

4-H 101



The Basics of Starting 4-H Clubs

EXCERPTS

This 4-H 101 Handbook is designed to be a general overview and resource guide for all youth development staff who are starting new 4-H clubs or working with existing clubs. It is designed to assist staff in merging the concepts and principles of effective youth development delivered in non-formal (out of school) settings with the management of a 4-H program, and specifically a 4-H club within an existing organizational structure.

This blending of youth development theory and program management skills assumes a background in the fundamentals of youth development programming in the non-formal setting. 4-H 101 will provide a brief review of some basic youth development principles that form the context for the organizational procedures covered in this handbook. If these principles are new to you, you will need to follow up with a more in depth course. Two easily accessed options are available. Training teams in 39 states and two U.S. territories, trained through funding from CSREES/CYFAR, are prepared to conduct 40 hours of basic youth development training through a course entitled Moving Ahead: Preparing the Youth Development Professional. Your state 4-H office will know how to contact these trainers and may also know of other training opportunities in understanding your role as youth development professionals. For those who have difficulty being away from the office for training, a self-study handbook, Youthworks Self Study Guides: A Performance Based Training Program for Youth Development Professionals, offers training to fit individual scheduling needs. (See bibliography for details).

Using the club delivery mode to reach youth has proved, over the course of the past 100 years, to be an effective avenue for youth development programming. It has the benefits of long term and consistent involvement and the ongoing relationship and support of peers and caring adults. The 4-H club has evolved from an agriculture focused educational format to its current role in providing urban and rural youth with the skills they need to transition into adulthood in today's complex society. If you are coming to this training from a youth serving organization outside the Cooperative Extension Service, it will be important to establish a working partnership with your 4-H agent and county Extension Office. Your county 4-H agent will be able to give you information specific to policies and procedures for the state and county in which you are located and can provide staff training and youth curriculum resources for your club members.



4-H 101 provides the organizational and management tools necessary to start and maintain 4-H clubs. It is divided into five themes; the purpose, history and structure of 4-H; developing life skills through the 4-H club; starting and maintaining 4-H clubs; supporting volunteer leaders; and recognition in and beyond the club.

Because every state has its own 4-H club guidelines, the material included in this manual focuses on common practices across states and provides references to sites for information specific to locale.

For purposes of this Handbook, the term “4-H Agent” will be used to refer to the extension staff person working with 4-H Youth Development. In your area that person may be called an Extension Educator, Extension Agent, County Agent, County Youth Development Specialist or some variation of these titles. All the terms identify the same basic position.

Because 4-H is the youth outreach arm of the state and county Cooperative Extension System, county 4-H youth development staff offices are usually located in the County Extension Office. For simplicity, this handbook will refer to these offices as the “4-H Office”.

For many 4-H Clubs, the club leader is a volunteer. The information contained in this handbook referring to volunteer club leaders is also applicable when a paid staff person is serving in that role.



Lesson 1: **Introducing 4-H Youth Development**

Youth development has been defined as *an ongoing process through which young people attempt to meet their needs and to develop the competencies they perceive as necessary for survival and transition to adulthood*. Positive Youth Development is *development that is positive and productive for both youth and their communities*.

Youth development refers to the development of the whole person and is not focused on a single attribute, skill, or characteristic, but rather the mastery of competencies needed for happy and productive adulthood. Positive youth development occurs from an intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and the support necessary for youth to fully participate.

Youth development is the work of youth. Adults cannot do this work for them. But caring, knowledgeable and skilled adults can contribute to the success of young people as they grow and develop. Adults do this by providing environments for youth that are safe and nurturing and by expanding opportunities for experiences that will help young people develop skills they need for adulthood. Youth development professionals guide the community in providing these experiences.

In recent years, non-formal, out-of-school programs for youth have become recognized as key avenues for delivering these environments and opportunities. Universities and youth focused organizations have identified the research and knowledge base that supports effective programming for youth development as well as the effective principles and practices in delivering these programs. Course work leading toward a graduate degree in youth development is now available from several universities and university consortiums across the United States resulting in recognition of the need for preparation for participation in the field and providing support for professional staff development throughout the career cycle. A vocabulary to advocate for the work is in place.

4-H Youth Development is the non-formal, educational program for youth of the Cooperative State Research, Education and Extension Service of the U.S. Department of Agriculture. It has gained a national reputation for its work with youth throughout the past century. 4-H is unique in the



non-formal youth development field because it is a partner with the land grant university system and has access to the most current knowledge and research provided by those universities related to youth development. In addition, 4-H staff and Cooperative Extension Offices are located in almost every county in the U.S. and are connected through an extensive electronic network that assures access to the most current developments from the field. This blending of research and field knowledge provides noteworthy support for the 4-H Youth Development Professional.¹

Agencies who have partnered with 4-H in recent years have cited the following strengths that 4-H brings to the partnership.

- 4-H is a nationally recognized effective youth development education program.
- Cooperative Extension/4-H has a strong local, county, state and national infrastructure and international support.
- Cooperative Extension/4-H outreach service opportunities support communities and community service efforts.
- Cooperative Extension/4-H research-based youth curriculum materials support the mission of other youth organizations.
- Cooperative Extension/4-H staff are youth development professionals trained in adult education and youth programming and are capable and accessible resources.
- Cooperative Extension/4-H has a record of successful partnerships with youth serving organizations including worldwide youth programs within the military.

1. Adapted and used with permission from Huebner, A. & McFarland, M. (2002) Youthworks Self-Study Guides: A Performance Based Training for Youth Development Professionals.



Lesson 2: **Reviewing Youth Development Principles**

Because 4-H is the youth development arm of Land Grant University outreach, 4-H youth development professionals are responsible for knowing and applying to their programs the most current and valid information regarding support for the growth and development of the youth in their communities.

Many people do not know that non-formal, out-of-school youth development work has a professional knowledge base or that the quality of programs offered in these settings depends upon the training of professionals in the field. It is up to the youth development professional to explain the field to the community and to assure that community members recognize the vital role this profession plays in our society.

The goal of youth development programs is to help youth become fully prepared for transition to adulthood. Youth development professionals offer youth opportunities within healthy environments to master the competencies they will need to make this transition.

In order to master skills, young people must have certain needs met. Research tells us that they must have¹

1. safety and structure
2. a sense of belonging and membership
3. closeness and several good relationships
4. experience with gaining competence and mastering skills
5. independence and control over some part of their lives
6. self-awareness and the ability and opportunities to act on that understanding
7. a sense of self-worth and the ability and opportunities to contribute

Because youth grow and develop in the context of the family, community and society, these are the places where these needs must be met. Environments that provide the conditions for the healthy growth and development of youth can be described as those that:²

1. Pittman, K. and Fleming, W. (1991). *A New Vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.*

2. National 4-H Impact and Design Team, Astroth, Kirk; Chair (1999). *Critical Elements and Practices for 4-H. Montana Cooperative Extension Service, Montana State University. Bozeman, Montana*



- Are inclusive and create connections and sense of belonging including a positive relationship with a caring adult.
- Provide opportunities to value and practice service for others.
- Provide autonomy including an opportunity for self-determination.
- Provide opportunity for mastering skills and engaging in learning.
- Assure physical and emotional safety.
- Help youth vision a positive role for themselves in the future.

Programs that are offered for youth within these environments and that are successful in assuring changed behavior in the positive growth and development of the youth they serve:³

- Have well prepared and well supported staff who are offered ongoing training, who apply developmentally appropriate and culturally appropriate practices, and who know of and use community resources.
- Serve a broad based audience that reaches all youth in the community including those at high risk and reaches them early in their development.
- Offer comprehensive programming that is based upon the principles of youth development and that offers opportunities for youth to master skills in competence, character, and connections.
- Are designed with input from participants and involve and empower youth in their delivery.
- Have clearly defined outcomes that inform staff and participants of the developmental changes that are targeted.
- Collect and use evaluation information to refine the program and have the ability to become self-sustaining over time.

Youth Development professionals must understand and apply these two sets of components to their work. They must assure that the conditions necessary for healthy growth are present in the environments in which youth live, and that opportunities to develop competence are offered in the youth programs within those communities/environments.

In addition, 4-H professionals are responsible for the outcomes of working directly with youth to help individual youth achieve the skills they need. For this third responsibility, they must know the specific competencies to target for individual youth and identify the means by which those skills are learned.

3. Betts, S.C. & Dalla, R.L. (July 1995). *Youth, Families and Community: The Arizona Agenda, the University of Arizona Cooperative Extension. Tucson, Arizona.*



SECTION I: Understanding 4-H: Purpose, History and Structure

Research has identified five competency areas that youth must master for positive development and preparation for adulthood. These are:⁴

1. **Health/physical competence:** having the appropriate knowledge, attitudes and behaviors that will ensure current and future health
2. **Personal/social competence:** personal skills such as an ability to understand one's emotions and practice self discipline; and interpersonal skills such as working with others and developing and sustaining friendships
3. **Knowledge, reasoning and creativity competence:** a broad base of knowledge, knowledge application skills, life long learning skills and an ability to appreciate and demonstrate creative expression.
4. **Vocational Competence:** Understanding and awareness of life options and the steps necessary to accomplish them. Adequate preparation for work and family life.
5. **Citizenship competency:** Understanding of the history and values of one's nation, community, race, ethnic and cultural heritage. Desire to be ethical and to be involved in contributing to the broader good.

The role of the Youth Development Professional is to provide environments that meet the needs of youth and to offer opportunities within those environment for youth to master the competencies that prepare them for successful adulthood.⁵

It is also important that youth development professionals are prepared to advocate for their work. Parents and community groups need to know how the activities and experiences that are offered through your youth program support the development of youth. Staff and volunteers who work in these programs must be able to explain how a given activity or series of experiences enhance the development of the young people who participate in them. Community support occurs when the importance of a youth program to the health of the community is recognized.

4. Pittman, K. and Fleming, W. (1991). *A New Vision: Promoting Youth Development, testimony before the ouse Select committee on Children, Youth and Families*, Center for Youth Development and Policy Research, Academy for Educational Development, Washington, D.C.

5. Huebner, A., and McFarland M. (2002) *Youthworks Self Study Guides: A Perfamance Based Training Program for Youth Development Professionals*, Kansas State University cooperative Extension and Virginia Polytechnic Institute and State University, Kansas State University, Manhattan, Kansas



Lesson 3: **Discovering the Organizational Structure and History of 4-H**

4-H is made possible through the cooperative efforts of the Cooperative State Research, Education and Extension Service of the United States Department of Agriculture (CSREES/USDA) in Washington D.C., the land-grant University Cooperative Extension System and its partnering institutions, and the state and county governments. These public dollars are augmented by private monies raised by state 4-H Foundations, individual 4-H staff and volunteers, and the National 4-H Council. Local sponsors, partners, donors, alumni and others provide resources and incentives for educational programs, events and recognition.

