

# 4-H Mentor Manual



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## Welcome

Thank you for volunteering to share your time and talents with the Indiana 4-H Youth Development Program.

There are many reasons to become a 4-H volunteer. Some people want to become involved in their children's activities, others want to help children in their community or have a skill to share, and others

were 4-H members as children and want to share their experiences. Regardless of the reason, the 4-H program is glad you have joined the team.

This 4-H Mentor Manual will help answer some of the questions you may have concerning your role.

You do not have to read it from beginning to end right now. Just look for the sections that interest you most and become familiar with the topics for later reference.



## INDIANA 4-H VISION

**Indiana 4-H Youth Development strives to be the premier, community-based program empowering young people to reach their full potential.**

## INDIANA 4-H MISSION

**The Indiana 4-H Youth Development mission is to provide real-life educational opportunities that develop young people who will have a positive impact in their communities and the world.**

## What is 4-H?

The 4-H Youth Development Program is an educational program of Purdue University Extension, Indiana's land-grant university. Youth in grades 3-12 may enroll in the 4-H program in Indiana. County programs may offer programs for children in grades K-2, called "Mini 4-H." These children participate in a non-competitive environment.

As a 4-H volunteer, you can help youth develop into responsible, self-directed, productive citizens of the world, prepared to successfully enter the workforce. 4-H focuses on areas including civic engagement and leadership, healthy living, and science, using the experiential learning model of "learning by doing."

These areas can be integrated across all 4-H programming subject matter and activities. The content development is closely tied to the research and teaching of the land grant university system, and provides the educational foundation of 4-H.



Extension - 4-H Youth Development



# What Makes 4-H Different from other Youth Serving Organizations?



4-H is a part of the **community**. A club becomes involved with improving economic and social conditions where the members live. They learn how to be good citizens by taking community responsibility.

4-H is **“learning by doing.”** It’s an action program. Participants watch others, they study, they experiment, but they “do and practice” themselves. People remember 20 percent of what they are told, 30 percent of what they see, 50 percent of what they hear, 70 percent of what they say, and 90 percent of what they do and think. 4-H offers much **DOING AND THINKING!**

## 4-H is Inclusive

Youth of all races, places of residence, socioeconomic situations, and educational backgrounds are welcome. Youth may become 4-H members when they enter the third grade. They may continue membership until they complete the 12th grade. Maximum 4-H membership is 10 years.

It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran. Purdue University is an Affirmative Action institution. This material may be available in alternative formats.

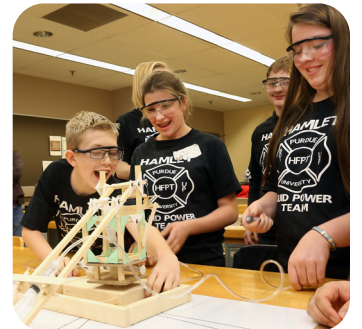


4-H is **real life experience**. It is learning how to do jobs and how to make decisions similar to those that are important in adult life. 4-H can be a family affair. There is a place for all family members if they want to participate. Sometimes you can reach and teach others: friends, parents, brothers, and sisters through the 4-H members.

4-H is **adaptable**. Programs can and should be “tailored” to fit any individual, any home, or any community. You can help your club adapt the program so that everyone gains from the experience.

4-H is **decision making**. Learning to stand on one’s own feet and learning to work with a group are important. Early practice in making both personal and group decisions builds for the future. You help members find possible answers. You encourage them to explore and decide which path they will follow.

4-H provides for **ownership**. Making, buying, and selling are included. Each project “belongs” to the member. 4-H is based on science and fact. The resources of Purdue University, our Indiana land-grant college, are used consistently in developing and implementing projects and activities.



# 4-H Delivery Methods



## Youth can participate in 4-H in a variety of ways:

**Organized 4-H Community Club** - Club members meet as a group on a regular schedule under the direction of an approved adult volunteer with a planned program. Clubs typically have elected youth officers and a set of rules approved by membership to govern the club, or for very young groups, other developmentally appropriate structures and operating processes. Community clubs typically meet in the evenings or on weekends and offer self-chosen, multiple learning experiences and activities.

**Organized 4-H Afterschool Club** - Club members meet as a group on a regular schedule under the direction of an approved adult volunteer with a planned program. 4-H after-school clubs are organized within after-school programs administered by cooperative Extension staff or other organizations (i.e. other youth development organizations, housing authorities, faith-based groups). They meet the above definition of a 4-H Club, and the young people and adult staff identify themselves as 4-H members and volunteers. They may have officers and elements of a club structure.

## Special Interest or Short-Term Program -

Special interest and short-term programs include groups of youth meeting for a special learning experience that involves direct teaching by Extension staff or trained volunteers, including teachers. Programs are not part of the school curriculum and not restricted to members of 4-H clubs. The direct audience contact hours should be at least six for enrollment to be reported.

**4-H SPARK Clubs** – provide six hours of instruction on a specific topic of interest to the youth and adult volunteers. SPARK club audiences are typically new to the 4-H program. The SPARK club topic is designed to “spark” an interest in further 4-H participation.

**Overnight Experience** - Youth taking part in an Extension-planned educational experience that takes place over multiple days away from home.

## Day Camping Program

- Day camps consist of multiple-day programs with youth returning home each evening.

## School Enrichment -

School-aged youth receive a well-planned sequence of learning experiences during regular school hours.



## 4-H Projects

A 4-H project is one of the areas where learning-by-doing takes place. As members gain experience, the scope of their projects may be increased and/or they may choose to take on additional projects.

## Characteristics of a 4-H Project include:

- Planned work in a subject area of interest to the 4-H members.
- Guided by a volunteer, or other caring adult.
- Aimed at planned objectives that can be attained and measured.
- Summarized by some form of record keeping.

## 4-H Activities

**Presentations** - opportunities for youth to organize their thoughts and present them to their peers and adults

**Workshops** – planned educational program on a specific topic

**Showmanship** – youth demonstrate their knowledge about a specific subject or project area, typically in the areas of livestock

**Record Keeping** – written document outlining the knowledge that the member has gained in the 4-H experience, including the financial revenue and expenses

**Community Service** – opportunities for 4-H members to give back to their communities individually or as a group

**Career Development Events** – individuals or teams compete to evaluate specific subject matter areas

**Fair Exhibits** – youth display a product that demonstrates the knowledge they have gained during their 4-H experience

**Multi-county, State and National** – wide variety of 4-H opportunities that are available for youth beyond the county borders at the area, state, and national levels. Some of these include camps, workshops, conferences, etc.

## 4-H Recognition Scholarships and awards

– recognition given to 4-H members for their accomplishments during their 4-H tenure

## Judging

- Danish system – individual entries are classified as Blue (top), Red (average), or White (below average) based on criteria established for the category
- Placing system – individual entries are ranked from top to bottom as compared to all other entries in the category
- Conference/open/interview judging – youth are present while the adult judges or evaluates their entries. Youth will typically be asked by the judge to explain how the entry was completed and what was learned during the process

# 4-H Clubs



**A 4-H Club is an organized group that meets regularly with adult volunteers or staff for a long-term, progressive series of educational experiences.**



## Two types of 4-H Clubs:

- Community Clubs – provide youth with 4-H experiences in the local community
- Project Clubs – focus on a specific subject area of interest to the youth

## Structure

- Includes at least 5 enrolled youth members from at least 3 families.
- Conducts a minimum of 6 regular club meetings per year, with many holding 9-12 regular meetings throughout most or all of the year, and often supplemented by project meetings, workshops, camps, fairs, and other 4-H learning activities.
- Selects youth officers or youth leaders to provide leadership to the club.
- Meets in a location that is easily accessible to all participants (community center, library, public meeting space, fairgrounds, school, afterschool program, military installation, and/or many other places).
- Adapts to and supports mobility of youth and parents—linking them to 4-H programs in other counties and states.
- Meets interests and needs of youth in same-age or cross-age groupings and using single project or multiple project formats.
- Is advised by adult staff or volunteers who have been screened and trained.

