

I pledge My HEAD to clearer thinking .

For my club, my community, my country and my world .

My HEART to greater loyalty . . . My HANDS to larger

MICHIGAN 4-H Club Development Guide



MICHIGAN STATE UNIVERSITY EXTENSION 4-H Youth Development
 Children, Youth, Families & Communities
 10/2009

service. . . My HEALTH to better living.

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Michigan 4-H Club Development Guide

Overview



4-H clubs are the foundation of every successful 4-H program. As the primary delivery method of 4-H, clubs provide volunteers and members with unlimited opportunities for learning, relationship building and fun. 4-H clubs can take many shapes. We hope this document will assist 4-H staff and middle management volunteers with their efforts to expand the number of 4-H clubs in Michigan counties and communities so more young people can be involved, as well as expand their efforts to improve the effectiveness of existing clubs.

The purposes of this publication are to:

- Outline the role and structure of 4-H clubs in Michigan 4-H Youth Development.
- Establish a common understanding of the definitions, measures and outcomes of 4-H clubs.

- Develop recommendations for action steps that can be taken to strengthen, support and expand 4-H club programming in local communities.
- Provide guidelines and common expectations for volunteers and staff.

Use this publication as a framework for developing a club program that best meets the needs of the communities. Step-by-step instructions and sample agendas should be considered guidelines and not the only method for starting and supporting 4-H clubs in your county. However, each component of this process is important to the long-term success of clubs and should not be excluded.

Introduction

Michigan 4-H Youth Development's Vision and Mission Statements

The **vision** of Michigan 4-H Youth Development is to mobilize volunteers and communities to meet the needs of youth.

Our **mission** is to create nonformal, educational opportunities to help youth thrive in a complex and changing world.

Philosophical Statement

“This We Believe”

- **4-H is an educational component of the land-grant system.** (In Michigan through Michigan State University in East Lansing)
- **4-H is an exciting partnership of private and public people and organizations.**
- **4-H is human development oriented and builds life skills.** (A positive self concept, good interpersonal communication skills, practical skills, problem-solving abilities, leadership abilities, understanding and aiding one's community, respect for personal health and the environment and an eagerness to learn)
- **4-H is not an organization – but an educational concept.**
- **4-H is built on volunteer involvement.** (Of adults and teens)
- **4-H involves participants in decision making.**
- **4-H builds participant ownership.**
- **4-H is family oriented.**
- **4-H clubs provide the most complete educational environment.** (But there are other ways of obtaining educational information and experience)

The Goal of 4-H

The ultimate goal of 4-H is positive youth development.

Our commitment to the young people and parents who seek community-based learning opportunities – and to the volunteers and organizations who become our partners in positive youth development – is that 4-H will:

- Help young people explore their interests through fun, engaging, hands-on learning experiences led by committed adults in their local communities.
- Give youth and adults opportunities to experience the benefits of working together to reach common goals.
- Help young people achieve through knowledge, success and friendships that last a lifetime!

In 4-H we are committed to helping young people:

- Connect with positive adult role models and make new friends in safe learning environments.
- Take the lead in what they do and how they develop.
- Set the pace for their own learning.
- Recognize, understand and appreciate diversity.
- Become active citizens through their service and leadership.

All of which provides an environment in which they can develop skills that help them succeed.



What Does 4-H Offer?

For youth, 4-H offers fun learning opportunities through 4-H clubs, after-school programs, and local, state and international events. For older teens, 4-H offers opportunities to set goals, develop strategies to reach those goals, and lead by sharing their skills, knowledge and talents to make their communities stronger. For adults, 4-H offers research-based support and training in age-appropriate learning methods and materials to help plan activities and projects for young people in safe, nurturing environments.

Michigan 4-H Youth Development Guiding Principles Put Into Action in Your 4-H Club

The purpose of the 4-H Guiding Principles is to provide direction for MSUE 4-H Youth Development's learning materials, program planning, implementation, evaluation and priority setting so that 4-H'ers get from their 4-H experience the skills and opportunities they need for positive growth and development. For a concise handout and reference list, visit <http://web1.msue.msu.edu/4h/downloads/4-HGuidingPrinciples.pdf>.

1. Youth develop positive relationships with adults and peers.

When put into action, this principle means that volunteers and members are available and accessible to each other for information, guidance and support. It means that both adults and youth develop relationships that help them feel like they belong and are connected. The activities and experiences of the group are shared and they serve to build trust and foster honest and open communication.

For volunteers and youth in clubs, this means:

- Email is used to foster communication between volunteers and members. Clubs can create an online discussion group to ensure everyone is connected to everyone else.
- If a club has multiple adult volunteers, match specific children to specific adults to ensure consistent contact and that no youth is overlooked.
- Older youth can mentor younger members.
- Laugh with children and have fun with them.
- Provide time during meetings for young people to talk about things in their lives.
- Help youth develop trust with and among peers to follow through (start to finish) with projects and goals.

2. Youth are physically and emotionally safe.

Both 4-H staff members and volunteers have the responsibility to ensure that young people involved in 4-H youth development programs participate in environments that are physically safe and structured, yet flexible enough to encourage honesty, trust and respect among 4-H members and the adult volunteers working with them.

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This means that feedback is provided in constructive ways to address situations, behaviors and emotions. Positive risk-taking is encouraged to ensure young people try new things. Rules, expectations and consequences are clear, consistent, and appropriate for the age of the child and are applied fairly. And activities and programs are held in environments that maximize the safety and well-being of the youth we work with.

For volunteers and youth in clubs, this means:

- Risk management plans are in place at the club, county and state levels.
- Children are always appropriately supervised.
- Clubs and counties are encouraged to develop severe weather policies and ground rules for meetings.
- Locations for meetings are identified that are familiar and where children are comfortable.
- Children can share and communicate without restriction yet with respect.
- Safety becomes a priority for activities and discussions.
- Guidelines for behavior of members, parents and volunteers are made and enforced.
- Accommodations are made for physical and learning needs.

3. Youth are actively engaged in their own development.

When put into action, the goal of this principle is for youth to increase their personal competence and sense of well-being. A variety of opportunities and experiences are offered that encourage youth and the adults working with them to explore, discuss and reflect on ethical values, personal interests, strengths and accomplishments.

These opportunities have purpose and meaning – they foster a young person’s positive sense of self and view of the future. They also provide opportunity to recognize youth for both their participation and their achievement.

For volunteers and youth in clubs, this means:

- Young people have leadership roles in their clubs and in their county 4-H program.
- Young people set project or activity goals and personally assess the results at the end of their project.
- Youth determine what the club does and then have opportunities to lead meetings and experiences.

- Youth learn from each other.
- Youth think for themselves and are not afraid of their answers and choices.

4. Youth are considered participants rather than recipients in the learning process.

When put into action, this principle means that youth are provided a variety of opportunities, in different contexts, that respect the way they learn and encourage their active participation in what and how they learn. Young people share the decision-making, planning and implementation of their learning experiences. Young people and adults also work together to overcome barriers to participation such as cost, scheduling and transportation.

For volunteers and youth in clubs, this means:

- Young people choose the programming they want delivered.
- Youth have the opportunity to give feedback and suggestions before and after activities.
- Adults facilitate, not dictate.
- Youth are given choices and get to feel the impact of those choices.
- Young people personally own their project.

5. Youth develop skills that help them succeed.

This principle ensures that young people in 4-H have “hands-on” opportunities to learn and develop the skills they need to be successful as adults. Youth identify, develop, practice and are able to speak about their skills. Young people develop skills by setting challenging, yet realistic goals that are supported by their peers, their adult and older teen volunteers, their families and their communities.

For volunteers and youth in clubs, this means:

- Staff and volunteers use research to define the skills youth need to succeed, then promote 4-H opportunities that specifically help youth get there.
- Club leadership empowers youth to teach each other.
- Success levels are according to ability and desire. There would be no pass/fail or badges needed to be earned.
- 4-H alumni are utilized as mentors to current youth members.
- Participation in the state 4-H awards process, which develops resume writing and interview skills, life skills, a positive work ethic and provides recognition for a young person’s success is encouraged.

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- Junior leadership opportunities are offered and encouraged.

6. Youth recognize, understand and appreciate multiculturalism.

It's important that young people respect differences among groups and individuals of diverse backgrounds. 4-H should help youth develop skills that help youth foster social justice in their communities. They should explore and value their own diverse abilities, skills, interests and cultural backgrounds and explore diverse people, places and ideas. It is equally important that young people and volunteers from diverse backgrounds and with diverse abilities and interests are valued and included in planning, decision-making and leadership opportunities.

For volunteers and youth in clubs, this means:

- Youth are aware of and encouraged to participate in city, state and international exchanges.
- Staff and volunteers create opportunities for county share/aware and other cultural sharing.
- Clubs incorporate into club meetings themes that feature learning about and understanding different cultures (for example, customs, holidays, foods, interests, etc.). During these meetings, children learn from guest speakers, literature and reading.
- Clubs find opportunities to recognize each young person as diverse and unique and use those opportunities to appreciate that uniqueness.
- Clubs provide opportunities for youth to teach and learn from each other.

7. Youth grow and contribute as active citizens through service and leadership.

The outcome of this principle is for young people to feel included and involved in their clubs, their communities and our world. This acknowledges that youth have significant roles to play and important contributions to make as stewards of our future. Youth are provided with experiences that help them become competent as caring leaders and citizens and recognize their role as stewards of their communities. This means that youth are informed about local and global needs, issues and opportunities.

Youth are also provided meaningful opportunities to help make decisions that affect their communities and to also use their time, energy, and skills to benefit their communities and the people who live in them.

For volunteers and youth in clubs, this means:

- Youth serve on county 4-H councils and committees, and as representatives of the club and county at events.
- Youth are mentored by county commissioners and city council members and use these opportunities to learn about and get involved with county and city government.
- Youth plan and execute community service projects.
- Citizenship and service activities are part of the 4-H club programming structure.

Who Is Involved in Michigan 4-H?

4-H Youth Development programs are located in all 83 counties in Michigan. Each year, thousands of youth and adult and older teen volunteers from major cities, suburbs, towns and rural communities participate in 4-H. Nationally, 4-H youth programs involve more than 5 million young people from all 50 states and many U.S. territories.

Michigan 4-H Youth Development programs are designed with respect for the physical, cognitive (thinking), social and emotional development of youth. When parents and caregivers entrust their children to the care of others in organizations such as 4-H, these organizations must hold themselves to a high standard of accountability for the positive development of those young people.

Our goal is to provide age-appropriate youth programs that are mentally and physically safe, developmentally appropriate and educationally focused.

Michigan 4-H Youth Development programs are open to young people aged 5 through 19. "4-H age" is determined by a young person's age as of January 1 of the 4-H program year (which runs from September 1 through August 31). Once a young person passes 4-H age 19, he or she can stay involved in 4-H activities as a volunteer or resource person, but not as a 4-H member. For more information see the Michigan 4-H Youth Development Participant Age Policy at <http://web1.msue.msu.edu/4h/downloads/4-H-Age-Policy.pdf>.

The programs offered by Michigan 4-H Youth Development are designed to provide youth with a variety

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of experiences. The section below describes the types of opportunities available to various age groups. As you will see, the variety of opportunities increases as children mature.

4-H Cloverbud Members (Ages 5 to 8)

Many county 4-H programs offer programs for children aged 5 to 8 (called “4-H Cloverbuds” by Michigan 4-H Youth Development). Like 4-H activities for older youth, 4-H Cloverbud programs are designed to be safe, age appropriate, educational and fun. A key difference, however, is that 4-H Cloverbud activities have a noncompetitive focus. While 4-H Cloverbud programs for 5- to 8-year-olds have a different name, young people in this age range are full 4-H members.

Effective programming with this age group is activity-based, cooperative, fun, experiential and varied. 4-H participation at this level is considered introductory and less project focused than programs for older 4-H’ers. It allows youth members to experience a variety of learning opportunities.

For more information about 4-H Cloverbud programs, visit Five- to Eight-Year-Olds: Youth Development Programs for School-Aged Children at <http://web1.msue.msu.edu/4h/5to8year.html>.

4-H Members (Ages 9 to 13)

4-H programs are offered in all Michigan counties for youth aged 9 to 13. These activities are designed to be safe, age appropriate, educational and fun. Most counties offer noncompetitive and competitive opportuni-

ties (that is, events in which participants’ efforts are judged, ranked or placed) for young people in this age group. 4-H participation at this level can be focused on specific projects with an emphasis on developing and improving skills. 4-H experiences for youth aged 9 to 13 allow for development of positive self-image, allow for more responsibility and decision-making, encourage independence in thought and learning, encourage teamwork and friend-making skills, and encourage thinking, planning and doing to create positive futures. At age 11, youth can also start participating in programs like 4-H Exploration Days.

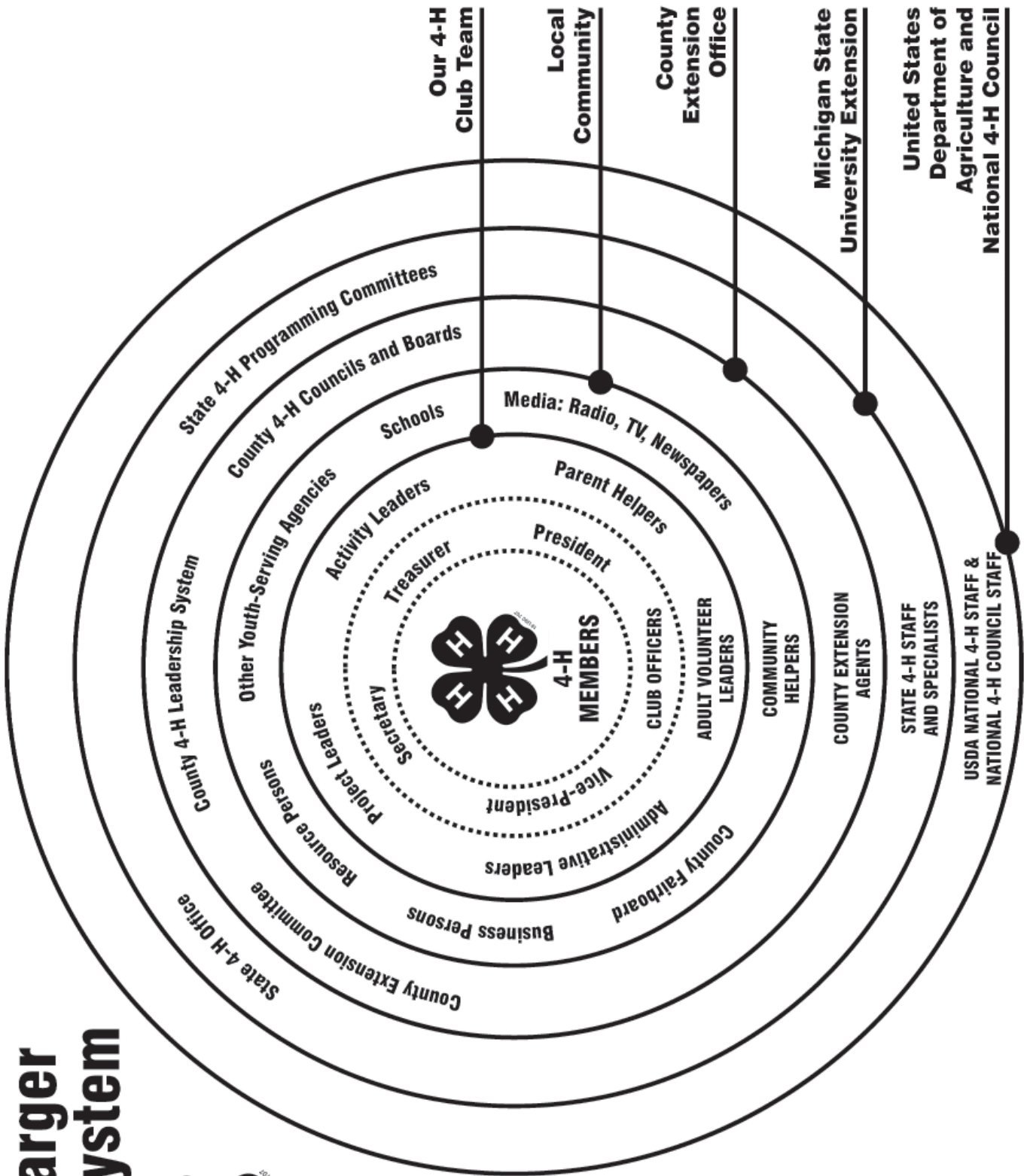
4-H Members (Ages 14 to 19)

4-H experiences for youth aged 14 to 19 are designed to help them increase and maintain their knowledge of self and their self-esteem, increase their independence, increase their responsibility and complex decision-making skills, enhance their goal-setting and goal-reaching skills, build strong relationships and improve interpersonal communication skills. Youth in this age group can now attend workshops at Kettunen Center, serve as teen leaders in their clubs and serve on county, regional or state programming committees.

The Larger 4-H System

Figure 1, “The Larger 4-H System,” on the following page, illustrates the relationships between 4-H members, clubs and all of the organizations and entities – in communities, counties, the state, and the nation – that support this delivery method in the Cooperative Extension System.

The Larger 4-H System



The 4-H Pledge

I pledge:

- **My head** to clearer thinking,
- **My heart** to greater loyalty,
- **My hands** to larger service,
- **My health** to better living,
For my club, my community, my country and my world.

Usually, the pledge is said at the opening of a 4-H meeting. Members should do more than “mouth” the words. In repeating the pledge, a member should:

- Raise the right hand to the forehead when speaking line one.
- Place right hand over the heart when speaking line two.
- Extend hands with palms upward when saying line three.
- Drop hands at the sides for the remainder.

Staff and volunteers are encouraged to involve members in the discussion and meaning of the pledge. This will help assure that when your members give the pledge, it will be said with meaning, understanding and purpose. Look at the pledge and its meaning by examining some key thoughts under each “H.”

I pledge:

- **My head** to clearer thinking
4-H:
Helps you learn to plan before you take action.
Lets you learn things you can use as an adult.
Lets you make decisions.
- **My heart** to greater loyalty
Through 4-H you:
Make many friends.
Learn about trusting and respecting others.
Learn about people who are different from you.
Learn about values.
- **My hands** to larger service
4-H:
Is learning by doing.
Is learning to complete tasks.
Is serving your community.
Is helping others.



- **My health** to better living
4-H:
Encourages activities that are fun and healthy.
Teaches about protecting the environment.
Promotes wise use of leisure time.
- For my club, my community, my country and my world
Through 4-H you:
Learn to be a good citizen.
Learn about community relationships.
Learn that you are part of a larger group and that you belong.
Learn about 4-H across the nation and around the world.

4-H Emblem

A four-leaf clover with the letter “H” on each leaflet. This emblem – symbolizing the four-fold development of head, heart, hands and health – is protected under federal law.

4-H Motto

To make the best better

4-H Colors

4-H colors are green and white.

The Michigan 4-H Club Mission and Outcomes



4-H is a fun, learn-by-doing, educational program for young people. Just as the mission of Michigan 4-H Youth Development is to create nonformal, educational opportunities to help youth thrive in a complex and changing world, so 4-H clubs are designed to foster relationships and offer learning experiences over an extended period of time. The unique opportunity for social and personal development provided through a 4-H club structure is the most effective and efficient way to achieve the mission of 4-H. Through their involvement with caring adult volunteers, 4-H members gain valuable knowledge and skills that contribute to their personal growth and development. The quality of the learning experiences depends, to a large extent, on the relationships built between and among the young people and adults.

Outcomes

Active participation in a 4-H club helps young people develop their assets and life skills. We hope that young people will develop:

- Greater knowledge and appreciation of themselves and others.
- Decision-making skills.
- Public and interpersonal communication skills.
- Positive interactions with other young people and with adults.
- Responsibility for themselves.
- An ethic of service to group and community.
- An attitude of lifelong inquiry and application of information.
- An ability to relate to a constantly changing world.
- Strengthened family interactions.
- Career exploration and workforce preparation skills.
- Leadership skills.
- Ability to work effectively as part of a team.

- Greater understanding of and appreciation for diversity.
- Practical knowledge and skills in project areas.
- Positive conflict resolution skills.

