



New Mexico 4-H Club Leaders' Handbook

200.A-1
(R-2015)

A 4-H Creed for Leaders

I believe:

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

– source
unknown

An NMSU Cooperative Extension Service Program



College of Agricultural, Consumer
and Environmental Sciences

All About Discovery!



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Acknowledgements

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Arizona 4-H Volunteer Handbook, University of Arizona

Life Skills Model, Iowa State University

County 4-H Volunteer Handbook, Michigan State University

Montana 4-H Leaders' Handbook, Montana State University

4-H Volunteer Information Series, University of Nebraska-Lincoln

New Jersey Leader Training Series, Rutgers University

WRLF 2015 Resources, Oregon State University

4-H Handbook and Policy Guidelines, Utah State University

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Welcome

This handbook is designed to provide basic information about being an adult 4-H club leader and outlines the responsibilities that organizational leaders have when helping youth in a club setting. It may not answer all your questions, but the hope is that it will be an important resource that answers many of them.

The County 4-H Extension Agent is ultimately responsible for the 4-H Youth Development Program in your county, so get to know them and inquire about training opportunities locally.

The New Mexico 4-H Web site can be found at <http://nm4h.nmsu.edu> and supplies specific information on 4-H policies (including age divisions), project materials, statewide activities and events, district contests and more!

Check out the “Adult Volunteer Leaders” tab on the Web site for e-learning modules, state and regional training opportunities, and publications to assist you in your role as a 4-H leader. The *4-H Policies and Procedures Handbook* tab contains a wealth of information for 4-H leaders, members, and their parents.

Although 4-H is a youth development program for ages 5-18, you’ll find that you also learn new things and gain new skills along with your members! Enjoy the fun and excitement of ‘learning by doing’.



A 4-H Leader's Role

Volunteer adult 4-H Leaders are organizers, facilitators, teachers and mentors to the youth in the 4-H program. Leaders work with Extension professionals to create educational programming through club meetings, community service projects, events, activities, and different types of learning by doing experiences. Leaders give of their time and resources to help youth learn and gain skills they will use throughout their lifetime, all the while having fun in the process!

As a volunteer leader, you occupy an important position of conducting youth development programs consistent with policies and procedures under which New Mexico Cooperative Extension operates. Programs for 4-H members and 4-H leaders are non-discriminatory, and are available to anyone regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or marital status. Further information is available in the *Policies & Procedures Handbook* at <http://nm4h.nmsu.edu>.

All 4-H leaders in New Mexico serve on a volunteer basis. To serve as a leader is a responsibility as well as an honor. The New Mexico 4-H Youth Development Program believes in providing a safe environment for youth to learn and achieve.

Getting Started

To be a volunteer 4-H Leader you must:

- Be at least 19 years of age by January 1 of the current 4-H year
- Complete a 4-H Youth Development Volunteer Application Form and the Disclosure and Consent Form and return the completed forms to your County Extension Office to begin the screening process.
- Successfully complete the screening process which will include a background check.
- Complete enrollment form and liability release provided by your County Extension Office.

Check with the local county extension office if you have questions.

What is 4-H?

4-H is a youth development program that involves members, ages 5-18, in hands-on learning experiences that are fun and focus on areas of interests identified by the members. 4-H is family and community centered, volunteer led, extension staff supervised, research based, publicly and privately funded, and responsive to change.

New Mexico 4-H is a part of the New Mexico State University Cooperative Extension Service which is in a funding partnership with the U.S. Department of Agriculture and county government.

The 4-H program year is October 1 through September 30. New Mexico 4-H delivery modes include club, school enrichment and special interest groups.

You have decided to provide leadership in the club delivery mode – thank you!

The 4-H Symbols

The **4-H emblem** is a green four-leaf clover with a white “H” in each leaf.

The four H’s stand for Head, Heart, Hands and Health and represent the development of life skills.



HEAD:

Learning to think, making decisions, understanding “why”, gaining new and valuable insights and acquiring knowledge.

HEART:

Being concerned with the welfare of others, determining values and attitudes by which to live, and learning how to work with others.

HANDS:

Learning new skills, improving skills already developed, instilling pride in work, and earning respect for work accomplished.

HEALTH:

Practicing healthful living, protecting the well being of self and others, and making constructive use of leisure time.

Each of the H’s is important to keep in mind as goals are set by 4-H members and programs planned for the year. 4-H is a place where youth belong, have fun, and thrive in an environment where they actively learn about a project(s) that interests them, and share their knowledge with others.

4-H Colors

4-H Colors are green and white and have special significance. Green is nature's most common color and is symbolic of springtime, life, and youth. White symbolizes purity and high ideals.

4-H Motto

“To Make the Best Better” should be the aim of every 4-H member and leader.

4-H Pledge

Every member and leader should know and be able to repeat the 4-H pledge:

I pledge

My **head** to clearer thinking,

My **heart** to greater loyalty,

My **hands** to larger service, and

My **health** to better living

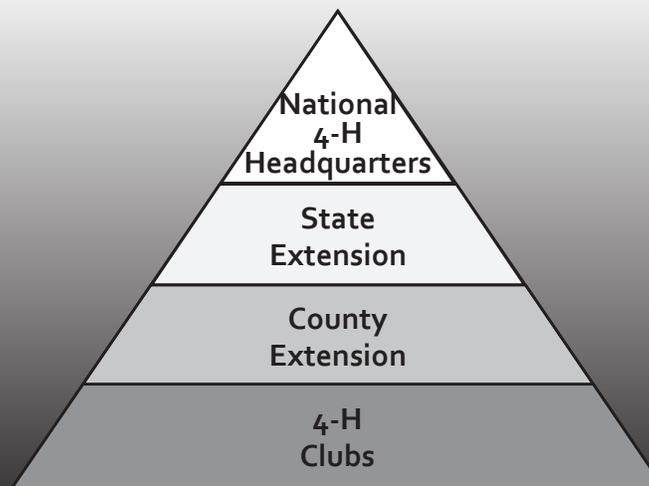
for my club, my community, my country, and my world.

Mission

Provide youth the opportunities to acquire leadership, citizenship, and life skills. New Mexico 4-H programs are based on the four concepts of positive youth development which are belonging, mastery, independence, and generosity.

4-H Structure

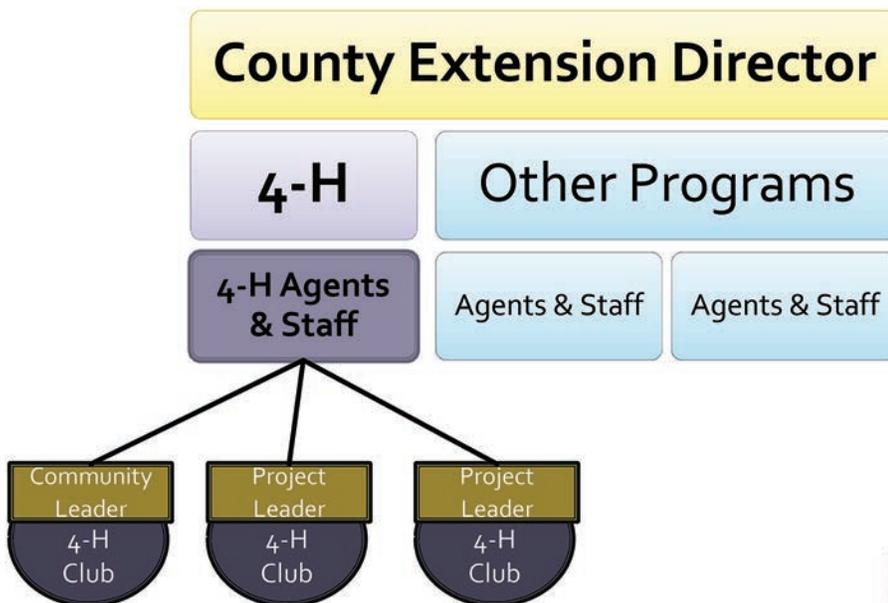
Here is the overall 4-H structure, and where you fit in it. Your role is at the grassroots level where impact is made directly with youth – you are key!



4-H State Extension



County Extension Office



The 4-H Club Structure

4-H clubs are the most common delivery method for 4-H youth development programs. Clubs are designed to build positive relationships, and offer learning experiences over an extended period of time. The unique opportunity for social and personal development provided through a 4-H club structure is the most effective and efficient way to achieve the 4-H mission.

Active participation in a 4-H club helps young people develop their assets and life skills. As a result of participating in a 4-H club, we hope young people will gain:

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

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

What is a 4-H Club?

A club can be defined as a group of individuals who have common objectives, meet periodically, and jointly support one another. The primary purpose of a 4-H club is to support the development of each youth participant's full potential. The club structure helps volunteers build significant relationships with members. Projects become a means of achieving the primary purpose of positive youth development.