## Starting a 4-H Club

- Determine the need for a 4-H Club in the geographic or subject matter area.
- Recruit, screen, and approve Adult 4-H Volunteers to

lead the club (at least two are needed).

- The 4-H Volunteer will sign the standardized 4-H Club Constitution.
- The 4-H Volunteer will sign the letter authorizing the 4-H Club to be included in the Purdue
- Group Exemption Number (PU GEN).
- Apply for an Employer Identification Number (EIN) from the IRS using the SS-4 Form template as described in the Financial Policies Section.
- Submit 4-H Club name, contact name, EIN, and signed documents to State 4-H Office for inclusion in the PU GEN records and in 4HOnline, the online 4-H member database.

## A 4-H Club:

- Selects its own **club name**. Club names must:
  1. Be specific to the 4-H club or organization either through a unique name or by identifying the county or location
  2. Not be overtly religious or represent the beliefs of one denomination over another
  3. Not imply that membership is limited or exclusive
  4. Not be offensive or generally seen as demeaning to any group protected by equal opportunity regulations
- Develops a set of **by-laws or rules** approved by the members to govern the club.
- Develops an annual **educational plan**.
- Keeps **records** of their meetings and finances.
- Complies with applicable state, Land Grant University and 4-H National Headquarters' **policies**.

## 4-H Finances

### Every 4-H club, council, committee, project group, etc. shall:

- Maintain a record of its activities (meetings, workshops, & other events involving 4-H members) and report these to the Extension Office prior to the time they are held.
- Maintain a record of all financial transactions; prepare and keep on file a record of its financial transactions; file all necessary state & federal forms, and submit an annual report to the Extension Educator responsible for the county 4-H program. A current financial report shall be made at each of the unit's meetings to keep members of the unit updated on the unit's finances.
- File an IRS Form 990 return annually by May 15th.

# Essential Elements of Effective 4-H Youth Development Programs



Research on youth development has documented the important role that youth development programs like 4-H play in the lives of young people. This research has identified a set of Essential Elements that form the foundation of the program's approach to positive youth development. The 4-H Youth Development Program fosters an environment for young people to develop a sense of Belonging, Mastery, Independence, and Generosity.

## BELONGING

Youth need to know that others care about them and they need to feel a sense of connection to others in the group. Current research emphasizes the importance for youth to have opportunities for long-term, consistent relationships with adults other than parents. This research suggests that a sense of belonging may be the single most powerful positive ingredient we can add to the lives of children and youth.

4-H gives youth the opportunity to feel physically and emotionally safe while actively participating in a group by:

- Affiliating with local programs, clubs and projects.
- Forming short- and long-term relationships with adults, peers, and youth of different ages.
- Being a member or participant of a recognized group in the community.

## MASTERY

In order to develop their self-confidence, youth need to feel and believe that they are capable and they must experience success at solving problems and meeting challenges to develop their self-confidence. Additionally, youth need to have a safe environment for making mistakes and getting feedback, not just through competition, but also as an ongoing element of participation. Finally, youth need sufficient breadth and depth of topic to allow them to pursue their own interests.

Through 4-H projects and activities, youth master skills to make positive career and life choices by:

- Having the opportunity to learn-by-doing through experiential education.
- Concentrating on topics and projects of interest over multiple years to develop mastery.
- Developing a wide range of "life skills" such as teamwork, problem solving, planning/organizing, record keeping, goal setting, financial management, and other marketable skills.

## INDEPENDENCE

In order to develop their self-confidence, youth need to feel and believe they are capable, and they must experience success at solving problems and meeting challenges. They need to know that they are able to influence people and events through decision-making and action. They need opportunities to understand themselves and become independent thinkers.

Through 4-H leadership development opportunities, youth mature in self-discipline and responsibility and become independent thinkers by:

- Practicing decision-making through participating as a club member.
- Assuming responsibility as a club officer.
- Providing leadership through participation as a Junior or Teen Leader or as a committee member at the local, area, state, or national level.
- Learning to accept responsibilities and to exercise self-discipline and self-control in fulfilling obligations.

## GENEROSITY

Youth need to feel that their lives have meaning and purpose and an understanding that they live in a global community, which requires awareness and compassion for others. They need experiences that provide the foundation to help them understand the "big picture" of life and find purpose and meaning.

4-H community service projects and citizenship activities allow 4-H members to see that their efforts to help others is important and valuable by:

- Connecting to their community and feeling a part of something larger than themselves.
- Sharing time and other resources to assist others.
- Acknowledging and working with those with whom they share space and resources.
- Learning to accept differences, resolve conflict, and empathize with others.

## Apply What You Learned

List two ways you can promote each of the essential elements in 4-H.

Belonging: \_\_\_\_\_

Mastery: \_\_\_\_\_

Independence: \_\_\_\_\_

Generosity: \_\_\_\_\_

# Focus on Civic Engagement, Leadership, and Life Skills



4-H initiatives are designed to develop Civic Engagement, Leadership, and other Life Skills for the members.

## Leadership

Indiana 4-H Youth Development believes that all youth have the potential to become leaders and that there are multiple ways to be an effective leader. Leadership can be defined as “the ability to influence and support others in a positive manner for a common goal.”

It is critical that youth hold the primary leadership roles throughout the 4-H program. 4-H creates opportunities not just to learn about leadership, but to practice it as well. Participating youth should have opportunities for goal-setting, program planning, problem-solving, team-building, and decision-making.

Youth should be adequately prepared for those roles, and will have opportunities to reflect on their leadership experiences in ways that will enhance their learning. Indiana 4-H Youth Development believes that youth are not only the leaders of tomorrow, they are also the leaders of today!

Leadership opportunities for youth exist at the local, county, area, state and national levels, and provide increasingly challenging and responsible roles for young leaders. Leadership development can begin as soon as a club or other group forms, so that youth can:

- Learn how to become effective officers
- Develop skills that prepare them for future roles
- Make decisions at the local, county, area, state and national levels

