

Kentucky  
4-H Youth  
Development



# Kentucky Leader Handbook

2005





Kentucky  
4-H Youth  
Development

# Kentucky Leader Handbook



## Welcome to 4-H!

-Guide for new 4-H  
Members and their  
parents

## What is 4-H

## What is a 4-H Project

## 4-H Facts

05/17/05 Stephanie Blevins  
\* Adapted for use in Ken-  
tucky by 4-H Club Advisory  
Committee from "Leader  
Training Series" Rutgers Co-  
operative Education, New  
Jersey.

We are pleased you joined 4-H! 4-H Clubs are for all boys and girls, grades K-13 (one year out of high school). Youth grades K-3 can be Cloverbuds. Youth, grades 4-13 can be 4-H members and enroll in many different 4-H projects regardless of where you live. In a standard 4-H Club, members choose projects that interest them. This guide is especially for new standard 4-H club members and their parents. 4-H is a family affair that includes learning and fun.

4-H is boys and girls getting together to learn new things, meet new friends and have fun!

A topic that a member chooses to work on in 4-H Club is known as a project. Different clubs offer different kinds of project such as rocketry, food and nutrition, gardening, dog obedience, etc. A 4-H project is something a member learns to do with the help of leaders and parents.

The 4-H Emblem :

A green four-leaf clover, with a white 'H' on each leaflet.

The 4-H Colors:

Green and White

The 4-H Pledge:

(Members say pledge while saluting the 4-H flag)

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.

Welcome to 4-H



**My Club  
Information**

4-H Motto:  
To Make the Best Better

4-H Slogan:  
Learn by Doing

4-H is worldwide with over 10 million members!

My Club Name: \_\_\_\_\_

Date it meets: \_\_\_\_\_

Time it meets: \_\_\_\_\_

My Club Leaders are:

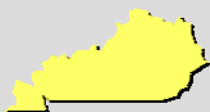
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Welcome to 4-H



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4-H Youth  
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## What is 4-H?

4-H is the youth development program of University of Kentucky Cooperative Extension. As a 4-H volunteer and part of the county volunteer Extension staff, you represent University of Kentucky University. The county 4-H agent is a University of Kentucky faculty member and the program associate is a University of Kentucky University staff member. Some counties have paid staff called program assistants.

## The 4-H Mission

The University of Kentucky Cooperative Extension 4-H Youth Development program uses a learn-by-doing approach to enable youth to develop the knowledge, attitudes, and skills they need to become competent, caring and contributing citizens of the world.

This mission is accomplished by using the knowledge and resources of the land grant university system, along with the involvement of caring adults.

## Life Skills

4-H members have the opportunity to learn life skills through all 4-H activities. Life skills are those abilities youth need to develop into responsible adults. They include:

- enhancing learning skills
- strengthening and using decision-making skills
- developing a positive self-concept
- communicating with and relating to other people
- responding to others needs and the community

## Emblem

5/17/05 Stephanie Blevins-  
Adapted for use in Kentucky by  
4-H Club Advisory Committee  
from "Leader Training Series"  
Rutgers Cooperative Educa-  
tion, New Jersey. Original  
author: Ginny P. Diem

The emblem is a four-leaf clover with a capital H in each leaf, standing for Head, Heart, Hands, and Health. To use the 4-H name and official 4-H emblem, federal law requires approval by the county 4-H office.

This is 4-H



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## Pledge

4-H members recite this pledge at each meeting or event:

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.

## Motto

The 4-H motto is: To Make the Best Better.

## Colors

Green and White.

## Volunteers

4-H has a responsibility to provide a safe and healthy environment for youth. All 4-H volunteers are appointed by the county 4-H agent after completing a screening process. All potential 4-H volunteers complete a *Kentucky 4-H Youth Protection Volunteer Application*, which includes a request for references. All volunteers then participate in an orientation.

There are several ways in which you can serve as an adult volunteer (minimum age: 18 years).

You can be a:

- Club leader
- Resource person
- Judge
- Member of an advisory group
- Key leader for a project area or special event

For more information about volunteer positions, see *Selecting The 4-H Volunteer Role Right for You*.

The Kentucky Department of 4-H Youth Development encourages the teamwork of faculty, staff, and volunteers as we offer youth and adults high-quality personal growth opportunities. Faculty and staff concentrate on involving volunteers as stakeholders in 4-H at all levels and educating the public about 4-H/Extension. Volunteers, as full partners in 4-H, contribute their unique talents, skills, and knowledge of our communities to provide personalized leadership with youth and adults.

This is 4-H

Educational programs of Kentucky Cooperative Extension serve all people regardless of race, color, age, sex, religion, disability, or national origin.

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## **Policy of Inclusion**

4-H Youth Development programs are offered to all youth, kindergarten through grade 13, without regard to race, color, national origin, sex, disability, or handicap, on an age appropriate basis. All possible effort will be made to include rather than exclude youth in events conducted by the 4-H Youth Development program.

## **Club Membership**

1st to 3rd graders participate as Cloverbuds, an exploratory program designed to help young people explore various project activities in a noncompetitive environment.

4th to 13th graders may belong to a standard 4-H club. Clubs may be organized by projects or within the community in which they live.

## **Clubs and Groups**

4-H reaches youth through a variety of methods:

- Organized 4-H clubs
- 4-H school enrichment programs
- 4-H special interest/short term programs/day camps
- 4-H school age child care education programs
- 4-H overnight camping programs
- 4-H individual study/mentoring/family learning programs
- 4-H instructional TV/video programs

For more information on any of these, see *There's More to 4-H Than Clubs: 7 Ways 4-H Reaches Youth*.

## **Fees**

There are no county, state, or national dues or membership fees. However, club members may decide to collect money from members to cover the costs of club activities or curriculum. They may also vote to collect dues to cover minor costs. See *Fund Raising and 4-H Club Treasuries*.

This is 4-H

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## **Uniforms**

Uniforms are not required for membership in 4-H, or for participation in 4-H activities. Fairs and shows may require livestock exhibitors to wear special clothing. Check with your county 4-H staff.

## **Club Policies**

All clubs should develop a constitution to fit their needs and to help the club run more smoothly. See *Devising a 4-H Club Constitution*.

## **Liability of Volunteers**

Volunteer Insurance is a service of the Kentucky Commission on Community Volunteerism and Service. The insurance, through the Corporate Insurance Management Association (CIMA), is available in three ways and provides coverage from July 1 through June 30, annually, but is available for purchase throughout the year.

For current rates, benefits and detailed information, contact KCCVS at (502) 564-0850 or (800) 239-7404 or visit their web site at <http://volunteerky.state.ky.us/volunteerinsurance.htm>

Additionally, while in the course of approved activities and while under the direct supervision and control of University employees, the university's insurance policies will provide coverage for claims brought against volunteers for negligent acts. Ask your county 4-H staff if accident insurance coverage is provided for 4-H members.

## **Educational Materials**

There is a state approved curriculum list available from the county office. Contact the county 4-H staff to discuss age appropriate curriculum.

Volunteers who are responsible for teaching others as part of the 4-H Youth Development program are not charged for publications used in their teaching.

## **How Does 4-H Fit in with the University?**

In 1914, Congress passed the Smith-Lever Act that created the Cooperative Extension Service. The purpose of this act was to enable the land-grant university to extend research and to people where they live.

This is 4-H

Educational programs of Kentucky Cooperative Extension serve all people regardless of race, color, age, sex, religion, disability, or national origin.

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**Land Grant  
University**

Kentucky's land-grant institution is University of Kentucky University. Funding for University of Kentucky Cooperative Extension is provided by federal, state, and county governments. Special programs may receive private funding.

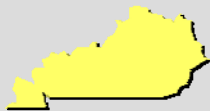
The Kentucky Department of 4-H Youth Development encourages the teamwork of faculty, staff, and volunteers as we offer youth and adults high-quality personal growth opportunities. Faculty and staff concentrate on involving volunteers as stakeholders in 4-H at all levels and educating the public about 4-H/Extension. Volunteers, as full partners in 4-H, contribute their unique talents, skills, and knowledge of our communities to provide personalized leadership with youth and adults.

Copies of this publication are available from you county 4-H office.

This is 4-H

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## Welcome to the 4-H Family!

### 4-H Vision

### 4-H is...People

### 4-H is... Experience Centered Learning

05/17/05 Stephanie Blevins  
\*Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by Betty Ann Smith 1994.

The name 4-H conjures up different pictures for different people. Your vision of 4-H may be "cows and cooking", a model rocket launch, county and state fairs, boys and girls learning about conservation or marine science, square dancing and clogging, horse shows; or a youth, defying gravity, airborne over a skateboard barely attached to her feet! Your vision depends on your experiences with 4-H Youth Development.

Whatever your vision, 4-H is about people, both adult and youth. 4-H is about helping adults and youth grow, learn, and develop into the most competent people they can be. It is about Extension educators teaching the latest technology and information to people in the community where they live and work so they can put the knowledge to work for themselves, their families, communities, and society as a whole.

4-H is education for life! The 4-H Program is experience centered, not just information giving. This learn-by-doing approach enables young people to learn what is useful to them. It enables them to adapt what they learn to everyday life through action and reflection. 4-H gives youth the opportunity to experience a sense of accomplishment and success, key ingredients to gaining a sense of self-esteem.

That is why the 4-H program, in Kentucky and many other states, is adding new pictures to the vision of 4-H. Now you can envision:

- a 4-H activity or a 4-H club in an after or before school child care setting;
- a small business being run by a group of urban youth;
- a group of children, in a short term program, learning about the right foods to eat;

4-H Family



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## **4-H is...Volunteers**

- a group of youth in a housing project or a 4-H club composed of adjudicated youth;
- a classroom teacher using 4-H curriculum to enrich his curriculum or leading a 4-H club in school.

And we will leave a mental page blank so together we can create new visions to reach youth!

4-H volunteers are taught how to provide a safe environment for youth so they can experiment, make mistakes, learn and grow. In 4-H mistakes are not viewed as failure, but as a part of a normal learning process. If a person is performing without mistakes, then it is time to set a new challenge and move on to learn a new skill.

By the time you are reading this welcome to 4-H, you might have already decided to become a 4-H volunteer. We celebrate with each and everyone of you who have chosen the 4-H experience. Of more value than the skills you teach to youth or adults will be the message you convey that they are, first and foremost, persons of value who have much to contribute!

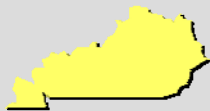
## **Support for Volunteers**

You will receive training and support for the volunteer role you choose. You will begin one step at a time, and before you know it you will be running with the 4-H program!

Thank you for volunteering to share your uniqueness with Kentucky 4-H youth and other volunteers. 4-H is about people like you working with other adults and youth. 4-H IS EDUCATION FOR LIFE!

**WELCOME TO THE 4-H FAMILY!**

4-H Family



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## What You Want to Know About 4-H

**Q *What is 4-H?***

**A** 4-H is an informal, practical educational program for youth. It is the youth development program of Kentucky Cooperative Extension Service. 4-H is where there's fun in learning and learning in fun!

**Q *What is the mission of 4-H?***

**A** The Kentucky Cooperative Extension 4-H Youth Development program uses a learn-by-doing approach to enable youth to develop the knowledge, attitudes, and skills they need to become competent, caring, and contributing citizens of the world. This mission is accomplished by using the knowledge and resources of the land grant university system, along with the involvement of caring adults.

**Q *Isn't 4-H just for kids who live on farms?***

**A** No! 4-H is for all youth, wherever they live - on farms, in suburbs, in cities. 4-H serves youth from all backgrounds and interests. It reaches both boys and girls through 4-H clubs, special-interest groups and short-term projects, school-age child care, individual & family learning & mentoring, camping, and school enrichment. Most 4-H members are from towns and cities and they participate in contemporary projects such as bicycle care and safety, consumer education, aerospace and model rocketry, go-carting, and animal sciences. 4-H offers membership without regard to race, color, national origin, sex, disability, or handicap.

**Q *What is a 4-H club?***

**A** Clubs are the foundation of the 4-H program. A 4-H club is a group of five or more youngsters guided by one or more adult volunteer leaders. A club can be any size—from a small group of five kids from one neighborhood to a larger club consisting of youth from all over the county.

05/17/05 Stephanie  
Blevins \* Adapted for use  
in Kentucky by 4-H Club  
Advisory Committee from  
"Leader Training Series"  
Kentucky Cooperative Ed-  
ucation, New Jersey.

All About 4-H



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**Q *What happens in a 4-H club?***

**A** A 4-H Club usually concentrates on one or more projects such as gardening, woodworking, small animals, food and nutrition, karate, photography, etc. 4-H members build leadership by electing officers and conducting their own business meetings; work together on community service activities; meet new friends; and most important, have lots of fun.

**Q *What age must you be to join 4-H?***

**A** Youth, ages 9-19, can be standard 4-H club members and enroll in many different 4-H projects. Members of this age may exhibit their completed work to be judged for awards. Youth, grades K-3, can be Cloverbuds. Cloverbuds are a noncompetitive learning experience. Usually, Cloverbud members are in separate clubs where they sample a variety of 4-H projects. Older 4-H members also have special opportunities, such as serving on a county-wide 4-H teen council.

**Q *Does it cost money to join 4-H?***

**A** 4-H has no membership registration fee. Uniforms are not required. Most 4-H project information, activities, and events are free-of-charge or available at cost, which is usually minimal. Each club chooses whether to charge dues.

**Q *How did 4-H originate?***

**A** 4-H clubs were preceded by corn clubs for boys and canning clubs for girls, organized early in this century by public school educators who wanted to broaden the knowledge and experience of their students. 4-H became an official part of the Cooperative Extension Service, along with agriculture and home economics, at about the time Cooperative Extension was officially established by the US Congress in 1914. The term "4-H Club" first appeared in a federal document in 1918, and by the mid-1920s, 4-H was well on its way to becoming a significant national program for youth.

4-H is an American idea that has spread around the world. Throughout its long history, 4-H has constantly adapted to the ever-changing needs and interests of youth.

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**Q *Where does 4-H get its funding?***

**A** Kentucky Cooperative Extension, of which 4-H is a part, receives funds from a cooperative partnership of three levels of government: federal (via the Science and Education Administration of the US Department of Agriculture), state (via the University of Kentucky College of Agriculture and county (through the county District Boards). 4-H also receives support from private sources.

**Q *Who “runs” the 4-H program?***

**A** Volunteers are the key to providing 4-H programs for youth. Capable, interested adult volunteers are always needed to lead clubs and to assist with 4-H activities. Orientation is provided, so no previous experience is necessary. 4-H volunteers are supported by a professional staff, including a county 4-H agent who is a faculty member of Kentucky University. The county 4-H agent is responsible for the county-wide 4-H program and also has state and national responsibilities. There are various county 4-H support and advisory groups made up of interested adult volunteers. State and national 4-H personnel assist county 4-H professionals.

**Q *What do the four ‘H’s on the 4-H emblem stand for?***

**A** The 4-H emblem is a green four-leaf clover with a white ‘H’ on each leaflet, symbolizing Head, Heart, Hands, and Health. The 4-H emblem was patented in 1924.

**Q *What is the 4-H Pledge?***

**A** At 4-H club meetings and other 4-H events, 4-H members recite the Pledge of Allegiance and this 4-H Pledge:

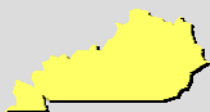
I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service,  
and my Health to better living,  
for my club, my community,  
my country, and my world.

**Q *What is the 4-H motto?***

**A** “To Make the Best Better.”

**Q *What is the 4-H slogan?***

**A** “Learn by Doing.”



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## How to Start a Club

### Three Ways in Which Clubs Operate

05/17/05 Stephanie Blevins\*  
Adapted for use in Kentucky  
by 4-H Club Advisory Com-  
mittee from “Leader Training  
Series” Rutgers Cooperative  
Education, New Jersey. Writ-  
ten by: Keith G. Diem, Ph.D.

- **Community Club**—An adult volunteer leader starts a 4-H club in his or her neighborhood with some local children. The group usually meets in the evenings or on weekends and offers self-chosen multiple learning experiences and activities. Meetings can take place at the leader’s home, county 4-H office or other convenient location(s).
- **In-school**—A teacher or another interested adult volunteer conducts a club meeting at a designated time during class. The teacher may select 4-H projects that are relevant to the class and subject(s) being taught, or offer a project “just for fun.” These clubs meet during school hours, but have officers and planned activities beyond school enrichment.
- **After-School**—A teacher or another interested adult volunteer conducts a club meeting after school hours within a childcare setting. They have officers and planned activities.
- **Project Club**—An adult volunteer leads a club designed around a specific topic or project. 4-H’ers interested in that particular project would meet usually once a month or more at the leader’s home, county 4-H office or other convenient location(s). Examples of Project Clubs include: dog, horse, shooting sports, etc.
- **Military Club**—An adult volunteer leads the club organized by the Armed Forces, often on military installations, and principally for military dependents.
- The 4-H Youth Development Program extends itself to all residents of the county. 4-H’ers unable to attend club meetings may be eligible to

How to Start a Club



## Getting Started

declare “independent” status. This allows the 4-H'er to complete a project at their pace with the assistance of a parent or other volunteer adult. Check with your County Extension Office for more information.