Adults involved in 4-H roles as volunteers often grow and develop in the same areas as the youth participants.

4-H Creed for Leaders

I believe:

- The 4-H member is more important than the 4-H project.
- 4-H members should be their own best exhibit.
- No award is worth sacrificing the reputation of a member or a leader.
- Competition should be given no more emphasis than other fundamentals of 4-H work.
- Enthusiasm is caught, not taught.
- To learn by doing is fundamental in any sound educational program and is characteristic of the 4-H program.
- Generally speaking, there is more than one good way to do most things.
- Every 4-H member needs to be noticed, to feel important, to win and be praised. (Volunteers, too!)
- Our job as a 4-H volunteer leader is to teach 4-H members how to think, not what to think.

—Source Unknown

What Is a “4-H Club”?



Some dictionaries define a club as “an association of persons with some common objectives, jointly supported and meeting periodically.” In Michigan 4-H, clubs are the primary means to involve children with their peers while they learn.

A 4-H club is a place where young people and adults come together to do things that help them:

- Be what they want to be.
- Think and learn about what interests them most.
- Share how they feel about their activities and their lives in general.
- Do fun things that also help them learn more.
- Relate to peers and the adults in their lives in positive ways.

The primary purpose of a 4-H club is to support the development of each youth participant’s full potential. The club structure helps volunteers build significant relationships with members. Projects serve two purposes in 4-H clubs. They both attract members to a 4-H club and also serve as the method of achieving the primary purpose of 4-H – building the knowledge and skills needed for positive youth development.

The content of a 4-H club program is determined by the common needs and interests of the young people and adults involved. Members, volunteers, leaders and parents should work together to select learning projects, set the club program and establish expectations for everyone involved.

Clubs are sanctioned and permitted to use the 4-H name and emblem by their county MSUE office. Clubs should have young people in leadership roles and practice democratic principles. 4-H clubs are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.

A 4-H club includes the following:

- At least five youth members from two or more families
- One or (preferably) more caring adult volunteers working with members, teen leaders and parents

- A structure that gives members the shared responsibility for making decisions and operating the club (This may be done with elected officers.)
- An organized, fun and educational program planned by members, volunteers and parents
- Six or (preferably) more club meetings during the year
- Participation in learning experiences outside of the local group
- Involvement in the community such as through community service
- Personal evaluation and recognition of progress on individual and group goals

Types of 4-H Clubs

Three major club structures exist in Michigan 4-H Youth Development, the community club, the project club and the explorer club. All three types include the elements of a 4-H club listed previously on this page.

Community Clubs

A community club – sometimes known as a multi-project, variety or general club – involves members of a variety of ages and interests. Its average size is 20 to 25 members, but it may have more than 100 members. All members attend the “general” club meetings, which may be held monthly throughout the year. Club meetings include group-building activities, business and educational programs. Each member also participates in one or more project groups. These meet on a variable schedule at other times throughout the year under the guidance of a volunteer project leader.

A community club is managed and advised by one or more adult volunteer organizational leaders, who are 21 or older, with the support of club officers, teen leaders, project leaders and parents. Organizational leaders and project leaders must all be registered volunteers within the county 4-H program and have completed the MSUE Volunteer Selection Process. 4-H club

SECTION III: What is a “4-H Club”?

officers are elected or chosen from the membership of the entire club.

The geographic area covered by a community club may vary from a particular school or housing complex to a community, township or larger area. A community club may be sponsored by an existing organization such as a school, religious congregation, community center or block club, but many operate on their own.

Project Clubs

Project clubs are centered around one primary 4-H project, in which all members participate. The average club has 10 to 20 members. Club meetings are held weekly or monthly or on some other planned schedule and they focus on project work and business. Additional club activities are scheduled for group building, service, fund-raising, family involvement and personal enrichment.

Project clubs are led by one or more volunteer project leaders working together for project teaching and club organization. Officers are elected or chosen from among the members, and more experienced or older youth often help as teen leaders.

The project club is usually the simplest type of club to start because of its focus on a single subject. Sometimes project club members become interested in more 4-H opportunities or the club attracts members with diversified interests. If this occurs, the club may need to find additional adult support, and it may evolve into a community club to fulfill the changing needs and interests of its members.

Explorer Clubs

Explorer clubs may begin with a minimum of five members from two families under the leadership of one or two adult volunteers. The club chooses only one or two projects. It should have a minimum of six meetings planned by the members and volunteers. The time span can be as short as six weeks or as long as one year. Explorer clubs need frequent contact from the county volunteer or staff support system. These clubs are not usually intended to be ongoing clubs. Members commonly move from explorer clubs to community or project clubs as they continue their 4-H involvement. This type of club is also sometimes called a “discovery club” or “mini club.”

Other Types of 4-H Clubs

4-H after-school clubs and 4-H military clubs are examples of targeted clubs. They may start because of a geographical site (4-H after-school clubs are at school sites) or they may be focused on a particular group such as military families. Although they start because of a specific situation, both would be open to anyone in the community. 4-H clubs can also be started in a faith-based organization.

Deciding What Club Structure to Use

The type of club structure that works best in a community or county will be determined by the situation within the individual county and community. Begin by examining the existing interests of youth, parents and potential volunteers. Each structure has benefits, but the following rule of thumb may provide guidance in deciding which type of club is best to start.

Establish a community club if:

- There is a diversity of hobby or subject interests among members.
- Many projects are offered.
- You have a large number of youth and adults willing to volunteer.
- The club has at least one adult volunteer willing and able to commit time to organizational communication and coordination.

Establish a project club if:

- The interests of the youth and adults are concentrated around a specific hobby or interest.
- You have a small number of volunteers.

Establish an explorer club if:

- The interests of the youth and adults are varied.
- The youth and adults want to try or sample different 4-H projects.

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Other Types of 4-H Involvement

Other options for 4-H involvement include home-school groups, short-term activities, classes, special interest programs, individual study, family groups and after-school or school (public, private, charter) enrichment programs. Most of these alternative forms of involvement are designed to run for short, limited periods with a focus on learning a specific topic. They provide exposure to 4-H resources and the opportunity to develop ongoing involvement.

Are There Dues?

4-H youth participants pay an annual \$10 fee when they enroll each year in 4-H. \$5 of this fee goes to the state 4-H office and \$5 stays in the local county. Both the state and county portions are used to support new and/or updated 4-H youth programming. Individual clubs may also charge club membership fees to generate funds to meet club goals. For more information on the 4-H participation fee, please visit <http://web1.msue.edu/4h/MI4-Hparticipantfee.html>.



Online Resources

- Experience the Power of 4-H - Volunteer! (<http://web1.msue.edu/4h/volunteer.html>)
- 4-H (<http://www.4-H.org/>)
- 4-H Mall (<http://www.4-hmall.org/>)
- Michigan 4-H Treasurer’s Record Book (4-H 1203) (<http://web1.msue.edu/4h/downloads/4H1203Web.pdf>) – Monetary records for 4-H groups should be entered in this book, which includes descriptions of the treasurer’s duties, how to write checks and manage a checking account, and how to report and audit accounts. It includes sections on financial guidelines for Michigan 4-H clubs and Michigan sales tax facts. A blank “Application for Employer Identification Number” (IRS form SS-4) also is included. (36 pages plus cover, Michigan 4-H, complete revision 2004)

Steps to Starting, Sustaining and Finding Outcomes for 4-H Clubs



An established process needs to be used each time a club is started within the county. Each step in the process is vital to the goal of establishing and sustaining a club that is operated by the community. The steps are not mutually exclusive; two can occur at the same time or overlap into other next steps. The process takes time. This must be taken

into account to allow for the time necessary to make starting and sustaining a 4-H club a priority. It is also important to think through all the steps and focus on results. Doing this helps to guard against making the process too complex. However, work with volunteers ready to start a club must proceed quickly so their interest is not lost.

1. Needs and Interest Assessment

The first step in the club-development process is establishing need and interest. By definition, need is something required for an individual's or group's well-being. In this instance, it is necessary to determine what individuals in the county and community perceive to be the youth-development needs to which 4-H might respond. Likewise, before starting a club, the community's interests need to be taken into account. Clubs that are planned and "owned" by the adults and youth of a community create the greatest stability and commitment to the 4-H program.

A needs assessment can be formal, informal or both. The assessment's thoroughness will vary with the extensiveness of the planned club expansion program. Informal information collection might assist with the startup of one club. However, to achieve a countywide expansion effort, a broad and more formal needs assessment must be conducted.

Note: When specific adult interest in organizing a 4-H club is evident before a needs assessment is undertaken – for example a 4-H activity has sparked interest or an adult has offered to start a club – a needs assessment may be unnecessary. In such a case, begin with the next step of building awareness and interest.

County Needs Assessment

An assessment of the resources of the county, its geography, youth and adult interest in activities, social structure and local economics should be done on a regular basis (that is, every three to five years). This assessment can be valuable when conducting a 4-H program review and plan. It is also a good tool to help

new 4-H staff gain an overview of the county situation. An extensive county needs assessment should include the following information:

- Population, age distribution, family size and family structure
- Natural resources
- Geography
- Community organization
- Community groups
- Income levels
- 4-H statistics from previous years
- Past supporters of 4-H program
- Program and participants of other youth organizations
- Facilities available for meetings
- School districts
- Types of transportation available
- Public agencies and officials.

Much of this information may already be available in the county office and much of it is useful for all county MSUE staff members. Additional information can be obtained from the county clerk, other youth organizations, the latest census data and the intermediate school district office. Developing a database to hold the information might be useful.

To determine the concentrations of existing clubs and those areas needing attention, indicate the existing clubs on a large county map. Other county data might also be included on the club map.

When conducting a comprehensive county needs assessment, it might be helpful to establish a county

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assessment team. This group will include individuals from existing committees, such as 4-H councils, boards and programming committees. It should also include individuals who represent all of the county's geographic areas and socioeconomic groups. The assessment team may include a few key volunteer 4-H club leaders who have extensive community service experience. The assessment team should analyze the county information, review the locations and projected orientation of existing clubs and identify target areas of low participation. Ask the members of the assessment team who are familiar with the identified areas to work with you later when you develop the process to create awareness and interest. The perspective of the assessment team will be broadened by including individuals not involved in 4-H

If you have a lot of experience in the county, you can depend somewhat on your personal background in completing a needs assessment. However, updated information and outside observations are periodically necessary to ensure that your perception of county needs is accurate. Above all, try to make the needs assessment process happen as quickly as possible. It is a valuable process that will not start clubs, but will save on mistakes down the road.

Note: Don't forget to ask the office secretary(ies) who get calls from people wanting information on getting their youth involved in 4-H.

Community Needs Assessment

Some type of community needs assessment is essential to affirm the need for a 4-H club in a targeted community. Keep in mind that a community can be a housing development or a block on a city street, a subdivision, a small town or a broad rural area. Find out what young people need and identify the community's recognized decision-makers.

For a major effort on club expansion, investigate the 4-H leadership potential in the community. Do 4-H alumni live there? What are the interests and skills of the school teachers or other community leaders? Review past 4-H enrollment records and talk with past and present 4-H members and leaders, other Extension staff, youth organization, school and church leaders. Enlist the assessment team members from the targeted community to do this. Share and compare information.

If you decide to establish a new 4-H club, develop a plan and timetable before undertaking the awareness and interest step.

2. Building Awareness and Interest

Before recruitment can take place, it is necessary to raise the community's awareness of, and interest in, 4-H. Visibility of the 4-H program is not only critical to starting clubs, it is also vital to their sustainability.

From the county and community contacts made during the needs assessment, select a few volunteers to help increase the community's awareness of 4-H. In small communities, one person may complete this task. For example, a volunteer or staff member may invite youth and parents from a specific school to see and hear what 4-H does, visit classrooms, or put on a 4-H club demonstration event in a public place. If you are undertaking a major county effort, it is helpful to establish an awareness team.

The awareness team is a group of individuals committed for up to a year to do information meetings or serve as speakers. Team members may be 4-H alumni, current adult and teen volunteers, 4-H members, significant community individuals, people with promotion or media experience or key people involved in completing the needs assessment.

Conduct several informal discussions in the targeted community to determine the current knowledge of 4-H and to identify their concerns for youth and their potential as volunteer leaders. Develop an awareness strategy based on county and community needs. A division of responsibility may be necessary among staff and group members. Determine who will have direct contact with private, public or charter schools, who can work effectively with other community and church organizations, and who can work one on one with families. Use techniques that work best in the community – posters, flyers, personal appearances and the local media. Refer to the *4-H Club Resources* page found on the Michigan 4-H Web site at web1.msue.msu.edu/4h/clubs/ for helpful current 4-H promotional materials.

Note: Promotional materials that specifically focus on starting a 4-H club may be more useful than general materials.

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Establish a time line for the group to use in conducting the awareness strategy. Keep in direct contact with all group volunteers and provide the necessary resources

for them to get the job done. Remind them that personal contact is the most effective means of generating interest in and commitment to the 4-H program.

3. Recruitment

Information Meeting

Work with the awareness team to conduct an information meeting in the targeted community. (See “Designing the Information/General Organizational Meeting” in Appendix A.) Current volunteers who live in the area where the meeting is being held should be encouraged to take leadership during the meeting. Potential youth members and their parents should be invited to the information meeting. The agenda should include (but is not limited to) the following items:

- Understanding what 4-H is
- Benefits of 4-H to youth, adults and community
- Determining what project areas are of interest to youth
- Expectations of volunteers and parents
- Interests and skills of parents
- Calendar of county, regional and state events
- Resources available to members and volunteers
- Sample 4-H project items and activities
- Questions and answers

Develop information sheets to get names, mailing and email addresses, phone numbers and to determine the interests and skills of youth and parents. The sheets for the youth can include a checklist of the 4-H projects currently available and space for the youth to list their hobbies so you have ideas for starting new projects. The parent information sheet should identify a variety of potential ways adults can help and ask when parents

are available and what special interests or hobbies they would like to share. Sample information sheets (“Parent Interest Finder” and “4-H Youth Interest Survey”) are included in Appendix A. While sharing this information is useful, it is not wise to force decisions on actual leadership at the first meeting.

The information meeting also needs to include a clear understanding of the volunteer roles and the importance of volunteers in 4-H clubs. Provide those adults who may be interested in being a volunteer with a sample volunteer job description. If you are planning to organize a community club, outline the responsibilities of an administrative leader and a project leader, and identify individuals to be considered for the role. If you are planning to organize a project club, provide outlines of volunteer responsibilities in this area. (See sample job descriptions in “Section V: Roles People Play.”)

The information meeting is probably the most important step in getting a 4-H club started. However, while the meeting will indicate the degree of member and parent interest, it may not resolve the question of leadership. Successful 4-H clubs require a strong core of volunteer leadership. Recruitment of volunteers is critical to the club-development process.

Refer to the *Achieving Success Through Volunteers* curriculum developed by the MSUE Volunteerism Area of Expertise team for resources related to volunteer recruitment and selection.

4. Decision Making

One of the final questions which should be raised at the information/general organizational meeting is “Should we start a new 4-H club in this neighborhood, school or community?” The answer to this question should be based on written and verbal feedback generated during the meeting. The final decision should rest with the meeting participants and with the adult volunteers who agree to take leadership roles. As a 4-H staff member or middle manager volunteer, answer questions and coordinate efforts in the desired direction.

Often the information/general organizational meeting ends with a definite interest among families and a tentative commitment of leadership. If the group does decide to start a club, have them set dates for a first club meeting. (See “Designing the Initial 4-H Club Meeting” in Appendix A.) Ask for volunteers, from the parents and teens in attendance, to assist at this meeting. You or your awareness team will need to make follow-up contacts before the planning meeting to answer questions and build volunteer commitment.

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If the group attending the information meeting is large, it is possible that more than one club may be started. If the people who volunteer to act as club leaders are inexperienced, they should begin working with 5 to 15 members because it is easier to work with smaller groups and success is more likely.

Should the group decide not to start a club, you can refer any interested families to other existing clubs. Whatever the reasons the group has for not starting a club, be sure to carefully document them for future reference. You may want to keep them on your 4-H newsletter list for a year. Keep this information with your county assessment data.

5. Volunteer Selection, Orientation and Training

All new prospective volunteers who will be working with children on an ongoing basis must be processed through the “MSUE Child Well-Being Volunteer Selection Process” before they can begin working with groups of children. Every county office has a copy of this policy. It is also available on the MSUE Web site at web1.msue.msu.edu/4h/cwbvsp.html.

Volunteer orientation and training should be conducted on a regular basis and include topics pertinent to new club leaders. (See “Designing the Volunteer 4-H Club Leader Orientation and Planning Meeting” in Appendix A.) For most new groups, monthly personal contact,

by staff, with the club leader is critical. If a new club is struggling, you may need to make more frequent contact. Club mentors – experienced leaders trained to help leaders of new 4-H clubs – can help with the responsibility of supporting new clubs. With training and materials, these individuals can be a valuable link to newly formed clubs. Regular contact by someone acting on behalf of the 4-H staff in a volunteer role can bring a great deal of reassurance to new adult volunteers. For many new clubs, this consistent contact is needed into the club’s second year.

6. Club Organization and Administration

Planning Session

Meet with the prospective volunteers and a few older young people who are members of the new club to plan and prepare all aspects of a club organizational meeting (usually the second meeting with all youths and parents). Work with the group to help them understand the elements of effective meetings, and the type and length of projects to be offered. Finalize who will lead the projects and who will serve as the administrative leader or team. Allow the volunteers and youth the freedom to determine the final agenda items.

Organizational Meeting

Volunteers for the new club should provide primary leadership at the organizational meeting. A staff member or club mentor should attend the meeting to lend support as needed. Make sure the agenda is followed, the meeting moves rapidly and that everyone is involved. The group might brainstorm and choose a name for the club. They should also determine the time, place and frequency of future club meetings. Project leaders should describe what will happen in

the project area and the date, time and place of the first meeting. Arrangements should be made so that parents are kept informed of club plans and are invited to attend meetings. Other topics for the organizational meeting include project sign-up, get-acquainted activities and preparations for elections.

When a group has confirmed its membership, leadership and basic structure, everyone who will be involved must complete enrollment forms, if they aren’t completed at the informational meeting. Some counties issue a formal charter to document that the club has the authority to use the 4-H club name and emblem. All new clubs must sign an affirmative action statement.

Subsequent Meetings

It is important that each club include youth leadership and a group decision-making process. Each club should elect officers or establish informal youth leadership roles. For Cloverbud groups, this process may be less formal than for groups with older youth. Adult leaders need to establish a “shadow” leadership style by helping the officers or teen leaders set agendas and learn the

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steps of an effective meeting. (See “Designing the 4-H Club Officer Training Meeting” in Appendix A.) At the actual club meeting, however, the leader should stay in the background while the officers or teen leaders conduct the meeting. See the section, “4-H Club Member and 4-H Club Officer Ceremonies,” in Appendix B for ideas about installing club officers.

Setting goals and program planning need input from the total club. Clubs may set up committees to complete the goals set by the club. For new clubs, committee and organizational details need to remain simple and clear. Committees are an excellent way to involve more members in the decision-making process and in organizing the club’s activities. Nurture the feeling of club ownership among members, leaders and parents. Selection of a club name is a great first step in this process.

As participants become more involved in the club activities, they adopt the 4-H organization as their own. Be sure to review the Michigan 4-H club model with the club, emphasizing the importance of regular meetings. Be prepared to support and recognize the efforts of the club and then withdraw as the primary support person. Strive to make them realize that their club is a part of the larger 4-H program throughout the county, state and nation.

Club Financial Management Expectations

4-H youth participants pay an annual \$10 fee when they enroll each year in 4-H. The fee is used to sup-

port county and state programming. Local groups may also choose to raise money for their educational and recreational goals through fund-raising, dues or both. Fund-raising should be done for the good of the total group and should be consistent with the county 4-H fund-raising policies. Fund-raising should not be the main focus of the group activities nor exclude any individual from participation. Clubs are encouraged to support the financial needs of county, state and national 4-H programs. (See the *Michigan 4-H Treasurer’s Record Book*, 4HI 203, for more information on club financial management.)