The focus of a 4-H club's activity is determined by the common needs and interests of the young people and the adults involved. Members, leaders, and parents should work together to set the club program and establish expectations for everyone involved.

Clubs are sanctioned and permitted to use the 4-H emblem by their local New Mexico State University Cooperative Extension office. Clubs should have young people in leadership roles and practice democratic principles. 4-H clubs are open to all without regard to race, color, national origin, gender, religion, age, disability, sexual orientation, or marital status.

A model 4-H club includes:

- At least five youth members from three or more different families.
- One or (preferably) more caring adult volunteer leaders working with members, teen leaders and parents.
- A structure that gives members the primary responsibility for making decisions and operating the club. (This may be done with elected officers.)
- An organized, fun and educational program planned by members, leaders, and parents.
- Club meetings conducted on a regular basis for a long-term, progressive series of educational experiences.
- Participation in learning experiences outside of the local group.
- Involvement in the community such as through community service.
- Personal evaluation and recognition of progress for individual and group goals.

4-H Club Types

The two basic types of clubs are community and project. A community club may offer two or more projects within the club. Community clubs typically have multiple adult leaders. One volunteer will fill the role of organizational leader while others provide project-specific support for members' learning activities. A project club consists of a group of members who get together and who have one common interest.

The 4-H Project

4-H projects provide a focused area of work that a member decides to enroll in each year. A project is a planned sequence of age-appropriate and research-based learning opportunities leading to skill development and positive youth development outcomes. Several members working in the same subject matter area become a project group under the guidance of a volunteer 4-H project leader. A 4-H community club can include several project groups. In other instances, a project club may be formed around one common project interest – such as horse, photography, sewing, or shooting sports. As a result of long-term active engagement in the 4-H project, the youth gains knowledge and develops skills based on planned goals and identified outcomes.

4-H offers a wide range of project choices – all designed to give members that extra edge for life success through hands-on, research-based learning experiences. Our goal is to ensure that every 4-H member and leader has research-based curriculum materials in hand to support and guide their learning in each 4-H project in which they enroll. Project materials are the curriculum to support individual learning and challenge members to achieve their goals. Project manuals are like the textbooks for 4-H.

- **State Approved 4-H Projects** are those projects that are supported by the New Mexico 4-H Youth Development program. These projects are listed in the *New Mexico 4-H Projects and Literature Handbook* (200.B-3), which is available from your county Cooperative Extension Office or available for downloading from the NMSU 4-H Web site at <http://nm4h.nmsu.edu>. The publication is free. Not all projects may be offered in all counties because of volunteer resources. Publications are coordinated through your County Extension Office. Check with them regarding cost.

- **County Projects** are developed and used at the county level and are not listed in the state publications catalog. These projects are usually set up to meet a specific need within the county 4-H program. Check with your Agent for county 4-H project opportunities available in your county.
- **Self Determined Projects** are designed for the 4-H member who is interested in the further study of a subject for which no additional 4-H project materials are available. These projects may be a continuation of a regular 4-H project and, if so, the 4-H member should complete all available projects first. Educational goals for self determined projects should be approved by the 4-H leader before beginning the project.

Club – Frequently Asked Questions

When can members join a 4-H club?

Members must be enrolled by the county enrollment deadline, or no later than May 1, whichever comes first.

How can 4-H clubs and groups be expanded?

By far the best method of recruitment is for others to see 4-H members having fun and learning new skills. In addition, 4-H clubs are encouraged to use promotional materials available. When a club does a community service activity, it is encouraged to communicate with the 4-H staff person and the media, too!

What size should a club or group be?

A club or group's volunteer leadership and its members should determine its size. While there is no perfect size for a 4-H club, they are often comprised of 10 to 20 members. A club or group's membership will be influenced by the members' ages, the number of volunteers available to assist the members in their learning project, and the number of different projects in which the club is involved. A larger club can offer opportunities for the members to gain leadership experience as a club officer, and it works quite well if the group forms project clusters of members with the same interest. Smaller clubs made up of 6 to 10 members allow young people to work as a team on projects.

Can the size of a 4-H club or group be limited?

The size of a 4-H club may be limited. The decision must be based on nondiscriminatory guidelines and it should have the best interest of young people at its core. In some circumstances, where volunteer leader recruitment is a challenge, the size may be limited to ensure members have a positive experience and the leaders involved don't burn out. In other cases, the size of the club may be influenced by the size of the facilities where the club meets. Clubs may also have a group-established enrollment period. In that case, a waiting list needs to be maintained to avoid any type of discrimination. Your 4-H Club Bylaws (sample in 4-H Policies and Procedures Handbook) must state size limit.

Who runs the 4-H club business meetings?

4-H club officers and members should run the club business meetings and make a majority of the decisions. Conducting meetings, with the guidance of adult volunteers, is an excellent way for young people to build leadership and communication skills. The organizational leader has the responsibility of meeting with the club officers prior to the meeting to help them plan the agenda, and be familiar with any reports that will be given. It is a good idea to discuss topics ahead of time so adult participation in discussions during the meeting is kept to a minimum. A 4-H club's environment provides an opportunity for members to share ideas and reach decisions based on those ideas. The club environment should be focused on helping young people learn how to make decisions, live with choices, and follow through on commitments.

Is our club or group required to follow Parliamentary Procedure when making decisions?

Parliamentary Procedure is one method of decision-making that can be used by a 4-H club or group. It is a skill 4-H members can learn now that will be useful to them in adulthood. Consensus decision-making is also an option. The type of decision-making procedure a club chooses to employ should be based on the type of decision to be made. Whatever method is used, the club should use an orderly method for ensuring open discussion of ideas and fair decision-making.

How do we manage our club or group's finances?

All 4-H clubs must file for an Employer Identification Number (EIN) with the IRS, regardless of whether you have a bank account or not. The address on the form must be the local County Extension office.

Any club or group that has a treasury must open a bank account. NEVER use a personal Social Security Number to identify a bank account for 4-H purposes. All 4-H accounts require a minimum of two authorized signors on the account and two signatures on all checks and they must not be from the same family. Expenditures are to be authorized only by club members for club purposes. Never allow one person or clique to control the treasury, not even the club's organizational leader. Refer to the current copy of the 4-H Policies and Procedures Handbook (200.A-3) for more details or additional requirements regarding club finances.

Should our group do a community service project?

The third "H" in 4-H representing hands is a part of the pledge ("my hands to larger service"). Each club is encouraged to participate in at least one community service project each year. This helps teach 4-H members the value of community involvement.

What are the responsibilities of parents in a 4-H club?

Parents have one of the most important responsibilities in a 4-H club, ensuring that their children have positive experiences as 4-H club members. Since 4-H is a family program, when people join a club, they really sign up as a family. Parents need to look at the club experience as an opportunity to learn with their children and not just a place to drop them off while they run errands. When a member signs up for a project, it is important parents understand that their child has made a commitment to actively participate in the club experience and attend scheduled club meetings and social activities. There are also opportunities beyond the club for members to participate in.

Shared Leadership

Building a Team

The team approach to leadership and program development assures that 4-H belongs to everybody in the club. Involving each person also assures opportunity for each person to grow as the work of the club is shared. If 4-H leaders don't approach club leadership as shared leadership, they can burn out, fade out, or become martyrs who do all the work but complain about doing it.

Your 4-H club team is composed of youth and adults: 4-H officers, junior/teen leaders, adult leaders, and parents. Youth learn to take charge of their group. Adult leaders guide and facilitate; they maintain the club structures, which make learning possible, and provide leadership experiences for youth.

Types of 4-H Leaders

To form an effective team, you must define the types of leaders your club needs. This will depend on the size, type of club, and the ages of the members. Minimally, clubs have officers (president, vice president, secretary, treasurer, and reporter) and adult leaders (the organizational leader and project leaders). Some clubs have assistant leaders, activity leaders, and junior or teen leaders.

Organizational Leaders

Every 4-H group must have at least one volunteer leader willing to serve as the organizational leader. When a new group is formed, the organizational leader is usually the first leader recruited.

The organizational leader or leaders (sometimes there are co-leaders or a couple working together) serve as the liaisons between members and county Extension staff. The organizational leader ensures that enrollment is completed and provides overall club management.

The organizational leader secures a comfortable, convenient time and meeting place for the club. If the county office sends out a newsletter with meeting notices, the leader provides this information to the office in a timely manner.

The organizational leader:

- helps the group elect officers and works with officers to plan and conduct productive meetings.
- is present at 4-H club meetings and attends county meetings and trainings to learn more about performing the duties of organizational leader.
- secures project materials from the county Extension office and distributes them to members and recruits project leaders who can help members complete projects.
- recruits 4-H members, parental support, community support, and other necessary leaders.

Quite a job, isn't it? That's why the organizational leader will share leadership with club officers, other leaders, members, and families.