- All County 4-H offices will help any individual, agency, or organization with resource material or consultation regarding youth development, within the limits of time, staff, and mission of the 4-H program.
1. Read information about the 4-H Youth Development Program supplied to you. Obtain what's available from the 4-H office of Kentucky Cooperative Extension in your county. You will find 4-H brochures and a leader training notebook especially informative.
  2. Begin by recruiting five or more interested, eligible youth to join the club. Grade requirements for 4-H members are:
    - 4-H Cloverbud Club member—grades K-3
    - Standard 4-H Club member—grades 4-13 (13 is one year out of high school)

*Membership in 4-H is offered without regard to race, color, national origin, sex, disability, or handicap. (This does not mean there is a "quota" system but only that all individuals should be treated equally and fairly.)*

3. Organize your club at the first meeting. If convenient, you may want a separate session for parents. If not, certainly invite parents to the first organizational club meeting. Tell the parents that their help is needed. (4-H leaders are not merely baby-sitters!) Encourage parents to attend meetings and to become involved whenever and however possible. It's usually best to make specific requests for help from individuals, based on their interests and abilities. However, under no circumstances should adult involvement in the club overshadow member participation!
4. What to do at the first meeting (or shortly thereafter):
  - A. Describe available 4-H projects to the members (those you're willing to lead). Ask members to select, or at least begin to think about, community service projects to be carried by the club.

How to Start a Club



B. Encourage members to choose or begin to think about a name for the club.

C. Devise/approve a basic 4-H club constitution.

D. Allow members to elect officers for their club. This may be done by asking for nominations, allowing members to volunteer and/or requiring speeches from candidates. Three offices are required of all clubs: president, vice president and secretary. Depending on the size and type of club, typical officers might include: treasurer, reporter and/or recreation leader. You aren't limited to these positions and also may not need all of them.

E. Ask all 4-H members and leaders to fill out all the appropriate registration forms, which your county 4-H staff will provide for you. Be sure all are *complete*! You should deliver these forms to the county 4-H office as soon as possible. This information is needed for these reasons:

1. Members and leaders are placed on a 4-H mailing list to receive regular 4-H newsletters and other important information.
2. As a tax-assisted organization, certain Membership information is required for reports to the government.
3. Youth are not considered 4-H members until they have completed the 4-H membership form and enrolled in the County Extension Office membership system.

F. As members join your club, give them a copy of *Welcome to 4-H! A guide for new 4-H members and their parents.* Copies are available from your county 4-H office.

G. Decide on a *regular* club meeting schedule, which includes date, time, and place.

5. Obtain necessary materials for 4-H project(s), such as member and leader/project guides and project record books if necessary (from your county 4-H office upon availability).

## How to Start a Club



## Suggestions



6. If you want more members for your club than you have been able to recruit, let your county 4-H staff know. The staff can write news releases to help recruit additional members, or you can write one yourself. Recruiting can also be done through 4-H newsletters as well as other methods.

1. Keep in contact with the 4-H office. Feel free to ask for help or materials as needed. The 4-H office is always a busy place, but the staff and secretaries will do their best to help you promptly. Remember to send Club Meeting Reports regularly. Copies are available at the 4-H office. This keeps the 4-H staff informed of your club's activities and may be printed in the 4-H newsletter so other 4-H clubs will know what *your* club is doing.

2. Recruit co-leaders if desired and as needed. At the very least, ask for parental support. **SHARE** the workload!

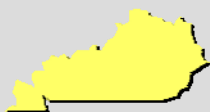
3. Review the main points of the most recent 4-H newsletter at club meetings by reading aloud so members will know what's going on in the total 4-H program. Encourage all members to participate in a variety of 4-H activities.

4. Encourage *parents* as well as members to read the 4-H newsletter.

5. Attend Adult Volunteer meetings, workshops, and forums. This will keep you informed of details about the 4-H program, and also provide you an opportunity to share ideas with other 4-H volunteers and learn from other people's experiences. You might also wish to consider becoming active in the county 4-H adult volunteer organization.

6. Keep your Volunteer Leader information/ orientation materials and other 4-H information, such as the 4-H newsletter, "on file" for future reference.

*Your decision to serve as a volunteer 4-H leader  
is sincerely appreciated!  
The 4-H program could not exist without your interest.  
**BEST WISHES IN YOUR EFFORTS!***



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## Selecting a Name for Your 4-H Club

### Naming a 4-H Club

### Challenging and Fun

### Examples

05/07/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by Keith G. Diem, Ph.D.

Each 4-H club is a unique group of individuals who work together toward common goals. A club name should reflect the purpose(s) of the club, often relating to the project(s) the club participates in, or the geographic area where members live, or the club meets. Allow all of the members to participate in selecting a name for the club. Information in this sheet may help you guide the members in making a wise choice.

Since 4-H is an educational youth development program, committed to equal opportunities for all, be sure to keep this in mind when selecting a club name. As a part of the University of Kentucky Cooperative Extension, publicly-funded by county, state, and federal governments, *4-H does not discriminate on the basis of race, color, age, sex, religion, disability or national origin.* Therefore, please be sure that the club name you select is not biased for or against certain groups in any of these categories. It is possible to overlook subtle insinuations that some club names might accidentally exhibit.

Creative or cute names for 4-H clubs are fine—but consider whether any potential club members might shy away from joining just because of a misleading name. To maintain a positive image for the entire 4-H program, club names should neither shock nor confuse the public.

#### ***For a 4-H Family and Consumer Science Club:***

"The Sewing Susans" would obviously discriminate against boys, whereas "The Nimble Thimbles 4-H Club" might be a better idea. But, make sure such a "cute" name wouldn't be a turn-off to any members or potential members. Teens are particularly sensitive to cute names that

Club Name





may be better appreciated by younger kids.

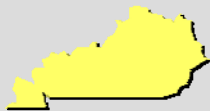
***For a 4-H gardening club:***

“The Dirty Hands” would not be as appropriate as “The Green Thumbs 4-H Gardening Club” or “The Grow-Kids 4-H Club.”

## **In Summary**

Most “violations” become obvious as you and your club carefully consider the club name. Just beware of the not-so-obvious possibilities! Therefore, when selecting a club name, think about it carefully, be creative, and use a little common sense. To avoid confusion, try not to select a name currently being used by another club. When in doubt about a duplication or acceptance of a name, contact the county 4-H office for “approval” or suggestions.

Club Name



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## Planning a Yearly Calendar

Planning ahead is the key to a successful 4-H club. It provides a structure that your members can depend upon and allows flexibility throughout the year.

Through the planning process, members, leaders and parents can share their ideas and resources to create a year of fun learning activities. When a yearly calendar is developed cooperatively everyone:

- has something to look forward to
- can save dates in advance,
- is aware of their own responsibilities.

*(A suggested format follows this information sheet.)*

## Brainstorming

An effective way to begin is to **brainstorm** a list of possible activities. In brainstorming, the goal is to produce a long list of ideas without making comments about their possible success or failure. Crazy ideas are welcome and stimulate laughter and more ideas. Setting a time limit for the brainstorming process of 5 - 7 minutes can help you get a good list. Write down all ideas on a chalkboard or a newsprint pad and be sure to get **everyone's** ideas up on the board. This will give everyone an overall feeling for the current interests of the group. As the leader, you should be part of the process and include some of your ideas.

## Scheduling

05/17/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by Rose Mary Bergmann.

There will be some activities that are scheduled at the same time each year, such as the fair and public presentations. (Your county 4-H office may have an annual printed calendar or can tell you which months these events are usually scheduled.) These can be put on the calendar first. Then you can set aside club meeting time to prepare for them, or choose to hold separate committee meetings that will allow the club to get ready.

Yearly Calendar

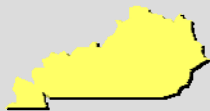




When beginning to fill in the calendar, keep these things in mind:

- Is there a balance between fun activities and learning experiences that support progress in each member's project?
- Does your 4-H Club Calendar include activities that help teach your members personal development skills as well as focus on your club project(s)?
- Have a variety of members' ideas been included that most of the club members will support?
- Have you included any field trips or outside resource persons to come to the club? As the leader, have you considered the workability of each activity such as making transportation arrangements, finding the right size meeting place, etc.?
- Do most activities involve little or no cost to members? If there is a cost, have you considered fundraising activities?
- Are there any community service projects included?
- Are the responsibilities for carrying out the activities shared among the club, or are there one or two members who are responsible for 80% of the program?
- Do the activities included provide opportunities for members to develop new leadership skills?
- Have you considered adequate preparation time for activities or events that your club has never experienced before?
- If your club has refreshments, have you included this responsibility in your plan?
- Can you, as the leader, see where the plan is flexible so that unexpected and spontaneous events can be accommodated?

Yearly Calendar



Kentucky  
4-H Youth  
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# Kentucky Leader Handbook



## Planning a Successful Program or Activity

### Plan!

5/17/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by Keith G. Diem, Ph.D.

There is a popular saying that states "If you fail to plan, you plan to fail." This is true with 4-H programs, events, and activities. If you don't think ahead, they will fail miserably. The secret of a successful program lies in three words: *plan*, *conduct*, and *evaluate*. Here is an overview of a systematic process that will enable you to plan any type of function with ease and success.

### 1. Determine what type of program you want to plan.

*Consider the answers to these questions before you get started:*

- Is it long term or short term?
- Who is the intended audience: youth or adults or both? (Be sure to involve them in the process.)
- Why are you planning this program?
- How was it determined that this program would be held?
- Is this program new or existing? If it is existing, what is its past history and success? Refer to *Learn by Doing the 4-H Way* for tips on using the do-reflect-apply experiential process.

### 2. Set goals for the program.

- What are you trying to accomplish?
- What will a person in the program learn or gain from participating?
- Write down this information: use it in planning, promoting, and evaluating.
- Make your objectives specific, measurable, and appropriate for the intended participants.
- Consider how you will evaluate the program so you will know what participants learned from it.



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### **3. Divide the task at hand into sub-tasks based on the set objectives.**

- How many people will be needed to do the work?
- How much money will be needed?
- What permission will be needed?
- Will facility, transportation, lodging, or food arrangements be needed?
- Set realistic timelines. Build in flexibility but keep to deadlines.

### **4. Create a planning team.**

- Involve people who will be participating or affected by the program.
- Identify and involve the appropriate people and assign tasks that match program needs and people's interests.
- Delegate authority along with responsibility. Set expectations of outcomes and then let people perform tasks with their own styles.
- Monitor progress and provide guidance and assistance as needed.

### **5. Determine what funds, supplies, and attendance will be needed.**

- Determine a budget. Do you have the funds needed? If not, will admission/fees need to be charged?
- Is there a minimum or maximum number of participants? Will they be accepted on a first-come, first-served basis? How many participants will it take to break even financially?
- If you don't have the proper equipment, can you buy, borrow, or rent it?
- Is advance registration needed? Set registration deadlines.
- If program involves travel, overnight stays, or potentially hazardous activities, *4-H Event Permission Forms* must be used.

### **6. Promote the program**

## Conduct!

- Use a variety of promotion methods that will be suitable for your intended audience.
- Send news releases to mass media, such as newspapers and radio. Refer to *How to Write a News Release* for ideas.

### 7. Get things done on time

- Set a schedule and stick to it. Start on time. End on time.
- Plan for more than you need: have an alternative, “emergency” plan in case something goes awry.
- Keep even “serious” programs fun!

### 8. Promise what people want and deliver what you’ve promised.

- Be organized and professional and act it.
- Make participants feel welcome. Greet them. Say hello and goodbye.
- Give people more than they expect.

## Evaluate!

### 9. Evaluate the planning and conducting processes as well as the end results.

- Observe the program *while* it is happening. Listen to comments from participants. Make needed adjustments as the program is happening.
- How effective was the promotion of your program? How did people find out about it?
- Have the planning team evaluate how the planning process went. Was it efficient? How could it be improved?
- Follow-up with thank-you letters, notes, or gifts to people who helped make the program a success.
- Are all bills paid? Did you meet your budget?

### 10. Determine how well program objectives were met.

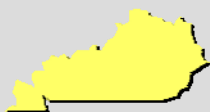
- The objectives are your destination. The program planned is your road map. Evaluation helps you determine how good your vacation spot was *and* how enjoyable was the drive to get there.
- Ask participants questions based directly on the



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objectives of the program, such as:

- Did we meet our goals?
- How successful was our event?
- What could we do to improve it next time?
- Use a variety of evaluation methods that are appropriate for the program participants. Some ideas for evaluation methods include:
  - Written questionnaires
  - Face-to-face or telephone interviews
  - Suggestion boxes
  - Group discussion
  - Indicators of interest in program, based on number of participants or income generated
  - Casual observation
  - Knowledge or skills gained by participants based on before-after comparisons or testimonials of participants.
  - Comparisons with past, similar, or competing programs.
  - Would participants recommend program to others or attend next time?
- Is program worth repeating?
- Share the results of your evaluation with people who will want to know: planning committee members, sponsors, county 4-H staff, participants, etc.



Kentucky  
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# Kentucky Leader Handbook



## 7 Ways to Reach Youth

When most people think of 4-H, they think of 4-H clubs. Although 4-H clubs are the most commonly known, there are six other ways 4-H reaches youth. Each “delivery mode” serves a different purpose but all are equally important. 4-H staff use these as categories to report participation in 4-H to government agencies at local, state, and federal levels.

In Kentucky, educational programs represented by the following delivery modes are offered to youth, grades K-13 (one year out of high school). Membership in 4-H clubs is open to youth, grades K-13.

### 1. Organized 4-H clubs.

The definition of a 4-H Club in Kentucky is as follows:

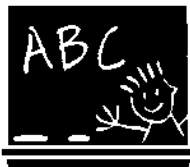
“A Kentucky 4-H Club is defined as a chartered group consisting of a minimum of five (5) youth members with a minimum of three (3) annually elected officers (president, vice-president, secretary) that are provided training materials. Each program year the club should have a minimum of six (6) hours of educational instruction in at least 5 meetings with the officers presiding. An adult who has completed the youth protection guidelines will provide guidance at each meeting.”

Charters are obtained through your County 4-H Extension Office. Standard 4-H clubs involve youth in grades K-13 and focus on in-depth learning of one or more projects. 4-H Cloverbud clubs provide youth, grades K-3, with an introduction to 4-H in a non-competitive environment. 4-H clubs might meet in the community, in schools during school hours, as well as in school age child care settings after school.

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\* Adapted for use in Kentucky by 4-H Club Advisory Committee from “Leader Training Series” Rutgers Cooperative Education, New Jersey. Written by: Keith G. Diem Ph.D.

Reaching Youth





Reaching Youth

## **2. 4-H special interest/short-term programs/day camps.**

Groups of youth meet for a specific learning experience for one or more sessions. These sessions involve direct teaching by Extension staff, trained volunteers, teachers and/or supervised teen volunteers. Such a program is not part of school curriculum and cannot be restricted to members of 4-H clubs. This type of delivery mode does not usually continue for as long as a 4-H club. Examples might be a three-week babysitting course or a weekend-long Kentucky 4-H teen conference if they are open to the public.

## **3. 4-H overnight camping programs.**

Youth taking part in an Extension planned educational experience of group living in the out-of-doors which includes being away from home at least one night (resident, primitive or travel camping).

## **4. 4-H school enrichment programs.**

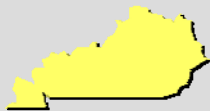
Groups of youth receiving a sequence of learning experiences in cooperation with school officials during school hours, to support the school curriculum. Involves direct teaching by Extension staff or trained volunteers, including teachers. An example might be a volunteer visiting a school to present a special program on science to youth during classroom hours and promoting 4-H as part of the presentation.

## **5. 4-H individual study/mentoring/family learning programs.**

Planned learning which occurs independent of a formal group setting such as a club, as an individual, paired, or family learning effort. Self-directed, usually with limited adult involvement except for parents (or mentor). Examples include self-study, home study courses, mentoring or shadowing with an "expert," and whole families learning together.

## **6. 4-H school-aged child care education programs.**

Educational programs offered to youth outside of school hours, usually in a school or other community center and incorporating 4-H curricula. The primary purpose is to provide care for youth while parents are working or unavailable.



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## Kentucky Leader Handbook



### Promoting 4-H & Increasing Club Membership

#### Members are the Best Promotion

#### Welcome New Members

05/17/05 Stephanie Blevins  
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Many national and local surveys have found that the public has heard of 4-H but doesn't understand it or realize that it exists in their own counties. Due to its history long-rooted in rural areas and traditional agricultural and home economics projects, many people aren't aware that 4-H is this and much more. Its focus is on youth development.

One way your club can help to promote 4-H and get more members for the program (and your club) is to make promotion one of its goals. Following are some things to consider in promoting 4-H, and some easy ways your club can help:

Word-of-mouth is very powerful! If your club's members are happy with their 4-H experiences, they'll probably tell others about it. Unfortunately, if they're unhappy they will likely tell even *more* people! This is a sad but true phenomenon of human nature.

When new members first attend your club meeting, be sure they are greeted and made to feel part of the group. Members may not know each other, especially in county-wide 4-H clubs. Many children are shy and have a difficult time in getting acquainted. Take the initiative of introducing them and their parents to the club and its activities. Regularly include group interaction activities at club meetings so *all* members can get to know each other better. If new members don't feel comfortable with the club fairly soon, they probably won't be back. And they may not be happy!

Your club and its members must set a positive example. For your message about 4-H to be believable, your club and its members must practice what your promotion preaches. Don't oversell 4-H. Tell about the big picture of 4-H but be honest about your local version (club). Members should be examples of kids

Promoting 4-H



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## Promotion Tips

who are neat and well-behaved. However, don't expect "perfection." Kids must still be kids! Tell the story of what and how much members have *learned* from being in 4-H. After all, learning is the true goal of 4-H.