All 4-H entities (such as clubs, councils, boards and committees) must go through an authorization process in order to operate under the name of 4-H and receive tax-exempt, nonprofit status with the Internal Revenue Service (IRS). The authorization process consists of three parts:

1. Obtaining an Employer Identification Number (EIN)
2. Receiving a 4-H charter
3. Having National 4-H Headquarters certify to the IRS that it is a 4-H entity

For more information on the authorization process see the document, “Becoming an Authorized 4-H Group and Maintaining that Status” at http://web1.msue.msu.edu/4h/downloads/Becoming_Authorized_4-HGroup_9-08.pdf.

7. Recognition in Clubs

Recognition is a key aspect of youth and volunteer development and should be built into club programming also. It is a way of saying “thank you” – and giving a tangible item along with words – for a job well done. When an individual goes above and beyond, it only makes sense to recognize and reward him or her. Reinforcing such an accomplishment encourages improvement. It also serves to invite the person back for another opportunity. When used effectively and appropriately, recognition encourages and supports learning in all parts of our lives. It is broader than competition, but can include competitive aspects. A comprehensive recognition program in a club includes opportunities for recognition based on participation,

progress towards goals, standards of excellence, peer competition and cooperation.

Research has shown that successful recognition programs address the following principles:

Principle 1: Emphasize success rather than failure.

Principle 2: If the person being honored likes public recognition, deliver recognition and reward in that way.

Principle 3: Deliver recognition in a personal and honest manner. Avoid providing recognition that is too slick and overproduced.

Principle 4: Tailor recognition and reward to the unique needs of the people involved. Having many recognition and reward options makes it possible to

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acknowledge accomplishments in ways appropriate to the particulars of a given situation.

Principle 5: Timing is crucial. Recognize contributions throughout a project or program year. Reward contributions close to the time an achievement is realized. Time delays weaken the impact of most recognition.

Principle 6: Strive for a clear, unambiguous and well-communicated connection between accomplishments and the recognition received. Be sure people understand why they receive awards and the criteria used to determine awards.

Principle 7: Plan recognition that is in proportion to the achievement. Be consistent in recognizing all when they contribute in comparable ways although the type of recognition may differ.

Principle 8: Recognize recognition. That is, recognize people who recognize others for doing what's best for the organization and the members they work with.

You'll find more ideas for recognizing your 4-H'ers and others in the *Michigan 4-H Recognition Handbook*. The book is posted as a PDF on the Michigan 4-H Youth Development Web site at web1.msue.msu.edu/4h/ in the 4-H Club Resources section.

8. Club Ceremonies

Ceremonies are a wonderful way to build a sense of belonging and community in a 4-H club. Examples of ceremonies that can be used for induction of new

members and club officers can be found in "Appendix B: 4-H Club Ceremonies."

9. Evaluating Outcomes

Evaluating outcomes of the 4-H club experience should be a part of the annual planning for each club. Club leaders and officers should plan to build evaluation into the annual planning process for the group. Evaluation of the overall club programming efforts in the county is the responsibility of the county staff. The Michigan 4-H Guiding Principles provide a good basis for your evaluation efforts.

Evaluation can be as simple as an informal discussion with members, parents and volunteers about their general satisfaction with their 4-H club experience. Evaluation can also be a more formal, but simple, survey or focus group discussion about specific issues related to an individual club or the total county club development effort.

Use the indicators below to begin evaluating the success and effectiveness of 4-H clubs in your county. When seeking information from youth members of clubs, these items must be put in more specific and understandable language.

Desired Outcomes of 4-H Clubs

Active participation in a 4-H club helps young people develop the following assets and life skills:

- Greater knowledge and appreciation of themselves and others
- Decision-making skills
- Public and interpersonal communication skills
- Positive interactions with other young people and with adults
- Responsibility for themselves
- An ethic of service to group and community
- An attitude of lifelong inquiry and application of information
- An ability to relate to a constantly changing world
- Strengthened family interactions
- Career exploration and workforce preparation skills
- Leadership skills
- Ability to work effectively as part of a team
- Greater understanding of and appreciation for diversity
- Practical knowledge and skills in project areas

Adults involved in 4-H roles as volunteers often grow and develop in the same areas as the youth participants.

Signs of Successful 4-H Clubs

The member and volunteer behaviors listed below can be observed in a 4-H club that is successful in achieving the goals and outcomes of 4-H.

Active Participation in Learning

- By developing competency in chosen projects and life skills
- By doing and discovering through multiple learning styles
- By doing things that have tangible results
- Through progressive accomplishments and challenges
- Is fun for young people and adults

Decision-Making Opportunities

- In groups (such as establishing group goals, plans and actions and experiencing the democratic process)
- Individually (such as making choices in project work and evaluating progress)

Social Interaction

- Learning to participate appropriately in competitive and cooperative learning situations
- With peers, adults and persons outside the group
- Family-centered activities
- Fun

Leadership

- Members involved in leadership roles (Common roles include president, vice president, secretary and treasurer) (Common leadership activities include giving demonstrations and teaching projects to younger 4-H members) (For a listing of roles and responsibilities, see “Section V: Roles People Play.”)
- Adults serving as facilitators and showing how without doing for youth

- Shared leadership among adults, parents, and youth
- Participation in leadership training and practicing what is learned

Evaluation

- Assessing personal progress and club organization
- Feedback on results, products and achievements
- Using feedback to plan future activities

Recognition

- Appreciation of one’s own accomplishments
- Interpersonal acknowledgment and reinforcements
- Incentives and awards for individuals and groups

Public Affirmation

- Exhibition of products.
- Public presentation of ideas (speeches and demonstrations)

Community Involvement

- Using community resources in 4-H
- Contributing to the welfare and development of the community

Affiliation

- With Michigan State University Extension
- With county, state, national and international 4-H programs
- With the Michigan 4-H Foundation

Roles People Play



Volunteer 4-H Club Leaders

A variety of volunteer roles are available within 4-H. Some volunteers are club leaders; others function at the area or county level. At the end of this section are tables that compare the roles of eight kinds of volunteer leaders (an administrative leader in a community club, a project club leader, a project leader in a community club, an explorer club leader, an activity leader, a resource leader, a junior leader and a teen leader). Not every club has volunteers serving in these roles. A club's needs will determine the roles volunteers play.

Parents

Parents play a key role in the effectiveness of a 4-H club. They need to know that 4-H is an educational program in which **they** have a part. At times, parents may believe it is a babysitting program; they may be unsure of their role in the program; or feel they must stay out of club activities.

In order to help them become active and supportive of their child's involvement in 4-H, the administrative community club leader or project leader can help them understand what is expected, and help them feel more comfortable as 4-H parents. To do this, the leader may want to visit them to explain:

- The 4-H philosophy and mission.
- The club's yearly program.
- His or her role as administrative community club leader or project leader.
- The projects offered.
- What is expected from them and ask them how they would like to be involved.

Parents may be able to provide a variety of services such as making telephone calls, supplying refreshments and arranging guest speakers or transportation. The "Parent Interest Finder" in Appendix A contains a few things the leader might like parents or other significant adults to do to help the club.

Volunteer 4-H Club Middle Managers

The overall responsibility of the volunteer 4-H club middle manager is to help start and maintain 4-H clubs. He or she provides support to the volunteer 4-H club leaders by making phone calls, sending emails or visiting to share activity and administrative ideas and deadlines. Middle managers provide clubs with leadership or facilitator activities that club leaders and members can participate in. They listen to the concerns of the volunteer 4-H club leaders and report those concerns to the 4-H county staff.

County Staff

A major responsibility of the 4-H staff member is to create – and sustain – active 4-H clubs. The role of the 4-H staff member is a purposeful one that needs to be clearly defined within the county. It should include an annual process of developing realistic statistical goals and specific methods and activities for keeping ongoing clubs up to date and expanding the number of 4-H clubs, club members and volunteers. New clubs add a growth element to the county program. Without new clubs, there is a natural narrowing of interest which can lead to a collective decline in participation. Specifically, county staff are responsible for:

- Ensuring and documenting that 4-H clubs are truly "open to all," that club financial statements are made annually, that club educational programs are positive and designed with youth leadership, and that club members' personal health and safety are assured. Each 4-H club needs to be enrolled annually.
- Developing realistic statistical goals annually for the maintenance and expansion of the number of 4-H clubs, 4-H club members and 4-H club volunteers. Staff must design strategies and methods for needs assessment, club formation and

SECTION V: Roles People Play

recruitment. Volunteers may provide leadership for implementing these plans.

- Developing a training and support system to meet the needs of all 4-H club volunteers in their work with 4-H club youth (this applies to county- and campus-based staff). Staff are encouraged to train volunteers in middle management roles to fulfill these tasks. The combination of the staff and volunteer support system should ensure a **minimum** of one personal contact a year with each 4-H club volunteer. (For club administrative leaders, more frequent contact is needed to ensure effective communication.) It is critical for staff to maintain personal contact with volunteers and to visit clubs periodically. Maintaining existing 4-H clubs as effective educational groups is always a high priority.
- Providing a minimum of two hours of orientation and training for all new club volunteers at appropriate times within their first year. Volunteers may be involved in designing, implementing and evaluating all training, and in maintaining follow-up contact with new volunteers. All new volunteers who will be working with youth, in an unsupervised or on an ongoing basis, must be processed through the “MSUE Child Well-Being Volunteer Selection Process.”
- Developing strategies to move short-term program participants into ongoing 4-H club opportunities whenever appropriate.
- Developing maintenance systems to support new and ongoing clubs. Club maintenance should include a system of regular communication with all 4-H volunteers. This communication should include updates on county and statewide activities and upcoming deadlines and due dates. Your club maintenance system should also include some regular training for club volunteers. This is a good way to make sure volunteers are aware of the newest resources available to support their work and expectations of clubs and volunteers, and to make sure clubs keep focused on positive youth development.

Note: A good club maintenance system or plan should exist **before** you do any major efforts at new club expansion. If you can't support existing clubs, don't start lots of new ones. Developing a volunteer 4-H club middle management system might be the first step in expanding the number of 4-H clubs in the county. To learn more about what a volunteer 4-H club middle manager does, visit the 4-H Web site at http://web1.msue.msu.edu/4h/clubs/club_middle_mgrs.html.

Chart 1: Roles of an Administrative Leader in a Community Club

| GENERAL RESPONSIBILITY | HELP MEMBERS | HELP CLUB OFFICERS | HELP JUNIOR AND TEEN LEADERS | WORK WITH PARENTS | WORK WITH OTHER LEADERS | BE INVOLVED WITH THE COMMUNITY | BE INVOLVED IN THE COUNTY 4-H PROGRAM | DEVELOP LEADERSHIP |
|--|--|---|--|--|--|--|---|---|
| <ul style="list-style-type: none"> Responsible to the county 4-H Extension educator, program associate or assistant Responsible for the leadership of the community club and organization of the individual project groups Periodically, evaluates club goals and progress. (Some community clubs divide administrative responsibilities between two or more leaders.) Promotes positive youth development in club Reviews 4-H guiding principles with 4-H club leaders | <ul style="list-style-type: none"> Enrolls all members by county deadline Informs them of necessary meeting arrangements (time, place, what to bring) Receives notice of all county or state programs and activities and 4-H opportunities from 4-H staff, and is responsible for getting that information to club members Maintains communications between the 4-H staff person, project leaders and club members | <ul style="list-style-type: none"> Meets with officers to set the agenda. Works with officers to complete and submit required financial and other club paperwork to MSUE county 4-H staff person Ensures that officers plan a balance (business, education, recreation) for each meeting | <ul style="list-style-type: none"> Recruits teen and junior leaders as needed Helps them understand their roles Explains the purpose of the teen leadership project to members, parents and other leaders Provides meaningful opportunities for junior and teen leaders to help with 4-H activities Encourages teen leaders to become involved with county activities | <ul style="list-style-type: none"> Informs parents of club plans and seeks parental involvement Helps them understand the purpose of 4-H, the opportunities available and how to get involved with the 4-H club Involves parents in decisions about choosing projects and activities, completing a project, where to purchase supplies, and estimating reasonable amounts of time and money Encourages parents to help their children do things that relate to 4-H projects and activities Encourages parents to attend 4-H meetings and discuss 4-H activities with their children | <ul style="list-style-type: none"> Enrolls all leaders by county deadline Recruits project, resource and activity leaders as needed. Meets with the club's project leaders to coordinate plans and keep them informed of opportunities. Schedules periodic meetings with leaders Keeps project leaders informed of training opportunities related to their project Maintains communications between the 4-H staff person, project leaders and club members | <ul style="list-style-type: none"> Maintains club relationships with community individuals Informs the community about 4-H and what the local club is doing Asks for the community's help when needed Helps the club take part in community activities Recognizes and expresses appreciation to people who help make the club a success | <ul style="list-style-type: none"> Responds to correspondence from the 4-H office and informs the club about it Receives notice of all county or state programs and activities and 4-H opportunities from 4-H staff, and is responsible for getting that information to club members Maintains communications between the 4-H staff person, project leaders and club members Keeps 4-H council representatives abreast of club activities Notifies staff of enrollment changes throughout the year Provides leader and member identification cards, project completion certificates, and year pins if desired | <ul style="list-style-type: none"> Develops techniques to involve all members, parents, leaders and community representatives in planning the program's progress |

Chart 2: Roles of a 4-H Project Club Leader

| GENERAL RESPONSIBILITY | HELP MEMBERS | HELP CLUB OFFICERS | HELP JUNIOR AND TEEN LEADERS | WORK WITH PARENTS | WORK WITH OTHER LEADERS | BE INVOLVED WITH THE COMMUNITY | BE INVOLVED IN THE COUNTY 4-H PROGRAM | DEVELOP LEADERSHIP |
|---|---|--|--|--|--|---|--|--|
| <ul style="list-style-type: none"> • Provides the overall adult organizational leadership for a 4-H project club • Promotes positive youth development in club activities | <ul style="list-style-type: none"> • Completes their enrollment forms • Helps them select projects • Helps them understand and practice parliamentary procedure and good group skills • Assists with the election of officers • Helps them plan, carry out and evaluate the yearly program • Makes sure each member has a role in the club and that he or she feels an important part of the club | <ul style="list-style-type: none"> • Helps them understand their specific responsibilities and gives guidance (do not dictate) about ways to carry them out • Works with them on agenda items before each meeting • Assists them to find ways to include all members so they feel needed and involved • Works with officers to complete and submit required financial and other club paperwork to MSUE county 4-H staff person | <ul style="list-style-type: none"> • Recruits teen and junior leaders as needed • Helps them understand their roles • Explains the purpose of the teen leadership project to members, parents and other leaders • Provides meaningful opportunities for junior and teen leaders to help with 4-H activities • Encourages teen leaders to become involved with county activities | <ul style="list-style-type: none"> • Informs parents of club plans and seeks parental involvement • Helps them understand the purpose of 4-H, the opportunities available and how to get involved with the 4-H club • Involves parents in decisions about choosing projects and activities, completing a project, where to purchase supplies, and estimating reasonable amounts of time and money • Encourages parents to help their children do things that relate to 4-H projects and activities • Encourages parents to attend 4-H meetings and discuss 4-H activities with their children | <ul style="list-style-type: none"> • Recruits people to serve as project and activity leaders • Meets with project and activity leaders periodically • Helps them understand the project or activity leader's role and teen leadership roles • Provides them with names and addresses of project and activity members in their groups • Helps them locate sources of information for subject matter and leadership techniques | <ul style="list-style-type: none"> • Informs the community about 4-H and what the local club is doing • Asks for the community's help when needed • Helps the club take part in community activities • Recognizes – and expresses appreciation to – people who help make the club a success | <ul style="list-style-type: none"> • Responds to correspondence from the 4-H office and informs the club about it • Receives notice of all county or state programs and 4-H opportunities from 4-H staff, and is responsible for getting that information to club members • Keeps their clubs informed of county programs and policy decisions • Has regular contact with the Extension staff or key leaders • Encourages the project and activity leaders to attend appropriate leader education programs • Encourages the club to take part in county programs, events and activities • Encourages the club to have a representative at leader council meetings • Notifies staff of enrollment changes throughout the year • Provides leader and member identification cards, project completion certificates, and year pins if desired | <ul style="list-style-type: none"> • Involves teens in club leadership roles • May help with enrollment • Explains 4-H to prospective members • Assists younger members with record books • Assists younger members to contact community resources • Gets parents involved in short-term roles • May help supervise a club meeting • May provide transportation • May serve as resource leaders • May offer their homes for meetings or special activities • Recruits other adults to handle specific club responsibilities • May coordinate enrollments • May organize club tours • May supervise club community service projects • May train officers • May plan the yearly club program |

Chart 3: Roles of a 4-H Project Leader in a Community Club

| GENERAL RESPONSIBILITY | HELP MEMBERS | HELP CLUB OFFICERS | HELP JUNIOR AND TEEN LEADERS | WORK WITH PARENTS | WORK WITH OTHER LEADERS | BE INVOLVED WITH THE COMMUNITY | BE INVOLVED IN THE COUNTY 4-H PROGRAM | DEVELOP LEADERSHIP |
|---|--|--------------------|---|---|--|--------------------------------|---|--------------------|
| <ul style="list-style-type: none"> • Helps members who are enrolled in specific projects • Promotes positive youth development in club activities | <ul style="list-style-type: none"> • Visits with members about the project – what it involves, what members can do, and how leaders will work with them • Helps members identify project goals and make plans to reach them • Helps them understand project requirements • Teaches project skills, using a variety of teaching methods such as discussions, workshops, exhibits, judging, educational tours, demonstrations, and record keeping • Encourages members to participate in 4-H project events and to exhibit their projects • Holds project meetings to help members learn and to complete their 4-H projects • Visits members' homes | | <ul style="list-style-type: none"> • Provides challenges for experienced teens to share knowledge beyond the club level • Helps teens develop plans to teach a topic to other members • Allows teens to take responsibility for first-year project members | <ul style="list-style-type: none"> • Works with them during project selection and decision making • Informs them of project expectations, plans, work and opportunities • Discusses the member's progress with them several times a year | <ul style="list-style-type: none"> • Meets periodically with the club administrative leader • Coordinates meetings and activities with other project leaders | | <ul style="list-style-type: none"> • Participates in leader education conducted by Extension staff • Receives project leader material from county Extension staff • Participates in project-related county events and activities | |

Chart 4: Roles of a 4-H Explorer Club Leader

| GENERAL RESPONSIBILITY | HELP MEMBERS | HELP CLUB OFFICERS | HELP JUNIOR AND TEEN LEADERS | WORK WITH PARENTS | WORK WITH OTHER LEADERS | BE INVOLVED WITH THE COMMUNITY | BE INVOLVED IN THE COUNTY 4-H PROGRAM | DEVELOP LEADERSHIP |
|--|--|--|--|---|---|--|---|--|
| <ul style="list-style-type: none"> • Provides the overall adult organizational leadership for a 4-H explorer club • Responsible to the 4-H staff person or 4-H club leader • Promotes positive youth development in club activities • Teaches club activities that demonstrate many 4-H projects • Provides recognition opportunity at end of club • Completes and submits required financial and club paperwork to county MSUE 4-H staff person | <ul style="list-style-type: none"> • Completes their enrollment forms • Participates in other 4-H activities • May help members join an on-going 4-H Club | <ul style="list-style-type: none"> • May or may not have club officers • If there are club officers, helps them understand the specific responsibilities and gives guidance (not dictate) about ways to carry them out | <ul style="list-style-type: none"> • May help teens develop plans to teach a topic to other members • Encourages teens to have more responsibility for helping younger members | <ul style="list-style-type: none"> • Informs them of club activities and projects, plans, work and opportunity • Encourages their involvement in club activities and recognition • May ask them to provide resources to the club activities or to teach activities | <ul style="list-style-type: none"> • Meets periodically with other club leaders • Helps identify, locate and obtain community resources, including volunteers | <ul style="list-style-type: none"> • Keeps the community informed about Explorer Club activities • Asks for help when needed | <ul style="list-style-type: none"> • Participates in educational sessions for leaders • Receives activity suggestions from Extension staff and 4-H club leaders • May participate in countywide activities | <ul style="list-style-type: none"> • Coordinates club enrollments • Recruits other adult leaders as needed. • Explains 4-H to club members • Gets parents involved • May offer home for meetings • May organize club tours • Works with club members to determine projects and activities |