Assistant Leader

Assistant leaders help the organizational leader in any capacity that they feel capable. An assistant leader can pick up project materials, work with officers, gain parental support, transport members, or train members. Sometimes, due to illness or emergency, the assistant leader may need to serve as organizational leader for a period of time. An assistant leader has the attitude of helping and supporting in whatever is needed.

Project Leader

A project leader has expertise or skill in the subject matter of a 4-H project or is willing to acquire it. Some of these areas might be animal grooming, public speaking, sewing, food preparation, judging or coaching.

Project leaders may not have depth of knowledge, but may be willing to study project materials and training and work with a specific group of 4-H members. If they are interested in the project and enjoy working with youth, they will probably be good project leaders. Project leaders plan special work meetings, tours, field trips, or home visits; they locate resources for members and parents.

To determine the kinds of project leaders the club needs, analyze the enrollments to determine the main projects members have enrolled in. Recruit project leaders for those projects. For the smaller project enrollments, try to find project leaders, willing parents, county project leaders, or a special county training to help members complete their project work. Be sure these leaders have leaders' guides, project materials, and supplies for project meetings in order to provide the necessary training.

Activity Leaders

Throughout the 4-H year, there are activities and events that the club is responsible for such as record books, presentations, parade floats, concession stands, field trips, county council or parent-leader association meetings, county or district contests, fundraising and holiday parties. Activity leaders are delegated to plan, organize, and carry out specific activities, freeing the organizational leader to carry out other responsibilities.

Teen/Junior Leaders

Older 4-H members can fill some of the leadership positions. A teen may be an expert on bugs or know how to build rockets. Depending on their maturity and leadership abilities, they can be project leaders or assistant project leaders. Teen or junior leaders could organize a club dance or picnic, an activity leader's role. Teens should assume club leadership roles, as it is one of 4-H's main objectives. Older members want more responsibility—finding them a challenging task may be a way to retain their membership.

4-H Club Officers

The club officers are in charge of the 4-H meetings and represent their clubs at county functions and in the community. They should be trained and given the necessary and appropriate materials to perform their duties well.

There are many tasks to be done in an active 4-H club, so how do you find the right people to do jobs they will enjoy and do well? There are several helpful tools. One is an interest inventory to be filled in by prospective leaders; another is a job description that outlines the job's responsibilities, necessary skills, and the approximate time requirement.

Youth/Adult Partnerships

The 4-H Youth Development Program in New Mexico strives to be a “youth driven” organization. For this to occur, adult leaders need to foster an attitude of working with youth as partners. Youth and adults share in decision-making power equally. Programs and activities are WITH youth rather than for youth. There is a perspective of respect by the adult leader toward what the other person or group can accomplish. This attitude will create a culture in which youth are viewed as decision makers.

Parent Involvement

Parent (or guardian) cooperation in 4-H is vital. 4-H leaders and Extension staff may interest youth in becoming 4-H'ers, but it takes the good will and help of parents to keep members interested, enthusiastic, and active. Children's attitudes and what they are able to accomplish are strongly influenced by their parents' attitudes and involvement.

According to research, more 4-H parents are willing to help than are asked to do so. “Nobody asked me” is the most common response given by people who don't volunteer. Be sure to include parents in planning. When parents are only asked to do chores, provide refreshments, or don't have the information they need, little cooperation can be expected. Try to get both parents and other family members involved, Parents can:

- Provide skills leaders may not have.
- Offer boys and girls more learning opportunities.
- Work with their children, strengthening the family.
- Offer support, assurance, and a sense of security to 4-H'ers.
- Meet new people, develop positive relationships with youth, and contribute to the community.

Surveys are included in this publication to discover interests, skills and talents of leaders and parents.

Volunteer 4-H Leader Position Description

Position Title: Organizational Leader

Purpose: Guide the overall organization of the club, help it function smoothly and maintain communications among the member families, the club and the county. Be the primary club contact person with the county Extension staff.

Time and commitment required: 10 to 15 hours monthly (depends on club size and activities) through the 4-H year, October to September.

Responsibilities/Duties:

- Guide operation of the club.
- Recruit other leaders in cooperation with parents and members.
- Meet with club president or officers/executive team before general club meetings to plan agendas.
- Guide implementation of yearly program plan.
- Help club evaluate whether it is meeting its goals.
- Help club evaluate its programs.
- Communicate with county Extension staff.
- Inform other leaders about 4-H materials.
- Order supplies as needed.
- Keep records of enrollments and adhere to county deadline dates.
- Seldom does actual teaching.

Qualifications:

- Interest in youth and adults in community.
- Ability to communicate with youth and adults.
- Ability to organize and plan.
- Time to carry out club leader role.
- Ability to find resources and information.
- Ability to delegate responsibility to others.

Resources Available:

- NMSU Cooperative Extension 4-H training, newsletters, 4-H Web site, written literature and other resource materials
- Support and assistance from other leaders, mentors and parents.

Relationships:

- Other leaders, teen leaders, and officers.
- Members and their families.
- County Extension staff.
- County Advisory Council representatives.
- New Mexico 4-H Leaders' Association

Contact Person:

- Name and phone number of county Extension agent or program assistant.

Volunteer 4-H Leader Position Description

Position Title: Project Leader

Purpose: Work with members enrolled in a specific project or project area, assisting them to plan and carry out experiences that will help them reach their learning goals. Support the positive growth and development of each youth involved. Develop important life skills and create opportunities for youth to learn, lead and serve.

Time and commitment required: Two to four hours for planning, working directly with youth, and follow up for each project meeting. More time can be spent, if desired, by volunteers and members in the project group. Project leadership can be a short-term opportunity. A variety of options are available, such as working once a month, once a week, or for the 4-H year (October to September).

Responsibilities/Duties:

- Become familiar with project literature and sharing knowledge of the project.
- Assist with enrollment by introducing the project to all members and parents.
- Help members establish goals and plan for their project work.
- Conduct project meetings and workshops.
- Give support to members in planning and carrying out projects as needed.
- Encourage members to complete their project work as planned.
- Involve experienced youth in teaching.
- Encourage parents to support project work at home.
- Help members identify additional resource materials to expand learning.
- Assist members with exhibits, demonstrations and other sharing activities.
- Provide member recognition for the project accomplishment.
- Help members complete activity guides and record books to evaluate their progress on projects.
- Keep members informed of other opportunities related to projects.
- Be aware of risks and use risk management strategies related to project work.
- Update your own project skills by attending relevant trainings.
- Assist with other project-related activities on the county and state level.
- Help identify, select and support new volunteers.

Qualifications:

- Interest in youth.
- Ability to communicate with youth and adults.
- Ability to organize and plan.
- Ability to find resources and information.
- Ability to delegate responsibility to others.

Resources Available:

- Orientation, training guidance, and support from county Extension staff.
- 4-H Web site: <http://nm4h.nmsu.edu>
- Support and assistance from other leaders, mentors, volunteers and parents.
- Printed 4-H materials for members and project leader guides.
- Related workshops and conferences throughout the year.

Relationships:

- Other leaders, teen leaders, and officers.
- Members and their families.
- County Extension staff.
- New Mexico 4-H Leaders' Association

Contact Person:

- Name and phone number of 4-H Club Leader.

Volunteer 4-H Leader Position Description

Position Title: Activity Leader

Purpose: Work with members in planning and carrying out specific activities for the club or the county while supporting the positive growth and development of each youth involved.

Time and commitment required: Time will vary with the nature of the activity. Activities take place throughout the year. Most activities will require several meetings to plan, implement, and evaluate the activity.

Responsibilities/Duties:

- Provide leadership to 4-H committee members organizing the activity.
- Assist committee in setting goals and developing a plan for the activity.
- Assist committee members in selecting age/developmentally appropriate activities.
- Identify and secure activity resources (people, materials, funds, transportation, etc.).
- Coordinate all aspects of the activity including effectively delegating responsibilities.
- Assist members in reflection on the development of life skills through this activity.
- Identify and manage risk.
- Recruit other volunteers and plan for supervision.
- Communicate regularly with other leaders and volunteers.
- Coordinate scheduling of activities with clubs and the county Extension office.
- Help identify, select, and support new volunteers.
- Support projects that may relate to the assigned activity.
- Encourage/facilitate participation in related activities on the county and state level.
- Celebrate the successful completion of the activity.

Qualifications:

- Interest in youth.
- Ability to communicate with youth and adults.
- Ability to organize and plan
- Ability to find resources and information.

Resources Available:

- Orientation, training guidance, and support from Extension staff.
- Support and assistance from other leaders and parents.
- Printed 4-H materials for leaders and members.
- Workshops and conferences throughout the year.

Relationships:

- Other leaders, teen leaders, and officers.
- Members and their families.
- County Extension staff.
- New Mexico 4-H Leaders' Association.

Contact Person:

- Name and phone number of 4-H Club Leader.