Promotion lets people know about the good *and* the bad. Be sure your club is telling a *positive* and accurate story about 4-H. Otherwise, more people may learn something unfavorable and not the good of 4-H. What people think (their perceptions) is often more influential than the truth. Therefore, your promotional efforts should be positive and polished. It need not be perfect, but avoid shabby, poorly planned and conducted promotion efforts. For instance, make sure posters are neat and complete. A professional artist isn't necessary, but club members should take their work seriously!

Promotion should happen all of the time. Although special 4-H promotional events are held, this is only part of a total effort. Promotion is a *continual* process. The public today is a different one tomorrow. This is because people move. Also, what wasn't important last month may be today. If you stop telling your message, you're missing people who may now be listening.

Promotion should use different channels. People have many senses. The more senses that are used, the easier learning occurs. For people to learn about 4-H more easily, vary the ways you promote 4-H. Use sight, sound, and other senses where possible. Best yet, use a combination. Make posters, send announcements to radio stations and newspapers, place a display or bulletin board in a prominent location, etc.

More promotion isn't always better just because it's more. Sometimes people think that, to improve a situation, just do more than you're doing now. But what if what you're doing now isn't good? Doing more of it will just make matters worse. This is very true in promoting 4-H. If what is being said about 4-H today and the way it's being presented isn't accurate, more of it will certainly do more harm than good. Helping to change the message in this case is more beneficial than encouraging promotion of an inaccurate image of 4-H. Never attack. Instead, be positive.

Promoting 4-H

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## Be Creative

Because people today are bombarded by all sorts of sensual stimuli through television, radio, computers, etc., they can easily become bored. They expect to see, hear, and try new things all of the time. Use this idea to your advantage! Try a new way to promote 4-H! Be unique and get noticed!

## Promotion Ideas

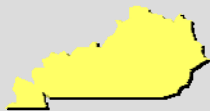
Here are a few ideas to promote 4-H in your area. Use and adapt them as needed. Remember, *be creative!*

- "Tell a friend about 4-H." Suggest that members tell their friends about 4-H and encourage them to join a 4-H club.
- Participate in National 4-H Week, county 4-H week, or other special promotional campaigns in your county.
- Wear 4-H jackets, buttons, T-shirts regularly—to school, club meetings, shopping, etc.
- Conduct community service projects regularly. Not only is this good for the community, it's also good public relations for 4-H.
- Send announcements about your club's activities to local newspapers and radio and television stations. This is a good job for a club secretary or reporter, with the help of an adult.
- Hold a club open house for current and new members and parents, and others, such as reporters, local government officials.
- Conduct a 4-H poster-making party/contest and put the best posters in public places (with permission). Be sure to include the 4-H name and how to join 4-H (including phone-number) on posters and displays, and in other promotion, too.
- Send thank-you letters from your club to groups and individuals who have helped 4-H and your club.
- Purchase and donate 4-H placemats for use in local restaurants.
- Arrange for members to give 4-H public presentations at school, in libraries, and to community groups.
- Encourage your members to participate in community functions, such as parades, as a 4-H club. Display a 4-H banner. Better yet, create a special banner just for your 4-H club.

## Keep Records

Encourage your 4-H'ers to keep records of all public relations efforts. This is a key component of the Honors requirements.

Promoting 4-H



Kentucky  
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# Kentucky Leader Handbook



## The 4-H Members' Responsibility

A Kentucky 4-H member is between the ages of 9-19 years old. Members have an interest in combining learning and hands-on activities to help them develop into caring, capable, contributing competent and responsible citizens. 4-H members make a difference in their communities. They give back to their community through involvement in leadership, education (learn by doing), and community service. 4-H members develop project and life skills through the support of the Community Club Leaders, Project Leaders, other 4-H members, parents and 4-H Staff.

## What Parents Need to Know

4-H parents need to know what is expected of the 4-H member to effectively assist their child. 4-H's goal is to meet the basic needs of youth and assist them in acquiring essential life skills through planned "learn by doing" experiences. The 4-H program provides its members with many opportunities. It helps develop skills and interests. It offers trips and scholarships for those that put forth that extra effort. It is the responsibility of the 4-H member to get involved and to take advantage of the opportunities provided in 4-H.

## Major Responsibilities of the 4-H Member

- Complete a 4-H Enrollment Form each year and give to the 4-H club organizational leader.
- Select a 4-H project with the help of your parents.
- Read the 4-H project book(s) and complete the activities in the book.
- Attend and participate in 4-H club meetings and activities.
- Attend and participate in county, district, and state activities, workshops, and programs when possible.
- Help plan and support 4-H club activities – community service, fund-raising, etc.
- Read the 4-H mail that comes to your home. Share this information with your parents. Be informed.
- Keep a current and up-to-date

05/17/05 Stephanie Blevins  
\*Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by Keith G. Diem, Ph.D.

Promoting 4-H



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## **Time Commitment**

- Keep a current and up-to-date 4-H calendar of meetings and activities.
- Ask your parent, or other adult to serve as a 4-H project home helper to assist you with your 4-H project.
- Serve as an officer or committee member of your club.
- Take an active part in the 4-H club meeting. Express your opinions.
- Take a leadership role in your club. Encourage others.
- Be willing to learn and try new ideas.
- Prepare a written record of your 4-H project work and turn in to the 4-H club leader at the appropriate time.
- Share a hobby, skill, or interest of yours with other 4-H club members during a meeting or workshop.
- Keep parents informed about 4-H club meetings, projects and activities.
- Follow all 4-H guidelines and policies of the University of Kentucky Cooperative Extension Service and 4-H Program.

The amount of time needed for 4-H projects varies depending on the 4-H Club, project, county district and state commitments and requirements. (Raising an animal obviously requires more time than making a poster.) 4-H members should attend and participate in 4-H meetings and activities, work on their 4-H projects at home with their parents and keep a record of their 4-H participation.

## **Conduct**

Since most groups or clubs are judged by the behavior of individual members, it is the responsibility of the 4-H member to conduct himself/herself at all times during 4-H meetings and activities in a manner that would be a credit to the individual, the family, the 4-H club, the county, and the state.







# Kentucky Leader Handbook



## How Effective is your 4-H Club?

Successful clubs result from all members and leaders working together. They use five sequential phases of learning: get acquainted, goal setting, action, measuring progress, and recognition of members' achievements. Here is a checklist to help determine how well your club is doing. For the most honest results, ask several people independently to complete it—such as other leaders, parents, and members. To make the best better, work to improve your club's weak points. If you need help, ask your county 4-H staff.

	Yes	No
Are meetings held at regular times and places, convenient for all or most of the members?	___	___
Does your club meet regularly (at least once a month) for nine or more months of the year?*	___	___
Does your club hold at least one business meeting a month?	___	___
Do your club's business meetings follow a regular order of business?	___	___
Do meetings follow basic parliamentary procedure and flow in an orderly fashion?	___	___
Does your club have and follow an up-to-date Constitution?	___	___
Does your club own or have access to 4-H and American flags so the Pledge of Allegiance and 4-H pledge can be made at meetings?	___	___
Are meeting rooms arranged so people are comfortable and feel part of the group?	___	___

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	Yes	No
Is your club and its meeting place accessible to members with disabilities?	___	___
Are parents individually asked to help with specific club functions, such as teaching a lesson, helping with a club banquet, etc.?	___	___
Are club activities planned far enough in advance so all members can attend?	___	___
Does the club have at least one registered adult leader appointed and trained by county 4-H staff?*	___	___
Do all members know each other or are provided opportunities to mix well and learn about each other?	___	___
Are all members made to feel equally welcome and comfortable to participate in meetings and activities?	___	___
Are both boys and girls from all races, colors, and national origins readily accepted into your club?	___	___
Are members elected as officers to run club meetings?*	___	___
Are officers and other members involved in planning and conducting meetings and activities with minimum adult intervention?	___	___
Do older members <i>help</i> , not inhibit, younger members? (Are older members <i>given an opportunity to help</i> ?)	___	___
Are main points of the county 4-H newsletter announced/discussed at each meeting?	___	___
Are all 4-H families urged to read the county 4-H newsletter regularly?	___	___
Is your club involved in community service?*	___	___

Effective 4-H Club

Effective 4-H Club

	Yes	No
Does your club regularly promote 4-H in a positive way?	_____	_____
Do members participate in county-wide 4-H functions (beyond the club and project), such as the county fair?*	_____	_____
Do members give public presentations at club and/or county level?*	_____	_____
Does your club send a completed "4-H Club Meeting Report" to the county 4-H office at least once a month?	_____	_____
Does each member participate in at least one approved 4-H project?*	_____	_____
Are activities/projects, done by the club, interesting and challenging to both young and older members?	_____	_____
Do meetings include get acquainted activities/recreation, business, and project work and/or another education program?	_____	_____
Do members pay attention at meetings and is excessive talking kept to a minimum?	_____	_____
Are members able to learn by <i>doing</i> ?	_____	_____
Does your club recognize its members' positive points in many ways, without relying too heavily on competition?	_____	_____
Do members complete 4-H projects on time and keep record books up to date?	_____	_____
Is the club a good balance of learning and fun?	_____	_____
Will kids be better off because they were members of your 4-H club?	_____	_____
If you did not answer yes to all these questions, refer to "Handling Group Problems" for possible solutions.		



Kentucky  
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# Kentucky Leader Handbook



## Handling Group Problems

### Getting Back on Track

### Possible Causes

### Suggested Solutions

05/07/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Guide Series" Florida Cooperative Extension Service. Originally written by John A. Rutledge, Jr. Extension Specialist, University of Missouri-Columbia.

When members do not participate in group activities, leaders need to determine why this is happening. This frequently occurs with younger members who may hesitate to participate in meetings and discussions.

1. Members may not understand goals.
2. Members may feel insecure.
3. More aggressive members may not give others the opportunity to participate.
4. Members may not know how to participate
5. Members may not be interested in program or activity.

1. Make sure members have a part in setting goals.
2. Make sure members have a part in planning programs.
3. Try to let each members serve in a role that will be a challenge and in which he/she can succeed.
4. Be sure to teach members how to perform the role or assignment if they do not know how.
5. Provide opportunity for younger, inexperienced members to serve on a committee where they can gain experience before taking on responsibility.
6. Promote a friendly, helpful group setting where no one laughs at a member that 'goofs'.
7. Keep lines of communication open.
8. Develop a group goal of "everyone participates."
9. Change meeting time to suit needs of group.

Handling Problems



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**Lack of Interest in Program**

When members lack interest perhaps the programs are uninteresting to them. Another indication of lack of interest occurs when there is good attendance only at social functions. It is possible that members joined for the wrong reasons.

**Possible Causes**

1. Members do not identify their personal goals with those of the program.
2. Members may have had little part in program planning.
3. Members may not find a satisfying role in carrying out the program.

**Suggested Solutions**

1. Involve members in setting group goals.
2. Involve members in planning programs they want.
3. Involve members in carrying out the program. They need challenging responsibilities that they can succeed in carrying out.
4. Give members recognition for their contributions.
5. Refer to the fact sheet, "Program Planning".

**Lack of Local Support for the Organizational Leader**

Many 4-H Clubs have trouble getting and keeping enough adult volunteers to make the club function up to its potential. Sometimes the one organizational leader finds themselves assuming nearly all the responsibility for the club, when there are plenty of responsibilities that could be shared. Sometimes lack of parental support is evident.

**Possible Causes**

1. The group may not have let parents and other people know that it is carrying on a worthwhile program.
2. The community may not be aware of the needs of the group or opportunities for involvement.
3. The group may not have explained fully what is expected of potential leaders.
4. New or potential leaders may lack the training to carry out needed responsibilities.
5. The group may be asking potential volunteers to do too much.

**Suggested Solutions**

1. Improve group public relations by carrying out programs, projects and activities that will be recognized as worthwhile in the community.

Handling Problems

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## **Membership**

2. Discuss the roles of adult leaders and what is expected of them before.
3. Arrange leader training if leaders need specific training or orientation to carry out their responsibilities.
4. Encourage members to express their thanks and appreciation to volunteers frequently.
5. Have programs for parents and others to acquaint them with the accomplishments of the group.
6. Make use of the newspaper, radio, television and other media to publicize activities.
7. Break the jobs to be done into reasonable pieces. More people will agree to help if given a doable, defined task.

Membership needs attention either when members are dropping out or when attracting new members is difficult.

## **Possible Causes**

1. Some people may not know about the group, what it does, who may belong, how to join.
2. Present members may be cliquish and fail to welcome prospective new members.
3. The program may not be of interest to current or prospective members.

## **Suggested Solutions**

1. Strive to improve atmosphere-make it warmer, more friendly.
2. Make a list of prospective members and extend friendly, personal invitations.
3. Invite prospects to go to a meeting with you.
4. Make sure that present an prospective members understand the purpose of the group.
5. Involve members in planning a program attractive to them.
6. Give members responsibilities so they will have a role in the organization and feel important to the group.
7. Give members recognition for what they do.
8. Make members feel liked and wanted.
9. Publicize the program and activities.
10. Arrange car pools if transportation is a problem.

## **Disorderly Meetings**

Meetings are disrupted when members come late, don't attend regularly or are disorderly.

## Handling Problems

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**Possible Causes**

1. Group has fallen into bad habits.
2. Some members do not feel a part of the group.
3. Some members feel insecure and strive for attention.
4. The group has cliques.
5. Members may lack interest in group or program.
6. Members may not know what is expected.

**Suggested Solutions**

1. Discuss problems with members. What kind of group do they want to belong to?
2. Encourage members to state their expectations.
3. Hold training school for members, leaders and officers in increased knowledge or skill is needed in such areas as conducting meetings and decision making.
4. Change meeting time if it does not fit the group.
5. Involve group in planning a more interesting program.
6. Open with the most attractive parts of the program to encourage promptness.

**Poor Group Relationships**

When there is bickering and jealousy among members or the group has cliques, poor group relationships occur. This problem also arises when young people want to run the show and feel that adult leaders are too dominating. Often members not knowing how to discuss these problems with leaders adds to the problem.

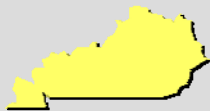
**Possible Causes**

1. individuals may not understand their own motivation or that of others.
2. Individuals have not learned to distinguish between differences in ideas and differences in personalities.
3. Individuals may feel insecure resulting in excessively shyness or aggression.

**Suggested Solutions**

1. Build self-confidence and feelings of worth by focusing on each member's assets.
2. Let the members know their worth. Recognize improvement and effort, not just accomplishment. Encourage cooperation rather than competition.
3. Focus on the member's ability to manage his/her life and make decisions. Do not anticipate failure.
4. Focus on contributions and appreciation.
5. Accept members as they are. Do not make your approval and acceptance dependent on their behavior.
6. Work to develop mutual understanding and trust between members and leaders.





Kentucky  
4-H Youth  
Development

# Kentucky Leader Handbook



## The 4-H Members' Responsibility

A Kentucky 4-H member is between the ages of 9-19 years old. Members have an interest in combining learning and hands-on activities to help them develop into caring, capable, contributing competent and responsible citizens. 4-H members make a difference in their communities. They give back to their community through involvement in leadership, education (learn by doing), and community service. 4-H members develop project and life skills through the support of the Community Club Leaders, Project Leaders, other 4-H members, parents and 4-H Staff.

## What Parents Need to Know

4-H parents need to know what is expected of the 4-H member to effectively assist their child. 4-H's goal is to meet the basic needs of youth and assist them in acquiring essential life skills through planned "learn by doing" experiences. The 4-H program provides its members with many opportunities. It helps develop skills and interests. It offers trips and scholarships for those that put forth that extra effort. It is the responsibility of the 4-H member to get involved and to take advantage of the opportunities provided in 4-H.

## Major Responsibilities of the 4-H Member

- Complete a 4-H Enrollment Form each year and give to the 4-H club organizational leader.
- Select a 4-H project with the help of your parents.
- Read the 4-H project book(s) and complete the activities in the book.
- Attend and participate in 4-H club meetings and activities.
- Attend and participate in county, district, and state activities, workshops, and programs when possible.
- Help plan and support 4-H club activities – community service, fund-raising, etc.
- Read the 4-H mail that comes to your home. Share this information with your parents. Be informed.

05/17/05 Stephanie Blevins  
\*Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by Keith G. Diem, Ph.D.

Promoting 4-H



- 
- Keep a current and up-to-date 4-H calendar of meetings and activities.
  - Ask your parent, or other adult to serve as a 4-H project home helper to assist you with your 4-H project.
  - Serve as an officer or committee member of your club.
  - Take an active part in the 4-H club meeting. Express your opinions.
  - Take a leadership role in your club. Encourage others.
  - Be willing to learn and try new ideas.
  - Prepare a written record of your 4-H project work and turn in to the 4-H club leader at the appropriate time.
  - Share a hobby, skill, or interest of yours with other 4-H club members during a meeting or workshop.
  - Keep parents informed about 4-H club meetings, projects and activities.
  - Follow all 4-H guidelines and policies of the University of Kentucky Cooperative Extension Service and 4-H Program.

The amount of time needed for 4-H projects varies depending on the 4-H Club, project, county district and state commitments and requirements. (Raising an animal obviously requires more time than making a poster.) 4-H members should attend and participate in 4-H meetings and activities, work on their 4-H projects at home with their parents and keep a record of their 4-H participation.

Since most groups or clubs are judged by the behavior of individual members, it is the responsibility of the 4-H member to conduct himself/herself at all times during 4-H meetings and activities in a manner that would be a credit to the individual, the family, the 4-H club, the county, and the state.



# Kentucky 4-H Leader Handbook

## 4-H Club Treasuries

4-H clubs typically raise money to support club activities through payment of participation fees or by holding fundraisers. Funds raised in the name of 4-H are to be used for 4-H educational and character-building purposes.

