District officers Leadership roles Unit/district & Activities Teach younger members State officers Significant leadership roles in unit/district activities Teaches other teens and adults
Citizenship/Community Service	Introduce to flag etiquette. Concern for surroundings and others. Awareness/acceptance of differences among people.	Concern for environment. Club/community improvement activities. Awareness of local government.	Environment improvement activities. Increased concern for others. Understanding local government. Service to others.	State, national and international understanding Host international visitors. Participate as LABO or IFYE delegate





## The 4-H Meeting

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### Getting Started

After leaders are selected and members have become acquainted, club members should elect officers from their membership. These officers usually include president, vice president, secretary, treasurer, and reporter, plus any other they may need.

### Planning the Meeting

Schedule regular 4-H meetings at stated times; for example, the first Tuesday of every month. Officers and leaders need a well-planned agenda before each meeting to do the best job and for each member to benefit.

Project meetings, usually directed by project leaders, concentrate on the members' projects and the learning experiences thereof.

Meetings could range from 30 minutes to 2 hours but should have a definite starting and stopping time. Meetings should last only long enough to accomplish the purposes outlined in the agenda. Special meetings may be called as needed. Every part of a 4-H meeting is educational. Learning takes place from the moment boys and girls arrive until they depart. It is desirable to plan a warm-up period for members who come early, such as mixer games, singing, puzzles, or other games. Early arrivers also may help with preparations for the meeting, such as arranging chairs, etc.

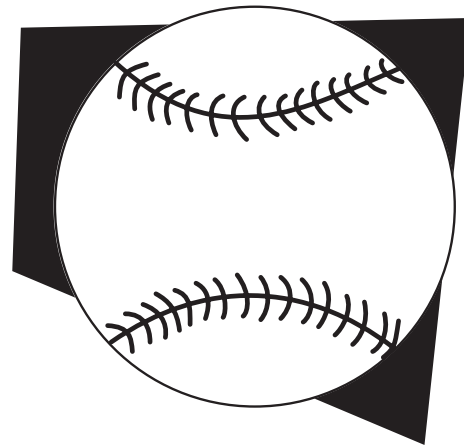
The typical 4-H meeting might include:

- **OPENING.** The meeting is called to order and some type of opening ceremony can be held, such as the Pledge of Allegiance to the American flag, 4-H motto and pledge, songs, or games.
- **BUSINESS.** This part of the meeting led by officers should be short and snappy. Club activities and plans are handled so as to make the club an example of "democracy in action." Members learn parliamentary procedure and the group decision-making process. Some activities included in this part of the meeting could be roll call, reading of minutes, treasurer's report, committee reports, project and activity reports, and old and new business.

Not every 4-H meeting needs a business session. Call a business meeting only when there is business to transact.

With the help of leaders and advisors, members and their elected officers provide a good basic lesson in citizenship.

- **PROGRAM.** The program is the heart of the 4-H meeting. Involve 4-H members in planning and conducting each program. The program should be of interest to the entire group. Some program ideas and methods include presentations, slides, films, guest speakers, project talks, and panel discussions.



- **RECREATION.** Each 4-H meeting should include some recreation. One main reason a member belongs to a 4-H club is to have fun. The 4-H club provides natural situations where boys and girls have clean, wholesome recreation essential to youth. Some recreational activities fit into almost any 4-H meeting situation. For a well-rounded program, include starters; get acquainted devices; mixers; and musical, dramatic, small and large group activities; or quiet, paper and pencil activities. Entertainment provided by members and guests enriches any schedule of activities. Social skills are learned by members quickly when they are involved and having fun together.
- Providing for different "age interests" within a club can be most easily accomplished through programs which include a wide variety of activities. Older youth often can serve in leadership roles as teen leaders.

