



Okaloosa County 4-H Volunteer Resource Notebook



Introduction

Thank you for your commitment as a 4-H Volunteer in Okaloosa County, FL! Your time, enthusiasm, and efforts to facilitate a positive learning environment supporting our youth to gain essential life skills, confidence, and belonging are impactful and greatly appreciated.

The purpose of the Okaloosa County 4-H Volunteer Resource Notebook is to provide an overview of context, requirements, and processes associated with facets to successfully serve in the role as a 4-H volunteer leader supporting youth.

Introduction Section

Resources in the introduction section provide background and start-up information to begin a successful 4-H program in Okaloosa County.

Resources included in this section:

- [How to Start a 4-H Club](#)
- [The ABCs of 4-H: A Primer for 4-H Volunteers](#)
- [Selecting a Name for Your 4-H Club](#)



4-H VOLUNTEER TRAINING SERIES

How to Start a 4-H Club (for Youth Ages 8-18)



Why Start a 4-H Club?

Being in a 4-H club provides important opportunities for youth to learn subject matter and life skills while working with a caring adult and other youth. Once youth are 4-H members, they become eligible for a variety of the benefits of belonging to 4-H, including awards, trips, special events, etc. Of course, it's meant to be fun for the kids and the leaders too! Starting a 4-H club isn't difficult and you are encouraged to seek help from parents or other volunteers. Local Extension/4-H staff can help you get started.

What is a 4-H Club?

A 4-H Club is an organized group of youth (ages 8-18), guided by an adult, with a planned program that is carried on throughout all or most of the year. Cloverbud groups/clubs operate using different methods. Refer to **4-H Cloverbuds: 4-H for Younger Members***. 4-H clubs may meet in any location and typically have elected officers and a set of rules approved by the membership to govern the club.

Club meetings typically include:

- an educational program driven by youth interests
- a group team-building or recreational activity
- the conducting of some business by the officers

The goals and structure of 4-H clubs vary according to the needs of the members they serve. Some clubs offer one project topic that the entire membership experiences together at the club meeting. Others offer a selection of projects delivered through project meetings held at times outside the club. Some clubs have a singular focus such as community service clubs, or they serve a specific audience such as tribal reservation clubs, after-school or home-school youth. But there are components and characteristics common to all 4-H clubs, and these commonalities provide the definition of a 4-H club. These are a few kinds of clubs:

- *Community-based*—An adult volunteer leader starts a 4-H club in his or her neighborhood with some local children. The club selects one or more projects. The group usually meets about once a month or more at the leader's home, county 4-H office, community center, or other convenient location(s).
- *School-based and After School*—A teacher or other interested adult conducts a club meeting at a designated time during or after class. Activity periods or after school are also possible times. The teacher might select 4-H projects that are relevant to the class and subject(s) being taught, or offer a project "just for fun."
- *Military 4-H clubs* are organized by the Armed Forces, often on military installations, and principally for military dependents.

Who Can Join?

Youth may be enrolled in 4-H clubs and be designated as 4-H club members:

- when they are age 8 through 18 (as of September 1 of the current 4-H year that spans September 1 through August 31).
- they agree to become actively engaged in carrying out at least one 4-H educational project.
- they agree to actively participate in the meetings, educational programs and activities of the 4-H club.
- when a parent/guardian enrolls each child in 4-H using 4HOnline (<https://florida.4honline.com>). Paper enrollment forms are available for families without internet access (<http://florida4h.org/getinvolved/>). when an adult volunteer working with the club has been approved, following volunteer screening, orientation and training provided by a designated Extension person (usually a 4-H staff member).

Membership in 4-H is offered to all youth, ages 5-18, on an age-appropriate basis, without regard to race, creed, color, religion, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations. (This does not mean there is a “quota” system but only that all individuals should be treated equally and fairly.)

Starting a 4-H Club: Step by Step

1. Contact the 4-H staff at your local county UF/IFAS Extension office to let them know you’d like to start a 4-H club and to apply to be a 4-H volunteer. Once you are approved, you may proceed with the following steps.
2. Read information about the 4-H Youth Development Program supplied to you. If you have nothing other than this sheet, obtain what’s available from the 4-H office of UF/IFAS Extension in your county. You will find the entire **4-H Volunteer Training Series***, posted on the state 4-H web site (www.florida4h.org), especially informative.
3. Begin by recruiting several (five or more is usually a good minimum number) interested, eligible children to join the club. Standard 4-H clubs involve youth, ages 8-18, and focus on in-depth learning of one or more projects.
4. Organize your club at the first meeting. If convenient, you may want a separate session for parents. If not, certainly invite parents to the first organizational club meeting. Tell the parents that their help is needed.

(4-H leaders are not merely baby-sitters!) Encourage parents to attend meetings and to become involved whenever and however possible. It’s usually best to make specific requests for help from individuals, based on their interests and abilities. A *Parent Interest Survey* is available to help Leaders determine how parents are willing to assist with the club. However, adult involvement in the club should never overshadow member participation!

The First Meetings

1. What to do at the first meeting (or shortly thereafter):
 - A. Describe available 4-H projects to the members (those you’re willing to lead). Ask members to select, or at least begin to think about, projects to be carried by the club. Review the 4-H curriculum catalog (<http://www.4-hmall.org/Category/4-hcurriculum.aspx>) for ideas and choices.
 - B. Encourage members to choose or begin to think about a name for the club. (Refer to **Selecting a Name for Your 4-H Club***)
 - C. Develop/approve a basic 4-H club constitution. (Refer to **Adopting 4-H Club By-Laws***)
 - D. Ask for nominations and elect officers for the club. Depending on the size and type of club, typical officers might include: president, vice president, secretary, treasurer, and reporter/historian. You aren’t limited to these positions and also may not need all of them. Many clubs seem to operate fine with a president, vice-president, and secretary-treasurer.
 - E. Parents/guardians will need to enroll each member in 4-H using 4HOnline (<https://florida.4honline.com>). Paper enrollment forms are available for families without internet access (<http://florida4h.org/getinvolved/>).
 - F. Each adult who volunteers to help lead the club will need to complete a 4-H Adult Volunteer Application using 4HOnline (<https://florida.4honline.com/>). Enrollment in 4HOnline is required for these reasons:
 - Members and leaders are provided regular 4-H newsletters and other important information.

- Background screening for volunteers is important for youth protection and to comply with applicable laws.
- As an organization that receives public funds, certain membership information is required for reports to the government.
- Most county 4-H programs participate in or sponsor basic accident insurance coverage for enrolled 4-H members.

G. Decide on a regular club meeting schedule, which includes date, time, and place. Clubs should aim to meet at least once a month for all or most of the year.

2. Obtain necessary materials for 4-H project(s), such as member and leader/project guides and project record books from your county 4-H office or www.florida4h.org if available. To find out about the many national 4-H project materials available from the 4-H Mall or to order online, visit its web site at <http://www.4-hmall.org/Category/4-hcurriculum.aspx>.
3. If you want more members for your club than you have been able to recruit, let your county 4-H staff know. The staff can write news releases to help recruit additional members, or you can write one yourself. Recruiting can also be done through the 4-H newsletter, web site, and other methods.

Your Club's Success is Important

Once your club is properly established, it qualifies for a 4-H Charter, which officially gives it the right to use the 4-H name and emblem. See **Establishing and Chartering a 4-H Club*** for more information. More information about using the 4-H name and emblem can be found online at www.florida4h.org.

Just as many club members will work to achieve standards, clubs may strive to meet specific *Standards of Excellence*. There are the four levels of standards are available for clubs to achieve. For a description of the clover standards, view the Club Standards of Excellence Application at www.florida4h.org. Check with your local county office for Club Standards in your county.

Ideas & Suggestions

1. It's a good idea to regularly determine how well your club is doing. A helpful tool your club can use to evaluate itself can be found in **How Effective is Your 4-H Club? A Checklist for Success***.
2. Keep in contact with your county 4-H office. Feel free to ask for help or materials. Remember to send a 4-H Club Activity Report regularly. This keeps the 4-H staff informed of your club's activities and may be printed in the county 4-H newsletter or web site so others will know what your club is doing.
3. Share the workload! Recruit co-leaders if desired and direct them to apply to your county 4-H Office to become approved as 4-H volunteers. At the very least, ask for parental support.
4. Review the main points of the most recent county 4-H newsletter (or from county 4-H web page) at club meetings by reading aloud so members will know what's going on in the total 4-H program. Encourage all members to participate in a variety of 4-H activities. Encourage parents as well as members to read the 4-H newsletter.
5. Attend leader meetings, workshops, and forums. This will keep you informed of details about the 4-H program, provide an opportunity to share ideas with other 4-H volunteers and learn from other people's experiences. You might also wish to consider becoming active in the county 4-H Association. You can also subscribe to 4-H volunteer updates via email.
6. Keep your leader information/orientation materials and other 4-H information, such as the 4-H newsletter, "on file" for future reference. Don't forget to visit the state 4-H web site regularly to learn about current 4-H news and resources.
7. Promote pride in 4-H! 4-H flag sets, t-shirts, promotional items and gifts can be ordered from the national 4-H Source Book and online at www.4-hmall.org

Thank you!

Your decision to serve as a volunteer 4-H club leader is sincerely appreciated!

The 4-H program could not exist without your interest.

BEST WISHES IN YOUR EFFORTS!

*Refer to the **4-H Volunteer Training Series** documents located at the Florida 4-H website (<http://Florida4h.org/volunteers>).



4-H VOLUNTEER TRAINING SERIES

The ABCs of 4-H: A Primer for 4-H Volunteers¹



Thanks for Volunteering!

We appreciate your interest in Florida 4-H, the youth development program of the Florida Cooperative Extension Service. Typically, county Extension 4-H Youth Development agents are employees of the University of Florida. Volunteers are essential to the successful implementation of the 4-H program. As a 4-H volunteer, you represent 4-H and the University of Florida.

Welcome to the 4-H Leader Training Series

This information sheet is the introduction to the **4-H Volunteer Training Series (VTS)**.^{*} The series contains a wealth of information, from how to start a club, to planning field trips, to how to work with youth. The VTS and the other publications referenced throughout its contents are available from the state 4-H website (<http://florida4h.org>) or from your county 4-H staff. We hope this series provides the information you need to be

successful as a 4-H volunteer and, especially, to start and lead a 4-H club.

The 4-H Mission

The Florida 4-H Youth Development Program uses a learn-by-doing approach (along with caring adults) to help youth gain the knowledge and life skills they need to be productive, responsible citizens. To achieve its mission, 4-H accesses the expertise and resources of the University of Florida and a nationwide network of Cooperative Extension Service faculty and staff.

The Difference 4-H Makes

Although 4-H provides youth the opportunity to explore a variety of topics and to master the knowledge and skills they learn through a wide range of projects, its ultimate aim is to teach leadership, citizenship, and life skills. Youth develop important life skills and gain workforce readiness and developmental assets by experiencing the essential elements that promote positive youth development through 4-H:

- Independence
- Mastery of skills
- Sense of belonging
- Generosity

4-H Emblem

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

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4-H Pledge

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

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

4-H Motto

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

Becoming a 4-H Volunteer

4-H has a responsibility to provide a safe and healthy environment for youth. All 4-H volunteers are appointed by the county 4-H agent after completing an application and screening process. All volunteers, including youth volunteers, must complete a volunteer application. For youth volunteers, this application must be signed by their parent or guardian. All volunteers who work directly with youth (besides their own children) on an ongoing basis—unsupervised, as an overnight chaperone, or any other time deemed necessary by 4-H faculty and staff—must complete background screening. Volunteers must also complete the Youth Protection Training (<http://florida4h.org/policies/#pro>). When all requirements are satisfied, volunteers are appointed to their roles by the county 4-H agent. Each new volunteer must receive an orientation to Extension, to 4-H, and to their specific role. Visit <http://florida4h.org/getinvolved/> to learn more about volunteering for 4-H.

4-H Volunteer Roles

There are many ways in which you can serve as an adult volunteer, based on your time, interests, and abilities. Below are a few examples:

- Club leader
- Resource person
- Judge
- Member of the County 4-H Association
- Key leader for a project area or special event

For more information about 4-H volunteer positions, speak with your local county 4-H faculty.

4-H Values Inclusion and Diversity

4-H aims to meet the needs and interests of a wide variety of youth. 4-H is the youth development program of the Cooperative Extension Service, a nationwide partnership of federal, state, and county governments, and the private sector. UF/IFAS Extension 4-H Youth Development programs are offered to all youth ages 5–18 on an age-appropriate basis, without regard to race, creed, color, religion, disability, sex, sexual orientation, marital status, national origin, or political opinions or affiliations. Refer to **Valuing Differences, Celebrating Diversity**.*

How 4-H Reaches Youth

4-H offers youth fun, safe, and inclusive learning environments to meet their need for belonging. 4-H reaches youth, ages 5–18, through the following ways:

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

Methods Used

4-H uses a variety of methods to engage youth in learning, such as the following:

- Experiential learning (learn by doing)
- Youth-adult partnerships
- Fun curriculum materials and activities, such as public speaking, marine science contests, and horse judging
- Service learning
- Collaborations with other youth-serving agencies and organizations

Starting a 4-H Club

Being in a 4-H club provides youth with important opportunities to learn subject matter and life skills while working with a caring adult and with other youth. Once youth are 4-H club members, they become eligible for a variety of benefits, including awards, trips, and special

events. Of course, it's meant to be fun for the kids and for the leaders too! Starting a 4-H club isn't difficult, and you are encouraged to seek help from parents or other volunteers. Local Extension/4-H staff can help you get started. Refer to **How to Start a 4-H Club**.

Club Membership

Youth ages 8–18 may be 4-H club members. Clubs may be organized by projects or by community. Children ages 5–7 may participate as 4-H Cloverbuds, an introductory program designed to help young people explore group learning in a non-competitive environment. Ideally, Cloverbud clubs will meet separately from 4-H clubs in order to ensure that they receive age-appropriate instruction.

Expectations of 4-H Club Members

In general, 4-H club members are expected to meet the following standards each year:

- Complete a 4-H project.
- Give a club, community, or county 4-H presentation.
- Participate in a community service event.

These are the minimum expectations. Each club may have additional requirements. All club rules and policies should be contained in its club bylaws. See Adopting 4-H Club Bylaws.*

Just as many club members will work to achieve standards, the clubs themselves may also strive to meet Standards of Excellence. There are four levels of standards available for clubs to achieve. For a description of the clover standards, view the Standards of Excellence for 4-H Clubs and Groups application at <http://florida4h.org>. Check with your local county office for club standards in your county.

Uniforms and Dues

Uniforms are not required for membership in 4-H or for participation in 4-H activities. Fairs and shows may require exhibitors to wear special clothing or safety equipment. Refer to event rules, or check with your local 4-H Extension agent..

4-H clubs may decide to collect money from members to cover the costs of club activities. They may also vote to collect dues at the beginning of the 4-H year to cover minor costs throughout the year.

4-H Ages and the 4-H Program Year

4-H is open to all youth ages 5–18 as of September 1 of the current 4-H program year. Eligibility for enrolled 4-H members is determined by the youth's age as of September 1 of the current 4-H program year, which runs September 1 through August 31. Here are some examples for clarification:

- If a child is age 5 on September 1, he/she can join 4-H for the entire 4-H year as a Cloverbud member.
- If a child turns age 5 on September 2 or later, he/she must wait until the next 4-H year to join.
- If a member is 7 years or under as of September 1, he/she is a Cloverbud member. If a member is 8 years or older on Sep 1, he/she is a standard 4-H club member.
- If a teen will be age 18 on September 1, he/she can join for the entire 4-H year.
- If a teen is age 19 on September 1, he/she cannot be a 4-H member but is encouraged to serve as a 4-H volunteer.

Competition and Age Appropriateness

All 4-H programs and activities shall be offered on an age-appropriate basis that should consider the mental and physical readiness of youth, availability of suitable curriculum materials, adequate supervision, and the health and safety of participants.

4-H aims to offer a progression of suitable, educational activities that avoid overwhelming younger participants but also maintain their interest and continue to challenge them as they grow older and more experienced.

4-H uses a learn-by-doing approach to teach subject matter and life skills. Although competitive events are one means to do this, competition in 4-H needs to be balanced with fun and learning. Therefore, both competitive and non-competitive educational programs and events need to be offered by 4-H. Even competitive 4-H events should strive to include fun, non-competitive activities for participants and others attending.

Recognition is equally important to awards. Refer to **The Florida 4-H Recognition Program**.*

4-H Cloverbuds (youth, ages 5–7) are limited to participation in non-competitive activities. If Cloverbuds are part of a competitive event involving older youth, they should not be judged and will receive only recognition of participation (such as a green ribbon). Ideally, 4-H Cloverbuds should be offered separate, age-appropriate learning activities that may eventually lead to their participation in full-fledged competitive events when they are at least eight years old (4-H age). Refer to **4-H Cloverbuds: 4-H for Younger Members**.*

Liability of Volunteers

Due to their service as volunteers for the University of Florida, volunteers performing authorized and approved 4-H volunteer responsibilities (as appointed by 4-H staff) are eligible for workers' compensation and state liability protection under the same conditions as state employees. Regardless, prevention is worth more than any cure! See **Protecting Youth and Volunteers by Planning Ahead, Reducing Risk*** for tips to help you reduce risk and avoid liability and all the problems that go with a lawsuit.

Educational Materials

4-H uses a variety of appealing, hands-on curriculum materials to help make learning fun for youth. Many materials for 4-H projects, such as member and leader project guides and project record books, can be obtained from your county 4-H office or <http://florida4h.org> at nominal cost. Florida relies especially on national 4-H project materials from the 4-H Mall. To view the many choices or to order online, visit its website at <http://www.4-hmall.org/Category/4-hcurriculum.aspx>.

Consult your local county 4-H Extension agent to discuss age-appropriate curriculum materials. 4-H members are typically responsible for purchasing their own 4-H project guides and other materials. When budgets allow, volunteers who are responsible for teaching others as part of the 4-H Youth Development Program are often provided publications used in their teaching free-of-charge.

4-H Policies

To learn about the variety of laws and policies that govern the 4-H Youth Development Program, refer to the state 4-H website at <http://florida4h.org/about/policies.shtml>.

A Brief History of 4-H

4-H clubs were preceded by corn clubs for boys and canning clubs for girls, organized in the early 1900s by public school educators who wanted to broaden the knowledge and experience of their students. Along with agriculture and home economics, 4-H became an official part of the Cooperative Extension Service at about the time Cooperative Extension was officially established by the US Congress in 1914. The term "4-H Club" first appeared in a federal document in 1918, and by the mid-1920s, 4-H was well on its way to becoming a significant national program for youth. 4-H is an American idea that has spread around the world. Throughout its long history, 4-H has constantly adapted to the ever-changing needs and interests of youth.

How 4-H Is Funded and Administered

The Florida Cooperative Extension Service, of which 4-H is a part, receives funds from a cooperative partnership of three levels of government—federal (via the National Institute of Food & Agriculture of the US Department of Agriculture), state (via UF/IFAS Extension), and county. 4-H also receives support from private sources, including the Florida 4-H Foundation. The University of Florida works cooperatively with Florida A&M University, the state's 1890 land-grant institution, to offer Extension/4-H Youth Development programs.

Welcome to the 4-H Team

The 4-H Youth Development Program aims to be youth-centered, professional-led, and volunteer-delivered. To make this happen, 4-H encourages the teamwork of county- and campus-based faculty, staff, and volunteers to offer youth and adults high-quality personal growth opportunities. Volunteers, as full partners in 4-H, contribute their unique talents, skills, and knowledge of their communities to assist county 4-H faculty in offering a comprehensive local 4-H youth development program.

For More Information

For more information about 4-H, go to the state 4-H website (<http://florida4h.org>), refer to other information sheets in the 4-H Volunteer Training Series, or contact your local UF/IFAS Extension 4-H office.

***Refer to the 4-H Volunteer Training Series** documents located at the Florida 4-H website (<http://florida4h.org/volunteers>).



4-H VOLUNTEER TRAINING SERIES

Selecting a Name for Your 4-H Club



Naming a 4-H Club Is Both Challenging and Fun

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

4-H is an educational youth-development program committed to providing equal opportunities for youth. Be sure to keep this in mind when selecting a club name. As a part of the University of Florida Cooperative Extension Service, a publicly funded entity, 4-H cannot discriminate

on the basis of race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, or political opinions or affiliations. Therefore, please be sure that the club name you select is not biased for or against certain groups in any of these categories.

It is possible to overlook subtle insinuations that some club names might accidentally exhibit. For example, a 4-H club name that endorses a specific religious perspective or icon would essentially advocate one religion over others and create the impression that 4-H is not open to all regardless of their religious standing.

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

Some Examples to Consider

For a 4-H sewing club:

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

For a 4-H gardening club:

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

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U.S. Department of Agriculture, UF/IFAS Extension Service, University of Florida, IFAS, Florida A & M University Cooperative Extension Program, and Boards of County Commissioners Cooperating. Nick T. Place, dean for UF/IFAS Extension.

Make Sure “4-H” Is in Name!

Make sure people know your club is a 4-H club by including it in the official name of the club.

Instead of the “Silver Spurs Club” or the “Silver Spurs Horse Club” it should be “4-H Silver Spurs” or “Silver Spurs 4-H Horse Club” or simply “Silver Spurs 4-H Club.”

Making the Decision

The decision-making process for selecting a club name can be challenging. Just remember, this process may take some time for young people, depending upon their age. Help them create a process to involve all, even if it takes more than the first or second club meeting to finalize their choice.

Using the previous examples, help younger members understand the criteria for a club name. Think of many possible names. Let the members be creative in the way they generate or solicit club name possibilities. If the group is small, it might use simple brainstorming methods. If the group is large, the group might create a ballot box where youth and parents can place suggestions. A committee can review the ballots and make a list to have membership vote. Use the process that works best to involve all members.

Consider whether the names suggested meet the criteria. Again, depending upon the size of the group, this may be done by total club membership or a small committee at first. 4-H members should reach a consensus or use a vote by majority rule to make their decision. If this isn't practical, especially if the club is large, the club can simply accept or vote on a committee's recommendations.

Summary

When a new 4-H club is being formed, choosing a club name can be a useful group experience in democracy and consensus building. The process also allows members to feel more personally connected to the club they helped name. The adult's role is to guide them in wise decision-making.

Most poor choices become obvious as you and your club carefully consider the club name. Just beware of the not-so-obvious possibilities! Therefore, when selecting a

club name, think about it carefully, be creative, and use a little common sense. To avoid confusion, try not to select a name currently being used by another club. When in doubt about a duplication or acceptance of a name, contact the county 4-H office for approval or suggestions.





4-H Learner

4-H Learner Section

Resources in the 4-H learner section present tactics and planning documents to facilitate a fun, positive, and comfortable learning environment for 4-H youth.

Resources included in this section:

- Learn by Doing + A Little Bit More
- Making Learning Fun
- Planning and Conducting a Successful Program or Activity
- Planning a Successful Trip



4-H VOLUNTEER TRAINING SERIES

Learn by Doing + a Little Bit More



“Learn by doing” is a common phrase used by staff and volunteers to explain how 4-H youth development teaches life skills. Although common, it does not sufficiently describe how learning takes place. **4-H relies on a five step experiential learning model to teach life and content skills. The sequential steps of the model help youth reflect upon the experience or activity and to apply learning to other experiences or situations.**

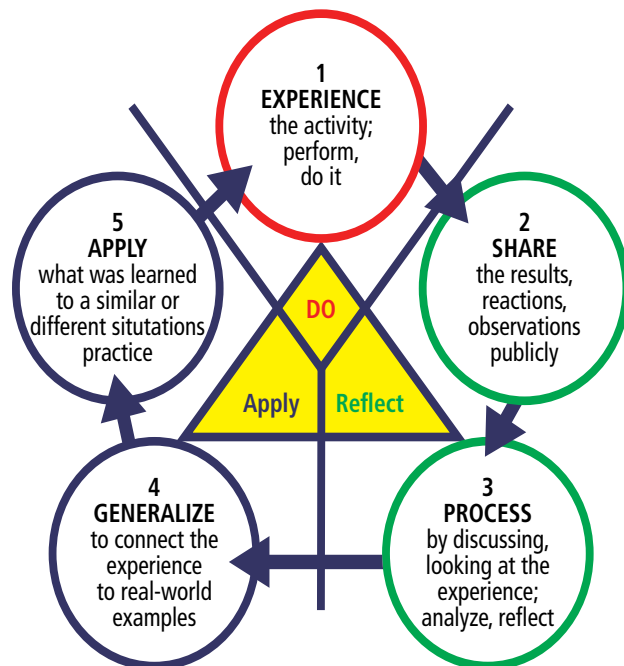
The process begins with an activity or experience that youth are asked to perform. It is followed by a discussion that assists the learner in discovering new meaning through the use of purposeful questions. The process culminates in either using questions that help youth apply what has been learned, or a new activity that provides opportunity for learner to apply concepts or skills learned through the activity or experience. In a nutshell the model is:

1. **Experience** by doing or performing a concrete activity.
2. **Share** the experience by describing what happened, through self and or public reflection.

3. **Process** the experience to determine what was most important and identify common themes.
4. **Generalize** from the experience, and relate it to their daily lives
5. **Apply** what they learned to a new situation. (Kolb, 1985)

“Experiential Education takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.” (John Dewey, 1938)

When this model is used, participants both **experience** and **process** the activity.



Using this model helps youth construct new knowledge. This model is supported by cognitive and social learning theory and is consistent with variations to the model such

Written by Judith M. Levings, 2014. UF/IFAS Extension

An Equal Opportunity Institution. 4-H is the nation's largest youth development organization. Over 230,000 members in the State of Florida help to make up the community of more than 6.5 million young people across America. 4-H is a non-formal, practical educational program for youth. Florida 4-H is the youth development program of Florida Cooperative Extension, a part of the University of Florida/IFAS.

as inquiry learning, and the learning cycle commonly used in science education today.

What are the advantages of using experiential learning versus a traditional approach?

- It is more fun for youth. Would you rather be told something or discover it for yourself?
- It gives youth a voice. Everyone is active and sharing.
- It is empowering. Youth are the center of focus not the teacher or leader.
- It fosters belonging. Youth are engaged with other youth and leaders, learning and sharing with each other.
- It seems more like play than school or work. Youth choose to be in 4-H programs, experiential learning helps respect this.

How can I do it?

1. **Set up the doing experience.** Choose a concrete, hands-on activity that immediately focuses the attention on the learner rather than the leader. The leader should provide guidance throughout the experience, but not be directive – the goal is for the youth to “experience” the activity in order to develop the life skill.



The most important aspect of this learning model is what a leader does.

Remember to:

- Show enthusiasm
- Use encouragements
- Make eye contact and smile.
- Sit on your hands. Let the youth figure out how to do it, or let them explore before you share your knowledge.
- Use the entire learning space (try not to be in front of the room).
- Watch and listen to the youth. Ask yourself: what are they stuck on, what information do they not understand, what kind of questions can I ask that will help them understand or discover something new?

4-H has designed many activities using the experiential education model. Check any 4-H Project booklet for ideas.

2. **Process the Experience** (Share, Process and Generalize) –The primary purpose of processing is to allow youth the opportunity to integrate their learning, help them construct new meaning, and provide a sense of closure or completeness to their experience. The leader can assist in this process by:

- Setting aside enough time to reflect on the experience(s).
- Asking the open-ended questions that direct the learning.
- Listening carefully.
- Using wait-time for responses from participants (5 seconds helps).