Because 4-H is an educational organization authorized through the United States Department of Agriculture and is part of Kentucky Cooperative Extension Service (KCES), there are several procedures that must be followed when working with a club treasury. The key point to remember any time you deal with or have responsibility for “public” funds is the ability to show and prove appropriate accountability.

Talk to your Extension agent before raising funds or opening a bank account. KCES has a public obligation to provide oversight for 4-H Club treasuries. The procedures for handling funds are outlined in “Financial Guidelines for CES Volunteer-Led Groups.” Ask your 4-H agent for a printout or go to: <http://ces.ca.uky.edu/manual/financial/intro>.

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### Tax Exempt Status

A 4-H Club may become exempt from paying taxes on income but this is not automatic. In Kentucky, a club may gain tax exempt status as a subsidiary of the Extension District or the county 4-H council or apply for its own 501 (c) 3 exempt status. Talk to your 4-H agent as Extension may determine that a specific method is to be used within a county. Being exempt from paying income taxes is a privilege and carries with it responsibilities.

Your club should be concerned with money only to the extent that it is needed to provide supplies or cover expenses incurred in running an active club. Therefore, fundraising is a means to having a successful club—and not the end sought or the measure of a successful club.

Project materials, snacks, field trips, camp fees...there are costs associated with having an active 4-H Club. A club may cover these costs through participation fees or fundraising. Members may be asked to bring supplies or bring a nominal

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Treasuries

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## Club Funds

amount of money so supplies can be purchased for the whole club. Although club dues are not the Kentucky 4-H tradition, some clubs may opt to have club dues paid at each meeting or at the beginning of the year. Any fees charged for a 4-H program or activity should be used to cover or defray expenses for that specific purpose. Care should be taken to keep fees at a nominal level. If fees become too expensive some youth may become unable to participate in **any** club activities.

All money raised by or given to a club becomes the property of that club and not any individual in the club. This is also true for any items donated to the club.

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## Club Financial Plan and Budget

At the beginning of the 4-H year, the club needs to develop a financial plan and budget as they set goals for the club. This means that the club discusses what activities will require funds and how much will be needed for each activity. The club should discuss how those funds can be raised. Decisions on how to spend the money should be made by vote of the club members, with guidance from the club's volunteer leaders. Use the "Club Financial Plan and Budget Form".

After discussion, the club members should vote to approve the financial plan/budget. Once, these documents are final, a copy is to be submitted to the 4-H agent and the county 4-H council treasurer.

See the information sheet, *Club Fundraising*. In general, funds must be raised for specific purposes. Fundraising just to have a big treasury is not appropriate.

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## Bank Account

KCES requires that clubs/groups with a monthly balance of \$100 or more be placed in a financial institution. Discuss the options with your agent. Some clubs open a bank account of their own. Other clubs place club funds in the county 4-H council's bank account rather than opening a club account. When placed in a council bank account, the club funds do not become property of the council; the council simply acts as banker. In either situation, the club treasurer keeps records of income and expenses for the club, with guidance from club leaders.

Treasuries

All 4-H Club bank accounts must have the approval of the

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## Role of Treasurer

4-H Agent before accounts may be opened. An Employee Identification Number (EIN) is required to open a bank account. IRS form SS-4 is the application for an EIN and can be found on-line at [www.irs.gov](http://www.irs.gov). The account is to be opened in the name of the club. All money owned by the club should be kept in the club bank account.

Generally, banks require that an account for a youth club be opened by an adult. It is a good practice to have two adults who can sign checks. Check with the bank where the account will be located for specific requirements and bank charges.

Clubs that plan to collect money or raise funds should elect a youth treasurer. An adult leader should be designated to provide guidance to the treasurer and perform duties that cannot or should not be done by a minor. Serving in the treasurer's role should be a learning experience. This can be accomplished by the member treasurer and adult volunteer working as partners—the adult provides training as the youth completes age appropriate tasks.

With guidance from the adult, the club treasurer is responsible for:

- Collecting money
- Recording all income and expenses
- Preparing deposits
- Writing receipts
- Writing thank you notes to donors
- Giving a report on the treasury at club meetings. Use the Treasurer's Record Book for this purpose.
- Maintain an inventory of club property

Written records of the club's bank account should be kept and regularly reported to the club. Clubs with an annual income of \$250 or more should use an electronic bookkeeping system. The Club Treasurer's Record Book is sufficient for clubs with less money.

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## Club Treasury Audit

The club's bank account and other written records should be audited by an objective audit committee annually. All of this is done to protect both the club and the people handling the money.

Guidelines for the audit are included in "Financial Guidelines for CES Volunteer-Led Groups" in the sections entitled "Audit Committee Guidelines". ([Link](#)) Use the "Committee Checklist and Report" and "Annual Inventory" forms found in this resource.

The audit committee is to be made up of at least three people, a combination of youth and adults, who are not serving as treasurer, are not related to the treasurer and are not currently involved in the financial affairs of the club.

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## Accountability

Copies of the following documents are to be given to the 4-H agent and the county 4-H council:

- Clubs Financial Plan and Budget (at the beginning of the year)
- Fundraising proposal (before any funds are raised)
- Annual Financial Report (at the end of the year)
- Audit Committee Report/Checklist (at the end of the year)
- Inventory Report (at the end of the year)

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## If Your Club Disbands

In accordance with laws governing non-profit organizations, if your club disbands, all money in the club treasury and any other club property can only be given to another non-profit organization—not to individuals. 4-H policy states that club funds attained in the name of 4-H must remain with 4-H.

Alert the Extension agent so that a decision can be made on whether club funds will go to the County 4-H Council or to a club with goals similar to the disbanding club. To divide the funds and club property among the members/volunteers would be a misuse of funds.

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## References

References: [Financial Guidelines for CES Volunteer Groups; Authorization Responsibilities of the 4-H Name and Emblem](#), USDA, Extension Service; [4-H Name and Emblem: Authorization Guidelines](#), USDA, Extension Service

Treasuries

*Complete this form if your club/group plans to handle money.*

# 4-H Club Financial Plan

Name of Club \_\_\_\_\_ Year: Sept. 1, \_\_\_\_ - Aug. 31, \_\_\_\_

List the activities your club plans to complete during this year. For each activity, list the expenses and estimated costs for each.

<b>Our 4-H Club/Group plans to do the following activities:</b>	<b>Estimate of Expected Costs</b>
Club Meeting Expenses:	
Activity 1:	
Activity 2:	
Activity 3:	
Activity 4:	
Activity 5:	
Activity 6:	
Activity 7:	
Total Estimated Expenses	

Submitted by: Club Treasurer: \_\_\_\_\_

Adult Leader/Treasurer: \_\_\_\_\_

Submit a copy of this form to your county Extension agent for 4-H YD and to the county 4-H council treasurer.

# 4-H Club Annual Budget

*If the club's bookkeeping is done electronically, an automatically generated budget sheet may be substituted for this form.*

**Name of Club/Group:** \_\_\_\_\_ **Year:** Sept. 1, \_\_\_\_\_ - Aug. 31, \_\_\_\_\_

**Treasurer's Name:** \_\_\_\_\_ **Adult Treasurer's Name:** \_\_\_\_\_

**Starting balance at beginning of year** \$ \_\_\_\_\_

Date	Income source (such as fees, fundraiser, donation, savings, etc.)	Amount
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$

**Total projected income** \$ \_\_\_\_\_

**Total funds available** \$ \_\_\_\_\_

## Budgeted Expenditures – Anticipated expenditures and amount

Date	Expense Item (such as supplies, materials, awards, snacks, fees, etc.)	Amount
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$

**Total projected expenses** - \$ \_\_\_\_\_

**Balance at the end of the year** \$ \_\_\_\_\_

Submit a copy of this form to your county Extension agent for 4-H YD and to the county 4-H council treasurer.





# Kentucky 4-H Leader Handbook

## 4-H Club Fundraising

To make sure that the club's activities are affordable to all members, many clubs choose to conduct one or more fundraisers during the year.

Positive youth development through non-formal education is the focus of 4-H. Therefore, your club should be concerned with money only to the extent that it is needed to cover the supplies and expenses needed to meet the club's goals. Unless the club has a specific long term goal, it should only raise enough money to support one year's activities. Fundraising should not become the club's primary activity or measure of a club's success.

### County-wide Fundraisers

Many 4-H programs have county-wide fundraisers to benefit the entire 4-H program in the county. Your club should fully support any county-wide fundraising efforts before creating any of its own. Expecting 4-H families and the community to participate in too much fundraising is not wise and may result in a negative view of 4-H.

### Guidelines

Here are some guidelines to follow for club fundraisers:

- Fundraising should be done to meet a specific club goal, such as to cover expenses of a club field trip, purchase a flag set for use at club meetings, or to sponsor a community engagement project.
- *Club* fundraisers should be done for *club* needs and not for the needs of individual members. At most, the club might consider paying a portion of member expenses to participate in a 4-H activity such as 4-H camp or toward the cost of club jackets.
- When possible, members should "pay their own way." Examples: each member pays for his/her own club T-shirt or brings a dish to a pot-luck club dinner.

Adapted 5/2005 for use in Kentucky by 4-H Club Advisory Committee and Stephanie Blevins from "Leader Training Series" authored by Keith Diem, PhD and adapted by Ginny Powell, Rutgers Cooperative Education, New Jersey. Revised: 7-2013 by Martha Welch

Fundraising

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## Guidelines Continued

Whatever the goals for the fundraising event, the club should approve the goals and type of event to be held. *Members* should work to carry out the club's goals, with the leader's guidance.

Make sure your club fundraiser provides a learning experience and can be easily accomplished by the club. Start small and build on small successes. Fund raising can be a good way for members to learn organizational and business skills. It can also be fun.

Consider whether to do fundraising as individuals (such as selling calendars to friends and family) or as a total club (bake sale, car wash, etc.). Consider doing a fundraiser that doesn't require a great investment in advance. The less money your club must invest, the less money it can lose if the fundraiser isn't successful. Examples are bake sales, car washes, service auctions (where members sell their services to clean garages, mow lawns, etc.) In any case, organize and publicize your event well.

To ensure safety for 4-H'ers and leaders, fundraising should be conducted under the direct supervision of adults. Safety is of utmost importance.

Before you spend too much time planning an event, you should check with government officials to make sure you are following proper procedures. Make sure that fundraising activities meet local, county and state legal requirements. Raffles and games of chance may require a state gaming license. Permits from the local health department may be required to sell food or have a food booth at a fair.

Talk to your Extension agent about fundraising. It is important to coordinate fundraising on the county level to prevent too many clubs approaching the same donors. It is helpful to match the club's goals to the interests of the potential donor. (For example: a livestock club might approach a feed dealer while a cooking club might approach a grocery store.)

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## Fundraising Proposal

To inform the Extension agent of the club's plan, the club will complete the *4-H Fundraising Proposal*. The agent can then check to make sure that the club's plans do not overlap with those of another club. (For example, if a club decides to sell candy and another club in the same area has already planned to do the same thing, it could overlap and affect the success of both clubs' sales). The county 4-H staff can also confirm that your event is truly a 4-H fundraiser if someone from the public calls to ask. (Otherwise, unfortunately, an individual not associated with 4-H could illegally raise money in the name of 4-H. If such cases are reported, they can be stopped.) The county 4-H staff can also help by providing ideas and publicizing the event.

## About Funds Raised

All funds raised become part of the club's treasury and should be handled in accordance with the guidelines provided in the information sheet *4-H Club Treasuries*. It is important to keep accurate records of the funds raised, as the club's treasury will be audited. Accurate records and notes will also help the club evaluate the success of the fundraiser and help in planning for future events.

Your club's fundraising effort can be successful if all members work together toward common, agreed upon goals. Members will feel success if they take an active part in the entire process of planning and implementing the fundraiser. They should see and reap the benefits of the money they worked to raise. Be realistic, have a plan for the money raised, and have fun!

## References

References: [Fundraising: Private Support for the 4-H Program](#); [4-H Fundraising: Sponsorships & Promotions](#); [Raffles, Lotteries, Gaming and 4-H](#); [Contests and Awards](#); [Livestock Sales, Auctions and Similar Events](#); [IRS 4-H Livestock Sale FAQs](#)

# Kentucky 4-H Club Fundraising Proposal

Complete this form and submit it to the county Extension agent for 4-H YD for permission to conduct this fund raiser. See "4-H Club Fundraising" in the 4-H Club Leader's Handbook for details.

4-H Club Name \_\_\_\_\_ Date \_\_\_\_\_

Purpose for which funds are needed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Briefly describe the fundraiser you would like to do

Type of fundraiser: \_\_\_\_\_

Tentative dates: Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Where it will be held: \_\_\_\_\_

Amount club would like to raise: \$ \_\_\_\_\_

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5/17/05 –Stephanie Blevins adapted from Ginny Powell. Revised 7/2013 by M. J. Welch



# Agreement by Members



\_\_\_\_\_ We agree to work as a team to plan and conduct this fundraiser, with guidance and help from club volunteer leaders and parents.

\_\_\_\_\_ We have done research on laws/government regulations related to our fundraiser to see if special licenses or permits are needed. If needed, we will work with club volunteers to obtain these.

\_\_\_\_\_ We understand the importance of safety. We will not conduct door-to-door sales. A sufficient number of adults will be with members during fundraising.

\_\_\_\_\_ We will practice our sales speech before approaching potential customers/donors.

\_\_\_\_\_ We are familiar with the product or service we will sell.

\_\_\_\_\_ We will promote 4-H as part of the fundraiser.

\_\_\_\_\_ We will make sure that all funds raised are accounted for according to the procedures outlined in the "Club Leaders Handbook."

\_\_\_\_\_ We plan to evaluate our success and make suggestions for improvement for next time.

\_\_\_\_\_ We will have fun as we work together to accomplish our goal.

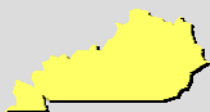
Treasurer's Name: \_\_\_\_\_ Signature \_\_\_\_\_  
Date \_\_\_\_\_

Club Leader's Name: \_\_\_\_\_ Signature \_\_\_\_\_  
Date \_\_\_\_\_

This fundraising project has been approved with the following conditions/comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

County Extension Agent for 4-H YD: \_\_\_\_\_  
Date: \_\_\_\_\_



Kentucky  
4-H Youth  
Development

# Kentucky Leader Handbook



## Community Service Project

### 10 Steps Toward Performing a Successful Com- munity Service Project

A Planning Guide for 4-H  
Club Leaders

5/17/05 Stephanie Blevins  
\* Adapted for use in Ken-  
tucky by 4-H Club Advisory  
Committee from "Leader  
Training Series" Rutgers  
Cooperative Education,  
New Jersey. Written by  
Keith G. Diem, Ph.D.

Community service is an important function of all 4-H clubs. A community service project can take many forms. The form it takes in your club depends on your club. Whatever is decided, it benefits the community as well as your 4-H members. Following are some hints in making your community service project both successful and fun:

- 1** Determine what is *needed* in your community/county.
  - Ask club members and families.
  - Ask other community groups. Develop partnerships with those who have common goals. By collaborating, you won't have to do the project alone!
  - Talk with community officials.
  - Find out what types of service projects have and have not been done in the recent past.
  - Ask your county 4-H staff.
- 2** Determine what types of activities your members have *interest in, and abilities* to do.
  - Consider the size of your club and ages of members.
  - Consider the skills possessed by club members and their families.
  - Determine how much time your club would like to devote to community service activities. (Would members rather do one, ongoing community service project that may last several months or more—or several short-term activities?)
  - You may wish to start small and build on small successes.



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**3**

List all of the activities that have been suggested.

**4**

Ask your club to discuss the possibilities and *rank* them in order of importance and interest, based on what was considered in steps #1 and #2. Reach consensus or use a vote by majority rule to determine the activity your club will do. If this isn't practical (especially if your club is large), consider forming a committee to develop priorities. Then, the club can simply accept or vote on the committee's recommendations.

**5**

After your club has decided what community service project to focus on first, develop a plan. Your members will learn organizational skills in developing such a plan. A plan doesn't have to be overly detailed and formal, but should include the following:

- Identify exactly what will be done. Determine both the overall goal and the specific tasks involved. Remember the time frame for the project: dates/times for beginning, completion.
- Obtain necessary permission in advance.
- Develop a financial budget for the project, if appropriate. Obtain funding needed for the project. If not available from club funds, seek a community sponsor. Your county 4-H staff may know of sources of grants-in-aid for such projects, especially if you plan far enough in advance. A decision to use club funds should be voted on by the club membership.
- Obtain needed equipment or supplies.
- Determine how many people will be needed. What is the minimum required to do the job correctly and what is the optimum number? Be sure you have at least the minimum before proceeding!
- Ask members to volunteer for specific duties and get a commitment from them. Consider teaming up less experienced members with more experienced workers to maximize the learning experience.

- Encourage members to report progress on their assigned duties.
- Make *safety* a priority!
- Alert mass media representatives and your county 4-H staff concerning your plans. Publicize the efforts of your club and the 4-H program.

**6** Carry out the project as planned!

**7** Record your club's efforts with photos, videotape, or written notes.

**8** As you work on this project, monitor the activities taking place and make adjustments as needed. Especially when the project has been completed, allow time for your club to discuss the successes and shortcomings of the project and ideas for improvement. This reinforces the learning experience! Refer to *Learn by Doing the 4-H Way* for tips in using the do-reflect-apply experiential learning process.

**9** Develop a summary report of your club's experience when the project has been completed. Share it with mass media representatives and your county 4-H staff. A scrapbook is also a nice way to present the project's success. Include a written description, photos, news clippings, etc. Such activities might be assigned to the club reporter, secretary, vice president, chair of the project, or other club member.