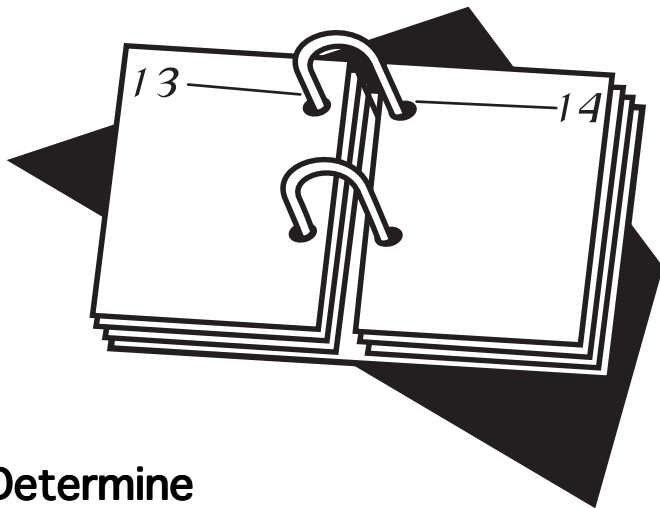




## Conducting the Meeting

- Make the meeting place comfortable. In a meeting place, arrange chairs in a circle, if possible, and be sure everyone can see and hear.
- Get the members' interest. For example, set up a simple exhibit of synthetic materials to attract interest in a textiles study. Roll calls might involve asking for one's favorite food or for some facts about electricity. Postcard notices of a meeting might suggest a "surprise," illustrate a presentation, or list discussion topics.

After goals are established, club members and leaders must decide what they are going to do to meet each goal. For example, to accomplish the goal of developing greater parent interest, a committee of members and leaders may plan a special parents' night, or the organizational leader may visit all parents of club members.



## Determine Activities and Events

Remember club goals as the committee selects activities and events best suited to club members. Choose activities that interest all youth represented. Consider regular monthly meetings, project meetings, special events the club members wish to conduct, and participation in community and unit 4-H events. Suggest committees to plan chosen activities. Using committees throughout the year spreads responsibilities to all members.

### Prepare the Program Plan

Have the program plan prepared and approved by the club. It is important to keep thorough notes as

planning takes place. The total year's program can be listed on a simple form and given to each member, parent, and leader. A suggested annual 4-H program plan follows:

#### September

- Installation of officers
- Summary of club accomplishments for past year
- Discussion of available projects
- Appointment of program planning committee

#### October

- Planning of an achievement program
- Report from program planning committee
- Adoption of plan
- Appointment of committees needed to implement program plan
- Selection of projects
- Announcement of project meetings
- Observance of National 4-H Week

#### November

- Distribution of copies of year's program
- Achievement program
- Distribution and explanation of 4-H project material

#### December

- Special community service activity

#### January

- Explanation of 4-H presentations and judging
- Presentations and judging by members
- Club share-the-fun contest
- Review of future club and county/city 4-H events
- Project progress check

#### February

- Review of club goals
- Club presentation and judging events
- Club public speaking activity
- Valentine party

#### March

- Presentation and judging events
- Community service activity
- Recreation activity
- Nutrition and health activity
- Discuss 4-H camps

#### April

- Planning special program for parents
- Club tour





- Community service activity
- Safety activity
- Project checkup
- 4-H exhibits
- Review of summer 4-H activities and events

May

- Special program for parents
- Preparation of summer programs
- Project record workshop
- Prepare senior members for state 4-H Congress

June

- Club picnic
- Citizenship activity
- 4-H camps

July

- 4-H camps
- Planning for 4-H fair/summer exhibits
- Recreation activity
- Project workshops

August

- 4-H camps
- Membership drive
- Election of officers
- Completion of project records
- Club party or recreation activity
- 4-H fair participation

## Planning the Annual 4-H Program

A well-planned program gives direction to 4-H throughout the year. Advanced planning results in each person knowing his/her responsibility and having ample preparation time. Good planning:

Allows each member to be a part of decisions affecting the club.

Allows each member specific jobs during the year.

Helps assure a balanced program with a variety of events.

Permits families to participate in 4-H events.

Allows adequate preparation for meetings and events.

Helps assure the kind of program that 4-H members, leaders, and parents really want.

Makes the leader's job easier when many people participate in planning.

### Who Plans?

In small 4-H groups, the entire membership may meet with volunteer 4-H leaders and parents to help plan. In larger clubs, the president may consult with the organization leader to appoint a committee to represent 4-H'ers in planning. The vice president often serves as chairperson of this committee.

Young 4-H members need much guidance from leaders and parents as they help with program planning. Older 4-H'ers can assume more responsibility in program planning and should be challenged to do so.