The questions you ask are important. Leaders can prepare the questions ahead of time, but need to be flexible enough to allow youth to take the conversation into a new direction.

Share – Sharing is accomplished by asking learners to reflect upon what they did. Ask questions that help them think about:

- What they did.
- What they saw; felt; heard; smelled, tasted; etc.
- What part of the experience was the most difficult and what was the easiest for them.

Process – In this step, youth are asked to think about how the experience was conducted or how the activity was performed. Questions should lead youth to think about:

- What procedures or steps they used in doing the activity.
- What problems or issues came up as they did the activity.
- How they dealt with these problems.
- How did they think the activity or experience was going to work
- Why the life skill they practiced is important

Generalize – In this step, the discussion becomes more personal and focuses on what the experience means to the participant and what is learned. The subject matter alone can remain the focus of the discussion in all five steps of the model, or a part of the discussion can be shifted to other life skills youth practice while working with the subject matter. For example, if the method employed required the youth to work in teams to complete the activity, then questions about teamwork would be appropriate. If the activity requires youth to communicate then communication skills can be discussed. Questions should lead youth to determine:



- What they learned from the experience.
- How this learning relates to or compares with other things they have been learning.
- What similar experiences they have had with this life skill or subject matter.

Apply – This final step in the model directs youth to apply what they learned to their lives.

Questions are structured to address:

- How what they learned relates to them personally or other parts of their lives.
- How they can use what they learned in various places.
- How they can apply what they learned to future situations.

Remember to allow 4H'ers to direct the learning and decide what is next starting the learning cycle over. You may also engage youth in another activity that actually applies what they have learned in this stage. This allows you to assess if they have learned the concept or skill.

Tips on asking questions

Have a list of open-ended questions ready.

Questions should start with easier concrete questions and progress to analysis or synthesis type of questions.

As you watch youth perform the activity jot down interesting observations- these can be used to help you create good questions on the spot.

Youth reluctant to answer questions in a group will often open up with one or two of their peers. You may want to ask the group to form pairs or triads to discuss something and to report the highlights of that discussion with the larger group.

Sometimes youth will respond to a statement that you have them finish, such as “I learned that _____,”

I was frustrated with _____.”

Try not to put youth on the spot. If they don't want to answer move on.

Adjust your questions based upon the responses youth give. Continue to help them build on their experiences.

Don't forget to use wait time (5 seconds or more before you rephrase your question). Try not to answer for youth. Remember you want to find out what they know.

When youth start talking and asking each other questions about the activity and you can back out of the conversation you know good learning is occurring!

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4-H VOLUNTEER TRAINING SERIES

Making Learning Fun



4-H Is Where There's Fun In Learning

As a 4-H volunteer, one of your most important roles is helping youth learn. Especially because membership in 4-H is voluntary, learning in 4-H must be fun. Even if you're not a teacher by profession, you can successfully guide youth to learn communication, leadership, citizenship, and other life skills, as well as subject matter through their 4-H projects and club participation. Sometimes, youth learn better in 4-H than in a formal education setting, and success in 4-H may motivate them to learn better in school. 4-H learning methods and sound curriculum materials are well suited to small groups of youth in a variety of settings, including clubs, camps, schools, home-schooling, and "alternative" learning environments. Using a variety of creative teaching methods is essential for getting the attention of youth and adults. Simply using multiple senses—sight, sound, touch—has been shown to increase learning.

As indicated by the following quote from Seaman A. Knapp (considered the founder of the Extension concept),

greater involvement of and participation by learners also helps in retention.

What a person hears, he will probably doubt. What a person sees, he may possibly doubt.

But what a person does for himself, he cannot possibly doubt.

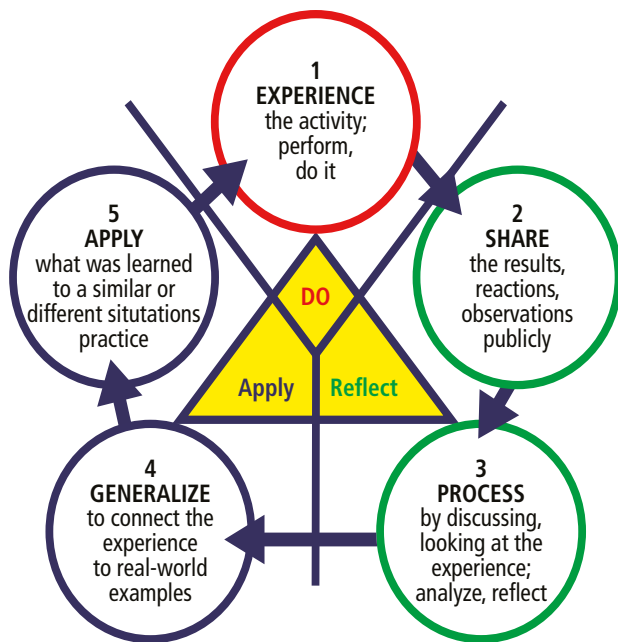
"Learn by doing" has been the core 4-H philosophy behind its approach to teaching youth since its beginning in the early 1900s. Youth are more willing to learn and be attentive when there is something to do, rather than just to listen. However, more is involved in teaching youth than simply using the "learn by doing" approach. "Experiential learning" is a more comprehensive approach, because it encourages youth to think and to discuss with others what they have learned after taking part in a concrete experience. The experiential learning approach allows youth to experience a concept or skill with minimal guidance from an adult. Instead of being told "the answers," they are presented with a question, problem, or activity which they must make sense of for themselves. As a group leader, the adult helps guide youth in a process of doing, sharing, processing, and applying their knowledge in new situations. (Refer to *Learn by Doing, + a Little Bit More.*) The experiential learning model is also consistent with inquiry learning and the learning cycle used in science education today. A variety of teaching methods are introduced below that can be used in combination with the experiential learning model.

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Original written by K. G. Diem. Revised by J. Levings. Adapted from Diem, K. G. (2005). *Making Learning Fun*, Clemson Extension/South Carolina 4-H. 4-H Leader Training Series. Adapted with permission.

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Principles of Teaching and Learning

Learning in 4-H can occur in a variety of settings. Here are some principles to keep in mind that will help you be successful with youth wherever and whenever learning takes place:

- Youth learn best in an atmosphere of warmth and acceptance (belonging).
- Youth want to be actively involved in setting their own goals and in planning their activities (independence).
- Youth have different abilities, they learn at their own rate, and yet they want to be challenged (mastery).
- Youth have knowledge and wisdom to share as well.
- Youth respond to both self-motivation and external motivation.
- Self-evaluation is the most meaningful kind of evaluation.

Preparation

Preparation is important to successful teaching. Keep these points in mind when planning your club activities:

- Know the purpose of the program. What do you want to accomplish?
- Know your audience. What is the size and age range of the group?

- Know the physical set-up. Is the atmosphere conducive to learning? (For example, how are the chairs and tables arranged? Is the lighting adequate?)
- Know what equipment and other materials you will need.
- Be sure the equipment and other materials are all in working order.
- Know the subject you will be teaching. You don't need to be an expert, but you should have resources available.
- Be comfortable. If you are well prepared, you will enjoy teaching young people and will have fun learning along with them!

Other Teaching Methods

The following are descriptions of a variety of methods you can use to help other 4-H'ers learn. You probably already recognize the importance of involving 4-H'ers in ways that will motivate them to learn. Try to vary the teaching methods you use, and engage older youth in helping to teach as well. Not only does this help accommodate different learning styles, it also makes it more interesting for teacher and students!

Educational Games and Simulations

Games can be useful for both fun and learning. They are especially helpful as lead-ins to other activities. There are many types of games available. For example, there are thinking games, action games, board games, and simulations. Also, you can be creative and combine ideas or even invent your own. For instance, a "TV-style game show" can be an entertaining way to learn. If you are working with a group that has a social or recreation director, be sure to involve him or her in suggesting and leading games.

Experiments

A true experiment involves studying the effects of changing one variable while keeping other factors constant. This is a good method for "discovery" learning, where the group proves or disproves its own hypotheses. By breaking up participants into several groups, different variables can be altered simultaneously in order to collect evidence necessary to make conclusions.

Field Trip or Tour

Instead of just talking about a topic, take your group to where it's actually happening! Plan ahead to arrange the location, transportation, and adequate supervision. Also, help youth to be ready with questions, cameras, and other pre-trip preparations.

If you're creative, you may also be able to simulate a tour experience without actually leaving home—by effectively bringing the “field” to your location with video recordings, artifacts, and other elements from the “field.” A guest speaker can add to this method. Be sure to brief the speaker about the topic you want presented, as well as the ages and interests of your group, and encourage the speaker to engage the youth in “learn by doing plus a little more.” (Refer to *Conducting a Successful Field Trip*.)



Identification/Matching

This method is good as an introductory activity or as a pre-test/post-test to see how much the group learned. It can be done as a written “test” or as an activity using real objects. Examples: tool identification, matching correct tool for each job, matching photos with names.

Skill-a-thons

Youth rotate from learning station to learning station (usually there are 6–12), where a planned hands-on activity is held over 10–15 minutes. Usually a skill-a-thon is where youth are presented with a task that they work on without directions. Sometimes skill-a-thons introduce a topic, and then you as the leader can observe how well youth perform so that you know what kinds of activities they need to learn next. Or a skill-a-thon can be a final

evaluation of skills learned. After youth participate, the leader engages them in sharing and processing the experience.

Role-Playing

A small group of participants acts out a real-life situation in front of the entire group. There is no script. The participants make up their parts as they act. The performance is then discussed in relation to the situation or problem under consideration. Both the performers and spectators get to share their feelings and reactions to the role play.

Skits

A skit is a brief, rehearsed dramatic presentation involving two or more people. Working from a prepared script, the participants act out an event or situation, which is often taken from a real-life experience.

Collage/Bulletin Board/Graffiti Mural

An artistic composition of fragments of printed matter or other materials pasted/fastened to a surface, a collage can be used to convey an idea or theme to others. It can be created by a group or an individual. Materials that might be used include magazine and newspaper clippings, tissue paper, and construction paper. Related methods include a group scrapbook, a bulletin board, or a graffiti mural where participants write their comments, suggestions, and feelings.

Group Discussion and Questioning

This method helps members express their own thoughts. Use open-ended questions to encourage all members to share more information. Open-ended questions usually begin with “how,” “what,” or “why.” The Reflect (Share and Process) and Apply (Generalize and Apply) steps of the 4-H experiential learning model rely on such open-ended questions. This technique can improve all other learning methods, including lectures or illustrated presentations, by inviting more audience participation.

Debate

A debate is a good technique to bring out two sides of an issue. Therefore, it can create sensitivity to, understanding of, and empathy for opposing viewpoints. Examples of

debatable issues: advantages and disadvantages of the two-party political system, animal rights.

Brainstorming

This is a way for learners to suggest numerous ideas related to a topic. Spontaneity is essential. All ideas are written down by a recorder. Initially, creative thinking is more important than practical thinking. Therefore, an accepting environment must be provided so all participants feel welcome to contribute. Only after a certain time, when all ideas have been recorded, does the group review the list and determine the most promising idea(s) to pursue to solve the problem at hand.

BUZZ SESSION

A buzz session is a type of brainstorming. The audience is divided into small discussion groups (3–5 members each). All members are involved in the discussion. After a limited time (about five minutes), the small groups might each report back to the total group with a summary of the main points of their discussions. Just about any topic can be discussed using this method (one per session, of course).

Demonstrations

There are two types: method and end result. The method demonstration is a step-by-step procedure showing the process by which something is created. This type may be quite time-consuming. That is why the end-result demonstration is often used. It shows a completed product and reviews the steps taken to achieve this end result. A combination of these two types is commonly used: the demonstrator goes through each step of the process but also has a pre-completed product ready to show. Visual aids are often used.

Presentations

The use of visual aids—such as charts, posters, slides, photos, models, and photos—can significantly enliven a presentation. This allows the audience to use more of their senses, which attracts their interest and enables them to learn more. Computerized multimedia presentations can be stunning, and offer maximum flexibility to make timely changes and to customize content and style to varying audience needs.



Guest Speaker/Panels

Bringing in outside experts can add credibility and objectivity to an educational program. Whereas a guest speaker might only be a talk by a single person, a panel discussion involves a dialogue among a group of four to eight experts on an assigned topic in front of your group. A moderator ensures that order is maintained, each resource person gets equal time, and the topic is covered in depth. When inviting outside speakers, be sure to give them the objectives of the program, the purposes of their participation, the roles you would like them to serve, and any helpful background information (e.g., the local environment, program participants). It may also be beneficial to prepare the audience by inviting participants to study the topic and the professional expertise of the presenters.

Lecture

A lecture is the imparting of information by a presenter who relies mostly on speaking. It tends to be overused. In general, you are discouraged from using this method with 4-H youth. Although it is very efficient at delivering information, it is often boring and therefore not likely to be a very effective instructional method for youth, especially young children. Gifted orators can, however, deliver formal speeches that are captivating and meaningful to teens and adults. The use of gestures, eye contact, relevant stories and anecdotes, dramatic pauses, and varying voice tone and volume are helpful ways to enliven such formal talks. Consider using one concept to talk about as a “lecturette,” and spend no more than 10 minutes on it.



Choosing a Teaching Method

The preceding list of teaching methods is certainly not complete. Feel free to use others or a combination of those listed. Here are some points to consider in choosing a method to use:

- Purpose of program
- Number of participants/space available
- Age(s) and interests of participants
- Equipment, materials, assistance, funds available
- Time available

To Help Ensure the Success of Your Teaching Efforts, Don't Forget the Following:

- Be prepared by planning ahead. Lack of useful content or logical organization cannot be overcome by creative teaching methods.
- Each method has advantages and disadvantages. Choose methods that are appropriate for the audience and program content.
- Practice! Get comfortable with different methods, especially ones you're not as familiar or comfortable with. Experiment! Improvise! Combine methods! Making teaching fun will make learning fun!
- Involve group members, especially officers, in both planning and delivery when possible. Be sure your club knows what you expect of them. Get as many participants as possible involved in the learning activity.
- Use an action-oriented, learning-by-doing approach as much as possible. Refer to the 4-H experiential

learning model for guidance. Processing the experience is when much of the learning takes place. Discussing the activity helps members understand how it relates to them.

Summary

These teaching methods allow you to help members learn in a variety of ways. As you teach members both project and life skills, remember the following hints:

- Catch the interest of the members.
- Focus their attention on the subject.
- Establish a rapport with the group. You don't have to be a buddy, but you need to have mutual respect. It is fine to admit you don't know the answer and for you to learn along with them!
- Recognize and reward positive behaviors of participants. (Refer to *Positive Discipline for Children*.)
- Be enthusiastic and have a sense of humor! It's contagious. Have fun!

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4-H VOLUNTEER TRAINING SERIES

Planning and Conducting a Successful Program or Activity



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

Plan!

1. Determine what type of program you want to plan. **Consider the answers to these questions before you get started:**

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

2. Set goals for the program.

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

3. Divide large duties into smaller, easier-to-manage tasks based on the set objectives.

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

4. Create a planning team.

- Involve people who will be participating or affected by the program. 4-H encourages youth-adult partnerships where adults work with youth instead of doing it for them.
- Identify and involve the appropriate people and assign tasks that match program needs and people’s interests.
- Delegate authority along with responsibility. Set expectations of outcomes and then let people perform tasks with their own styles.
- Monitor progress and provide guidance and assistance as needed.

Written by Keith G. Diem, Ph.D., 2005. Adapted by the author for use with Florida 4-H, 2014. Used by permission

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

- Determine a budget. Do you have the funds needed? If not, will admission/fees need to be charged?
- Is there a minimum or maximum number of participants?

Will they be accepted on a first-come, first-served basis? How many participants will it take to break even financially?

- If you don't have the proper equipment, can you buy, borrow, or rent it?
- Is advance registration needed? Set registration deadlines.
- If program involves travel, overnight stays, or potentially hazardous activities, 4-H Event Permission Forms must be used for youth and adults. Secure accident insurance coverage for participants.

6. Promote the program

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



Conduct!

1. Get things done on time

- Set a schedule and stick to it. Start on time. End on time.

- Plan for more than you need: have an alternative, “emergency” plan in case something goes awry.
- Keep even “serious” programs fun!

2. Promise what people want and deliver what you've promised.

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

Evaluate!

1. Evaluate the planning and conducting processes as well as the end results.

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

2. Determine how well program objectives were met.

- The objectives are your destination. The program planned is your road map. Evaluation helps you determine how good your vacation spot was and how enjoyable was the drive to get there.
- Ask participants questions based directly on the objectives of the program, such as:
 - Did we meet our goals?
 - How successful was our event?
 - What could we do to improve it next time?
- Use a variety of evaluation methods that are appropriate for the program participants. Some ideas for evaluation methods include:
 - Written questionnaires
 - Face-to-face or telephone interviews
 - Suggestion boxes
 - Group discussion

- Indicators of interest in program, based on number of participants or income generated
- Casual observation
- Knowledge or skills gained by participants based on before-after comparisons or testimonials of participants.
- Comparisons with past, similar, or competing programs.
- Would participants recommend program to others or attend next time?
- Is the program worth repeating?
- Share the results of your evaluation with people who will want to know: planning committee members, sponsors, county 4-H staff, participants, etc.

*Refer to the **4-H Volunteer Training Series** documents located at the Florida 4-H website (<http://florida4h.org/volunteers>).





4-H VOLUNTEER TRAINING SERIES

Planning a Successful Field Trip



Field trips can be great experiences for youth to learn project content and life skills. Field trips also contribute to the experiential learning philosophy of 4-H. This document includes some suggestions to make a field trip fun, safe, and educational.

Develop a Plan for 4-H Project Learning Activities

Instead of deciding what to do at the last minute, try to plan ahead. This will make it more fun for the youth and less stressful for you. Involve them in planning and doing. As you plan for project activities such as field trips, consider the following:

- What will be learned?
- What teaching methods will be used?
- What opportunities for hands-on experiences will be included?

- How can the field trip be used to introduce a project or to culminate a project?
- How can it be made more special and fun?

Identify a Variety of Potential Field Trips

Look for places that

- match needs of youth projects,
- are relevant and interesting to youth (give them choices when possible),
- are affordable, and
- are close by.

Some Field Trip Ideas

Consider these places and activities:

- Environmental and nature centers
- Bird sanctuaries and wildlife refuges
- Historical sites
- Natural attractions, including state and national parks
- Hiking, biking, walking, canoeing
- Farms, orchards, greenhouses, nurseries
- Factories and corporations
- Government offices and agencies
- University offices, laboratories, and research stations
- Hospitals and veterinary clinics
- Airports, train stations, bus terminals
- Museums
- Cultural festivals
- Supermarkets and other retail stores

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- Zoos, hatcheries, aquariums
- Radio and television stations, newspapers
- Police and fire stations
- Restaurants and bakeries

Make Contact with the Site

- Call in advance.
- Make reservations if needed.
- Find out if there are fees. Ask for group rate discounts, and check methods of payment.
- Visit the site in advance, if possible.
- Check to see if the site is accessible for people with disabilities.

Arrange Transportation

- Buses, vans, or cars? Family-owned or rental? Make sure drivers have valid licenses and laws and policies are obeyed. Consider using public transit, if available.
- How much time will trip take?
- Have maps and directions available for all drivers.
- Share costs of fuel and tolls.
- Getting there can be half the fun. Consider side trips, or singing and playing games along the way.

Don't Forget the Essentials

- Food (e.g., bag lunches, buy from restaurant)
- Lodging, if overnight
- Name tags help the group to know each other and the public to identify participants who may wander astray.
- Where are the bathrooms when you get there? Will stops be needed along the way? As a group leader, you may want to bring along a couple of rolls of toilet paper just in case.
- What is appropriate clothing for participants to wear? (For example, the type of shoes to wear or not to wear.)
- Money for food, entrance fees, souvenirs, and other trip-related costs
- Cameras, camcorders

Recruit Adequate Adult Supervision

- Have at least one adult for every 10 youths (this depends on the age of the young people and the

activity you are doing). Get more adults for young children or for potentially hazardous activities. At least two adults are preferred.

- Explain roles and responsibilities to adults. Make sure all are working from the same rules and expectations. Adults are there to have fun also, but their main job is to serve as a chaperone.



Obtain Copies of Health Forms for Youth and Adults

Health Forms for youth and adult participants should be carried by the leader on a field trip. Copies of Health Forms can be obtained from your county 4-H Office. Health Forms will provide you with important health and medical information that might be needed during an emergency situation. It is a good practice to review each participant's Health Form before the trip, in order to be aware of any special needs of individuals.

Chaperones

All chaperones must complete the Youth Protection Training and be appropriately screened. Refer to the Florida 4-H website (<http://florida4h.org/policies/#chap>) for more information about chaperone screening and training requirements.

Prepare 4-H'ers for Trip

- Explain where they are going and what they will do or see.
- Agree on rules of behavior and safety.

- Encourage them to devise questions to ask when they get there.
- Identify some of the things to look for.

Focus on Safety

- Contact your 4-H office about securing accident insurance coverage for participants.
- Bring first aid kits. Try to bring along adults with first aid or CPR training.
- Keep kids together. Do periodic head counts.
- Break into smaller, more manageable groups. Have check-in times if the group splits up.
- Assign “buddies” (pairs of youth who will look out for each other).

Capture the Experience and Memories

- Photos/video
- Scrapbook(s)
- Participant diaries

Evaluate the Experience and Share Reactions of Participants

- What did participants learn? How did the experience relate to the 4-H project or real life?
- What did participants dislike? Why?
- What could be improved?

Refer to [Learn by Doing](#) and [A Little Bit More](#) for tips on using the Do-Reflect-Apply experiential learning process.

Say “Thank You!”

This leaves a positive, lasting impression of 4-H and its members.

- Have kids decide how they want to thank people (e.g., handwritten notes, big cards with group signatures, send souvenirs/mementos, or postcards).
- Write thank-you notes/letters to all who helped (e.g., parents, chaperones, and tour guides).

Share What Was Learned with Others

- Send a 4-H Club report to your county 4-H Office. Many counties print such highlights in the county 4-H newsletter.
- Give public presentations to other clubs and to the public (such as to local service organizations).

- Create an exhibit to display in public places and at the County 4-H Fair.
- Inform the media by writing a news release or calling them in advance. (Consider inviting a reporter from local media along with you.)

Don't Have Time or Money to Go on a Field Trip? Bring the Field Trip to You!

When you can't go to the “field,” bring the “field” to you. This can be done by video, guest speaker, demonstration, games, or simulations. Let kids use their imagination and natural curiosity. Be creative and nothing is an obstacle to fun learning.





Standards of Excellence

Standards of Excellence Section

Resources in the standards of excellence section outline the importance of recognition in 4-H and associated performance metrics required to achieve four different levels of recognition.

Resources Included in this Section:

- [Florida 4-H Recognition Program](#)
- [Club Performance Recognition](#)



4-H VOLUNTEER TRAINING SERIES

The Florida 4-H Recognition Program



- Everyone should be recognized at some level.
- A balance between all elements of the recognition model is essential.

Florida 4-H Recognition Program



Beliefs About Recognition

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

- Recognition is a way to help young people meet their need to belong.
- Recognition should be a part of all 4-H learning experiences.
- Appropriate recognition takes many forms.
- Respect for individual differences is essential.
- Recognition must be structured to build positive self-esteem.
- Opportunities for self-assessment and reflection allow youth to learn.
- A range of opportunities and challenges provide choices to meet individual needs.
- Adult support is essential in youth learning and recognition.

Why: The purpose of recognition is to encourage and support the efforts of young people in learning to improve their knowledge and develop their life skills.

Who should be recognized? Individuals, Groups, Youth, Adults, Families, and Partners

When: This recognition program is useful at all levels of 4-H. Recognition committees and councils at the local, county, state, and national levels use this approach in all recognition programs. Using a comprehensive, recognition program will provide a way to say: "You are a valued and important member of our 4-H program."

What: Recognition, support, and encouragement for learning is provided equally in all five areas.

1. Participation
2. Progress Towards Goal
3. Standards of Excellence
4. Peer Competition
5. Cooperation

Written by Ginny Powell, 1990. Adapted by Keith G. Diem and Georgene Bender for use with Florida 4-H, 2014.

An Equal Opportunity Institution. 4-H is the nation's largest youth development organization. Over 230,000 members in the State of Florida help to make up the community of more than 6.5 million young people across America. 4-H is a non-formal, practical educational program for youth. Florida 4-H is the youth development program of Florida Cooperative Extension, a part of the University of Florida/IFAS.

Participation

It is important to acknowledge the participation of 4-H members, volunteers and parents in an educational activity. For younger members, especially Cloverbud age (ages 5-7), participation is the major form of recognition. It should be easy and simple for members to earn this type of recognition. Being recognized for a year of 4-H club work by receiving a year pin is one example of *participation recognition*.

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

Progress Toward Self-Set Goals

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

Goal setting questions:

1. What would you like to accomplish in your project or activity?
2. What resources do you need to reach your goal?
3. What are the steps you need to take to reach your goal?
4. In what ways is this goal worthy of your time and abilities?
5. In what ways are you happy or satisfied with your goal?
6. What steps have you identified to help reach your plan?

Achievement of Standards of Excellence

Measuring a member's accomplishments against a set of standards is one of the most common ways that 4-H members have been traditionally recognized. Fairs are excellent opportunities for youth to have their work compared to standards. The Danish system of judging allows members to receive colored ribbons (blue, red, yellow, white), based on a score determined according to established standards. However, when members are then ranked against one another and an overall winner is selected, recognition moves to the level of peer competition. When recognizing members' achievement of standards, it is important that the standards be well-defined, usually on a score sheet or a rubric. Using a judging rubric with the standards provides the participant with a snapshot of which standards were met and to what extent.

All participants should know and understand the standards they need to achieve. After members are evaluated, feedback from the judge is needed to help them learn how well they rated on a set of standards and to receive suggestions for improvement.

Peer Competition

Peer competition is recognition for the best team or individual at that specific time and place. It is a strong motivator for some but not all. Participation in peer competition should be optional, and is not appropriate for younger children (Cloverbud- 5-7 years).

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

Cooperation

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

Everyone is rewarded. Cooperative learning is especially useful with younger youth.

Summary

Working within a recognition system involves:

- Looking at the young people: their needs, interests, attitudes, and aspirations.
- Understanding differences between people: their background and experiences. Using recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs.

Balancing recognition for participation, progress toward self-set goals, achievement of standards of excellence, competition, and cooperation.

References

4-H Youth Development Education: A National Model for Recognition in 4-H Programs. National 4-H Council and 4-H Youth Development, ES-USDA. 200.

Club Performance Recognition

Club recognition systems exist to recognize clubs for their performance. Clubs may strive to reach specific standards of performance just as individual club members work to achieve standards. Florida 4-H provides four levels of recognition—bronze, silver, gold, and emerald—for 4-H Club attainment. Each of the four levels of standards is available for clubs to achieve. Criteria for *Club Performance Standards* can be found on the Florida 4-H web site.



BRONZE Clover

Club will receive a BRONZE Clover Certificate and name printed in the 4-H newsletter.

For further information about the Florida 4-H Program go to the Florida 4-H web site at:

<http://www.florida4h.org>

SILVER Clover

Club will receive a SILVER Clover Certificate and name printed in the 4-H newsletter.

GOLD Clover

Club will receive a Gold Clover Certificate and name printed in the 4-H newsletter.