National

CSREES/USDA (Cooperative State Research, Education and Extension Service of the United States Department of Agriculture) is the National Headquarters for 4-H and provides national leadership for the 4-H program. National administrators and program leaders identify nationwide issues for youth, catalyze system-wide responses and direct government resources for relevant and effective youth development programs. (www.reeusda.gov)

State

The land-grant universities in each state and the tribal colleges are partners with CSREES and administer Extension programs within their state. There could be more than one land-grant institution (an 1862 and an 1890s institution) in a state. Each land-grant university has a 4-H office. Those states in which there is a tribal college have an additional 4-H office that serves youth on reservations and in native communities.

In 1862, the Morrill Act provided land and partial funding for the development of a university in every state to make higher education accessible to the people of that state. These institutions make up the Land Grant University system.

In 1890, the second Morrill Act added 17 historically black colleges to the land grant system.

The Equity in Education Land-Grant Status Act of 1994 added 30 tribal colleges to the land grant system.

Funds are provided through the state to support extension faculty/staff in county 4-H programs. The state 4-H office, with input from the counties, provides the state program plans and policies and supports training for faculty, staff, and volunteers.



Tribal colleges support youth programming on reservations and in native communities.

A list of land-grant universities is in the Appendix. It is also available at: <http://www.reeusda.gov/1700/statepartners/usa>.

County

Each county has one or more 4-H agents with shared or prime responsibility for the 4-H Youth Development Program. Some counties that include large cities may have an additional office and staff serving just that city. The extension office's telephone number may be located in the blue government pages of the local phone book. County funding is provided to support faculty and staff and operations in the local 4-H office. The 4-H Agents, along with volunteers, start 4-H Clubs in the local communities and provide a variety of programs, activities, events and recognition for 4-H youth, parents and volunteers.

Foundations

National 4-H Council: this nonprofit organization that provides grants, establishes programs/initiatives, designs and publishes curriculum and reference materials and creates linkages fostering innovation and shared learning to advance the 4-H youth development movement, building a world in which youth and adults learn, grow and work together as catalysts for positive change. Council partners with 4-H at all levels-national, state and county. Council operates the National 4-H Center in Chevy Chase, MD. (www.fourhcouncil.edu)

State Foundations: Frequently there is a state 4-H Foundation, a nonprofit organization which provides grants and scholarships to support state and local programs. These foundations solicit funding for state-wide programming and often provide grants to county programs, funding for state-wide awards and scholarships, and support for special events. In some states, a 4-H camp facility is owned and operated by the state 4-H Foundation.

County Foundations: The presence of a 4-H foundation in a county is not common. However, when counties do have their own foundation, that entity acts in a similar fashion to the state foundation, providing funding and support that is limited to county program efforts.



Organizational Chart

National Level:

U.S. Department of Agriculture (USDA): Congressionally approved home of the organization in which 4-H resides.

Administered by:

U.S. Secretary of Agriculture: political appointment by the president.

Cooperative State Research, Education and Extension Service (CSREES): One of many agencies within USDA. Has 8 units Administered by Administrator of CSREES.

Families, 4-H and Nutrition: One of 8 units within CSREES. Administered by Deputy Administrator for F4-HN.

Youth Development: One of two units within F4-H N and the National Headquarters for 4-H. Administered by: Director, Youth Development

National Program Leaders: 6 program leaders

provide program and policy leadership and provide financial assistance through securing and managing grants to land grant universities.

State Level:

Land Grant University: State and Tribal partner with CES. Has many colleges Administered by: University President, (sometimes called Chancellor).

Cooperative Extension Service (CES): Responsible for outreach and bringing knowledge and research generated at the university to address the local needs of citizens in communities across the state. Has many departments or units.

Administered by: Director of Cooperative Extension.

1862 State Extension Specialists: (usually faculty positions) Responsible for translating research to application and supporting county staff and program through teaching, assisting in grant preparation and development of curricula and support materials. CES faculty may be part of the academic department that supports their field of expertise as well as accountable to the extension system.

1890 Extension Specialists deliver programs in counties of regions of the state where needs exist for specific program priorities. All programs focus on the Extension System's nationwide initiatives and provide educational assistance to limited-resource farmers,



families and youth helping them acquire skills that improve the quality of their lives and communities.

1994 Extension Specialists deliver programs to native populations on reservations and in native communities in cities across the state.

(Area/District Extension Specialists: some states group counties together to provide additional staff support. These areas or districts have offices in one of the counties within the multiple county area.

Administered by: Area/District Director & State Associate Director 4-H)

Extension Youth Development: Department within CES responsible for applying knowledge and research related to the growth and development of youth to community youth development efforts across the state.

Administered by the State Extension 4-H Leader (sometimes called the Associate Director of 4-H Youth Development.)

Tribal Extension Youth Development: Department in Tribal College CES responsible for applying knowledge and research related to the growth and development of youth to youth on reservations and in native communities in metropolitan areas. *Administered by the Tribal Extension Youth Development Director.*

County Level:

1862 schools serve audiences in every county in the U.S. through the county extension system. Since 1890 and 1994 schools have a targeted audience, they do not use a county based delivery system.

County Commissioners: Approve the county funding of the Extension budgets. Elected positions.

County Boards: Approve direction and implementation of all county extension programs. The degree to which county agents are accountable to extension boards varies according to the way in which state funding is distributed to counties in each state. Elected positions.

County Extension Educators: Responsible for coordinating the needs of the county with state and county supported extension outreach and for implementing appropriate program offerings. Usually county offices consist of a team of county agents; typically made up of an Agriculture agent, a Family & Consumer Sciences Agent and a 4-H agent. Some larger counties may have staff to address additional functions. Smaller counties may have fewer staff who share programmatic responsibilities or may share staff with neigh-



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boring counties. One of these agents will serve as the County or Multi-county Director. Agents are accountable to both the director of extension or designated administrator and to the county extension council.

4-H Agent: responsible for the delivery of all aspects of the county 4-H Youth Development program. 4- H agents work with volunteers, parents, youth, schools and community organizations to provide opportunities for youth to master life skills.

Volunteer Leaders: Adults and older youth who serve as club leaders, project leaders, camp counselors etc. Some volunteer leaders work directly with youth and some with other volunteers as trainers and mentors. All are essential to effective 4-H delivery.



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Understanding 4-H: Purpose, History and Structure

Lesson 4:
Understanding the Culture of 4-H

This section will provide you with some of the basic information about 4-H.

Culture

Webster defines culture as the concepts, habits, skills, arts, instruments and institutions of a given people in a given place. Basically, the culture within a group is what everybody knows that everybody else knows and includes the visible expression as well as the invisible roots of the culture.

Most groups have spoken or unspoken expectations for member's behavior. These may include rules, rituals, language, demonstration of support for commonly held beliefs, etc. Youth development professionals know the importance of helping young people discover quickly the norms of the group they have joined.

Each 4-H group will have a set of behavioral expectations unique to that group, and these expectations may or may not be clearly defined for all members. However, all 4-H groups will follow certain practices within the club or group that are clearly defined in a document developed by national program leaders titled 4-H FACTS.

This section highlights the concepts and customs to assure that those new to 4-H and those who are already a part of 4-H have the same understanding of the basic aspects of the culture of 4-H.

What is 4-H?

4-H is the youth development outreach of the Land Grant Universities, the Cooperative Extension System, and USDA. It is made up of a community of young people across America who are learning life skills and are supported in this developmental process by caring adult leaders. 4-H'ers are actively involved in educational projects that are fun and that use quality curriculum incorporating the most current research and knowledge available through the Land Grant University system.

4-H youth

- Have fun
- Meet new people
- Learn and do new things
- Gain life skills
- Build self-confidence
- Practice responsibility
- Set and achieve goals
- Receive recognition for their efforts and accomplishments



4-H Colors

The 4-H colors are green and white. The white symbolizes purity and high ideals. The green, nature's most prominent color, growth.

4-H Pledge

The 4-H Pledge is a statement of the outcomes desired for youth from their involvement in the 4-H Youth Development program. It reminds members of the four areas of growth 4-H targets and reinforces the importance of mastery of life skills. The organizational structure the pledge describes will be discussed in the Framework section of this handbook. Delegates to the 1927 National 4-H Club Camp in Washington, D.C. adopted the pledge. The phrase, "my World" was added to the pledge in 1973.

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.

4-H Name and Emblem

The 4-H Youth Development Program is represented by a popular, recognizable image that consists of a green four-leaf clover with a right turned stem and the letter "H" in white or gold on each leaflet. The text, 18 U.S.C. 707, appears with the emblem. This emblem became the official 4-H emblem by an act of Congress in 1948.

Use of the 4-H name or emblem signifies agreement to the principles of youth development as promoted through 4-H. The Secretary of the United States Department of Agriculture holds the name and emblem in trust for the educational and character-building purposes of the 4-H program. The 4-H name and 4-H Clover are protected by Title 18 of the United States Code, Section 707 (18 U.S.C. 707) and are afforded the same status and regard as the White House and Presidential Seals. Therefore, they may only be used as authorized by the statute, regulations and guidelines, and according to the authorization of the Secretary or designated representative.

Specific Ways to Use and Display the 4-H Emblem (print and electronic):

- Always use the specific image (outline/shape) from www.national4-hheadquarters.gov. Do not alter the image.
- Green leaves (Color – PMS - 347)
- Gold or white H's on each leaf
- Stem to right
- "Notice" statement, 18 U.S.C. 707 to right of stem and below



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- lower right leaf or other location provided by USDA
- The emblem should always have a position of prominence in any design
- Do not superimpose anything over the Emblem, use it as a watermark, etc.
- When used by collaboration, the 4-H Emblem should be the same size and proportion as the other logos.
- When used electronically, the same standards as print versions should apply.
- Additional standards are available on www.national4-headquarters.gov

Authorities for Approving Use of the 4-H Name and Emblem:

Secretary of Agriculture has delegated authority to:

- Administrators, CSREES, USDA, (F4-HN Staff) for multi-state use.
- State Extension Directors (1862 land-grant), Administrators (1890 land-grant), Presidents (1994 land grant) for use within state boundaries.
- County 4-H Extension Staff (agents, educators, etc.) for use within a single county or boundary.

Process for 4-H Club Authorization and Responsibilities:

- Letter to County 4-H Staff
- County staff responds in writing and provides certificate charter
- 4-H Club submits names of members, leaders, and other requested information

Detailed information on the use of the name and emblem, statute, regulations, guidelines, information and downloadable 4-H emblems can be found at: <http://www.national4-headquarters.gov>.



National 4-H Headquarters web site:
www.national4-headquarters.gov



Lesson 5:
Understanding 4-H Youth Development
Delivery

Organized Clubs

4-H provides youth development opportunities for youth through a variety of delivery methods. The 4-H club is one of those delivery methods. Each state has its own policies governing 4-H clubs, but all clubs would fall into the following description.

4-H clubs are organized groups of boys and girls who elect officers and are supported by adult volunteer leaders. The 4-H club conducts meetings and activities throughout the year — usually holding 6 or more official meetings annually. Club meetings typically include the conducting of some business by the officers, an educational program and a group building or recreational activity. The club frequently includes opportunities for leadership, citizenship, and public speaking. It may meet in any location and is authorized through the county and state to use the 4-H name and emblem. Youth ages 8-18 (as of January 1 of the current year) are eligible to be members. (Some states use grades in school to meet membership eligibility standards instead of age.) Some states have club options for younger members (5 to 7 years) called Clover Clubs, Cloverbuds, Mini 4-H etc. Where these clubs exist, they focus on cooperative learning and do not participate in competitive events.