### Consider the Situation

Consider the members' ages, where they live, and what they do. Do they belong to other organizations?

Consider the past year's program. What did members learn? What experiences can 4-H provide that will help them develop?

Consider the community—schools, businesses, people. How can 4-H work with other groups to build a strong club program and a better community?

Consider the unit 4-H program. What training meetings will be held for adult and teen leaders and members? What unit-wide events are planned that will accomplish club goals? What projects or activities are being emphasized on a unit-wide basis?

### Establish Club Goals

Goals are statements of what leaders, members, and parents would like to see the club accomplish. Goals set by the club should be based upon a study of the situation. The club should give special emphasis to each goal. After goals have been established, ask yourself:





Can club members accomplish these goals?

Do the goals meet the members' needs and interests?

Do the goals promote cooperation in the club?

Do the goals provide for the individual achievement of each member according to his or her ability?

Are this year's goals an improvement over the past year's goals?

Do the goals provide for worthwhile community participation?

Here are some suggested club goals:

Extend 4-H membership to others in the community, assuring equal opportunity for all youth to join.

Develop greater parental interest and involvement.

Learn more about 4-H programs in other localities.

Participate in a community service activity.

Attend all project training meetings.

Receive leader assistance in all projects in which a member enrolls.

Encourage every member to participate in 4-H program events such as judging, presentations, and exhibits.

**Start Where the Members Are.** Begin with a question period. Find out what they are thinking about or have them make lists of things they would like to know about the project or subject being discussed.

**Have Every Member Active.** Use several members to set up the meeting place and handle games, singing, and refreshments. Presentations and judging can involve many members. A practice or "try-out" session should follow teaching and involve all members in the "learn-by-doing" process. Before the meeting, members can help with planning and arrangements.

**Make Teaching Practical.** Have members work on equipment they actually use at home. Do not demonstrate photography or meal preparation with more elaborate equipment than most members have. Use real animals, articles, or appliances (not pictures) whenever possible to teach characteristics and types.

**Teach by Association of Ideas.** The parts of a bicycle and their functions are learned more easily if they are related to familiar objects, such as the sprocket chain, or brake. A recipe for making cookies is more easily understood if it is related to familiar methods of making bread.



**Teach Basic Principles.** Rather than merely telling a 4-H crops member what fertilizer to use, explain why specific materials are needed by various plants in certain soils.

Members should learn not just what to eat for a good breakfast, but the nutrients needed and their effect on health and energy.

**Use a Variety of Teaching Techniques.** At a dog project meeting on grooming, show the brush and comb. Explain their uses by illustrating on a blackboard or poster. Demonstrate grooming techniques; then let each member practice grooming a dog. Discuss and summarize what was taught.

## The 4-H Project

As a leader, you will find that the project is a useful tool for teaching boys and girls many new skills. But helping boys and girls develop into more capable adults by learning to plan, set goals, make decisions, and evaluate all walks of life is more important.





It is important that members take part in planning their projects.

An overall goal of 4-H is to help each member develop his or her capabilities to the fullest. One needs to consider project work as only one phase of the 4-H member's development. Members also need to develop an understanding of themselves and their roles in society.

From the member's point of view, planning and evaluating are essential "learning tools." From the leader's point of view, they are necessary "teaching tools." If you attempt to help the members learn, you must know what each wants to learn and what he or she knows and feels about the project selected.

In each project, planning and evaluating are continuous. Have each member list what he or she wants to learn and do. Then the individual and the leader should review the plan several times during the year. In some cases, junior or teen leaders, if they are responsible for leading the project, may work with younger members. Generally, younger members need more guidance and suggestions in making their personal project plans.

An important part of learning is evaluation. There is no better way to show boys and girls that you are genuinely "interested in them as persons." When they know that you personally care about their progress, they are likely to learn more.

No one is in a better position to know how much the member has learned (about his 4-H project or about becoming a responsible citizen) than the member and the leader. The member, his or her parents, and the leader are an even better evaluation team.