EMERALD Clover

Club will receive an EMERALD Clover Certificate, name printed in the 4-H newsletter and name in a news article submitted to the local newspaper for publication.



For more information about

4-H Club Awards and Recognition

please contact your Club Leader or go to:

<http://florida4h.org/awards/>

Standards of Excellence for 4-H Clubs and Groups



Check the following Club Performance Standards completed during the 4-H year. Documentation may come from meeting minutes, scrapbooks, photos, newspaper articles, letters, etc., and should be attached to this form.

Club/Group Name _____	
County _____	
Club/Group President Signature _____	Date _____
Organizational Volunteer Signature _____	Date _____
Total Number of checked responses for the 20 Excellent Standards _____	

Club Performance Standards

- _____ 1. Outigroup had a planned annual program that includes *group* goals. (Ex: recruit new members; 75% of members will attend camp; all members will choose one group learning activity to attend.)
- _____ 2. Outigroup members were actively involved in planning the outgroup's annual program.
- _____ 3. Outigroup selected an area of focus for their annual program. (Ex: health & fitness, environmental science, pet care, community service, international understanding.) OR outgroup is represented in the community by serving on a committee, council or board with adult partners.
- _____ 4. OutGroup members were involved in implementing the annual program activities. (Ex: planning and keeping records, developing the program, calling club/group members for a meeting or assignment, preparing a demonstration, organizing a tour, introducing a speaker, leading recreation, teaching others.)
- _____ 5. A calendar for the year was printed and distributed to members, parents, volunteers, and the local Extension Office. (Ex: identify meetings dates, vacations, educational programs, special projects, social events, county or district events.)
- _____ 6. All members were invited and at least 75% of club/group members were involved in at least one club/group activities during the year. (Ex: meetings, club/group back-to-school event.)
- _____ 7. OutGroup officers were elected or appointed, and fulfilled their leadership roles.
- _____ 8. OutGroup completed at least one: (1) community service project.



Starting and Maintaining 4-H Clubs

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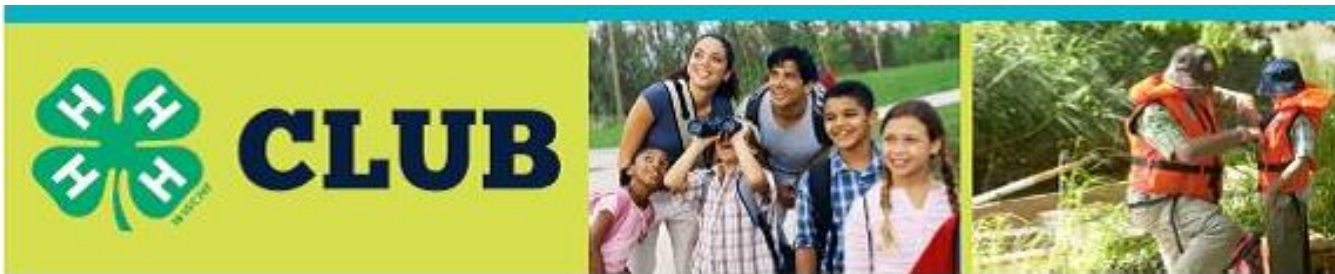
Forms

Forms Section

4-H forms related to volunteer leader and program needs, actions, and processes are shared in this section.

Forms Included in this Section:

- New 4-H Club Charter
- Club Organization
- 4-H Club Charter Request-Renewal Form
- Annual Request for Club Charter
- Okaloosa County's 4-H Youth Enrollment Form
- Florida 4-H Participation for Youth and Adults
- Standards of Excellence for Groups and Clubs
- Accident/Injury Summary
- Discipline Record
- Fundraising Permission
- Monies Received



New 4-H Club Charter

To be completed by the club secretary and returned to the County 4-H Agent

Name of 4-H Group _____

Type of 4-H Club _____ Date Organized _____

Community/School _____ County _____

Number enrolled _____ Total Number of Projects _____

Name of Club Leader _____

Name of President _____

Address _____

Name of Vice President _____

Address _____

Name of Secretary _____

Address _____

Club President Signature

Club Leader Signature

Date

Date

Attachments: _____ Club Program Plan with meeting dates and locations
_____ Roster of club members
_____ Signed charter request form
_____ Club By-Laws/Rules
_____ Club Officers



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County 4-H Association (Rev 5/14)



Club Organizational Form

Please return this completed form to your 4-H agent by _____.

Club Name

Meeting Place

Meeting Date and Time

Multi-race community: ___ Yes ___ No Race by (%) White ___ Black ___ Hispanic ___ Other ___

LEADERSHIP TEAM: Name Phone email or contact address

Leader: _____

Co-Leader: _____

Project Leader: _____

Teen Leader: _____

Activity Leader: _____

Parent Volunteers: _____

Club Focus or Theme for the year: _____

Club Goals for the year:

1. _____
2. _____
3. _____

Club Program Calendar:



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County 4-H Association (Rev 5/14)



4-H CLUB CHARTER REQUEST-RENEWAL FORM

New 4-H clubs and continuing 4-H clubs must have an active club profile in 4HOnline, with the Club Charter section filled out, to be an officially chartered Florida 4-H club. In addition, this form needs to be completed annually by the club leader for Affirmative Action audit purposes. This form can be kept in the 4-H Office or uploaded to the 4HOnline club profile.

Name of Club: _____

Name of Club Leader: _____

Primary Club Meeting Location

Address _____ City _____ Zip Code _____

Type of Request: ☐ Establishment of a new club ☐ Charter Renewal

Original Charter Date or Year _____

Previous Name(s) of Club, if applicable: _____

Agreements

1) I understand that if this club disbands during my leadership, all property and club funds not deposited in the county association or foundation account shall be returned to the County Extension Office. If the group continues, it shall be turned over to the new club leader.

2) It is the policy of _____ of the _____ County
(Club Name) (County)

Extension Service, 4-H & Youth programs, that all persons shall have equal opportunity and access to its programs and facilities without regard to race, color, religion, gender, sexual orientation, national origin, or disability.

3) I understand that if the racial/gender make-up of the club is not representative of the geographic boundaries of the club (within + or - 4% parity), then All Reasonable Efforts will be conducted to fulfill Affirmative Action Requirements.

Club Leader Signature _____ Date _____

****The approval below will be granted upon receipt of this form. Clubs not meeting Affirmative Action requirements will be notified and will be required to conduct All Reasonable Efforts between the dates of September 1st and December 31st.**

Official Approval for 4-H Club or Group

_____ is authorized to use the 4-H name and emblem in connection with its program and activities and is considered an official 4-H club of the Cooperative Extension Service.

Signed _____ County Extension Agent

This form should be kept in the County 4-H Office or uploaded to the Club's 4HOnline profile.



Annual Request for Club Charter

Due: _____

_____ County Extension Office

Name of Club: _____

Type of Request: _____ Establishment of a new club

_____ Continuance of: _____
(Name of Club)

Name of Club Leader: _____

AGREEMENTS:

I understand that if this club disbands during my leadership, all property and funds of this club or group shall be returned to the County 4-H Program Leader. If the group continues, it shall be turned over to the new club leader.

It is the policy of _____ of the _____ County
(Club Name) (County)

Extension Service, 4-H & Youth programs, that all persons shall have equal opportunity and access to its programs and facilities without regard to race, color, religion, gender, sexual orientation, national origin, or disability.

Number of youth enrolled in this club: _____ Hispanic _____ Non-Hispanic _____ Black
_____ White _____ American Indian
_____ Asian/Pacific Islander _____ Other

Club Leader Signature: _____ Date _____

** The approval below will be granted upon receipt of this form for all clubs with minority enrollment. Clubs not meeting this requirement will be notified and will be required to conduct All Reasonable Efforts between the dates of September 1st and December 31st.

OFFICIAL APPROVAL FOR 4-H CLUB OR GROUP:

On the basis of the above purposes, and having fulfilled the Affirmative Action requirements, the _____ is authorized to use the 4-H name and emblem in connection with its program and activities and is considered an official 4-H club of the Cooperative Extension Service.

Signed: _____ County 4-H Program Leader



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_____ County 4-H Association (Rev 5/14)

Please return
to your club's
Organizational Leader



FOR OFFICE USE ONLY
Date Rec'd _____
Agent _____
Online _____

Okaloosa County - 20__ Program Year 4-H ENROLLMENT FORM

Please Print Neatly

Club Name _____

Membership Category (please circle one)

Youth 1) Member 2) Cloverbud

Adult 3) Organizational Leader 4) Activity Leader 5) Resource Leader 6) Project Leader

Enrollment Type (please circle one) New Enrollment Re-Enrollment Drop from Club

FOR OFFICE USE ONLY

Club Code _____ Member Code _____

Last Name _____ First Name _____ MI _____ Preferred Name _____

Address _____ City _____ State FL Zip _____

Home Phone # _____ Youth Cell # _____ Parent Work # _____ Parent Cell # _____

Birth date ____/____/____ 4-H Age as of September 1 (Current year) _____ Any other 4-H Clubs? _____
(Youth Only)

School Name _____ Grade _____ Year(s) In 4-H _____

E-mail address _____ @ _____
(Please print neatly)

Gender (circle one) Male Female

Ethnic (circle one) Hispanic Non-Hispanic I prefer not to give my ethnicity and/or race

Race (circle all that apply) White Black Am. Indian/Alaska Native Asian Hawaiian/Pacific Islander

Residence (circle one) Farm Rural/10,000 Town/10-50,000 Jacksonville Suburb Jacksonville City

Military Service of Family

Check box for status:

☐ No one in my family is serving in the military

☐ I have a parent serving in the military

☐ I have a sibling serving in the military

Branch of Service (circle one) Air Force Army Coast Guard DOD Civilian Marines Navy

Branch Component (circle one) Active Duty National Guard Reserves

Project Title(s): _____ Years in Project: _____

Are you a Teen Leader in your club? _____ If so, list project area _____

I want the Extension Office to be aware of the following special need (disability) _____

_____ I do not want University Extension to reveal my name, address, or telephone number as part of a public record or list.

I understand that photos taken at 4-H functions may be used for public relations, news media, displays, promotional brochures, website or newsletters.

SIGNATURES FOR YOUTH ENROLLMENT

Member Signature _____ Date _____

Parent/Guardian Signature _____ Were you in 4-H as a youth? Yes / No

SIGNATURES FOR ADULT VOLUNTEER ENROLLMENT

Adult Volunteer Signature _____ Were you in 4-H as a youth? Yes / No

*CLUB LEADERS - PLEASE SIGN ALL ENROLLMENTS

Organizational Leader Signature _____ Date _____



OKALOOSA COUNTY 4-H ENROLLMENT FORM



4-H Member's Last Name _____ First Name _____

Parental/Guardian Contact Information for 4-H Member

Parent/Guardian #1

Parent Last Name _____ First Name _____ M.I. _____

Address _____ City _____ State _____ Zip _____

Home Phone (____) _____ Fax (____) _____

Occupation (optional) _____ Work Phone (____) _____ Ext _____

Cell Phone (____) _____

E-Mail Address _____ Were you in 4-H as a youth? YES / NO

Parent Type (Circle One) Primary Parent Additional Parent Other _____

Legal Guardian (Circle One) YES / NO

Parent/Guardian #2

Parent Last Name _____ First Name _____ M.I. _____

Address _____ City _____ State _____ Zip _____

Home Phone (____) _____ Fax (____) _____

Occupation (optional) _____ Work Phone (____) _____ Ext _____

Cell Phone (____) _____

E-Mail Address _____ Were you in 4-H as a youth? YES / NO

Parent Type (Circle One) Primary Parent Additional Parent Other _____

Legal Guardian (Circle One) YES / NO

Emergency Contact (Other than Parents/Guardians)

First and Last Name: _____

Emergency Contact Phone: (____) _____

Emergency Contact Relationship _____



Florida 4-H Participation Form for Youth and Adults

Directions: This form, along with a Florida 4-H Youth Enrollment Form, must be completed by a parent or legal guardian in order for a youth to participate in the Florida 4-H Program. All items must be completed. Even if the response is not applicable – indicate by using N/A. Failure to complete this form in its entirety will result in the person being ineligible to participate in 4-H activities. Adult participants must also complete this form to volunteer with and/or participate in Florida 4-H.

Name: _____ Birthdate: ____/____/____ Youth's Age (As of Sept. 1, 2016): ____ Male or Female: ____
Last First

Home Address: _____ 4-H County/District _____

City, ST, Zip: _____ Home Phone (_____) _____

Name of Parent/Guardian or Emergency Contact: _____ Relationship to Participant: _____

Emergency Contact Primary Phone (_____) _____

Name of Family Doctor: _____ Doctor's Office Phone: (_____) _____

Health Insurance Company: _____ Policy #: _____

Name of Insured: _____ Relationship to Participant: _____

HEALTH FORM

Does the participant have, or at any time had, any of the following? Check "Yes" or "No" to each item. Please explain any "Yes" answers (noting the # of the item) in the space below or on an additional sheet of paper if necessary. Reporting conditions will not prevent a person from attending and will be kept confidential.

Conditions	Yes	No
1) Asthma		
2) Bronchitis		
3) Convulsions		
4) Diabetes		
5) Ear Infection		
6) Fainting		
7) Heart Condition		
8) Headaches		
9) Hypoglycemia		
10) Serious Insect Stings		
11) Wear Glasses		

Conditions	Yes	No
12) Wear Contact Lenses		
13) Penicillin Allergy		
14) Aspirin Allergy		
15) Tetanus Allergy		
16) Other Drug Allergies		
17) Food Allergies		
18) Serious Ivy, Oak, or Sumac		
19) Sunscreen Allergies		
20) Other Allergies		
21) Other Health Conditions		

The following over-the-counter medications may be administered to my child, without contacting me. Check all that apply.

- ☐ Antihistamine
- ☐ Antacid
- ☐ Ibuprofen (Advil)
- ☐ Acetaminophen (Tylenol)
- ☐ Hydrocortisone
- ☐ Decongestant
- ☐ Dramamine
- ☐ Polysporin (topical antibiotics)
- ☐ Aloe Vera Gel for Sunburn
- ☐ Please contact me for permission to administer ANY over-the counter medications.

Date of Last Tetanus Shot ____/____/____

Please explain "Yes" answers and provide information on recent medical issues (including injuries and surgeries), allergic reactions, special dietary regulations, present medications, any specific activities to be restricted and other comments.

Does the participant use an inhaler and/or an EpiPen? ☐ Yes ☐ No If yes, mark which is used: ☐ Inhaler ☐ EpiPen

Disabilities: If the participant requires accommodations for a disability to participate in 4-H programs, please provide information about the disability.

Special Needs: If the participant requires accommodations for special needs to participate in 4-H programs, please provide information about the special needs.

Medical Consents

First Aid Consent: I give UF/IFAS Extension Florida 4-H my consent and permission to render general first aid treatment to my child or myself for any injuries or illnesses occurring during any Florida 4-H activity. I understand that if a medical emergency arises, Florida 4-H will contact emergency medical personnel [911] for assistance.

Medication Consent: I authorize Florida 4-H to administer medication (over the counter and/or prescribed) to my child as specified in the physician's written instructions or instructions on packaging. I understand that if my child needs medication to be administered while attending a Florida 4-H activity, I MUST complete the Florida 4-H Medication Form in addition to signing this consent.

____ (Initials) ☐ Yes ☐ No I understand and agree to the Medical Consents. I am a Parent/Guardian or Adult Participant. *

* Consent is required to participate in Florida 4-H.

4-H Participation Form for Youth and Adults: Authorizations

Florida 4-H Code of Conduct for Youth and Adults: As a participant in 4-H at the local, state, or national level, I have the responsibility of representing the UF/IFAS Extension 4-H Youth Development Program to the public. Therefore, I am expected to conduct myself in a manner that will bring honor to me, my family, my community, and 4-H. To do that, I must abide by the following rules:

- (1) Obey local, state, and federal laws. Follow county, district, state and/or national 4-H policies. Abide by any special rules for a 4-H event or activity.
- (2) Speak and act in a responsible, courteous, and respectful way. Harassment, threats or bullying of any type is prohibited.
- (3) Act responsibly to maintain a safe environment for all participants. Acting in a manner that could endanger the health, safety or welfare of yourself or others is prohibited. Report threats to the well-being of any participant immediately to the adult in charge.
- (4) Possession or use of tobacco, alcohol, or illegal drugs is prohibited. Possession or use of approved medications by youth during a 4-H function must be reported to the adult in charge and must not be accessible to other participants.
- (5) Possession or use of weapons or other dangerous objects is prohibited, except when required as part of an approved educational program. Weapons are defined to include, but are not limited to, guns, knives and incendiary or explosive devices of any kind.
- (6) Respect all property, facilities, equipment, and vehicles. I will be responsible for any damage or other consequences resulting from my behavior.
- (7) Participate fully in 4-H functions. Be in the assigned program areas (example—dorms, cabins, programs, etc.) on time. If I am unable to attend or participate, I will tell the adult in charge. Help others have a pleasant experience by making every attempt to include all participants in activities.
- (8) Dress appropriately for each 4-H function.
- (9) Use of any mobile electronic device during a scheduled 4-H activity is prohibited unless activity-specific rules otherwise allow. When permitted, they should be used only in a manner that is consistent with the approved activity and not discourteous or disruptive.
- (10) The belongings of youth participants, including but not limited to bags, purses, computers, other electronic devices, lockers and vehicles, are subject to search and seizure by 4-H faculty/staff, and in some instances a volunteer designee, upon reasonable suspicion that a prohibited and/or illegally possessed substance or object is contained within that area. (If an adult is suspected, this will be handled by law enforcement.)

Youth or Adult Agreement: _____ (Initials) ☐ Yes ☐ No I have read the Florida 4-H Code of Conduct above and agree to abide by it in its entirety. I realize my failure to do so could result in a loss of privileges during a 4-H event and in the future; including but not limited to suspension or termination of 4-H membership or volunteer service.**

Parent/Guardian Agreement: _____ (Initials) ☐ Yes ☐ No I understand and agree to the Florida 4-H Code of Conduct above. **

General Release: In consideration for my and/or my child's participation in Florida 4-H, I hereby RELEASE, WAIVE, DISCHARGE AND COVENANT NOT TO SUE Florida 4-H, the Florida 4-H Club Foundation, Inc., UF IFAS Extension, the University of Florida, the University of Florida Board of Trustees, and their respective employees, agents, representatives and volunteers (hereinafter referred to as "RELEASEES") from any and all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage, or injury, including death, that may be sustained by my child, or to any property belonging to me, WHETHER CAUSED BY THE NEGLIGENCE OF THE RELEASEES or otherwise, while participating in a Florida 4-H activity or while in, on or upon the premises where a Florida 4-H activity is being conducted.

I am fully aware of the risks and potential hazards connected with participating in Florida 4-H activities and programs and I hereby elect to voluntarily participate and engage in such activities knowing that these activities may be hazardous to me, my child and my property. I VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ANY RISKS OF LOSS, PROPERTY DAMAGE OR PERSONAL INJURY, that may be sustained by myself, my child, or any loss or damage to property owned by me, as a result of engaging in such activities, WHETHER CAUSED BY THE NEGLIGENCE OF RELEASEES or otherwise.

_____ (Initials) ☐ Yes ☐ No I understand and agree to the General Release. I am a Parent/Guardian or Adult Participant. **

Transportation Policy: I understand that all volunteers and/or parents who transport Florida 4-H participants as a part of any 4-H activity are required to be 18 years or older, possess a valid driver's license with a safe driving record and automobile insurance, and otherwise comply with state and local laws. Additionally, Florida 4-H requires that drivers utilize a transport vehicle that is in good repair and working order. I understand that transportation to and from many Florida 4-H activities, not a part of the activity, is the responsibility of the participant and his/her family. Florida 4-H has no ownership or control over any privately owned vehicles and relies on the drivers' compliance to 4-H policies and procedures.

_____ (Initials) ☐ Yes ☐ No I understand and agree to the Transportation Policy. I am a Parent/Guardian or Adult Participant. **

Publicity Release: I authorize UF/IFAS Extension and the Florida 4-H Club Foundation, Inc. or their assignees to record and photograph my image and/or voice (or that of my child if under 18) for use in research, educational and promotional programs. I also recognize that these audio, video and image recordings are the property of UF IFAS Extension and the Florida 4-H Club Foundation.

_____ (Initials) ☐ Yes ☐ No I authorize use of my—or my child's individual image and voice. I am a Parent/Guardian or Adult Participant ***

Survey & Evaluation Release: I hereby establish my willingness to participate as an adult (i.e. 4-H leader, other volunteer, parent/ guardian, site manager, etc.) and give permission for my child (under 18 years of age) to complete surveys and evaluations that will be used to determine program effectiveness or to promote the program. I understand that participation in surveys and evaluations is voluntary and that my child and I may choose not to participate and may withdraw from surveys and evaluations without impact on my or my child's eligibility to participate in the 4-H program. I understand that my child or I may be asked for consent before completing a survey or an evaluation.

_____ (Initials) ☐ Yes ☐ No I am willing to participate—or give permission for my child to participate—in any program evaluation. I am a Parent/Guardian or Adult Participant ***

**Consent is required. Marking "No" for the Code of Conduct, General Release and Transportation Policy will prevent the individual from participating in Florida 4-H.
***Consent is not required to participate in Florida 4-H.

Youth or Adult Member Signature : _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Standards of Excellence for 4-H Clubs and Groups



Check the following *Club Performance Standards* completed during the 4-H year. Documentation may come from meeting minutes, scrapbooks, photos, newspaper articles, letters, etc., and should be attached to this form.

Club/Group Name _____

County _____

Club/Group President Signature _____ Date _____

Organizational Volunteer Signature _____ Date _____

Total Number of checked responses for the 20 Excellent Standards _____

Club Performance Standards

- _____ 1. Club/group had a planned annual program that includes group goals.
(Ex: recruit 4 new members; 75% of members will attend camp; all members will choose one county learning activity to attend)
- _____ 2. Club/group members were actively involved in planning the club/group's annual program.
- _____ 3. Club/group selected an area of focus for their annual program.
(Ex: health & fitness; environmental science; pet care; community service; intercultural understanding) OR club/group is represented in the community, by serving on a committee, council or board with adult partners.
- _____ 4. Club/Group members were involved in implementing the annual program/activities.
(Ex: planning and bringing snacks; leading the pledges; calling club/group members for a meeting or assignment; presenting a demonstration; organizing a tour; introducing a speaker; leading recreation; teaching others)
- _____ 5. A calendar for the year was printed and distributed to members, parents, volunteers, and the local Extension Office. (Ex: identify meetings dates, locations, educational programs; special projects; social events; county or district events)
- _____ 6. All members were invited and at least 75% of club/group members were involved in at least nine club/group activities during the year. (Ex: meetings; club/group tours; recognition event)
- _____ 7. Club/Group officers were elected or appointed, and fulfilled their leadership roles.
- _____ 8. Club/Group completed at least one (1) community service project.

Club Performance Standards (continued)

- _____ 9. Club/Group completed at least one (1) promotion activity that promotes 4-H visibility at the community or county level. *(Ex: participating in a community parade; radio interviews during National 4-H Week; project displays in business windows; or doing website development for County Extension office.)*

- _____ 10. Club/Group has completed at least one (1) project that promotes 4-H visibility at the county, multi-county, district, state, multi-state, national or global level.

- _____ 11. Club/Group recruited at least one (1) project volunteer for at least 75% of the member's project learning areas.

- _____ 12. At least 75% of the members made progress toward individual 4-H project goals.

- _____ 13. Group developed a method to communicate with families at least three (3) times per year regarding club/group activities, education, and achievements.
(Ex: newsletters; e-mails; calling tree; group activity that includes families)

- _____ 14. Club/Group planned at least one (1) activity to include parents and families in club/group activities. *(Ex: project showcase; skating party; tours; recognition event)*

- _____ 15. Members took part in a variety of non-competitive activities and/or meetings beyond the 4-H club/group level. *(Ex: county project workshops; council meetings; interstate exchange programs)*

- _____ 16. A scheduled recognition event was held for members, volunteers and parents.

- _____ 17. Club/group planned and implemented at least one multi-club activity.
(Ex: doing multi-club community service; several clubs managing a community or county event; conducting a multi-club learning or social event)

- _____ 18. Members participated in competitive 4-H events beyond the club/group level.
(Ex: county events; district events; state fair; project area competitions)

- _____ 19. 4-H club/group consistently had a safety/supervision ratio of 1 adult to 10 youth.

- _____ 20. The racial/ethnic composition of the club reflects the diversity of the surrounding community. (If club does not reflect the diversity of the community, then successful efforts to contact minority citizens in person, by mail, and through mass media may be used. Work with your county 4-H agent for help achieving this goal.)

12-13 Checked of 20 questions = **BRONZE Clover Club Award**

14-15 Checked of 20 questions = **SILVER Clover Club Award**

16-17 Checked of 20 questions = **GOLD Clover Club Award**

18-20 Checked of 20 questions = **EMERALD Clover Club Award**



CLUB



Accident/Injury Summary

Contact _____ County Extension Office (_____) immediately if an accident occurs
in which an Extension Staff member is not present.

Alternate Contact: _____ at (_____)

Activity/Event _____

Date _____ Location _____

Adult Leader In Charge _____

Number of injuries _____

Extent of Injuries _____

Names of Injured

_____	_____
_____	_____
_____	_____

Name & Location of Treatment Center, Hospital or Emergency Care Center

Description of Incident

Action taken following incident

Were parents contacted? Yes _____ Time _____ Method _____

Actions taken to insure safe keeping and attempts to prevent event from occurring again



Discipline Report

4-H Member Name _____ Date _____

Time _____ Location _____

Witnesses/Others Involved _____

Briefly describe incident:

Action taken:

____ Verbal warning

____ Parents contacted

____ 4-H Agent contacted

If this is a major infraction or problem, contact the 4-H Agent as soon as possible.

Member Signature

Club Leader Signature

4-H Agent Signature



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Fundraising Permission Form

_____ 4-H Club _____ Date _____

Name of Event _____

<http://florida4h.org/policies/#funds>

Club Leader	
Club President	
Describe the Fundraiser	
Purpose of Funds (Must be educational)	
Fundraising Goal	
Date(s) of Fundraiser	
Location of Fundraiser	

_____ Club Treasurer _____ Club Leader _____

_____ Agent Approval _____



"The Foundation for the Gator Nation" An Equal Opportunity Institution

_____ County 4-H Association (Rev 5/14)



Monies Received

4-H Club _____ Date _____

Cash	Name	Purpose	Amount
TOTAL RECEIVED			

Check #	Name	Purpose	Amount
TOTAL RECEIVED			

_____ Club Leader
 Treasurer _____
 For _____ County 4-H Association Use Only:
 Date Received: ____/____/____ Amount Verified By: _____ Category: _____



"The Foundation for the Gator Nation" An Equal Opportunity Institution
 _____ County 4-H Association (Rev 5/14)



Meeting Resources

Meeting Resources Section

This section provides resources showcasing what a 4-H meeting entails, components of a meeting, officer roles and responsibilities, recommendations of how to conduct a meeting, and how to support youth to conduct a meeting as a volunteer leader.