**10** Feel good about your club's contribution to the community and members' positive learning experience!

## Other Reminders

Remember that planning, conducting, and evaluating a community service project (or any other 4-H activity) is a great opportunity for 4-H members to learn by DOING. Therefore, DO encourage members to get involved in all phases of the project, including planning. DON'T do it all for them.

Community Service



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## Other Reminders

Remember that 4-H'ers learn from their mistakes as well as their successes.

The role of a club leader and other adults working with the club is to *guide* members in the right direction and provide needed support and encouragement.

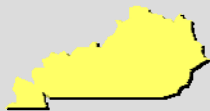
MAKE IT *FUN!*

## Community Service Project Ideas

The following is a sampling of many possible ideas for community service projects, compiled from a variety of sources, that your club might consider doing.

- Assist local fund drives such as American Cancer Society, Heart Association, Association of Retarded Citizens, March of Dimes, etc.
- Adopt a grandparent
- Sponsor a child to attend summer camp
- Donate dog/cat food to a local animal shelter
- Donate books to a library, or magazines to group homes
- Collect food/clothing for needy families
- Furnish baby-sitting on Election Day.
- Entertain nursing home patients
- Clean a park or roadside
- Build/donate benches for a park
- Prepare holiday food baskets to shut-ins
- Paint or repair playground equipment
- Plant trees/flowers in vacant lots
- Donate bird seed to a park
- Serve a highway "coffee break" on holiday weekends
- Buy and donate 4-H placemats to a restaurant
- Sponsor a needy child
- Provide pet therapy for patients at hospitals or nursing homes

Community Service



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# Kentucky Leader Handbook



## Recognition for Your 4-H'ers

## Beliefs About Recognition

\* 05/17/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by: Ginny P. Diem.

"Good Job!"

"Here is your pin for completing a year of 4-H club work."

"You have received a blue ribbon for the excellent job you did on your project."

"Congratulations! You have received an outstanding award on your project."

No matter how we say it, we continually recognize young people for their achievements in 4-H. Recognition comes in many forms, and can be linked to participation, achievement, cooperation, or competition. It's important to understand why children need recognition, and how we can recognize them for their accomplishments.

- Recognition is a basic human need with security, new experiences and responses.
- Recognition should be a part of all 4-H learning experiences.
- Appropriate recognition takes many forms.
- Respect for individual differences is essential.
- Recognition must be structured to build positive self-esteem.
- Opportunities for self-assessment and reflection allow youth to learn.
- A range of opportunities and challenges provide choices to meet individual needs.
- Adult support is essential in youth learning and recognition.
- Everyone should be recognized at some level.
- A balance between all elements of the recognition model is essential.

Recognition



## National 4-H Recognition Model

The following model represents a national policy statement about recognizing individuals and groups, youth, adults, families, and partnerships. The purpose of recognition is to encourage and support the efforts of young people in learning to improve their knowledge and develop their life skills.

### National 4-H Recognition Model

For: Individuals, Groups, Youth, Adults, Families & Partners



*Recognition, support, and encouragement for learning is provided equally in all five areas. Cooperation partly overlaps Participation, Progress toward self set Goals, Standards of Excellence, and Peer Competition. Cooperation is part of all four. The intent of the graphic is to show that recognition is given to individuals and people working together in teams or groups.*

## Recognizing 4-H'ers for Participation

It is important to acknowledge the participation of 4-H members in an educational activity. For younger members, especially Cloverbuds (ages 5-8), participation is the major form of recognition. It should be easy and simple for members to earn this type of recognition. Being recognized for a year of 4-H club work by receiving a year pin is one example of recognizing participation.

Criteria for earning this recognition should be simple. All youth who meet the criteria are recognized. Recognition can be earned several times. The awards should be part of the learning experience.

Recognition

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## **Recognizing 4-H'ers for Progress**

An important part of 4-H is to help members learn to set goals and plan ways to achieve those goals. Setting goals is appropriate for all ages and all activities. A 4-H member may have a goal of learning to put in a zipper, or a 4-H club may have a goal of collecting food for a local homeless shelter. Personal goals set by a member allow for the unique growth of that member. Adults, both leaders and parents, should be part of this goal setting process to help the member set realistic and reasonable goals, as well as to evaluate progress toward achieving them. Setting and achieving small goals will lead to accomplishing a long-term goal, such as completing the year's project.

## **Goal Setting Questions**

1. What would you like to accomplish in your project or activity?
2. What resources do you need to reach your goal?
3. What are the steps you need to take to reach your goal?
4. Is this goal worthy of your time and abilities?
5. Are you happy with your goal?
6. Have you recorded your plan?

## **Recognizing 4-H'ers for Achievements**

Measuring a member's accomplishments against a set of standards is one of the most common ways that 4-H members have been traditionally recognized. Fairs are excellent opportunities for youth to have their work compared to standards. The Danish system of judging allows members to receive colored ribbons (blue, red, yellow, white), based on a score determined according to established standards. However, when members are then ranked against one another and an overall winner is selected, recognition moves to the level of peer competition.

When recognizing members' achievement of standards, it is important that the standards be well-defined, usually on a score sheet. All participants should know and understand the standards they need to achieve. After members are evaluated, feedback from the judge is needed to help them learn how well they rated on a set of standards and to receive suggestions for improvement.

## **Recognizing 4-H'ers in peer competition**

Peer competition is recognition for the best team or individual at that specific time and place. It is a strong motivator for some but not all young people. Participation in peer competition should be optional, and is not appropriate for younger children such as Cloverbuds.

Recognition

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## Cooperation

This type of recognition is more extrinsic than intrinsic, with the award being a trophy, rosette, or plaque. If properly designed and implemented, this type of recognition showcases the best things produced by 4-H'ers. It is important to establish specific selection procedures. Rules must be stated, understood, and enforced.

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task or goal. Everyone is rewarded.

## Summary

Designing a recognition system involves:

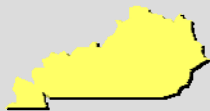
- Looking at the young people: their needs, interests, attitudes and aspirations.
- Understanding differences between people based on background and experiences; difference in behavior in same person; differences between similar types of people.
- Using recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs. It has to balance recognition for participation, progress toward self set goals, achievement of standards of excellence, competition, and cooperation.

This Recognition Model is appropriate and useful at all levels of 4-H. Recognition committees and councils at the local, county, state, and national levels utilize this approach in all recognition programs. Using a comprehensive, recognition program can lead to more youth being recognized and can provide a way to say to every youth:

“You are a valued and important member of the 4-H program.”

### **Reference:**

*4-H Youth Development Education: A National Model for Recognition in 4-H Programs.* National 4-H Council and 4-H Youth Development, ES-USDA.



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# Kentucky Leader Handbook



## Helping Youth Set Goals

### What is the Purpose of Setting Individual Goals?

### Self Set Goals

\* 05/17/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by: Betty Ann Smith

Learning, growing, and developing self-esteem and self-confidence are important goals of the 4-H program. One way for youth to accomplish these goals is to set their own personal 4-H goals.

Goal setting by the individual enhances learning and the development of self-esteem and self-confidence.

Self-set goals that are realistic will be successfully met.

- Re-evaluating and re-setting unrealistic goals takes the "feeling of failure" out of the learning activity.
- When goals have been reached, new goals for learning can be set. This takes the "feeling of boredom" out of the learning activity.
- Self-set goals allow participants to start where they are, and let them progress at their own rate. The same goals are not set for everyone. The individual is in control of his/her learning.

4-H'ers who set their own goals:

- develop a higher level of problem-solving skills.
- begin to accept mistakes as part of learning rather than looking at mistakes as failures.
- gain confidence and experience success, no matter how small, thereby developing self-esteem.
- are able to experience success building on success.
- learn that they are appreciated for who they are, not just for what they do, or what they "win" when recognized for achieving individual goals.

Some 4-H'ers may need assistance in setting their goals. Leaders may want to advise 4-H'er who set unrealistic goals to start on a smaller scale and work their way up.

Setting Goals



## Ways to Recognize 4-H'ers Who Have Reached Goals

- Give verbal praise, and/or a pat on the back.
- Give a Certificate of Recognition for achieving their specific goal.
- Place Danish Ribbons in a container, and invite the 4-H'ers to take the ribbon that represents their self-evaluation of their success in reaching their goal.

## How to Make Goal Setting a Positive Experience

1. Help 4-H'ers assess their progress toward their goals. The 4-H'er needs to keep records of original goals set for the project; and progress toward the goals such as record books, diary, records on file cards, etc.
2. The leader working directly with the 4-H'er needs to give timely, positive feedback. Feedback can be suggestions to help correct a process, or it can be information that tells 4-H'ers they are on the right track. Feedback or evaluation should be done throughout the year.
3. Help 4-H'ers to understand that any unmet goals and objectives can become next year's goals and objectives.

## Pointers About Useful, Effective Feedback

"Nice job" by itself does not help the 4-H'er. What is particularly significant about their performance? Refer to the 4-H'er's goals. What did he/she hope to achieve? What can the 4-H'er do to improve? Be specific with your suggestions.

Effective feedback is positive, even when discussing how to improve. Avoid comments such as "You failed to.."; "Why did you do it this way?" Your 4-H'ers cannot hear what you are trying to say. What they are most likely to have heard is "you failed". "Why did you do it this way?" is likely to be taken as a challenge and produce a defensive response. Try open-ended comments such as, "Tell me about your project."

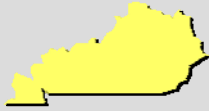
Recognize the unique growth of the individual. For example, a very shy person may set the goal to make a presentation before the club, or a county presentation. Effective feedback would be your verbal and non-verbal support for the 4-H'ers's effort to overcome shyness and fear of public speaking.

### **References:**

*Self-Worth and School Learning* by Martin V. Covington and Richard G. Beery  
1976

*Model for Recognizing 4-H'ers, National Awards Task Force.*

Setting Goals



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## Parent Involvement in 4-H

### Why Should Parents Participate in 4-H

05/17/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by Erika U. Leal.

4-H is a family affair! Or it should be, and this means that parents of your 4-H members should be an important part of your program. Parental involvement is one of the keys to a successful 4-H club. It provides an ongoing base for club support and expands the potential for interesting and exciting 4-H club programs.

Active parents mean active members:

**Favorable + Parent + Active Parent = Successful  
Attitudes Interests Cooperation 4-H Clubs**

Parent participation in 4-H results in the following benefits:

- 4-H is a family affair, offering many opportunities where both child and parent participate with common interest, strengthening family ties.
- Active parent participation can strengthen and broaden the 4-H program in any local club or in any county.
- When parental support is positive, the club is likely to become stronger, larger, and more active.
- In clubs where parental support is evident, individual members receive more personal attention and guidance from leaders and parents.
- Club activities and events will develop and expand with the additional support of parents. 4-H can have a positive influence on the lives of thousands of boys and girls. This happens only when parents care enough to share their time, efforts, and talents.

Parent Involvement





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## Ideas to Help Inform and Interest Parents

- Involve members and parents in setting goals and planning your club's program each year.
- Become familiar with the interests and special talents of your members' parents. Ask for advice in areas where they can contribute, then make *good* use of good ideas. Be specific with requests.
- When parents volunteer to help, make sure they are involved in something worthwhile. Make a mental note of their offer and return their call within a few days with some *specific* task in which they can help.
- Involve parents in sharing leadership as project leaders. Emphasize that they can teach a skill or project that may require only a few 4-H meetings for the entire year.
- Keep parents informed. Help them understand the 4-H objectives. Send notes and letters directly to parents about the club program.
- Invite parents to club meetings. This is especially important if you don't meet in homes. Hold a club meeting for parents where 4-H members present the program, using presentations, judging, or exhibits.
- Let parents know what is expected from their child, and your interest in their child. Show parents that you are interested in their child by phone calls, letters, home visits, and discussions before and after club meetings.
- Recognize both members and their parents. Thank parents for their support both personally and in public. Compliment parents for their contributions to the club program.
- Maintain parent interest. Arrange a special social event with parents. Ask county 4-H staff to attend a parent-night program. Introduce parents to the 4-H staff so they can become better acquainted.
- Encourage members to make their 4-H work a topic of family conversation.

Parent Involvement

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## Gain Parental Cooperation

- Solicit parent involvement at the 4-H fair and other activities and events where results of 4-H club workers are shown.
- Give parents a copy of *Parents: Helping Your 4-H'er Succeed*.

### **References:**

*Smith, Carolyn A., New York State 4-H Club Management, a Resource Guide, Cornell Cooperative Extension, November 1982.*

*Parents - Partners on the 4-H Team (tape-slide program), Cooperative Extension Service, The Ohio State University.*



Parent Involvement

# 4-H Parent Survey



Dear 4-H Parents:

Welcome to the 4-H Family! 4-H helps youth to develop knowledge, attitude and skills they need to become competent, caring and contributing citizens of the world. Parents and 4-H leaders working together can do so much more for the girls and boys than either can do alone. We hope you share in 4-H by encouraging your child to participate and, as the 4-H motto says, "Make the Best Better!"

Please check the things you are willing to do to provide learning opportunities for the 4-H members and return to the 4-H Club Leader.

## Home

- \_\_\_\_\_ 1. Enable my child to attend all meetings and encourage him/her to be an active, contributing member of the club.
- \_\_\_\_\_ 2. Encourage my child to start and complete projects on time. I will take an active interest and encourage pride in his/her own achievements.
- \_\_\_\_\_ 3. Encourage my child to participate in county workshops, presentations, fair, camp and other activities which enhance learning opportunities.
- \_\_\_\_\_ 4. Encourage my child to keep an up-to-date calendar of 4-H meetings and events.
- \_\_\_\_\_ 5. Encourage my child to maintain records of 4-H projects and activities.
- \_\_\_\_\_ 6. Enable my child to meet financial responsibilities in monthly dues, project expenses, etc.

## Club

- \_\_\_\_\_ 1. Provide an occasional meeting place for the club.
- \_\_\_\_\_ 2. Help provide light refreshments for a 4-H meeting.
- \_\_\_\_\_ 3. Share a special interest or hobby with the group. List \_\_\_\_\_
- \_\_\_\_\_ 4. Help carpool transportation for meetings or field trips.
- \_\_\_\_\_ 5. Be a leader's helper for one project. List \_\_\_\_\_
- \_\_\_\_\_ 6. Help youth prepare for public presentations or fair.
- \_\_\_\_\_ 7. Serve on committee to help plan and conduct events.
- \_\_\_\_\_ 8. Make telephone calls.

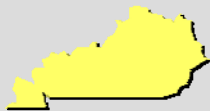
## County

- \_\_\_\_\_ 1. Help carpool transportation to county meetings or events.
- \_\_\_\_\_ 2. Help at county events.
- \_\_\_\_\_ 3. Serve on county committee as an interested parent.
- \_\_\_\_\_ 4. Assist during the 4-H fair (set up, take down, staffing booths, etc.)

*Thank you!*

Name \_\_\_\_\_

Street Address \_\_\_\_\_



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## Kentucky Leader Handbook



### Parents: Helping your 4-H'er Succeed

#### Do's and Don'ts of Being a 4-H Parent

##### Do's

- *DO* take time to learn about 4-H, what it stands for and how it operates.
- *DO* advise your son or daughter in selecting 4-H projects. Help them select a project they are interested in, have the ability to accomplish and is one for which you can help furnish needed materials, facilities, financing and guidance.
- *DO* show your interest and enthusiasm for the 4-H projects selected. Find out what is suggested for members to do and learn. Encourage your child to work on the project and record keeping all year long, and not to wait until the last minute.
- *DO* encourage your child to participate in county and state events, such as public presentations, camp, fair, workshops and other activities.
- *DO* keep the purpose of the 4-H project in perspective. Realize that a project is simply a teaching tool and a method for involving boys and girls in a worthwhile activity. Above all, remember that your child is more important than the 4-H project.
- *DO* keep in mind that the most important goal of 4-H is personal growth of the individual.
- *DO* give encouragement when your 4-H'er succeeds and even more when he/she fails. Judging and awards are not final exams. Whatever ratings are given or scores received, help your child to see progress made, things that have been learned, and goals that have been reached.

05/17/05 Stephanie Blevins  
\*Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by Ginny Diem.

Parents Helping 4-H'ers



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## Don'ts

- *DO* offer your home for 4-H meetings; volunteer your hobbies and talents to 4-H leaders; provide transportation to other members.
- *DO* be tactful—with 4-H leaders, agents, judges, your child.
- *DO* remember that 4-H leaders and judges are often volunteering their own time for the benefit of your child; don't forget to show them their appreciation.
- *DO ASK QUESTIONS!*
- *DON'T* do your child's project for them, even though you may be able to do it faster, better, simpler and with much less mess.
- *DON'T* discourage a child's enthusiasm by providing too much corrective influence or criticism.
- *DON'T* let the desire to win overpower your child's ability to learn. Do keep in mind that the 4-H experience should be an educational one.
- *DON'T* schedule family vacations which conflict with your child's 4-H schedule.
- *DON'T* re-live your childhood experiences through your child.
- *DON'T* view your child as an extension of yourself. Don't view his/her success or failure as a reflection of your ability or worth.
- *DON'T* assume your child is always right.

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## Parent's 4-H Pledge

I pledge my HEAD to give information to help the children see things clearly and to make wise decisions.

I pledge my HEART to encourage and support the children, whether he has successes or disappointments.

I pledge my HANDS to help the children's club; if I cannot be a leader, I can help in many equally important ways.

I pledge my HEALTH to keep my children strong and well for a better world through 4-H, for my child's club, our community, our country, and our world.