Clubs that meet regularly, conduct a business meeting, address any county 4-H requests and community issues and then focus on one project that the entire membership experiences together are referred to as single project clubs. These clubs are less complicated in structure and thus easier to start.

The historical club format is the multi-project club that meets regularly to conduct a business meeting, address county 4-H requests and community issues, provide an educational program presentation or activity and then offer a selection of projects delivered through project meetings held at times outside the club meeting. This format provides a wider choice of learning experiences for the 4-Her but requires more leaders for the additional project meetings and is more complicated to manage.

Youth can enroll in one or more project areas in a multi-



project community club. In a single-project community club, all the members are enrolled in the same project but may be active in different levels based on skill or knowledge. In all clubs, members are encouraged to do a community service or service learning project during the 4-H year. All clubs require at least one designated adult club leader.

Clubs will be discussed in more detail in Section III.

4-H Delivery Methods

4-H uses a variety of methods for reaching youth with opportunities that help them grow and develop in positive ways including:

- Organized clubs
 - Special Interest or Single Project Clubs
 - Multi-Project Clubs (Community Clubs)
 - 4-H Afterschool
 - Home School Clubs
 - Community Service Clubs
- Day Camps
- Overnight camping
- Trips
- School Enrichment programs
- Individual Study/ Mentoring
- Family Activities
- Instructional TV
- Events: Competitive (Fairs, Judging etc) and Non-Competitive (Dances, Lock-ins)
- Additional methods identified as appropriate for the audience reached



Lesson 6: **Targeting Life Skills**

Promoting Life Skills

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live.

Youth development professionals are concerned with helping youth become competent in the life skills that will prepare them for transition to adulthood. As we discussed in lesson two, helping youth meet their basic needs and develop the competencies important to their immediate and future success is the role of the youth development professional. In 4-H, we talk about positive youth development because we are focusing on developing skills that are healthy and productive for both youth and their communities.

Positive youth development programs identify the skills within the five targeted competency areas that are appropriate to the age of the youth in the program and offer experiences to teach these skills. Because skills are best learned through practice, many experiences that teach or reinforce skills must be provided. Mastery of any skill requires opportunities to try, make mistakes, and try again.

Skills are learned in sequential steps related to the age and stage of development of the young person. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work. As a youth development professional, you are expected to have and apply this knowledge. Training to increase your understanding of the growth and development of youth is available in all states. If you are a youth development professional partnering with 4-H, you can contact your county 4-H agent for a schedule of training opportunities available through Extension. If you are an Extension employee, contact your state 4-H office for help in obtaining additional training in the ages and stages of youth development

Effective youth serving organizations deliver programs to develop competence through an organizational framework that helps members and staff understand their mission. As a youth development professional, you are expected to be familiar with the structure of your organization and the skills that are targeted for mastery within that structure.

4-H Framework

4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4-H refers to this framework as a "Targeting Life Skills Model".¹ This model addresses the skills within the five competency areas referred to earlier. In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are inter-related, the categories in which they are placed could vary with organizational structures.

COMPETENCY

4-H FOCUS

Knowledge, Reasoning and Creativity:

HEAD

Thinking: using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.

Managing: using resources to accomplish a purpose.

Personal/Social:

HEART

Relating: establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

Caring: showing understanding, kindness, concern and affection for others.

Vocational/Citizenship:

HANDS

Giving: providing, supplying or causing to happen (social responsibility).

Working: accomplishing something or earning pay to support oneself through physical or mental effort.

Health/Physical :

HEALTH

Living: Acting or behaving; the manner or style of daily life.

Being: living ones life; pursuing ones basic nature; involved in personal development.



1. Hendricks, P.A. (1998). *Developing Youth Curriculum Using the Targeting Life Skills Model*, Iowa State University Cooperative Extension, Iowa State University, Ames Iowa.

SECTION II: Developing Life Skills Through 4-H Clubs

The following chart and graphic lists the skills that lead to mastery in the four categories and eight subcategories.

HEAD	HEART	HANDS	HEALTH
<p>Thinking Learning to learn Decision-making Problem solving Critical thinking Service learning</p> <p>Managing Goal setting Planning/organizing Wise use of resources Keeping Records Resiliency</p>	<p>Relating Communications Cooperation Social Skills Conflict Resolution Accepting Differences</p> <p>Caring Concern for others Empathy Sharing Nurturing relationships</p>	<p>Giving Community Service-volunteering Leadership Responsible Contribution to group</p> <p>Working Marketable/useful skills Teamwork Self-motivation</p>	<p>Living Healthy life-style choices Stress Management Disease Prevention Personal Safety</p> <p>Being Self Esteem Self responsibility Character Managing feelings Self Discipline</p>



Lesson 10: **Knowing the Basics About Clubs**

What is a 4-H Club?

The 4-H club serves as the primary means of delivering youth development programming in 4-H. It has the advantage of providing long term involvement with the support of “caring” adults. Surveys of youth who have been involved in out-of-school youth programs report the importance youth place on knowing that these programs will continue over many years. Youth are reluctant to take ownership in groups or establish relationships with leaders when they appear temporary. 4-H clubs are organized and supported to “be there” for youth throughout their developmental years. While other delivery methods used in 4-H are effective, the more in-depth experiences occur in and through the club.

Because of the key role clubs play in 4-H delivery, it is important to have a clear definition of what a 4-H club is. The goals and structure of 4-H clubs vary according to the needs of the members they serve. Some clubs focus on one project or one project at a time that the entire membership experiences together at the club meeting. Some clubs offer a selection of projects delivered through project meetings held at times outside the club. Some clubs have a singular focus such as community service clubs, or they target a specific audience such as tribal reservation clubs or after school clubs or home school clubs. But there are components and characteristics that are common to all 4-H clubs and these commonalities provide the definition of a 4-H club.

A 4-H Club:

- Is an organized group of youth.
- Has a planned program that is ongoing throughout all or most of the year.
- Is advised by adult staff or volunteers.
- Typically elects officers.
- May meet in any location.
- Includes opportunities to learn skills through a wide variety of project experiences.
- Offers opportunities for leadership, citizenship/community service, and public speaking.



**Criteria for 4-H Youth Development Programming Including
4-H Clubs
USDA/CSREES**

While each state has its own policies governing 4-H clubs, these policies must be in line with criteria governing all youth development programming delivered through 4-H as set by national (CSREES/USDA) headquarters.

- 4-H programs, curricula, and procedures are based in research and are developmentally appropriate.
- 4-H programs are based on the needs of children/youth and their parents.
- 4-H provides access to resources of Land Grant University Cooperative Extension System. 4-H provides members access to county, state, national 4-H opportunities.
- 4-H membership is open to all youth.
- 4-H program delivery employs experiential learning strategies.
- 4-H encourages active involvement and participation by children/youth and adults in all aspects.
- 4-H relies heavily on youth and adult volunteers/staff leaders to provide a critical support system for 4-H.
- 4-H provides training for volunteer/staff leaders recognizing that training is essential for effective 4-H programs.
- 4-H adapts to and supports mobility of children/youth and parents.
- 4-H clubs comply with national 4-H name and emblem policies and policies of the state.



Enrollment

Information on state specific criteria for enrollment of clubs, members, and volunteers should have been provided for county personnel during new-hire orientation training. If it was not, it will be important that you contact your state office to obtain that information. If you are partnering with 4-H, the 4-H agent in your county will help you meet county requirements.

Enrolling A 4-H Club

Each state has established criteria that may vary to some degree for enrolling as an official 4-H Club. Some states have a formal process for chartering a club. Official enrollment as a 4-H Club and/or receipt of a 4-H Club charter gives the club the authority to use the 4-H name and emblem. Examples of what may be necessary for official enrollment are as follows:

- The local club has a set number of members with completed enrollments
- The club is organized with youth officers
- There are one or more appointed and trained club leaders
- An initial meeting place is secured for at least several consecutive months
- An official club name is chosen
- Club rules, which may be in the form of by-laws, are established. By-Laws will be discussed more fully in Lesson 11.
- At least six or more regular meetings plus project meetings are scheduled
- A written educational plan for the club program and activities is presented to the county 4-H office

A copy of the club enrollment is kept on file with the local 4-H office.

Enrolling Members

Enrollment of members, volunteers and leaders is required for participation in a 4-H club. This enrollment is done through the county and submitted to the state office. The county 4-H office has the necessary forms and instructions for completion. Most 4-H offices use a computer enrollment system, which means the forms must be filled out completely and accurately. The 4-H program year is considered to operate from October 1 through September 30 or from January 1 through December 31 depending upon individual states.



All members and volunteers must enroll annually. The enrollment due date for members of 4-H clubs will be determined by the county 4-H agent. Enrollment forms of new members and volunteers who join the club during the year, will be submitted immediately to the county 4-H office by the club leader. Enrollment forms may include releases for use of photographs, agreements for non-discriminatory membership, and other mutual agreements as determined by individual states. Often a state 4-H membership code of conduct and/or a list of leader expectations must be read and signed and submitted with the enrollment form.

Eligibility for competition and some project involvement requirements are often determined by birth date or grade in school. Contact your county 4-H agent for accurate information for your state.

Enrolling Volunteers

Most states require that volunteers complete a screening and training process prior to serving as an official 4-H leader and working directly with youth. Position descriptions that outline leader responsibilities are usually provided. This topic will be discussed in greater detail in Lesson 15. Throughout the year, youth and staff/volunteers who participate in special programs beyond the club level (e.g. County 4-H Camp, State 4-H Conference, State Leader's Forum, National Technology Conference) may be required to complete additional forms such as health information, parent/guardian permission, code of ethics, etc. which relate to the specific event.

Fiscal Requirements

Tax Exemption

4-H Clubs are exempt from the payment of income taxes. The ruling was issued to the Department of Agriculture by the Internal Revenue Service on April 24, 1946, which recognized that 4-H Clubs were exempt from federal income tax under section 101(6) of the Internal Revenue Code of 1939, which corresponds to section 501(c)(3) of the 1986 Code.

Member Fees/Dues

Some states require 4-H members to pay membership dues, and some states do not. Sometimes counties will assess fees to cover the cost of insurance, newsletters or other specified items.



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Insurance

Liability and accident insurance coverage varies within each state as well as within local 4-H programs and for partners participating with 4-H. This information should have been provided for county personnel during new-hire orientation training. If it was not, it will be important that you contact your state office to obtain the information. Ensuring proper coverage for members and volunteers is extremely important and protects you and the organization. If you are partnering with 4-H you will want to ask your county agent for information and forms concerning insurance coverage available to your 4-H club. And work with that office to complete the paper work.

Reporting

County 4-H Agents report data to CSREES/USDA in an annual statistical report of summarized demographic data regarding members and volunteers. This information includes the numbers of clubs in the county, member enrollment and narrative information about the program. Staff training in each state prepares county 4-H agents to complete the required report. If you are a youth development professional working with a 4-H club within an organization outside Extension, your county agent will need to include data on your club in this report.

The information you supply the county 4-H office may well be the same information your organization requests.