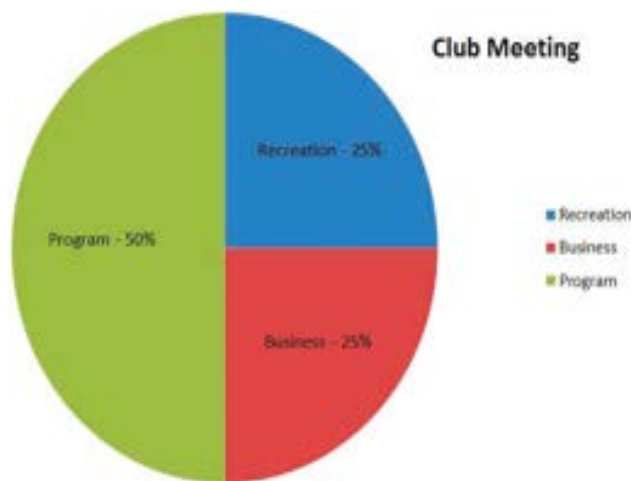
Resources Included in this Section:

- 4-H Club Meetings
- 4-H Online Club Account Access
- Running a Smooth 4-H Business Meeting
- Florida 4-H Officer Training Handbook
- Florida 4-H Secretary's Record Book
- Officer Roles at Club Meetings
- Icebreakers for Small Groups



4-H VOLUNTEER TRAINING SERIES

4-H Club Meetings



4-H is a youth driven organization where we utilize youth in conducting the club meetings and making decisions in setting the yearly club goals and in planning the club agenda and programs for the coming year. As a leader, it is your responsibility to make sure your club officers and members are all a part of the planning process. Work with your parents, other club volunteers, and most importantly your 4-H Agent to have a successful year.

What Happens at a 4-H Club Meeting?

The 4-H club meeting consists of three parts – business, educational program, and recreation. The suggested length of time for the business meeting is 1/4 of your scheduled meeting time. The educational portion is often the largest part of the meeting (1/2 of your meeting time), followed by a shorter social time of recreation (1/4 of your meeting time). Club meetings usually follow this format, but keep in mind, you can be as creative as you and your club officers want. At times you may want to change the agenda so the same thing does not happen at every club meeting.

Business Meeting

The business meeting usually includes roll call, reading of the minutes by the secretary, treasurer's report, committee reports, old and new business and leader announcements. The clubs officers should run this part of the meeting, with leader guidance. A business session doesn't have to be part of every meeting, but probably should be held at least once a month and other times as needed. Refer to **Running a Smooth 4-H Business Meeting*** for more information.

Educational Program

The educational program is an important part of the 4-H experience for your club members. This part of the meeting provides an opportunity for the members to join in a group learning experience. The learning experience you provide can take many forms. The topic of the program may or may not be related to a specific 4-H project. Listed below are some ideas for club meeting programs.

- Project demonstrations/illustrated talks by club members

Dale Pracht, Judy Butterfield, and Joy Jordan. 2007. UF/IFAS Extension. Gainesville, Florida. Revised 2014.

An Equal Opportunity Institution. 4-H is the nation's largest youth development organization. Over 230,000 members in the State of Florida help to make up the community of more than 6.5 million young people across America. 4-H is a non-formal, practical educational program for youth. Florida 4-H is the youth development program of Florida Cooperative Extension, a part of the University of Florida/IFAS.

- Project talks or panel discussions by club members or others
- Slides, movies, videos, guest speakers
- Judging contests or activities, games, quizzes, skill-a-thons, etc.
- A project activity – something for the fair
- Working on the club's community service-learning project



Recreation and Refreshments

Clubs that have fun will be more active, do more things and get along better. Fun should be included in every club meeting. This is also another good way to use your older club members in a leadership/mentoring role. There are a number of recreation guides and game books available at your local bookstore. Songs may also be considered as a form of building relationships and having a good time.

Refreshments may occur at many club meetings. Refreshments should be simple, inexpensive, and nutritious. You could have a Refreshment Committee where each month someone different brings the refreshments – another way to get parents involved. If you have refreshments, you can also make it a time to promote good nutritional habits – serve veggies and fruit instead of the sugary snacks. Whether or not refreshments will be served at club meetings, as well as how to provide them, are decisions which should be made in concert with other parents.

Here are some ideas for the recreation part of the meeting.

- Songs
- Recreation
- Team-building Activities
- Ice-breakers
- Games
- Trust Activities
- Refreshments

Planning a Good 4-H Club Meeting

Good meetings take place in a safe and inclusive environment. As the club leader you can help to make meetings both enjoyable and educational. At each meeting include activities that members feel are important to them. Involve club officers and members in planning meetings and you will be able to stimulate continuing interest. You should meet with your club president and possibly other officers a few days prior to your club meeting to assist with planning the agenda. Or better yet, have them plan the agenda for you. As a result of proper planning, you will have meetings that are fun and provide quality learning experiences. Well planned meetings give the members an opportunity to:

- Make new friends
- Share ideas
- Learn physical, social, intellectual, and emotional skills
- Enjoy recreational activities and develop healthy lifestyles
- Develop self-confidence and leadership
- Participate in decision making
- Develop a sense of pride
- Form cooperative attitudes
- Develop positive relationships with caring adults
- Value and practice service to others

A Regular Meeting Day, Time, and Place

A club can't accomplish its goals if it doesn't meet often enough. How often is enough? This depends on the club, its members, and their projects. However, all clubs should meet at least once a month. Many clubs meet as often as once a week. Except for a major holiday month, around

county fair time, or summer vacation, clubs should meet throughout the year.

A 4-H club needs to meet regularly at a regular place and time. Moving a meeting date to meet the whims of the group may help get more members to a meeting in the short run. However, in the long run, members may become confused about meeting dates. Irregular meetings can also make it difficult for new members to merge well into the club.

The best way to set an acceptable meeting schedule is for the club to vote and to abide by majority rule or consensus (where everyone agrees). This is generally done at the first (organizational) meeting when the club is established. It is included in a club's by-laws. After that, it should change only when the membership and its needs drastically change. (In that case, a revision of the club by-laws would be needed.) Obtaining parental support for the meeting schedule is helpful in maintaining member participation.

The length of your club meeting will depend on the ages of your members and the business and activities you have planned. Younger members sometimes have earlier bedtimes and this may affect evening meetings on school nights. Be clear when meetings start and finish and then start and finish at those announced times.

Create a Positive, Welcoming and Fun Atmosphere

Use the seating arrangements to create a feeling of informality and friendliness. Think about how the individual feels and reacts in different room set ups such as rows, larger circles, table groupings and even pairs. More is learned when a positive atmosphere is created by casual seating. Different seating arrangements can be used to help break up fixed groups. Hearing and participation will also be better in a casual arrangement.

Every meeting should include a variety of experiences. Plan for a balance of business, learning and recreation. A planning committee of members and parents will be helpful in insuring that meetings meet the needs and interests of all the club members.

Activities for early arrivals help the group develop a spirit of togetherness. Members can plan and lead games to help others have fun.

Helping everyone feel welcome and accepted is vital to enthusiastic participation and cooperation. This could also be the time where you have your refreshments instead of at the end as everyone is leaving. Activities for early arrivals may include:

- Set up meeting room
- Scrambled word games
- Outdoor sports (supervised)
- Puzzles
- Board games
- Indoor sports (supervised)
- Set up exhibits
- Singing
- Crafts



Looking Ahead

Will your members come back? Anticipation is half the fun. If members of your group are to remain active and involved, they need to look forward to the next meeting. Make sure they know the date, time and place. Alert them to the focus of the program, and be sure individual members know their specific responsibilities.

As you and your club members learn more about 4-H, you may want to expand your interest and go beyond the basics of business, project work, and recreation. Ideas

for other educational and service-learning programs are numerous.

Possibilities include the areas of health, safety, citizenship, environmental stewardship, community service-learning, and cultural understanding. A variety of fun activities adds enthusiasm and enjoyment to club meetings.

*Refer to the **4-H Volunteer Training Series** documents located at the Florida 4-H website (<http://florida4h.org/volunteers>)

Reference

Diem, Keith G. *What Makes a Good Club Meeting?*. 2005. Clemson Extension, South Carolina.

4-H Online Club Account Access

Once your club is established in 4HOnline...

- Log into your family profile in 4HOnline and add yourself as a volunteer / club leader
 - In the participation section, under the “Add a Club” tab:
 - Select your club
 - Add yourself as the “Club Organizational Leader” under the “select a volunteer type” tab
- Duval County will approve your role as the club leader and give you the access password to the club page.

Hi, have the best today!

Logged in as [Haupt, Katelyn](#) [Home](#) | [My Member List](#)

[Enrollment](#) [Member Settings](#) [Toolbox](#)

Personal Information Additional Information Health Form Participation

Club **Participate** Activities Awards Groups

All youth must enroll in a Club and a Project in order to: Earn Badges, obtain Recognition, members are assumed to continue in the same club and projects they selected in the previous year!

DELETE any Clubs the member will not be participating in this year click Edit on the club, then Delete. Choose a new Primary club by clicking the dot at the start of the club record.

Volunteer Leaders should click the Club or Group that they wish to lead and select their volunteer type. If "Select a Volunteer Type" is not visible, ask Parents to go back to your first screen, to the question **Are you a volunteer?** Mark "Yes".

Add a Club

Select a Club:

Select a volunteer type:

Primary	Club	Volunteer Type	Edit
<input checked="" type="radio"/>	County Columbian Teen Leadership Club	Club Organizational Leader	<input type="button" value="Edit"/>
<input type="radio"/>	Database Training Club	Club Organizational Leader	<input type="button" value="Edit"/>
<input type="radio"/>	2 - 4-H Advisory Committee	Club Activity Leader	<input type="button" value="Edit"/>

Once you have full access to your Club Account...

Log onto the Club Account from your Family homepage (must Log-on to Family Page first)

- In Family Homepage:
 - Select the Adult / Volunteer Profile (your name)
 - Select your club
 - Enter password
 - Login to Club



"To make the best better"

Florida 4-H Youth Development

Logout

Logged in as Haupt

Change Password

Welcome to Florida 4HOnline!







Click Continue to Family to Add or Update Member Profiles

1) Parents and Guardians are responsible for creating and maintaining Family and Member Profiles. Youth should not be given passwords to access 4HOnline Profiles.

2) 4HOnline works best when using Google Chrome or Firefox as your web browser. If you are using an old version of Internet Explorer (IE 10 or lower), you will experience issues navigating through the 4HOnline enrollment sections.

My Meetings

Announcements & Newsletters

-  4-H CloverPatch Newsletter - 2015 Spring + Summer
Jan 15, 2015 Super County
-  4-H CloverPatch Newsletter - 2014 January
Jan 03, 2014 Super County
-  All Large Club Meetings Jan to Aug 2014
Jan 14, 2014 Super County
-  4-H Horse&Poly Lease 4H HSP 01
Jan 05, 2014 Super County
-  4-H Horse Project Record Book 4H HSR 02
Jan 05, 2014 Super County
-  4-H Calendar - January to August 2014
Jan 21, 2014 Super County

Continue to Family

Club Leader Login

Select a profile

Password

Login to Club

Club Account Features

Search Individual Members

Florida 4-H Youth Development | 2019-2020 | Database Training Club (Club) | Family | Logout

Dashboard

Search | Confirm Members | Members | Reports

Quick Enroll | Quick Reports

Members/Volunteers

Keyword(s) (4-H Age, Address, Birthdate, Email, First Name, Preferred Name, Last Name, Primary Phone)

Search | Clear Filters

Enrollment Date: From [] To [] Clear Dates

Flagged: Yes No Gender: Male Female

Role: Adult Contact Custom Youth Status: Active Archived Inactive Incomplete Not Participating Pending Short Term Volunteer: Yes No

2 Members Returned

Flag Options | Email List | Add Family

MEMBER/VOLUNTEERS										
Name	V. Years	Member #	Status	4-H Age	Role	Gender	Primary Club	Enrollment	Approved	Login
Fake Training Youth	1	1722141	Active	18	Youth	Female	Database Training Club	Aug 25, 2019	Aug 25, 2019	Login
Fake Youth Training 2	1	2	Pending	18	Youth	Male	Database Training Club	Aug 25, 2019		Login

Confirm Members

- You must confirm club members at the beginning of each new 4-H year**
 - To confirm: click "edit," Scroll through member page click "confirm member"
- The county cannot confirm members until the club has approved their enrollment
- Note: your members will not show up on the members page until they have been approved by the county

Florida 4-H Youth Development | 2019-2020 | Database Training Club (Club) | Family | Logout

Dashboard

Search | Confirm Members | Members | Reports

MEMBER/VOLUNTEERS NEEDING CLUB APPROVAL

County	Name	4-H Age	4-H Status	Type	Gender	Primary Club Title	Enrollment Date	Edit
Duval	Fake Youth Training 2	18	Pending	Youth	Male	Database Training Club	Aug 25, 2019 1:10PM	Edit

View Full Member List

Florida 4-H Youth Development (2016-2017) Database Training Club (Club)

Family | Logout

Dashboard

Search Confirm Members Reports

Email List

CLUB MEMBERS								
County	Name	4-H Age	4-H Status	Type	Gender	Primary Club Title	Enrollment Date	Edit
Duval	Faye Training Youth	11	Active	Youth	Female	Database Training Club	Aug 25 2016 9:45AM	Edit
Duval	Haupt, Kelsey	25	Active	Adult	Female	County Council Teen Leadership Club	Aug 22 2016 11:34AM	Edit
Duval	Schmidt, David	54	Active	Adult	Male	2 - Founder	Aug 25 2016 1:06PM	Edit

Pull Reports:

- It is recommended that you only use established reports and not try to generate your own
- The “share” report tab:
 - Club Roster Report – includes emails, phone numbers, addresses
- The “Standard” report tab:
 - Member health forms
 - Club Directories
- To pull a report
 - Select the pre-established report
 - Click “run report”
 - You can export that file to a PDF or Excel

Dashboard



Search

Search



Configure Members

Configure Members



Members

Members



Reports

Reports

Quick Views

Quick Exports

Quick Reports

Enrollment Reports

Manager Reports

Custom

Memorized

Shared

Standard

Trash

Current 4-H Year

Enrollment: Standard



- Club - Directory (Primary Club)
- Club - Leader Directory
- Club - Totals
- Club - Totals (Primary County Only)



- Custom - Club / Project Meeting Attendance



- Family - Labels (Every 5150): By Name
- Family - Labels (Every 5150): By Zip



- Group - Enrolled
- Group - Totals



- Member - Active
- Member - Authorization Form (Adult Member Flagged)
- Member - Authorization Form (Adult Member)
- Member - Authorization Form (Youth Member Flagged)
- Member - Authorization Form (Youth Member)
- Member - Authorization Form (Youth Short-Term Member Flagged)
- Member - Fee Registration Form (Youth Member Flagged)
- Member - Fee Registration Form (Youth Member)
- Member - Health Form (Adult Member Flagged)
- Member - Health Form (Adult Member)
- Member - Health Form (Youth Member Flagged)
- Member - Health Form (Youth Member)
- Member - Health Form (Youth Short-Term Member Flagged)
- Member - Health Form (Youth Short-Term Member)
- Member - Incomplete
- Member - Labels (Every 5150): By Name
- Member - Labels (Every 5150): By Zip
- Member - Pending
- Member - Re-Enrollment Form (Adult Member): Enrolling in the Current 4-H Year
- Member - Re-Enrollment Form (Adult Member): Enrolling in the Next 4-H Year
- Member - Re-Enrollment Form (Youth Member): Enrolling in the Current 4-H Year
- Member - Re-Enrollment Form (Youth Member): Enrolling in the Next 4-H Year

Report Options



Run Report



Memorize Report



4-H VOLUNTEER TRAINING SERIES

Running a Smooth 4-H Business Meeting

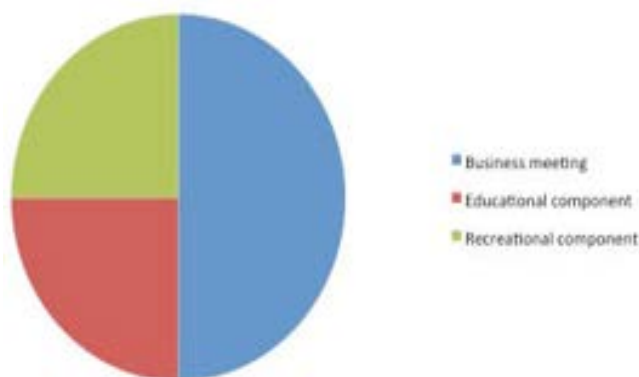
The 4-H program is a youth development component of the Florida Cooperative Extension Service. Young people ages 5–18 participate in 4-H clubs throughout Florida. Through their participation develop competencies in Science, Technology, Engineering, and Math (STEM); Citizenship; Leadership; and Healthy Living. While developing these life skills through participating in 4-H projects and activities, it is hoped young people will become productive and happy members of society.

Youth ages 9–18 who want to get involved with 4-H can join a local 4-H Club. These clubs are advised by trained, screened, caring adult volunteers. The youth officers, elected by their peers, conduct the meetings. The adults serve in a supportive role. How often a 4-H club meets varies depending on the type of club, time of year, and types of 4-H projects youth are completing in a particular club. Typically, clubs meet monthly, while others might meet bimonthly (twice a month) or even weekly. Youth work on 4-H projects individually in between the 4-H club meetings.

Although young people ages 5–7 years old can join 4-H, they are involved in group activities and do not usually hold business meetings, nor would they elect officers.

A quality 4-H club meeting consists of three main parts: (1) the business meeting, (2) an educational component, and (3) a recreational component. This publication focuses on running a smooth 4-H business meeting.

Use of Time at 4-H Meetings



Club Officers

Only 4-H club members can vote or hold office in a 4-H club. Developing leadership skills in 4-H club officers is important to ensuring successful clubs and smooth club meetings. Most clubs will have officers like President (who normally chairs the business meeting), Vice President, Secretary, Treasurer, Historian, Reporter, Parliamentarian, and Sergeant at Arms. The club leader facilitates officer elections and the training of officers. Refer to the EDIS publication 4HGCM10, *Florida 4-H Officer Training Handbook* (<http://edis.ifas.ufl.edu/4h049>), for more information on training and managing club officers.

Before the Meeting

The club meeting time, date, and location should be established together by officers and adult leaders. The leader, other volunteers, or club officers need to contact all of the club members to notify them of the meeting time. Notification may be a variety of ways, such as by

¹This document is 4H344, one of a series of the 4-H Youth Development Department, UF/IFAS Extension. Original publication date July 2014. Visit the EDIS website at <http://edis.ifas.ufl.edu>.

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telephone, annual club calendar, e-mail notice, website, or blog. The club organizational leader should work with the club president to set the meeting agenda. It is best to plan the agenda ahead of the meeting, because meetings run much smoother when a clear, meaningful, planned agenda has been reviewed in advance by officers and leaders. A leader, volunteer, or officer can contact a potential guest speaker, prepare some educational activity for the club, and prepare something fun such as snacks, games, and crafts to end the meeting. If the club has active standing committees working from previous business meetings, the leader and club president should communicate with the chair of each committee to check on committee progress and prepare the committee chair to make a report at the business meeting.

Starting the Meeting

The club leader(s) and officer team should arrive early and set up the room to facilitate the meeting. Often, officers and leaders will sit at the head table, but room setup is flexible to meet the needs of a particular club. Officers and leaders should greet club members as they arrive with a smile and positive attitude. New or potentially new members should feel welcomed and have a pleasant experience.

Parts of the 4-H Business Meeting

- The 4-H Club President calls the meeting to order.
- Club members recite the Pledge of Allegiance to the American Flag and the 4-H pledge. These pledges led by individual club members or officers.
- The 4-H Club President calls roll.
- The club secretary reads the minutes from the last meeting. The club votes to accept the minutes as read, reject the minutes as read, or amend the minutes.
- The club treasurer reads the treasurer's report. The recorded report is in the treasurer's book.
- The club secretary reads any club correspondence.
- Chairs of various club committees will report any updated information.
- Old or Unfinished Business follows. These items are from previous meetings that still need to be discussed or decided.

- New business, or new items that have arisen since the last meeting, are discussed. Assignments are made on action items that arose during the new business portion of the meeting.
- The Club leader makes any important announcements.
- Adjournment of the business meeting for the educational and fun components of the meeting.

Sample Club Agenda

The following is a sample 4-H club meeting agenda.

1. Call to Order
2. Pledge of Allegiance/4-H Pledge
3. Roll Call
4. Icebreaker
5. Minutes of Previous Meeting
6. Treasurer's Report
7. Correspondence (read by secretary or president)
Note: This includes important items from 4-H newsletter
8. Committee Reports
9. Old Business
10. New Business
11. Date and Time of Next Meeting
12. Adjourn Business Meeting
13. Educational Program
14. Games and/or Snacks

The following sections discuss some parts of the business meeting in further detail.

Roll Call

The club secretary or president can take a roll at each meeting and can use the opportunity to help youth learn more about each other. Rather than having youth respond to their name by simply saying, "here" or "present," whoever is taking roll can ask questions to find out the preferences or opinions of members of the club. Examples of this include:

- Favorite vacation
- Favorite snack
- Favorite animal
- Favorite sport

- Good health habit followed

Meeting Minutes

During each meeting, the club secretary should write down thorough minutes to keep a record of club business. The minutes should reflect important discussion, the vote count or status. Using the agenda as a guide is a tool for the secretary. A good set of meeting minutes include the following:

- Date, time, and location of the meeting
- Names of the members and visitor's present
- Approval of the previous meeting minutes
- Approval of committee and officer reports, as well as any action taken
- All the motions made in the meeting, including the name of the person who made the motion, seconded the motion, and whether or not the motion carried
- The adjournment time
- A list of any programs, guest speakers, refreshments, or recreation that occurred at the meeting

Old and New Business

Old Business includes items that need further attention from previous meetings. New Business includes items or topics that were not previously discussed. Examples of items appropriate to cover under new business include the following:

- Proposed future programs
- Fund is raising ideas
- Possible service projects

After dealing with Old Business on the agenda, the chair will often ask, "Is there any other Old Business?" Similarly, after covering the New Business in the agenda the chair can also ask, "Is there any other New Business?" Asking questions will spark ideas and encourage input from the other club members.

Handling Motions in the Club Meeting

Any club member that wants the club to vote on something can make a motion. This member needs to get recognized by the meeting chair, typically by raising a hand or standing. After the chair recognizes, or allows the member an opportunity to speak in the meeting, the

member presents his or her motion in a specific way. The person making the motion says, "I move that...", and the club secretary needs to document in the minutes that member made a motion and what the motion was. When another club member agrees discussing on the topic, they will second the motion. The chair would recognize the member and the member would reply, "I second the motion." A required second to a motion indicates that discussion will follow but is not a support for a specific motion. The club secretary should keep track of who seconded the motion. If no one seconds the motion, the motion dies or fails and discussion will not follow.

When a motion is made and seconded, the president or meeting chair opens the motion up for discussion. Any club member in good standing can comment on the issue, but the chair has to recognize whoever wants to speak to prevent chaotic group discussion. Recognizing speakers ensures that everyone in the club has an opportunity to speak and that everyone else in the club will hear what they have to say. When discussion stops, the chair asks, "Are you ready for the question?" If no one in the club requests more discussion, the chair leads the club to vote on the motion.

VOTING ON A MOTION

The chair states the motion so all club members can hear it one more time. The chair can handle voting in several ways.

- *Voice Vote*—the chair, usually the club president, says, "All in favor say aye." Then, "All opposed say nay." The chair reports the results to the club secretary.
- *Standing Vote*—the chair asks that all in favor stand, all opposed remain seated.
- *Show of Hands*—the chair asks that all in favor raise their hands, then counts hands. Then the chair asks that all opposed raise their hands, then count.
- *Ballot*—the chair passes out paper to each member and the member writes his or her vote on the paper. The chair then counts the paper votes.
- *Roll Call Vote*—the secretary reads through the roll and each member votes.
- *Honor System*—similar to the show of hands, but the chair requests that everyone closes their eyes first.

After voting the motion, the chair will say “the motion carries” if the majority of club members vote for the motion, or “the motion fails” if the majority of the members vote against the motion.

From the time to time, the chair will want the issue decided by consensus, which means the chair wants all the members to agree to the item prior to a decision. Reaching consensus requires compromise, because no opposing vote is desired.

Educational Programs

This area should be 50% of your meeting time. It can be a time for club members to give demonstrations or talks. Community or project speakers would also be an educational program. If in doubt as to what would constitute a quality educational program for the club, see you county UF/IFAS Extension 4-H agent.

Summary

Working with 4-H club officers to competently run a smooth business meeting can help encourage these youth to develop leadership and management skills that can benefit them the rest of their lives. A well-run business meeting will also ensure that all of the members of the club have an equal voice and vote. A younger club youth can feel as if his or her voice counts as much as a teenager’s, and this younger youth can begin to learn some leadership and management skills as he/she watches the club officers in action. Leaders need to enable and encourage the officers to run a business meeting, and ensure that the club members participate in discussing and voting on club business. Adult leaders need to serve in an advisory role and not run a meeting for the youth. Focus should also be on providing club members with the opportunity to share their projects with others, as well as to invite speakers to share their knowledge to the club. With a little encouragement, training, and practice, the 4-H club officers can run a smooth, dynamic business meeting.



Florida 4-H Officers' Handbook

The President



So you're the president of your 4-H Club or Council! You have an important job. Your fellow 4-H'ers have shown their support in your leadership by electing you to the highest position in your 4-H Club or Council. The successful teamwork of the group depends upon you. You should learn how to conduct a business meeting, how to cooperate with your 4-H'ers, and how to make your club or council work together.

Duties of the President

- Plan the business part of meeting with other leaders before meetings are held.
 - Check on meeting arrangements, seating, lights, and temperature of the meeting place.
 - Prepare a meeting agenda in advance.
 - Know parliamentary procedure so that you can conduct an orderly meeting.
 - Start and stop the meeting on time.
 - Preside and call the meeting to order and direct the business meeting.
 - Appoint a temporary secretary if the secretary is absent.
 - Keep order. Be courteous but firm.
 - Provide opportunities for all members to be heard. Encourage everyone to participate.
 - Decide points of order fairly.
 - Guide the meeting in a courteous, tactful way; avoid talking too much. Keep the program moving. The meeting belongs to the 4-H'ers. The president is only the "pilot" and should avoid giving opinions on motions under discussion.
 - Cast the deciding vote in case of a tie vote. You may vote when the vote is by ballot.
 - Appoint committees when directed by the club or council, and define the responsibilities of the committees. Counsel with leaders if necessary.
 - Work closely with your club or council advisor/volunteer to plan, practice and evaluate your work.
 - Work with your elected officer team to plan, carry out and evaluate successful meetings.
- Welcoming a Guest Speaker to Your 4-H Club Meeting***
 - Meet the speaker at the door and extend a cordial welcome.
 - Know the following about the speaker:
 - a) The speaker's full name and how to pronounce it properly.
 - b) The title the speaker prefers to be introduced by.
 - c) The name of the topic.
 - d) The speaker's preference about having questions or discussion after the talk.
 - Introduce the speaker to some of the members and leaders who can discuss something about the 4-H organization.
 - Discuss meeting plans and the time allowed for the program.
 - Encourage members to be ready to start a discussion and/or ask questions after the talk.



- Check frequently on progress of committees and ask for a report from each chairman.
- Delegate responsibilities so that every 4-H'er has some job in the group at one time or another.
- Help plan a program for each month in the year.
- Arrange to have another person (usually the vice-president) preside if you cannot attend a meeting.
- Work with other officers to plan programs and carry out events.
- Keep in close touch with the local leaders and county Extension agents and state advisors.
- Attend the officers' training session.