Ask yourself why you wanted your child to join 4-H. If it is to win, you will be disappointed. If it is so your child can learn and become involved in a worthwhile activity, you will be satisfied. Recognition comes with doing the best your child can do. Be a supportive parent and help your child and 4-H leader to "Make the Best Better!"

### **Reference:**

*Adapted from unknown source.*



Kentucky  
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# Kentucky Leader Handbook



## Responsibilities of a 4-H Parent

### GENERAL RESPONSIBILITIES:

The parent/caring adult of a 4-H member plays a major role in the support network of the 4-H Youth Development Program. Parental support is especially important in the development of the member through participation in 4-H activities. If parents/caring adults are involved from the beginning, chances are greater for a successful 4-H experience. By involving yourself in your child's activities, you create a sense of belonging for your 4-H'er.

### SPECIFIC PARENTAL RESPONSIBILITIES:

- Show interest and encourage what your children are doing. Encourage your children to complete their projects. Allow your children do their own work; work side by side with your child. Let them experience success and set backs.
- Provide materials and equipment your children may need.
- Support your 4-H leaders. Get to know them, let them know you appreciate their efforts and aid them as appropriate.
- Make 4-H a family affair. Get the entire family involved in 4-H events—either as spectators, participants, or volunteers.
- Remember the objective of 4-H is to build youth into responsible citizens. The way they complete projects, conduct meetings, and participate in competitive events, etc., will help set work and character patterns for the rest of their lives.
- Encourage your children not to over commit themselves to too many activities. Over commitment often leads to frustration.
- Read all 4-H mailings. Become aware of opportunities through 4-H that may effect not only your child but also others in your community as well.
- Be 4-H's best advertisement by knowing about the program.
- Be a positive role model-especially sportsmanship and ethics.
- Provide or arrange transportation for your children.
- Assist in strengthening the educational quality of the 4-H Youth Development Programs.
- Promote the basic 4-H Philosophy that our product is youth and our projects are the means. Practice good ethical and behavior conduct.
- Follow specific requirements that your club/county may require.
- Be familiar with the 4-H members' responsibilities.
- Follow all 4-H guidelines and policies of the University of Kentucky Cooperative Extension Service and 4-H program.

05/17/05 Stephanie Blevins. Adapted by Mark Mains, Kenton County Extension Agent for 4-H/Youth Development, from materials by Janelle Stewart, 4-H Youth Agent, Lenawee

Parents Helping 4-H'ers



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## Orientation Fact Sheet

### 4-H Volunteer Orientation Fact Sheet Involving Parents

An important strength of 4-H Youth Development is the opportunity it provides for family involvement. By design, 4-H encourages parents to take part in their children's 4-H activities and experiences.

Parents can provide:

- Encouragement
- Assistance
- Support
- Transportation
- Guidance
- Knowledge
- Resources
- Leadership
- Ideas

## Styles of Parenting

### How Parents Differ

When motivating parents, volunteers should not assume all parents are alike or will take an active role in their child's 4-H experience. Understanding these differences help volunteers select the best way to approach parents about helping their child succeed.

Parents can be categorized into five general parenting styles, though, no parent will fit perfectly into a single category. They will, however, exhibit the general characteristics of one of the following parenting types:

**Balanced** – Share the experience with the child. Learning and growing through 4-H is their goal. These parents want to be informed so they can help make their child's experience the best it can be.

**Overprotective** – Protect and pamper the child. Parents may tend to do the work, guarding the child from failure or problems. These parents need to learn to let the child experience the successes and failures which are aspects of growing up.

**Over Strict** – Fault finders who are very critical of their children when they don't achieve the parents' standards. These parents must learn to let their child be a child and experience learning at a child's level.

**Unconcerned** – Give their child little support or encouragement. These parents may be hard to change, but should be contacted fre-

05/17/05 Stephanie Blevins. Adapted by Amy Aldenderfer, Lynette Allen, Karen Bramel, Ken Culp, III, Ph.D., Raven Ford, Carole Goodwin from materials developed by: Kenneth Lafontaine, Extension Agent, Youth Development, Hardin County.

Parents Helping 4-H'ers



## Why Should Parents Be Involved?

quently and made aware of what the child and the club are doing. **Take Over** – Takes on the child's responsibility. This parent seeks something more from 4-H than a learning experience for the child. Educating this parent on the reason 4-H exists can be a way to reduce project domination. **(SOURCE)**

### Why Parents Should Be Involved

4-H is a three-way working relationship. The volunteer provides opportunities for the members in his/her 4-H club, the member uses these opportunities to learn, and the parents serve as a backup and aide in the child's efforts to gain the most from 4-h membership. With this concept in mind, volunteers work to enhance the working relationship among the three partners. When this cooperative partnership is created, the educational goal of 4-H will be achieved. Parents are an asset and should be involved in the 4-H process. The time spent developing a parent/volunteer/member relationship will certainly bring the families closer together and provide additional help for the club leaders and assistants. Parents are interested in the wellbeing of their child. However, it is inaccurate to believe that parents will automatically step forward and assist with 4-H activities. As a club leader, it is up to you to help parents find ways to get involved.

## Why Parents Get Involved

### Why Parents Get Involved

Reasons parents take an active role in 4-H include:

- Desire to help their child
- Joy of helping others
- Personal satisfaction
- Have a skill to share
- Feel it is the right thing to do
- Enjoy working with other adults
- Enjoy new experiences
- Their child wants them to
- Someone asked them to help

## Why Parents Don't Get Involved

### Why Parents Don't Get Involved

- No one has asked them to be involved
  - No one has really explained how to be involved
  - Children tell parents not to be involved
  - Too many other commitments
  - Feel they have nothing to offer
  - They don't know how to ask
- There are legitimate reasons that eliminate some parents from being involved in their child's project work or club activities. It is important to communicate with parents the information they need to provide support for

Parents Helping  
4-H'ers

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**Involving  
Parents**

their child in 4-H work.

**Involving Parents**

There are three steps in this process. By mastering these, you will surely improve the quality of your members' 4-H experience. These steps include:

**Analyze****Step 1: Analyze level of parent knowledge**

Before you can expect participation, you must educate the parents about 4-H volunteer opportunities and expectations. Each parent will bring a different level of knowledge and expertise to the 4-H club.

**Inform****Step 2: Inform the parents about 4-H**

Effectively communicating with parents is an important step in getting them involved. Informing them about 4-H and their role as 4-H parents creates a line of communication that benefits all involved.

Ways to create this relationship include:

- Invite parents to meetings
- Hold new parent orientation
- Conduct at least one family activity during the term of the program
- Talk directly with parents at every opportunity. Members can sometimes be unreliable messengers.

**Recruit****Step 3: Parent Involvement**

The role you ask parents to take should be dependent on their interest. You should know which parents will be "supporters," "active participants" and "non-supporters." It is time to recruit parent involvement.

Parent "supporters" will continue to be there for their children if you keep them informed. Make a list of the ways you communicate what the 4-H club expects from its members. An open letter to parents soon after the group is organized, a list of dates and upcoming opportunities, newsletters, telephone calls to parents and direct contacts are great ways to promote this type of parent involvement. The easiest way to lose help is to not ask for it.

"Active Participants" will normally help if asked. Most people want to help but will wait to be asked before volunteering their time and effort. During the program planning process, volunteers should make a list of tasks parents could perform. Using this list, develop and distribute a brief parent interest survey exploring tasks you need parents to do. Typing, planning a community service project, coordinating refreshments for meetings or presenting a program to the group are a few examples of tasks parents can do. Telephone calls and direct contacts are another way to find those willing to assist. Be

Parents Helping  
4-H'ers

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## Recognition

prepared by knowing what you want parents to do and how much time it will require. Vague requests often get “No” for an answer. Always remember that when seeking help, asking may be hard, but it is still the best way to get parents involved.

“Non-supporters” present the biggest challenge. Keeping them informed and encouraging their involvement may be the most volunteers can do.

### **Recognizing Parents**

Showing appreciation for assistance provided by parents will encourage future involvement. Recognize parents by giving praise, saying thank you, providing public recognition of parents’ efforts or holding special events. Encourage members to recognize parents with cards, by sending notes, making phone calls or saying thank you.

### **References:**

Lafontaine, K. (1999). Involving Parents. Ohio State University Extension Fact Sheet. 4-H-013-99. The Ohio State University.



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## Involving 4-H Member Parents

Parents' of 4-H members are probably the largest potential target audience for 4-H volunteers; however, they are often overlooked. Many parents of 4-H members say they would like to help, but no one has ever asked them. Although it would probably be impossible to personally ask all parents to volunteer, 4-H agents and volunteer club leaders are missing a great potential by not asking some parents to take on leadership roles in their child's 4-H club.

## Why Involve Parents

- Many parents are willing to help if they are asked.
- Parents can help with small or large tasks. Parental involvement may range from a parent serving as a club leader to simply bringing refreshments to a 4-H meeting.
- Children are more likely to stay involved if their parents are involved and supportive.
- Parents' enthusiasm will transform into enthusiasm by the members.
- One or two club leaders may not be able to do it all. They will probably welcome support and help from the parents of the club members.
- Parental involvement will also help to prevent club leader burn-out. Volunteers often get burned out if they are the only ones who are doing anything. Help from lots of parents will help to take some of the burden off the club leader.
- Involved parents will better be able to support their own children in 4-H projects and activities.
- Involved parents have the opportunity to get to know their child's friends.
- Involved parents get to know and socialize with other volunteers who probably have interests similar to their own.

## Involvement

### Ways to involve parents:

- First talk to the parent about their interests in volunteering. Find out in what ways they would like to help and to what extent.

05/17/05 Stephanie Blevins. author: Misty Wilmoth.

Parents Helping 4-H'ers

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- Have parents fill out a questionnaire at the first meeting which will let the club leaders know which parents are willing to help and in what ways.
  - Find out about the parent's areas of expertise. Would they possibly be able to teach a certain 4-H project area?
  - Don't give up! If a parent is unable to help this year, don't count them out for next year or the years to come.
  - Keep parents informed about activities through a club newsletter or calendar of events, etc. Some parents may only be interested in helping with certain activities, projects, or contests.
  - Don't assume that interested parents are immediately ready to volunteer. All volunteers need proper orientation and resourcing. Before parents begin to volunteer, make sure they have the tools they need to succeed in their volunteer roles.
  - Some parents need to start in small roles first. They may be able to bring refreshments to a meeting or plan a short game or activity. As they become more comfortable with the club, they may be willing to increase their involvement.

**Ways to Gain the Support of Parents:**

- Keep parents informed about club activities.
- Hold parent/member activities/events, so parents stay involved.
- Club leaders should stay in contact with members' parents by phone calls, e-mail messages, or informal chats before or after the meetings or even when they run into each other at other places.
- Ask if any parents would be willing to host a meeting in their home. They may even be able to show members about a specific project, for example if those members raise rabbits, etc.
- Encourage parents to attend the regular meetings with their child. Members may even want to make a special invitation to invite their parents to the next meeting.
- Hold special 4-H family events. Picnics, ice cream social, cook-outs or recreational activities are often effective recognition events in which the entire family can participate.



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## Checklist for Parents

### Parent's Talents, Skills and Interest Checklist

Getting involved in your child's 4-H club will be a fun and rewarding experience. Complete this checklist and return it to one of the club's advisors to let them know how you can support the 4-H club.

Circle your response

- I have inside space available that can be used for club meetings Yes No
- I have an outdoor space available Yes No
- I can provide meeting space Yes No
- What time is best? Daytime\_\_\_\_ Evenings\_\_\_\_  
 Weekly\_\_\_\_ Every 2 Weeks\_\_\_\_ Monthly\_\_\_\_
- I can provide refreshments for meetings Yes No
- I can provide transportation for children get to and from meetings Yes No
- I can chaperone and provide transportation for club field trips Yes No
- I can call 4-H members and families for meeting reminders Yes No
- I can assist with club exhibits, displays and fair booths Yes No
- I can serve on the committee to plan the educational activities Yes No
- I can help with recreational activities of the club Yes No
- I can help with community service activities of the club Yes No
- I can help with fundraising Yes No
- I can go to camp as an Adult Counselor Yes No
- I can plan an exchange trip for the club Yes No
- I have access to a computer for club newsletters Yes No
- I have access to a copy machine that could be used for club Yes No
- I am willing to help with the record-keeping duties of the club Yes No
- I am willing to assist members with the following projects Yes No

\_\_\_\_\_

Age Level I Prefer:  Under 9  9-11  12-14  15-19  No preference

Name: \_\_\_\_\_ Day Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

Name of Son/Daughter: \_\_\_\_\_

Email Address: \_\_\_\_\_

05/17/05 Adapted by  
 Stephanie Blevins.  
 Gems Toolbox.  
 Written by Ken Culp,  
 III, PhD.

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## Responsibilities of a 4-H Parent

### GENERAL RESPONSIBILITIES:

The parent/caring adult of a 4-H member plays a major role in the support network of the 4-H Youth Development Program. Parental support is especially important in the development of the member through participation in 4-H activities. If parents/caring adults are involved from the beginning, chances are greater for a successful 4-H experience. By involving yourself in your child's activities, you create a sense of belonging for your 4-H'er.

### SPECIFIC PARENTAL RESPONSIBILITIES:

- Show interest and encourage what your children are doing. Encourage your children to complete their projects. Allow your children do their own work; work side by side with your child. Let them experience success and set backs.
- Provide materials and equipment your children may need.
- Support your 4-H leaders. Get to know them, let them know you appreciate their efforts and aid them as appropriate.
- Make 4-H a family affair. Get the entire family involved in 4-H events—either as spectators, participants, or volunteers.
- Remember the objective of 4-H is to build youth into responsible citizens. The way they complete projects, conduct meetings, and participate in competitive events, etc., will help set work and character patterns for the rest of their lives.
- Encourage your children not to over commit themselves to too many activities. Over commitment often leads to frustration.
- Read all 4-H mailings. Become aware of opportunities through 4-H that may effect not only your child but also others in your community as well.
- Be 4-H's best advertisement by knowing about the program.
- Be a positive role model-especially sportsmanship and ethics.
- Provide or arrange transportation for your children.
- Assist in strengthening the educational quality of the 4-H Youth Development Programs.
- Promote the basic 4-H Philosophy that our product is youth and our projects are the means. Practice good ethical and behavior conduct.
- Follow specific requirements that your club/county may require.
- Be familiar with the 4-H members' responsibilities.
- Follow all 4-H guidelines and policies of the University of Kentucky Cooperative Extension Service and 4-H program.

05/17/05 Stephanie Blevins. Adapted by Mark Mains, Kenton County Extension Agent for 4-H/Youth Development, from materials by Janelle Stewart, 4-H Youth Agent, Lenawee

Parents Helping 4-H'ers



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## Orientation Fact Sheet

### 4-H Volunteer Orientation Fact Sheet Involving Parents

An important strength of 4-H Youth Development is the opportunity it provides for family involvement. By design, 4-H encourages parents to take part in their children's 4-H activities and experiences.

Parents can provide:

- Encouragement
- Assistance
- Support
- Transportation
- Guidance
- Knowledge
- Resources
- Leadership
- Ideas

## Styles of Parenting

### How Parents Differ

When motivating parents, volunteers should not assume all parents are alike or will take an active role in their child's 4-H experience. Understanding these differences help volunteers select the best way to approach parents about helping their child succeed.

Parents can be categorized into five general parenting styles, though, no parent will fit perfectly into a single category. They will, however, exhibit the general characteristics of one of the following parenting types:

**Balanced** – Share the experience with the child. Learning and growing through 4-H is their goal. These parents want to be informed so they can help make their child's experience the best it can be.

**Overprotective** – Protect and pamper the child. Parents may tend to do the work, guarding the child from failure or problems. These parents need to learn to let the child experience the successes and failures which are aspects of growing up.

**Over Strict** – Fault finders who are very critical of their children when they don't achieve the parents' standards. These parents must learn to let their child be a child and experience learning at a child's level.

**Unconcerned** – Give their child little support or encouragement. These parents may be hard to change, but should be contacted fre-

05/17/05 Stephanie Blevins. Adapted by Amy Aldenderfer, Lynette Allen, Karen Bramel, Ken Culp, III, Ph.D., Raven Ford, Carole Goodwin from materials developed by: Kenneth Lafontaine, Extension Agent, Youth Development, Hardin County.

Parents Helping 4-H'ers



## Why Should Parents Be Involved?

quently and made aware of what the child and the club are doing. **Take Over** – Takes on the child's responsibility. This parent seeks something more from 4-H than a learning experience for the child. Educating this parent on the reason 4-H exists can be a way to reduce project domination. **(SOURCE)**

### Why Parents Should Be Involved

4-H is a three-way working relationship. The volunteer provides opportunities for the members in his/her 4-H club, the member uses these opportunities to learn, and the parents serve as a backup and aide in the child's efforts to gain the most from 4-h membership. With this concept in mind, volunteers work to enhance the working relationship among the three partners. When this cooperative partnership is created, the educational goal of 4-H will be achieved. Parents are an asset and should be involved in the 4-H process. The time spent developing a parent/volunteer/member relationship will certainly bring the families closer together and provide additional help for the club leaders and assistants. Parents are interested in the wellbeing of their child. However, it is inaccurate to believe that parents will automatically step forward and assist with 4-H activities. As a club leader, it is up to you to help parents find ways to get involved.