## Life Skills

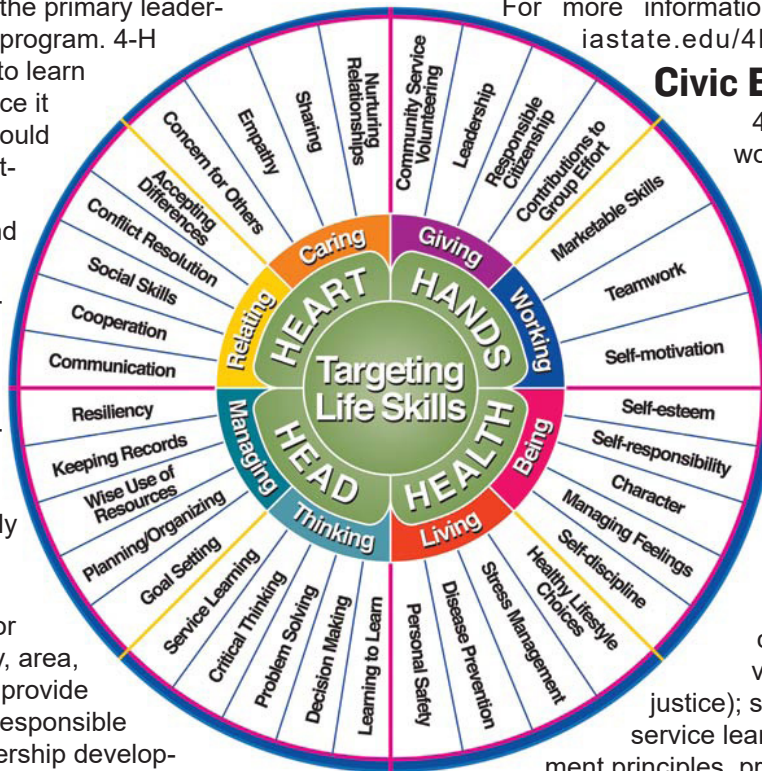
4-H Youth Development fosters development of a wide variety of life skills and provides increasingly challenging opportunities for youth to practice those skills and achieve a sense of mastery.

The life skills model (Figure 1) can help you plan learning objectives or identify outcomes for projects. For more information, visit: <http://www.extension.iastate.edu/4H/lifeskills/homepage.html>.

## Civic Engagement

4-H Civic Engagement involves working to make a positive difference in one’s community and developing the combination of knowledge, skills, values and motivation to make that difference. 4-H youth engage within communities on many levels, from local to global, to make contributions that reinforce their sense of purpose and strengthening their sense of belonging with peers and community adults.

Civic Engagement includes four key focus areas: community engagement (youth voice, civic responsibility, social justice); service (community service and service learning); civic education (government principles, processes and structures; global context; personal roles and responsibilities); and personal development (leadership, mutual respect and understanding, civility, intercultural competence and communication).



\*Above graphic courtesy of Iowa State University Extension and Outreach

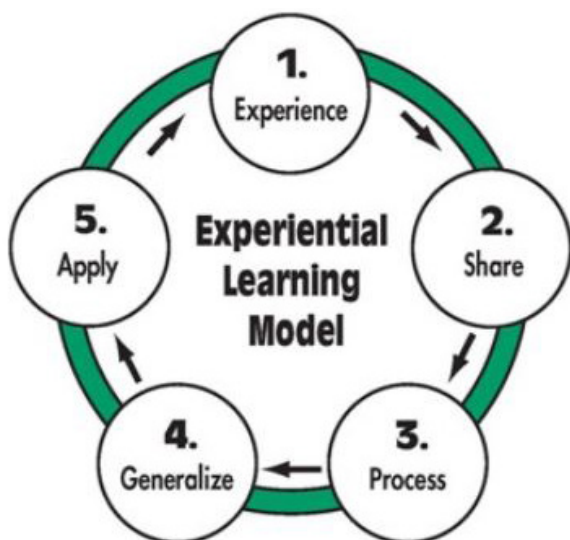
## Apply What You Learned Thinking of your 4-H program...

List two specific activities you can use to promote civic engagement: \_\_\_\_\_

List two specific activities you can use to promote leadership: \_\_\_\_\_

List two specific life skills you can help members develop: \_\_\_\_\_

# Learning In 4-H Youth Development



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"  
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## Learning Method

4-H promotes youth learning-by-doing and utilizes a methodology called Experiential Learning, which engages learners in an activity that...

- Is direct and hands-on
- Uses open-ended questions that invite further discussion and interaction
- Allows participants to discuss the experiences they had doing the activity
- Results in active reflection and discussion of the activity by the participants
- Makes connections between the activity and the real-world examples
- Applies the outcomes of the activity to one or more independent situations

## Experiential Learning Cycle

The most widely used model of experiential learning in the 4-H Youth Development Program utilizes the 5-step cycle as shown in Figure 2.

**Experience:** Do It! Begin with a concrete experience. This can be an individual activity or a group activity, but it involves doing something with little or no help from the leader. Ask youth to rate an

item. For instance, "which product costs more?" Additionally, you can create exhibits, role-play, give a demonstration, problem-solve, or play a game.

**Share:** What Happened? Get the group or the individual to talk about the experience. Share reactions and observations in the group. Answer the questions: "What did you do?", "What did you see?", "Feel?", "Hear?", "Taste?", "What was the most difficult part of the experience?", "The easiest part?" Let the group talk freely.

**Process:** What's Important? Discuss, analyze, reflect on, and look at the experience. Youth should talk about how themes, problems and issues are brought out by the experience and how they were addressed. Discuss how questions are created by the activity. Ask more questions! Analyze the experience.

**Generalize:** So What? Support youth in finding trends or common lessons in the experience that can be applied to the real world, not just the specific topic. Identify key terms or real-life principles that capture the meaning.

**Apply:** Now What? Talk about how the new information can be applied to everyday life now or sometime in the future. Apply what was learned to a similar or

different situation. Practice what was learned.

Providing a hands-on learning experience alone does not create "experiential learning." The experience itself comes first. The learning comes from the thoughts and ideas created in sharing, processing, generalizing, and applying the experience.

## Learning Styles

People have different learning styles.

Some of us are visual or spatial learners. We think in pictures and learn best from visual displays, such as diagrams, illustrated books, videos and streaming videos, handouts, and flip charts. Visual learners are best at skills that include puzzle building, reading, writing, understanding charts, demonstrating a good sense of direction, painting, designing practical objects, and interpreting visual images.

Some of us are auditory learners. We learn best through verbal lectures, discussions, talking things through, and listening to what others have to say. Written information may have little meaning until it is heard or read aloud. Auditory learners are best at skills such as listening, speaking, explaining, writing, using humor, remembering information, or telling a story.

Kinesthetic learners learn better through moving, doing, and touching. They take a hands-on approach, actively exploring the physical world around them. Youth may find it hard to sit still for long time periods and may become distracted by their need for activity and exploration. The skills these learners may master easily are physical coordination, dancing, sports, hands-on experimentation, crafts, acting, or using their hands to create or build.

## Apply What You Learned

How would you include each step of experiential learning into a project or activity?

Experience: \_\_\_\_\_

\_\_\_\_\_

Share: \_\_\_\_\_

\_\_\_\_\_

Process: \_\_\_\_\_

\_\_\_\_\_

Generalize: \_\_\_\_\_

\_\_\_\_\_

Apply: \_\_\_\_\_

\_\_\_\_\_

# Setting the Stage For Learning



The role of the 4-H volunteer has many facets. They serve as **mentors, coaches, teachers, resources, partners, and positive role models for youth**. Each role involves skills and knowledge of “best practices” that can help the volunteer be successful in working with youth.

As a 4-H volunteer, you have the wonderful opportunity to **utilize a variety of teaching environments, methods, and styles** to best meet the needs of the individuals with whom you will be working.

**Get to know the individuals in your group and how they learn.** Analyze how they respond to different learning and teaching methods.

**Ask them what they prefer.** Evaluate what they have learned by engaging them in discussion, asking them to demonstrate to or teach another child.

4-H volunteers need to consider the various learning strategies available to best shape the learning experience. By making selections that **consider age, developmental stages, and the needs of the group**, you can ensure a positive and enjoyable learning experience for everyone.