The Vice-President

The vice-president is next in rank to the president. You take the president's place if that officer resigns or is not present at a meeting. Probably your biggest and most important job is acting as chairman of the program committee.

Duties of the Vice-President

- Know parliamentary procedure so that you can conduct an orderly meeting.
- Preside at meetings in the absence of the president.
- Know the duties of the president.
- Serve as chairman of the program committee. Prepare a calendar of events. Be responsible for following through with each monthly program for the year. Notify members who are on the program committee.
- Arrange each program to make a well-balanced one. Announce the program at each meeting.
- Work closely with the president, leaders, and other officers on all club activities.
- Consult with the president on plans or special work needed.
- As program chairman, sit near the front of the room or at the table with the president and secretary.
- Attend the officers' training session.



The Secretary

Congratulations on being elected to one of the most important offices ! The club or council has entrusted to you the responsibility of maintaining the records. Get a copy of the *4-H Secretary's Record Book*, 4H GCR 01, to help you with this task. Much of the success of the club or council depends upon the working relationship between you and the president. This is your opportunity to help the president make the club or council work well.



Duties of the Secretary

- Sit with the president at the desk or table in the front of the room.
- Record any officers elected, committees appointed, and other business brought before the club.
- Call the roll at the request of the president and record the attendance.
- Stand and read minutes of the last meeting when the president calls for them. Make corrections given by 4-H'ers of the club or council.
- When called upon by the president, state any unfinished business left from the previous meeting. If there is none, so state to the president.
- Read correspondence directed to the club or council when called upon by the president; write replies when necessary.
- Initiate correspondence as directed by the club or council. Keep copies of all correspondence for future reference.
- Collect and record reports of all committees and all written resolutions.
- Cooperate with the reporter in preparing articles for the newspaper.
- Call the meeting to order in the absence of the president and vice-president and have a temporary chairman elected to preside.
- Assist the president during the meeting by

writing each motion as stated. Be prepared to read the motion.

- Advise the president on matters of business to be taken up. Help to start, and to stop, on time.
- Maintain a record of all officers, standing committees, and special committees.
- Inform the president if you will be absent. The president will appoint an acting secretary for the meeting.
- Submit regular reports to the leader or to the county Extension office as requested.
- Attend the officers' training session.
- Turn over your records to the club leader at the end of the year.

Meeting Minutes Should Contain:

- Name of the club or council; time and place of meeting.
- Name of the presiding officer, roll call, approval of the secretary's minutes, and the treasurer's balance.
- A summary of reports given.
- Business transacted. Each motion should be fully and accurately recorded: person making the motion, seconding it, and giving the exact wording. The result of the vote should also be given. State whether the motion was passed or failed. State time that the meeting was adjourned.
- Signature and title of person who recorded the minutes.



The Treasurer

Your club or council has placed upon you the responsibility of keeping the financial records. For any club or council to make wise use of money it has earned, 4-H'ers need to know the financial status of their club or council. Ask your leader or advisor for a copy of the *4-H Treasurer's Manual*, 4H GCR 02, or secure your own copy at the Florida 4-H Web site: <http://www.florida4h.org>.



Duties of the Treasurer

- Take charge of all the money taken in by the club or council.
- Keep an accurate record of:
 - a) all money received and its source.
 - b) all money paid out, showing whom the money was paid to and what it was paid for.
- Deposit in a checking account in a local bank or Extension office, all money received as soon as it is received. Do not keep large sums of club or council monies at home or on you personally.
- Do not mix money belonging to the club or council with private funds.
- Never use club or council money to pay personal bills no matter how short the time intended for the loan.
- Give a report of money received, bills paid, and amount on hand at each meeting when called upon by the President.
- Be ready to give an itemized account of funds at any time upon request of members or leaders.
- Pay money out of the treasury (by check or check request with 2 signatures) only as approved by the club or council or as specified by the bylaws of your club or council. Pay bills authorized by the club or council promptly. Canceled checks will serve as receipts.
- You are responsible for the club or council funds until your successor is elected. An auditing committee should check your records before they are turned over to your successor.
- Serve as chairman of the finance committee whose main responsibility is planning ways of raising money for the club or council.
- Give complete, accurate records to your successor at the end of the year.
- If your club or council disbands, turn over remaining funds for disposition as approved by the club or council or as specified by the county program guidelines.
- Attend the officers' training session.



The Reporter

Reporting 4-H news can be an exciting adventure, and it could be the beginning of a new and exciting career. The 4-H reporter has the privilege and opportunity of telling others about 4-H. Newspaper editors like news stories about 4-H because their readers like to know what young people are doing.

For your club or council to obtain the support, respect, and goodwill of the people in the community, it is important for you to keep them aware of the good work done by your club or council. To do this, your reports must be factual and must answer the questions of "Who, What, When, Where, Why, and How."

To be news, a 4-H event must be one or more of the following: (1) recent, (2) important, (3) close to the place of publication, (4) unusual, and (5) interesting. It must always be accurate.

Duties of the Reporter

- Spread the good news of 4-H and your club or council to the people.
- Write a report of each 4-H meeting immediately following the meeting and mail it or take it to the local newspaper editor as soon as possible. Send a copy to your county Extension Office as well. Remember that old news is worse than no news.
- Make a collection of clippings and news items concerning your club or council for the permanent record.
- Write articles and take photographs of special 4-H events for your local newspaper.
- Serve as chairman of the publicity committee.
- Attend the officers' training session.

Suggestions for a Good News Story



- Type your story.
- Put your name, address, and phone number at the top of the page.
- Double space.
- Leave wide margins at the left and right.
- Write stories in the third person (he, she, they).
- Keep sentences short.
- Leave out personal opinions.
- Be sure all names are spelled correctly.
- State the most important or most interesting fact in the first paragraph. In the following paragraphs, give the information in the order of importance.
- Keep paragraphs short (not over 40 to 50 words).
- If possible, submit good pictures with your stories.
- Visit the local newspaper office and radio and TV stations to find out what news writers want and will use.
- Recognize that your story may be cut or changed (or not used at all). Remember the reporter's A-B-C's: Be Accurate! Be Brief! Be Concise!



The Sergeant-at-Arms

As sergeant-at-arms of your 4-H club or council your duties are as follows:

- Assist with room setup, flags, banners, and be on watch for potential physical risks in the room.
- Arrange for pledges and a thought for the day for each meeting of the club or council.
- Keep order, peace and let all youth know the rules of the meeting to reduce interruptions in the meeting space.
- Attend the officers' training session.



The Historian

As historian of your 4-H club or council your duties are as follows:

- Collect memorabilia from the 4-H'ers about the events and activities of the club or council.
- Take photographs that show the events and activities of the 4-H program.
- Compile memorabilia in as orderly manner such as a scrap book.
- Arrange for display of the "scrap book" at appropriate occasions.
- Work with the club reporter to gather newspaper clippings and stories.



The Parliamentarian

As parliamentarian of your 4-H club or council your duties are as follows:

- Be knowledgeable about parliamentary procedure and its application in a meeting.
- Carry *Robert's Rules of Order* to meetings for reference purposes.
- Make final decisions on any discrepancy in the parliamentary procedure of the club.

Additional Leadership Roles

Other officer or committee chair positions can be determined for expanding the leadership roles within your club. Some others might include:

Community Service
Volunteer Recognition
Holiday Gatherings
Parent/Family Recognition



Notes

[illegible]





4-H Club Meeting Checklist

	<u>Good</u>	<u>Average</u>	<u>Needs Improvement</u>
Meeting was well planned	_____	_____	_____
Each officer did his/her job	_____	_____	_____
President used an agenda	_____	_____	_____
Secretary had minutes prepared	_____	_____	_____
Treasurer had report prepared	_____	_____	_____
Business meeting moved along well	_____	_____	_____
All members took part in discussion	_____	_____	_____
Meeting room was set up when members arrived	_____	_____	_____
Meeting place was comfortable	_____	_____	_____
There was a program or activity	_____	_____	_____
The program/activity was interesting	_____	_____	_____
Recreation was included	_____	_____	_____
Recreation was well led	_____	_____	_____
Refreshments were served	_____	_____	_____
Each member spoke at least two times during the meeting	_____	_____	_____

Use this check list to do a quick evaluation of your 4-H club's meeting.

HEAD

I pledge...

HEART

my Head

to clearer thinking

HANDS

my Heart

to greater loyalty

HEALTH

my Hands

to larger service

and my Health

to better living

for my club

my community

my country

and my world.



The 4-H Pledge, first adopted in 1927, summarizes 4-H as the four-fold development of youth through the Head, Heart, Hands and Health.

Post a pledge banner at your meeting site. At the end of the first meeting, give everyone a card with the 4-H pledge to take home.

The 4-H Pledge

The **HEAD** represents:

1. Thinking, planning and reasoning.
2. Gaining new and valuable knowledge.
3. Understanding the whys.

The **HEART** represents:

1. Being concerned about the welfare of others.
2. Accepting the responsibilities of citizenship.
3. Determining the values and attitudes by which to live.
4. Learning how to live and work with others.
5. Developing positive attitudes.

The **HANDS** represent:

1. Learning new skills.
2. Improving skills already known.
3. Being useful, helpful, and skillful.
4. Developing respect for work and pride in accomplishment.

The **HEALTH** represents:

1. Practicing healthful living.
2. Enjoying life.
3. Using leisure time wisely.
4. Protecting the well being of self and others.

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2. Joy Jordan: contact person, Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, Gainesville, 32611.
3. This information was revised by Joy Jordan, 4-H Youth Development Specialist, Bryan Terry, 4-H Volunteer Specialist, Dale Pracht, Community Based Organizational Systems in 4-H Youth Development, Department of Family Youth and Community Sciences, and Judy Butterfield, Regional Specialized Agent, and Adam Estes, Escambia County, 2008-09 State 4-H Sergeant-At-Arms, Florida 4-H Youth Development, IFAS, University of Florida.

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Florida 4-H Secretary's Record Book

Name of 4-H Club: _____

County: _____ Club Year: 20__ to 20__

Leader's Name: _____

Secretary's Name: _____

County Extension Agent: _____

Dear 4-H Secretary:

Congratulations on being selected as your 4-H Club Secretary! This is an important position and your good work will help your club to be successful. This book should serve as a good guide for you to follow and outline your club's goals, plans for the year, as well as keep records of what your club has done.

Here are a few hints to be successful:

- ★ Look through this book and pay careful attention to your duties, the by-laws, & the section for club goals/planning.
- ★ Use this book as a guide book and planner as well as a way to keep track of your club's success.

A main part of your job is taking notes during the meeting and keeping up with the correspondence of the club. Make sure to pay careful attention to details when doing your job and you will be sure to be a success. Good luck!!



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Duties of the 4-H Club Secretary

- ✓ Call roll at the beginning of each meeting (make sure it is alphabetical & up to date).
- ✓ Keep records on each member and their participation.
- ✓ Keep records and write minutes for each meeting & present minutes at each meeting.
- ✓ Handle all correspondence for the club.
- ✓ Keep records of committee reports.
- ✓ Turn in your 4-H Secretary's Record Book to the 4-H Office at the end of the year.

Sample Meeting Agenda or Order of Business

- I. Call to Order
- II. Opening exercises (songs, pledges, etc.)
- III. Roll Call
- IV. Approval of minutes
- V. Reports (Treasurer, Council Delegates, Committee)
- VI. Unfinished Business
- VII. New Business
- VIII. Program (Demonstrations, slides, judging events, project talks, guest speakers)
- IX. Recreation
- X. Announcements
- XI. Adjourn



Club Information Sheet



President: _____

Vice President: _____

Secretary: _____

Treasurer: _____

Reporter: _____

Historian: _____

Club Leaders: _____

Project Leaders: _____

County Extension Agent: _____

Committees

Name: _____

Chairman: _____

Members: _____

Name: _____

Chairman: _____

Members: _____



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4-H Club Goal Setting

For your club to be successful, you should set goals at the beginning of the year. Some goals are general for all clubs, and some goals are specific for your club. Below are the goals that your club should meet and space for you to write in your own club goals.



- ☐ The yearly program planned and sent to 4-H Extension Agent.
- ☐ The club held at least nine regular meetings.
- ☐ The average attendance at meetings was at least 75%.
- ☐ The club conducted a planned community service activity.
- ☐ Every club member presented something at two club meetings.
- ☐ The club had entries at county events day.
- ☐ At least 75% of members participated in special County 4-H activities.
- ☐ The president and council delegate attended most county meetings.
- ☐ Club officers received formal training.

☐ _____

☐ _____

☐ _____

☐ _____



Standards of Excellence for 4-H Clubs and Groups

Check the following Club Performance Standards completed during the 4-H year. Documentation may come from meeting minutes, scrapbooks, photos, newspaper articles, letters, etc.

Club Name: _____ County: _____

Club/Group President Signature: _____ Date: _____

Organizational Volunteer: _____ Date: _____

Total Number of checked responses for the 20 Excellent Standards: _____

Club Performance Standards

- _____ 1. Club/group had a planned annual program that includes group goals. *(Ex: recruit 4 new members; 75% of members will attend camp; all members will choose one county learning activity to attend)*
- _____ 2. Group members were actively involved in planning the group's annual program.
- _____ 3. Group selected an area of focus for their annual program. *(Ex: health & fitness; environmental science; pet care; community service; intercultural understanding OR Club is represented in the community, by serving on a committee, council or board with adult partners)*
- _____ 4. Group members were involved in implementing the annual program/activities. *(Ex: planning and bringing snacks; leading the pledges; calling club members for a group meeting or assignment; presenting a demonstration; organizing a tour; introducing a speaker; leading recreation; teaching others)*
- _____ 5. A calendar for the year was printed and distributed to members, parents, volunteers, and the local Extension Office. *(Ex: identify meeting dates, locations, educational programs; special projects; social events; county or district events)*
- _____ 6. All members were invited and at least 75% of group members were involved in at least nine group activities during the year. *(Ex: meetings; club tours; recognition event)*
- _____ 7. Group officers were elected or appointed, and fulfilled their leadership roles.
- _____ 8. Group completed at least one (1) community service project.
- _____ 9. Group completed at least one (1) project that promotes 4-H visibility at the community or county level. *(Ex: participating in a community parade; radio interviews during National 4-H Week; project displays in business windows; or doing website development for County Extension office)*
- _____ 10. Group has completed at least one (1) project that promotes 4-H visibility at the county, multi-county, district, state, multi-state, national or global level.



Club Performance Standards (continued)

- _____ 11. Group recruited at least one (1) project volunteer for at least 75% of the member's project learning areas.
- _____ 12. At least 75% of the members made progress toward individual 4-H project goals.
- _____ 13. Group developed a method to communicate with families at least three (3) times per year regarding group activities, education and achievements. (*Ex: newsletters; e-mails; calling tree; group activity that includes families*)
- _____ 14. Group planned at least one (1) activity to include parents and families in club activities. (*Ex: project showcase; skating party; tours; recognition event*)
- _____ 15. Members took part in a variety of events and/or meetings beyond the 4-H group level. (*Ex: county project workshops; district events; state fair; interstate exchange programs*)
- _____ 16. A scheduled recognition event was held for members, volunteers and parents.
- _____ 17. Club/group planned and implemented at least one multi-club activity. (*Ex: doing multi-club community service; several clubs managing a community or county event; conducting a multi-club learning or social event*)
- _____ 18. Group members participated in 4-H activities beyond the club level. (*Ex: county educational workshops; district events; state fair*)
- _____ 19. 4-H club/group consistently had a safety/supervision ratio of 1 adult to 10 youth.
- _____ 20. The racial/ethnic composition of the club reflects the diversity of the surrounding community. (*If club does not reflect the diversity of the community, then successful efforts to contact minority citizens in person, by mail, and through mass media may be used*)

12-13 Checked of 20 questions = **BRONZE** Clover Club Award
14-15 Checked of 20 questions = **SILVER** Clover Club Award
16-17 Checked of 20 questions = **GOLD** Clover Club Award
18-20 Checked of 20 questions = **EMERALD** Clover Club Award





Annual 4-H Club Program & Activity Plan

It is important to have a plan of what your club is going to do for the year. Use this sheet to plan the program and activities your club will do each year.

Club Name: _____

Regular Meeting Time: _____ Place: _____

Month	Program	Activities
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		



Meeting Plan Form

It's a good idea at the beginning of the year to sit down and make plans for who is going to do what at your 4-H Club meetings throughout the year. You can use this sheet as a planning guide to outline who will have what responsibilities each member will have each month.



Month	Inspiration	Pledges	Introduce Program	Program
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				
August				



Membership Roll

[illegible]

Meeting Minutes

Date: _____ Time Began: _____ Time Ended: _____

Place: _____ Members Present: _____ Visitors: _____

Business: _____

Educational Program/Recreation: _____

President

Secretary



Secretary's Monthly Report

As club secretary, you conduct correspondence on behalf of your club. A special type of correspondence is the Secretary's Monthly Report. This is sent to the county Extension office to help Extension agents know what is happening in the 4-H club.

Immediately after each monthly club meeting, fill out the report card and mail it to the county Extension office. You will be provided with a supply of the report cards upon your request.

Sample 4-H Meeting or Activity Report Card

Dear County Extension Agent(s),

Below is a report of our recent 4-H meeting or activity:

Name of 4-H Club: _____

Type of meeting or activity: _____

Date of meeting or activity: _____ Place: _____

Total present: _____ Members: _____ Leaders: _____ Others: _____

What we did: _____

Date of next meeting: _____ Place: _____ Time: _____

Name of person making report Title





Secretary's Annual Report



Name of Club: _____ Date Organized: _____

1. How many members were on the club roll this year? _____
2. How many regular meetings were held? _____
How many project/workshop meetings were held? _____
What kind were they? _____
3. How many meetings were parents especially invited to? _____
What kind of programs were given? _____
4. What was the average attendance at club meetings? _____
What percentage of the club's membership is this? _____
5. What community improvement or service projects did the club participate in?

6. How many members participated in the following:
_____ Gave a talk _____ Prepared an exhibit _____ Gave a demonstration
7. Number of club members exhibiting projects during the year? _____
8. How many of your club members participated in the following?
_____ State Congress _____ County Camp _____ Specialty Camps
_____ Achievement Day _____ Fairs or Shows _____ Judging Events
9. Is your secretary's book complete? _____ Did your club keep a scrapbook? _____
10. How many members completed one or more projects? _____
What percentage of the club's membership is this? _____
11. Did any members, or your club, have any stories printed? _____ How many? ____
Did members of the Club make any radio/television broadcasts? _____ How many? ____
Did any member appear on school, community or civic programs pertaining to 4-H Club work?

How many occasions? _____



12. Outside Speakers

Name of Speaker	Subject

13. Project Work

Project	Number Enrolled	Number Completed	Project	Number Enrolled	Number Completed
Aerospace			Health		
Apiary			Home Environment		
Automotive			Horse		
Beef			Human Development		
Bicycle			Leadership		
Bread			Management-Home		
Career Exploration			Management-Money		
Citizenship			Marine Education		
Citrus			Photography		
Clothing			Poultry		
Consumer Education			Public Speaking		
Dairy Foods			Rabbits		
Dairy Projects			Recreation		
Discovering 4-H			Robotics		
Dog Care			Safety		
Electric Energy			Small Engines		
Entomology			Swine		
Food and Nutrition			Veterinary		
Food Preservation			Wildlife		
Forestry			WINGS		
Gardening			Woodworking		
GPS					





Our Club's Achievements



County: _____

District: _____





Our Club's Achievements



State: _____

National: _____





Suggested 4-H Club Constitution



Article I—Name

This organization should be known as the _____ 4-H Club.

Article II—Purpose

The purpose shall be to enable the members to work in harmony with one another for the best interests of the individual and of the community. Leadership, citizenship, and personal development should be the aim.

Article III—Membership

Any boy or girl between the ages of 8 and 18 years, who is interested in club work and willing to accept supervision by Extension Agents or volunteer leaders, may be considered for membership. The club will determine its membership under the guidelines of the Affirmative Action Programs of the Florida Cooperative Extension Service.

Article IV—Meetings

Meetings should be held regularly according to the needs and desires of the group.

Article V—Officers

Suggested officers: President, Vice-President, Secretary, Treasurer, Recreation Leader, Council Delegate, and Reporter as needed. The President, Vice-President, and Secretary should compose the executive committee. The adult 4-H leaders shall serve as advisors to the Executive Committee.

Article VI—Duties of Officers

The president shall preside at all meetings, appoint all committees, and attend to such other duties as usually pertain to the office. The Vice-President shall act in the absence of the President. The Secretary shall keep the minutes of the meetings and attend to all correspondence of the club. The Treasurer shall collect and account for all monies of the club, and shall pay out money only upon the order of the executive committee. The Reporter shall supply local newspapers with the news. The Recreation Leader shall plan and direct the club's recreational activities. The Council Delegate shall represent the club at council meetings and report to the club membership.



HEAD

HEART

HANDS

HEALTH



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.

The 4-H Pledge, first adopted in 1927, summarizes 4-H as the four-fold development of youth through the Head, Heart, Hands and Health.

Post a pledge banner at your meeting site. At the end of the first meeting, give everyone a card with the 4-H pledge to take home.

The 4-H Pledge

The **HEAD** represents:

1. Thinking, planning and reasoning.
2. Gaining new and valuable knowledge.
3. Understanding the whys.

The **HEART** represents:

1. Being concerned about the welfare of others.
2. Accepting the responsibilities of citizenship.
3. Determining the values and attitudes by which to live.
4. Learning how to live and work with others.
5. Developing positive attitudes.

The **HANDS** represent:

1. Learning new skills.
2. Improving skills already known.
3. Being useful, helpful, and skillful.
4. Developing respect for work and pride in accomplishment.

The **HEALTH** represents:

1. Practicing healthful living.
2. Enjoying life.
3. Using leisure time wisely.
4. Protecting the well being of self and others.

1. This document is 4H GCR 01 (DLN 4H012), one of a series of the Florida 4-H Youth Development, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. November 2009. Please visit the 4-H Web site at <http://florida4H.org>. Joy Jordan, contact person.
2. This information was revised by Joy Jordan, 4-H Youth Development Specialist, Bryan Terry, 4-H Volunteer Specialist, Dale Pracht, Community Based Organizational Systems in 4-H Youth Development, Department of Family, Youth and Community Sciences; with Judy Butterfield, Regional Specialized Agent, and Victoria Hygema, Nassau County, 2008-09 State 4-H Council Secretary; Florida 4-H Youth Development, IFAS, University of Florida.

COOPERATIVE EXTENSION SERVICE, UNIVERSITY OF FLORIDA, INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES, Millie Ferrer-Chancy, Interim Director, in cooperation with the United States Department of Agriculture, publishes this information to further the purpose of the May 8 and June 30, 1914 Acts of Congress; and is authorized to provide research, educational information, and other services only to individuals and institutions that function without discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions, or affiliations. Single copies of extension publications (excluding 4-H and youth publications) are available free to Florida residents from county extension offices. Information about alternate formats is available from IFAS Information and Communication Services, University of Florida, PO Box 110810, Gainesville, FL 32611-0810. The 4-H Name and Emblem are protected under 18 U.S.C. 707. This information was published May 1994 as 4H GCR 01 with revision dates August 2002/November 2009.

President



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Basic 4-H Club Meeting



1. **CALL TO ORDER** (*President, _____, Raps Gavel 2 times for members to come to order*)
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2. **PLEDGES** (*The 2 Pledge Leaders come to the front to lead pledges*)
(*All Members, Pledge Leaders and all Officers stand and recite pledges along with Pledge Leaders*)
(*Pledge Leader, _____*) Attention, salute, pledge: I pledge allegiance to the flag...
(*Pledge Leader, _____*) Attention, 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.
3. **ROLL CALL** (*President raps gavel 1 time for members to sit*) Next, we will have roll call. Please respond when your name is called by our Secretary, _____.
(*Secretary*) When I call your name, please answer with your favorite _____.
(*Secretary calls names of each club member on roll and checks off names of members present*)
4. **EDUCATIONAL PROGRAM, PROJECT AND/OR ACTIVITIES**
(*President*) Our Vice-President, _____, will tell us our club options for today.
(*Vice-President*) Today's club options are:
a. _____ b. _____
c. _____ d. _____
e. _____ f. _____
5. **ANNOUNCEMENTS** (*President*) Are there any announcements?
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(*Member 1, _____*) I move that the meeting be adjourned. (*President*) Is there a second?
(*Member 2, _____*) I second the motion. (*President*) All those in favor of the motion to adjourn the meeting say "aye." All opposed say "no." The motion to adjourn the meeting is passed. The meeting is adjourned and you may go to your project meetings. (*President raps gavel 3 times.*)

Use popsicle sticks or officer buttons to draw out officer duty and members for the day. President, Vice-President, Secretary, American Pledge Leader, 4-H Pledge Leader, Member 1, Member 2. You may also have unlimited number of Member cards for each youth present.

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- ❖ Multiple raps = Signal to restore dignity and order to the meeting, members, sit and be quiet.

Adapted by the Florida 4-H Military Programming team, from 4-H 101, Lesson 11, 4-H Military Partnerships, 4-H National Headquarters, National Institute of Food and Agriculture, USDA.

Vice President



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American Pledge Leader





Basic 4-H Club Meeting



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4-H Pledge Leader



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Secretary



Member 1





Basic 4-H Club Meeting



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Leader





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(*Secretary*) When I call your name, please answer with your favorite _____.
(*Secretary calls names of each club member on roll and checks off names of members present or says Please be sure you have signed in for today's meeting. (if too large of group to do individual names)*)
4. **EDUCATIONAL PROGRAM, PROJECT AND/OR ACTIVITIES**
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Why icebreakers?

Icebreakers can play an important role in helping young people integrate and connect with one another in a group environment. Icebreakers can also enhance your teaching by helping to stimulate cooperation and participation. They can provide positive momentum for small group study and discussion by:

- Helping a new group get to know one another.
- Helping new members to integrate into a group.
- Helping young people feel comfortable together.
- Encouraging cooperation.
- Encouraging listening to others.
- Encouraging working together.
- Encouraging young people to break out of their cliques.
- Developing social skills.
- Building a rapport with leaders.
- Creating a good atmosphere for learning and participation.

Icebreakers and you

A 10 SECOND CHECK LIST!

- Be enthusiastic, whatever happens, be enthusiastic!
- Choose volunteers carefully and don't cause embarrassment.
- If something is not working move quickly on to the next activity.
- Timing is important. Don't flog them to death. Use only 2 or 3 icebreakers as a 20-30 minutes introduction to your programme. Finish each icebreaker while young people are still enjoying it.
- Choose icebreakers appropriate for your age group. No group is the same and your understanding of what will and will not work with your group is a core youth work skill.

GETTING TO KNOW YOU

ICEBREAKERS

Fact or fiction?

Ask everyone to write on a piece of paper THREE things about themselves which may not be known to the others in the group. Two are true and one is not. Taking turns they read out the three 'facts' about themselves and the rest of the group votes which are true and false. There are always surprises. This simple activity is always fun, and helps the group and leaders get to know more about each other.

Interview

Divide the young people into pairs. Ask them to take three minutes to interview each other. Each interviewer has to find 3 interesting facts about their partner. Bring everyone back to together and ask everyone to present the 3 facts about their partner to the rest of the group. Watch the time on this one, keep it moving along.

My name is?