Chart 5: Roles of an Activity Leader

| GENERAL RESPONSIBILITY | HELP MEMBERS | HELP CLUB OFFICERS | HELP JUNIOR AND TEEN LEADERS | WORK WITH PARENTS | WORK WITH OTHER LEADERS | BE INVOLVED WITH THE COMMUNITY | BE INVOLVED IN THE COUNTY 4-H PROGRAM | DEVELOP LEADERSHIP |
|--|--|--------------------|---|--|--|--|--|--------------------|
| <ul style="list-style-type: none"> • Works with the whole club or a committee to plan and carry out a selected activity or event (for example, public presentations, achievement programs or fund-raising). May work with a group of members in an area of special interest (for example, drama, public speaking or recreation). They make it possible to add depth and breadth to the club program, which the 4-H leader could not do alone. | <ul style="list-style-type: none"> • Involves them in planning and conducting the activity • Encourages them to work together • Arranges the activity so each member has a part • Recognizes each member for work done | | <ul style="list-style-type: none"> • Guides and directs junior and teen leaders in planning and executing activities • Gives each a part in leadership of an activity | <ul style="list-style-type: none"> • Asks them to serve on committees • Encourages them to chaperone activities • Asks them to provide transportation | <ul style="list-style-type: none"> • Meets periodically with the club leaders • Keeps the club administrative leader informed of plans • Coordinates meetings and activities with other project and activity leaders • Helps identify, locate and obtain community resources, including volunteers | <ul style="list-style-type: none"> • Keeps the community informed about special activities (for example, community service projects) • Encourages the club to take part in community activities • Asks for help when needed | <ul style="list-style-type: none"> • Participates in educational sessions provided for activity leaders • Receives activity guidelines from Extension staff • Participates in countywide activities | |

Chart 6: Roles of a Resource Leader

| GENERAL RESPONSIBILITY | HELP MEMBERS | HELP CLUB OFFICERS | HELP JUNIOR AND TEEN LEADERS | WORK WITH PARENTS | WORK WITH OTHER LEADERS | BE INVOLVED WITH THE COMMUNITY | BE INVOLVED IN THE COUNTY 4-H PROGRAM | DEVELOP LEADERSHIP |
|---|--|--------------------|------------------------------|-------------------|---|--------------------------------|---------------------------------------|--------------------|
| <ul style="list-style-type: none"> Provides leadership for a single learning experience or a short-term program. | <ul style="list-style-type: none"> Teaches a specific lesson as requested by a 4-H club Presents a demonstration or exhibit to illustrate information Serves as guest speakers at club meetings | | | | <ul style="list-style-type: none"> Provides background information Conducts workshops with a single focus Provides ideas for member learning experiences | | | |

Chart 7: Roles of a Junior Leader

| GENERAL RESPONSIBILITY | HELP MEMBERS | WORK WITH PARENTS | WORK WITH OTHER LEADERS | BE INVOLVED IN THE COUNTY 4-H PROGRAM |
|--|---|--|--|--|
| <ul style="list-style-type: none"> A junior leader is an intermediate member who is ready to assume some responsibility. He or she may enroll in the junior leadership project if your county offers one. | <ul style="list-style-type: none"> Helps younger members with project work and records Helps with countywide events and activities Helps them with exhibits, judging training or demonstrations and presentations Helps them enroll in projects and understand what is expected of them Works with them to conduct a 4-H activity Teaches lessons for younger members | <ul style="list-style-type: none"> Visits with new 4-H parents about the club and its activities and about 4-H Helps them understand what is expected of members in various projects | <ul style="list-style-type: none"> Receives 4-H leadership project materials Plans together with adult leaders what will be done Plans with adult leaders how to carry out assignments Keeps adult leaders informed about progress Assists adult leaders Evaluate his or her experiences | <ul style="list-style-type: none"> Participates in educational sessions provided for junior and teen leaders Plans and participates in junior and teen leader projects on a countywide level |

Chart 8: Roles of a Teen Leader

| GENERAL RESPONSIBILITY | HELP MEMBERS | HELP CLUB OFFICERS | WORK WITH PARENTS | WORK WITH OTHER LEADERS | BE INVOLVED IN THE COUNTY 4-H PROGRAM |
|--|---|---|--|---|--|
| <ul style="list-style-type: none"> • A teen leader is a senior member who can assume additional leadership roles in the 4-H program. The teen leader is probably an experienced 4-H member, but doesn't have to be. A teen can lead a project group, but will need to work closely with the adult leader. A teen leader enrolls in the teen leadership project. • For more information on 4-H teen leaders, visit the Michigan 4-H Web site at http://web1.msu.edu/4h/ | <ul style="list-style-type: none"> • Helps younger members with project work and records • Helps with countywide events and activities • Helps them with exhibits, judging training or demonstrations and presentations • Helps them enroll in projects and understand what is expected of them • Works with them to conduct a 4-H activity • Teaches lessons for younger members | <ul style="list-style-type: none"> • Helps them plan, conduct and evaluate club meetings • Works with individual officers to help them understand their roles | <ul style="list-style-type: none"> • Visits with new 4-H parents about the club and its activities and about 4-H • Helps them understand what is expected of members in various projects | <ul style="list-style-type: none"> • Receives 4-H leadership project materials • Plans together with adult leaders what will be done • Plans with adult leaders how to carry out assignments • Keeps adult leaders informed about progress • Assists adult leaders • Evaluates his or her experiences | <ul style="list-style-type: none"> • Participates in educational sessions provided for junior and teen leaders • Plans and participates in junior and teen leader projects on a countywide level |

Designing the Information/ General Organizational Meeting



Those who should attend this meeting are:

- Families interested in being part of 4-H
- Potential volunteers or resource persons
- 4-H staff
- 4-H Awareness Team members

Consider the following things when you design an Information/General Organizational Meeting.

1. Allow time for formal introductions. Have everyone share their reasons for attending the meeting. 4-H staff members should go first to break the ice. Use an icebreaker activity. (See “Icebreakers” in Appendix A.)
2. Provide some background information about Michigan State University and Michigan State University Extension (MSUE), and explain how Michigan 4-H Youth Development is a part of the university.
3. Provide a good introduction to Michigan 4-H Youth Development programs, with an explanation of our mission, goals and guiding principles.
4. Provide a current overview of 4-H in the county. Give examples of current programs, and emphasize programming that is (or is not) going on in the citizens’ immediate area. Provide handouts which include a calendar of 4-H events (local, regional, state) and a list of 4-H workshops offered (local, regional, state). It may be beneficial to have current members and leaders help with this part.
5. Describe or highlight what the community can gain from starting a 4-H club. Identify the local needs of young people and illustrate the benefits of 4-H for youths and adults. You may want to design a brainstorming exercise around this. All meeting participants would have the chance to contribute their ideas and as a result, feel some sense of ownership for 4-H in their community. (This is a major goal.) Get a tentative commitment from adults to be involved in club leadership roles. Distribute MSUE Volunteer Selection Process forms for potential volunteers. (Visit web1.msue.msu.edu/4h/cwbvssp.html to download the forms.)
6. Provide time to explore the roles and responsibilities of the different people involved in 4-H: members, parents, leaders, the general community and 4-H staff.
7. Explain how a club functions and describe the chronological club events of a typical year.
8. Facilitate a group discussion that addresses the key question, “Do we, the people, want to start 4-H in this community?” Consider breaking into smaller groups of five or six to brainstorm about the following questions:
 - Who are potential leaders?
 - What are the best ways to publicize a 4-H club that is forming?
 - What local places could be used for club meetings?
 - How can and will the community support the club?
9. Allow time to explain the next steps in starting a 4-H club. In particular, talk about the Volunteer 4-H Club Leader Orientation and Planning Meeting. Ask the people in the group who are interested in possible leadership roles to attend this meeting.
10. Set a date for the next meeting (the Volunteer 4-H Club Leader Orientation and Planning Meeting):
 - Give everyone an opportunity to sign up to attend the next meeting. Get names, addresses, phone numbers and project interests. Members will join 4-H and sign up for projects at the Initial 4-H Club Meeting.
 - Arrange for public service announcements on the radio, school announcements and newspaper articles. Ask for a volunteer to help you publicize the Initial 4-H Club Meeting.
 - By the next meeting, a few project leaders and the club’s administrative leader should be identified. After the Initial 4-H Club Meeting, more project leaders will probably need to be identified.
11. Ask those present to bring a friend to the Initial Club Meeting (a potential member or volunteer).
12. Have time for refreshments and an activity so the members can socialize and get better acquainted. Display 4-H materials and sample projects.
13. Be sure to allow time for questions through out the meeting.

Note: Don’t leave this meeting without getting all interested young people and adults to fill out forms (that is, enrollment forms, leader forms, 4-H youth interest survey, parent interest finder and club activity checklist). You will find some of these forms following the sample agenda on the next page.

Information/General Organizational Meeting



Sample Agenda

| | |
|---------------|---|
| 7 - 7:10 p.m. | Introductions |
| 7:10 - 7:35 | Overview of Michigan 4-H Youth Development Programs |
| 7:35 - 7:45 | Current 4-H Youth Programming |
| 7:45 - 8 | Brainstorming – What Can the Community Gain From 4-H? |
| 8 - 8:15 | 4-H Roles and Responsibilities |
| 8:15 - 8:30 | Group Discussion <ul style="list-style-type: none">• Starting 4-H in Our Community – Do We Want to Do This? |
| 8:30 - 8:45 | What's Next <ul style="list-style-type: none">• Volunteer Orientation and Planning Meeting• Club Organizational Meeting• Other Upcoming Meetings• How Do We Get There? |
| 8:45 - 9 | Wrap-Up and Refreshments |

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4-H Youth Interest Survey

4-H is an organization that can help you learn about things that interest you in fun and exciting ways. It also gives you the opportunity to make friends and learn to work with others.

To help us plan for 4-H clubs in your neighborhood, we need your ideas. Please check the activities listed below that you would be interested in learning in a 4-H club. Select up to four areas.

Animals – list them:

Clowning

Collecting

Computers

Other (specify): _____

Conservation

Cooking and nutrition

Crafts

Drawing

Engine repair

Gardening

Household pets

Life in other countries

Photography

Rocket building



Would you like to become a 4-H member?

Yes

No

Could you suggest someone to help you learn one of the areas listed above?

Name of person _____

Area _____

List your hobbies _____

Name _____

Birth date _____

Address _____

Telephone _____

Email address: _____

School _____

Name of parent(s) _____

Parent Interest Finder

4-H is a family program and you play an important role in helping 4-H learning take place. You are encouraged to share your talents and interests so the best possible program can be developed for your child. Please check the things you are willing to do to provide learning opportunities for 4-H members.



At Home

- I will encourage my son or daughter to start and complete projects on time. I will take an active interest in him or her and encourage pride in his or her achievements.
I will read the county 4-H newsletter and discuss opportunities with my child.
I will keep a current calendar of 4-H meetings and events.
I will urge my child to attend all meetings and to contribute to them.
I will enable my child to meet financial responsibilities in monthly dues, project costs, etc.

For the Club

- I will lend my kitchen, backyard, living room, garage or basement for an occasional meeting.
I will help provide light refreshments for a 4-H meeting.
I will share a special interest or hobby with the group. My interest is _____

- I will help with transportation to 4-H meetings.
I will help telephone parents for last-minute announcements.
I will serve in the following leadership positions:
4-H club leader
Assistant club leader for program coordination (e.g., program planning, working with officers, etc.)
Help with fund-raising
Help with record-keeping
Arrange a special trip or activity
Act as chaperone
Help with music or skits
Camping activity leader (i.e., coordinate camping and outdoor activities)

- I would like to share my skills in the following projects:
Animals, Computers, Electrical, Health & Fitness, Life in other countries, Performing arts, Science and nature, Sports, martial arts, Travel or international experience, Other (specify):
Clowning, Conservation, Engine repair, History, Photography
Collecting, Cooking, nutrition, Games, Household pets, Model building, Public speaking, Sewing, Storytelling, Visual arts
Communications, Crafts, Drawing, Gardening, Genealogy, Language, Music, Organization, Rocket building, Small engine repair, Time management, Woodworking

It is easiest for me to give my time (indicate time of day and day of week): _____

The best time to call me is: _____

Name _____ Address _____

Telephone _____ Email address _____

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Club Activity Checklist

Please select the five top club events or activities in which you would like our club to participate.

Educational Topics, Activities and Events

Check the 4-H educational topics, activities and events you're interested in:

- Attend or sponsor a natural resources and environmental education program.
- Watch or make films or videos.
- Attend or sponsor project-related workshops.
- Work to increase members' self-esteem.
- Work to prevent substance abuse.
- Learn or improve communication skills.
- Gather tips and ideas for public speaking and demonstrations.
- Make meetings fun and useful.
- Increase leadership skills.
- Set goals.
- Promote 4-H Exploration Days to our members.
- Learn more about time management.
- Learn more about coping with stress.
- Learn parliamentary procedure.
- Attend or sponsor a career night.
- Ask teen leaders to teach a project lesson.
- Learn more about coping with peer pressure.
- Explore, and possibly participate in, the county and state 4-H awards program.
- Learn about money management.
- Learn about dating, marriage and parenting.
- Invite a county commissioner or township official to visit our club.
- Attend or sponsor a babysitting workshop.
- Learn more about veterinary science.
- Learn more about plant science and horticulture.
- Organize a Challenge or wilderness survival outing.
- Other _____
- Other _____

Fun Activities or Events

Check the fun 4-H activities and events you're interested in:

- Bowling
- Building a club float for a parade
- Canoe trip
- Christmas party or caroling
- Club talent night
- Cookout
- Costume party
- Dance
- Family camping trip
- Family picnic or potluck
- Halloween party
- Hay ride
- Ice skating or roller skating
- Overnight swim or gym party
- "Parents are special" night
- Softball day
- Swim party
- T-Shirt night
- Winter party (including skating, sledding and more)

Community Service Projects

Check the 4-H community service projects you're interested in:

- Activity day with preschool group
- Help organize another 4-H club
- Make cookies or cupcakes for 4-H volunteers and supporters
- Park clean-up and beautification project
- Project with senior citizens
- Roadside clean-up
- Sponsor citizenship day



APPENDIX A: Designing 4-H Meetings

Trips and Tours

Check the 4-H trip and tour opportunities you're interested in:

- Visit Cedar Point.
- Visit the Detroit Art Institute.
- Attend a Detroit Tigers or local minor league or college baseball game.
- Visit Frankenmuth.
- Attend a Detroit Lions or college football game.
- Visit Mackinac Island.
- Visit the Michigan State University Horticultural Gardens and Michigan 4-H Children's Garden.
- Take a mystery trip.
- Attend a Detroit Pistons, Detroit Shock or college basketball game.
- Visit a zoo.
- Other _____
- Other _____

Fund-Raising

Check the 4-H club or group fund-raising opportunities you're interested in:

- Bake sale
- Candy sale
- Car wash
- Club dues
- Dinners (such as pancake and spaghetti)
- Easter egg kits
- 4-H cookbook sale
- Garage or rummage sale

- Light bulb sale
- Paper drive
- Returnable bottle and can collection
- Seed or plant sale
- Submarine sandwich sale
- Thermometer sale
- Other _____
- Other _____

What Should We Do With the Money We Raise?

Check the options for using the money we raise in our 4-H club or group that you support:

- Pay for a club or group trip or outing.
- Make a donation to our county or state 4-H program.
- Provide sponsorships for club or group members to attend events and activities such as camps, workshops and 4-H Exploration Days.
- Provide club awards such as officer pins and member, leader or parent of the year.
- Sponsor a salute to club members who are high school seniors.
- Other _____

Designing the Volunteer 4-H Club Leader Orientation and Planning Meeting



Consider the following things when you design a Volunteer Orientation and Planning Meeting.

1. Give a presentation on the 4-H philosophy. Use a flip chart, slide show and graphics for an interesting presentation. Explain the relationship of the United States Department of Agriculture, Michigan State University and MSUE with a heavy emphasis on their educational function. Include information on the experiential learning process. (See “Appendix C: Working Effectively with Youth.”)
2. Design job descriptions for the various volunteer roles. Distribute these at the meeting. (See information about these roles “Section V: Roles People Play.”)
3. Review the Volunteer Selection Process and remind participants that the process needs to be completed before they start working with a 4-H club.
4. Prepare materials for leaders to use when they plan their first club meeting. (See “Designing the Initial 4-H Club Meeting,” beginning on page A-9.)
5. Provide information on parental involvement in 4-H. Discuss ways to involve parents. (See information on the role of parents in “Section V: Roles People Play.”)
6. Discuss any county 4-H guidelines and regulations with which leaders should be familiar. Handouts would be helpful.
7. In the “Working With Youth” session (see sample agenda on next page), do a brief activity on age-appropriate learning activities. (See “Designing Age-Appropriate Learning Experiences” in “Appendix C: Working Effectively with Youth.”)
8. Discuss state 4-H guidelines regarding the use of the 4-H name and emblem, emergency procedures, club insurance and financial responsibilities (including issues such as the Employee Identification Number [EIN]) and any other pertinent state-level information). Handouts would be helpful.
9. Provide a list of leader training opportunities such as the Kettunen Center booklet or a 4-H workshop calendar.

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Volunteer 4-H Club Leader Orientation and Planning Meeting

Sample Agenda



| | |
|---------------|--|
| 7 - 7:10 p.m. | Welcome and Introductions |
| 7:10 - 7:20 | 4-H . . . What's It All About? Experiential Learning Process |
| 7:20 - 7:30 | Who Does What? <ul style="list-style-type: none">• 4-H Creed for Leaders• Roles and responsibilities of:<ul style="list-style-type: none">▶ Administrative community club leader(s)▶ Project leaders▶ Parents▶ Teens and members▶ Extension staff |
| 7:30 - 7:40 | Review of Volunteer Selection Process |
| 7:40 - 7:50 | The County Program |
| 7:50 - 8 | Leader Training and Workshops |
| 8 - 8:45 | Working with Youth <ul style="list-style-type: none">• Understanding Age-Appropriate Learning Activities• Designing the First Club Meeting• Other MSU Extension Resources to Help |
| 8:45 - 9 | Refreshments |

Designing the Initial 4-H Club Meeting



Those who should attend this meeting are:

- Young people interested in joining the 4-H club
- Parents of interested youth
- Potential volunteer leaders
- Extension staff person and/or volunteer middle manager

Consider the following things when you design an initial 4-H club Meeting.

1. The format used at the first meeting should be an example for future meetings. (See “How a Typical 4-H Club Meeting is Split,” “Meeting Planning Tips,” “Points to Look for in a Good 4-H Meeting” and “Tips and Tools for Planning Your Club Year” on pages A-11 to A-19.)
2. Involve volunteers as much as possible in the design and implementation of this meeting.
3. As participants arrive, conduct an activity that everyone can enjoy. Ask a volunteer who knows many of the participants to be responsible for this activity. A welcoming, familiar face will help make everyone feel more at home when they arrive at the meeting. Building group unity and bonding are very important to the development of a 4-H club.
4. As the meeting begins, allow time for everyone to introduce themselves. State the purpose of the meeting and share what 4-H has to offer youths and adults in the community. It would be great if a seasoned volunteer from a nearby club could help with this part of the program.
5. Plan to talk about the 4-H pledge, what it stands for and why it is important. Each person should be given a copy of the pledge. Say the pledge at the beginning of the meeting and have it posted so everyone can read it.
6. Direct your remarks to the young people so they realize that this is their club. Explain the importance of volunteer leaders and the vital role that parents also play in a successful 4-H club. A handout would help the young people share this message with parents who couldn't attend the meeting.
7. Some clubs may choose to hold the election of officers at the second or third meeting. If that happens, the 4-H club leader conducts meetings until officers are elected. Club officers are usually elected each year near the beginning of the 4-H program year. However, officers may be placed in office through rotation, appointment, or any other similar means that has been approved by the club's county Michigan State University Extension 4-H staff.
8. If this is a community club, allow each of the leaders a few minutes to explain his or her project and the cost involved. If leaders are new, they may need help, guidance and reassurance in making this presentation. It may be necessary to spend time with each leader prior to the meeting.
9. Direct any club questions to the members so they begin to make decisions about the club name, frequency of meetings, election of officers and other club details. Be prepared to explain the various roles of officers and members, and their importance to the club.
10. Close the meeting only after decisions about the next meeting and some future plans have been made. Members should take leadership roles with the guidance of adult volunteers.
11. Ask a volunteer to be responsible for refreshments.