In the evaluation process, the leader and member have the opportunity to share in evaluating the member's accomplishments—what he/she has learned—whether it be clothing, computers, or photography. This procedure gives the member a much greater sense of personal involvement than do judging exhibits. Members have a chance to see that everyone has needs—some common to others, some highly individual—and that needs and values give meaningful direction to what we want to learn and how hard we are willing to work on it. Learning is

increased by early setting of goals (by the member) and by positive approaches to self-improvement through that which he/she chooses to learn. More positive views of one's abilities are possible when one is able to feel and know one's own needs and values. The member then can begin to "take charge" and change them. In this way, members can move toward feelings of success.



### Organizing Your 4-H Project Group

Organize your project group with the help of the recruiter coach or Extension agent. Consider the following steps for the first few meetings:

Encourage youth living in your neighborhood to select the project and join 4-H. Discuss the project with parents.

Invite interested youth and parents to the project organization meeting.

Present outlines of what could be done, when and where the project group will meet, and the approximate number of meetings planned.

Ask a committee of parents and children to help plan the project group meetings and activities to complete the project,

Ask parents to serve as resource leaders.

Explain that lessons to be covered at the project group meetings will be based on goals set by the 4-H members and their parents and leaders.

Discuss possible community projects, activities, and tours.





Discuss number, time, place, and frequency of meetings.

Complete enrollment process.

Have each member tell what he or she plans to do and learn in the project.

Present the first lesson so that all members can begin working on their projects.

Discuss with the group and each member things to do before the next project meeting.

## How Often To Meet

Meet as often as necessary to complete the project. Many project groups meet once a week for 2 or 3 months until the projects are completed. These are projects in which the member builds, makes, or repairs something. These projects should be completed quickly to maintain the interest of the members.

Other project groups may meet twice each month for 4 or 5 months. They may be project groups in public speaking, growing plants or crops or gardens, animal feeding, or clothing.

Some project groups meet once or twice a month for a year, until the project is completed for that year. These may be animal projects or junior leadership groups.

The months in which the project group begins and finishes for the year depend upon plans and activities at the unit level. Project shows of various kinds are held by individual clubs or on a unit basis. Projects usually are completed before they are exhibited.

## Planning the Project Meeting

Project group meetings are planned in advance. You may need to ask members to complete a certain amount of work by the next project meeting. This gives you a more specific starting point for the next meeting and enables you to accomplish more.

Meeting plans are based upon the amount of information youth need to complete their project work. Planning is of maximum value when club

members and parents help plan and are aware of their specific responsibilities.

Some project groups list all activities necessary to complete the project. This list is the basis for planning project group meetings.

Next, you and club members fill in the meeting schedule and specify who is responsible for the different parts of each meeting.

Members may participate in the project meeting by:

Giving presentations

Discussing and showing their project

Preparing information for presentation at one meeting

Teaming up with parents to give the information at the meeting.

Conduct project group meetings in surroundings appropriate to the subject taught. A foods group should meet in the kitchen if preparing food or in a food store if the lesson is on buying food. An electric group should meet in a shop or garage where one normally does electrical work.

Program plans can change to meet new situations and emergencies. Everyone in the group should participate in meetings several times each year. When new members join the group, see that they soon have places on the program.

Project group meetings run smoothly when you help each member know what and how to do assigned jobs. Check the plans with everyone on the program a few days ahead. Use a time breakdown schedule in planning meetings.

## Project Selection

There are more than 50 project areas available for boys and girls in Virginia. Study "Virginia 4-H Projects," VCE Publication 388-567, for detailed information on projects.

In choosing a project, a member should consult his or her parents and the 4-H leader(s). After considering all available projects and their requirements, he or she should select one based on:







- Interests, needs, and capabilities.
- Family situation
- Suitability to the area in which he or she lives
- Availability of leadership for the project

Members enrolling for the first time are encouraged to take only one project. As a member gains knowledge and experience, the size of the project may be increased or additional projects may be selected.

Early in their 4-H careers, members should consider developing tentative project plans to guide them until they are past 4-H age. Some projects



should be continued year after year, increasing the size when possible. In enrolling for additional projects, 4-H members should try to include projects related to their other project work. For example, a foods member might enroll in garden or poultry. A live-stock member might consider projects related to feed production. A crops member could choose tractor maintenance. If possible, an older club member should consider expanding project work to develop a complete farm, business, or home management program. 4-H project portfolios should be developed with project work.