## Why Parents Get Involved

### Why Parents Get Involved

Reasons parents take an active role in 4-H include:

- Desire to help their child
- Joy of helping others
- Personal satisfaction
- Have a skill to share
- Feel it is the right thing to do
- Enjoy working with other adults
- Enjoy new experiences
- Their child wants them to
- Someone asked them to help

## Why Parents Don't Get Involved

### Why Parents Don't Get Involved

- No one has asked them to be involved
  - No one has really explained how to be involved
  - Children tell parents not to be involved
  - Too many other commitments
  - Feel they have nothing to offer
  - They don't know how to ask
- There are legitimate reasons that eliminate some parents from being involved in their child's project work or club activities. It is important to communicate with parents the information they need to provide support for

Parents Helping  
4-H'ers

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**Involving  
Parents**

their child in 4-H work.

**Involving Parents**

There are three steps in this process. By mastering these, you will surely improve the quality of your members' 4-H experience. These steps include:

**Analyze****Step 1: Analyze level of parent knowledge**

Before you can expect participation, you must educate the parents about 4-H volunteer opportunities and expectations. Each parent will bring a different level of knowledge and expertise to the 4-H club.

**Inform****Step 2: Inform the parents about 4-H**

Effectively communicating with parents is an important step in getting them involved. Informing them about 4-H and their role as 4-H parents creates a line of communication that benefits all involved.

Ways to create this relationship include:

- Invite parents to meetings
- Hold new parent orientation
- Conduct at least one family activity during the term of the program
- Talk directly with parents at every opportunity. Members can sometimes be unreliable messengers.

**Recruit****Step 3: Parent Involvement**

The role you ask parents to take should be dependent on their interest. You should know which parents will be "supporters," "active participants" and "non-supporters." It is time to recruit parent involvement.

Parent "supporters" will continue to be there for their children if you keep them informed. Make a list of the ways you communicate what the 4-H club expects from its members. An open letter to parents soon after the group is organized, a list of dates and upcoming opportunities, newsletters, telephone calls to parents and direct contacts are great ways to promote this type of parent involvement. The easiest way to lose help is to not ask for it.

"Active Participants" will normally help if asked. Most people want to help but will wait to be asked before volunteering their time and effort. During the program planning process, volunteers should make a list of tasks parents could perform. Using this list, develop and distribute a brief parent interest survey exploring tasks you need parents to do. Typing, planning a community service project, coordinating refreshments for meetings or presenting a program to the group are a few examples of tasks parents can do. Telephone calls and direct contacts are another way to find those willing to assist. Be

Parents Helping  
4-H'ers

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## Recognition

prepared by knowing what you want parents to do and how much time it will require. Vague requests often get “No” for an answer. Always remember that when seeking help, asking may be hard, but it is still the best way to get parents involved.

“Non-supporters” present the biggest challenge. Keeping them informed and encouraging their involvement may be the most volunteers can do.

### **Recognizing Parents**

Showing appreciation for assistance provided by parents will encourage future involvement. Recognize parents by giving praise, saying thank you, providing public recognition of parents’ efforts or holding special events. Encourage members to recognize parents with cards, by sending notes, making phone calls or saying thank you.

### **References:**

Lafontaine, K. (1999). Involving Parents. Ohio State University Extension Fact Sheet. 4-H-013-99. The Ohio State University.



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## Involving 4-H Member Parents

Parents' of 4-H members are probably the largest potential target audience for 4-H volunteers; however, they are often overlooked. Many parents of 4-H members say they would like to help, but no one has ever asked them. Although it would probably be impossible to personally ask all parents to volunteer, 4-H agents and volunteer club leaders are missing a great potential by not asking some parents to take on leadership roles in their child's 4-H club.

## Why Involve Parents

- Many parents are willing to help if they are asked.
- Parents can help with small or large tasks. Parental involvement may range from a parent serving as a club leader to simply bringing refreshments to a 4-H meeting.
- Children are more likely to stay involved if their parents are involved and supportive.
- Parents' enthusiasm will transform into enthusiasm by the members.
- One or two club leaders may not be able to do it all. They will probably welcome support and help from the parents of the club members.
- Parental involvement will also help to prevent club leader burn-out. Volunteers often get burned out if they are the only ones who are doing anything. Help from lots of parents will help to take some of the burden off the club leader.
- Involved parents will better be able to support their own children in 4-H projects and activities.
- Involved parents have the opportunity to get to know their child's friends.
- Involved parents get to know and socialize with other volunteers who probably have interests similar to their own.

## Involvement

### Ways to involve parents:

- First talk to the parent about their interests in volunteering. Find out in what ways they would like to help and to what extent.

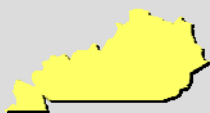
05/17/05 Stephanie  
Blevins. author:  
Misty Wilmoth.

Parents Helping 4-H'ers

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- Have parents fill out a questionnaire at the first meeting which will let the club leaders know which parents are willing to help and in what ways.
  - Find out about the parent's areas of expertise. Would they possibly be able to teach a certain 4-H project area?
  - Don't give up! If a parent is unable to help this year, don't count them out for next year or the years to come.
  - Keep parents informed about activities through a club newsletter or calendar of events, etc. Some parents may only be interested in helping with certain activities, projects, or contests.
  - Don't assume that interested parents are immediately ready to volunteer. All volunteers need proper orientation and resourcing. Before parents begin to volunteer, make sure they have the tools they need to succeed in their volunteer roles.
  - Some parents need to start in small roles first. They may be able to bring refreshments to a meeting or plan a short game or activity. As they become more comfortable with the club, they may be willing to increase their involvement.

**Ways to Gain the Support of Parents:**

- Keep parents informed about club activities.
- Hold parent/member activities/events, so parents stay involved.
- Club leaders should stay in contact with members' parents by phone calls, e-mail messages, or informal chats before or after the meetings or even when they run into each other at other places.
- Ask if any parents would be willing to host a meeting in their home. They may even be able to show members about a specific project, for example if those members raise rabbits, etc.
- Encourage parents to attend the regular meetings with their child. Members may even want to make a special invitation to invite their parents to the next meeting.
- Hold special 4-H family events. Picnics, ice cream social, cook-outs or recreational activities are often effective recognition events in which the entire family can participate.



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# Kentucky Leader Handbook



## Checklist for Parents

### Parent's Talents, Skills and Interest Checklist

Getting involved in your child's 4-H club will be a fun and rewarding experience. Complete this checklist and return it to one of the club's advisors to let them know how you can support the 4-H club.

Circle your response

- I have inside space available that can be used for club meetings Yes No
- I have an outdoor space available Yes No
- I can provide meeting space Yes No
- What time is best? Daytime\_\_\_\_ Evenings\_\_\_\_  
 Weekly\_\_\_\_ Every 2 Weeks\_\_\_\_ Monthly\_\_\_\_
- I can provide refreshments for meetings Yes No
- I can provide transportation for children get to and from meetings Yes No
- I can chaperone and provide transportation for club field trips Yes No
- I can call 4-H members and families for meeting reminders Yes No
- I can assist with club exhibits, displays and fair booths Yes No
- I can serve on the committee to plan the educational activities Yes No
- I can help with recreational activities of the club Yes No
- I can help with community service activities of the club Yes No
- I can help with fundraising Yes No
- I can go to camp as an Adult Counselor Yes No
- I can plan an exchange trip for the club Yes No
- I have access to a computer for club newsletters Yes No
- I have access to a copy machine that could be used for club Yes No
- I am willing to help with the record-keeping duties of the club Yes No
- I am willing to assist members with the following projects Yes No

\_\_\_\_\_

\_\_\_\_\_

Age Level I Prefer:  Under 9  9-11  12-14  15-19  No preference

Name: \_\_\_\_\_ Day Phone: \_\_\_\_\_

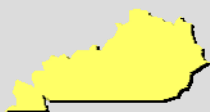
Address: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

Name of Son/Daughter: \_\_\_\_\_

Email Address: \_\_\_\_\_

05/17/05 Adapted by  
 Stephanie Blevins.  
 Gems Toolbox.  
 Written by Ken Culp,  
 III, PhD.

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## Selecting the 4-H Volunteer Role Right For You

### Club Leader

Being part of the 4-H Youth Development program means not only that you help young people learn and have fun, but also that (as a volunteer) you find the best way to support 4-H with your volunteer efforts. This is a sampling of leadership roles available to you. Use the “Volunteer Interest Inventory” (later in this information sheet) to help you select the role best suited to your interests and talents. Once you select the role's) of interest to you, contact your county 4-H office for more information on how to become involved!

For 4-H volunteers who like to work directly with children, being a local club leader is an excellent opportunity. The **organizational club leader** may organize the club and serve as liaison with your county 4-H office. **Assistant leaders** may help with certain events or activities. **Project leaders** may help the club with one or more projects or specific subjects. **Teen leaders** are experienced 4-H members who can complement the leadership team in a club.

### School Enrichment/After School Volunteer

School enrichment volunteers assist with 4-H programs within the classroom or in after-school activities. These programs may be subject (project) related, general information about 4-H, recreation, etc. Teen volunteers may be used in this role. Outside groups/organizations may be used as additional resources. Volunteers are needed all year long.

### Youth Volunteers

05/17/05 Stephanie Blevins  
Adapted for use in Kentucky by 4-H Club Advisory Committee from “Leader Training Series” Rutgers Cooperative Education, New Jersey. Written by: Ginny Diem.

Youth may opt to participate in 4-H through an individual study. An adult serves as a mentor or coach to this young person and his or her project. The adult may be an expert in the subject matter, or just encourage the member in exploration, research, and discovery. This one-on-one role requires that volunteers complete the appointment process.

Right Volunteer Role



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## Judge For County, District & State Events

Adults are always needed to serve as judges for various 4-H events. These volunteers should be skilled in the subject (project) which they are judging, able to communicate with children, and understand the philosophy of 4-H and recognition.

## Speaker's Bureau

Your county may have a speakers' bureau. As a member of this bureau, you would receive specialized training for giving 4-H related presentations to the general public and to community/civic groups. Your name would be included on a speakers' bureau list.

## 4-H Fair

Every county 4-H fair is a huge undertaking that requires the help of all adult volunteers, parents, and members. There are many opportunities to become involved in this major event. Leaders are needed to organize and promote events, judge exhibits, register 4-H'ers, etc.

## Committees/Councils

County 4-H programs function through numerous advisory and program support groups. 4-H Leaders' Council, 4-H expansion & review committee, and projected advisory committees may be opportunities for you to give input in your county.

## Resource Person

You may have a special talent that you would like to share with youth. It may be related to your career or a hobby. You would volunteer to help at a club meeting or perhaps present a workshop at a county event. Examples are: sharing your experience as a veterinarian, or giving a photography workshop.

## Key Volunteer Roles

A key volunteer leader is a resource person who provides support to the 4-H program beyond the local club and community, and in particular, to other volunteers. Following are examples of a few volunteer roles beyond the local club:

County or area recruiter. Volunteers know their local communities and can be excellent recruiters for other adult leaders.

County or area trainer. If you have an interest in training other volunteers in their roles as club leaders, you may wish to become a trainer. In either a community or county

Right Volunteer Role



## Interest Inventory

-wide setting, you would be trained to assist new leaders as they organize new clubs.

Mentor to club leaders. The mentoring process allows a new club leader to be paired with an experienced volunteer. An understanding volunteer who has had experience as a club leader can be very helpful to the new leader.

Activity or event coordinator. If you have a strong interest in a particular 4-H activity, such as Public Presentations, you may wish to become a coordinator.

Project key leader. In many counties with more than one club in a particular project area, there may be a project key leader who coordinates educational efforts within that project.

Do any of these volunteer roles interest you? This inventory may help you select a volunteer role that is based on your interests and talents.

### I LIKE:

- meeting new people.
- traveling.
- working with 1st-3rd graders.
- working with 4th-8th graders.
- working with teens.
- working with adults.
- teaching.
- leading a group.
- helping, but staying in the background.
- working with my hands (physical activity).
- organizing events and activities.
- learning new things.
- other (list: \_\_\_\_\_ )

Special talents I would like to share with others:

Use this list of interests to match volunteer opportunities that best meet your needs. If you have many interests, don't be afraid to start in a small way and then build up your volunteer roles. Remember to take on new challenges and to keep growing!

Right Volunteer Role

## Position Description

Work closely with paid 4-H staff in your county to design a position description for that volunteer role especially for you! A position description is simply a tool to organize the general description of an assignment. Sample position descriptions are available on the 4-H Web Site: <http://www.ca.uky.edu/agcollege/4H/VolPosDescription/index.htm>

### A Position Description Should Include:

\_\_\_ **Position Title:** With a general description of a position.

\_\_\_ **Time Requirements:** Is it a short-term or an ongoing position? List time requirements/length of commitment.

\_\_\_ **Supervisor:** Who will supervise you in this position?

\_\_\_ **Position Responsibilities:** The position description should include the duties of the position and special requirements, if any are needed.

\_\_\_ **Qualifications:** What qualifications does the position require?

\_\_\_ **Training:** Find out the type of training available and when it will be provided. Examples: Regular training for a group of volunteers, or training on a one-to-one basis.

## Key Factors

### Key Considerations to Discuss Before Agreeing to a Position Description

- Is the task reasonable?
- Is the task easily understood?
- Are duties and responsibilities clear?
- What resources are available to me for this assignment?
- Who will be my advisor or supervisor?
- Is an estimate of required time included?
- What qualifications do I need for the position?
- Will I enjoy and learn from doing this job?

Matching your talents with your interests and availability are a primary function of a good job description. This agreement is designed to protect you, clarify your role within the program, and serve as a communication tool in defining your responsibilities on the 4-H team.

### **Reference:**

*Designing and Developing Volunteer Leadership Systems - Daniel E. Lindsey, University of Minnesota, 1983*

Right Volunteer Role



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# Kentucky Leader Handbook



## Working With Teen Leaders

Many 4-H teens want to become leaders in the 4-H program so they can

- share what they know
- learn new skills or
- assume new responsibilities.

In many counties, you will find teens as co-leaders of 4-H clubs with adults, as judges of county 4-H events, as summer camp counselors, as 4-H fair division chairs, as well as leading county events and being role models for other 4-H youth.

As the adult partner in one of these leadership experiences, you can provide the direction and support that will help the teens reach their goals with a feeling of success. Teen leaders may discover their new leadership opportunities through their own 4-H club, the county teen council or as part of a county event committee, such as the fair, awards event, or public presentations.

## Who is Eligible?

Youth enrolled in grades 8–13 are eligible to become teen club leaders. They are selected (by the County 4-H Agent or adult volunteers) because of their interest in or knowledge of the projects of the club and their desire to develop leadership skills. They are usually good teachers and enjoy working with children.

*05/17/05 Stephanie Blevins \* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by: Rose Mary*

Teens involved in a county teen council are also considered teen leaders. In addition to working with younger members, they also concentrate on designing their own programs and working cooperatively to accomplish goals as a group of teen leaders.

Working with Teens



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## What Can Teen Leaders Do?

Teens can take responsibility for many tasks such as

- organizing a club business meeting,
- teaching members specific project material or skills,
- leading recreational activities,
- organizing portions of a county event,
- designing and implementing a community service project.

Since each teen leader has unique interests and abilities, duties will be customized and vary from person to person.

## What Supervision is Needed?

Teens are encouraged to take on as much responsibility and authority as they can comfortably handle, but they must never be left alone with the children. A 4-H leader must be present at all times. The adult leader may be in an adjoining room, or working with a nearby group of youngsters, but must be handy and supervise the activities of the total group.

## What are Some Coaching Skills I Can Use?

Getting to Know Each Other. No matter what the task, it's best to start by getting to know both the strong points of the teen as well as any area where skills will need to be developed. You, as the adult coach and mentor, can encourage trust by sharing which skills you plan to develop in this teamwork experience.

Some teen leaders will have as much experience with the 4-H club activities as the adult. Others may need a lot of orientation to this new situation. By spending time with each other, the give and take of ideas can begin.

Welcoming New Ideas Encourage new ideas and their development by the teen leader by asking questions such as: "Have you ever done that before or is this something new you would like to try?" "How would you carry that out?" "What effect do you think that would have on the club members?" "What kind of assistance would you need?" "What things might not work as planned and what would you do?"

By avoiding phrases such as, "We don't do it that way," and "That won't work!" the enthusiasm and energy created in a partnership will grow. When the teen suggests something

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that has been a failure in your past experience, look for a piece of it that can be incorporated into another method so that the teen feels included in the decision-making process and you feel confident as the coach.

Sharing Responsibilities Plan each person's role in each meeting: who will make announcements, who will lead recreation, who will advise the officers of new developments, etc. Advance planning and discussion of each step while planning, will prevent the dominance of either leader.

Consider the needs of the club as well as the needs and interests of the leaders when planning. Neither partner, teen or adult, wants to feel that tasks were dropped on them for which they are not prepared.

The teens you coach can grow into great leaders by learning new skills, testing their limits and abilities and discovering how to handle challenging responsibilities. As teen leaders mature they can be given increasing responsibility and independence. The timing of each additional duty should be decided cooperatively by both teen and adult leaders.

Delegating Delegation has two elements—responsibility and authority. Ideally, the elements are both assigned to the same person. When delegation is used properly, one person (often the teen leader) is given responsibility for a task, and the authority to implement or direct it.

If you as the adult leader find it difficult to transfer authority to a teen leader, check to see if your planning is thorough. When carefully planned and implemented, sharing responsibilities can become a growth opportunity for the teen leaders, and a liberating experience for you.

When transferring responsibility to a teen, it is important for you to choose words that form a request rather than an order. By considering each opportunity from the teen leader's perspective, you will easily delegate in a way that shows respect for the teen's feelings and abilities.