Initial 4-H Club Meeting



Sample Agenda

| | |
|---------------|--|
| 7 - 7:15 p.m. | Introductory Activity |
| 7:15 - 7:20 | Call to Order |
| 7:20 - 7:25 | Pledges <ul style="list-style-type: none">• American and 4-H |
| 7:25 - 7:35 | Welcome and Explanation of the Evening |
| 7:35 - 7:45 | Role of a 4-H Club |
| 7:45 - 8:05 | Determine Club Meeting Schedule |
| 8:05 - 8:15 | Discussion About Club Name |
| 8:15 - 8:25 | Project Overviews by Leaders |
| 8:25 - 8:35 | Determine the Selection Process for Officers (may want to delay until the second or third meeting, if youth are just getting acquainted) |
| 8:35 - 8:45 | Group Activity |
| 8:45 - 9 | Refreshments |

How a Typical 4-H Club Meeting Is Split

The diagram below shows how a typical 4-H club meeting is divided between fun, business and learning. (Not every meeting needs to include all three parts or fit into the time frames. Strive to have all parts over the year.)



* We have tried and failed to find the copyright owner of this diagram. If you know who owns the copyright, please contact Michigan 4-H Youth Development at Michigan State University.

Meeting Planning Tips



The role of administrative or project leader of a 4-H group can be intimidating. Your roles as both the leader of the group and the facilitator of the meeting can be difficult to balance.

This section provides for planning successful meetings for your group. Keep in mind that 4-H is a youth development organization. Providing your members with opportunities to plan and conduct meetings, with support from caring adults, is your primary responsibility as a volunteer leader.

If you are an administrative leader, you can reinforce this idea with the project leaders who meet with members on a regular basis. If you're a project leader, think about how you can help your members build their leadership, communication, decision-making and team-building skills through planning and conducting group meetings during the coming year. Involving parents is also a good way to manage all of the activities of a 4-H group. Use the ideas in this section to help you be a better 4-H club leader.

Division of Responsibility and Expectations

Clear expectations of members, leaders, parents and officers can help your group function more effectively during the coming year. Consider having members, parents and officers complete the following checklist at the beginning of the year. The list suggests the kinds of measurable criteria that indicate a strong 4-H group. Writing these kinds of club goals lets you measure progress by counting what is occurring. Having written goals also makes it everyone's responsibility to work toward a better and stronger 4-H experience. Use this list to guide a discussion with your members about group expectations and to involve all your club members in decisions about how the club will operate.

Our 4-H Club Will Be Stronger If Each Member

- Attends and participates in more than half of our business meetings each year.
- Receives printed project materials for each project in which they are enrolled.
- Re-enrolls the following year.

- Completes at least two projects each year.
- Participates in at least one county or state event each year.
- Has a chance to participate in project group meetings for each project in which enrolled.
- Has input into the process of planning the annual club program.
- Can recognize life skills and choose experiences that foster development of life skills.
- Participates in at least six hours of planned learning activities each year.
- Participates in or leads planned recreation on two occasions each year.

Our 4-H Club Will Be Stronger If Each Parent or Parent Couple

- Is helped to understand the parent's role in supporting project work by members at home.
- Receives regular communications about the club program and activities.
- Is invited each year to accept a helper or leadership role in the club.

- Receives a personal invitation to attend and participates in at least one meeting each year.
- Is helped to understand the mission of 4-H and of Michigan State University Extension, and is familiar with the concepts of life skills and youth asset development.
- Has input into the process of planning the annual club program.

Our 4-H Club Will Be Stronger If Each Officer or Teen Leader

- Sets achievable goals for himself or herself each year.
- Receives guidance in planning for the project or role he or she has accepted.
- Has an experience in which he or she can grow in leadership at a county, state or national event.
- Gives leadership to one or more segments of a club program.
- Meets with a group of other youth leaders for learning and friendship.

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- Has a sense of belonging to the leadership team and is committed to the 4-H program.
- Understands the mission of 4-H and MSU Extension.
- Has received printed resources for the job he or she has accepted.
- Has another experienced leader to turn to for help if needed.
- Has clearly identified opportunities for personal growth as part of the commitment to club leadership.
- Can clearly articulate 4-H life skills and youth assets and helps members plan to achieve these.
- Has received training for the job he or she has accepted.
- Has opportunities to assume increasingly responsible positions with increasing leadership experience.
- Has a clearly identified role (job description) with a written agreement (including clearly defined goals) that is renegotiable each year.

Our 4-H Club Will Be Stronger If Our Club

- Holds at least six meetings of the full club each year.
- Conducts a program planning process in which all members and families are involved.
- Plans a community service activity or project each year.
- Has a program plan for the year with clearly stated, measurable goals for the year and for each meeting.
- Works with members to assure that 80 percent of the projects for which members enroll are completed each year.
- Encourages members to enroll in more advanced phases of projects they have already completed.
- Maintains enrollment next year at the same or higher level.
- Has at least 80 percent of all members attend one county, state or national event each year.

- Involves a range of resource persons from the community in presenting the club program.
- Cooperates with other youth groups as appropriate.
- Provides training for parents to enable them to support project work at home.
- Includes members who are from diverse ethnic, racial and economic backgrounds, and who have different disabilities and abilities.
- Invites all members and families to help evaluate meetings in which they participate and to decide the degree to which the club has met its goals for the year.
- Maintains a ratio of one identified and committed adult leader for each five members enrolled.
- Helps start a new 4-H club.



Tools for Building Strong Clubs

Activities and recreation are tools that can strengthen an already energetic program or revitalize one that is lagging. VanWinkle, Davis, Skubinna and Larwood (2002) define recreation as “games, skits, parties, songs, camping, hikes and refreshments.” They suggest that recreation – which can occur at any time – is important because it allows participants to (a) feel a sense of belonging, (b) become acquainted, (c) practice cooperation, (d) develop leadership skills and (e) release excess energy. In particular, they

suggest using the following ideas for helping to build a strong 4-H club:

- Educational kits
- Exchanges
- Games (educational games and icebreakers)
- Judging contests
- Outside speakers
- Presentations
- Record-keeping
- Role playing
- Skillathons
- Tours and field trips

The information that follows lists these activities, defines them,

provides their purpose, and offers examples and other pertinent material. It can help your group think about how to make the coming year the best one yet! A checklist of possible activities in which your group might wish to participate appears on

s A-5–A-6. Consider making copies of the checklist so all of your members can complete one.

Group-Building Ideas for 4-H Club and Group Meetings is an excellent resource for volunteers who

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are looking for specific ideas for club activities. It's available on the Michigan 4-H Web site at web1.msue.msu.edu/4h/. You can find out more about recreation, camping and games at your local library or bookstore and on the Internet.

Educational Games

- Educational games are fun activities that teach the participants a skill, concept or content.
- They are designed to help participants learn while having fun and to help participants develop trust and teamwork. Educational games provide healthy, monitored learning opportunities.

Examples:

Quiz bowls, television game shows (for example, Jeopardy, Password), drawing games, and sports such as baseball are educational. (Some sports may need to be adapted to include an educational component.)

Things to Consider:

Before starting the game:

- Make sure that the knowledge and experience level of the participants is equal to that of the game.
- Gather all of the materials necessary for the game.
- Give complete instructions and rules.
- Create an environment that is physically and emotionally safe.
- Remind the participants that education is the primary goal.
- Stage a "dry run" of the game so that the members can demonstrate their understanding of how to play.

During the game:

- Be enthusiastic about it.
- Allow other participants to help

a player who does not know the answer to a question.

- If possible, be part of the group.
- Quit playing while the participants are still having fun.

After the game:

- Encourage all of the players.
- Instead of keeping score and rewarding the winner, give prizes for all participants.
- Reinforce the participants' learning by using the information in the game throughout the meeting.

Educational Kits

- An educational kit is a group of items (such as laminated posters and supplies for running hands-on activities) collected in a container and used to teach a particular subject matter.
- They are designed to provide interactive, entertaining learning materials for specific project areas.

Examples:

Educational kits can be found in the following areas: animal science, horticulture, clothing and arts and crafts.

Things to Consider:

It may be possible to borrow, buy or build a kit related to project areas in which your 4-H'ers are interested. Many county MSU Extension offices have animal science education kits available on loan. You can also build a kit from materials you or your 4-H'ers already own. For example, homemade kits could contain magazine photos of animal breeds or plant species, posters of the parts of a particular animal species, photos or actual samples of tack, equipment and supplies related to the project area, and printed labels for everything.

After you or your 4-H'ers have put together a kit, have the group play games such as pulling the name cards out of a bag and placing them next to the appropriate picture, pulling a photo out of the bag and matching it with the appropriate label, racing to make correct identifications or – after studying a particular kind of decoration – making it.

Exchanges

- Exchanges involve individuals or groups in visiting or hosting a 4-H'er or group of 4-H'ers from a different club, county, state or country. Exchanges generally vary in length from a few days to a few weeks, with a few exchange programs lasting six months or a year.
- Exchanges are a fun way to learn about different ways of life, make new friends, learn and teach about one's own heritage, develop coping skills in unfamiliar situations, and develop leadership and communication skills.

Examples:

Exchanges can be cross-county or interstate. Michigan 4-H participates in international exchanges with countries such as Australia, Belize, Costa Rica, Germany, Jamaica, Japan, Mexico, Norway and Poland.

Things to Consider:

- For more information contact your county MSU Extension 4-H staff.
- For information on organizing local or interstate 4-H exchanges, see *A Guide to 4-H Youth County Exchange Programs*, which is available from your county MSU Extension office and on the Michigan 4-H Web site at web1.msue.msu.edu/4h/. For information on international

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4-H exchanges, visit web1.msue.msu.edu/4h/interex.html.

Icebreakers

- An icebreaker is a brief (5- to 15-minute), fun, energetic, interactive activity used at the beginning of a meeting or event.
- It is designed to help participants become acquainted, develop social skills and learn what they have in common. Icebreakers provide energetic fun that focuses the group on the present and on the subject or task at hand.

Examples:

Examples of icebreakers can be found in Appendix A and in *Group-Building Ideas for 4-H Club and Group Meetings* on the Michigan 4-H Web site at web1.msue.msu.edu/4h/

Things to Consider:

Before starting the icebreaker:

- Make sure that the developmental level of the participants is equal to the requirements of the icebreaker.
- Gather all of the materials necessary for the game.
- Give complete instructions and rules.
- Create an environment that is physically and emotionally safe.
- Stage a “dry run” of the icebreaker so that the members can demonstrate their understanding of how to play.

During the icebreaker:

- Be enthusiastic about it.
- If possible, be part of the group.
- Quit playing while the participants are still having fun.

Judging Contests

- Judging contests are competitions in which items or projects

are compared, evaluated and ranked in order of quality or merit, after which the judge’s decision is explained.

- They are designed to help members develop important decision-making skills (such as observing carefully, evaluating their own work, recognizing quality) and communication skills (such as expressing themselves clearly and demonstrating recognition to others). Leaders can use judging contests as a means of determining their members’ current knowledge and skill levels.

Examples:

Common examples of judging contests include livestock, horse, crops, dairy and foods judging.

Things to Consider:

When planning a judging contest for 4-H’ers who have never participated in such an event, consider the following suggestions to help develop an informal approach. Have your members:

- Examine one item and then discuss its strengths and desired improvements.
- Visualize an ideal item and discuss its strengths and compare it to the example.
- Compare and rank two or more items, then explain the decision.

Before holding a judging contest, be sure to clearly explain:

- Judging criteria.
- Important judging steps (such as observation, comparison, decision and explanation).

Outside Speakers

- An outside expert can be invited to make a presentation to your group.
- This is a great way to increase

the participants’ subject area knowledge.

Examples:

Local business people, artists and craftspeople, individuals with unique skills, or those who have traveled to other countries or unusual places are good examples of outside speakers.

Things to Consider:

When bringing in an outside speaker, it is important to prepare the speaker and the audience. Make sure your speaker knows the age of the audience, where the program will be held and how much time has been planned for his/her presentation. Find out if they need any special equipment or room arrangements for their program. Before your speaker comes to your meeting, spend time with your members preparing questions they might ask. This will keep the youth more involved in the conversation and make the program more enjoyable for the presenter and participants.

Presentations

- Presentations commonly involve a member doing a demonstration (showing how to do or make something), giving an illustrated talk (using audiovisual aids) or giving a speech (using no aids or equipment).
- They are a great way to help members to practice and develop public-speaking, research and organizational skills. Clubs can use presentations to teach subject matter or share personal information, talents and interests.

Examples:

Presentations can be done using interviews, team presentations, introductions, grab-bag games (in which the presenter pulls an item

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out of the bag and describes it), and demonstration kits (a bag containing items related to a specific topic to be described).

Things to Consider:

The Communications Toolkit: Fun Skill-Building Activities to Do With Kids (4H1560) by Michigan 4-H Youth Development is an excellent resource to support this activity. For more information on this publication, visit web1.msue.msu.edu/4h/toolkit.html.

Record-Keeping

- Record-keeping is an important activity for any 4-H club. It involves members keeping records about their projects or records about the group's activities.
- Members learn neatness, how to follow directions, and organizational skills (especially sorting out important from unimportant information). Keeping records in 4-H gives members practice for record-keeping later in life. Records can show profit or loss in projects in which financial information is important. Carefully kept written records are more reliable than human memories.

Examples:

Examples of records include live-stock record books, journals, secretary's minutes and treasurer's records.

Things to Consider:

The Member's Personal 4-H Record Book (4H1192) is available through your county MSU Extension office and on the Michigan 4-H Web site at web1.msue.msu.edu/4h/. Encourage your members to use this publication regularly.

Before introducing record-keeping:

- Be positive and enthusiastic and

- help your members see the importance of keeping records.
- Let parents know the importance of their children's 4-H project records and what they, as parents, can do to encourage their children's record-keeping efforts.
- Thoroughly explain how to keep records and use good examples to illustrate this.

As the record keeping is underway:

- Consistently devote time during your meetings for record-keeping or have special record-keeping meetings.
- Remember that each member's records are going to be different, just as their interests, personalities and learning speeds vary. If you have a member or members who have a disability that makes one type of record-keeping difficult, explore other record-keeping alternatives.
- Keep record-keeping as simple and easy as possible.
- Show interest in each member's records.
- Give members help if needed and consider inviting older 4-H'ers – who take pride in their record-keeping – to work with younger members.

Role Playing

- Role playing involves setting up a realistic scenario and having participants play the roles of characters in the scenario.
- This helps young people develop a feel for real situations they may face and learn how to plan for emergencies. It can also help volunteer leaders learn about their members' decision-making skills.

Examples:

Some possible role-playing sce-

narios could be: 1) A teen leader is asked to step in for a project leader who is ill and who was going to demonstrate a complex project of which the teen leader has some knowledge. 2) The process a first-time exhibitor goes through to prepare for the county fair. 3) What a member should do if he or she comes home to an empty house and finds an animal showing unfamiliar symptoms.

Things to Consider:

There are two ways to set up a scenario.

1. Write the scenarios ahead of time. Gather the necessary supplies. Give the players time to read the scenario, look at the supplies and decide how to deal with the scenario. Then give them 10 minutes to play out the scenario in their character.
2. At the meeting before the role playing is to take place, tell the members to bring scenarios for role playing and the supplies needed for the scenarios to the next meeting. At the role playing meeting, have the members exchange scenarios so that no one is role playing a scenario he or she wrote.

Before the start of the role playing:

- Make sure that the participants have the level of knowledge they will need to act out their roles.
- Gather all of the materials the members will need for their roles.
- Create an environment that is physically and emotionally safe.

After the participants have acted out the scenario:

- Encourage and thank the players.
- Ask the audience for their feedback (both the positives of the

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solution as well as anything that would strengthen it).

Skillathons

- Skillathons are a series of stations designed to help participants (either individuals or teams who rotate through the stations) understand how to do a skill.
- The purpose of a skillathon is to provide a fun, hands-on learning and teaching experience that increases knowledge and gives members the opportunity to practice a skill.

Examples:

Examples of skillathon stations include how to mount an insect or butterfly for an entomology exhibit, making pinch pots from quick-drying clay, how to feed a premature kitten, tying a quick-release knot for livestock handling, and evaluating a feed sample.

Things to Consider:

Planning and organizing skillathons takes time. Each station should take 3 to 5 minutes to complete, so don't plan too many stations for the time available.

Recruit experienced older youth and parents to help plan and conduct a skillathon. Having helpers at each station is important, especially if you have young members. After the event, recognize and praise the participants and helpers.

Tours and Field Trips

- Tours and field trips are typically a group outing that may last for a day or longer.
- They can be a fun, interactive, educational experience; a reward; a change of surroundings; just for fun; or used to develop members' leadership, research, planning and evaluation skills.

Examples:

A museum, a veterinary clinic, an artist's studio, an historic place, and a wooded area are all good places to take field trips.

Things to Consider:

As you plan the trip:

- Think about whether the trip is just for fun or is an educational experience, too. If it's educational, consider what you would like the group to learn and who the teachers will be.
- Include your members in the planning as is appropriate for their age. If you have many young members (11 and under), you may have to do most of the planning. If most of your members are aged 12 to 19, however, they can take care of such details as researching and planning transportation, food and lodging.

Reference for Meeting Planning Tips

VanWinkle, R., Davis, W., Skubinna, T., & Larwood, L. (2002). *Active teaching — active learning: Teaching techniques and tools*. Corvallis, OR: Oregon State University Extension Service. Available at <http://extension.oregonstate.edu/catalog/4h/4-h02591.pdf>

Points to Look for in a Good 4-H Meeting



Effective 4-H club meetings are one of the ways you can have a significant impact on the members of your club. A successful 4-H club is one that meets regularly and has meetings that are both educational and fun. The most effective 4-H meetings are those that have a balance between educational programs such as presentations and special activities (40 to 60 minutes), business meetings (15 to 20 minutes) and recreation or social time (15 to 20

minutes). Not every meeting needs to contain all three parts or fit within the suggested time frame. Involving young people in planning and conducting meetings is an important part of both successful 4-H clubs and positive youth development.

Use the following checklist to evaluate your 4-H club meetings. Work toward being able to answer “yes” to all of the questions. The ones you answer with a “no” are the areas you will want to work on improving.

Answer yes or no to these questions to help evaluate the effectiveness of your 4-H club meetings.

| | YES | NO |
|--|-----|----|
| Do all of the officers and leaders check meeting plans with one another beforehand? | | |
| Does the president call the meeting to order on time, keep moving down the agenda and close the meeting on time? | | |
| Do all officers use correct parliamentary procedure, when appropriate? | | |
| Is the business part of the meeting short and concise? | | |
| Are guests introduced and made to feel at home? | | |
| Is there an educational program in addition to the business meeting and recreation time? | | |
| Does the meeting have variety? | | |
| Is the educational program of interest to everyone? | | |
| Is there an opportunity for members to get to know each other? | | |
| Are all announcements short and to the point? | | |
| Do officers avoid doing all the talking? | | |
| Do volunteer leaders avoid doing all the talking? | | |
| Do all or most of the members have an opportunity to talk at least four times during the meeting? | | |
| Is the recreation suitable to the meeting place and the group? | | |
| Do members, officers and leaders treat each other in a courteous and respectful manner? | | |
| Are volunteer leaders given a chance to voice their opinion? | | |
| Are all members given a chance to voice their opinions without feeling judged or ridiculed? | | |
| Is there fun, learning and fellowship at the meeting? | | |

Tips and Tools for Planning Your Club Year



Planning is one of those things that many of us just never seem to get around to. The new 4-H year is always a busy time: reenrollment information is due in your county MSU Extension office, county recognition events are coming up and new members are joining your group.