The project can be the core of the 4-H member's experience. It is the center of many activities and experiences in which members should be encouraged to participate. Experienced members will find satisfaction in expanding their project work, in learning experiences of greater depth, in career, or

avocational possibilities, and in learning the "why" behind the "how to do it."

### The 4-H Project Portfolio

4-H members learn from the collection they keep of project and club activities. Suggestions for inclusion in the 4-H member portfolio and other information on 4-H portfolios may be obtained from the unit Extension office.

## The Importance of Parent Involvement

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Parents of 4-H members can be an important factor in the success of a 4-H club or group. The success of 4-H members in terms of what they gain from 4-H depends upon the attitude and involvement of parents. 4-H'ers benefit from the support and encouragement of parents.

If parents are kept informed and involved in the local 4-H program, they can do the following:

- Help their child participate
- Provide support and encouragement for their child
- Share in the programming, activities, work, and success of the club
- Provide support for club meetings, workshops, and club events
- Help their child prepare for leadership roles in the club program
- Become a better person to their own child, and possibly to others as well

### Suggestions for the Volunteer: How to Involve Parents

The most important suggestion is to keep parents informed about the local 4-H club at all times. Regular communication and open invitations to participate in the local 4-H club make parents feel that their help is important and cause them to be





more willing to help their child to be a more successful 4-H member. Be certain that each parent of your 4-H members is informed of the following in a timely manner:

What 4-H is and the opportunities it affords to their child and other children

The purpose of the 4-H meetings, activities, and events

The expectations of their son or daughter

The names and phone numbers of the 4-H volunteers, including their respective responsibilities

The meeting place, dates, times, and topic of the 4-H meetings

The needs of the local 4-H group and ways parents can help (such as):

providing their kitchen, backyard, garage, or living room for 4-H meetings.

helping with light refreshments for a club event.

being chaperons for a club tour, event, meeting, or other activity.

providing transportation to a club tour, event, meeting, or other activity.

phoning other parents if there is important news concerning the club

encouraging their son or daughter to attend all meetings

encouraging their son or daughter to complete his/her 4-H project on time

It is important to give parents dates, costs, deadlines, and other information concerning 4-H events and activities such as 4-H camps, county events, etc.

Parent support should not be taken for granted, nor should it go unrecognized. Everyone likes to be appreciated, and parents are no exception. There are many ways to express gratitude for parent support,

including being sure to say "thank you" to parents who help, having your members write letters of appreciation, conducting a "parent appreciation event" in which your club publicly recognizes helpful parents, or having the club reporter submit news articles for publication that recognize the efforts of parents.



## 4-H and the Community

The strength and success of a local 4-H club are related directly to the amount of support provided by local people. A new 4-H club is organized only after parents in an area volunteer to serve as or help find local leaders. Organized support of a sponsoring group is highly desirable, since this approach assures the early assistance and high interest of area people in supporting the new club.

Encourage frequent involvement of as many in the community as possible, including parents, school and business leaders, church leaders, professional persons, civic and service organizations, fair officials, and others. Begin by developing a list of groups and individuals in your area who could help the local club. List ways each might assist. Keep this list current by recording what each individual or group does.

Success attracts success, and your efforts in publicizing your program usually make your work to obtain community support easier.





In working with people in your community, remember that:

People like to be recognized for things they do well.

People are interested in and support something in which they have an active part.

The club profits by using talents available in the community. In turn, the club should help other groups and individuals.

The community and neighborhood benefit when people work together. Friendliness and good-will result.

Often much is gained by all groups in a community or neighborhood if they join together in some activity.

When planning your club program, consider meeting dates, special days, and areas of service of other organizations.

## References

For further information and details, please contact your local Extension office to review the Virginia 4-H Basic Lessons handbook (January 1995). This source provides a history of 4-H in Virginia, methods for organizing 4-H clubs, information on 4-H incentives and recognition, and more details on the items covered in this publication.

An excellent resource manual is the **T-3: Training Trainers to Teach (1991)** which is available at the local Extension office. This source contains valuable techniques in presentation skills, audience needs assessment, adults as learners, youth as learners, learning styles, teaching others, mentoring, training styles, facilitating skills, designing a learning lesson, and others.