Learning is a natural, lifelong process for all of us. You, as a 4-H volunteer, can make a difference in what and how youth learn. **Hands-on learning is a key part of 4-H.** Learning can occur through the following three strategies:

## Apply What You Learned

When planning a 4-H program, balance Cooperative, Individualistic, and Competitive learning.

List ways you can use Cooperative Learning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List ways you can use Individualistic Learning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List ways you can use Competitive Learning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LEARNING STRATEGIES

### COOPERATIVE LEARNING

**We sink or swim together.**

Cooperative learning (or a group effort) encourages the development of social interaction skills, but takes a greater commitment of time to promote learning.

Implications:

**Positive interdependence:** Each and every member has something vital to contribute to the success of the group. Learning will not occur if group members ignore each other. A leader can promote interaction by giving each member a vital piece of information that the entire group must know before they can succeed.

**Face-to-Face interaction:** Group members must be able to interact directly with each other.

**Teaching Social Skills**—Teaching social skills should be a part of the planned activity, because they are necessary for the group to succeed. Do not assume the member will absorb these skills just by participating in the group discussion.

**Processing:** Members must be able to discuss how their group worked and what they learned.

### INDIVIDUALISTIC LEARNING

**If I sink or swim, it has no effect on whether or not you sink or swim.**

A participant works alone utilizing established criteria to show what he or she has achieved.

Implications: Individualistic learning encourages **independence**, but it does not provide participants with any information about their peers. It allows leaders to consider the developmental capability of individual members in helping them **set personal goals** for growth, but requires time for advising each member on their plan of work. It requires the **development of standards** toward which youth work.

### COMPETITIVE LEARNING\*

**If I swim, you sink. If you swim, I sink.**

Participants take part in a competition and are scored, placed, or ranked based on opinions of evaluators or judges, or based on an objective scoring system (or a combination of both), and provided with positive feedback.

Implications: Competitive learning encourages high levels of **individual achievement**, but may lead youth with low self-esteem to feel badly about themselves. It is very important to stress working toward **meeting individual goals** in competitive situations and recognizing the achievement of, or progress toward, those goals, regardless of the outcome of a competition. Stress the knowledge and experiences gained, rather than the score or placing received.

\*Remember to avoid using this method with children younger than 3rd grade.



# 4-H Traditions & History



## 4-H Symbols and Traditions

The basic purposes of 4-H are stated in many different ways. The 4-H clover, pledge, motto, and other symbols and traditions have helped identify 4-H for many years.



## 4-H Colors

It is most appropriate that green and white are the colors of 4-H. The green in the 4-H clover represents life, springtime, and youth. The white represents purity.

## 4-H Slogan

The slogan, **“Learn by Doing,”** is a constant incentive to motivate 4-H members to strive toward acquiring new skills and knowledge. The results can lead to a very successful, productive life.

## 4-H Motto

**“To Make the Best Better”** is the goal of each member. The motto gives a special motivation not to be content with the present, but to always strive to make things better.

## 4-H PLEDGE

The 4-H pledge was officially adopted in 1927. The pledge has been changed only once. In 1973, “my world” was added to the end of the pledge. It has stood the test of time, is educationally sound, and states the true purpose of 4-H. Let’s look at the pledge and its meaning by examining some key thoughts under each H.

### “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.”**

### My Head to Clearer Thinking

- Strives for intelligent behavior
- Develops lifelong skills for living
- Offers experiences in the decision making process
- Teaches “how” to think rather than “what” to think

### My Heart to Greater Loyalty

- Instills trust and respect
- Strengthens personal standards by which to live
- Helps to understand others who may seem “different”
- Develops lasting friendships

### My Hands to Larger Service

- Provides a working experience
- Teaches there is dignity in work
- Develops eye and hand coordination
- Instills a concern for others through community service projects

### My Health to Better Living

- Relates to both physical and mental health
- Teaches wise use of leisure time
- Helps with decisions of career choice
- Develops an understanding about the need for a clean and healthy environment

### For My Club, My Community, My Country, and My World

- Provides learning experiences that are worldwide
- Teaches that you are a part and that you belong
- Shows that a relationship between community and world does exist
- Develops civic engagement by acting responsibly

Usually, the 4-H pledge is recited at the opening of a 4-H meeting. Members should do more than just “mouth the words.” Involve members in the discussion and meaning of the pledge. This will help assure that when your club gives the pledge, it will be said with meaning, understanding, and purpose.

## Some Indiana 4-H History

On April 9, 1904, John Haines, superintendent of Hamilton County Schools, held a meeting for all boys interested in learning to grow corn. Mr. Haines is thus credited with planning the first junior club in Indiana. The record states, “Mr. Haines visited the projects, held two instruction meetings, and his members exhibited at the end of the year.”

H. L. Rogers, superintendent of Pulaski County Schools, organized corn, poultry, and butter clubs in 1909.

On September 1, 1912, Z. M. Smith was appointed state leader of Boys’ and Girls’ club work. During this year, project outlines were prepared for Gardening, Canning, Apple, Tomato, Potato, Poultry, Breadmaking, and Sewing projects. By 1918, Mr. Smith recommended that the club program for a county should be an integral part of the county agricultural Extension program.

The first 4-H club projects (market hogs) were exhibited at the Indiana State Fair in 1915. In 1912, the beef and canning projects were added to the state exhibits. In 1922, lambs and sewing projects were exhibited for the first time.

The first annual 4-H Round-Up was held at Purdue University April 21-24, 1919. The first 4-H camp in Indiana was held near Evansville in 1922 with 840 youth and 150 leaders in attendance.

The first State 4-H Leader Training School was held at Camp Tecumseh and Camp Bedford in 1925. In 1939, Statewide Leader Training sponsored by Rotary International began. The Indiana 4-H Foundation was established in 1961.

# People in 4-H



## 4-H Reaches Around the World

More than 6.3 million young people in the United States belong to 4-H. There are about 45 million 4-H alumni. More than 70 countries throughout the world have 4-H type programs, reaching 7 million young people. They may be called different names (4 S in South America, 4 K in Turkey, Young Farmers' Club in England and New Zealand), but they have the same goal: the growth and development of boys and girls to the greatest capacity. You are one of more than 12,000 volunteer leaders guiding some 2,300 4-H clubs/activities in Indiana. More than 200,000 boys and girls are involved in 4-H programming in Indiana. We have many more youth who could benefit from this opportunity.

## 4-H Volunteer Roles

An adult 4-H volunteer is appointed by and under the direction of the 4-H Youth Development Extension Educator after he/she has successfully completed the 4-H Volunteer application and screening process, including signing the Adult Behavioral Expectations and completing the training for Operating Procedures for Programs Involving Minors. Volunteer appointments are renewed on an annual basis. 4-H Volunteers are considered volunteers of Purdue University.



- **4-H SPARK Club Volunteer** – coordinates a 6-hour experience for 4-H members based on a topic of interest to the members and within the volunteer's area of expertise.
- **4-H Community Club Leader** – provides organization to a 4-H Cub based in a local community, typically representing a certain geographic area.
- **4-H Project Club Leader** – offers educational opportunities to 4-H members based on a certain project or subject area in a club setting.

- **4-H Council** – local board of volunteers who work with the 4-H Youth Development Extension Educator to provide oversight to the local 4-H program.
- **4-H Fair Board** – local board of volunteers responsible for maintaining the grounds on which the 4-H Fair is held.
- **4-H Committee Member** – individual who assists with a group of volunteers charged with addressing a certain topic.
- **Junior/Teen Leaders** – youth in grades 7-12 who have assumed additional leadership and mentoring responsibilities within the 4-H program.
- **Teens as Teachers** – youth in grades 8-11 who have been trained to teach their peers on a specific topic.
- **At-Large Volunteer** – individual who is recruited to assist with a specific program area, often on a short-term basis.