Shared Leadership

4-H Leader Interest Inventory

Use this inventory to help you think about talents and skills you can use to help 4-H members. This picture of yourself may help you choose a job that's right for you. Then it can be used to write your job description.

| Experience | <i>I Can...</i> | <i>I like to...</i> | <i>I'd need help...</i> | <i>I'd rather not...</i> |
|---|------------------------|----------------------------|--------------------------------|---------------------------------|
| Teach young children how to make or do something | | | | |
| Teach youth to lead recreation | | | | |
| Teach older youth how to make or do something | | | | |
| Organize 4-H meetings | | | | |
| Help youth do community service activities | | | | |
| Work with parents and other adults | | | | |
| Recruit new leaders | | | | |
| Plan an event (party, tour, etc.) | | | | |
| Help youth plan an event | | | | |
| Help adults plan an event | | | | |
| Delegate responsibility | | | | |
| Teach judging skills | | | | |
| Handle disagreements | | | | |
| Help youth learn to keep records | | | | |
| Help youth try new things | | | | |
| Help youth feel accepted by others | | | | |
| Discover individual interests of youth | | | | |
| Speak in public | | | | |
| Help youth speak in public | | | | |
| What special interests, skills, or hobbies would you like to share? | | | | |
| What do you want to learn as a leader? | | | | |

4-H Parent Interest Survey 1

Dear 4-H Parents:

Welcome to the 4-H Family! We hope you share in 4-H by encouraging your child to participate, and as the 4-H motto says, "Make the Best Better!"

Please check the things you are willing to do to provide learning opportunities for the 4-H members. Please return to the organizational club leader.

Home

- _____ 1. Enable my child to attend all meetings and encourage him/her to be an active, contributing member of the club.
- _____ 2. Encourage my child to start and complete projects. I will take an active interest and encourage pride in my child's achievements.
- _____ 3. Encourage my child to participate in county workshops, public presentations, fairs, camps and other activities which enhance learning.
- _____ 4. Encourage my child to keep an up-to-date calendar of 4-H meetings and events.
- _____ 5. Encourage my child to maintain current records of 4-H projects and activities.
- _____ 6. Enable my child to meet financial responsibilities in dues, project expenses, etc.

Club

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

County

- _____ 1. Provide transportation to county meetings or events.
- _____ 2. Help at county events.
- _____ 3. Assist during the county fair (set up, take down, staffing booths, etc.)

Thank you!

Name _____

Address _____ Zip _____

Phone: (Day) _____ (Evening) _____

E-mail: _____

4-H Parent Interest Survey 2

Parents, please check the things you are willing to do for your child's 4-H club, and **return to organizational leader**.

- _____ 1. Lend kitchen, garage, backyard, living room, basement, or home for an occasional meeting.
- _____ 2. Share a special interest or hobby with the group. My special interest(s) is (are):

- _____ 3. Help in a car pool for transportation to 4-H meetings.
- _____ 4. Provide transportation for special activities: field trips, tours, workshops, etc.
- _____ 5. Assist 4-H members with project record books.
- _____ 6. Assist 4-H members with demonstrations, illustrated talks or speeches.
- _____ 7. Help plan and assist with the achievement program.
- _____ 8. Develop and send electronic newsletter to member and families.
- _____ 9. Help evaluate club record books.
- _____ 10. Assist with entering club projects during the county fair.
- _____ 11. Help at the county fair. My interest is in the following project areas:

- _____ 12. Assist with the teaching of 4-H projects. List projects:

- _____ 13. Plan and coordinate one club activity for example: club picnic, field trip, holiday party.
- _____ 14. Other ways I can help the club are:

- _____ 15. Other ways I can help the county 4-H program are:

Name _____

Address _____ Zip _____

Phone: (Home) _____ (Work) _____

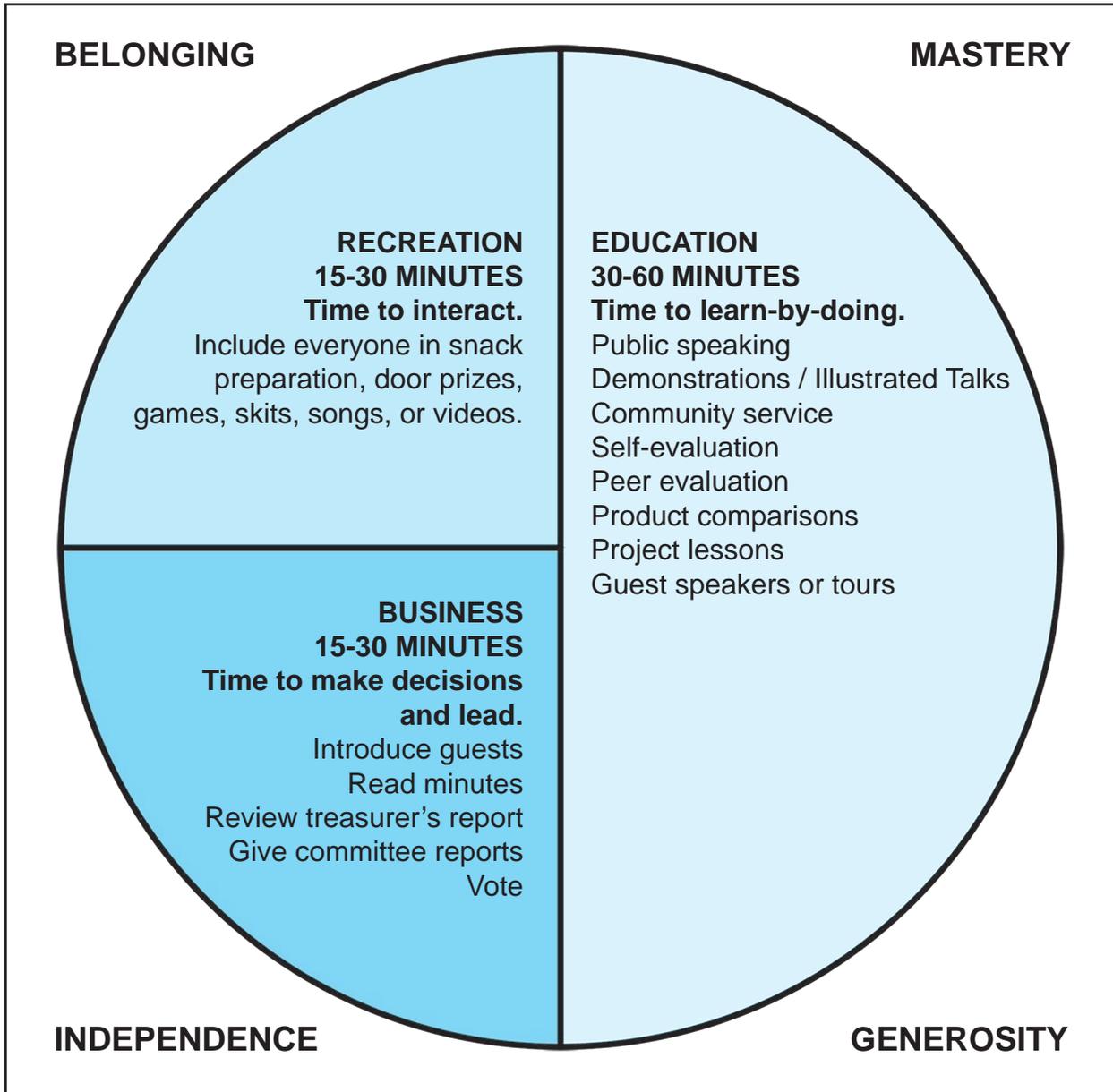
E-mail: _____

Name of 4-H Member: _____

Fun and Effective 4-H Meetings

A 4-H club is an important environment that provides opportunities for youth to experience: BELONGING in a group, MASTERING skills, Being GENEROUS, and Becoming INDEPENDENT.

These are the four concepts of positive youth development.



This is a suggested plan for a 60 to 90 minute meeting.

From Oregon State University Extension 4-H 1/25/2011

A Planning Guide for the Club Year

The new 4-H year is always a busy time with re-enrollment, county recognition events, new members and project leader recruitment that all need attention. However, a little time spent planning for the entire year now, can pay big dividends in the long run. **The involvement of members in this process is crucial for increasing member commitment and participation for the entire year.** This is an excellent opportunity to help members build leadership skills as they plan, implement and evaluate group activities throughout the year with guidance from parents and leaders! The list of suggestions below is provided to help your group start thinking of ways to make the coming year the best one yet. Remember, community service is an emphasis for 4-H members in their journey toward becoming caring, competent, contributing and capable citizens. Hopefully, something of service to the community can be included each month either as a club or within the project groups.

Club Activity Checklist: (Check ideas below you would like to see your club do.)