Go around the group and ask each young person to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with the same letter of his name e.g. generous Grahame, dynamic Dave. Write them down and refer to them by this for the rest of the evening.

Conversations

Each person is given a sheet of paper with a series of instructions to follow. This is a good mixing game and conversation starter as each person must speak to everyone else. For example;

- Count the number of brown eyed boys in the room.
- Find out who has made the longest journey.
- Who has the most unusual hobby?
- Find the weirdest thing anyone has eaten.
- Who has had the most embarrassing experience?
- Who knows what 'Hippopotomonstrosesquippedaliophobia' is a fear of?
Nearest guess wins. If that's too easy you can try Arachibutyrophobia, Alektorophobia, Ephebiphobia or Angliphobia. **(Answers on last page!)**

The question web

You need to have a spool of string or wool for this game. Ask the young people to stand in a circle. Hold on to the end of the string and throw the ball/spool to one of the young people to catch. They then choose a question from 1-20 to answer. A list of 20 sample questions is given below. Adapt for your group.

Holding the string they then throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other! At the end of the game you could comment that we all played a part in creating this unique web and if one person was gone it would look different.

In the same way it's important that we all take part to make the group what it is, unique and special.

1. If you had a time machine that would work only once, what point in the future or in history would you visit?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try and save?
4. If you could talk to any one person now living, who would it be and why?
5. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
6. If you were an animal, what would you be and why?
7. Do you have a pet? If not, what sort of pet would you like?
8. Name a gift you will never forget?
9. Name one thing you really like about yourself.
10. What's your favourite thing to do in the summer?

11. Who's your favourite cartoon character, and why?
12. Does your name have a special meaning and or were you named after someone special?
13. What is the hardest thing you have ever done?
14. If you are at a friend's or relative's house for dinner and you find a dead insect in your salad, what would you do?
15. What was the best thing that happened to you this past week?
16. If you had this week over again what would you do differently?
17. What is the first thing that comes to mind when you think about God?
18. What's the weirdest thing you've ever eaten?
19. If you could ask Christ to change one problem in the world today, what would you like him to change?
20. What book, movie or video have you seen/read recently you would recommend? Why?

Desert Island

Announce, 'You've been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book (which is not the Bible) and one luxury item you can carry with you i.e. not a boat to leave the island! What would you take and why?'

Allow a few minutes for the young people to draw up their list of three items, before sharing their choices with the rest of the group. As with most icebreakers and relationship building activities, it's good for the group leaders to join in too!

If

Ask the group to sit in a circle. Write 20 'IF' questions on cards and place them (question down) in the middle of the circle. The first person takes a card, reads it out and gives their answer, comment or explanation. The card is returned to the bottom of the pile before the next person takes their card.

This is a simple icebreaker to get young people talking and listening to others in the group. Keep it moving and don't play for too long. Write your own additional 'IF' questions to add to the list.

1. If you could go anywhere in the world, where would you go?
2. If I gave you \$10,000, what would you spend it on?
3. If you could watch your favourite movie now, what would it be?
4. If you could talk to anyone in the world, who would it be?
5. If you could wish one thing to come true this year, what would it be?
6. If you could live in any period of history, when would it be?
7. If you could change anything about yourself, what would you change?
8. If you could be someone else, who would you be?
9. If you could have any question answered, what would it be?
10. If you could watch your favourite TV show now, what would it be?
11. If you could have any kind of pet, what would you have?
12. If you could do your dream job 10 years from now, what would it be?
13. If you had to be allergic to something, what would it be?
14. If you sat down next to Jesus on a bus, what would you talk about?
15. If money and time was no object, what would you be doing right now?
16. If you had one day to live over again, what day would you pick?
17. If you could eat your favourite food now, what would it be?
18. If you could learn any skill, what would it be?
19. If you were sent to live on a space station for three months and only allowed to bring three personal items with you, what would they be?
20. If you could buy a car right now, what would you buy?

Name that person

Divide into two teams. Give each person a blank piece of card. Ask them to write five little known facts about themselves on their card. Include all leaders in this game too. For example, I have a pet iguana, I was born in Iceland, my favourite food is spinach, my grandmother is called Doris and my favourite colour is vermillion.

Collect the cards into two team piles. Draw one card from the opposing team pile. Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. (Note: if you select the most obscure facts first, it will increase the level of competition and general head scratching!)

Would you rather..?

Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your young people! Place a line of tape down the centre of the room. Ask the group to straddle the tape.

When asked 'Would you rather?' they have to jump to the left or right as indicated by the leader. Don't forget to encourage your adult helpers to join in too! I've included 20 starter questions, just add your own and let the fun begin.

Would you rather..?

- Visit the doctor or the dentist?
- Eat broccoli or carrots?
- Watch TV or listen to music?
- Own a lizard or a snake?
- Have a beach holiday or a mountain holiday?
- Be an apple or a banana?
- Be invisible or be able to read minds?
- Be hairy all over or completely bald?
- Be the most popular or the smartest person you know?
- Make headlines for saving somebody's life or winning a Nobel Prize?
- Go without television or fast food for the rest of your life?
- Have permanent diarrhoea or permanent constipation?
- Be handsome/beautiful and dumb or be ugly and really smart?
- Always be cold or always be hot?
- Not hear or not see?
- Eliminate hunger and disease or be able to bring lasting world peace?
- Be stranded on a deserted island alone or with someone you don't like?
- See the future or change the past?
- Be three inches taller or three inches shorter?
- Wrestle a lion or fight a shark?

Masks

You will need crayons or paints, markers, scissors and white card for this activity. Give each young person a piece of white card. Ask them to draw and cut out a life-sized shape of a face. They can also cut out eyes and a mouth if they wish. Each young person is then asked to decorate their card face. One side represents what they think people see/know/believe about them i.e. on the outside. The other side represents what they feel about themselves i.e. things going on the inside, what people do not necessarily know or see.

This is best used in an established group where the young people are comfortable and at ease with each other. 'Masks' is also a good discussion starter on self-image and self-worth.

Flags

Flags is a get-to-know-you activity, helping young people express what's important to them or more about themselves. Provide large sheets of paper, crayons, markers and paints. Ask each young person to draw a flag which contains some symbols or pictures describing who they are, what's important to them or what they enjoy.

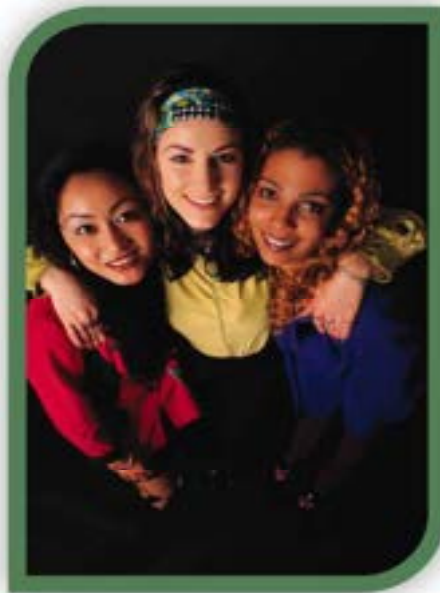
Each flag is divided into 4 or 6 segments. Each segment can contain a picture i.e. favourite emotion, favourite food, a hobby, a skill, where you were born, your family, your faith. Give everyone 20 minutes to draw their flags. Ask some of the group to share their flags and explain the meaning of what they drew.

People Bingo

Great for new groups. Make a 5 by 4 grid on a piece of card and duplicate for everyone in your group. Supply pens or pencils. Each box contains one of the statements below. Encourage the group to mix, talk to everyone to try and complete their card. If one of the items listed on the bingo card relates to the person they are talking with, have them sign their name in that box.

End the activity after 10 minutes and review some of the interesting facts the group has discovered about each other. You can add your own statements appropriate for your group.

- Has brown eyes
- Has made the longest journey
- Has eaten the weirdest food
- Plays Tennis
- Is wearing blue
- Speaks a foreign language
- Knows what a muntjak is (it's a small deer)
- Plays a musical instrument
- Has 2 or more pets
- Has been to the most foreign countries
- Hates broccoli
- Has 2 or more siblings
- Name begins with an 'S'
- Loves Chinese food
- Loves to ski
- Knows what a quark is (A quark is a tiny theoretical particle that makes up protons and neutrons in the atomic nucleus. So there!)
- Loves soccer
- Likes to get up early
- Someone who's favourite TV show is CSI
- Someone over 6ft tall



GROUP BUILDERS

Around the world

The leader begins by saying the name of any country, city, river, ocean or mountain that can be found in an atlas. The young person next to him must then say another name that begins with the last letter of the word just given. Each person has a definite time limit (e.g. three seconds) and no names can be repeated. For example - First person: Londono, Second Person: Niagara Fallss, Third Person: Switzerland

Supermarket

The first player says: "I went to the supermarket to buy an Apple (or any other object you can buy in a supermarket that begins with an A). The next player repeats the sentence, including the "A" word and adds a "B" word.

Each successive player recites the sentence with all the alphabet items, adding one of his own. For example; 'I went to the supermarket and bought an Apple, Banana, CD, dog food, envelopes, frozen fish'. It's not too hard to reach the end of the alphabet, usually with a little help! Watch out for 'Q' and 'X' 😊

Tall stories

The leader starts a story with a sentence that ends in SUDDENLY. The next person then has to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. The story becomes crazier as each young person adds their sentence. Tape it and play it back. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY.....'

Once upon a time

Ask each young person to think of either the name of a person, a place or a thing. Invite them to share this with the rest of the group. Select one of your group to begin a story. However, within 10 seconds they must mention the person, place or

thing they have thought of. After 10 seconds (use a stopwatch or kitchen timer) the story is continued by the next person who must also mention their person, place or thing within the 10 seconds.

Continue until everyone has made a contribution. The stories can get really weird, but that's part of the fun! Tape the story for playback at the next parents meeting!

Word link

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and add another word link i.e. soup, and so on. To keep this moving, only allow five seconds for each word link.

Object stories

Collect together a number of objects and place in a canvas bag. The objects can include everyday items i.e. a pencil, key-ring, mobile phone, but also include some more unusual ones i.e. a fossil, holiday photograph, wig!

Pass the bag around the group and invite each young person to dip their hand into the bag (without looking) and pull out one of the objects.

The leader begins a story which includes his object. After 20 seconds, the next person takes up the story and adds another 20 seconds, incorporating the object they are holding. And so on, until everyone has made a contribution to your epic literary tale 😊

Add words

Simple, completely ridiculous and a lot of fun. The first person says a word, for example 'The'. The second person says the first word and ADDS a second word of their choice, and so on. At the end you might have a complete sentence!

For example, 'The aardvark spiralled into the puddle of custard clutching his skateboard while whistling his favourite Bjork melody.' The fun thing is putting twists in the sentence so that the others have a hard time coming up with a word that fits. ADD WORDS can be played a few times without being boring.

Vocabulary

You begin by thinking of a word and then give the first letter. The next player thinks of a word beginning with this letter and gives the second letter. The third player thinks of a word that begins with the first two letters and adds a third. The object of the game is to avoid completing a word. When a player has completed three words or failed to add a letter they can rest their brain for the remainder of the game! You might need a dictionary handy to adjudicate on some words.

One minute please!

The aim of the game is to talk for one minute on a given subject. You announce the topic and a member of the group is randomly selected to speak for one minute. Use a pack of cards to randomly select i.e. person who draws the lowest number. Choose subjects to stimulate the imagination and which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include, my earliest memories, my favourite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, pre-millennialism (no, not really!)

Newspaper puzzle

Divide into teams of five or six people and give each group a copy of the **SAME** newspaper. Ask them to spread the newspaper out in front of each team. Describe a particular advert, article, fact or picture from the paper and the group has to find it, rip it out and bring it to you. The first team to bring it gets a point. Continue calling out items and the winning team is the one with the most points. Watch the paper fly

😊

Name grid

Divide the young people into groups of four. Each group needs paper and pens. Ask them to draw a grid on which they write their forenames. For example,

S	I	M	O	N	
W	E	N	D	Y	
R	O	B	E	R	T
A	N	N	E		

Give each team three minutes to write down as many words (three letters or more) that they can make only using the letters in their names. Letters must adjoin each other in the grid, but do not have to be in a straight line.

When the time is up each team adds up their score.

3 or 4 letter words = 1 point

5 letter word = 2 points

6 letter word = 3 points

Line up

Ask the youth group to line up. Works best with 8-10 in a line. If you've got a bigger group, split them up and challenge each line to complete the task first. Ask the group to form a new line in order of....

- Height, from smallest to tallest.
- Birthdays, from January through to December.
- Shoe size, from smallest to largest.
- Alphabetical first names (A-Z).
- Alphabetical mothers first names.
- Alphabetical grandmother's first names!
- Anything else you think up.

Balloon hugging

Select three couples to help you with this game. Give each couple three balloons. The couple must blow up and knot all their balloons. Then place two under the girl's armpits and one between the pair as they face each other. The couple then has to burst the three balloons simultaneously by hugging each other. The winning couple is the pair who burst all their balloons in the quickest time. You need to see this to believe it!

Who am I?

Prepare a self-adhesive label or post-it note for each young person in your group. Write on it the name of a well-known or famous person. This can be an historical character or current sportsman, musician, TV personality, celebrity etc. Have a good mix of men and women. Keeping the names hidden, stick the post-it notes on the foreheads of everyone in the group. They must then ask questions of the others to find out their identity.

Each person takes a turn to ask questions and figure out who they are. For example, Am I alive? Am I female? Am I in a band? Only yes or no questions can be asked. If the answer is no, their turn is over. If the answer is yes, they can ask another question and keep going until they get a no, or guess who they are. Keep playing until everyone has guessed, or if time is short, stop after the first few correct answers.

Pass the orange

Ask the young people to form a circle. Give the first young person a large orange and explain they need to pass this around the circle. No problem. BUT, it has to be passed around the circle using only chin and neck. If the orange is dropped, it must be returned to the previous player in the circle and the game restarts. A camera is a must for this game!

Liquorice line-up

You will need some very long strands of liquorice (or smaller strands tied together). Invite five or six couples (boy/girl) to take part in the game. Each couple places one end of the liquorice in their mouth. At the signal they begin to chew until they reach the middle. The winning couple is the one which reaches the middle first. Award a bag of liquorice to the winners!

Chocolate chomp

Another old party game, but still lots of fun. Ask everyone to sit in a circle on the floor. In the middle of the circle place a large bar of chocolate on a plate, a knife, a fork and three items of clothing – gloves, scarf and a cap. (Don't forget to remove the wrapper from the chocolate!) Each person in the circle takes a turn at rolling a dice.

On throwing a six they run to the middle of the circle, put on the items of clothing and try to eat as much chocolate as possible. However, they can only cut it with the knife and pick it up with the fork. As soon as someone else throws a six, they run to the middle, put on the gloves, hat and cap, and take over. Continue until all the chocolate is eaten.

Whistle and burp

Invite three couples to take part in this simple game. Ask them to sit together at the front of the group. Give each of the boys five crackers and give each of the girls a can of coke. On the signal the boys must eat the crackers as fast as possible and then whistle a pre-selected tune to the satisfaction of the rest of the group. They then hand over to their partner (girl) who must drink the coke and then burp audibly. The first couple to finish wins a packet of crackers and a can of coke!

Pass the polo

Invite the group to line up in teams of six. Give each person a toothpick, which they must hold in their mouth. The person at the front of the line has a polo on his toothpick and he must (without using his hands) pass the polo down the line. If anyone drops their sweet, the team must start again from the front of the line with a new polo.

Knots

Divide your group into teams of 6-8. Each team forms a small circle. Ask them to extend their right hand across the circle and hold the left hand of the other team member opposite them. Then extend their left hand across the circle and hold the right hand of another group member. The task is to unravel the spider's web of interlocking arms without letting go of anyone's hands. Give them a three minute time limit to complete the task. Pressure!

Backward clumps

Divide into pairs. Ask each pair to sit on the floor with their partner, backs together, feet out in front and arms linked. Their task is to stand up together. Once everyone has done this, two pairs join together and the group of four try to repeat the task. After they succeed, add another two and try again. Keep adding people until your whole group is trying to stand together. A sight to behold!

Song scramble

Before the youth meeting write out the first lines from several well-known songs, but write down only one line on each piece of card. Make sure that only enough songs are used to cover the number of people present. The cards are then scattered on the floor. Once the game begins each person grabs a card and tries to find the holders of the other cards which will complete the verse or section of the song. The winning group is the first one to correctly assemble and sing their song. Tape the songs to playback later. Here are a couple of examples which show my age 😊

*Is this the real life? Is this just fantasy?
Caught in a landslide. No escape from reality.
Open your eyes. Look up to the skies and see.*

*I'm just a poor boy, I need no sympathy.
Because I'm easy come, easy go, a little high, little low.*

*I have climbed the highest mountain; I have run through the fields
Only to be with you. Only to be with you
I have run. I have crawled. I have scaled these city walls
These city walls. Only to be with you
But I still haven't found what I'm looking for.*

AND THE SONGS (of course, you already got them!)

Bohemian Rhapsody, Queen

I Still Haven't Found What I'm Looking For, U2

Charade relay

A simple party game but great fun. Make a list of 20 popular TV programmes. Divide your group into smaller teams who base themselves around the ground floor of your house! You stand somewhere in the middle. The game begins by each team sending one person to you. Show them the first TV programme on your list. They return to their team and silently act it out in front of the group. As soon as someone guesses it, that person runs to you for the next clue and repeats the process. The winning group is the one which has acted out and guessed 20 programmes.



Movie star scramble

Divide the group into pairs, each with a paper and pen. Ask them to visit the cards you have previously prepared and placed around the room. Their goal is to unscramble the names of 20 famous movies stars i.e. SHRIN FOR ROAD (work it out yourself!) Points are awarded for each correct answer. Alternatively there is ANIMAL SCRAMBLE, TV SCRAMBLE and so on. Anyone for OLD TESTAMENT PROPHET SCRAMBLE 😊

Body spell

Divide the young people into teams of five. They will need to play this game with bare feet. The groups can play against each other or the clock (five second time limit). Using a felt tip marker write three letters on each team member. Either two hands (palms) and one foot (sole) or one hand and two feet.

1. TDO
2. HYI
3. EHR
4. BFT
5. OCS

As you call out a series of 4, 5, 6 or 7 letter words the group has to spell the word using combinations of hands and feet. Select 20 words from the list below. The finished words must be clearly visible to the leader.

- 4 Letter words: rest, fist, dice, trot, crib, boot, rich, host.
5 letter words: shoot, first, drift, shirt, roost, shred, hired
6 letter words: forest, theory, bitter, bother, frosty, boiled, strict
7 letter words: thirsty, ostrich, october, boosted, shifted, hoisted.
8 letter word: stitched

Twenty questions

20 questions is an old party game which encourages deductive reasoning and creativity. One player is selected to think of an item. The rest of the group tries to guess the item by asking a question which can only be answered with a simple "Yes" or "No." Truthful answers only please, as anything else will ruin the game.

Wink murder

Ask the group to sit in a circle. Choose a number of playing cards to match the number of young people in your group. Be certain your selection contains an ace. Each young person then draws a card. They must not comment or show it to anyone else. The player who chooses the ace is the murderer and he kills his victims by winking at them!

The game begins quietly with players sitting looking at each other. When someone catches the eye of the killer and is winked at, they are killed, and can die in any manner they choose. Some prefer to die quietly with a whimper, some opt for the blood curdling scream technique, while others might fall off their seat and lie prone on the floor. The object is to identify the murderer while trying not to be killed in the process. An incorrect guess results in instant death!

The human chair

Invite everyone to stand in a circle shoulder to shoulder. Each person then turns to the right to face the back of the person in front of them. Ask them to place their hands on the shoulder of the person in front. On the count of three they slowly begin to sit down on the lap of the person behind. As long as everyone is helping the person in front of him or her to sit, then everyone should be supporting the weight of everyone else. Of course, should someone slip, the game becomes 'human dominoes.' 😊 It might take a couple of attempts to complete the challenge.



Financials

Financials Section

Okaloosa County and Florida 4-H fundraising and crowd sourcing guidelines are provided in this section.

Resources Included in this Section:

- [Fundraising and Crowdfunding Guidelines](#)

Fundraising Guidelines

All club fundraisers must have agent approval **before** they are conducted.

Funds are to be raised only to further the educational goals of 4-H. Approval for fundraising activities will be at the discretion of the County 4-H Agent and County Extension Director or the State 4-H Program Leader for district/statewide 4-H fundraising.

All funds raised, earned, or otherwise obtained, using the 4-H name and emblem, are property of the University of Florida/IFAS Extension 4-H Youth Development Program.

Any 4-H organization, at any level within the state, is accountable to the University of Florida and USDA, and is obligated to follow all policies, procedures and regulations established by the University of Florida/IFAS Extension 4-H Youth Development Program.

All 4-H program funds, including all 4-H Clubs with funds in excess of \$100, shall be held in the local County 4-H Association or authorized 501(c) (3) 4-H foundation.

An annual financial review is required of all 4-H unit accounts, including County 4-H Association and County 4-H Foundation accounts. All 4-H units are required to file an annual IRS 990-series tax return.

Extension/4-H faculty or staff are not permitted to be a signatory on any 4-H account.

Raffles, lotteries and games of chance, etc., are permitted at the discretion of the County 4-H Agent and County Extension Director (or the State 4-H Program Leader for district/statewide activities).

Crowdfunding

Individual 4-H youth, 4-H volunteers, 4-H clubs, and County 4-H Associations are permitted to conduct fundraising online by utilizing “crowdfunding” or “crowdsourcing” web sites if all money raised for 4-H purposes follows current 4-H policies and best practices, especially those pertaining to fundraising.



Affirmative Action

Affirmative Action Section

The Civil Rights Act of 1964 requires the federally funded program 4-H to actively conduct all programming in pursue compliance with the Civil Rights Act of 1964, Title VI. Documents in this section describe affirmative action, required reporting, and other components pertaining to ensuring all 4-H programming efforts are in compliance at the county, state, and federal levels.

Resources Included in this Section:

- [Affirmative Action and 4-H](#)
- [Summary Worksheet](#)
- [All Reasonable Effort](#)

Affirmative Action & 4-H

Since the Civil Rights Act of 1964, it has been illegal to use federal funds to conduct any program that does not actively pursue compliance with the Civil Rights Act of 1964, Title VI.

<i>Affirmative Action Plan</i>	<ul style="list-style-type: none"> To see that the youth of this state are served without discrimination with regard to race, creed, color, religion, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations. Selected projects or programs may have age restrictions. The plan calls for us to involve young people from minority population segments of our community.
<i>Affirmative Action Reporting</i>	<ul style="list-style-type: none"> Each county submits an annual Affirmative Action Report. Clubs that are not in parity must make all reasonable efforts to achieve parity.
<i>What is parity?</i>	<ul style="list-style-type: none"> The percent distribution of program participants by race and gender being proportionate to the respective percent distribution in the potential audience population.
<i>All Reasonable Efforts</i>	<ul style="list-style-type: none"> Use of all available mass media – radio, newspaper & television to inform potential recipients of programs and opportunities to participate. Personal letters and circulars addressed to defined potential recipients inviting them to participate including dates and places of meetings. Personal visits to a representative number of defined potential recipients in the geographically defined areas to encourage participation.
<i>Reporting</i>	<ul style="list-style-type: none"> Include Affirmative Action statement at the conclusion of any press release that is submitted to a newspaper. Document everything. Keep a copy of personal letters, newsletters, brochures, etc. that are sent to individuals. Keep a written log of face-to-face contacts that are made with potential recipients. Submit all documentation to the Extension Office each February to be used in the annual Affirmative Action Report.

Affirmative Action Statement for all Program Announcements:

Participation shall not be denied on the basis of race, color, religion, sex, national origin, disability, sexual orientation, marital or family status, or political beliefs. Persons with disabilities should contact the Extension Office at least 10 working days prior to the event so that proper consideration can be given to the request.

Affirmative Action Statement for all other materials:

“The Foundation for the Gator Nation” an Equal Opportunity Institution.



**Compliance with Title VI of the Civil Rights Act
of 1964**

The Federal Civil Rights Act of 1964 imposes certain restrictions on all agencies using federal funds. Instructions for administration of the Act require that all organizations and groups with whom we work be informed of the implications of the Act to the Extension Service. Under these instructions, the Extension Service is prohibited from providing assistance to any organization that excludes any person from membership or participation in any activity of the organization or subjects that person to discrimination because of race, color, religion, sex, national origin, disability, sexual orientation, marital or family status, or political beliefs.

The constitution and by-laws of each 4-H Club must have a provision stating that their membership is open to all youth without regard to race, color, ethnicity, national origin, sex, or handicap.

I fully understand and agree to comply with Title VI of the Civil Rights Act of 1964.

4-H Club Name: _____

Club Leader's Signature: _____ Date _____

This form is to be completed and submitted to the 4-H office every three years or upon the change of club leaders, whichever occurs first.

_____ County 4-H Association (Rev 5/14)



Summary Worksheet

Club Name:	Date:
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Circle One: Club Meeting 4-H Special Interest/Short Term 4-H Day Camp Afterschool Program

Topic: _____

Presenter(s): _____

Location: _____

Total Youth Attendance: _____ **Total 4-H Volunteer Attendance:** _____

Total Adult Attendance: _____ **Total Volunteer Time:** _____

NOTES:

ADULT SIGN IN	GENDER M-Male F-Female	HISPANIC Yes or No	RACE A-Asian B- Black H/PI- Hawaiian Pacific Islander I-American Indian/ Alaskan Native W- White	MILITARY A-Army N-Navy AF- Air Force M-Marines CG-Coast Guard	UPDATED EMAIL or PHONE
1					
2					
3					
4					
5					
6					
7					
8					
9					



"The Foundation for the Gator Nation" An Equal Opportunity Institution

YOUTH SIGN IN	GENDER M-Male F-Female	HISPANIC Yes or No	RACE A-Asian B- Black H/PI- Hawaiian Pacific Islander I-American Indian/ Alaskan Native W- White	MILITARY A-Army N-Navy AF- Air Force M-Marines CG-Coast Guard	UPDATED EMAIL or PHONE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					



All Reasonable Efforts Documentation Due December 1st

Program Year: _____

Club Name _____ Club Leader _____

Please describe the efforts your club has made to recruit new members from your community, including under-represented groups. Attach documentation. Be specific. For example, if a school presentation was made, list the name of school, size of audience, ethnicities represented in audience, and other pertinent details. All clubs are required to demonstrate outreach efforts in at least the first **three** of the outreach methods listed below. For assistance, call your county Cooperative Extension Office. To document your club's outreach efforts, attach to this form copy of flyers, newspaper articles, news releases and lists of personal contacts made. Give a copy of this information to your local Extension Office.

METHOD	DATE(S)	LOCATION	COMMENTS/DESCRIPTION
<input type="checkbox"/> Mass media, including radio, newspaper, TV			
<input type="checkbox"/> Personal letters to minorities and/or females (potential members and leaders)			
<input type="checkbox"/> Personal contacts (phone, in person) with potential minority members & leaders			
<input type="checkbox"/> Newsletters, posters, flyers, announcements			
<input type="checkbox"/> Community OR school groups contacted with information, or through community service			
<input type="checkbox"/> Membership drive or promotional programs to reach minorities (eg., festivals, fairs, displays)			
<input type="checkbox"/> Other			

Please return this form to: _____

Address: Fax:

_____ County 4-H Association (Rev 5/14)



Risk Management

Risk Management Section

Methods to identify, assess, and strategically take action for risk situations are outlined in this section. Topics of protecting youth and volunteers through planning, youth discipline, and child abuse reporting are discussed.