In addition to the statistics gathered about your club, you will want to evaluate the success of the club in providing the support youth need. In other words, you will need to be able to state how well the club is contributing to the growth and development of its' members. This assessment involves more than gathering numbers. While the numbers of youth participating does indicate a level of success in reaching youth (they keep coming, or drop out), there are other indicators that will help you assess what is happening for youth in your club. Leaders who schedule time throughout the year to come together to review their clubs as compared to the Indicators of Successful Clubs Check List find it easier to say on target.



Lesson 11: **Getting Clubs Started**

This lesson is intended to serve as a guide for starting a 4-H Club. Each state has policies and procedures for starting clubs and these may differ somewhat from state to state. However, the process presented in this lesson uses steps that are common to most state procedures and these steps cover the basic elements you need to get started. If you are starting a 4-H club within another organization, it is essential that you involve and work closely with the 4-H Agent in your county to follow the proper procedures. The following steps, however, are common to the process in all states.

Steps in Establishing a 4-H Club

If you are a youth development professional organizing a 4-H club within your youth program, start with Step 1. If you are an extension youth development professional, it is assumed that you know the county and state policies, and should begin with Step 4.

Start here if you are representing a partnering organization

1. Contact the county 4-H agent
2. Attend local 4-H volunteer/leader training
3. Obtain county and state 4-H policies and guidelines

Start here if you represent Extension

4. Assess youth, parent and community needs and interests
5. Recruit potential club members
6. Conduct Organizational meeting
7. Recruit project leaders and distribute curricula
8. Complete and submit enrollment and other appropriate reports
9. Assist with club by-laws preparation

STEP 1: Contact the county 4-H Agent

The 4-H Agent is your main source of help and the link to the county, state and national policies and guidelines. He or she is located in the 4-H/Cooperative Extension Office in your county or city. In addition to providing help in getting your club started and getting the enrollment forms you will need, the 4-H agent will support you in managing the club. You can expect help in solving problems that arise, advocating for the growth of the club and individual members, and gathering the curricula and resources you need. Your 4-H agent will also

connect you with additional opportunities for youth and volunteers that are available through extension.

These opportunities might include:

- volunteer/leader training opportunities
- recognition opportunities for both volunteers and youth
- county and state competitive and noncompetitive activities and programs, such as fairs, that provide many opportunities for exhibiting projects to showcase the 4-Her's knowledge and skill development and conferences for project training, leadership, and citizenship development
- national events and experiences
- opportunities for individuals and groups to get scholarships or small grants

STEP 2: *Attend local 4-H volunteer/leader training*

Although you are a youth development professional, by attending local 4-H volunteer/leader training, you will learn about the policies and procedures of the county program, as well as the specific 4-H opportunities in that county and state. Participation in this training also offers you the opportunity to network with other 4-H club leaders and the county 4-H staff and to receive and review training on principles of youth development, the experiential learning model and specific 4-H curricula.

STEP 3: *Obtain county and state 4-H policies and guidelines*

This 4-H 101 handbook is intended as an overall guide on how to start 4-H Clubs. It is important that you work closely with the 4-H Agent to ensure that you are following the proper guidelines for your county. Obtaining these policies will let you know how you need to proceed in terms of enrolling the youth as 4-H'ers, whether or not you need to officially charter your club, and appropriate use of the 4-H name and emblem.

STEP 4: *Assess youth, parent and community needs and interests*

As a youth development professional, you probably have a good sense of the needs and interests of the youth currently in your program. You may also be familiar with the kinds of activities parents want their children involved in, and the other out-of school options available for youth in the community. All of these factors will give you direction in determining whether there is a need to start a club, and if so, the kind of club that will meet the needs of your community. Before deciding on how to get the 4-H club going, meet with youth who are currently enrolled in your program as well as potential members and ask for their input into understanding the



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demographics of your community.

Determine what days and times of day are best for meetings, what age groups might be interested. Look at what is already being offered to the youth in your program, and look for ways to integrate this potential club into your overall program.

Step 5: Recruit potential club members

Based upon your assessment of the community, identify potential youth and families and invite them to an “exploring possibilities” meeting for potential youth members and their and families. You will need to be very upbeat about 4-H in this invitation. Remember that before you start “spreading the word,” you need to have a thorough understanding of what an exciting, appealing program you have to offer. Your enthusiasm is the key to any marketing efforts!!

Plan the presentation about 4-H that you will make at this meeting based upon what you have learned about the demographics of your community. Tell them a little about 4-H and then ask them lots and lots of questions: What are their interests and needs? How can you match their interests with the options available to you through 4-H?

Plan your presentation to answer these questions youth often ask.

- | | |
|--|------------------------------|
| Why should I join 4-H? | Can my friends join too? |
| What will we do that is fun? | Can I stay in 4-H if I move? |
| Will I be able to help plan club activities? | What will I learn? |
| What exciting new experiences will I have? | How much will it cost me? |

If I go to one meeting, is there enough cool stuff that I will want to come back to another meeting?

Young people join groups to have fun, do interesting things, meet other youth, and have new experiences. They even want to learn new skills! You will need to show that a 4-H club offers a way to do those things.

Remember that you have great flexibility through 4-H. Projects (photography, youth technology, etc.) are all designed to be very adaptable. For example, if you find that youth want to do hiking and canoeing, that could be the primary focus of



a Community Club – or it could be an important aspect of a photography project/group that documents the trip.

Community resources can be incorporated into the experiences offered through the club. If youth want to hike and you have people with technical expertise in your community who would like to help young people gain access to Global Positioning Systems, you can have a great learning experience. A 4-H Citizenship Club might want to do a community clean up project or work with another community group in an existing community service activity. The county 4-H program may have Teen Ambassadors who could partner with teens in your club who are new to 4-H.

At this exploring meeting, you will also want to gather some information from those attending that will help you with the next step in forming a club. Record the interests surfaced from the group. This will help you identify the curriculum materials that support these interests so that you can have them ready to share with the club at their first meeting. Find out what days and times for meetings work best with this particular group. Determine if any of the adults attending the meeting would be interested in serving as leaders of the group. Find out the best means for contacting the youth and adults attending this meeting regarding future meetings. You will want to leave the meeting with a complete roster of names, street addresses, phone numbers and e-mail addresses. If sufficient interest is shown in starting a club at this meeting, you are ready to move on to step 6.

STEP 6: *Conduct an organizational meeting*

Recruit an adult volunteer to serve as the club leader for your new club before holding the first meeting. With that leader, plan and schedule an organizational meeting for the club. Invite all the youth and parents who showed interest in joining the club at your exploring meeting and encourage them to invite friends who might also be interested.

A detailed description of effective 4-H meetings is offered in Lesson 12. Use that information to prepare for this first meeting of the club. In brief, you will want to:

Prepare a welcoming space with plenty of room to do some interactive activities.

Greet youth and families as they arrive and introduce people to one another. Lead some introductory group building activities to begin the trust building process.

Share the conducting of the meeting with the new club leader.

Help the group to:

- Determine the kind of club they want to form—single project or multi project. (*You will need to be able to explain these club styles well*)



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- Identify the project or projects they want to study (see step 7). By using the interest survey you took at the exploring meeting you can be prepared to share project curricula with the group to help them make these choices.
- Set some ground rules for working together and determine how they will go about establishing a name and by-laws for the club.
- Determine how and when they will elect officers.
- Determine dates and times for regularly scheduled meetings.
- Experience an activity from one of the sets of project materials that surfaced as an interest. Youth need to leave the meeting having done something that makes them want to return.

STEP 7: *Recruit project leader/leaders and distribute curricula*

Information to help recruit and train volunteers will be covered in Lesson 15. It is important to remember though, that project leaders can be recruited most easily if they are aware of the project curricula they can use and how easy it is to use. Because there are a wide variety of curricula available for your 4-H Club, there truly is something for everyone! 4-H 101 Training has highlighted some of these project options, but there are over 100 curricular options offered in age appropriate formats in the national juried collection of youth curricula administered by the 4-H Cooperative Curriculum System (CCS). In addition, states often have project curricula that address topics specific to state needs.

Youth will also find information on available curricula helpful in planning their 4-H experience. Show them the curricula that correspond to the interests they have expressed and encourage them to explore this material.

Most county offices maintain a resource library that is open to the public. These libraries usually have at least one copy of all of the project curricula that the county supports. Many offices have a copy of all of the CCS project curricula as well as their own state specific curricula. If you are a county 4-H agent, you will want to make sure that you have an up to date library at your county office. The more materials you can have available for the public to see, the better you will be able to explain your program and help youth plan meetings that keep them coming back. If your county can't afford to purchase display copies, you could keep lots of copies of the



CCS catalogue on hand to share with your club members. Look on the CCS web site for more information—www.n4hccs.org.

If you are partnering with 4-H, your 4-H agent will work with you to provide a way for your members to browse through the 4-H curricula. You will also want to find out the cost of the materials. Some curricula is available free of charge through your county office, and others may have a nominal fee.

STEP 8: *Complete and submit enrollment and other appropriate reports.*

Each club is responsible for completing any necessary paperwork and submitting it to the county office as required. Counties must provide an annual report to the state office related to the number of youth involved in 4-H, and the ways in which they are participating. States, in turn, must report to the federal headquarters at CSREES/USDA. If you are forming a club within an organization outside Extension, the information your county agent needs for the annual report will be information that will help you justify the club in your organization as well. Work with your county 4-H Agent to determine what paperwork needs to be completed and the due dates.

Data gathered is also used to generate county or state mailing lists for newsletters and distribution of other pertinent information via postal or electronic mailings to the membership and volunteers. Enrollment data verifies eligibility requirements for local, state and national competitions. A privacy statement is frequently included explaining how the data will be used and what the consequences may be if the data is not provided.

Step 9. *Assist with club by-laws preparation*

It is important to make sure that all members of the club agree upon the way in which the club will operate. Putting this understanding into writing lessens the chance that conflicts will arise during the course of the year and will assist in handling disagreements that do arise. 4-H clubs typically prepare by-laws to serve as this written agreement.

By-laws for 4-H Clubs reflect the standards and procedures that the 4-H club's members and leaders are going to follow. They may be very simple or more detailed and complex but, in whatever form, they will describe when and where the club meets, who may join, what officers the club elects, and what criteria are used for a member to remain in good standing. They will also include a non-discrimination statement that is used by the local 4-H office. A copy of the club by-laws must be on file with the local 4-H office



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and is a pre-requisite for most club charters. If changes are made, a new copy must be sent to the local 4-H office.

If you are an Extension youth development professional you will want to find out the state and county guidelines, if any, for club by-laws. If you are a youth development professional representing an organization outside Extension, your county 4-H agent can give you any requirements that you might need to meet with your club's by-laws.

All members, parents and leaders should receive a copy of the by-laws. On an annual basis, club members, parents and leaders should review the by-laws to be certain that everyone is aware of the expectations for club membership. Often new goals or objectives for members are included in the club program plan as well.

Writing and Approving By-Laws

The entire 4-H club is responsible for writing and approving the by-laws. It is important that members, parents, and leaders have input into the way the club is operated. Language should be appropriate to the age of the members and policies should be written from a positive viewpoint. A committee should review and update the by-laws annually for the club.