Education Topics for Programs

Project Workshops or Skillathons
Character Education Games/Activities
Effective Communication with Others
Goal Setting
Public Speaking/Demonstration Tips & Ideas
Dealing with Peer Pressure
Money Management
4-H Opportunities
Team Building Activities
4-H Judging Contests – Giving Reasons
Preparing Exhibits for Fairs and Shows
Time Management
Community Service
Parliamentary Procedure

Club Fun

- Backwards Meeting
- Halloween Party
- T-Shirt Night
- Family Potluck/Picnic
- Costume Party
- Family Camping Trip
- Mystery Trip
- Hayride
- Bowling
- Swim Party
- Winter Party (skating, sledding)
- Parade/Float
- Dance or Club “Talent” Night
- Ice/Roller Skating

Community Service Projects

Mail kits (for children of incarcerated parents)
Project with Senior Citizens
Activity Day with Preschoolers
Project with Disability Group
Park Clean Up/Equipment Purchase
Help organize another 4-H club
Toiletries and small suitcases (for women’s shelters)

Fund Raising

Garage Sale/Consignment Sale
4-H Cookie/Candy Sale
4-H Car Wash
Create a 4-H cookbook for sale
Seed/plant sale
Dinners (chili, pancake, etc.)

What to do with Funds Raised

Club Awards, Club activities, Club t-shirts, Project materials
Scholarships for members to District and State 4-H events
Donation to County 4-H Leaders Association, New Mexico 4-H Foundation
Small memento to “graduating” 4-H’ers (17-18 year olds) as they leave 4-H Club

Scholarship for Adult 4-H Leader to Attend

New Mexico 4-H Adult Forum

4-H Club Annual Plan Year: _____

| Month Date Time/Location | Business Agenda Events, Activities, Items for group decision | Program Agenda Educational program or Activity, Speakers, Demonstrations | Recreation Agenda Singing, Games, Team Building, Refreshments | Community Service Project | Special Events Club, County, Regional, State |
|---------------------------------------|--|---|---|--|---|
| October | | | | | |
| November | | | | | |
| December | | | | | |
| January | | | | | |
| February | | | | | |
| March | | | | | |
| April | | | | | |
| May | | | | | |
| June | | | | | |
| July | | | | | |
| August | | | | | |
| September | | | | | |

Possible Officers:

President, Vice President, Secretary, Treasurer, Historian, News Reporter, Recreation Leader, Host Greeter, Safety Officer

Possible Committees:

Fundraising, Community Service, Record Book, Recreation

Meeting Plans

Date _____ Time _____ Place _____

Call to Order

Opening (Pledge of Allegiance, 4-H Pledge, songs, etc.)

| | |
|-----------------|---------------|
| Activity: _____ | Led by: _____ |
| _____ | _____ |
| _____ | _____ |

Roll Call

Reading of Minutes

Treasurer's Report

Reports of Committees

Unfinished Business

New Business

Adjournment of Business Meeting

Program

(Presentations, demonstrations, hands-on activities)

| | |
|-----------------|---------------|
| Activity: _____ | Led by: _____ |
| _____ | _____ |
| _____ | _____ |

Recreation

| | |
|-----------------|---------------|
| Activity: _____ | Led by: _____ |
| _____ | _____ |

Other assignments and next meeting reminders

Points to Look for in a Good Meeting

Use this sheet to evaluate (and plan) your meetings. You should be able to answer YES to most of the questions. If you answer NO, these are areas you will want to improve.

Four key factors contribute to good meetings:

- Planning.
- Involvement.
- Balance.
- Variety.

Planning

- Do officers and leaders check plans before the meeting?
- Are materials and equipment ready before the meeting begins?
- Does the president call the meeting to order on time, keep the meeting rolling, and end on time?
- Does the meeting follow an organized agenda, appropriate to the group?
- Are all the announcements short and to the point?
- Are important announcements written down by members or copies given to take home?

Involvement

- Are guests introduced and made to feel at home?
- Is there an opportunity for members to get to know each other?
- Do officers avoid doing all the talking?
- Do leaders avoid doing all the talking?
- Do all or most of the members take part in the meeting?
- Is there acceptance of all members by the group and do they treat each other with courtesy?

Balance

- Is the business meeting short and snappy?
- Is there an educational program in addition to business and recreation?
- Is the educational program of interest to everyone of all ages and interests?

Variety

- Is there fun, learning, and fellowship at the meeting?
- Do meetings vary occasionally, for instance, business not always first?
- Are different methods used to present information?



Learning Opportunities for Youth and Leaders

4-H Youth Development is a “doing” experience for young people and for volunteers. The program is flexible enough for anyone to find a desired project. The only limitations are discovering needed background information and someone to help develop the necessary skills.

“Learning by doing” includes a wide variety of experiences that contribute to an individual’s personal growth and development. Educational experiences may be at local, county, state, or international levels, in structured learning situations such as educational tours, field trips, competitions, exchange trips, and community projects.

A 4-H group is not limited to monthly meetings and project work. Special events help supplement projects and community club programs. They stimulate interest, add zest and fun, and can help groups meet their goals.

Involve 4-H members in planning, executing and evaluating projects, meetings, and events. They’ll feel a sense of ownership of their programs and they’ll feel as though they really belong to a group.

The events or educational experiences you plan will be unique because each 4-H club is unique. Each has different young people with differing needs and interests. Their volunteer leadership is unique. A variation in community resources is inevitable, traditions vary, and so does the creativity of everyone involved.

County, District and State Opportunities

4-H County Contests

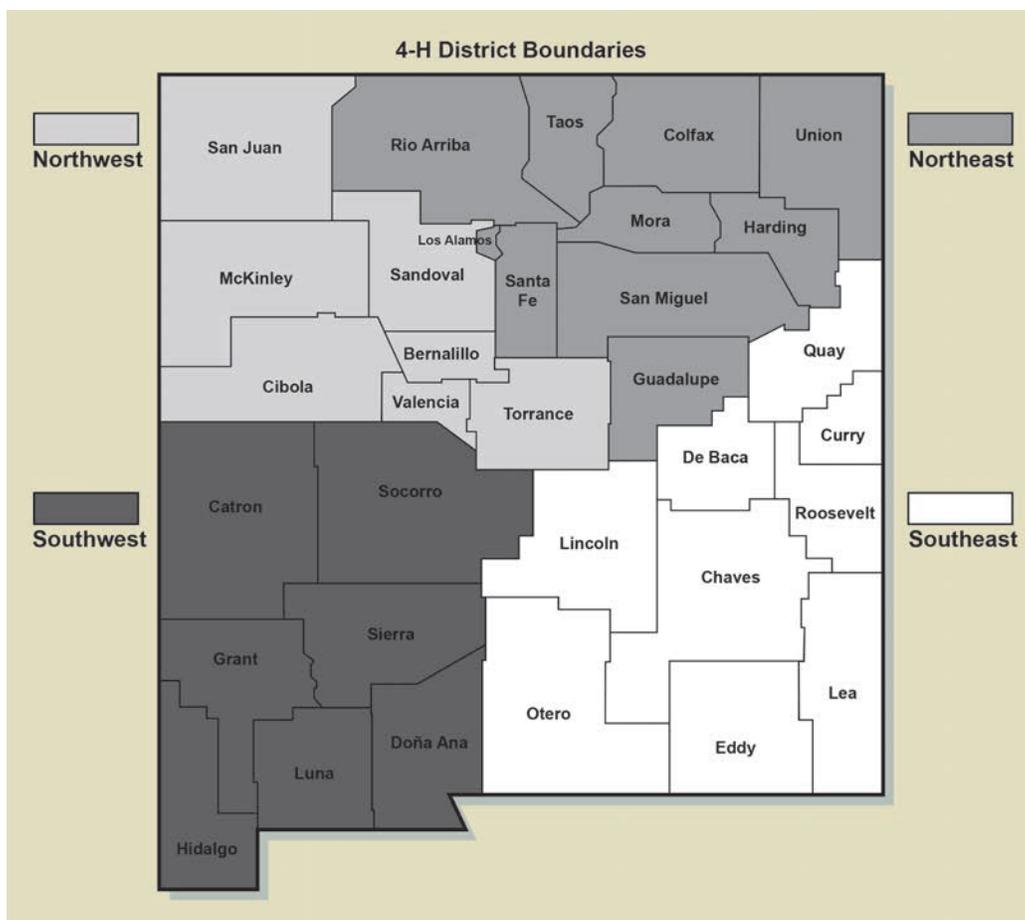
Each county conducts contests in selected project areas to qualify members for participation in District Contests (for Novice and Junior members) and State Conference (for Senior members). Check with your Agent for the contests available in your county.

4-H District Contests

There are four 4-H Districts in New Mexico. They are NW, NE, SW and SE. The counties in each district plan and conduct contests in June for Novice and Junior members. The rules for these contests are posted on the Web site at <http://nm4h.nmsu.edu>. Look under the “Policies” tab for *4-H District Rules*.

County and District

Contact your County Extension office to learn about a variety of learning opportunities available to members and leaders in your area.