Resources Included in this Section:

- [Protecting Youth and Volunteers by Planning Ahead](#)
- [Pre-event Planning Guide](#)
- [Pre-event Planning Matrix](#)
- [Positive Discipline for Youth](#)
- [Florida 4-H Misconduct Management Guidelines](#)
- [Florida 4-H Volunteer Guide to Reporting Child Abuse](#)



4-H VOLUNTEER TRAINING SERIES

Protecting Youth and Volunteers by Planning Ahead, Reducing Risk



The UF/IFAS Extension 4-H Youth Development Program is committed to the safety and well-being of its youth as well as the volunteers who help deliver 4-H programs under the supervision of 4-H faculty and staff. All things in life involve some sort of risk. When working with youth, this is especially true but there are many ways volunteers can minimize this risk and lead safe 4-H activities. Proper planning and common sense certainly go a long way. Although not to be considered legal advice, here are some facts and issues to know and keep in mind while serving as a 4-H volunteer:

1. Due to their service as volunteers for the University of Florida, **volunteers performing authorized and approved 4-H volunteer responsibilities** (as appointed by UF/IFAS Extension faculty/staff) are eligible for workers' compensation and state **liability protection** under the same conditions as state employees.
2. Like most organizations, **4-H has rules and policies that must be followed**. 4-H Policies & Best Practices are posted at <http://florida4h.org/policies>. 4-H has

policies related to code of conduct, membership and participation, non-discrimination, handling funds, use of 4-H name and emblem, religious neutrality, transportation, websites and social media, and more.

3. It is important to **treat all 4-H participants fairly and apply policies and rules consistently for all**. As part of a public institution, 4-H Youth Development has clear expectations regarding preventing discrimination (posted at <http://florida4h.org/policies>). The University of Florida is an Equal Opportunity Institution and 4-H values diversity and inclusiveness.
4. To protect youth and adults involved in UF/IFAS programs, UF/IFAS has established **mandatory volunteer background screening and youth registration procedures** to meet requirements of the State of Florida via the Department of Children and Families (DCF); and the University of Florida Office of Youth Conference Services (OYCS). The policy and procedures are posted at <http://florida4h.org/policies>.
5. Adequate and **proper supervision** can go a long way to help prevent or greatly reduce injuries and/or property damage. A Latin term commonly used regarding proper care is *in parentis locus*. Translated, it means "in the place of a parent." In other words, when you are entrusted with the care of someone else's children, you should do everything a good parent would do with his or her own child, in accordance with 4-H training, under the same circumstances. The best way to accomplish this is to provide proper and adequate supervision for all children, based on their ages and experience. Consider the question, "What would I want another person who is caring for my child to do?" Consider safety first!

Written by Keith G. Diem, Ph.D., 1990. Revised for use with Florida 4-H by the author, 2014. Used by permission. Reviewed by the Office of General Counsel.

An Equal Opportunity Institution. 4-H is the nation's largest youth development organization. Over 230,000 members in the State of Florida help to make up the community of more than 6.5 million young people across America. 4-H is a non-formal, practical educational program for youth. Florida 4-H is the youth development program of Florida Cooperative Extension, a part of the University of Florida/IFAS.

6. The **Florida 4-H Participation Form for Youth and Adults** is part of the 4-H enrollment process in 4HOnline (<http://florida.4honline.com>) and serves as a parent-release form for minors. Such consent ensures that parents have given permission for their children to participate in a 4-H activity, and that they are aware of the inherent risks in participating. It consists of the: Health Form and Medical Release, Code of Conduct, General Release, Transportation Policy, Publicity Release, and Survey and Evaluation Release. Although paper enrollment forms are still available (at <http://florida4h.org>), parents/guardians should be directed to enter youth enrollment information, including the Participation Form, into 4HOnline. A Health Form is mandatory for all participants, including adults, in overnight programs. Health Forms should be carried by all 4-Hers traveling to and from out-of-county 4-H events. The health form is also often required as part of a pre-event registration packet for state and national events. If health conditions or emergency contacts change, it is important to update the information.

7. Realize that, **when using your personal motor vehicle for transportation** related to a 4-H function, your policy with your auto insurance company will dictate the liability protection you have in the case of a motor vehicle accident. 4-H transportation policy is posted at <http://florida4h.org/policies> and included in the 4-H Participation Form.

8. **Accidents will happen.** This is why many county 4-H programs (usually sponsored by their county 4-H organizations) provide basic accident insurance coverage for all officially registered 4-H members and leaders. This policy generally covers injuries incurred during any 4-H activity. Check with your county 4-H staff to see if your county provides any accident insurance. If not, information may be available on where to get inexpensive coverage if your club wants its members to participate in such a program.

9. **Inform your county 4-H staff immediately regarding any situation involving an injury (or other controversial incident)** as part of a 4-H activity. Promptly write down all of the facts of the situation, to account for what happened and how.

10. **Make safety and fairness priorities** in everything you do in 4-H. An ounce of prevention truly is worth a pound of cure! When in doubt about a new activity or club rule, confer with your county 4-H staff first. With this in mind, here are some examples of “Do’s and Don’t’s:”

Don’t: Allow a new, 8 year-old 4-H woodworking project member to use a power tool.

Do: Make sure 4-H members receive proper training before using specialized or potentially hazardous tools. Understand the capabilities of each youth and provide necessary supervision.

Don’t: Allow an experienced electrical project member to experiment with trying to short out a motor “to see if sparks will shoot out.”

Do: Use approved 4-H curriculum and proven safe practices.

Don’t: Leave members unattended in a meeting room.

Do: Properly supervise youth at all times during 4-H functions. If necessary, ask another qualified 4-H volunteer to take over.

Don’t: Reprimand a 4-H member for not following an established club rule and ignore another member’s violation of the same rule.

Do: Treat all 4-H members fairly and apply the rules consistently. Remind all members of the importance of following established 4-H rules and the consequences for not doing so. Enforce the rules consistently.

Don’t: Not properly instructing and supervising a member of a food and nutrition project, who tries to cook food in a metal container using a microwave oven.

Do: Use approved 4-H curriculum and proven safe practices. Help reduce risk of injury to 4-H members by educating them on the possible dangers of activities and providing necessary training and supervision.

Don’t: Allow members in a science project to mix unknown or dangerous chemicals “to see what will happen.”

4-H VOLUNTEER TRAINING SERIES: PROTECTING YOUTH AND VOLUNTEERS BY PLANNING AHEAD, REDUCING RISK

Do: Limit 4-H functions to 4-H activities. Activities that are separate are considered non-4-H and are not part of “authorized and approved 4-H volunteer responsibilities.”

Don't: Refuse to admit a boy into your 4-H club one day because “there isn't enough room” and then allowing two girls to join the next day (or vice versa).

Do: Treat all 4-H members fairly and apply the rules consistently.

Don't: Force a member who cannot swim to “try a few laps” while on a club outing at a local lake.

Do: Understand the abilities of 4-H youth and avoid putting them in situations without proper training or supervision.

Don't: Ask a teen leader to fix a flat tire on your car or mow your lawn during your rabbit club meeting.



Pre-Event Planning Guide

Please use this form in combination with the Risk Management Checklist and Steps for Using the Pre-Event Matrix to help insure a safe activity/event for youth and volunteers.

Title of Event/Activity: _____

Individual(s) Responsible for Coordinating Event: _____

Name

Position

Email

Phone Number

Name

Position

Email

Phone Number

Event Level:

- ☐ County ☐ State
☐ Multi-County(District) ☐ National

Event Occurrence:

- ☐ New Event (First Time)
☐ Reoccurring

Type of Event/Activity:

- ☐ Fundraiser
☐ Retreat
☐ Competition
☐ Conference/Seminar
☐ Social Activity
☐ Program
☐ Camp School Enrichment Program
☐ Organized 4-H Club
☐ After-School Program
☐ Special Interest Classes/Clinics
☐ Other _____

Scheduled Date(s) of Event/Activity:

Start

End

Scheduled Time(s) of Event/Activity:

Start

End

Location(s) of Event/Activity:

Primary: _____

Backup: _____
(in case of inclement weather)

Number of People Attending: _____
(estimated number)

How does this event/activity promote the mission of the 4-H program:

Provide a brief description of the event/activity that you are planning:

Pre-Event Planning Matrix

This Pre-Event Planning Matrix is designed to help you think about the risks associated with events/activities you are planning with youth. Please follow each Step then decide if the activity should or should not be conducted or conducted with modifications.

Name of the Event or Activity: _____

Step 1: List all activities that could cause illness, property damage, injury, financial loss or negative publicity for the organization that could stem from the event or activity you choose to do.

Step 2: Identify the type of risks associated with each activity. Is this activity associated with:

- ☐ **People** – Youth, volunteers, employees, clients, donors, board members, and the public.
- ☐ **Property** – Buildings, facilities, equipment, materials, copyrights, and trademarks.
- ☐ **Financial** – Sales, grants, and contributions.
- ☐ **Goodwill/Reputation** – Stature in the community, and the ability to raise funds and appeal to prospective volunteers.

Step 3: Use the Matrix below to assess the current level of risk with each activity you listed in Step 1 (see page 2 for directions).

	Probability			
Severity	A	B	C	D
I	High 5	High 5	High 4	Med 3
II	High 5	High 4	Med 3	Med 2
III	High 4	Med 3	Med 2	Low 1
IV	Med 3	Med 2	Low 1	Low 1

Name of each activity (in Step 1) **Score** (list from matrix)

TIP:

Determine your initial score by finding the intersection with the highest score.
The lower the score, the lower your risk.

Step 4: Brainstorm methods to manage risks & to reduce the initial score. (List out)

Step 5: Return to the Matrix to re-assess the risk with each activity in Step 1 as a result of using the methods to manage risk.

Determine your final score by finding the intersection with the highest score. The lower the score, the lower your risk.

Step 6: Determine whether or not to conduct event and/or modify activities.

Modifications to Event/Activities

1. **Reduce Risk** – Change the activity or conditions to decrease the likelihood that a loss will occur.
2. **Avoid the Risk** – Do not conduct the activity if the risks are too severe and the possibility of occurrence is high.
3. **Transfer the Risk** – Find someone to share some of the risk. Ways to share the risk include carrying accident or medical insurance, using informed consent forms, or paying vendors for services.
4. **Assume the Risk** – Accept the risk and prepare for the possibility of loss to occur.

Pre-Event Planning Matrix

Levels of risk...

I. May result in death.

II. May cause severe injury, major property damage, significant financial loss, and/or result in negative publicity for the organization and/or institution.

III. May cause minor injury, illness, property damage, financial loss and/or could result in negative publicity for the organization and/or institution.

IV. Hazard presents a minimal threat to safety, health and well-being of participants.

Probability that something will go wrong...

A. Likely to occur immediately or in a short period of time, expected to occur frequently.

B. Probably will occur in time.

C. May occur in time.

D. Unlikely to occur.

___ Initial Score

☐ High
☐ Medium
☐ Low

___ Final Score

☐ High
☐ Medium
☐ Low

	Probability			
Severity	A	B	C	D
I	High 5	High 5	High 4	Medium 3
II	High 5	High 4	Medium 3	Medium 2
III	High 4	Medium 3	Medium 2	Low 1
IV	Medium 3	Medium 2	Low 1	Low 1

Activity/Task	Type of Risk	Possible Risks of Activity	Ways to Manage Risk	Needed Changes	We will The Risk
	(check all that apply) <input type="checkbox"/> People <input type="checkbox"/> Property <input type="checkbox"/> Financial <input type="checkbox"/> Goodwill/Reputation				(check all that apply) <input type="checkbox"/> Reduce <input type="checkbox"/> Avoid <input type="checkbox"/> Transfer <input type="checkbox"/> Assume
	(check all that apply) <input type="checkbox"/> People <input type="checkbox"/> Property <input type="checkbox"/> Financial <input type="checkbox"/> Goodwill/Reputation				(check all that apply) <input type="checkbox"/> Reduce <input type="checkbox"/> Avoid <input type="checkbox"/> Transfer <input type="checkbox"/> Assume

* Portions of this document were adapted from materials developed by Department of Student Activities at Texas A&M University, Ohio State University Extension, Kansas State Research and Extension, and the Alliance for Nonprofit Management.



Activity/Task	Type of Risk	Possible Risks of Activity	Ways to Manage Risk	Needed Changes	We will <u>The Risk</u>
	(check all that apply) <input type="checkbox"/> People <input type="checkbox"/> Property <input type="checkbox"/> Financial <input type="checkbox"/> Goodwill/Reputation				(check all that apply) <input type="checkbox"/> Reduce <input type="checkbox"/> Avoid <input type="checkbox"/> Transfer <input type="checkbox"/> Assume
	(check all that apply) <input type="checkbox"/> People <input type="checkbox"/> Property <input type="checkbox"/> Financial <input type="checkbox"/> Goodwill/Reputation				(check all that apply) <input type="checkbox"/> Reduce <input type="checkbox"/> Avoid <input type="checkbox"/> Transfer <input type="checkbox"/> Assume
	(check all that apply) <input type="checkbox"/> People <input type="checkbox"/> Property <input type="checkbox"/> Financial <input type="checkbox"/> Goodwill/Reputation				(check all that apply) <input type="checkbox"/> Reduce <input type="checkbox"/> Avoid <input type="checkbox"/> Transfer <input type="checkbox"/> Assume

After assessing the risk and making modifications the risk level is:

- ☐ **High**
- ☐ **Medium**
- ☐ **Low**

We have decided to...

- ☐ **Conduct**
- ☐ **Not Conduct the Activity**

After-Event Assessment

1. Was your event/activity a success? Why or why not?

2. Did you encounter any unforeseen problems?

☐ Yes

☐ No

If yes, how can you better prepare in the future?

3. Are you going to continue this event?

☐ Yes

☐ No

If yes, what changes would you recommend for the future?

* Portions of this document were adapted from materials developed by Department of Student Activities at Texas A&M University, Ohio State University Extension, Kansas State Research and Extension, and the Alliance for Nonprofit Management.



4-H VOLUNTEER TRAINING SERIES

Positive Discipline for Youth



A Rewarding Challenge

Working with youth, especially other people's, can be a challenge. While some are better behaved than others, they all need acceptance and the opportunity to learn. Especially in groups of mixed ages, experience, or interests, the challenge of a youth leader is to see that disruptive youth do not prevent others from learning or having fun. Their very presence in the group, combined with your wise guidance, will help them learn what is socially acceptable and how to do what is right. This information sheet will help you to understand youth better and to provide some ideas on how to deal with the unruly kids with minimal disruption of the learning situation.

Assumptions

The concept of positive discipline is based on the following assumptions:

- All youth have positive qualities.
- Understanding motivations that make youth behave the way they do will help adults respond more effectively.
- Using a positive approach and positive reinforcement is better than punishment.
- When given information about behavior choices and their respective consequences, youth will respond with the behavior that maximizes their benefit while reducing their discomfort.
- Behaviors can be bad, but youth are not bad.
- Adults should make sure they serve as positive role models, because youth learn from what they see adults doing.

Why Do Youth Misbehave?

While youth might misbehave for a variety of reasons, there are some common reasons that you should be aware of and consider in your programming and dealings with youth.

1. **Bored:** Youth who are bored are more likely to engage in inappropriate behavior in order to entertain themselves. Planning activities that keep youth engaged can help prevent this from happening.
2. **Upset:** Youth can become disruptive as a result of being upset. Keep in mind that they can be upset about something that happened either in your setting or at another location. If a child arrives in a bad mood, you might want to take them aside and see if you can help them calm down and feel better.

¹This document is 4H341, one of a series of the 4-H Youth Development Department, UF/IFAS Extension. Original publication date July 2014. Visit the EDIS website at <http://edis.ifas.ufl.edu>.

Original written by K. G. Diem. Major revision by H. L. Radunovich and G. Bender. Adapted from Diem, K. G. (2005). *Positive Discipline for Children*, Clemson Extension/South Carolina 4-H. 4-H Leader Training Series. Adapted with permission.

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U.S. Department of Agriculture, UF/IFAS Extension Service, University of Florida, IFAS, Florida A & M University Cooperative Extension Program, and Boards of County Commissioners Cooperating. Nick T. Place, dean for UF/IFAS Extension.

3. **Lacking something:** Youth who don't get enough sleep, enough to eat, enough attention, or enough affection may become irritable or seek attention from peers or adults. Make sure that there are breaks and opportunities to eat, and encourage youth to get enough sleep. For those youth who do not receive much attention or affection at home, finding good ways for them to get positive attention will be critical.

4. **Situation inappropriate to their developmental level:** Sometimes we try to get youth to tolerate more than they are capable of tolerating, and this can lead to bad behavior. For example, staying still or quiet for a longer period of time than their developmental level allows can lead to problems on a field trip; providing information that is beyond the level of the youth can also lead to disruptive behavior due to boredom. Alternatively, activities that are at too low a developmental level can also lead to boredom and frustration. Knowing the needs of your group and planning accordingly can help prevent problem behaviors.

Setting the Stage

1. **Setting rules:** While it is important for you, as the adult, to set some rules that are imperative to the safety and well-being of your youth, it is a good idea to get the youth themselves involved in developing additional rules, because they will be more invested in following them if they are involved in creating them. At your first meeting, the group should take time to establish ground rules for behavior and consequences. An example is to have the youth list three behaviors and consequences for youth and adults, and the adults do the same. Then each share, discuss, and identify your rules. Have the youth and adults make a poster of the rules and consequences that should be up front at all meetings.

2. **Youth involvement:** Involve as many club members as possible in planning and doing activities for the group. This gives them a sense of ownership and increases investment in the group and therefore helps them develop a feeling of belonging. Also, kids will usually be more interested in something they say they want to do, rather than something that someone else thought they would like to do. Feeling interested in

activities and invested in the group will increase the likelihood of appropriate behavior.

3. **Engaging activities:** Choosing hands-on activities found in 4-H project books that are divided into age-range categories is a great way to keep youth engaged. It is also important to keep the business time to your 4-H club meetings within a 10–15 minute timeframe and to make sure the meetings represent a mix of activity types. Check out other documents from the 4-H Volunteer Training Series that will help you provide a climate of learning and fun.

What Is Unacceptable Behavior?

This depends on age and the situation. What is okay for nine-year-olds on a recreational outing may not be acceptable for high school students on an educational tour.

The often fine line between acceptable and unacceptable is crossed when any of the following occur:

- Danger of physical or mental harm
- Behavior disruptive to the group activity
- Infringement upon the rights of others

How Can You Detect Unacceptable Behavior?

Here are three clues:

- Youth are in danger of harm, the activity is being disrupted, or the rights of others are being infringed upon.
- You observe negative reactions from other youth.
- As an adult, you are not comfortable with the behavior. (Just be sure your views are not so conservative that they do not allow for mainstream interests and actions of youth!)

Think Before Responding to Unacceptable Behavior

1. First and foremost, determine that the problem is really a problem that you should address. Ask yourself, "Whose problem is this?"
2. Use the least obtrusive discipline measure possible. In other words, don't cause a scene that creates more disruption.

3. Consider laws and liability issues. Dealing with other people's children may be different than working with your own. Use methods that would be acceptable to most people.
4. Earn respect and credibility. It takes time to develop mutual trust. Your goal is not to become a "buddy" but to become a role model who leads by example.
5. Be firm but fair (not harsh/inconsistent). Being consistent in applying the rules lets the youth know that you mean what you say and that the rules should be taken seriously.

You are not in a popularity contest, and sometimes the decisions you need to make won't be liked by everyone, but as long as you appear to be consistent and fair, you will be respected.

Prevention: Strategies and Tools

Skillful and successful leaders monitor youth behavior, anticipate unhappy consequences, and either prevent or intervene before those consequences become reality. We can do that by addressing any challenging behavior that we see, and by intervening in such a way that we don't make the problem worse. We need to learn and practice some simple and respectful ways in which we can intervene verbally or nonverbally when we see unacceptable behavior. Think of these strategies as tools. None of these tools work all the time, so the more tools you can have at your fingertips, the more likely it is that you will be successful with youth.

Responses that work are respectful, preserve youths' dignity, and redirect their behavior. Those are reasons to start with very simple and non-threatening tools first. These simple non-verbal tools act as reminders for youth and allow them to monitor their own behavior.

Non-Verbal Strategies (see table on page 4)

Verbal Strategies (see table on page 5)

No one strategy works with every child or in every situation, especially not with challenging behavior, but there are a variety of strategies that can be useful in managing that behavior. Certainly, it is easier when we can anticipate what youth need in any given situation—

then we can help them get what they need in positive ways! When that doesn't work—and nothing ever does 100% of the time—we need to know some simple and respectful ways to intervene. The more ways we can master managing challenging behavioral situations, the greater the likelihood that we'll be successful with youth. Youth do not always see the reasons for certain rules. And because they frequently are living in the moment, young people may not anticipate unsafe or frightening consequences of their behavior.

Summary—Key Thoughts to Positive Learning and Discipline:

- Most youth have the potential to behave in an appropriate fashion.
- Make sure to pay attention to the good behaviors that youth are showing and give lots of praise. "Catching them being good" is a great way to reward positive behaviors.
- Set rules of behavior in advance, with involvement by the youth affected. Don't assume that youth know what you expect. They may be accustomed to totally different rules and expectations at home or in school, so make sure that everyone is clear on the rules.
- Focus on doing more than watching and listening. Kids want to try things themselves. Show them how and then let them do it! This is the "learn by doing" philosophy of 4-H. (Refer to *Learn by Doing + a Little More*.)
- Give kids choices in advance, and make sure they are aware of the consequences corresponding to behaviors.
- By making learning fun, and getting their input, youth will be motivated to behave in an acceptable way. (Refer to *Making Learning Fun*.)
- Before responding to what you perceive as a problem behavior, confirm to yourself that it really is a problem worth doing something about.
- Keep in mind that youth are not miniature adults and go through stages of development. Not all youth are capable of what you might want them to do.
- Try giving a disruptive child a special job to help you or the group. Many times disruptive behavior is

simply a plea for attention. Help the child channel that energy into something more productive.

- Use the least obtrusive discipline possible. Try the above suggestions to help keep small problems from getting bigger.
- If one approach doesn't work, try something else! Approach behavior challenges with creativity and humor.
- Be as patient as humanly possible!

Positive discipline is the art of catching youth doing things right (and letting them know it).

References:

Diem, K. (2005). *Positive Discipline for Children*, 4-H Leader Training Series. Clemson University.

University of California 4-H. (2013). 4-H Project Leader's Digest, ANR#21729. Retrieved from: <http://4h.ucanr.edu/files/4462.pdf>.

UF/IFAS Extension 4-H. (2012). Florida: Project Leader Guide.

Non-Verbal Strategies

Strategy	Description	Examples
Body language	Stay in control, appear calm.	Stay calm and unruffled to show them that bugging you is not worth the effort
Eye contact	Catch youth's eye, let him/her know you're watching (be mindful of cultural differences).	Making eye contact can invite a youth to pay attention to you. Use eye contact anytime you're trying to connect with a person.
Planned ignoring	Ignore some attention-seeking behavior that is otherwise not harmful, with the idea that youth will eventually reduce or stop if they don't get the reaction they are wanting.	Keep an eye on behavior while acting as though you're unaware. Delay your intervention until it is truly needed.
Proximity	Reduce the space between you and youth (i.e., get closer).	Sit with youth at meals, programs, and other activities.
Remove distracting objects	To avoid confrontation, keep distracting objects out of sight.	Check your environment before the youth get there. Put anything away that might distract them from the task at hand. Don't expect youth to ignore something attractive until you're ready to introduce it. If you're giving them cupcakes but want them to pay attention first, don't bring the cupcakes out until the lesson is finished.
Role modeling	Model and show behavior you want to see from the youth.	Show them the behavior you want them to display. For example: politely ask for food to be passed, listen when someone else makes announcements, and follow rules.
Signal interference	When another intervention might be as disruptive as the youth's inappropriate behavior (i.e., use a gesture to communicate the behavior you want).	Put your finger to lips to mean "quiet." Extend hand palm down to suggest settling down. Raise your arm. Clap your hands.

Verbal Strategies

Strategy	Description	Examples
Alert	Use five-minute warnings for transitions.	Five minutes before the program is about to change or youth need to be someplace new, give them a warning so that they know what to expect.
Attention	Pay attention to and reward positive behavior.	A compliment—one that you really mean—often stops an obnoxious youth in his/her tracks.
Humor	Defuse explosive situations by making a joke or saying something humorous.	Don't take yourself too seriously. Show youth that you can laugh at yourself, and make light of any offense that may have unintentionally been directed toward you. Your example will help youth lighten up too.
Open-ended questions	Show interest in youth by asking open-ended questions.	Ask open-ended questions beginning with "what" or "how" that can't be answered with a yes/no response. For example, avoid asking "Did you do that?" and instead ask "What happened?"
Redirect	Give misbehaving youth a positive task to do.	Assign a disruptive youth a job to keep them positively engaged and to give them an opportunity to receive praise.
Reflect	You can show acceptance and acknowledge feelings by reflecting back what you hear youth telling you.	Show you are really listening by paraphrasing what was said. "It sounds like you're discouraged about swim lessons."
Respect	Show respect by using "I" messages and direct information regarding behavior. Using the respectful message formula gives youth enough information that they know what they did was right and can do it again.	For example: "I feel _____ when _____, because _____. I'd like _____."

Florida 4-H Youth Development Misconduct Management Guidelines

Purpose

The purpose of the Event and Activity Misconduct Management Model is to provide Extension faculty, staff, and volunteers with assistance in dealing with misconduct or prohibited behavior within the UF/IFAS 4-H Youth Development Program at 4-H club meetings, activities, and events.

Code of Conduct

The following code of conduct is signed by youth and their parents annually when they enroll in the UF/IFAS Extension 4-H Youth Development Program:

As a participant in 4-H at the local, state, or national level, I have the responsibility of representing the UF/IFAS Extension 4-H Youth Development Program to the public. Therefore, I am expected to conduct myself in a manner that will bring honor to me, my family, my community, and 4-H. To do that, I must abide by the following rules:

1. Obey local, state, and federal laws. Follow county, district, state and/or national 4-H policies. Abide by any special rules for a 4-H event or activity.
2. Speak and act in a responsible, courteous, and respectful way. Harassment, threats or bullying of any type is prohibited.
3. Act responsibly to maintain a safe environment for all participants. Acting in a manner that could endanger the health, safety or welfare of yourself or others is prohibited. Report threats to the well-being of any participant immediately to the adult in charge.
4. Possession or use of tobacco, e-cigarettes, alcohol, or illegal drugs is prohibited. Possession or use of approved medications by youth during a 4-H function must be reported to the adult in charge and must not be accessible to other participants.
5. Possession or use of weapons or other dangerous objects is prohibited in accordance with Florida law, except when required as part of an approved educational program. Weapons are defined to include, but are not limited to, guns, knives and incendiary or explosive devices of any kind.
6. Respect all property, facilities, equipment, and vehicles. I will be responsible for any damage or other consequences resulting from my behavior.
7. Participate fully in 4-H functions. Be in the assigned program areas (example—dorms, cabins, programs, etc.) on time. If I am unable to attend or participate, I will tell the adult in charge. Help others have a pleasant experience by making every attempt to include all participants in activities.
8. Dress appropriately for each 4-H function.
9. Use of any mobile electronic device during a scheduled 4-H activity is prohibited unless activity-specific rules otherwise allow. When permitted, they should be used only in a manner that is consistent with the approved activity and not discourteous or disruptive.
10. The belongings of youth participants, including but not limited to bags, purses, computers, other electronic devices, lockers and vehicles, are subject to search and seizure by 4-H faculty/staff, and in some instances a volunteer designee, upon reasonable suspicion that a prohibited and/or illegally possessed substance or object is contained within that area. (If an adult is suspected, this will be handled by law enforcement.)