The local 4-H agent will review and approve the club by-laws and assure that there are no restrictions to membership such as dues or uniform requirements and that the attendance expectation requirements are reasonable and inclusive. Often times new goals or objectives for members are included in the club program plan as well.



Example of By-Laws

By-Laws of (name) 4-H Club

Article 1 - Name

The name of this organization shall be the _____ 4-H club.

Article 2 - Purpose

The purpose of this 4-H club is to support the development of its members through club meetings, project work, demonstrations, fairs, and other activities.

Article 3 - Policies

The club will meet regularly to conduct business. Meetings will be held once a month no less than 6 times during the year.

Any major decision of the club must be voted upon by 2/3 of the membership.

Article 4 - Membership

Section 1 – Any youth, without regard to race, color, sex, disability, religion, age, or national origin, who is age 8-18 as of January 1, of the current year may become a member of this club.

Section 2 - To become a member, a person must attend three meetings, complete an enrollment form with parent/guardian signatures, agree to abide by the 4-H code of conduct, and know the 4-H pledge.

Section 3 - Members must attend 50% of the club meetings held to remain in good standing to exhibit at the fair. The leader, with the executive committee, shall review the reasons for absence to determine whether a member's name is removed from the roll.

Article 4 - Officers, Elections, and Duties

Section 1 - The elected officers of this club shall be president, vice-president, secretary, treasurer, and reporter. The appointed officers shall be recreation leader, song leader and historian.

Section 2 - Officers shall be elected annually in the month of November and shall begin the term of office in January. Other offices will be appointed. In January the executive committee will appoint other officers.



An officer shall have been a member in good standing of the club for three months prior to election.

Officers shall not succeed themselves.

A nominating committee of three members shall be named one month prior to election of officers for the following year. This committee will consist of the president and two appointed members.

The nominating committee shall submit at least one nominee for each elected office at the meeting in November. Nominations from the floor shall follow the report of the nominating committee.

Section 3 – Officers shall perform duties as set forth in the 4-H Club Officer's Handbook. Vacancies other than the President shall be filled by a vote of the members at the next regular meeting or appointed by the executive committee.

Elected Officers:

The **president** shall preside at all meetings of the club and have in mind at all times the best interest of the club. The President is also given the responsibility for any Executive meetings and will call these meetings in cooperation with the leader.

The **vice president** shall perform the duties of the President in his or her absence. He or she shall serve as chair of the yearly program committee. An annual club program plan will be submitted with the leader to the county extension office. The vice-president shall succeed to the presidency if such a vacancy occurs.

The **secretary** shall keep a record of the proceedings of the club and an accurate attendance count of the membership. The **treasurer** shall keep club financial records and follow financial procedures with guidance from the leader. An annual club audit will be submitted to the local 4-H office as requested.

The **reporter** shall write news articles and take pictures to submit to the local newspaper or community newsletter of club activities and member accomplishments.

Appointed Officers:

The **song leader** shall be prepared to lead the group in singing at club meetings and social events.

The **recreation leader** shall be responsible to provide team building and cooperative recreation activities (encouraging all to participate) at club meetings and activities.

The **historian** shall keep a scrapbook of the clubs activities, events, and participation of members in other 4-H or youth activities. The scrapbook may be electronic.



Article 5 - Committees

Section 1 - Executive Committee

The executive committee shall consist of the elected officers and a leader.

The duties of the executive committee shall be to transact any absolutely necessary business that comes up between regular meetings and any other business referred to it by the club members.

The executive committee shall meet between regular meetings as necessary.

Section 2 - Standing and Special Committees

Standing committees shall be appointed by the president as necessary and shall serve to the end of the club year.

The committee shall consist of a chair, co-chair, and enough members to carry out the specific assignment.

Special committees shall be appointed by the president and shall serve only as long as needed

The vice-president shall be a member of all committees except the nominating committee. The vice-president is the chair of the program planning committee.

Article 6 - Meetings

Section 1 - Annually there shall be a minimum of 6 club meetings to begin promptly at 4 p.m. on the first Wednesday of each month.

Section 2 – Excused absences will be given for illness and other reasons agreed upon by the local leader and the executive committee, provided they are reported to a club officer or leader before the club meeting.

Section 3 – Members will be required to attend club meetings and project meetings in accordance with the club membership requirements.

Article 7 - Club Reports and Forms

Section 1 – The written club program plan shall be adopted no later than the two meetings of the new club enrollment year.

Section 2 – Enrollment forms for members and volunteers, by-laws new and revised, 4-H code of conduct, animal code of ethics, volunteer expectations, volunteer agreements and position descriptions, fair entries, financial reports and other forms or reports are due to the local extension office upon request.



Article 8 - Amendments

The by-laws may be amended at any regular meeting by a 2/3 vote of the membership provided they do not conflict with the required article.



Lesson 12: **Conducting Club Meetings**

The next three lessons are designed to provide a general overview of the procedures involved in maintaining a 4-H Club. As with starting clubs, each state has its own policies and procedures for ongoing support of clubs. The following tend to be common procedures.

1. Involve youth and leaders in planning and conducting the meetings
2. Involve club members in preparing a yearly club plan
3. Promote or market the club
4. Help youth transition to new communities when families move

Lesson 12 will focus on the first of these procedures: ***Involving youth and leaders in planning and conducting the club meetings.***

Planning Meetings that Reinforce Life Skills

While there are many avenues within a 4-H club that offer opportunities to learn life skills, this lesson will focus on the club meeting and the life skills that can be addressed through the club meeting. A well-planned and conducted meeting can offer opportunities to practice skills in many competency areas. These include skills leading toward mastery in

Leadership	Communication
Responsible Citizenship	Goal Setting
Decision Making	Problem Solving
Planning/Organizing	Cooperation
Managing Feelings	Character
Accepting Differences	Social Skills
Critical Thinking	Keeping Records
Learning to Learn	Teamwork
Community Service	Volunteering
Sharing	Marketable Skills
Self-esteem	

You will remember that these are skills that require sequential learning experiences and many opportunities for practice. One of the reasons 4-H clubs have proved effective in helping youth develop these life skills is that the club brings



youth together on regular basis and provides time for the interaction and practice necessary for mastery. The club meeting is the primary structure for this coming together. What happens at that meeting, then, is critical to the success of the club. And what happens at meetings will depend upon the planning that has been done before the meetings.

Supporting Youth in Planning Meetings

Youth should be highly involved in planning and conducting their club meetings. Club leaders are expected to assist youth in this planning. In order to do this effectively, leaders need to understand the role the club meeting plays in supporting life skill development, and to recognize and reinforce the skills that can be delivered through the club meeting. With this knowledge they can help youth identify the skills that they choose to target and the experiences that will support those skills. The following information regarding the planning of meetings should be a part of leader training for club leaders. It will also be helpful information for club parents.

Meetings offer a variety of experiences for youth. Meetings contain business, project work, educational programs, community service, recreation, and social activities. All of these may not be a part of every meeting, but each should be included during the year for a well-balanced program. Help youth determine what is going to happen in each segment of the meeting and who will be responsible for each of the pieces planned for those segments.

Mix meetings up with lots of variety to keep youth interested, encourage learning, and provide fun. Keep the business section of the meeting as short as possible; effective and to the point. Meetings that focus only on Robert's Rules of Order are just as boring for kids as they are for adults. Keep the age of your club members in mind when working with Parliamentary procedure. Until the age of 12 youth are very concrete thinkers and will not engage well with the abstract concepts of parliamentary, procedure. An older "business buddy" may be helpful for young members for those meetings that may require procedures more difficult than making and passing simple motions.

Adults can encourage youth to be involved in setting up the meeting space in a way that makes them comfortable and that is visually appealing to them. Their meeting space should be inviting. It should have plenty of light, be kept at a comfortable temperature, and provide adequate space and facilities for the activities that are planned. The way the room is arranged should support the activities planned for that meeting. Seating should be configured so that everyone in the group can see and hear everyone else during discus-



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sions or demonstrations. A semi circle or circle arrangement works well. Providing tables and chairs for officers may give them support and confidence. Help youth determine what equipment and supplies will be needed for the activities that they have planned and assist them in making sure that these needs are readily accessible at the meeting.

Using an Agenda for Planning

The following agenda will be helpful in planning a club meeting.

BUSINESS: No more than 1/4 the meeting time (*15-20 minutes of 90 minute meeting*)

The business section should demonstrate democracy in action. Members learn how to express themselves in a group, listen to the views of others, come to consensus and reach a decision, and abide by majority rule. It is important to keep business meetings interesting and educational. Unless it is an annual business meeting, it is important not to let the business component become the heart of 4-H club meeting.

Typical business agenda:

Call to order.

Pledge of Allegiance and 4-H Pledge

Roll call - answering in any way the group decides.

Minutes of the previous meeting.

Treasurer's report

Committee reports

Old business

New business

Adjournment

EDUCATION PROGRAM: Schedule at least half of the meeting for the Educational Program (*45-50 minutes of a 90 minute meeting*)

"Learning by doing" is one of the 4-H program's unique strengths. This is the place for members to give demonstrations, work on projects or participate in tours, community service and other activities. Use a variety of activities to involve members in program planning, self-esteem development, and decision-making. Ingenuity and creativity can make this section of the meeting interesting and active.

RECREATION AND SOCIAL ACTIVITIES: Approximately 1/4th the meeting time (*20 minutes of 90 minute meeting*)

A variety of physical activities add enthusiasm and enjoyment to the meetings. Some clubs have a different recreation



committee for each meeting, while others elect recreation officers for the year. A few ideas include: games, charades, relays, sports, puzzle challenges, parties for parents or families, picnics, and hikes. Refreshments can be a part of recreation, with different members responsible through the year.

Support materials to help officers plan the club meeting and conduct the business of the club are found in Lesson 12.

Creating a Meeting Environment that Meets the Needs of Youth

The primary role of adults in the club is to assure that the environment of the club meets the needs of youth. Youth Development professionals must help adult leaders understand these needs and implement these elements into their clubs. The list of developmental needs from our review of youth principles will provide a guide for this role.

- Safety and structure
- A sense of belonging and membership
- Closeness and several good relationships
- Experience with gaining competence and mastering skills
- Independence and control over some part of their lives
- Self awareness and ability to act on that understanding
- Self worth and the opportunity to contribute

Club meetings provide environments that meet the basic needs of youth when they:

Promote Feelings of Acceptance and Belonging

Youth join clubs and organizations because they want to be an active part of a group, but sometimes they need help in finding their niche. If they do not feel they are welcome or that they “fit in” they will very quickly stop coming. Often, groups do not intentionally leave out members, but simply overlook new or quieter members. Provide group-building activities at every meeting. Through these activities, young people can be pulled into the group without feeling singled out.

Provide Opportunity to Develop Relationships

It is impossible to develop relationships without talking to one another. Club meetings that do not provide lots of opportunities for youth to talk with one another do not take advantage of one of the unique learning opportunities a club meeting can provide. Some simple ways to provide structured interaction beyond get-acquainted activities are team-building activities, small group discussions, and committee work. Remember to include unstructured interaction time as well.