Home Ec School

Held in March each year, the focus of this educational event is on members ages 9-13 (Novice and Junior). 4-H'ers choose one track per year and there are new topics available each year. Senior members may serve as Junior Instructors by completing an application and being selected.

Youth Get Away (YGA)

Held in April each year, this event is for Novice and Junior members. Youth have the opportunity during the weekend to enjoy workshops on various projects, leadership and teamwork, and participate in hands-on activities including a community service project. Senior members have an opportunity to attend this event by serving as camp counselors or a CIT (Counselor In Training).

4-H Shooting Sports State Championships

4-H Shooting Sports State Championships are normally the first weekend in May at the NRA Whittington Center in Raton, NM. This event is our state qualifying event for senior age 4-H members to go to the National 4-H Shooting Sports Championships. Each qualified senior member can participate in two of the following disciplines: Shotgun, Muzzleloader, Compound and Recurve Archery, Air Rifle, Air Pistol, .22 Pistol, .22 Rifle, and Hunting.

Horse School

Held in June during odd numbered years, it provides New Mexico youth, parents, and adult leaders with useful information and skill development related to horses and horsemanship.

Livestock Schools

Held in June during even numbered years and comprised of Steer, Pig, Lamb, Meat Goat, and Dairy Heifer schools. It provides New Mexico youth, parents, and adult leaders with useful information and skill development related to each species and showmanship.

Dog School

Held in June and designed to help members, ages 9-18, parents, and adult leaders become familiar with the 4-H Dog Project, the different events youth may participate in with their dogs, and to promote responsible dog ownership.

State and National Opportunities for Teens

Senior Leadership Retreat (SLR)

Held annually in January it is a youth leadership-focused event in Albuquerque. It is planned and conducted by the Ambassadors and Diplomats (8 youth selected for a statewide leadership role), with the oversight of adult advisors.

State 4-H Conference

Held in July on the NMSU Campus in Las Cruces, the conference is planned by the State 4-H Officers (7 youth elected). The Conference consists of contests, workshops, speakers, evening sessions led by the State 4-H Officers, elections, and an awards ceremony.

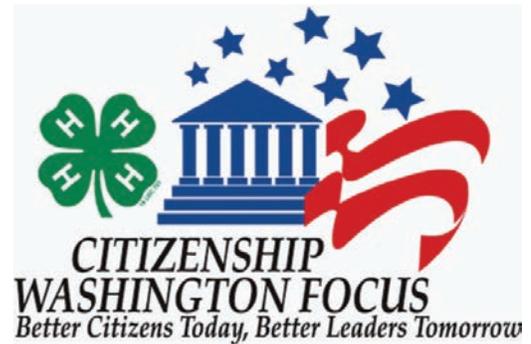
State 4-H Leadership Team

This is a progressive leadership opportunity. Youth gain skills at the club level that prepares them for county leadership responsibilities which in turn prepares them for state leadership responsibilities.

The leadership team consists of senior 4-H members that are in the positions of Officers, Diplomats, and Ambassadors. The Officers are elected by senior members participating in State 4-H Conference held at NMSU in Las Cruces each July. The Ambassadors and Diplomats candidates submit an application and participate in an interview process held during Senior Leadership Retreat (SLR) in January. A maximum of 4 Ambassadors and 4 Diplomats are selected. All Leadership Team members serve a one year term.

Citizenship Washington Focus

Trips to Washington, DC, are available to members and volunteers. A week-long course aimed at older 4-H'ers helps them develop skills, practice, and learn to teach citizenship. The individual members pay for their own trips. They're expected to report on their trips to local groups and to promote citizenship within county programs.



4-H International

Check the Web site as these opportunities change annually.

National 4-H Congress

Delegates to Congress are selected at the state level for excellence in 4-H project work. State 4-H portfolios must be submitted in June for consideration. See specific date on Web site. National Congress offers interactive leadership experience through quality educational and cross cultural experiences. There are seminars, discussion groups, and a service learning experience. Trips to Congress are sponsored by the New Mexico 4-H Youth Development Program. A senior member may be awarded this trip only once.

4-H Shooting Sports National Championships

4-H Shooting Sports National Championships are held the last week of June and is scheduled through the year 2020 in Grand Island, NE. This is the National event for all 4-H Shooting Sports. Each state is eligible to bring their state winning teams in each discipline to compete nationally. An individual is only allowed to participate in a discipline one time and is not allowed to compete again at the national level if they have already participated.

Scholarships

A number of scholarships to 4-H members are available. Go to the Scholarships tab at <http://nm4h.nmsu.edu> for a complete listing and information about the many scholarships available and how to apply.

Western 4-H Roundup

Western National Roundup, held in Denver each January, offers 15 national contests that members qualify for through 1st place awards at New Mexico state level contests.

Opportunities for Adults

Leadership is learned and practiced at all levels of the 4-H Youth Development program. Volunteers need to be constantly alert and creative to identify ways to offer leadership possibilities. The following listed events and activities are some of the opportunities already available.

County 4-H Leader Organizations

County Leader Organizations develop cooperative efforts within county 4-H programs and provide support for those programs. All county 4-H leaders are members of these organizations. Check to see if your county has this organization.

4-H Leader Education

There are a variety of ways that are utilized for 4-H leader education. Examples include educational sessions held at leaders' organization meetings, training specific to a particular project or to general leadership, the statewide New Mexico 4-H Adult Forum, the Western 4-H Regional Leaders' Forum (WRLF), and workshops that provide new information, updated schedules and research.

New 4-H Leader Training

Each volunteer 4-H leader is encouraged to complete the on-line e-learning modules. Go to the "Adult Volunteer Leaders" tab on the Web site to register.

4-H Shooting Sports Leader Certification

To meet specific criteria for insurance, liability, etc, it is required that our volunteer 4-H leaders in the Shooting Sports Program become certified. This training provides some protection for you and the 4-H program. New Mexico State 4-H conducts a leader training each year on a rotational basis across the state. Training for the adult volunteer leaders will be held in the following disciplines: Archery, Hunting, Muzzleloader, Pistol (air and .22), Rifle (air and .22), and Shotgun.

Advisory Committees

Advisory groups at various levels give volunteers and youth opportunities to share ideas and to help plan and conduct educational events.

Chaperoning

Many of the state and national programs need adult chaperones to accompany delegates to events. This is a great opportunity to see another part of the state, nation, or another country. All chaperones must be enrolled 4-H leaders. In addition, adults serving as chaperones for overnight events must:

- Be a minimum age of 21 or 25 years of age for state or regional and national events, respectively.
- Be willing to work with people from different backgrounds and abilities.
- Have appropriate knowledge and skills related to project areas, 4-H events, and activities.
- If a volunteer's duties will include driving 4-H members, they must:
 - a. Have vehicle insurance, individual liability and medical coverage for each 4-H activity.
 - b. Understand the responsibilities of safe driving.
 - c. Have no prior convictions for driving while impaired, driving while under the influence of alcohol or drugs.
 - d. Have a valid driver's license.
- Demonstrate dependable and reliable traits that will ensure 4-H faculty that you are the person for the assignment.

New Mexico 4-H Adult Forum

The annual statewide Forum gives adults a chance to share ideas and knowledge, learn about new projects and materials, and develop a network of friends across the state. It is conducted on a Saturday in November, and includes workshops, displays, special activities, and networking.

Western Regional 4-H Leaders' Forum (WRLF)

The WRLF is an educational program emphasizing leadership skills, sharing ideas, and learning new skills to work with young people. It is held yearly, rotating throughout the 13 western states. Travel grants may be available depending on funding availability. Adults who attend are expected to share what they learned with other leaders upon their return to New Mexico.

Resources Available

New Mexico State University 4-H Youth Development program has a Web site that is designed to help volunteers and members get more information about New Mexico 4-H. The Web site can be accessed through the following link: <http://nm4h.nmsu.edu>. Visit the State 4-H Web site for the most current information on opportunities available through the New Mexico 4-H Youth Development Program.