## County Purdue Extension Staff Roles

A Purdue Extension Office is maintained in each of Indiana's 92 counties, including Purdue professionals assigned to lead at least one of four Extension program areas: Agriculture and Natural Resources, Community Development, Health and Human Sciences, and 4-H Youth Development.



- **County 4-H Youth Development Extension Educator** - Represents Purdue University Extension as the county-based professional responsible for the day-to-day operations and decisions of the county 4-H Youth Development Program. He or she helps interpret 4-H policies and works directly with volunteers in the development of the county 4-H program.
- **County Extension Director** – provides overall leadership to the county Extension

program areas.

- **County Program Assistant** – county-paid staff member who assists with one or more program areas in the Purdue County Extension Office.
- **Support Staff** – county-employed professionals providing clerical support to Extension Educators.

## Community Partners

- **Parents** – The success of a 4-H club and the kind of experience members have depend greatly upon the support and involvement of parents. You will use a wide range of methods to interact with the many different kinds of parents. Most parents consider their sons and daughters their most cherished possessions. Parents will cooperate if they believe that their child will have a meaningful and purposeful experience. However, many parents are not aware of the purpose and true meaning of the 4-H experience. Often their lack of knowledge is due to our dependence upon the 4-H member to tell the parent about the 4-H program. Have you ever listened to a 4-H member, in an informal setting, tell about 4-H or the 4-H meeting? Many times only the funny and humorous happenings are told. After listening to their children, parents can easily believe that 4-H is only "fun and



games." You cannot expect parents to become actively involved and supportive if they do not know about the program and believe in what it can do for their child. The key to parent support is to make them knowledgeable about the 4-H program. The following are suggestions for getting support:

- Special parents meeting
- Frequent communication with parents
- Parent night
- Parent recognition
- Invite them to assist with the 4-H club

# People in 4-H



are the “on campus” staff responsible for the state Extension youth program. They provide resources to support county 4-H programs.

**Indiana 4-H Foundation** – Supports Indiana 4-H by securing generous donations for 4-H scholarships, program development, materials, and events.

## National Partners

**National Institute of Food and Agriculture (NIFA)** – A federal agency within the United States Department of Agriculture (USDA) — is part of USDA’s Research, Education, and Economics (REE) mission area. The agency administers federal funding to address the agricultural issues impacting people’s daily lives and the nation’s future.

**4-H National Headquarters (4-H HQ)** – Housed in the Division of Youth and 4-H at NIFA. Strengthens and promotes healthy youth development to give young people the capacity to act as responsible citizens and agents of community change. To achieve this, 4-H HQ focuses on three key issues:

- Program Quality and Accountability
- Access, Equity and Opportunity
- Learning

• **National 4-H Council** – Cooperates with local and state 4-H programs as it provides funding for national initiatives. Located in Washington, D.C.

### • **Expansion and Review Committee** –

This committee is organized by the County 4-H Extension Educator to help provide insight into how the county-based 4-H Program can be expanded to reach new audiences with new opportunities. The committee is composed of a wide variety of community members who have experience working with youth audiences.

• **Schools** – Local school corporations often partner with the 4-H Youth Development Program to incorporate 4-H educational programs in the classroom curriculum, or as an after-school program. Schools often serve as a good location for 4-H clubs to hold their activities.

• **Community Centers** – Local centers that are open for community use are typically a popular location for 4-H groups to hold their meetings and other activities.

• **Youth-serving organizations** – 4-H actively partners with other community organizations whose primary audience is youth (e.g., Scouts, Boys & Girls Club, etc.)

### • **Local government representatives**

– The County Commissioners and County Council allocate funds obtained from local taxes to support the Purdue County Extension Office and the 4-H Program.

- County commissioners help support 4-H by providing office space, secretarial assistance, supplies, and other financial help for the County Extension Office.

• Chamber of Commerce/Local businesses

• Local businesses and community organizations often support the 4-H program and its members through financial donations, encouraging their employees to volunteer with 4-H, and opening their doors to members to learn more about their efforts.

• **Donors** – 4-H programs are supported through the contributions of finances, time, and other resources made by individuals, families, businesses, and local organizations.

## State Partners

• **Purdue University** – As the Land Grant University of Indiana, Purdue is the institution charged by law with the responsibility for extending education to the people of the state. Close ties between the Colleges of Agriculture and Health and Human Sciences unite research, resident teaching, and Extension personnel, so that resources of the entire university are available to Extension youth programs. Much of the research information used in developing 4-H project resources comes from Purdue University and other Land Grant Universities.

• **Program Leaders** – administrators based on Purdue’s campus with responsibility for the oversight of one of Purdue Extension’s four program areas.

• **State 4-H Specialists** - State 4-H staff, subject matter specialists, and other state staff in administration and communications



# Working with 4-H Youth



## Youth Characteristics

Youth mature in many ways: physically, mentally, emotionally, and socially.

To be successful, youth must acquire new skills, knowledge, and abilities. It is also during childhood and adolescence that youth begin to branch out socially and build new or additional relationships.

Development during this timeframe can vary from one child to the next. Every child grows and develops at his or her own rate. Some children may acquire certain capabilities earlier than their peers, while others may outpace their classmates in physical growth, but be behind in other developmental areas.

## Ages & Stages

**K-3rd grade:** usually have a relatively short attention span. They have limited manual dexterity and hand-eye coordination, as well as limited reading and writing skills. As a result, these members can be sensitive to personal criticism.

**4th-5th grade:** can have boundless energy along with an increased attention span. They tend to have a need for self-expression through self-directed activities, and they enjoy both cooperation and limited degree of competition.

**6th-8th grade:** fluctuate between childhood and adulthood. They are experiencing physical, emotional, and social changes. Their project skills and communication abilities are advancing, but are often controlled by their emotions. They have a need to find acceptance from both peers and adults and tend to enjoy competition.

**9th-12th grade:** enjoy leadership opportunities that allow them to exercise their developing skills in adult roles. They are fine-tuning their interests and explorations of career possibilities.

## Teaching Opportunities

**Publications:** 4-H publications and websites can be a big help to you in project work. Project outlines, manuals, or guides are available in many subject areas.

**Visuals:** Videos, live streaming, pictures, and models are useful for helping members see how to do things. Visuals also provide a change of pace in project work and may show members new areas to explore.

**Presentations:** A volunteer or older member can give a presentation to share knowledge and skills with others in a meeting. Members should be asked to give presentations before their project group on skills or knowledge they have mastered or learned. Members should also be encouraged to repeat their presentation at their club meeting before parents, or for other activities and events. As they progress, members will assume an increasing amount of responsibility for choosing the subject of their presentations, preparing the presentations, and evaluating their efforts.

**Identification:** Many young people enjoy learning how to identify project-related items, such as the names of the kitchen tools or parts of an animal's anatomy. Learning basic project terms may help a young person gain self-confidence as well as knowledge. If possible, have the actual items available for members to work with in a real situation when you lead an identification exercise.

**Judging:** In 4-H we use judging as a tool to help young people learn to observe, compete, make decisions, and categorize differences and similarities between things. At first, give a member two similar types of items to observe and compare to each other. Ask him or her to share ways one item is different from another. As the member gains confidence in judging, ask him or

her to rank four related items from best to worst. Have the member give his or her reasons for ranking each item.