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Provide Safety and Structure

Youth feel safe in a group when they know the behaviors that are expected of them. To clarify these behaviors it will be important to lead the club through a process of identifying the standards of behavior they all agree they want for their club. These can be written in the form of Club Rules and posted in a place where everyone can see them.

Club rules help members monitor their own behaviors and decrease the need for the adult leader to control behavior. Posted rules also help prevent misunderstandings between members and adults and leaders about appropriate behavior at club meetings and events.

In addition to club standards, 4-H members must be informed of and agree to any Code of Conduct that the state 4-H office requires for state and national events and activities.

Provide Opportunities to Contribute to the Group

A sense of belonging to any group, whether family, school, community, or club, is formed when there are opportunities to contribute to that group and when it is clear that those contributions are essential to the group. Clubs meetings must offer ways for all members to contribute and see themselves necessary to the success of the club.

Adult leaders can be vigilant in identifying the skills and talents of all members that can be employed to help the club. If youth are given new responsibilities, it is up to adult leaders to make sure they are properly prepared to fulfill them. Training and mentoring are often needed for new leadership positions.

Before electing club officers, allow the youth to get a taste of the 4-H Club experience. The first meetings should help members get a sense of what the 4-H Club will be like, and whether or not they would even like to be an officer. Some clubs ask several youth to assume leadership responsibilities and rotate them through different positions fairly often.

Promote Competence and Independence

Help youth plan and conduct their meetings. Provide opportunities at age appropriate levels to have input into the design of the meeting and to provide leadership for the meeting. Prepare youth for the leadership roles they assume and provide support as they practice these roles. Help members evaluate their plans and use that information in future plan-



ning. Assist youth in developing plans for future meetings. The initial work for a 4-H meeting takes place long before the actual gathering.

Lesson 13 will focus on helping youth and their adult leaders prepare an annual club plan for all of the opportunities that will be offered during a club year.



Adapted from: Effective 4-H Club Meetings, Chuck Hill and Molly Gregg, 4-H Program Specialists, Alabama Cooperative Extension.

SECTION III:
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4-H MEETING GUIDE

Pre-Meeting Activity:

Have something for the early arrivals to do.

Opening Activity:

The purpose of this activity is group building. The Pre-Meeting activity can lead right into this or one activity can sometimes serve both purposes. This is especially important with new groups, but still important for a continuing 4-H Club to do.

Business Meeting:

The organizational leader (or leader in charge of the business meeting) should meet or speak with the President ahead of the meeting so that the President has an agenda prepared. Give the president as much information as you can so he (or she) can run the meeting. Use the 4-H Club Agenda sheet for help in making out an agenda. The agenda should include:

Call to Order	Treasurer's Report
Pledges	Reports
Communications	Leader's Report
Roll Call	Old Business
Introduction of guests	New Business
Minutes of the last meeting	

Educational Program or Activity:

The educational program at regular club meetings can be one of the most important parts of the 4-H meeting for members. This part of the meeting provides an opportunity for the members to join in a group learning experience. The learning experiences may take many forms including demonstrations, guest speakers, movies, tours, learning games and hands-on doing activities, such as crafts and project related activities. The program or activity should be fun, interesting and a learning experience for the members. Well planned programs and activities take into account the needs, ages and interests of young people and contribute greatly to the value of the meeting.

Recreation:

Youth (and most adults) come to meetings to have fun and get something done. Include some recreation in every meeting. The recreation can be placed anywhere in the meeting schedule. Just be sure it is there someplace.

Ideas for recreation include:



Games
Music
Stunts

Group Activities Thought for the Day
Stories and Story Telling
Drama Activities

Refreshments:

Youth like to eat, so be sure to have refreshments. If the meeting is right after school, refreshments should be the first activity on the agenda.

Delegation:

Almost all of these parts of the meeting can be delegated to teens, parents and other interested adults. The more people you can get involved contributing to and feeling a part of the club, the better the club will function and then better you will feel about it.



4-H CLUB MEETING AGENDA WORKSHEET

_____ 4-H CLUB
_____ DATE

Pre-Meeting Activities

Business Meeting

Call to Order

Pledge to the Flags

American

4-H pledge

Roll Call

Welcome and Introduce Guests

Reading and Approval of Minutes

Other Officer Reports

Announcements and Other Communication

Committee Reports

Project Reports

Leader Report (Optional)

Unfinished (Old) Business



New Business

Adjournment of Business Meeting

Educational Program

Program / Demonstrations / Presentations

Social/Recreation/Program

Refreshments



4-H Club Meeting Check List

Use this checklist to do a quick evaluation of your 4-H Club's meeting

	<i>GOOD</i>	<i>AVERAGE</i>	<i>NEEDS IMPROVEMENT</i>
1. The meeting was well planned.	—	—	—
2. Each officer did his/her job well.	—	—	—
a. The President used an agenda.	—	—	—
b. The Vice-President organized the program.	—	—	—
c. The Secretary had minutes prepared.	—	—	—
d. Other officers had reports prepared.	—	—	—
3. The business meeting moved along well.	—	—	—
4. All members took part in discussion.	—	—	—
5. The meeting place was set up for the meeting before members began to arrive.	—	—	—
6. The meeting place was comfortable.	—	—	—
7. A program of presentations and/or other activities were part of the meeting.	—	—	—
8. The program or activity was interesting.	—	—	—
9. Recreation was part of the meeting.	—	—	—
10. The recreation was well led.	—	—	—
11. Refreshments were served.	—	—	—
12. Each member participated in the meeting.	—	—	—

Adapted from materials developed by Colorado State University Cooperative Extension , Southeast Area.



PARLIAMENTARY PROCEDURE FOR 4-H CLUBS

Why Do We Use Parliamentary Procedure?

We use parliamentary procedure in 4-H business meetings because it provides:

- an orderly way to conduct a meeting.
- a fair way to make a group decision.
- a method that respects everyone.
- a means for everyone to have a chance to speak.
- a method that allows majority rule while protecting the minority.
- a way to learn a method of business that is common to many groups.

Business Meeting Procedure:

Conducted by the President or Presiding Officer.

Members must be "Recognized" by the President before speaking.

Members must stand up to speak.

Only one person may speak at a time.

Only the subject under discussion may be addressed by the speakers.

Decisions are made through "Motions".

Motions require a second.

Motions will be discussed until all members have had a chance to speak.

Decisions will be made by voting using; Voice Vote, Show of Hands or Secret Ballot.

Motions:

Main Motion

To start a discussion about some proposed action, a main motion is used. It is the type of motion you will use most of the time in your 4-H club. There can be only one main motion at a time. It is made by saying, "I move...." For instance, "I move our club visit the Nursing Home on the day before Thanksgiving" or "I move we donate \$50.00 to Special Olympics."

Someone must SECOND the motion by saying "I second the motion" before it can be discussed. No thirds, fourths or fifths are required or desired.

At this time the presiding officer will say "It has been moved and seconded that ____ (state the motion again). Is there any discussion?"

At the conclusion of the discussion the group will vote on the motion.



Other Types of Motions:

There are over 30 different types of motions. The main motion and the following two motions are the basic ones you need to know for a 4-H club. Contact the 4-H office if you want to learn more about Parliamentary Procedure.

Motion to Amend

To amend means to change. The motion to amend is made if you want to change the main motion. You can change the main motion by adding something to it, changing some words or taking something out of the motion. For example, "I move to amend the motion by [adding][changing][deleting] what you want changed." The motion to amend requires a second. Discuss the amendment only. Vote on the amendment only.

If the amendment passes then the main motion is changed—if it does not, then the main motion is not changed. Then discuss the main motion (as amended if the amendment passed). Vote on the main motion.

Motion to Adjourn:

To end the meeting, a motion to adjourn is needed. It is worded "I move to adjourn this meeting." A motion to adjourn needs a second but does not have a discussion. It must be voted on as soon as it is made.



President's Guide to Conducting Business Meetings

Use these phrases to conduct a 4-H Business Meeting.

AGENDA ITEMPHRASE

- Call to Order "The meeting will come to order."
- Pledge to the Flags "Name and name will lead the pledges."
- Roll Call "The Secretary will please call the roll."
- Reading of the Minutes ... "The Secretary will read the minutes of the last meeting."
- Approval of the Minutes ... "Are there any additions or corrections to the minutes?" If not, "The minutes stand approved as read." OR "Is there a motion to approve the minutes?"
- Treasurer's Report "The Treasurer will present the treasurers report." Does not need a motion to approve.
- Committee Reports..... "The _____ Committee will report."
- Leader's Report (Optional)
Project Reports (Optional)
- Unfinished (Old) Business..Present any old business you know about.(You have that information from the secretary) Then ask, "Is there any more old business?"
- New Business Present any new business you know about. Then ask, "Is there any more new business?"
- Adjournment "Do I have a motion to adjourn the meeting?"
- Take a vote and declare the meeting adjourned if the motion is passed
- Voting Repeat the motion and call for a vote.
"It has been moved and seconded to..."
"All those in favor say 'Aye'."
"Those opposed, 'Nay'."
State the motion again and add,
"The motion passed." or "The motion carried." Or "The motion is defeated."
or "the motion did not pass."

Adapted from materials developed by Colorado State University Extension, Southeast Area.



Secretary's Guide for Recording Minutes

The secretary is the record keeper of the club. The secretary records and keeps information about attendance and about the business conducted by the club. These minutes are the official record of decisions made by the club. They become official when they are "approved" at the next meeting.

It will be important to take complete and accurate minutes of each club meeting. During the meeting, the secretary should make a note about everything that happens. It is not a good plan to trust memory for accurate records as it is easy to forget details. The minutes written from these notes will provide the record of what happened at each meeting so that when people forget, or remember things differently, there is a clear and accurate record to refer to. Here is a sample outline for the Minutes:

BUSINESS MEETING

CALL TO ORDER:

Who called the meeting to order? When was the meeting held and where was it held?

ATTENDANCE:

How many members and guests were present?

PLEDGES:

Were the Pledge of Allegiance and 4-H pledge made? Who led them?

MINUTES FROM THE LAST MEETING:

Were the minutes read? What action was taken (were they approved or changed and then approved)? Was there a motion to approve? If so, who made it and who seconded it? Did it pass?

TREASURER'S REPORT:

How much money does the club have? (You may want to ask the treasurer to have this information in written form for you rather than trying to copy it all down as it is read.)

ANNOUNCEMENTS:

Record a brief summary of any announcements.

COMMITTEE REPORTS:

Did any committees report? If so what did they say? (Briefly record the major points)



OLD BUSINESS:

What was the old business? What motions were made? Who made and seconded the motions and were they passed? Put in all motions. You may include key discussion points, but this is optional.

NEW BUSINESS:

What was the New Business? What motions were made? Who made and seconded the motions and were they passed? You may include key discussion points, but this is optional.

ADJOURNMENT:

Who moved and who seconded the motion to adjourn. Note that the motion passed and record the time the meeting was adjourned by the president.

EDUCATIONAL PROGRAM**PROGRAM OR ACTIVITY:**

What was the program and who lead it? These notes can be brief.

SOCIAL/RECREATIONAL PROGRAM**RECREATION:**

What was the recreation activity and who lead it? Can be brief notes.