4-H is About People

Positive youth development is the goal of 4-H. It doesn't matter what project a 4-H'er takes. The project serves as the vehicle to learn and master project specific skills, while developing basic life skills. The ultimate goal is for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Essential Elements of 4-H:

| | |
|---|--|
| <p><i>Belonging</i></p> <p>Positive Relationship with a caring adult</p> <p>A safe and inclusive environment which fosters a sense of belonging in all members</p> | <p><i>Mastery</i></p> <p>Engagement in Learning</p> <p>Opportunity for Mastery by building knowledge, skills, wisdom, and attitudes, and then demonstrating their use</p> |
| <p><i>Independence</i></p> <p>Opportunity to see oneself as an active participant in the future</p> <p>Opportunity to develop a sense of responsibility and influence over one's choices, as well as the consequences of those choices</p> | <p><i>Generosity</i></p> <p>Opportunity to value and practice service for others - finding oneself often begins with losing oneself in the service of others</p> |

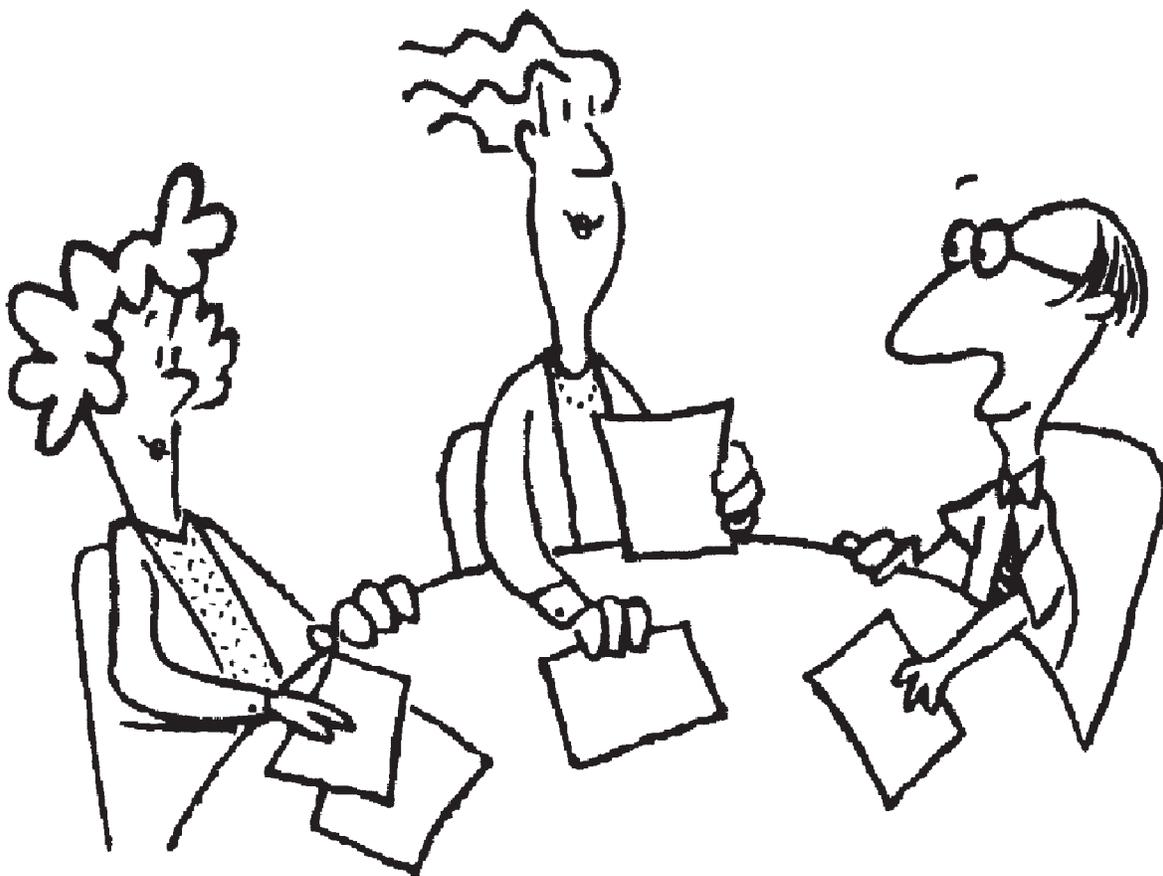
4-H Projects

A project is a series of learning experiences that require constructive thought and action. A 4-H member's project includes all the knowledge and skills he or she gains from conducting a planned learning experience.

All projects should offer opportunities for leadership, citizenship, and life skill development. Therefore, project selection should be based on interest, abilities, and available resources. A 4-H member's project should be the result of individual planning and effort with counsel from a leader or parent. Whether a boy or girl is involved in 4-H short term or long term, it is important that he or she feels that something worthwhile was accomplished. It is recommended that younger 4-H members select, plan, and annually conduct only **one or two projects**. They should advance from exploration projects to two or more focused project areas as they mature.

A listing of NMSU 4-H projects and curriculum kits is available in publication 200.B-3 which is updated annually. Hard copies are available from your County Extension Office, or on the Web site at <http://nm4h.nmsu.edu>.

Check with your county regarding the cost of 4-H publications that may be ordered.



Project Meetings

The emphasis in project meetings is “learning by doing.” At these meetings, adult and teen leaders, members, and other outside resource people help teach the project. Project meetings may be held after a general meeting or on another day. Project meetings may be held in the summer when members have more time and are interested in completing project work for Achievement Days and fair entries.

Project meetings may be organized in several ways. The purpose is teaching the members how to complete some process in the project. For example, during the first project meeting a photography project leader might teach members the parts of a camera and how to use it. Later meetings might include a tour of a photo studio, a field trip to take pictures, and a demonstration on mounting and labeling photographs. The number of project meetings will depend on project requirements, age of members, and amount of time the project leader and members can devote to meetings.

The cost of equipment and supplies for projects, such as baking, may be divided among the participants, furnished by the members or leader, or paid for by the club. Members should actively participate.

Experiential Learning

Learning by Doing

Learning-by-doing, the key concept of experiential education, is central to 4-H. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying them to real world situations. The Skills Model, shown below, was developed by Iowa State University and has been widely adopted across the nation:

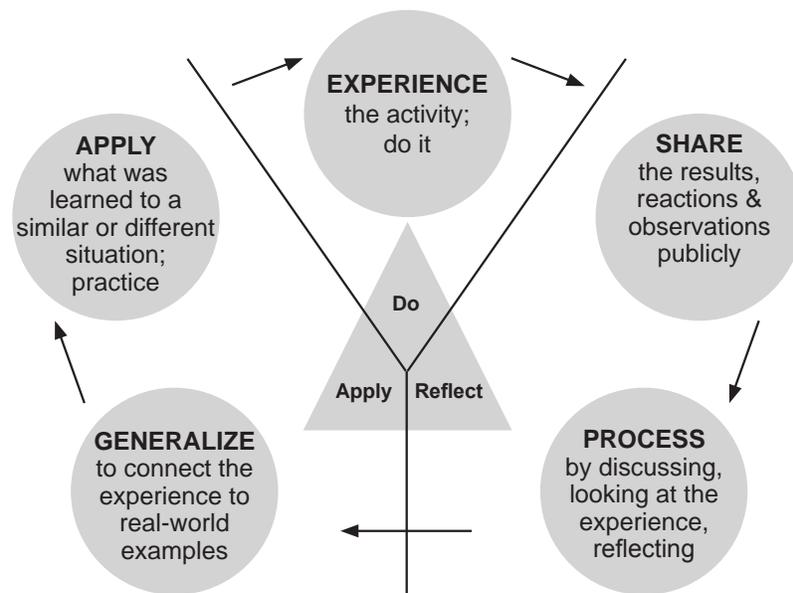


Please see the Iowa State Web site for more information about the life skills model at <http://www.extension.iastate.edu/4h/explore/lifeskills>.

Stages of Experiential Learning

Experiential learning puts the focus on the learner, and enables her or him to process through several stages.

The unique part of 4-H is the experiential learning process, or “learning by doing.” You can tell or show members how to do something, but the actual experience of doing it themselves and reflecting upon the experience is the best way to reinforce learning.



Do

Experience – could be an individual or group activity. The hands-on application of what has been learned results in enhanced understanding and greater retention. All 4-H learning experiences are designed to allow for members to practice what they have learned through their project materials. Once the participants have been given the opportunity to practice their newly learned information, they may choose to adjust their goals, add to their knowledge base, practice more, or move on to the stage of performance.

Reflect

Share – talk about what was experienced when doing the activity.

Process – talk about what questions were created by doing the activity.

Apply

Generalize – find general trends/common lessons learned – how does the experience apply to the “real world?”

Apply – discuss how the new information can be applied to everyday situations or in the future.

Mastery of Skills Learned

Mastery is where members demonstrate what they have learned through various 4-H activities. These can be as diverse as the interest, needs, and imagination of those involved. They should be planned with participants, not for them. Projects may range from a local group activity to a national 4-H event. Each activity should relate to the broader county 4-H program.

Activities and events should:

- Provide opportunities for learning and life skill enhancement
- Help build self-esteem
- Inform others about 4-H

Types of events include:

- Non-competitive
- Competitive

Activities which provide learning opportunities at all levels include:

Presentations – The ability to give good presentations involves skills and techniques that can be learned by most 4-H members. These skills are learned through participation. Presentations provide opportunities for learning throughout the year in non-competitive situations and in local, district state, and national competition. Planning and presenting 4-H presentations helps 4-H members:



- Develop poise and ability to speak before a group
- Acquire additional information about subjects of interest
- Organize subject matter
- Develop ability to teach and inform

Visual Presentations –

Demonstrations and illustrated talks – involve showing or illustrating how to do or make something. Actual products or models are often used with other visuals.

Public Speaking – involves presenting information in an organized manner, without the aid of visuals.