In the midst of all this, taking time to plan the activities for the entire year may seem silly, but it can pay big dividends in the long run. Involving members in planning and designing club activities and events helps to build young people's leadership skills and increases their commitment to carrying out the plans. 4-H clubs and

groups are excellent places for young people to build leadership skills. Planning, implementing and evaluating group activities throughout the year are great ways for youth to practice their leadership skills.

Annual Club Calendar

Creating an annual calendar is a good communication tool for 4-H clubs and groups. It can help everyone keep on track and involved in the group's activities. For each month of the year, identify the educational, recreational and community service activities your group will be involved in. The list that follows is just an example!

September

- New member recruitment and club reenrollment. Begin to select projects for the year.
- Start to think about which Kettunen Center workshops our club will participate in.
- Hold roadside clean-up day.
- Sponsor 4-H get-acquainted night.

October

- Do a window display in a downtown store for National 4-H Week.
- Organize a senior citizen Halloween party.
- Hold a club officer training event.

November

- Everyone attends CPR (cardiopulmonary resuscitation) training.
- Write cards and letters for holiday pen pals project.
- Attend food safety workshop.

December

- Hold club holiday party.
- Go caroling at community hospital.
- Work on holiday crafts.

January

- Attend stress management workshop.
- Collect pop cans and bottles for Habitat for Humanity.
- Large animal project identification information due.

February

- Organize "Be My Valentine" senior citizen dance.
- Begin exercise and fitness program.
- Attend countywide lock-in.
- Begin planning for countywide dog walk as a fund-raiser for local humane society.

March

- Attend kite-making workshop.
- Celebrate Dr. Seuss's birthday by volunteering to help with the "Read Across America" program at local bookstore.
- Send in club members' 4-H Exploration Days registration forms.

April

- Attend Ukrainian egg decorating workshop.
- Work at park clean-up day.
- Hold chocolate bunny sale as a club fund-raiser.

May

- Small animal project identification due to county MSU Extension office.
- Work at downtown flower box planting day.
- Send in club members' summer 4-H camp registration.

June

- Finish up fair projects and get ready for summer camp.
- Attend 4-H Exploration Days!
- Complete and turn in fair entries.
- Participate in countywide dog walk fund-raiser for local humane society.

July

- Attend summer 4-H camp!
- Hold club Fourth of July celebration; participate in community parade.

August

- Fair time!



Icebreakers



Icebreakers are activities designed to make learning easier. The beginning of a new club year can be an exciting and stressful time. Returning members are celebrating the successes of summer and new members are joining your group for the first time.

Try some of these activities to help everyone get acquainted, or reacquainted, at the beginning of the year. They will help get the new project off to a great start and help everyone get to know each other better! The following ideas were taken from the Peer-Plus II Notebook (4-H 1009) and the Group Dynamite Notebook (4-H 1068).

Rolling Right Along

| | |
|--|---|
| <p>Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Several rolls of toilet paper with perforated sheets <p>Time: 20–30 minutes</p> | <p>Procedure:</p> <ol style="list-style-type: none"> 1. Pass around a roll or two of toilet paper and have each participant tear off a length that is as tall as they are. 2. Have them sit in a circle and explain that they'll take turns telling one thing about themselves for each square of toilet paper they have. Ask for volunteers to go first, or begin yourself. |
|--|---|

Positive Impressions

| | |
|---|--|
| <p>Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pencils (one per person) <input type="checkbox"/> "Initial Positive Impressions Sheet" (one per person) <p>Time: 30 minutes</p> | <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have the group sit in a circle on the floor. Explain that each person will receive positive feedback on how he or she is initially perceived by others. Each person will have about a minute to introduce and tell about themselves. Tell them that as each person speaks, the other group members are to listen quietly. After each person speaks, the group may ask questions to help clarify what the speaker said. 2. Ask for volunteers to begin the introductions (you may need to begin the process yourself), and continue until everyone has had a chance to speak. 3. When all participants have introduced themselves, pass out the "Initial Positive Impressions Sheet" and a pencil to each person. Tell them to fill in the names of each person in the group and their positive impressions of each person. Let them know that they'll be reading the positive impressions to the group. 4. When the group is finished filling out the "Initial Positive Impressions Sheet," ask for a volunteer to begin receiving feedback. Have all the participants share their impressions with the volunteer. Have the participants take turns being the "receiver." |
|---|--|

**POSITIVE IMPRESSIONS HANDOUT:
Initial Positive Impressions Sheet**

| Name | Impression |
|------|------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |
| | |

4-H Trivia

| | |
|---|--|
| <p>Materials:</p> <ul style="list-style-type: none">□ 4-H trivia questions (from the sample questions provided or from a list brainstormed by the group) printed on 3-inch by 5-inch cards <p>Time:</p> <p>15 minutes</p> | <p>Procedure:</p> <p>Before the meeting:</p> <p>Write trivia questions related to 4-H on 3-inch by 5-inch cards. You can use the sample questions provided or questions developed by your club.</p> <p>Sample 4-H Trivia Questions:</p> <ol style="list-style-type: none">1. What do the four “H”s stand for in 4-H?2. Where and when is 4-H Exploration Days held?3. What is the name of this 4-H club?4. Who is the state leader for Michigan 4-H Youth Development?5. What is/are the name/names of our county 4-H agent/staff?6. Where is the State 4-H Office located?7. What is Kettunen Center?8. Where is Kettunen Center located?9. What is the date of our county fair?10. How many meetings should a 4-H club in this county have in a year?11. What are the duties of the president of a 4-H club?12. What are the duties of the vice president of a 4-H club?13. What are the duties of the secretary of a 4-H club?14. What are the duties of the treasurer of a 4-H club?15. What is the 4-H motto?16. Who is the president of our county 4-H Advisory Council?17. Name three workshops offered for 4-H members or volunteer leaders during the coming year. <p>At the meeting:</p> <ol style="list-style-type: none">1. Tell the group they’re going to play one or more rounds of “4-H Trivia,” a game that can help new members learn about 4-H and your club and help returning and new members learn about important 4-H dates and events. (This game is also a good way to encourage group members to work together!)2. Decide whether to have the group divide into teams or play individually.3. Divide the questions into equal groupings (enough for each team, or each person).4. Teams (individuals) will take turns asking one question to the rest of the group. The person who knows the correct answer should raise their hand, ring a bell, stand up or somehow identify him/herself.5. If the correct answer is given, the next team (individual) will ask a question. If an incorrect answer is given, the team (individual) asking the question should give the correct answer before moving to the next question.6. It is not necessary to keep score in this game, but you can if you wish.7. The game is over when all questions have been asked and answered. |
|---|--|

Designing the 4-H Club Officer Training Meeting



Those who should attend this meeting are:

- All young people who will be serving in officer roles in a club
- At least one adult volunteer from each club who will be supporting the club officers

Many counties offer this on countywide basis as opposed to individual clubs.

In new clubs, members don't know each other, so the selection of officers should be put off for two or three more meetings. Plan this meeting so that the majority of your clubs have appointed officers for the year.

Consider the following things when you design a 4-H Club Officer Training Meeting.

1. Plan an activity to build group unity.
2. Make sure that each officer (president, vice president, secretary, treasurer, reporter and community service officer) and the club leaders understand their roles. In order for the group to work effectively, everyone should also understand the others' roles. Use the publication *Helping You Help Officers and Committees (4-H1467)* which includes separate bulletins for each officer.
3. The officers should conduct a couple of practice meetings to build their confidence. Parents and leaders can help by role playing with the group.
4. It is helpful for officers to hold a goal-setting mini-session to develop their goals as an officer team. Stress the importance of involving all club members in committees, discussions, decisions and making motions.
5. The officers should develop an agenda for the next 4-H club meeting with three components:
 - A business meeting
 - An educational program
 - Group-building activities
6. The officers should create some suggestions for future club activities or programs. They can then present their ideas at the club meeting. **If the next club meeting is not planned at this officer's meeting, a separate planning meeting will be necessary.**
7. Emphasize how vital it is that the volunteer 4-H club leader and at least one other adult work with the officers. Once the 4-H staff person no longer attends monthly meetings, it is imperative that the officers seek their guidance from the adult leaders of the club.

4-H Club Officer Training Meeting



Sample Agenda

| | |
|---------------|--|
| 7 - 7:15 p.m. | Group-Building Activity |
| 7:15 - 7:20 | Pledges <ul style="list-style-type: none">• American and 4-H |
| 7:20 - 8 | Officer Roles |
| 8 - 8:15 | Role-Play Practice Meetings |
| 8:15 - 8:30 | Goal-Setting Mini-Session |
| 8:30 - 8:45 | Designing Future Meetings |
| 8:45 - 9 | Wrap-up and Refreshments |

4-H Club Officers



Club officers are an important part of the leadership team in the local 4-H club. Being an officer helps the member develop leadership skills as he or she performs the duties required.

Allowing 4-H club members to elect their own officers serves the following purposes:

- All members learn about, and participate in, elections.
- Those elected learn to be responsible to their group, learn leadership skills and parliamentary procedure.
- Members feel ownership in their club meetings.

Club officers are usually elected each year near the beginning of the 4-H program year. However, officers may be placed in office through rotation, appointment, or any other similar means that has been approved by the club's county Michigan State University Extension 4-H staff. One of the organizational leaders of the club should be named to help the officers carry out their responsibilities. This leader should explain the duties of each officer and guide the election so the officers are chosen for their ability to do the assigned task rather than for their popularity.

The 4-H officers usually elected in each club are the:

- **President** who presides at all meetings. The president manages the club's business meeting, appoints committees and helps keep order during the meeting.
- **Vice President** who takes charge of the meeting in the president's absence. The vice president serves as chairperson of the program committee and is responsible for the program portion of the club meeting.

- **Secretary** who keeps written minutes of all meetings in the *Michigan 4-H Secretary's Record Book*. The secretary also keeps a record of each member's attendance.
- **Treasurer** who takes care of all club funds. The treasurer keeps an accurate record of the club's funds in the *Michigan 4-H Treasurer's Record Book*.
- **Reporter** who writes interesting and accurate reports about club meetings and special club activities, and sends them to the local newspaper. The reporter helps keep local people informed about 4-H activities.
- **Service officer** who boosts member commitment and involvement in service activities. The officer helps the members fulfill the "hands to larger service" part of the 4-H pledge.

A club may elect additional officers. For example, some clubs elect a song leader, an historian or a recreation chairperson. In other clubs, the offices of secretary and treasurer may be combined into one office. The club's size and its members' age will probably help determine the number and kinds of officers to elect. It's useful for each of the members to have responsibilities in the club. However, serving on a committee may be the best learning experience for many beginning members.

One of the goals of 4-H is to develop leadership skills. Therefore, it's a good idea to pass jobs around so members gain different experiences. This will usually mean that the same member doesn't hold the same office in successive years. A variety of experiences will help the member grow in leadership and develop new skills.

For more information about this topic, please see *Helping You Help Officers & Committees: Leader Packet (4HI467)* from which this summary was derived.

Designing the 4-H Club Leaders Meeting



This type of meeting is usually held once or twice yearly. It could include club officers' and teen leaders' training as well.

The purposes of this meeting are to:

- Provide updates to 4-H club leaders.
- Conduct training in some aspect of youth development or club management.
- Provide the opportunity for leaders to get together to share successes and concerns with the staff.

Typically, leader meetings are held in several locations around the county to help accommodate volunteer schedules and travel. Consider holding both daytime and evening meetings.

Consider the following things when you design a Leaders Meeting.

1. Allow plenty of time for leaders to report what's happening in their clubs and to share their concerns.
2. Allow time for project leaders to give input to the administrative leader for future club meetings. Leaders should meet once a month when the community club first starts and when new volunteers are involved. After two or three leaders meetings, they may only need to meet a couple of times a year.
3. Have selected materials (bulletins or news articles) available for each leader. These should relate to each leader's function in the club.
4. Be sure leaders respond to, and work directly with, the community club leader.

4-H Club Leaders Meeting



Sample Agenda

| | |
|---------------|---|
| 7 - 7:05 p.m. | Call to Order |
| 7:05 - 7:10 | Pledges <ul style="list-style-type: none">• American and 4-H |
| 7:10 - 7:55 | Sharing Time |
| 7:55 - 8:05 | Update on County Activities |
| 8:05 - 8:25 | Educational Component <ul style="list-style-type: none">• Example: “Recognition of 4-H Members Within the 4-H Club” |
| 8:25 - 8:45 | Plans for the Club’s Future |
| 8:45 - 9 | Refreshments |

Designing 4-H Club Meetings



Consider the following things when you help the club officers and leader(s) plan a 4-H club meeting.

1. Ask the officers to arrive 15 to 30 minutes early so they can organize everything for the meeting.
2. Check with the officers to see that each of them are following up on the commitments they made at the officer training meeting. Ask them what they have planned and how they will carry out their responsibilities. In the future, the club leader will meet with officers to plan meetings and handle follow-up contacts. Work with the leader so he or she understands this role
3. Review the previous meeting, if any. Give pertinent suggestions to the club leader(s) and officers to use as they design the meeting.
4. Make sure the room is set up so that it is conducive to a business meeting. A semicircle with all chairs facing the officers' table is one example of a good seating plan.
5. Review the agenda so everyone knows his or her responsibilities.
6. Prepare for the installation of officers. See "4-H Club Member and 4-H Club Officer Ceremonies" in "Appendix B: 4-H Club Ceremonies."

This meeting is developed by the community club leader and officers, with 4-H staff support.

4-H Club Meeting



Sample Agenda

| | |
|---------------|---|
| 7 - 7:05 p.m. | Call to Order |
| 7:05 - 7:10 | Pledges <ul style="list-style-type: none">• American and 4-H |
| 7:10 - 7:15 | Roll Call |
| 7:15 - 7:30 | Installation of Officers |
| 7:30 - 7:35 | Minutes and Correspondence |
| 7:35 - 7:40 | Treasurer's Report |
| 7:40 - 7:45 | Committee Reports |
| 7:45 - 7:55 | Unfinished Business |
| 7:55 - 8:10 | New Business |
| 8:10 - 8:20 | Announcements of Club or County Events |
| 8:20 - 8:25 | Adjournment of Business Meeting |
| 8:25 - 8:45 | Educational Component <ul style="list-style-type: none">• Guest Speaker or Demonstrations |
| 8:45 - 9 | Group-Building <ul style="list-style-type: none">• Recreation and/or Refreshments |



4-H Club Member and 4-H Club Officer Ceremonies

Ceremonies have always had a place of special importance in society and organizations. In 4-H they are a celebration of special occasions that club leaders and members feel are important. Examples of a few common 4-H ceremonies are included here.

Why Use a Ceremony?

Ceremonies are used to highlight or recognize special accomplishments and goal attainment. They can be used:

- To convey a message or lesson.
- To challenge and inspire all the members to reach greater heights in personal growth and the 4-H organization.

A ceremony must convey that “you” and “this moment” are special. To achieve these goals, a ceremony must be more than a ritual – it must be a communication of the 4-H members’ thoughts and feelings about their ideas. The ceremony must say something that matters.

Ceremonies can:

- Meet a greater part of the youth’s basic fundamental needs for personal growth.
- Provide peer interaction and recognition.
- Encourage positive self-discovery through exploring new social roles.
- Create a feeling of affiliation with and acceptance by an ever expanding circle of acquaintances.

Group loyalty and personal identity are enhanced by the formal membership and reinforced by the use of ceremonies. Recognition is a basic human need that is more meaningful when it is presented in front of “significant others” – peers, family and friends. When planned and executed properly, a ceremony can allow for all these things.

When Should a Ceremony Be Used?

A ceremony can and should be used anytime a member has completed a goal, made a special accomplishment, achieved a rite of passage or been recognized for any noteworthy task. In other words, a ceremony should be used whenever a member or leader does something that a leader or teacher feels should be recognized or when he or she is taking on a new challenge. The accomplishments on the part of the group should also be recognized by ceremonies. There is no defined time or place for a ceremony. Different times and locations for similar ceremonies help to make the recognition more special to all involved.

How Do You Plan a Ceremony?

Certain considerations must be made in planning a meaningful ceremony.

Theme

A theme is the concept or idea around which the ceremony is built. It is most effective when it can be linked to something current or to an issue to which the members can relate. Let the members of your club brainstorm together to come up with a theme. Use their ideas and help them by giving guidance and encouraging comments.

Message

The message will be different depending on the purpose of the particular ceremony. It is important to develop a message and then build on the message throughout the ceremony. When creating the message keep the following question in mind: What would you like the members to learn or do as a result of participating in the ceremony? For instance, you may want to inspire them to do more good work to reach their goals. Take care not to lose the special message of the ceremony. By stressing the message during the entire program, participants and observers will be aware of

APPENDIX B: 4-H Club Ceremonies

the purpose and reason for the ceremony.

Focus

A center of focus is a must in creating a meaningful ceremony. The center of activity should contain a symbolic feature or simple object to catch and hold the members' attention. Actions performed during the ceremony should be simple and occur around the focal point (that is, a 4-H emblem, a book or a flag).

Program

The essence of the ceremony is the program. The two major parts of the program are the characters and the narration. These two elements provide the message, purpose and recognition for the ceremony.

Characters of the Ceremony

Those who have speaking parts should be carefully selected. They should rehearse their parts so they can deliver them in normal tones with appropriate expression. Frequent pauses and slow reading can be very effective. If the ceremony includes individual statements, it is important to help the person recite his part so that it sounds natural. Memorized monotone or halting reading can make a ceremony meaningless.

Script

If a script is used, it should be timed to coincide with the action at the center of activities. If there are parts to be acted out, rehearsal is a must. This will ensure that all props are in working order.

Narration

The narration contains the heart of the message and must be composed to take full advantage of the setting and symbolism depicted by the center of focus. Background music during a narration can be very effective and add to the ceremony.

Setting

The nature of the occasion will help to determine the place and atmosphere that is best suited for the particular ceremony. Take advantage of the area where the ceremony is held. Be creative!

Dramatic Effects

Use of dramatic effects can be a real asset to any ceremony. Swelling the music, lowering the lights, lighting candles, starting the campfire, getting the flag to ripple

in the breeze of a fan, uncovering an object on a table, building a model and many other simple, easy gestures catch the attention of the group. Every ceremony should have a high point where the greatest impact will be felt by the audience. This should be near the end.

Mood

Set the mood by making the transition from fun activities to the ceremony itself. In creating the proper mood for the program, it is a necessity for the group to be in a proper mind set. To make the transition, shift the attention of the group to a different setting. Use mood changers. Use your imagination and you will find unique ways to set the proper mood.

Ending

The ending is just as important as the beginning. Design it to compliment the whole program and help reinforce the message of the ceremony in the minds and hearts of the participants. When the ending begins, it should be obvious that the special moment is complete. Use an effect to end the ceremony.

Who Should Plan a Ceremony?

The leader of the group should not have sole responsibility for planning ceremonies. The planning should involve members of the group and assistants to the leader who recruit the needed help. If you know someone who would be good at this type of planning, encourage him or her to develop an idea. There may be a parent in your group with many creative ideas as well. Form a committee within the club to concentrate on and plan ceremonies. One often gains more in planning the ceremony than in participating in the actual ceremony. Adults should be there to help the members of the group, but they should encourage the members to do the planning themselves.

Where Do I Start?

It will be easy to write a script if you organize it in this manner:

- Introduction: Remember that its purpose is to get, and hold attention.
- Body: Develop your main theme or idea here and build it toward a ...
- Climax or Summary: Connect all the ideas together so that the ceremony will be remembered

APPENDIX B: 4-H Club Ceremonies

and significant to all. This can be done by impressive statements, the lighting of candles, the singing of an inspiring song or even a moment of silence when each formulates his or her own thoughts based on something just said or done.

What Advance Preparations Must Be Made?

Rehearse the ceremony so that those taking part will be relaxed and comfortable as it is presented. Choose individuals with major parts carefully. They should have good, clear voices and should be able to put expression and meaning into parts.

Assemble or move props well in advance. Involve members who are not on the ceremony committee. In the preparation of props – if the audience is to be involved in any way – make sure they have the needed materials.



Things to Remember

- Determine the purpose and choose a theme.
- Assemble resource materials.
- Write a script or find an appropriate ceremony already written.
- Decide who will be included.
- Delegate responsibility.
- Consider setting or atmosphere needed.
- Assemble props and equipment.
- Rehearse as needed.
- Keep it simple, impressive and interesting.