REFRESHMENTS:

Who provided the refreshments?

Adapted from materials developed by Colorado State University Extension, Southeast Area



TIPS FOR CONDUCTING EFFECTIVE MEETINGS

- Have fun.
- Start and stop on time.
- The club officers and leaders set the standard for the group. Well-planned activities can hold interest, reach goals, and be fun.
- Have a clear agenda for the meeting.
- Let the officers fulfill their responsibilities.
- The president calls the meeting to order and is in charge. Let other officers and committee chairpersons do their assigned jobs.
- Leaders should help officers develop confidence in their abilities by providing guidance, while remaining in the background.
- Encourage the use of parliamentary procedure. Democratic participation takes place when members have a chance to express themselves. Basic parliamentary procedure is an orderly way of making this possible.
- Communicate upcoming events, dates, and responsibilities.
- Provide opportunities for all youth to be involved in the program and recreational parts of the meeting – and have refreshments available, too.
- Be well prepared – have all the necessary supplies for project activities.

Use a variety of methods to communicate with to members and parents including phone, personal visits, media, written notes, newsletters, and phone chains. Keeping everyone well informed about meetings and upcoming events is very important.

Know what needs to be accomplished at each meeting. Make sure each member has a chance to do and learn something at every meeting. Keep youth involved and include lots of variety to help them learn and grow through club work. And most importantly, **HAVE FUN!!**



Lesson 13A: **Planning the 4-H Club Year**

Procedures for Maintaining Clubs

1. Involving youth and leaders in planning and conducting the meetings
2. Involving club members in preparing a yearly club plan
3. Promoting or marketing the club
4. Helping youth transition to new communities when families move

This is the second of three lessons focusing on maintaining clubs. This lesson addresses efforts to **involve club members in preparing a yearly club plan.**

Youth learn leadership skills by taking part in organizing the club, deciding what the club will do during the year, and writing the rules for group behavior. Young people will have more ownership in the activities and projects they have planned or helped plan and this ownership will increase their level of participation. In addition, the activities will likely be ones that they find interesting, and therefore the club will be more rewarding and fun for everyone. Adult leaders can facilitate this input by involving them in making plans for what the club will do during the coming year.

A well-developed Annual 4-H Club Program Plan gives guidance and direction to club leaders and members. This yearly plan will:

Clearly state the goals that the club has agreed to work toward.

Let everyone know what to expect from participation in the club.

Outline each person's responsibilities.

Provide each member with specific tasks during the year.

Give everyone ample time to prepare for meetings and events.

Promote a balanced experience with a variety of activities.

Help the group measure how successful they were in reaching their goals.

Help families to better participate in 4-H events.

Putting the Annual 4-H Club Program Plan Together

Participation in the planning of what will be offered during the year through the 4-H club is an important learning



experience for youth. Most clubs use a three-step method of planning for their year that allows youth to provide input in ways that are appropriate to their stage of development. The first step involves everyone in the club in identifying interests and desires for the club and the activities they would like to focus on during the year. The second step outlines the way in which these interests and goals will be carried out. As a rule the second step is handled by a planning committee made up of older youth and the club leaders. The third step is part of the implementation process and occurs throughout the year. Members and leaders should review their plans quarterly to determine how well the club is doing what it set out to do. This information should be used to make any adjustments that are needed to help the group in this with the assistance of the adult club leaders.

STEP 1. *Determining needs, interests and desires of the entire club*

Each member has different ideas about the club's program and it is important that they have a chance to express them. The activity in this lesson using a 4-H clover results in good program input from all club members. Additional suggestions for getting information from youth and parents include:

- Clover Survey – give each member a worksheet of a four-leaf clover that has one interest survey topic printed in each leaf of the clover. (“I am curious about”, “we could help our community by”, “my hobbies”, “just for fun we could”). Ask members to write or draw their responses to each of the questions in the space formed by each clover leaf. Facilitate a discussion of each survey question and record and post the ideas generated on newsprint. Help the group consolidate and select ideas that could fit into a club's yearly time frame. Collect the worksheets.
- Survey box – decorate a box or container and explain its purpose at an open house, general meeting, activity or event. Have a short form or blank pieces of paper for suggestions to be put into the box for the upcoming 4-H program year.
- Post a wall parking lot or sticky board - Tape a large sheet of poster board or a sticky wall cloth to an area easily accessible to the youth's height. As youth arrive ask them to write on a self-adhesive note or a brightly colored paper at least one thing they would like to do, to learn, or make in the 4-H club this year.
- Technology – ask teens to develop a web-based survey to gather information about interests from other youth – have the survey be creative and interactive.
- Collages – have members create collages suggesting programs,



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activities, and events they wish to participate in during the club year and explain the collages.

- Roll call – During roll call ask members to answer with a suggestion for a club activity, program, goal, etc. No response should be repeated.
- Place responses onto a poster pad for all to see.
- Brainstorming – Divide the club into small groups and make suggestions within the categories of
 - What do you want to learn?
 - What do you want to do for others?
 - How do you want to learn?
 - What do you want to do to promote a healthy lifestyle for yourself and others?

All ideas should be encouraged. Each group may list their ideas for each “H” on a sheet of paper and present the ideas to the group.

STEP 2. Putting the Suggestions into a Plan

The following planning methods have proved successful. However, no one way to plan a 4-H program is the “only” way and you may find other methods of accomplishing this planning process. The key is to be as inclusive as possible in preparing plans for the entire club. It is recommended that a club planning committee be formed. Some club planning committees take full responsibility for preparing the annual plan using ideas submitted to them ahead of time by the club. This model is suitable for a large club. Others function with the help of the entire club. In this case, members are divided into groups, each of which has responsibility for planning a specific part of the club plan (such as time, place, business agenda, educational programs, social/recreational activities and citizenship opportunities). The Planning Committee coordinates the efforts of the group and is responsible for getting their work into a written plan. In either approach, the proposed yearly plan is presented to the membership for approval.

-Select A Club Planning Committee

The membership of the Club Planning Committee should represent the interests of all people in the club. Older members may be efficient planners but may need help in remembering the interests of younger members. The diversity represented within the club should be seen within the committee. This diversity could include race, gender, disabilities, age or national origin. Youth members, parents and volunteers should all have a representative on the committee. The committee may be elected, selected or appointed in accordance with the club’s by-laws or guide-



lines. If a club is small, the entire membership may be on the program planning committee.

The vice president often serves as the youth chair of the planning committee. The youth chair and adult leaders will work with the planning committee to put the suggestions and input from club members into a practical plan for the year.

–Organize the Club Planning Meeting

The planning meeting provides a “hands-on” learning activity in group- process and assures that everyone will have a voice in what the group does during the year ahead. This participation increases the likelihood that the interests of everyone in the club will be addressed at some point in the year and that club members will stay involved. In addition, while deciding how they will make their ideas happen, youth develop skills in planning and management.

Good planning includes participation from all members and leaders on the team. Make sure the time, space and format that you are using for this meeting will encourage total group participation.

Gather information ahead of time to help the group. This might include:

- Ages of members, where they live, and what they do
- Activities and organizations outside the 4-H club in which members are involved
- Information about the community: schools, businesses, and people
- Suggestions on how 4-H can work with other groups to develop a good program and improve the community
- Information on the current emphasis in the county 4-H program, noting the training that is available, county or district events and activities, and emerging areas of interest and support

–Set Goals

Begin the planning process by identifying the club’s goals. Goals state what the club members would like to see the club accomplish during the year.

Goals should:

- be developed from the interests of club members and target life skills development
- be stated clearly so that it is easy to determine whether or not they were reached
- be realistic and achievable and measurable
- meet the developmental needs and interests of members
- promote cooperation and learning



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- promote learning and skill development
- provide individual and group achievement incentives for members
- provide opportunities for community service, leadership and communication

The following are examples of some possible club goals:

In (year)___ our club members will:

Promote 4-H and recruit new members and volunteers

Learn more about (health, computers, pets, etc)

Participate in hands on learning opportunities in (project)

Participate in (# or names) project educational programs

Invite parents to share their talents with the members

Participate in _(# of)_____ community service activities

Train officers to conduct a monthly business meeting

Participate in county and state activities

Complete one project and its record form

Give a demonstration or public speech on a selected topic

Enter a photograph or expressive arts work in a contest

Provide all 4-H club families with a calendar of events

Recognize members for their accomplishment individually and as teams

-Create Action Plans

Once specific goals are defined, the planning committee must decide upon the kinds of experiences the club will offer to achieve each goal. The actions to be taken may include workshops, speakers, fieldtrips, recreational activities, business meetings, parent's night, recognition events, fundraising activities, and much more. Project work that is offered through the club should support the development of the skills youth have targeted through their goals.

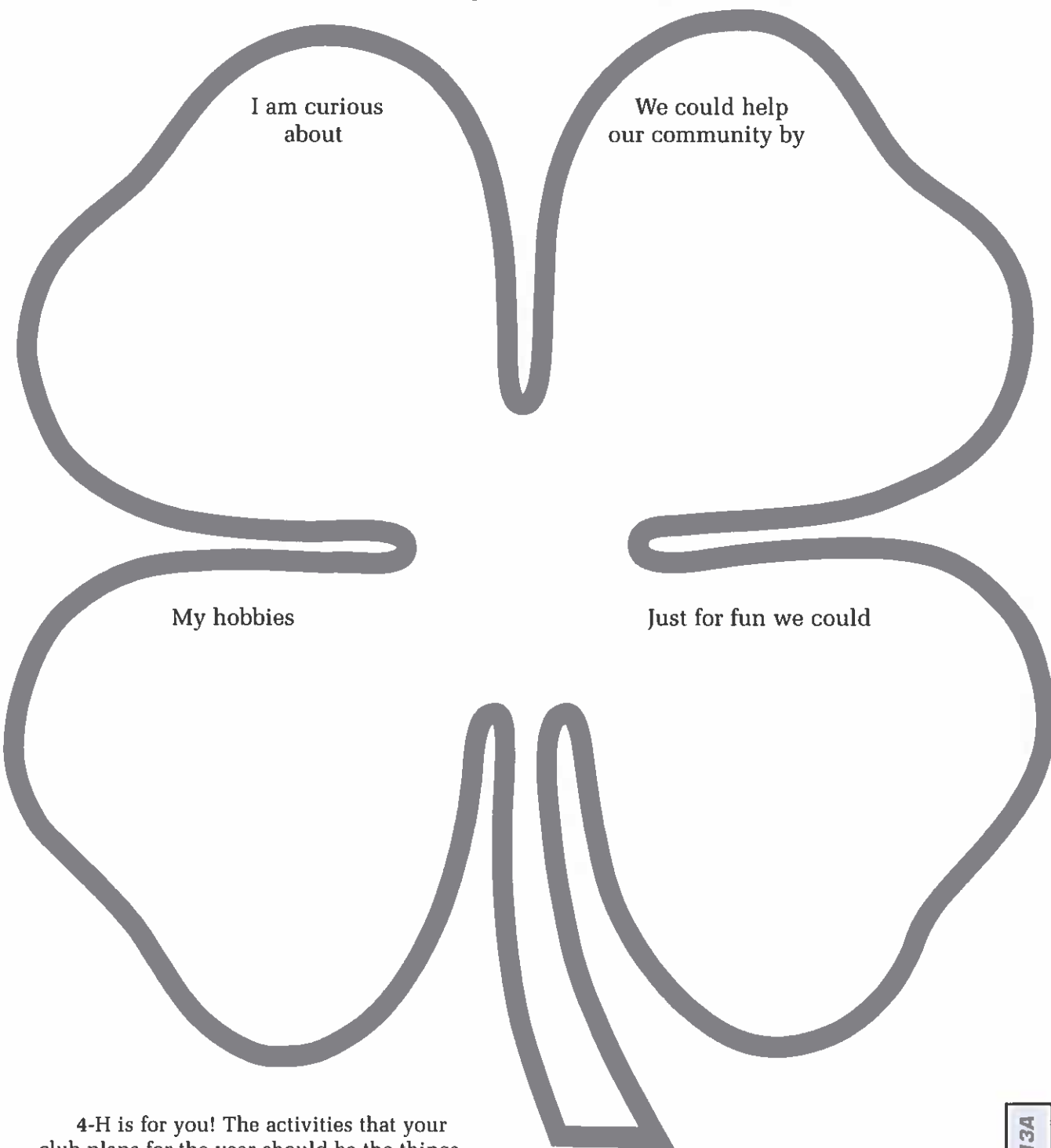
The committee will then outline how these actions will be carried out. For example, to accomplish the goal of developing greater parent involvement, the group may decide to have a parents' night or plan visits with each parent at their homes.