Another valuable resource located in your local Extension office is the **Extension 4-H Guide to Virginia 4-H Projects and 4-H Curriculum** (Publication #388-567, revised October 1996). This publication provides an overview of the total 4-H

curriculum available as 4-H projects for youth, leadership resource materials for clubs, and adult leaders guides.

Refer to the **Virginia 4-H Recognition and Awards Handbook**, available at your local Extension office, for recognition and awards available to 4-H members. Please note that the individual Virginia 4-H curriculum component committees are developing awards and recognition that reflect their specific curriculum areas.

**4-H Program Support Resources** (order through your local Extension office)

### Club Organization

- 388-568 4-H Projects (newsprint)
- 382-180 4-H Leader's Handbook
- 388-001 4-H Enrollment Group Form
- 388-002 4-H Member Enrollment Individual Form
- 388-003 4-H Volunteer Enrollment Individual Form
- 388-005 4-H Group Enrollment Summary
- 388-178 4-H Membership Card
- 388-024 4-H Secretary's Record Book
- 388-025 4-H Treasurer's Record Book (under revision)
- 388-274 Guide for 4-H Officers
- 388-069 Application for 4-H Club Charter
- 388-094 Score Sheet for Charter Seal
- 388-118 4-H Project Meeting Plans
- 388-906 4-H Health History Report

### Leadership

- 388-117 4-H Project/Activity Chairman
- 388-118 4-H Project Meeting Plans
- 388-153 4-H Member/Learning Leadership Life Skills
- 388-157 4-H Committee Member/Learning Leadership Life Skills
- 388-158 4-H Committee Chairperson/Learning Leadership Life Skills
- 388-160 4-H President/Learning Leadership Life Skills
- 388-162 4-H Vice President/Learning Leadership Life Skills
- 388-163 4-H Secretary/Learning Leadership Life Skills
- 388-164 4-H Treasurer/Learning Leadership Life Skills





## Skills

- 388-165 4-H Reporter/Learning Leadership Life Skills
- 388-166 4-H Song Leader/Learning Leadership Life Skills
- 388-167 4-H Recreation Leader/Learning Leadership Life Skills
- 388-154 4-H Activity Leader/Learning Leadership Life Skills
- 388-156 4-H Project Leader/Learning Leadership Life Skills
- 388-155 4-H Helper/Learning Leadership Life Skills
- 388-159 4-H Organizational Leader/Learning Leadership Life Skills
- 388-161 4-H Leader/Agent Guide/Learning Leadership Life Skills
- 388-028 Express Yourself
- 388-133 If I Were ...Incentives Module

## Promotion

- 384-105 Discover...Yourself, Your World (International Program brochure)
- 388-011 Your Community Needs You (poster)
- 388-012 A Community Affair (poster)
- 388-013 Fun (promotional brochure)
- 388-099 4-H Is Now—Be A Part Of It
- 388-182 Help Your Child Grow As A Cloverbud (poster)
- 388-183 It's Fun (Cloverbud poster)
- 388-568 Virginia 4-H Projects (newsprint project summary)
- 388-009 4-H Mission Statement (wall display poster)

388-133 If I Were (brochure)

- 388-004 Virginia 4-H Alumni Program (brochure)
- 388-902 4-H Facts (bookmark)

## Presentations

- 388-056 4-H Presentations
- 388-028 Express Yourself
- 388-071 Orientation of Judges
- 388-062 4-H Presentation Scoring Aid

## Exchange Programs

- 382-059 A Guide to 4-H Exchange Programs (interstate)
- 384-105 Discover...Yourself, Your World (brochure)

## Recognition &amp; Awards

- 388-068 Biographical Information on Virginia 4-H Member
- 388-063 4-H All Star Nomination Form (members)
- 388-076 4-H All Star Recommendation for Membership (leaders)
- 388-097 Senior 4-H Member...Information Summary
- 388-089 4-H All Star Constitution and Bylaws
- 388-086 4-H All Stars, The Highest Honor
- 388-088 What You Should Know About All Stars
- 388-082 Recognition Certificate (for people making significant contributions to 4-H)
- 388-083 Certificate of Recognition (for 4-H members)
- 388-133 If I Were (recognition training lesson)
- 388-084 Honor Club Certificate