**Competitions:** Competitions are prevalent throughout the 4-H programs to inspire youth to do their personal best based on the goals they have set for themselves. Emphasis should be placed on positive, constructive feedback so youth can reflect and learn from the experience. Competitions develop good sportsmanship and resiliency, helping youth realize that they can overcome disappointments. Note: Mini 4-H members should not participate in competitions; rather, Mini 4-H programs are activity-focused and not project-focused; they are built on cooperative learning, not competitive activities.

**Tours:** Young people like to go places and see things. Tours of members' projects can be quite a boost for members and their

families. Everyone gets a chance to compare methods and measure their individual progress. Members can discuss their experiences, display their work, or give a presentation.

Commercial enterprise such as bakeries, retail stores, and restaurants often welcome 4-H group tours of their operations. Members should prepare ahead of time with questions to ask the owners or operators about the business.

**Record Keeping:** 4-H records give young people practice in planning and measuring progress. Be sure to explain early in the project year that members need to keep records of their experiences in 4-H. Be positive and give encouragement to help your members learn from their experiences and find alternative solutions when problems arise.

## Apply What You Learned

Use a variety of methods or opportunities to work with 4-H members.

Identify the characteristics of the grades in your 4-H group.

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List how you will involve community resources in your 4-H group.

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How will you use a variety of teaching opportunities with the 4-H members in your group?

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# Youth and Adults

## Working Together



### Youth-Adult Partnerships

Youth and adult partnerships in 4-H provide an opportunity for youth and adults to share responsibility and ideas and to develop leadership skills together. Junior and Teen Leaders are involved in planning, teaching, and leading projects, activities, and events at all levels of the 4-H Youth Development Program.

Adults and youth work together to reach a common goal in a partnership. Themes that are woven through successful youth-adult partnerships include:

- **Build relationships and a cooperative environment.**  
Learn about each other before you start the project. This builds trust.
- **Understand differences.**  
Learn from one another what each of you needs and expects from the other(s). Everyone can contribute to the project. Understand that each person brings gifts/talents/resources to the partnership.
- **Know your goals, and focus on the ones you have in common.** Youth need to be involved with decisions

that affect them, and adults need to understand why that is important.

- **Find a balance of power and find the importance in working together.** Try to maintain an equal number of youth and adults. Ensure that youth are decision-makers, not just participants.
- **Reveal skills and attitudes that will cultivate a successful partnership.**  
Youth are capable of significant decision-making.
- **Show genuine concern for issues addressed in the project.** The issues should be real and relevant to youth.
- **Recognize and bring attention to the feeling of accomplishment.** Acknowledge every person's contribution as a part of the team.

Teens and adults can work together to develop two things: First, develop a role description for each person to clearly define each person's responsibilities. Second, develop a plan of work that identifies the expectations of the teens and adults. Planning an activity on paper will help you identify all of the tasks involved.

### YOUTH IN GOVERNANCE: A GOAL TO STRIVE TOWARD

Youth and adult partnerships foster an environment that promotes successful youth in governance programming. Youth in Governance (YIG) is an organizational strategy in which young people have voice, influence, and decision-making authority in programmatic, organizational, and community-level decisions and activities. Programs and activities become more relevant and interesting to the youth in the program as well. Youth who are engaged in these types of programs gain a strong sense of civic engagement along with life and leadership skills.

An adult volunteer must be willing to share the responsibilities and leadership role before he or she asks a teen to serve. Adults and teens both should agree to the following:

#### Adult

1. Acknowledge teens as equals in making decisions and accepting responsibilities.
2. Recognize the importance of good communication between adults and teens.
3. Provide encouragement and support on a continuing basis throughout the year.
4. Understand that mistakes are

opportunities to learn.

5. Ask for assistance when needed.

#### Teens

1. Get along with younger 4-H members, your peer groups, and adults.
2. Be sincere in helping others and working with groups.
3. Plan ahead and complete your activities.
4. Be aware of your abilities and limitations.
5. Ask for assistance when needed.
6. Share decision-making and responsibilities with adults.



### Apply What You Learned

Checklist for Youth-Adult Partnerships

- Learn about each other before starting.
- Develop role descriptions, together, for all partners.
- Identify expectations of the teens and adults.
- Identify goals.
- Identify activities and the who, how, where, when and why of each task.
- Establish teens as partners in the decision-making process.
- Provide encouragement, support, and recognition for accomplishments of all partners.

# Planning a 4-H Program



## Careful planning of a 4-H program will enable it to be a successful one. A good 4-H club program:

- Is based on the 4-H members' needs.
- Is based on goals established by members and leaders working together.
- Allocates time to accomplish the major goals of the club.
- Gives each member a responsibility sometime during the year.
- Follows democratic decision-making procedures.
- Includes a variety of interesting activities.
- Contains a balance of activities for older and younger members.
- Provides information relevant to the members' personal well-being and safety.
- Effectively involves parental support.
- Assists in developing leadership skills among members.
- Includes activities designed to give back to the community.
- Clearly communicates the dates and activities of 4-H events in the club, county, area, and state.

If we keep these things in mind, we can plan the right activities for our program. A well-planned 4-H program gives direction to a club throughout the year. Successful advanced planning means involving members, parents, and volunteers. All club members should know their responsibilities and have many opportunities for direct involvement in the club. A 4-H club with programs planned in advance will enable members to gain new and broader experiences plus help the volunteer have success in working with the group.



## SET THE STAGE FOR TEACHING AND LEARNING

Your 4-H members want to be active and take part in the club's program. They want to feel it is their meeting. You can help to assure this by having:

### A pleasant meeting place.

Every 4-H club member should be able to see and hear other club members during group discussion. If project work or recreation is to be led, space and facilities must be accommodating. Choose a central meeting place that is accessible to all. Where you meet is not nearly as important as whether it accommodates the needs of your group.

### A comfortable atmosphere.

Establish an atmosphere conducive to talking together and getting to know one another. Everyone feels best and gains the most when he/she is at ease. Create a positive situation where members feel free to "join in" and express themselves. Welcome and listen to all ideas and thoughts expressed.

### A feeling of belonging and acceptance.

Each person wants to be an active part of a group, but sometimes he/she needs help. Discover ways to involve individuals, learn their strengths and weaknesses, and provide a chance for each individual to be successful before the whole group. Here is where you can inspire others to try new things, to work cooperatively, and to care about group members.

### An active officer team.

Plan an executive board meeting prior to each meeting to discuss the club's agenda. Set up a table and chairs for officers. A flip chart or a small blackboard may be good for recording "thinking" or in showing how and telling why. Your job is to guide the group in the right direction. Let ideas and experiences of members have an important place. Youth will typically have the leadership role, with support from the volunteers. You will have to know your group and be sensitive to them if your club is to move in a "growing" direction.

# 4-H Club Meetings

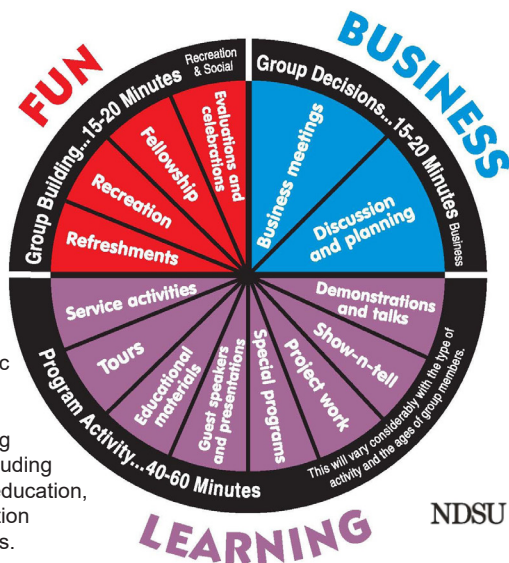


## YOUR FIRST MEETING

Your first club meeting of the year sets the stage for all subsequent meetings and activities. Use the First Club Meeting Outline below to organize the meeting.