Failure to abide by the Florida 4-H Code of Conduct in its entirety could result in a loss of privileges during a 4-H event and in the future; including but not limited to suspension or termination of 4-H membership or volunteer service*. *Please note that volunteers serve at the pleasure of the University; accordingly, their services may cease at any time at the discretion of the University.

Notice of Prohibited Behavior

Adult volunteers in charge of 4-H meetings, events, and activities can issue appropriate discipline to participating youth who engage in prohibited behavior, which includes sending youth home at their parent/guardian's expense without refunding registration fees or travel costs. All that is required is to notify, either verbally, in writing, or through email, the youth and their parent/guardian that the youth's behavior violated the 4-H Code of Conduct.

A Guideline on Prohibited Behavior during 4-H Events and Activities

From time to time, some youth will choose to engage in prohibited behavior, or make bad decisions at 4-H meetings, events, and activities. Adults working with youth in the 4-H Youth Development Program should be prepared to deal with these youth in an appropriate way (considering positive youth development principles and best practices). On occasion a youth's misbehavior may result in the youth losing privileges or receiving consequences. Understanding the severity of various types of prohibited behavior can give adults in charge some guidelines as they decide on appropriate consequences.

A youth who violates the 4-H Code of Conduct should have the opportunity to explain their actions to the professional Extension faculty, staff or volunteer in charge. Behavior that is disruptive to the club, event, or activity will be documented and parents/guardians notified. When appropriate the Extension faculty and/or staff and state 4-H office will be notified.

Examples of Minor Offenses:

- Disrespectful conduct (in any medium, including social media, email, text messages, etc. during official 4-H sponsored events)
- Untruthfulness to chaperones, leaders, event organizers or others in attendance
- Public displays of affection
- Using profane, vulgar or lewd language
- Horseplay
- Dressing inappropriately for the event or activity if there is a designated dress code for that event
- Habitually late to program activities, especially during designated event or activity times at overnight events
- Not in room at designated time for overnight events (breaking curfew)
- Not respecting the rights and privacy of roommates or others attending an activity at overnight events

Examples of Intermediate Offenses:

- Non-participation in a 4-H activity without the permission of staff member(s) in charge
- For overnight events, being in an unassigned room after curfew
- Damage to meeting site, sleeping quarters, person(s) or other person's property without malicious intent during overnight events

Examples of Major Offenses:

- Smoking or using tobacco products
- Use of unauthorized substances (alcohol, drugs, e-cigarettes, unauthorized medication etc.)
- Carrying an unauthorized weapon
- Threatening another person with a weapon or bodily harm
- Bullying of any kind
- Cheating during competitive events
- Theft of any kind
- Sexual misconduct

- Intentional damage to meeting site, sleeping quarters, person(s) or other person's property

Consequences of Prohibited Behavior

If any laws are broken, local authorities may be contacted. The decision to contact law enforcement will be made in consultation with and at the discretion of the Associate State Program Leader or designee. After law enforcement or 4-H leadership has addressed the situation, and depending on the severity of the offense, the youth may be removed from the activity or event and sent home. A follow-up letter documenting the situation will be sent to the youth and his/her parents/guardians after the event, and this letter will include a reminder of the 4-H Code of Conduct. If a youth violates the 4-H Code of Conduct and is sent home from an event, they may face suspension from future 4-H events, activities or even the 4-H program.

For every offense, whether minor, intermediate or major, the 4-H member will receive a verbal reprimand. If appropriate, the Extension professional may request letters of apology to be written to the appropriate people by the violator.

Adults in charge of 4-H meetings, events, and activities have some discretion in handling youth who engage in prohibited behaviors. In these situations it is imperative for the adult in charge to weigh considerations such as the age/developmental level of the youth, the severity of the prohibited behavior, and how many (if any) verbal warnings a youth has received. The following are some examples of how an adult might handle disciplinary actions when a youth violates the 4-H Code of Conduct. Disciplinary issues should be documented by the Extension professional or volunteer in charge of the meeting, event or activity and submitted to the youth's 4-H faculty member.

Minor Offenses

- Verbal reprimand to the youth.
- Habitual discipline problems could result in sitting out of certain activities.

Intermediate Offenses

- Verbal reprimand to the youth.
- An adult can decide that the youth might lose some privileges or sit out of certain activities during the meeting, event or activity.
- One or two intermediate violations is grounds for removal from a club meeting, event, activity and/or sending a participant home at the parents'/guardians' expense when applicable.
- Three intermediate violations during 4-H one calendar year is grounds for the 4-H member to not be allowed in any county, region or state activities for a minimum of six months' time or the remainder of the 4-H year. In addition, a 4-H member may be asked to resign from all 4-H offices or leadership roles held and/or to give up monetary awards or scholarships from the Florida 4-H Youth Development program. This decision will be made at a later date by a collaboration of the local 4-H faculty, County Extension Director (or designee), and Regional Specialized 4-H Agent.

Major Offenses

- Verbal reprimand to the youth
- Automatic removal from a club, event, activity and/or sending a participant home at the parents'/guardians' expense.
- Two major offenses during any 4-H year may result in suspension of membership in all Florida 4-H Youth Development programs for a minimum of six months' time or the remainder of the 4-H year, depending on offense. In addition, a 4-H member may be asked to resign from all 4-H offices or

leadership roles held or give up monetary awards or scholarships from the Florida 4-H program. These decisions will be made at a later date by a collaboration of the local 4-H faculty, County Extension Director (or designee), and Regional Specialized 4-H Agent.

Course of Action

Extension professionals or volunteers responsible for 4-H events and activities (including club meetings) are encouraged to communicate to 4-H participants and adult chaperones prior to the event a standard of acceptable behavior. The Florida 4-H Code of Conduct should be reviewed with participants as part of the initial orientation to the club, event or activity. Extension professionals or volunteers should fill out a discipline report form for intermediate and major offenses. The original copy of this report should be uploaded to the member's profile in 4Honline.

For each reprimand given for an intermediate and/or a major incident, a summary letter will be provided to the 4-H member, parent/guardian, county Extension professional(s), state office staff member responsible for the event or activity (if applicable), county Extension director (if applicable), and 4-H specialist responsible for the event or activity (if applicable), and the Associate State 4-H Program Leader. A copy of the letter should be uploaded to the member's profile in 4Honline.

In the event that a 4-H member must be sent home from an event or activity, or a 4-H member must resign from a 4-H office or leadership role held or give up monetary awards or scholarships from the Florida 4-H program, the Extension Professional shall:

1. Obtain all the relevant facts and document using the Incident Report Form (located in TEAMS).
2. Brief the on-site adult responsible for the youth delegate (Extension professional or 4-H volunteer).
3. If not on-site, but available via phone, brief the county Extension professional and state office professional responsible.
4. Review consequences of misbehavior. The following steps should be taken when sending a 4-H member home:
 - a. Extension professional contacts parents.
 - b. Parents advised that child is being sent home by safest, most direct means, and that parents are responsible for the cost.
 - c. Extension professional decides if parents should be given the option of picking up the child.
 - d. Extension professional collects money from parent to pay transportation charges.
 - e. Extension professional ends follow-up correspondence to appropriate county Extension professional, state office staff professional, member, youth and parent/guardian for documentation.

Suspension and Revocation of 4-H Membership

When a youth joins a 4-H club, they agreed to follow the rules as laid out in the 4-H Code of Conduct. Intermediate or major offenses at a 4-H club meeting, event, or activity might result in a meeting with the local 4-H agent, a 4-H RSA (or designee), and the County Extension Director (or designee) to determine if a 4-H member shall be suspended or have their membership revoked. At this meeting, the 4-H member will have an opportunity to address the matter. A minimum of two weeks prior to the meeting, the youth and his/her parent/guardian will be given written notice of their alleged violation of the code of conduct via certified mail. This letter will explain that they need to contact the local Extension Office within two weeks of the date of the letter to schedule a meeting during which the youth will have an opportunity to be heard and explain their actions. Whether or not a 4-H member is suspended from 4-H for a period of time, or if the youth has their membership in 4-H revoked permanently will be determined at this meeting. The 4-H youth/parents should contact the local Extension professional to schedule the meeting within two weeks of the date of the letter. Failure to participate in this process may result in the youth's

membership being revoked.

If the 4-H youth has their membership suspended or revoked, and would like to appeal this decision, they must send a written appeal, to the Associate State 4-H Program Leader, through email within two weeks of the local county meeting.

This meeting should be educational in nature for the youth. As a positive youth development organization, even matters related to discipline can serve as a positive educational tool. As such, if any meeting related to possible suspension or revoking membership occurs, youth should be encouraged to speak on their own behalf, with only minimal input from parents or other adults.

**Adapted from: Tennessee 4-H Youth Development
Event and Activity Misconduct Management Guidelines**

Adapted by M. Patrick Hamilton, Extension Specialist, 4-H Youth Development

Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development.
University of Florida Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating.
UT Extension provides equal opportunities in programs and employment.



Florida 4-H Volunteer Guide to Reporting Child Abuse*

What is child abuse?

Child Abuse is defined by Florida Statute (827.03) as:

- Intentional infliction of physical or mental injury upon a child;
- An intentional act that could reasonably be expected to result in physical or mental injury to a child;
- Active encouragement of any person to commit an act that results or could reasonably be expected to result in physical or mental injury to a child

Who reports child abuse in Florida?

Everyone must report abuse in Florida. Reporting child abuse is no longer limited to teachers, law enforcement, and health care professionals. Since Gov. Scott signed Florida House Bill 1355 in April 2012, all citizens of Florida are mandatory reporters. Those individuals who do not report suspected child abuse, abandonment, or neglect, commit a felony of the third degree, punishable as provided in FL Statute 775.082, 775.083, and/or 775.084.

What do I do if I suspect child abuse?

If you suspect child abuse, you should report it to the proper authorities immediately. Remember, it is not your responsibility to investigate or to determine if abuse is actually occurring. Your job is to protect the child by reporting your suspicions. Report only what the child tells you, whether you believe him/her or not. The authorities will determine the nature of the situation and take necessary action.

How do I report suspected child abuse?

Choose one of the following:

Central Abuse Hotline: 1-800-96ABUSE (1-800-962-2873)

TDD number: 1-800-453-5145

Internet: <http://dcf.state.fl.us/abuse/report/>

Fax: 1-800-914-0004

Fax transmittal form: <http://www.dcf.state.fl.us/programs/abuse/docs/faxreport.pdf>

Things to Know Before You Report

- The child's name, age, address, and phone number
- The day you first noticed the abuse or neglect
- Any marks on the child and location of the marks
- Any other notable symptoms
- Any other information
- You may want to use the fax transmittal form to help you gather pertinent information before report, regardless which method of reporting you choose
- Do not be concerned if you do not know all of the information. Report what you do know.

Types of Child Abuse

There are three main types of child abuse: physical abuse, sexual abuse, and neglect. Additional forms of abuse may include emotional abuse, educational neglect, or child-on-child abuse.

What is Physical Abuse?

Physical child abuse is the intentional harming of a child by an adult. This harm may include excessive shaking, bruising, beating, or burning.

A common myth classifies child abuse as a problem of the poor. Another common myth is that most child abusers were abused as a child. However, this is not always the case. Child abusers may be from any socioeconomic class, race, educational background, or religion. Child abusers may or may not have been abused as a child.

Signs of Physical Abuse

- Cuts, bruises, or broken bones in different stages of healing
- Burns
- Unrealistic explanations for how injuries occurred
- Aggressive or disruptive behaviors
- Excessively passive, such as shrinking at the approach of adults
- Fear of going home or of certain people

What is Sexual Abuse?

Sexual abuse is sexual contact with a child by another person who may use force or threats, or exploits a position of authority. Like physical abuse, sexual abuse is not linked to any particular class, cultural group, or even age.

*Child-on-child sexual abuse needs to be reported the same way as other forms of abuse. Make sure to note the age of the child perpetrator if possible, as a case involving a child 12-years-old or younger will be handled differently than a child age 13 or older.



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County 4-H Association (Rev 8/14)

Signs of Sexual Abuse

- Inappropriate sex play with peers or sexual knowledge unusual for age (may be revealed in drawings or stories)
- Inappropriate focus on genitals of self or others
- Reversion to more childlike behaviors (such as crying for no apparent reason)
- Withdrawal, depression, or change in personality

What is Child Neglect?

Child neglect is a condition in which a child's basic needs for food, shelter, safety, clothing, prompt medical attention, education, and/or emotional support are not met. Unlike physical and sexual abuse, child neglect is a result of what parents or guardians fail to do for their children, not what they do to their children. Neglect may be one single incident or repeated acts. This is the most common form of child abuse, representing 78.5% of all child abuse cases (USDHHS, 2011).

Similar to physical and sexual abuse, child neglect can occur among persons from any socioeconomic class, race, sex, religion, or educational background.

Signs of Child Neglect

- Child is inappropriately dressed for weather
- Extreme hunger indicated by child
- Unkempt appearance of a child
- A child has not seen a physician in a timely manner for an illness
- Extreme misbehavior of a child
- A child gives excessive attention to others (for example, very "clingy" behavior)
- Excessive absenteeism from school

Summary

Abuse and neglect may happen to any child at any time by anyone. Contact your local Children and Family Services office for more information, training, and special local programs that protect children and strengthen families. By recognizing some common symptoms of abuse and neglect, you can bring about early intervention to alleviate a child's suffering and provide treatment for an abusive person.

*Adapted in August 2014 from Save a Child: How to Identify and Report Child Abuse by Andrew E. Toelle and Kate Fogarty. EDIS Document FCS2119. <http://edis.ifas.ufl.edu>.



FLORIDA ABUSE HOTLINE Fax Transmittal Form
To Report Abuse/Abandonment/Neglect/Exploitation
Fax Number: 1-800-914-0004

*Please do not fax multiple allegations of abuse or neglect for multiple families at a time.
 By submitting them **one** at a time, they will likely get processed **faster**.*

REPORTER INFORMATION

This information is required for mandatory reporters. Refer to Chapters 39 and 415, Florida Statutes.

Your Last Name: _____ Today's Date: _____
 Your First Name: _____ MI: _____
 Your Occupation: _____ Your Agency: _____ Fax #: _____ Phone #: _____
 Address: Street # _____ City: _____ Zip Code: _____ County: _____ State: _____

VICTIM INFORMATION

If the victim is a child, list other children in the home. If the victim is an adult, describe disability and how he/she is impaired in the ability to care for or protect self in the DESCRIPTION OF INCIDENT section on page 2.

ADDRESS where the victim is currently located:

Street # _____ Street Name: _____ City: _____ Zip Code: _____ County: _____ State: _____
 Home Telephone Number: _____ Work Telephone Number: _____

LAST NAME	FIRST NAME	DOB	SEX	RACE	SSN	IS THIS PERSON A VICTIM?
(1)						<input type="checkbox"/> Yes <input type="checkbox"/> No
(2)						<input type="checkbox"/> Yes <input type="checkbox"/> No
(3)						<input type="checkbox"/> Yes <input type="checkbox"/> No
(4)						<input type="checkbox"/> Yes <input type="checkbox"/> No
(5)						<input type="checkbox"/> Yes <input type="checkbox"/> No

PERSON(S) RESPONSIBLE FOR ALLEGED ABUSE, NEGLECT, ABANDONMENT OR EXPLOITATION

NAME	DOB	SEX	RACE	SSN	RELATIONSHIP TO VICTIM
(1)					
(2)					
(3)					



Planning Workbook

Planning Workbook Section

The 4-H Planning Workbook guides club's through the planning process to develop annual steps towards achieving club goals, creating a detailed calendar, outlining meetings, etc. and includes tactics to ensure all club members play an active role throughout the planning process.

Resources Includes in this Section:

- 4-H Club Planning Workbook

4H GCW 20
A Workbook for 4-H Club Members

4-H Club Planning Workbook



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CLUB GOALS, CALENDAR, AND MEETING PLANS

A 4-H club plan really helps a club run smoothly. This planning workbook gives you a place to record your plan.

As officers, you need to assist your members and leaders in developing your annual plan including your club goals, calendar of club meetings and detailed meeting plans. Involving your club members in planning your programs will be a key step in your success for the year.

For Club Leaders:

The Guide “Planning the 4-H Club Program” (4H GCL 20) has been developed to assist you and your club in developing your annual club program.

At the end of this workbook is also the club recognition standards for 4-H clubs throughout the state. You, your members and leaders, may want to review this as you begin your planning if you want to excel and be recognized for your work.

Part of the expectations as you form a club, and each year following, is that you submit your club plans to the County Extension Office updating your club records as you re-enroll membership annually. To do this, just copy pages 2,4-5 and 14 in this workbook and send to your county 4-H office. This gives the 4-H staff a record of your club ’ s planned activities and will help them help you.

Part of this plan might also be identifying community service project (s) you and your club members want to conduct this year. Be sure to include these on your calendar.

Other publications to help you and your club function are:



4H GCM 11 Florida 4-H Officers ’ Handbook

4H GCR 01 Florida 4-H Club Secretary Book

4H GCR 02 Florida 4-H Treasurer Book

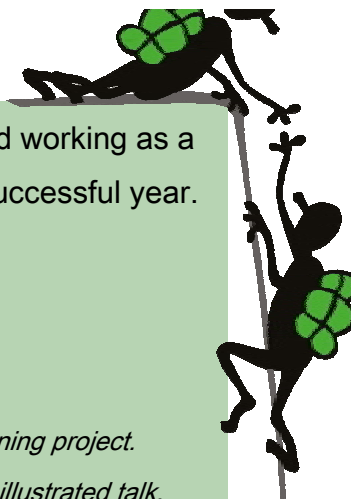


CLUB GOALS

Begin your club year by establishing goals. Brainstorming and working as a group will help you get everyone engaged in planning for a successful year.

Example of Club Goals:

- 1. Enroll 5 new members*
- 2. Increase family participation*
- 3. Have 100% of members complete at least one project record.*
- 4. Have 100% of members participate in one community service-learning project.*
- 5. Have at least 50% of members give at least one demonstration or illustrated talk.*



Your CLUB GOALS for this year:

Reminder:

Copy your goals (this page) and calendar (pages 4-5) and submit to your County 4-H office. As you plan, if you need assistance or help from your 4-H agent, use the request form on page 14 to record these. Include a copy of this with your annual club program plans and membership re-enrollments.



CLUB CALENDAR, AND MEETING PLAN



Next, as a group, plan the learning experiences, special activities, events like fundraising and community service events that your members would like to do as a club for the year. Be sure to try to

involve all members in some responsibilities throughout the year.

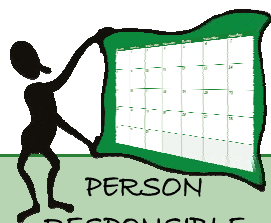
Examples:

MONTH	PROGRAM, EVENT OR ACTIVITY	DATE AND TIME	PLACE	PERSON RESPONSIBLE
September	Regular Club meeting topic: Energy	Monday, 8th, 7:30 p.m.	Jim's house	Jim to contact speaker
	Conservation Beef project meeting	Monday, 8th, 5:00 p.m.	Jim's barn	Jim, Tom, Mr. Lynch
	City Council	Monday, 15th, 7:00 p.m.	County 4-H office	Club Officers

DATE: September 8th	PROGRAM TOPIC: Energy Conservation
JOB:	PERSON RESPONSIBLE:
Business	
Arrange for meeting place	Sara
Plan business agenda	Daniel
Lead pledge to American flag/4-H Pledge	Joanna
Education	
Contact program presenter	Mark
Introduce speaker or presenter	Kris
Present Demonstration/Illustrated Talk	Katelyn
Recreation	
Lead recreation	Natalie
Lead singing, icebreaker, or team building activity	Bruce
Provide refreshments	Kendra



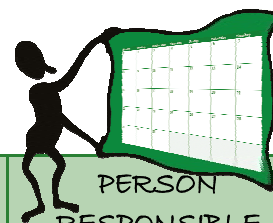
CLUB CALENDAR



MONTH	PROGRAM, EVENT OR ACTIVITY	DATE & TIME	PLACE	PERSON RESPONSIBLE
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				



CLUB CALENDAR



MONTH	PROGRAM, EVENT OR ACTIVITY	DATE & TIME	PLACE	PERSON RESPONSIBLE
MARCH				
APRIL				
MAY				
JUNE				
JULY				
AUGUST				



CLUB MEETING PLANS



DATE:	PROGRAM TOPIC:
JOB:	PERSON RESPONSIBLE:
Business	
Arrange for meeting place	
Plan business agenda	
Lead pledge to American flag and 4-H Pledge	
Education	
Contact program presenter	
Introduce speaker or presenter	
Present Demonstration or Illustrated Talk	
Recreation	
Lead recreation	
Lead singing, icebreaker, or team-building activity	
Provide refreshments	



DATE:	PROGRAM TOPIC:
JOB:	PERSON RESPONSIBLE:
Business	
Arrange for meeting place	
Plan business agenda	
Lead pledge to American flag and 4-H Pledge	
Education	
Contact program presenter	
Introduce speaker or presenter	
Present Demonstration or Illustrated Talk	
Recreation	
Lead recreation	
Lead singing, icebreaker, or team-building activity	
Provide refreshments	



Standards of Excellence for 4-H Clubs and Groups



Check the following *Club Performance Standards* completed during the 4-H year. Documentation may come from meeting minutes, scrapbooks, photos, newspaper articles, letters, etc., and should be attached to this form.

Club/Group Name _____	
County _____	
Club/Group President Signature _____	Date _____
Organizational Volunteer Signature _____	Date _____
Total Number of checked responses for the 20 Excellent Standards _____	

Club Performance Standards

- _____ 1. Club/group had a planned annual program that includes group goals. (*Ex: recruit 4 new members; 75% of members will attend camp; all members will choose one county learning activity to attend*)
- _____ 2. Club/group members were actively involved in planning the club/group 's annual program.
- _____ 3. Club/group selected an area of focus for their annual program. (*Ex: health & fitness; environmental science; pet care; community service; intercultural understanding*) OR club/group is represented in the community, by serving on a committee, council or board with adult partners.
- _____ 4. Club/Group members were involved in implementing the annual program/activities. (*Ex: planning and bringing snacks; leading the pledges; calling club/group members for a meeting or assignment; presenting a demonstration; organizing a tour; introducing a speaker; leading recreation; teaching others*)
- _____ 5. A calendar for the year was printed and distributed to members, parents, volunteers, and the local Extension Office. (*Ex: identify meetings dates, locations, educational programs; special projects; social events; county or district events*)
- _____ 6. All members were invited and at least 75% of club/group members were involved in at least nine club/group activities during the year. (*Ex: meetings; club/group tours; recognition event*)
- _____ 7. Club/Group officers were elected or appointed, and fulfilled their leadership roles.
- _____ 8. Club/Group completed at least one (1) community service project.



Club Performance Standards (continued)

- _____ 9. Club/Group completed at least one (1) promotion activity that promotes 4-H visibility at the community or county level. *(Ex: participating in a community parade; radio interviews during National 4-H Week; project displays in business windows; or doing website development for County Extension office.)*
- _____ 10. Club/Group has completed at least one (1) project that promotes 4-H visibility at the county, multi-county, district, state, multi-state, national or global level.
- _____ 11. Club/Group recruited at least one (1) project volunteer for at least 75% of the member ' s project learning areas.
- _____ 12. At least 75% of the members made progress toward individual 4-H project goals.
- _____ 13. Group developed a method to communicate with families at least three (3) times per year regarding club/group activities, education, and achievements. *(Ex: newsletters; e-mails; calling tree; group activity that includes families)*
- _____ 14. Club/Group planned at least one (1) activity to include parents and families in club/group activities. *(Ex: project showcase; skating party; tours; recognition event)*
- _____ 15. Members took part in a variety of non-competitive activities and/or meetings beyond the 4-H club/ group level. *(Ex: county project workshops; council meetings; interstate exchange programs)*
- _____ 16. A scheduled recognition event was held for members, volunteers and parents.
- _____ 17. Club/group planned and implemented at least one multi-club activity. *(Ex: doing multi-club community service; several clubs managing a community or county event; conducting a multi-club learning or social event)*
- _____ 18. Members participated in competitive 4-H events beyond the club/group level. *(Ex: county events; district events; state fair; project area competitions)*
- _____ 19. 4-H club/group consistently had a safety/supervision ratio of 1 adult to10 youth.
- _____ 20. The racial/ethnic composition of the club reflects the diversity of the surrounding community. (If club does not reflect the diversity of the community, then successful efforts to contact minority citizens in person, by mail, and through mass media may be used. Work with your county 4-H agent for help achieving this goal.)

12-13 Checked of 20 questions = **BRONZE** Clover Club Award

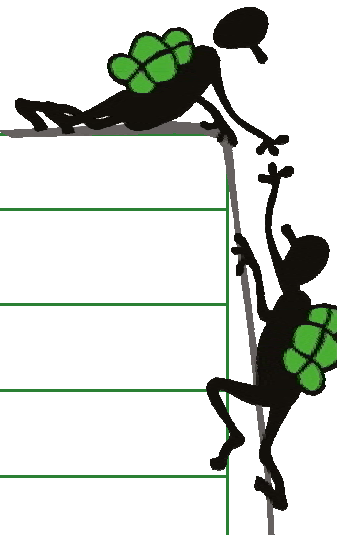
14-15 Checked of 20 questions = **SILVER** Clover Club Award

16-17 Checked of 20 questions = **GOLD** Clover Club Award

18-20 Checked of 20 questions = **EMERALD** Clover Club Award



ASSISTANCE NEEDED IN CARRYING OUT OUR CLUB PLANS



Name of Club:

Meeting Location:

Meeting Date and Time:

Leader's Name:

President:	
Vice-President:	
Secretary:	
Treasurer:	
Recreation Leader:	



HEAD

I pledge...

my Head

HEART

to clearer thinking

my Heart

HANDS

to greater loyalty

my Hands

to larger service

and my Health

HEALTH

to better living

for my club

my community

my country

and my world.



The 4-H Pledge, first adopted in 1927, summarizes 4-H as the four-fold development of youth through the Head, Heart, Hands and Health.

Post a pledge banner at your meeting site. At the end of the first meeting, give everyone a card with the 4-H pledge to take home.

The 4-H Pledge

The **HEAD** represents:

1. Thinking, planning and reasoning.
2. Gaining new and valuable knowledge.
3. Understanding the whys.

The **HEART** represents:

1. Being concerned about the welfare of others.
2. Accepting the responsibilities of citizenship.
3. Determining the values and attitudes by which to live.
4. Learning how to live and work with others.
5. Developing positive attitudes.

The **HANDS** represent:

1. Learning new skills.
2. Improving skills already known.
3. Being useful, helpful, and skillful.
4. Developing respect for work and pride in accomplishment.

The **HEALTH** represents:

1. Practicing healthful living.
2. Enjoying life.
3. Using leisure time wisely.
4. Protecting the well being of self and others.

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**We thank you again for your service as a 4-H volunteer
in Okaloosa County, Florida.**

We are here to support you!

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