Supporting Each Other Your role as coach and mentor of the teen leader includes letting the members know that the teen is an official 4-H leader, and that the members are ex-

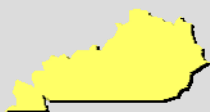
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## **Celebrate Your Successes as an Effective Team**

pected to listen, follow directions and cooperate. The teen leader is responsible for generating some of this respect but needs your consistent support.

As the adult volunteer you may quietly support ideas and suggestions made during club discussions or project enthusiasm for the projects of the teen leaders. You can also serve as backup for unanticipated occurrences. As you demonstrate these support skills to the teen, you may discover similar support being provided for you by the teen.

Congratulate each other on each step of progress made and goals achieved. Take time to celebrate the success of your club and also your partnership. Thank each other for support and assistance given. Then start to make plans for meeting the next challenge.



Kentucky  
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## 4-H County Fair

### What is a 4-H Fair?

### Preparing your 4-H'ers for the 4-H Fair

\* 05/17/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Original author: Rita L. Natale.

One of the most exciting events which takes place each summer is the county fair. The fair is the culmination of the year for both 4-H members and volunteers; it is a showcase of all that is accomplished during the 4-H program year.

The 4-H events at the county fair are designed primarily to evaluate and display the project work of youth participating in 4-H programs. Some 4-H fairs are part of a larger "county fair," while others are strictly 4-H fairs or Rally Day events. A fair can be a one-day mall show, or a week-long event with amusements, commercial exhibits and rides, or anything in between.

Different activities take place at different fairs. Some fairs focus on traditional fair activities such as project displays, animal shows, and craft demonstrations. Others include features considered to be currently popular, such as karate demonstrations, video games or commercial exhibits .

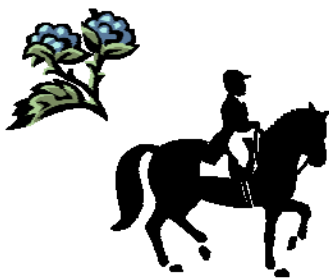
The focus of each fair depends on many factors, including goals and strengths of the local 4-H program, fair location and available facilities and local ordinances. Most fairs include a variety of events in order to encourage family participation.

It is the 4-H volunteer leader's job to take an active part in encouraging and assisting 4-H youth in participating fully in the 4-H fair. Ideas on how you can help are listed below.

- **4-H Mail.** Read your 4-H mail/newsletters thoroughly all year long. Be sure to inform your members of any fair-related information as it becomes available.
- **The 4-H Fair Mailing.** In late spring or early summer, most county 4-H offices and/or County Fair Boards send out a fair mailing. This often includes exhibit catalogues

County Fair





County Fair

(also called “premium books” or “class lists”); requests for help before, during and after the fair; information related to specific projects or events happening at the fair; and registration forms, sign-up sheets and information on how to enter 4-H projects in the fair. Review all of this information carefully with your 4-H members. Assist them in obtaining and completing any paperwork they may need in order to take part in the fair.

- **Exhibiting Your Club Members’ Projects and Skills.** Review carefully items in the fair mailing which pertain to the projects that your club members carry. Look for any project-related events or activities (i.e., members in the clothing project might take part in the fashion revue). Check to see if record books are required in order to exhibit in certain classes or divisions. If so, assist members in completing record books to meet requirements.
- **Exhibit Tags and Registration Forms/Pre-Fair Club Meeting.** Plan a special club meeting a week or so before pre-fair judging and/or fair deadlines. This is a good time to help 4-H’ers complete exhibit tags, registration forms and any other necessary paperwork.
- **Project Judging.** Look for information pertaining specifically to project judging. Often this takes place prior to the fair, sometimes at a different location. Make sure that your 4-H’ers are aware of when, where and how their projects will be judged. This will help to insure that there won’t be any disappointment.
- **Animal Exhibits and Shows.** Animal projects usually must meet special state-wide requirements related to health/immunization records. Check with your county 4-H staff for information about these requirements or in making any arrangements necessary to meet them. Animal project members should also be aware of show dates, times and requirements, as well as special rules your county may have for exhibiting animals.
- **Open Events/Helping Out at the Fair.** Encourage your members to take part in events open to all 4-H’ers and/or other youth. The fair is a great opportunity to meet people from other towns and to make new friends. 4-H’ers should also be encouraged to volunteer to help with fair responsibilities, such as set-up, take-down and staffing booths as needed at the fair.
- **Events for the Whole Club.** Be sure to take part in club-oriented events and activities held at the fair. These may include club booth exhibits, a parade of clubs, club



## Volunteer Jobs at the Fair: The Key to Success

### County Fair

demonstrations or presentations or taking on a fair set-up task as a club. Working as a club provides members the chance to learn teamwork and cooperation.

- **Involving Parents.** Persuade parents to become involved. Ask them to assist with club activities; encourage them to be present at all fair events and activities in which their child is participating. Invite them to your special pre-fair meeting. This is a good time to help parents understand the how-to's of preparing for the fair, as well as how judging, competition and recognition fit into the 4-H program. Communicating with your members' parents at this point will help prevent misunderstanding and disappointment later. Don't be afraid to ask 4-H parents for help—after all, as their child's 4-H leader, you provide them a valuable service all year long.
- **Understanding County Fair Regulations.** If your 4-H fair is part of a county fair, be sure members understand all county fair requirements and regulations, as well as 4-H guidelines and requirements.

The success of any 4-H fair depends on the participation of adult volunteers. This includes 4-H leaders, parents and other interested adults. Adults can serve in many capacities, such as:

- Serving on the county 4-H fair committee, association or board, often a year-round commitment. This group is generally responsible for planning the event and recruiting volunteers to assist. If your fair is part of a county fair, you may be able to serve on the county fair board.
- Serving as chairperson of a specific fair event or committee, such as serving as project superintendent, barn manager, food concession chair, show committee chair, chair of commercial exhibits, etc.
- Assisting with a specific event or committee, such as helping in a food booth, assisting with project entries, participating in fair set-up or fair take-down, etc. Helping to recruit other adults and youth to assist.
- Serving as a volunteer judge. Some counties prefer that active club leaders do not judge in their own counties; however, other counties often welcome the expertise of an active club leader from another county.
- Exhibiting in adult divisions where available.
- Volunteering to do a specialized demonstration or

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## Goals of the 4-H Fair

presentation either on your own or with your 4-H'ers (i.e., craft demonstration; square dance performance).

- Helping the 4-H fair committee or 4-H staff in general, such as running errands, distributing posters, selling tickets to an event.

As you and your members prepare for the fair, it's good to keep in mind the purposes for holding a 4-H fair. Although fairs events differ throughout the state, the following are some goals shared by many Kentucky counties.

- Evaluate 4-H project work and recognize accomplishments of youth participating in 4-H programs during the past 4-H year.
- Serve as a showcase for the public to observe 4-H projects, both on display and in action.
- Educate the public about the 4-H program in general, as well as specific subject matter areas of current interest and concern.
- Attract youth and adults to become involved in the 4-H program as 4-H members and volunteer leaders.
- Provide youth and adults opportunities to develop and demonstrate their leadership abilities through planning and conducting the 4-H fair.
- Provide the community with a family-oriented, fun and educational event.

Some counties also depend on the annual fair to raise funds in support of the year-long 4-H program. In counties where the 4-H events are part of a larger county fair, there is often a special emphasis on cooperation with other community organizations and agencies.

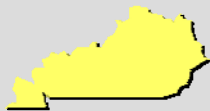
## Making the Most of Your 4-H Fair Experience

The best way to have a positive 4-H fair experience is to GET INVOLVED! This means preparing your 4-H members, encouraging their parents to become involved, and volunteering to use your skills and talents to help your county fair be a big success. For more information on how you can become involved in your county 4-H fair, call your county 4-H Agent.

## Reference

Reference Website: [http://www.kyagr.com/mkt\\_promo/fair/](http://www.kyagr.com/mkt_promo/fair/)

County Fair



Kentucky  
4-H Youth  
Development

## Kentucky Leader Handbook



### Understanding 4-H Judging

Children join 4-H to have fun, learn/refine skills and make new friends. One reason why 4-H is so successful is because children choose to do whatever interests them. As participation increases, 4-H'ers learn more, begin to assess progress for themselves, and look to others for evaluation of their work. The judging process in 4-H is like real life. 4-H'ers set goals, work to achieve them, and reap rewards for their efforts.

Having one's accomplishments evaluated can be motivating and educational for 4-H'ers. When judges critique their work or performance, it serves as a guide to further their improvement. The judging process is more valuable than the award or recognition. To plan, practice, and present a finished product is to "learn by doing." To graciously accept constructive criticism of one's work is a real life experience. 4-H'ers learn quickly that judging results reflect a personal opinion, and that evaluation will vary among judges.

Maintain a balance of activities to recognize and motivate your 4-H'ers.

### Types of Evaluation

- **Conference or interview:** The judge interviews the participant as he/she evaluates the product against a set of standards. The purpose of this judging is to determine what the 4-H'er learned in completing the project. Comments are provided verbally and also in writing on a score sheet.
- **Project judging:** The judge evaluates the finished products against a set of standards without the member present. The focus is the quality of the project **itself** and not the learning process. Comments are provided to the participant in writing, usually on a score sheet.

05/17/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by: Gail Bethard.

4-H Judging



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## Danish Judging

- **Performance judging:** The judge evaluates how a 4-H'er accomplishes a task or goal in progress. The judge looks for skills being used, as well as evaluating the end result. This type of event enables the 4-H'er and the judge to see how the performance directly effects the end product. Comments are often provided verbally and also in writing on a score sheet.

In 4-H most judging involves the Danish system of judging. In this system, the judges do not judge one person's work by comparing it to another's. The evaluation is made against a standard. A judge looks to see whether requirements are met. Often a score sheet is used, available from the county 4-H office.

If the work meets high standards, it receives an excellent rating and blue ribbon. A red ribbon signifies very good work. White ribbons are given for work of good quality that will benefit from further improvements. Purple is the highest ribbon awarded. It is the champion ribbon and signifies the one outstanding achievement in a class or project area.

One advantage of this system is that everyone whose work fulfills minimum qualification can receive a ribbon. If all entries are judged to be excellent, all receive blue ribbons.

The purpose of using the Danish judging system is to give every 4-H member the recognition deserved for the work that was done. It also helps young people recognize the need to improve their skills and to "make the best better."

## Peer Competition

While Danish judging focuses on set standards, other judging compares one 4-H'ers' work to another's. This is peer competition. This type of judging may be used to select the "best" projects within a class. An example of this would be awarding a "Best in Show" rosette to the photo with the highest score in a photo judging contest. In some projects, such as horse shows, participants are ranked against one another and given placings, such as 1st, 2nd, 3rd place, etc.

## 4-H Judging

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## 4-H Believes

- 4-H boys and girls are more important than 4-H projects.
- Learning how to do a project is more important than the project itself.
- “Learning by doing” through a useful work project is fundamental in any sound educational program and characteristic of the 4-H program.
- There is more than one good way to do most things.
- Our job is to teach 4-H’ers how to think, not what to think.
- A balanced program of work and play, geared to the individual’s needs, is more important than “grooming winners”.
- Competition is a natural human trait and should be recognized as such in 4-H work. It should be given no more emphasis than other 4-H fundamentals.
- Every 4-H member needs to be noticed, to feel important, to experience success and to be praised.
- No 4-H award is worth sacrificing the reputation of a 4-H member or a 4-H leader.
- A blue ribbon 4-H member with a red ribbon chicken is more desirable than a red ribbon member with a blue ribbon chicken.

*adapted from South Dakota newsletter by GB/85*

## How are Judges Selected?

Judges have a special interest in young people, and may have knowledge in a particular subject matter area, as a hobby or career. They are selected by paid staff and volunteers for their knowledge and interest in youth. Most are volunteers with some exceptions, such as in the livestock projects or horse project area where professionals are secured.

## Rules of the Judges

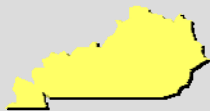
Judges must know the rules and criteria agreed upon by the 4-H participants, the 4-H leaders, and the 4-H staff. Each judge should be given information about the judging activity including scoring sheets. In addition, judges should be aware of and understand the philosophy behind the 4-H program and the purpose of evaluating 4-H’ers’ projects and performances. A judges’ orientation helps to ensure a fair judging experience for everyone.

## 4-H Judging

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## When You Are the Judge:

- Know and understand the 4-H philosophy.
- Judge the 4-H member's effort as well as the finished product. This is important because young people are not yet experts in a particular skill.
- Know the judging standards or criteria and follow them carefully. Try not to allow personal biases to influence your comments or decisions.
- Be consistent in your judgment.
- Judge each entry on its own merit - not by reputation.
- Acknowledge the parts that were done well before making criticisms. Be positive and look for the good first!
- Written or verbal statements should be constructive and not harsh. Critique is necessary for further learning, but harshness serves only to discourage the individual. Give concrete suggestions for improvement.
- Sign your name to the score sheet. The judging has a positive influence on the 4-H'er.
- Always stress the learning and accomplishments that have taken place rather than the **award**.
- Treat the 4-H member as an individual. Be sure to consider age and experience when evaluating.
- Use this event to stimulate growth and to motivate children to learn more. Competition in 4-H should be a good experience for members.



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## Kentucky Leader Handbook



### How to Write a News Release

### News Story vs Feature Story

### What is News?

\* 05/17/05 Stephanie Blevins  
\* Adapted for use in Kentucky by 4-H Club Advisory Committee from "Leader Training Series" Rutgers Cooperative Education, New Jersey. Written by: Keith G. Diem, Ph.D.

Newspapers, radio, and television are excellent media for letting the public know about 4-H and the accomplishments of participants. A *news release* is an effective, accepted way to share information about 4-H with the media. One can be easily prepared by 4-H staff as well as volunteers. Volunteers and Teen Volunteers should always have approval from the Cooperative Extension Office prior to submitting a news release to the media. Here is an overview of the main considerations in preparing and distributing a news release:

There are two main types of stories. A *feature* story typically covers a human interest subject and is more in-depth. A news story gets right to the point with *news*. This is an important distinction. Anyone can write a news release to send to local media, but a feature story is usually done by a reporter. However, a news release written by you may alert a reporter to write an in-depth feature story about the news you have announced.

News is different things to different people. However, the decision as to what makes the news in the media will be decided by the reporters and editors of the media. Before you prepare a news release, try to consider the story from the reporter's perspective. Make sure it's *newsworthy*. Pay attention to what the media see as important and try to give them stories that fit their interests and needs. Remember to focus your efforts on *local* media first. Local weekly newspapers and small, local radio and cable television stations are much more likely to cover your story than larger, daily, regional newspapers, or big-city radio and television stations.

News Release



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## Two Kinds of News Releases

News releases can be written to promote an upcoming event or as a follow-up report to something that already happened. Although many media people prefer the advance-notice stories, some events, such as the receiving of an award, can only be reported after they occur. Find out which type of articles your local media prefer. Either way, plan ahead and be sure to give enough notice. After all, *old news* is no longer news at all!

## Develop a List of Local Media

Create an accurate list of local newspapers, as well as radio and television stations. Don't forget other organizations and institutions which may be interested in your news. Examples might include schools, local government, etc. Your county 4-H office may already have such a list. If not, there are also various printed directories of local media. You can also check the telephone directory or look for the address of where to send news to local newspapers in the newspapers themselves, and call radio and television stations for this information. Be sure to keep your list up-to-date: media people typically change positions and employers frequently.

## Prepare News Releases using an 'Inverted Pyramid' Style

An *inverted pyramid* means that you put all the most important information first in the news release. It helps the editor/reporter decide quickly if the article is newsworthy. It later helps readers decide if the story is relevant to their interests. Here are some tips in preparing a news release using the inverted pyramid style:

1. Date the article.
2. List a contact person's name, address, and telephone number.
3. Devise a suggested title or headline for the article.
4. The first paragraph should include all the necessary information, referred to as the "five W's"
  - Who
  - What
  - When
  - Where
  - possibly Why and How.
5. Succeeding paragraphs can include additional details of How and Why.
6. Include local names and city of residence whenever relevant. Local media especially like to mention names in

News Release



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## Follow Up Personally with Your News Release

## Involve Media People Regularly in What You Do

## Other Tips

- their circulation/broadcast area.
7. Be sure to include the contact person's name and address/telephone number in the article as appropriate.
  8. Besides more information about the 4-H club or event being featured, include the address and/or telephone number of the county 4-H office. In other words, promote *all* of 4-H while you have the opportunity.
  9. Integrate the non-discriminatory statement somewhere into your news release.
  10. Some radio and cable television stations will require a specific format, usually in shortened, outline form instead of a standard news release.

Most of the time you will be mailing your new releases. However, if you can (or if the story is extra important), deliver it personally to the local media office. If you don't, follow-up your mailing with a telephone call to the local reporter or editor for best results. To do this, it is helpful to know these people: so make it a point to get to know them.

The best way to help attract and maintain positive coverage of your events and activities is to involve local media representatives in your program all year long. Don't just invite them to attend; invite them to come and *do* something. Examples include judging 4-H projects and contests, serving as emcees for special events, members of advisory boards, etc.

- Return calls from mass media representatives as soon as possible. Call them back promptly if you have to get facts, names, etc.
- Write *constructive* letters to editors to thank them for good coverage/accurate stories as well as to "correct" inaccurate stories.
- In an interview situation, try to redirect a misguided question to give *your* story. Avoid making long statements that might get cut in length and, therefore, be printed/aired out of context. Think *sound bite* (10-20 word thoughts at a time). However, if you absolutely cannot type them, either *print very neatly* or telephone the information in.

News Release