Invite members of your leadership team (other volunteers, staff, and/or youth leaders) and parents to your first meeting. Review with everyone the calendar for the year, club expectations, costs, rules, project requirements, and other pertinent information. Allow plenty of time for questions and answers.

Introduce the Junior/Teen Leaders and discuss their roles. Include an overview of the 4-H program with visuals, speakers, or members who have participated in the past.



This graphic shows an example of a meeting outline, including business, education, and recreation components.

NDSU EXTENSION SERVICE

## First Club Meeting Outline

Duration: 1 to 1 1/2 hours (maximum)

**Introduce yourself**, other club volunteers, members and parents.

**Review club expectations.** Discuss activities to be offered during the year. (A blackboard, posters, or sheets of blank easel paper are helpful.) Discuss 4-H guidelines and expectations.

**Discuss with the group:**

- Number, frequency, place and time of meetings
- How activity supplies will be acquired
- How expenses will be met
- What to bring to meetings
- Dates of special activities, and how to participate

**Fun activity:** Use a game, a relay, or some other fun and interactive activity to reinforce what was discussed earlier.

**Adjourn, then review meeting** with Club Officers, Junior/Teen Leaders, and other Adult Volunteers. See how they feel about the meeting. Help them analyze their part. Be encouraging and supportive. (Do this after every meeting.)

## A Meeting Outline

Duration: 1 to 2 hours (maximum)

### Business meeting

- Call the meeting to order
- Pledge to the American & 4-H flags
- Roll call
- Reading and adoption of minutes
- Reports of committees
- Old or unfinished business
- New business
- Adjournment from business meeting

**Program** - might include one or more of the following:

- Project talk(s)
- Demonstration(s)
- Special activities (outside speakers, movies, talent night, craft night, etc.)
- Educational tours or a special fun activity
- Project work

**Record keeping** - Allow time for members to work on record books

**Recreation** - games, sports, team-building activities, etc.

### Special points to remember:

- Try to plan meetings for the whole year or period of time the club will operate.
- Simple parliamentary rules should be used by all members—being recognized before speaking, making motions, discussion, electing officers, and voting.
- Add variety to meetings by reversing the business meeting order, singing, holding special nights, tours, games, slide shows, etc.

## Apply What You Learned

You are ready to get started. Use the checklist below for review:

- Obtain a 3-ring binder or file for easy storage of all of your club materials.
- Get a list of your club members.
- Borrow 4-H Curricula and materials from 4-H Office or purchase from Shop 4-H.
- Prepare club expectations for members.
- Prepare a sample Club Meeting Outline.
- Complete a calendar for your club's year, including dates of meetings and events.



# 4-H Club Officers



## President

1. Checks meeting arrangements.
2. Works with the volunteers and officer team to establish the meeting agenda.
3. Presides and calls meetings to order and directs the business meetings.
4. Appoints committees and checks frequently on progress, asks for reports.
5. Casts deciding vote in case of a tie.
6. Conducts meetings according to basic parliamentary procedure.
7. Is familiar with the duties of other officers and helps them when needed.
8. Guides meetings and encourages all members to take an active part.
9. Shows courtesy to guests and has them properly introduced to the club.

## Vice President

1. Is acquainted with duties of the president and rules of basic parliamentary procedure.
2. Presides at meetings in temporary absence of the president.
3. Works closely with parents, volunteers, and other officers on all activities.
4. Serves as chairperson of the program committee.

## Secretary

1. Keeps accurate minutes of all meetings and presents minutes at next meeting.
2. Calls roll and keeps records of attendance.
3. Handles all club correspondence.
4. Collects new items and media notices about the 4-H activities of the club and individual members.

## Treasurer

1. Receives and is responsible for all money.
2. Keeps an accurate record of all money received and its source; all money paid, to who, and for what.
3. Reports at club meetings on money received, money paid out, and the amount on hand.
4. Pays out money only when approved by the club.
5. Gives the new treasurer complete and accurate records when he/she takes office.

## News Reporter

1. Writes articles about club meetings and special events for the local media.
2. Submits news items immediately after each meeting or event.
3. Makes sure all articles tell who, what, when, where, why, and how.
4. Keeps all newspaper items referring to the club in a scrapbook.

## Recreation Leader

1. Plans games and other recreation for the club suitable for age, desire, space, and time available.
2. Leads recreation at 4-H meeting.
3. Keeps necessary equipment on hand.
4. Makes notebook of recreation ideas and gives them to the next recreation leader.

## Song Coordinator

1. Plans and conducts singing activities suitable for age, interest, and time available.
2. Makes a notebook of songs to give to the next song coordinator.

## Health and Safety Leader

1. Plans and gives a brief talk or presentation at the club meeting on a health and safety topic.
2. Plans other health and safety activities for the 4-H club with direction from the program committee.

## Technology/Social Media Coordinator

1. Manages the 4-H Club's online presence through a website and/or various social media platforms.
2. Shares upcoming 4-H Club activities with members and the general public.
3. Celebrates club and member successes with the online audience.
4. Follows best practices for appropriate online interaction on behalf of the 4-H Club.

## 4-H Mission Area Coordinator

1. Coordinates activities and shares information relative to one or more of the three 4-H Mission Areas: Science, Healthy Living, and Civic Engagement/Leadership.
2. Encourages members to become actively engaged in one or more of these 4-H Mission Areas.



# 4-H Parents



## How Can Parents Help?

Parents can be encouraged to share their different talents, means, and available time with the 4-H program. Not all people do the same thing well. It takes some analysis to find who can and will do certain tasks. For example, the parent who will never appear in a public meeting may be willing to build a booth or float, etc.

The most successful 4-H members have the interest and support of their parents or another caring adult. Often parents are willing to help, but are not sure how, when, or where they may get involved. Below are some suggestions for how parents can support 4-H members at home (1-9) and beyond (10-15). Share these suggestions with parents of your 4-H members so that they are aware of and understand the ways to help. If you think of others, do not hesitate to add to the list.



- Learn about 4-H, what it stands for; how it operates; how it is funded.
- Advise your child in selecting 4-H projects. Help your child understand how many projects will be reasonable to complete in a given year.
- Show your interest in and enthusiasm for the projects selected. Find out what is suggested for the members to do and learn.
- See that when a project is started, it is also completed.
- Encourage your 4-H member when they succeed and even more when they fail. Help them see progress achieved and knowledge gained; not just the end result.
- Be an example! Help your 4-H member be a good sport and appreciate the successes of others.
- Keep informed about 4-H through information that comes to members of your family. Be a 4-H booster in your community.
- Make 4-H club work FAMILY work. But, let the youth do their work and carry their own jobs to completion. Be their guide only.
- Provide transportation to local meetings and county

events in which your child and others of the club are interested. Or, provide refreshments for meetings or special functions. Don't wait to be asked, just volunteer this help!