Admission of New Members



This ceremony can be used when new members join your 4-H Club. The club president asks candidates for membership to come to the front of the room and stand facing the officers who are standing behind a table.

- *Work to attain self-selected goals in the project selected.*
- *Keep project record up to date and turn it in at end of the year.*
- *Be a worthy representative of 4-H at all times.*

You now know the purpose, motto, emblem and colors of 4-H. Will you promise to live up to these purposes, to take part in the affairs of this club and to further its interest in every way possible?

President

To you who are about to become a member of the 4-H club, we wish to explain the purposes of our organization. 4-H clubs are organized to make us better citizens by teaching us to work and play together, by giving us the means for learning worthwhile skills and developing talents, and by encouraging us to set standards and goals which challenge us. 4-H clubs are a national organization with headquarters in the United States Department of Agriculture in Washington, D.C. All state, commonwealth, territory and county Extension Services cooperate to make 4-H work available to boys and girls from age 5 to 19.

Vice President

The national emblem of the 4-H clubs is the green four-leaf clover, with the four white "H"s, one in each leaf, signifying the training of the Head, Heart, Hands and Health. Our motto – "To Make the Best Better" – asks us to improve ourselves with each job that we undertake. Our colors are green and white. Green is nature's most common color and stands for springtime, youth and growth. White symbolizes purity and high ideals.

Secretary

Each new 4-H member accepts certain responsibilities along with the privileges of membership. We ask each club member to:

- *Attend meetings regularly.*
- *Take an active part in 4-H events.*

Candidate

I will.

President

Will you join with the active 4-H club members in repeating our club pledge?

I pledge:

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

President

We are happy to have you as a new member of the 4-H club.

President goes down the line shaking hands with each new member. If this is the last item of business, members and leaders will want to come forward and welcome the new members.



Induction of New Members

This ceremony can be used at local or county 4-H meetings to welcome new members and inform them of the purposes of the 4-H club. The group of new members assemble at the front of the room before the officers of the local club or the county federation.

President

To you who are about to become members of the (name) 4-H Club, welcome. In order that you may have a full understanding of 4-H work, it is necessary that you learn more about the purposes of our organization. The officers here assembled will help me explain to you the meaning of 4-H work. Listen attentively as each speaks, so that you will be able to carry out obligations you are assuming as a member of the (name) 4-H Club.

Vice President

4-H clubs are organizations of boys and girls formed for the purpose of learning more about how to develop into productive members of society. 4-H had its beginning in rural America with an emphasis on farming and home-making. It has since expanded to urban and suburban areas and currently has members across all parts of the country. The 4-H club is democracy in action. It teaches cooperation in work and play in the home, in the club, and in the community. It helps us solve our problems in actual situations. It gives us an appreciation of the value of life.

Secretary (Exhibit a 4-H emblem)

The 4-H club emblem is a green four-leaf clover with a white "H" on each leaf. The "H"s symbolize the four-fold development of Head, Heart, Hands and Health. Our motto is "To Make the Best Better."

Reporter

Every loyal 4-H member carries out the work of a project under the guidance of a local leader. He or she attends meetings of the local club and contributes to the program when called upon to do so. Members finish what they start. They win without boasting and lose without complaining.

They help others and, in turn, receive help from others when it is needed.

President

You have heard what 4-H means and what you must do to become a member. Are you willing to live up to the ideals symbolized by the four "H"s?

New Member(s)

I am.

President

Do you wish to become a 4-H member?

New Member(s)

I do.

President

As an indication of your appreciation of the privilege of living in this land, the United States of America, it is important that you, with other 4-H members, take the pledge of citizenship. Will you repeat after me this pledge?

All Together

We, individually and collectively, pledge our efforts from day to day to protect the ideals of our nation from those who would destroy them.

We will never allow tyranny and injustice to become enthroned in this our country through indifference to our duties as citizens.

We will defend the democratic way of life against the inroads of insidious falsehoods.

We will obey the laws of our land and endeavor to quicken the sense of public duty among our fellow men.

We will strive for the social betterment of our communities and the enrichment of our homes.

We will endeavor to transmit this nation to those who follow us, not merely as we found it, but freer, happier and more beautiful than it was when transmitted to us.

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President

And now, as a sign of your intention to live up to the meaning and opportunities of 4-H membership, will you please repeat after me the 4-H pledge?

Everyone repeats after the president

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.

You are now a member of the (name) 4-H Club. May you ever be faithful in carrying out the pledge you have just repeated, always striving in your everyday relationships with your parents, schoolmates and neighbors to live up to its high ideals.

Fellow members, I present to you the new members of our 4-H club. (Gives names.) We will close this ceremony by singing the first verse of "America the Beautiful."



Installing Officers (Hands Theme)

Narrator

Many figures of speech are often heard in our daily conversations that center around our hands:

- *When we are extremely busy, “our hands are full.”*
- *If a situation is impossible, we say it is “out of our hands” or that “our hands are tied.”*
- *If we have no hand in service, we have “no hand in the matter.”*
- *If something has been used before, it is “second hand.”*
- *If we stand beside someone we are “at their right hand.”*
- *Something within reach is “at hand” or under control, it is “in hand.”*
- *“On the other hand” refers to the opposite point of view.*
- *One of the four “H”s in 4-H relates to the hand. “I pledge my hands to larger service” indicates that 4-H’ers “learn by doing.”*

Our hands reveal many things about us. They sometimes indicate the kind of work we do. They often express our moods. They indicate whether our nerves are shaky or steady.

The hands are used as a means of communication. We frequently speak with our hands. With our hands we ask, we grant permission, we silence and dismiss, we threaten, we greet, we bid goodbye, we pledge and we promise. With our hands we express grief, joy and love. We must have clean hands; we must have busy hands.

The (name) 4-H Club will change hands today. For the past year the club has been in good hands. And so to the retiring officers, we pause to pay tribute as they relinquish their duties and responsibilities to other hands. Let’s give them a big hand.

(Entire 4-H club applauds.)

Everyone in a 4-H club is important to its success. The members, leaders, junior leaders, parents and officers all contribute to a successful 4-H club in which each member learns something and has fun.

4-H club officers-elect, you have been chosen by the members of your club as officers for the coming year. This is an honor and a big responsibility. Strong and dedicated officers are most important to the success of a 4-H club. You have the responsibility of preserving the honor and dignity of 4-H and your club.

Good officers are honest, sincere, dependable, friendly and loyal. They let the members of the club help make decisions. Good officers get things done right and on time. They are proud of their jobs and always do their best. It is your duty to conduct yourself so you will serve as an example for other members in your club. Good officers pledge their “hands” to the service of their 4-H club. If you are willing to accept these responsibilities, the confidence and trust given to you by your fellow club members, please come forward as your name and office is called and be duly initiated into your office.

Health and Safety Officer

(Name), health and safety officer, please come forward. It is your responsibility to make sure our 4-H club is aware of health and safety factors in our everyday lives. Make a special effort to consider the health and safety of all individuals in every undertaking of your club. 4-H members need to be more health and safety conscious. These two topics should be part of the 4-H meeting. Remember, one of the four H’s is health. Good health and safety programs will assure 4-H’ers full use of their “hands” now and in the future.

If you accept the responsibility of this office, extend your hands and state, “I pledge my hands in service of the (name) 4-H Club.”

Recreation Chairperson

(Name), recreation chairperson, please come forward. You have the responsibility to plan games and other recreation for the club. Recreation should be suitable for the age group, space and time available. Your programs should be varied and your games simple and easy, with a chance for everyone to get involved. Education and fun can go together and this is your responsibility. Be a good “hand” as you lead your club in recreation.

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If you accept the responsibility of this office, extend your hands and state, "I pledge my hands in service for the (name) 4-H Club."

News Reporter

(Name), news reporter, please come forward. It is your job to inform others about (name of club) activities and achievements. You can do much to increase interest in 4-H by writing articles about club meetings and special events for the newspaper. Keep a scrapbook of all news items and make this year's events a part of the club history. The awareness of your 4-H club efforts by the people in this community and county largely depends on the job you do. Let wisdom and knowledge guide your "hands" as you report the activities of your 4-H Club.

If you accept the responsibility of this office, extend your hands and state, "I pledge my hands in service of the (name) 4-H Club."

Service Officer

(Name), service officer, please come forward. Your job is to work with the club members and officers to get the club involved with meaningful service activities. You will motivate others, provide the club with service ideas, organize and evaluate community service projects and recognize the club's work.

If you accept the responsibility of this office, extend your hand and state, "I pledge my hands in service of the (name) 4-H Club."

Secretary

(Name), secretary, please come forward. You are responsible for keeping accurate minutes of all meetings. You will be prepared to read these minutes at the next meeting, call the roll, keep attendance and handle all club correspondence. May your "hands" be full as you keep accurate records of your 4-H club.

If you accept the responsibility of this office, extend your hands and state, "I pledge my hands in service of the (name) 4-H Club."

Treasurer

(Name), treasurer, please come forward. Be aware that you must receive and be responsible for all club money. You must keep an accurate record of all money received and its source, all money paid and to whom and for what. Paying bills only when approved by the club and giving a treasurer's report at club meeting are part of your important

responsibilities. You should be efficient and resourceful so that all club financial matters will be "in hand."

If you accept the responsibility of this office, extend your hands and state, "I pledge my hands in service of the (name) 4-H Club."

Vice President

(Name), vice president, please come forward. Your duty is to provide guidance and counsel to all committees as they make plans and decisions. You will work closely with the president, leaders and other officers in planning all club activities. Remember, you must preside at meetings in the temporary absence of the president. You are the right "hand" of the president.

If you accept the responsibility of this office, extend your hands and state, "I pledge my hands in service of the (name) 4-H Club."

President

(Name), president, please come forward. The (name) 4-H Club has paid you a very high compliment, the highest honor they can bestow, that of being president of the club. It is your duty to call the meeting to order, preside and direct the business meeting. Encourage all members to take an active part, work closely with your leader and represent the entire club. The enthusiasm and effectiveness of this 4-H club will depend largely on how well you conduct your responsibilities. Into your hands, your club has placed authority. May your "hands" be busy and unselfish.

If you accept the responsibility of this office, extend your hands and state, "I pledge my hands in service of the (name) 4-H Club."

Narrator

4-H club officers, I congratulate you on the honor that your fellow club members have bestowed upon you. This honor brings additional responsibilities. You will need to think clearly so you will know what is best for your club. You must plan wisely so your club will grow in interest and usefulness. I declare you duly installed officers of the (name) 4-H Club.

Congratulations and best wishes. May your hands lead others into brighter paths of membership. Will the members and leaders of the (name) 4-H Club please join your officers by standing? I congratulate you on the choices you have made. Now that you have elected these officers to guide and direct this club, it is your duty to aid them in

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every way possible. Many “hands” working together will assure a successful 4-H club. Pledge your support to help them perform their duties. The officers cannot do their jobs well without the assistance of the entire club. Many “hands” working together will help your officers realize the 4-H motto – “to make the best better” – for every member in the (name) 4-H Club.

As we conclude the installation ceremony, I ask that everyone join in saying the 4-H pledge. Let this pledge be the guiding light of our 4-H club for the coming year.

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.

Installing Officers (Candle Ceremony)



Installation of Officers

For the Candle Installation, use different colors of candles representing each office. For safety, put candles in a votive cup or candle holder. Colored ribbon tied around each cup or candle holder makes them look attractive and is much easier to hold on to than just the plain candle. To begin this ceremony the narrator should ask all the new officers to assemble at the front of the room. Select the officers from the list below that fit your club structure.

Narrator

Leaders have come and gone and great things have come to pass during the past years. The past leaders who were responsible for this organization were young people who wanted great things to come from the 4-H program. They were willing to give their all to see that the ideas of their organization were upheld. Today, we are to install the new leaders of our organization. The ones who have gone before and the members today offer the challenge to accept the responsibility to see that the work of our organization is carried forward to new heights and goals.

President (white candle)

Your tasks are few. Just tell the others what to do. Preside at all meetings and call the Board. Help get ideas to guide the horde. Appoint committees and chairmen. Do a hundred little things we have not time to pen. Keep smiling and sweet whatever you do and each member's good wishes will come to you. Now, into the hands of the one who leads, I put this white candle with promised deeds of love and devotion from all of us here, as you guide the (name) 4-H Club in a bright new year. (Light candle.)

Vice President (red candle)

You are the dean of departments of the work to do. With all the programs it will be up to you to see that (name) 4-H Club never fails to give aid. The public's gratitude will make you well paid. This candle of red is yours to hold. The president expects you to do all that you're told. (Light candle.)

Treasurer (yellow candle)

As treasurer, you will write all checks to keep 4-H from the awful plight of bills unpaid, and record monies collected as directed. This candle of yellow, the color of gold, foretells all the wealth your hands will hold. (Light candle.)

Secretary (blue candle)

You have work to do – to write down everything is up to you. To keep all motions straight – who moved, who seconds – and what the debate was all about. This candle of blue is yours as a wage: You are the keeper of the written page. (Light candle.)

Recruitment Chairperson (rose candle)

Your task must be a pleasure and so easy to do, as you tell prospective members what wonderful things 4-H can do. As you light this candle of rose, let it be a light to this organization as its membership grows. (Light candle.)

Recreation Chairperson (green candle)

It would be fine if you could go all year and say no more, but be advised that there will be work galore, holidays in October and more. This candle of green, I give to you, for you will need imagination and patience, too. (Light candle.)

Citizenship or Community Service Chairperson (orange candle)

You've encouraged us to be proud of the red, white and blue and be of service to our families and communities; as you light this candle of orange, may it be a symbol of caution, and symbol of safety, which you have taught us, too. (Light candle.)

Program Chairperson (peach candle)

Help club members work to make a happy, healthy club within our reach, as you light your candle of peach. The color blends with others so well, so do our members, we are proud to tell. (Light candle.)

APPENDIX B: 4-H Club Ceremonies

International Chairperson (purple candle)

Lead us to a knowledge of countries of the world as you light this candle of purple – the symbol of kings. Be our ambassadors so we may learn many new things. (Light candle.)

Junior Leaders (pink candle)

While you light this candle of love, fragile pink, recall the ideas you can share, as you guide young members as they mold their future with care. (Light candle.)

News Reporters (brown candle)

As you light this candle, the last one, of a very rich brown, be reminded that your responsibility is to spread the good

news of 4-H by newspapers, pictures, radio in your town. Keep the public aware that 4-H is here to stay. We are like the rich brown earth, here to promote growth every day. (Light candle.)

The challenge is real. The challenge is great. Upon you rests the responsibility of carrying the 4-H club light forward so that your homes and communities flourish because of it. That as 4-H members you are inspired to new achievements.

Members, may I present to you the new officers of (name) 4-H Club for the year.

Congratulations and best wishes.



Designing Age-Appropriate Learning Experiences

Providing experiences for young people that address healthy development and that focus on family relationships is the goal of Michigan 4-H Youth activities. That's why 4-H is committed to providing and supporting learning environments that are safe, appropriate, healthy and fun for youth aged 5 to 19 at all developmental stages.

The Experiential Learning Process

4-H Youth Development programs are developed to ensure that young people actively learn using hands-on educational opportunities. Learning materials, programs and events are designed to provide adults and

professionals who work with young people the tools they need to offer a “Do-Reflect-Apply” experiential learning process in which young people complete five important steps.

Do

- Young people **experience** an activity, which involves exploring or discovering something related to the learning topic.

Reflect

- Young people **share** by describing what happened or what they experienced. When young people share what they've learned, they not only stimulate their own growth, but the growth of their group as well.

- Young people **process** what they've learned and shared in order to look for patterns or themes, with the goal of building a bridge to new knowledge and skills.

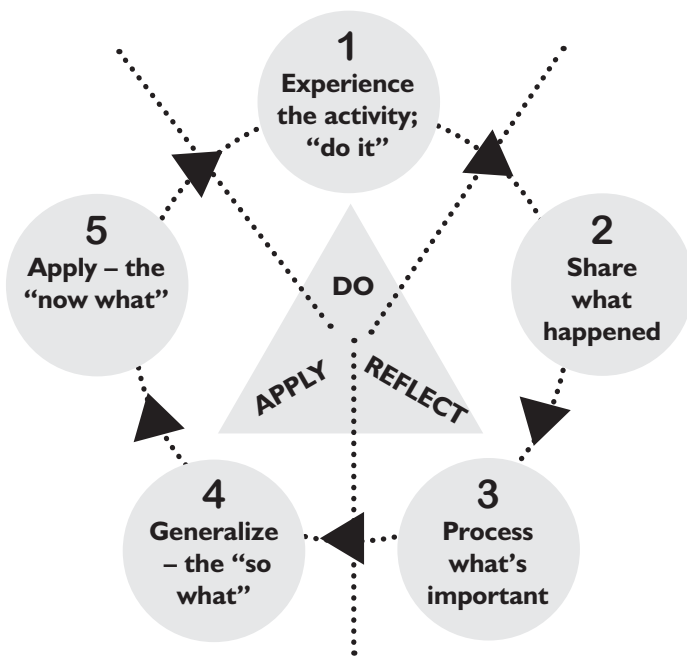
Apply

- Young people **generalize** from this experience to implications related to their own lives or to broader societal experiences.
- Young people **apply** or think about what can be done with their newly acquired information or skill.

Each of these steps is accomplished through positive and appropriate questions, encouragement and support provided by the caring adults who work with youth. The overall goal of the experiential learning process is to provide young people with positive learning experiences and tools for ongoing use in their lives, and with the enthusiasm to put these tools into action.

When you offer experiential learning opportunities that are developmentally appropriate and appealing to young people at the different ages and stages of their lives, you provide environments proven to foster positive youth development.

“Learn By Doing”: The Experiential Learning Model



From *Curriculum Development for Issues Programming: A National Handbook for Extension Youth Development Professionals* (1992), Cooperative State Research, Education and Extension Service, U.S. Department of Agriculture, pp. 27–28. Also in Pfeiffer, J. W., and Jones, J. E. (1985). *The Reference Guide to Handbooks and Annuals*, Vol. 1–10, 1972–1985. San Diego, CA: University Associates Publishers and Consultants.

The Ages and Stages of Child and Youth Development*



* The information in this section is adapted from *Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders* (Karnes & Myers-Walls, 1996) and *Michigan 4-H Programming Committees: A Plan for the Future* (Nelson, 1990).

As a 4-H club volunteer – whether you work with children of only one developmental stage or varying stages of development – you will need to understand how young people grow, develop and learn in order to plan more effective programs with them. The following overview discusses common physical, cognitive (thinking), social and emotional characteristics for 5- to

8-year-old children, early adolescents (young people aged 9 to 15) and older youth (aged 15 to 19). However, as you review this information, remember that children develop on differing timetables and changes are gradual. Members may appear mature and responsible on one occasion and immature and bored the next. You can help make 4-H a rewarding and fulfilling experience for your members – and simultaneously help them grow and develop – by accepting them at their current developmental stage and by offering challenging experiences that will help them make the transition into their next stage.

Five- to Eight-Year-Olds

About the Major Developmental Changes

When working with 5- to 8-year-olds or school-aged children, it's important to think about the developmental changes these young people are going through. It is also necessary to consider how these changes affect how you work with children in this age group. Keeping children's development in mind will help ensure fun and learning for all – adults and children alike!

What follows are the characteristics related to children's physical, thinking, social and emotional development during the 5- to 8-year-old stage, along with implications these characteristics have for working with children. Individual differences play a big role in how children behave and what they like to do. Sometimes children's development is uneven. For example, while physically a child may look older than other children who are the same age, he or she may lag behind peers in social skills.

Furthermore, children are influenced by people and places: their families, their friends, their schools and their communities. Another important point to remember is that even though we look at specific aspects of the child's development to understand it better, each child is a "whole" child. Each child in your club, group and classroom is a "complete package."

Physical Development

School-aged children, or 5- to 8-year-olds, have slower growth rates than children in the early childhood years. They begin to refine their large (gross) and small (fine) motor skills, resulting in greater control of their bodies. They also are generally healthy and have lots of energy. What this means for those working with this age group is that children:

- Need opportunities to be physically active.
- Need times for group games and other recreational activities.
- Can participate in more complex arts and crafts projects with increased motor coordination.
- Gain a sense of independence from their increasing physical abilities.
- Develop greater self-esteem as they develop new physical skills.