A typical annual 4-H program action plan will include the following kinds of activities

- Meetings that take place on a fixed date every month.
- Educational field trips or presentations by special guests.
- Recreational activities (games, songs, etc.) for each meeting.
- Special events such as parties, dances, or picnics.



How to Design your own Clover



4-H is for you! The activities that your club plans for the year should be the things the members of your club want to do. By writing your ideas on this clover you will help the planning committee.

In the upper left hand segment of the clover, write what you would like to find out about this year in 4-H.

In the upper right hand segment, write ideas you have for helping the community

In the lower left hand segment of the clover, list any hobbies you enjoy.

In the lower right hand segment, write ideas for activities that would be fun for you.



Indicators of Successful 4-H Clubs: Check List

- _____ Open communication exists between the local 4-H office and the leaders of the local 4-H club.
- _____ Membership and leadership show diversity.
- _____ Leadership responsibilities are shared among adults, youth and children.
- _____ The club's leadership is willing and able to be flexible and adaptable to individual situations.
- _____ Youth/adult partnerships are supported by:
 - Providing varied opportunities for adults and youth to work together toward a common purpose.
 - Recognizing individual interests, abilities, and assets, and factoring them into the club program plan.
 - Balancing the strengths and weaknesses of members and leaders when helping them select avenues of participation.
- _____ Rules contribute to positive youth development and focus on such fundamental issues as safety and respect.
- _____ A healthy balance exists between cooperation and competition among its members.
- _____ Volunteer and member accomplishments and contributions are recognized



Lesson 13B: **Roles and Responsibilities**

Just as clubs must have a team of players to assume responsibility for the tasks involved in carrying out the yearly plans, a successful county and state 4-H program requires the efforts of a team of players to assure a successful program. It is important to identify specific roles that must be filled to support successful and effective 4-H clubs and the responsibilities assigned to each of these roles.

The following list of responsibilities is a typical distribution of tasks. Obviously, many of these responsibilities can belong to more than one person. While some of these responsibilities are clearly associated with specific job descriptions, some are subject to discussion. Youth development professionals must use good facilitation skills to assist those who are involved in the program to clarify role responsibilities. It will be important to record and post these decisions so that everyone is clear about the responsibilities they have agreed to take on.

Youth

- Participate in meetings and activities
- Provide input into 4-H club and project offerings
- Carry out responsibilities as needed by the group
- Interact with other members of the group
- Gain skills leading to competence
- Promote 4-H to other youth

4-H Club Leader

- Serve as the first contact for the club
- Inform county 4-H office of club plans
- Ensure 4-H'ers are being recognized
- Discuss agenda with officers prior to each business meeting
- Make arrangements for meetings
- Ensure supplies and materials are available
- Assist youth in developing life and project related skills

County 4-H Youth Development Professional (Agent)

- Meet with county program development committee
- Share 4-H curriculum options
- Provide training on county and state 4-H programs and policies
- Develop articles recognizing 4-H'ers accomplishments
- Assist youth in developing life and project related skills
- Recruit volunteers for 4-H clubs
- Provide recognition for 4-H volunteer leaders
- Assist with 4-H Enrollment
- Ensure 4-H clubs have necessary supplies and materials



Club Officers

- Promote 4-H to other youth
- Mentor younger members
- Conduct 4-H business meetings
- Provide leadership for 4-H Club
- Work with 4-H club leader to plan meetings and program

Parents

- Volunteer to assist with 4-H projects and activities
- Provide transportation for members to 4-H activities
- Attend club meetings and activities
- Encourage participation in 4-H program

Program Development Committee/Advisory Board

- Work with County youth development specialist to plan the overall Extension youth development program
- Assure county program is delivered as planned
- Meet with county 4-H youth development professional (agent)

Project Leader

- Know and use 4-H curriculum
- Find out youth's interests
- Plan and conduct project meetings
- Assist members in setting goals and planning the project
- Assist youth in developing life and project related skills

State 4-H Specialist

- Submit state 4-H Club data to on-line reporting system
- Coordinate efforts of 4-H clubs in their state
- Support county 4-H youth development professionals (agents)
- Promote and support 4-H initiatives statewide
- Train staff on use of 4-H curriculum
- Submit quarterly 4-H update form

County 4-H Office Secretary

- Submit county 4-H club data to on-line reporting system
- Process 4-H enrollments
- Provide information on county and state events

Events Coordinator

- Coordinate member involvement in presentations, demonstrations and county events
- Coordinate 4-H events in the county
- Assist youth in developing life and project related skills

Area/District Youth Development Specialist (where appropriate)

- Coordinate 4-H Activities for the Region
- Provide Technical Assistance on 4-H
- Train staff on use of 4-H curriculum
- Support county 4-H youth development professionals (agents)



Lesson 14: **Marketing 4-H Clubs**

Procedures for Maintaining Clubs

1. Involving youth and leaders in planning and conducting the meetings
2. Involving club members in preparing a yearly club plan
3. Promoting or marketing the club
4. Helping youth transition to new communities when families move

This lesson will address the last two procedures in maintaining clubs; **promoting or marketing the club and helping youth transition to new communities**. The focus is on methods for attracting youth and families to 4-H clubs and groups and retaining them in 4-H.

Promoting or Marketing the Club

When the 4-H club is organized and functioning well, members can begin to plan ways to publicize their club. It is important to note that publicity requires a product. That is, the club must have something to tell about before efforts to promote it can take place. Someone has defined publicity as “doing good things and telling the world about it”. Youth might translate that to “doing cool stuff” and telling others how they can be a part of it.

Promotional efforts should be designed to inform and involve the community with your club and should be a planned part of your group’s ongoing activities. While good publicity may help the group attract new members, the real strength of engaging the group in publicizing their club lies in the opportunities youth are given to learn skills in marketing and promoting their club work. Preparing press releases, web sites or Power Point presentations are great “learn by doing” opportunities for young people.

Marketing is not about slogans, it is about seeing needs and meeting them. Flyers are not sufficient marketing tools in this day and age of technological advances. It is important for our marketing strategies to be appealing to our audience—the youth that we want to participate in 4-H. We need to think of new, different and creative ways to reach out to them.

The key to all marketing however, is to remember that



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Ask a volunteer to write an article about 4-H community service events and promote it through various newspapers/newsletters.

Announce special events with banners around the community.

Have 4-H volunteers and 4-H'ers address civic club meetings.

Carry out a community project, such as reading to youngsters during story time at the library or a school; cleaning up a street or highway; recycling cans or newspapers; participating in a food drive; helping with a blood drive or presenting an entertaining program in a nursing home. Make sure that good photos are taken, and work with local media to "toot your horn."

Have 4-H announcements made at school during morning announcement time or during an assembly program.

Plant a tree or wildflower garden to honor 4-H in your community.

Have 4-H'ers, 4-H staff, or community volunteers promote 4-H on a stretch of radio morning shows, television talk shows, and local news broadcasts. Ask the cable company to do a video message board (crawl) promoting 4-H.

Arrange for the public address announcer at Friday night football games to read a public service announcement promoting 4-H membership.

Work concessions at ballgames to raise funds for local programs. Wear your 4-H t-shirts while working.

Create and wear buttons that say "Ask Me About 4-H" during National 4-H Week.

Adapted from: Publicizing National 4-H Week and Other Special Events, Donna Reynolds, Extension Communications Editor, News and Public Affairs, and Chuck Hill, 4-H Program Specialist, Alabama Cooperative Extension.

Helping Youth Transition to New Communities When Families Move

Marketing includes keeping existing members involved and active. Continued participation becomes more difficult to



support, however, when youth move to a new community. A strategy to retain members through this transition is an important factor in a youth development program. Today's families are much more mobile than families were when 4-H first began. Many youth will experience a move to a new community several times during their childhood and teen years. The advantage of belonging to 4-H, an organization that provides programs to youth in every county in the United States and its territories and to youth on military installations throughout the world, is that a move to a new community should not result in losing club or group membership.

While long time involvement with the same group of people is a positive factor for healthy development, youth can experience some of the benefits of longevity through participation in clubs that are similar in structure and goals. State 4-H programs may vary, but the basic concepts and formats of 4-H clubs are familiar to new members with past 4-H experience. Therefore, 4-H can provide some continuity in out-of-school opportunities for youth who are new to a community.

If you are an extension 4-H youth development professional, you will need to facilitate connection to agents in the new county. You will be expected to provide information to help 4-H youth who are moving to new communities connect with 4-H programs in those communities. You should have a listing of the phone numbers for all of the state 4-H offices in the U.S. We have included a listing that is current at the publication date of this handbook in the Appendix. Your state 4-H office can give you this list as well. By contacting the state 4-H office in the state to which a youth is moving, you can obtain the county 4-H office phone number for your 4-H'ers new community and provide the youth/family with that information. This will facilitate connection to 4-H in the new community. You can increase your level of assistance by making a phone call to the agent in that county to alert them to the arrival of a transitioning 4-H member.

If you are a youth development professional from a partnering organization, your county 4-H agent can provide you with the information you need to help youth transition to another 4-H program. If you are a military partner, your extension liaison person will also have this information.

In addition, you will want to be sure that the adult leaders in your community are aware of the transition connections available to 4-H members and that they refer youth who will be moving to your office or work with you to make these connections themselves. 4-H Club leaders can assist youth who are moving away by helping them gather all of their 4-H records and paperwork to take to their new community.



SECTION III:
Starting and Maintaining 4-H Clubs

Club Leaders should assist youth who are new arrivals to the club by making sure new members have the information they need to succeed in this new club. Taking time to talk with young people about the club they have just left and the experiences they have had with 4-H will give the leader the information needed to help youth become a part of the community.