- Attend 4-H meetings and other special events.
- Help your 4-H member find a way to participate in special events that interest them such as county contests, camps, fairs, displays, or shows.
- Support your local 4-H volunteers. Get acquainted with them. Let them know you appreciate their efforts.
- Offer your services to assist the local volunteer. You have knowledge and skills that are needed in 4-H.
- If the need arises, help find local volunteers for your 4-H club. Several kinds of volunteers are needed: organizational, project, and activity volunteers. Consider helping in one of these ways yourself. Applications are available in your local Extension office.



## PARENTS' 4-H PLEDGE

**I pledge my HEAD to give my child the information I can, to help them see things clearly and to make wise decisions.**

**I pledge my HEART to encourage and support my child no matter whether they have successes or disappointments.**

**I pledge my HANDS to help my child's club; if I cannot be a volunteer, I can help in many equally important ways.**

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

Remember that the real object of 4-H is to develop your children into outstanding, productive adults. The way they do their work, projects, and meetings, and conduct themselves at competitive events, etc., will help set work and character standards for the rest of their lives.

# Risk Management



## Safety First

As a 4-H volunteer you are entrusted with a great responsibility. The skills and knowledge that youth gain from their 4-H participation help them develop into caring adults. To support this development, we need to provide the youth with a safe environment. This section provides some basic safety precautions. Please schedule a time to talk about this topic further with the 4-H Youth Development Extension Educator.

## Safety Requirements for Transporting Members

In most circumstances, it is not recommended that 4-H volunteers provide transportation for youth who are not their own children. However, if 4-H volunteers choose to transport 4-H members, they must meet the following requirements:

- Have a valid Indiana Driver License.
- Carry their own automobile liability and accident insurance.
- Use a safe vehicle.
- Have a seat belt for each passenger.
- No more than 8 people may be transported in a passenger van (including the driver).
- Have written permission from the youth's parent or legal guardian.
- Do not be alone in a vehicle with a youth other than their own child.

## Liability Coverage

Coverage for approved 4-H volunteers is provided during activities that are scheduled, sponsored, and supervised and while volunteers are acting within the scope and course of their 4-H duties. If accidental injury or property damage occurs, full details must be promptly reported to your County 4-H Extension Office using the standard form provided.

## Accident Insurance

The Indiana 4-H Youth Development Program purchases an annual accident/injury insurance policy to cover all 4-H members and approved adult 4-H Volunteers. This policy provides limited coverage to youth and adults who

are injured in conjunction with an approved 4-H activity.

If a 4-H member or volunteer is injured and requires professional medical attention, obtain medical attention, then notify the emergency contacts. Report the incident to your County 4-H Extension Office. Follow the guidance given by the Extension Office to provide the family with information regarding filing an accident insurance claim.

If 4-H groups take a trip an extended distance away from home and/or overnight, contact the County 4-H Extension Office for the option to purchase additional special activities insurance coverage.

## Field Trips

When planning a field trip, provide the parent or legal guardian with an itinerary for the trip and have him or her sign a permission slip for the child to participate. Provide a health form for overnight trips.

Parents should be encouraged to provide transportation for their own children. If that is not possible, parents may give written permission for another adult to drive their children. Drivers for 4-H organized events may not drive just one child alone, unless the youth is the driver's own child.

## Mandatory Reporting

4-H volunteers are considered mandatory reporters of suspected child abuse and neglect in the State of Indiana. It is the responsibility of volunteers, if they suspect a child is abused or neglected, to report that suspicion immediately to the Child Abuse Hotline (1-800-422-4453) or local law enforcement and also the County 4-H Extension Educator.

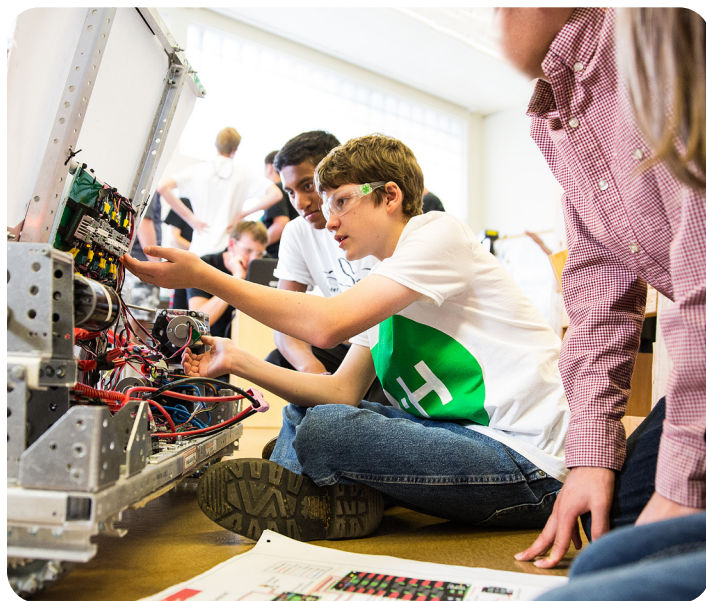
## Youth Protection

There must always be at least two (2) adult volunteers and/or staff members present at 4-H programs, events, and activities, before the first child arrives and until after the last child leaves.

All Purdue University employees and volunteers are required to complete a training related to Operating Procedures for Programs Involving Minors every two years. Contact your 4-H Extension Educator for information on how to access this training

## WHAT CAN THE 4-H VOLUNTEER DO ABOUT SAFETY?

- Set a good example at all meetings.
- Recognize hazards and correct them.
- Demonstrate the proper use of equipment.
- Discuss safety at every meeting.
- Encourage members to be safe when working on projects independently.



## Apply What You Learned

Safety should come first in your club and its projects.

List the safety precautions you will take in your club:

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List other safety information you need:

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# Resources



## Where do you go for help?

There are many knowledgeable people and valuable resources available to assist 4-H Volunteers:

- County 4-H Youth Development Extension Educator
- Other 4-H volunteers – Community club leader, Project leaders, 4-H committee members
- 4-H parents
- County 4-H Newsletter
- County 4-H Handbook
- Junior/Teen Leaders
- 4-H Club Officer Guides
- 4-H Volunteer Trainings
- 4-H Club/Meeting Checklists

## Find Indiana 4-H on Social Media!



Flickr: [Indiana 4-H](#)

## Important Websites:

### Indiana 4-H:

[extension.purdue.edu/4h](http://extension.purdue.edu/4h)  
\*check out the volunteer tab!

### Purdue Extension:

[extension.purdue.edu](http://extension.purdue.edu)

### National 4-H:

[in.4honline.com](http://in.4honline.com)

### Purdue Extension Education Store:

[mdc.itap.purdue.edu](http://mdc.itap.purdue.edu)

### Shop 4-H:

[shop4-h.org](http://shop4-h.org)

### National 4-H:

[4-h.org](http://4-h.org)



## Apply What You Learned

Create your own Resource List in the space below.

Community Club Leader(s):

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Purdue Extension Office:

Contact Name: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Location/Address: \_\_\_\_\_

Resource Leader(s):

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Resources I will check out: \_\_\_\_\_

Events I will attend: \_\_\_\_\_

Other resources I will use: \_\_\_\_\_

4-H resources to obtain:

- Account information for 4HOnline – 4-H group roster
- County 4-H Calendar
- County 4-H Handbook
- 4-H Activity report form
- Annual financial report
- Financial review/audit form

This material is adapted from the University of California 4-H, "4-H Project Leaders' Digest," ANR Publication 21729. Copyright © 2007 The Regents of the University of California. Used by permission.

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