Thinking Development

School-aged children are "here and now thinkers" who have not mastered abstract thinking. They are beginning to develop new memory skills. They begin to think more intuitively and develop hunches about things. During this developmental stage, children begin to improve their language abilities. Their vocabulary increases and they are able to express ideas and manipulate words. They also begin to increase their

APPENDIX C: Working Effectively With Youth

problem-solving abilities. They're learning to read and write, and they like to learn and use new skills.

Activities and programs for this age group should:

- Use real objects and materials and concrete, "real world" experiences. Children should be involved in activities with clear objectives and that use common materials.
- Match their new thinking skills to capitalize on shifts in cognitive development.
- Encourage them to talk about what they're doing to enhance learning through reflection. Stimulate their thinking skills by asking "How can we solve this problem?" and "What do you think will happen?" instead of giving answers.
- Be fun as well as educational.

Social Development

Children this age show a strong interest in friends. They may prefer to play with friends who are the same gender. They are beginning to develop self-discipline. They're also less self-centered and more sensitive to the needs of others than they used to be. It is at this time that they begin to understand the "rules" for how the social world functions.

These developments suggest that when working with this age group, volunteer leaders should:

- Plan activities that develop positive social interaction skills, such as learning how to be a friend, communication and helping others.
- Develop discipline strategies aimed at promoting self-discipline.
- Plan activities that promote cooperation (such as working in pairs or small groups), or games that involve teamwork.
- Allow youth to be involved in making the rules.

Emotional Development

During this developmental stage, 5- to 8-year-olds often seek adult approval and support. They may have

difficulty talking about feelings. They're concerned with fairness and see right and wrong as absolute. They begin to compare themselves with others. They may choose to work out fears by "acting out" or withdrawing.

When programming with this group:

- Allow time for individual, small and large group activities.
- Plan activities that focus on creative expression.
- Develop positive communication skills and discipline strategies. Model positive communication with adults and children.

"Jobs" of 5- to 8-Year-Olds

Each stage of life has "jobs" that each individual needs to learn in order to go on and live a healthy or productive life. Many people who study human development believe that if the jobs at a particular stage are not learned, people get stuck at this stage of development and will be less successful (at work, at home and within themselves) than those who master their jobs.

In the school-aged years between 5 and 8, children learn to:

- Gather information about who they are and what they can do.
- Develop a better understanding of how to get along with others.
- Understand that rules are necessary to make groups work.
- Act in ways that respect themselves and others.
- Improve their physical abilities.
- Learn to use language to share ideas and influence others.
- Find new ways to gather information and to solve problems.

Early Adolescents

About the Major Developmental Changes

Early adolescence, the stage of life between childhood and adolescence, is usually thought of as the ages of 10 to 14 or 9 to 15. The major changes that take place during these years make them an exciting, sometimes

scary time in the life of a child who is growing into an adolescent.

Physical Development

Puberty is the key to the physical changes in early adolescence. The hormonal changes that began when the child was between 5 and 9 increase. Bodies begin

APPENDIX C: Working Effectively With Youth

to change, and youth begin to see themselves differently! Girls go through growth spurts of between 2 and 6 inches a year, breast development, the appearance and growth of pubic and underarm hair, widening hips, smaller waistlines and, of course, the beginning of menstrual periods. In general, hormonal changes begin about two years later for boys, who go through growth spurts of up to 6 inches a year, muscle development, the appearance and growth of facial hair as well as pubic and underarm hair and, often, “wet dreams” (nocturnal emissions).

Thinking Development

At the same time physical changes are taking place, early adolescents begin to develop new ways of thinking. No longer caught in the “here-and-now” of childhood, they begin to develop higher level thinking skills that allow them to think about ideas, anticipate and begin to see a personal future. They may begin to question old beliefs and explore new ones, as well as to criticize the adults in their lives.

Social Development

Social changes occur during early adolescence for many reasons. They are brought about because of the body changes youth are going through and the new thinking they are beginning to develop. The freedom and responsibility that parents and society grant to youth also contribute to social changes, because early adolescents are allowed to do more things and go more

places. Peers become increasingly important during these years, a process that helps youth to gradually wean themselves from parents and become independent. Early adolescents also move from primarily having friends of the same gender to having friends of the opposite gender, marking the beginning of exploring and learning about male-female relationships.

Emotional Development

It’s not surprising that amidst all of these other changes, early adolescents sometimes feel unsure of themselves and need the support of adults. With many things changing both inside and outside of the early adolescent, life can seem pretty topsy-turvy at times. If early adolescents act like children one day and adults the next, it’s because that’s exactly how they’re feeling!

Jobs of Early Adolescents

Early adolescents have six interrelated jobs to accomplish during this stage of their lives:

- Increase positive feelings about themselves and who they are.
- Increase positive feelings about their changing bodies.
- Become more responsible and develop decision-making skills.
- Become increasingly independent.
- Develop better interpersonal communication skills.
- Begin to think about a plan for the future.

Older Youth

About the Major Developmental Changes

Adolescence has been described by some as a time of “storm and stress” and a time where one moment the teen acts as an adult and the next a child. Teens can be challenging, changing, wonderfully creative and stimulating individuals at this time of their development. Adolescence is also a time when a teen’s interest in club or group activities may change.

Older teens are still going through emotional, social and physical changes, just as they were in early adolescence; however, their need for adult support and leadership has changed. The needs of this group vary just as they do for youth at other ages of development.

Physical Development

Girls may have completed the rapid changes of early adolescence and have adjusted to their physical selves. Boys may continue to experience rapid physical changes and still be coping with the challenges of rapid physical growth. Both girls and boys have a better idea of their interests and talents and some spend hours perfecting those skills.

Thinking Development

Older teens may think about the world differently than young people aged 12 to 14. Though every teen is different, this is a time when teens in general want to be recognized as unique individuals and to be involved with activities and events that will help them explore

APPENDIX C: Working Effectively With Youth

their personal development, friendships and relationships with others. At this age, teens are looking for ways to demonstrate their independence, which they equate with getting a driver's license and making more of their own decisions.

In addition to wanting to be more independent, they're also making decisions about their future. This is a time for exploring and preparing for future careers. Many are concerned about what types of jobs they may be qualified for and concerned about their ability to succeed in the world of work. Choices are being made about colleges, trade schools or moving directly into the job market upon completion of high school.

Social Development

Many older teens prefer to carry out tasks with little or no supervision and have the ability to accomplish many tasks on their own. Relationship skills may be well developed and friendships that are formed can be very long-lasting. Teens at this age may meet the person they plan to marry and in some instances get married and have children.

Adults who work with youth at this age find that to be effective with this age group, they must take on different roles than they did when the teens were younger. They become facilitators and allow teens to take on more of a leadership role. Adults become mentors or advisors, helping to arrange new experiences for teens, yet letting the teens take more responsibility

and act more independently. Teens want adults to be a resource, a friend and someone who is available to help guide them when needed.

Emotional Development

The routines and structure of 4-H clubs, many times have lost their appeal for older teens. The demands of school, a job or social groups make it more difficult for these youth to stay actively involved. This is a time when many teens enjoy looking back on their accomplishments as an 8- to 10-year 4-H member. Older teens feel they have reached the stage of full maturity and expect to be treated as such.

Jobs of Older Youth

Older adolescents have six interrelated jobs to accomplish during this stage of their lives:

- Increase and maintain knowledge of self and self-esteem.
- Learn to be increasingly responsible and make complex decisions.
- Set goals and develop strategies to reach them.
- Become increasingly independent from parents.
- Develop strong relationship skills.
- Increase interpersonal communications skills.

Today these life skills are still necessary. If we expect youth to go into adulthood in a positive way, we can plan experiences to help them perform the jobs listed above.

Identifying Your Club Members' Place on the Development Continuum

Certainly this overview of the ages and stages of child and youth development cannot tell you all there is to know about the subject. Rather, it is meant to guide you as you plan your activities as a leader.

How can you best use this information? To pick up clues for planning successful activities, anticipating problems or challenging bored and lagging members, observe them and reflect on the physical, thinking, social and

emotional descriptions for their ages. Pick a time when the club members are involved in an activity. Notice the actions of one member at a time and think about the developmental stages. How does he or she:

- Follow directions?
- Behave (maturely or immaturely, responsibly or carelessly)?
- Respond when someone approaches?

References for Ages and Stages of Child and Youth Development

Karnes, J., & Myers-Walls, J. A. (1996). *Ages and stages of child and youth development: A guide for 4-H leaders* (NCR-292). West Lafayette, IN: Purdue University, Cooperative Extension Service. Available at <http://www.ces.purdue.edu/extmedia/NCR/NCR-292.html>

Nelson, C. (1990). *Michigan 4-H programming committees: A plan for the future*. East Lansing: Michigan State University Extension.

Tips for Effective Behavior Management



Effective behavior management is a means to help young people act and behave positively, and enjoy themselves. It should never be an end in and of itself; the best interests of the young person must always be paramount. Effective behavior management begins when, as the second Michigan 4-H Youth Development guiding principle states, young people are physically and emotionally safe. As the volunteer responsible for managing your 4-H club, it is your responsibility to reinforce positive – and address inappropriate – behaviors when they occur. The following tips were designed to help you work effectively with your 4-H club or group.

According to Konen and Elliott (1999), the keys to minimizing behavioral challenges are to:

Have a well-planned program.

Such a program requires good organization, strong leadership, and exciting, imaginative programs that are connected with your members' lives, needs and interests.

Set clear, simple and consistent behavioral expectations and consequences.

All individuals need to know the results of their actions. When working with young people, it is essential that expectations and consequences be clear, easily understood and consistent.

Provide individual attention to your members.

It is also crucial to provide individual attention to your members. The first Michigan 4-H Youth Development guiding principle speaks to this when it stresses the importance of encouraging and supporting “the development of positive, meaningful relationships [between members, adults and peers] that foster a sense of belonging and connectedness over time” (Michigan 4-H Youth Development, 2002). Behavior management through individual attention includes:

- *Public recognition of positive behavior.* One aspect of providing individual attention is publicly rewarding positive behavior. For more information about recognition, visit the “Michigan 4-H Recognition Program” Web page at <http://web1.msue.msu.edu/4h/staward.html>. You may also want to download *The Michigan 4-H Recognition Handbook* from <http://web1.msue.msu.edu/4h/downloads/recognitionhandbook.pdf>.

- *Addressing negative behavior.* If someone's safety is at stake, immediate action is necessary. However, most situations of negative behavior call for a balanced, reasonable, well-thought-out response. Such a response is immediate (close to the time of the offense), consistent (whenever such behavior is displayed, the consequences are the same), fair (related to the behavior and appropriate to its severity) and followed through. Konen and Elliott (1999) suggest four levels of consequence: (a) a private word of correction, (b) a timeout, (c) supervised isolation from the group and (d) permanent – at least until corrected behavior is assured – removal from the group.

If the behavior continues to be disruptive, you may also consider choosing a quiet time and speaking with the child's parents. Mention your concerns to them in a nonconfrontational, nonjudgmental way. Assure them that you are not being critical; rather that you are seeking insight into the child's development or behavior. If the parents would like your help and support, offer it. Suggest that they might want to check with the school to see if the child's teachers have similar concerns. Outside assistance may be needed.

Work as a team.

While individual attention is key, so is encouraging your members to work together as a team to set and achieve goals and expectations. This is reflected in the third and fourth Michigan 4-H Youth Development guiding principles that address the importance of engaging young people in their own development and viewing them as participants in the learning process.

References for Tips for Effective Behavior Management

- Konen, J. H., & Elliott, D. (1999). *Effective behavior management* (4H-022-99). Columbus, OH: The Ohio State University Extension. Available at <http://ohioline.osu.edu/4h-fact/0022.html>
- Michigan 4-H Youth Development. (2002). *Michigan 4-H Youth Development guiding principles for positive youth development* (Rev. ed.). East Lansing, MI: Michigan State University.

Resources



Publications

Most of the following 4-H publications are available from the MSU Extension Educational Materials Distribution Center, 117 Central Services, Michigan State University, East Lansing, Michigan 48824-1039. For ordering information, visit the MSUE Educational Materials Web site at web2.msue.msu.edu/bulletins/mainsearch.cfm. Many are also available on the Michigan 4-H Youth Development Web site at web1.msue.msu.edu/4h/

- **The Communication's Toolkit: Fun Skill-Building Activities to Do With Kids** (4H1560) – The Communications Toolkit is designed for individuals who work with young people aged 12 and up and who want fun, easy and meaningful communication activities to use with clubs, classrooms, camps, after-school programs and other settings where youth come together. (172 pages, Michigan 4-H, 2000).
- **4-H Recognition Certificate** (4H1189) – This award certificate is used to recognize outstanding achievement by 4-H members in their project areas. (1 page, Michigan 4-H, 2000).
- **Friend of 4-H Recognition Certificate** (4H1115) – These certificates are awarded in recognition of outstanding service and achievement to those who work so hard in helping 4-H. (2 pages, Michigan 4-H, 1995).
- **Group-Building Ideas for 4-H Club and Group Meetings** – This material provides useful activities to help members and volunteers build a strong 4-H club or strengthen an already existing group. (13 pages, Michigan 4-H, revision 2004).
- **A Guide to 4-H Youth County Exchange Programs** – This guide is for Extension staff members and 4-H volunteers to use in coordinating 4-H interstate and intrastate exchanges. (28 pages, Michigan 4-H, revision 2006).
- **Helping You Help Officers & Committees: Leader Packet** (4H1467) – This is designed for the 4-H club or group organization leader or the person named to work with officers. It will help leaders guide the club or group in officer selection and includes information to help train officers to be effective. This guide also contains five formerly separate publications: So You Are President of Your Club, So You Are Vice President of Your Club, So You Are Secretary of Your Club, So You Are Treasurer of Your Club, and So You Are Reporter of Your Club. (53 pages, Michigan 4-H, revision 2008).
- **Member's Personal 4-H Record Book** (4H1192) – This bulletin is designed to cover one year of a young person's 4-H career. Members can list their 4-H communications, citizenship, community service and leadership activities, and fill in a 4-H participation calendar to keep track of meeting dates and other 4-H activities. Space is provided for 4-H'ers to include photos or drawings of themselves and their projects to strengthen the bulletin's usefulness as a part of a "4-H portfolio." The bulletin asks members to list what they want to do or learn in a project area at the beginning of the 4-H year, the activities in which they participate over the course of the year, and what they've learned from their 4-H experiences at the end of the project year. Members can photocopy the forms to add more pages as needed. (21 pages, Michigan 4-H, revision 2005).
- **Michigan 4-H Recognition Handbook** (4H1230) – This document was developed by the Michigan 4-H Recognition Task Force to explore ways to strengthen, enhance and expand recognition for adults and young people in Michigan 4-H Youth Development. (20 pages, Michigan 4-H, 2002).
- **Michigan 4-H Secretary's Record Book** (4H1230) – 4-H secretaries will find this booklet useful for recording minutes. It outlines the secretary's duties; suggests methods of recording, planning and conducting meetings; and provides an example of correctly written minutes. (18 pages, Michigan 4-H, revision 2005).

APPENDIX D: Resources and References

- **Michigan 4-H Treasurer’s Record Book** (4H1203) – Monetary records for 4-H clubs should be entered in this book, which includes descriptions of the treasurer’s duties, how to write checks and manage a checking account, and how to report and audit the accounts. It includes sections on financial guidelines for Michigan 4-H clubs and groups and Michigan sales tax facts. A blank “Application for Employer Identification Number” (IRS form SS-4) is included. (38 pages, Michigan 4-H, revision 2007).
- **Michigan 4-H Youth Development 4-H Participant Age Policy** – This policy is designed to provide guidelines for age-appropriate youth involvement that is mentally and physically safe, developmentally appropriate and educationally focused. (2 pages, Michigan 4-H, updated 2005).
- **YEA! Youth Experiencing Action: A Community Service Learning Guide** (4H1553) – Use this guide to start a service learning project with youth in your community. (54 pages, Michigan 4-H, 2000).
- **Age-Appropriate Youth Development** (Michigan 4-H). web1.msue.msu.edu/4h/ageapp.html
- **Cultural and Global Awareness: 4-H International Exchange Opportunities** (Michigan 4-H). web1.msue.msu.edu/4h/interex.html
- **Five- to Eight-Year-Olds** (Michigan 4-H). web1.msue.msu.edu/4h/5to8year.html
- **Michigan 4-H Recognition Program** (Michigan 4-H). web1.msue.msu.edu/4h/staward.html
- **Michigan 4-H Youth Development (Home Page)** (Michigan 4-H). web1.msue.msu.edu/4h/
- **Ohio State University’s Curriculum Materials Service** (Ohio State University, 2009). <http://www.cms.ag.ohio-state.edu/Home.html>

For more information about topics addressed in this book, please visit these Web pages:

Promotional Materials

For the current list of promotional materials available to counties, refer to the *4-H Club Resources* page found on the Michigan 4-H Web site at web1.msue.msu.edu/4h/clubs/.

References

- Karnes, J., & Myers-Walls, J. A. (1996). *Ages and stages of child and youth development: A guide for 4-H leaders* (NCR-292). West Lafayette, IN: Purdue University, Cooperative Extension Service. Available at <http://www.ces.purdue.edu/extmedia/NCR/NCR-292.html>
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- Nelson, C. (1990). *Michigan 4-H programming committees: A plan for the future*. East Lansing: Michigan State University Extension.
- VanWinkle, R., Davis, W., Skubinna, T., & Larwood, L. (2002). *Active teaching — active learning: Teaching techniques and tools*. Corvallis, OR: Oregon State University Extension Service. Available at <http://extension.oregonstate.edu/catalog/4h/4-h02591.pdf>

Conclusion

Starting 4-H clubs is a time- and energy-intensive process. A club that is founded on the needs and interests of youth – that has committed adult leadership and community support – has the greatest potential for providing meaningful experiences over an extended period of time. When time is invested early in building a strong club, the tendency of a club to “die” within a year – or not start a second year – is reduced.

It is important to realize that each club will be different from all others in some way. Differences are due to different leadership styles, personalities, community needs, individual needs and available resources. This diversity and the flexibility it requires helps to keep 4-H relevant. You have the challenge of creating and guiding clubs to provide experiences that will most effectively achieve the 4-H mission.

Acknowledgments

This document is a compilation and expansion of several publications which were developed for Michigan 4-H Youth Development over the past 10 to 20 years.

- *The 4-H Club Development Club Mentor Handbook* was published by Michigan 4-H Youth Development. It is a compilation of resources from Michigan and Iowa related to 4-H club work.
- *Recommendations for Starting and Supporting 4-H Clubs in Michigan 4-H Youth Development* was originally developed by the Michigan 4-H Club Development Task Force and distributed to counties in 1986. The original task force, established in May 1985, included campus-based staff, 4-H agents, program assistants, county Extension directors and Extension alumni. The document was reviewed and redistributed by the 4-H Club Development Programming Committee in 1993-94. As a part of its work in 1998-99, the Michigan 4-H Volunteer and Club Development Programming Committee again reviewed and revised the document.
- In 1988, Michigan 4-H Youth Development published *4-H Club Development: Starting 4-H Clubs* written by Ruth Eggert, a state 4-H program staff member and Allegan County Extension 4-H Youth Agent Larry Johnson. Other Michigan Extension staff and the 4-H Club Development Task Force contributed to its development.
- *Step-by-Step Guidelines for Staff in the Development of a 4-H Community Club* was published in 1990. Its publication followed two or three years of work by Sharon Fritz, district Extension leader, to develop a process for establishing and nurturing community clubs. Staff from several northern counties formed part of her pilot project.
- Special thanks goes to the members of the 2000-2002 and 2008-2009 Michigan 4-H Club Development Programming Committees for their assistance in revising and developing this publication.
- A thank you also is expressed to Priscilla Martin, editor, and Marian Reiter, graphic designer, State 4-H Office, for their assistance with the editing and layout of this document in 2006. The revised 2009 version was edited by Patricia Adams, editor, and designed by Marian Reiter, graphic designer.

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