Members should give their first presentation at project or club meetings in a non-competitive setting. Providing a relaxed, enjoyable atmosphere, and recognition from peers, leaders, and parents, 4-H'ers will be encouraged to further develop their presentation skills.

Bowls – Designed to stimulate learning with emphasis on reading, studying, learning, and participating with a group in a fun and friendly atmosphere. Bowls can be used with all projects.

Judging – Judging helps 4-H members grow in their analytical, decision making and communication skills. Judging is making a decision and telling why it was made. By comparing two or more items, 4-H members learn to recognize quality and standards, and make wise decisions based on facts and needs. Judging provides an effective way for leaders to present project information, stimulate interest in a subject, or motivate youth to work better. Judging begins when the leader begins teaching members about the items they are making or growing. Members use this knowledge in selecting materials or animals for their projects.

Skill Events – Practice and preparation throughout the year for these events at the project and club level contribute to learning and enhancement of self-esteem.



Developmental Characteristics of Youth and Implications for Programming

Satisfaction from participation in 4-H is based on matching the level of involvement to the needs and readiness of the youth. Each individual matures at his or her own pace and the transition from one state of development to the next is gradual. Understanding characteristics and needs at different developmental stages is important in planning 4-H learning opportunities. This promotes progressive acquisition of subject matter information and life skills.

Basic needs of youth:

- To experience a positive self-concept
- To experience success
- To become increasingly independent
- To develop and accept ones own identity

The following presents general developmental characteristics of youth at various ages. Activities and projects should be developed in recognition of needs at various life stages.

Developmental Characteristics of Youth and Implications for Experiential Learning

| |
|--|
| Ages 5 to 8 |
| Characteristics <ul style="list-style-type: none">• Easily motivated, eager to explore and try new things• Learn best if physically active• Short attention span, deal with here and now• Sensitive to criticism, do not accept failure well• Strong desire for affection and attention of adults |
| Implications for Experiential Learning Experience <ul style="list-style-type: none">• Give clear and specific instructions• Plan a variety of activities where success can be experienced• Reading to this group is effective and enjoyed• Plan activities that take a short time to complete and build on previous experiences• Focus on the “doing” rather than the finished products |

Reflect/Share

- Consider alternative ways of expressing things learned during activities such as writing stories, drawing pictures, and other creative outlets
- Ask learners to talk about the activities – were they fun, boring, easy, hard, new, done before
- If a sequential process was used, have learners name the steps completed in the process
- If problems happened in the activities, ask learners why they occurred and what could have been done differently to avoid them next time
- If supplies were used in doing activities, ask learners what other supplies they could use when doing the activity again

Apply

- Ask learners to tell you what they will tell their family or friends about the activities they have just completed
- If activities relate to careers, help learners to make those connections through pictures, stories from family members, sharing of memories, role-plays, field trips, etc.
- Have learners work with family members on follow-up related activities

Developmental Characteristics of Youth and Implications for Experiential Learning

Ages 9 to 11

Characteristics

- Very active with lots of energy
- Easily motivated and eager to explore and try new things
- Extremely curious - constantly ask “why?”
- Enjoy hands-on activities
- Like being in groups of same sex
- Learn about self through relationships with others
- Admire and imitate older boys and girls
- Rapidly changing interests
- Usually do best when work is laid out in small pieces
- Guidance from adults is important for staying on task
- Do not see value in keeping records
- Think more of the “here and now” present and not looking to the future
- Like symbols and ceremony
- Need recognition and praise for doing good work

Implications for Experiential Learning Experience

- Allow groups to develop parts of a larger plan
- Use hands-on, learn-by-doing activities
- Use activities where learners need to determine and find needed resources
- Build in activities where learners share/exchange resources
- Plan activities that allow learners to physically move about
- Emphasize group learning experiences
- Use activities where learners achieve and produce a product
- Keep written work simple – review forms and worksheets with the group step-by-step
- Give clear instructions with set deadlines
- Clarify and enforce reasonable limits and boundaries
- Involve older teens in helping the group to plan and carry out activities together
- Encourage group free time
- Be visible and accessible but in the background
- Present recognition in front of peers and parents

Reflect/Share

- Have learners share what interests, talents, abilities, and skills they developed in the activities
- Ask learners to share any modifications they made during the activities
- Ask learners how teamwork, cooperation, friendship, and sportsmanship played out in activities completed
- Ask learners to verbalize or demonstrate opposing points of view they observed in the activities
- Plan group time to talk about beliefs and values as related to activities completed
- Ask learners to demonstrate the steps completed in the activities
- Ask learners what questions they still have about the activities just completed. Encourage them to find some of the answers on their own, or encourage a few learners to find the answers and report back to the group
- Have learners explain rationale for choosing some options over other ones in the completed activities
- Help learners identify successes achieved in the activities – give positive feedback to the efforts and successes you see (and look for them!)
- Provide correction quietly, one-on-one, in a caring and consistent manner
- Avoid generalized praise – this group sees through it and feels manipulated

Apply

- Have learners generate alternative solutions to problems solved in the activities, or speculate other problems that could be solved in similar ways
- Build in ways parents, teachers, and other adults can help learners complete follow-up additional activities
- Provide opportunities to set two or three goals for a six-month period
- Work with learners to identify and study related careers
- Build in community service roles to reinforce content taught

Developmental Characteristics of Youth and Implications for Experiential Learning

Ages 12-14

Characteristics

- Concerned about physical development, self-conscious
- Want to be liked by friends
- Interested in activities involving boys and girls together
- Interested in sports and active games
- Like fan clubs, many have teen or adult idols
- Getting over the age of fantasy, beginning to think of what they will do when they grow up
- Often unclear of needs and values
- Desire independence but want and need their parents' help
- Want to explore outside of their own community

Implications for Experiential Learning Experience

- Encourage learning experiences related to understanding self and getting along with others
- Encourage active and fun learning experiences
- Encourage learning experiences involving boys and girls
- Provide hands-on and skill-centered experiences in specific subject matter
- Give learners a chance to choose when and if to be in a position where they stand out from the group
- Allow opportunities for quiet time
- Tasks can be more difficult and of longer duration – making a model, keeping a journal – allow for creativity
- During activities, ask questions to encourage predicting and problem solving such as “What if this doesn't work? What could happen then?”

Implications for Experiential Learning Experience (continued)

- Help learners find necessary information and resources
- Encourage working with older teens and adults to complete learning experiences
- Teen leaders should be three or four years older than the learners and considerably more mature
- Provide opportunities to practice leadership roles with coaching, and encourage keeping more detailed records of leadership experiences
- Encourage involvement in teen councils and planning boards
- Involve the group in setting rules
- Provide realistic parameters – explain why they are necessary
- Avoid singling learners out in front of others either to commend or to criticize
- Provide learning experiences outside of the community

Reflect/Share

- Ask learners to reflect on what they learned in the activities
- Ask learners about their observations in working as a group, and what they may have observed about other groups
- Have learners prepare and give presentations on what they gained from or thought of the activities completed
- Ask learners to define their leadership style based on their performance in the activities completed

Apply

- Provide opportunities for learners to ask and question ways of doing things in the group
- Present similar scenarios, and ask learners to predict results
- Find time to talk with them individually
- Have learners keep a journal of personal or their project related experiences
- Encourage technological application of key concepts
- Help learners identify and perform personal and group contributions that meet community needs
- Relate activities completed to career choices
- Have learners shadow experienced workers in related fields

Developmental Characteristics of Youth and Implications for Experiential Learning

| |
|---|
| Ages 15-19 |
| Characteristics <ul style="list-style-type: none">• Like being in groups of boys and girls• Want and need a strong voice in planning programs• Want adult leadership roles• Beginning to think about the future• Often need guidance in selecting careers• Becoming more aware of the community and how they can be involved |
| Implications for Experiential Learning Experience <ul style="list-style-type: none">• Provide opportunities for self-expression and leadership• Provide activities to interact with the opposite gender such as trips, dances, work groups• Provide opportunities for learners to talk about their own beliefs, ideas, and abstract concepts• Involve learners in carrying out plans – they are ready to be creative and ready to take responsibility for affecting change• Plan activities where learners can experiment with different roles• Encourage greater in-depth study of leadership roles and life skills• Involve learners in more direct developmental activities such as tutoring, coaching, leading groups, speaking to community groups, mentoring younger children• Be willing to admit mistakes as an adult! |
| Reflect/Share <ul style="list-style-type: none">• Ask learners what new information they learned in the activities• Challenge learners to interpret and creatively communicate learning• Ask learners to summarize how the group made decisions together throughout the activities• Ask learners how the activities could have been structured differently to more efficiently accomplish the same goals• Ask learners to describe or demonstrate how they compensated for unexpected challenges and changes in the activities• Ask learners to detail resources needed (available and missing) to complete the activities• Ask learners to generate and evaluate additional alternatives to activities• Ask learners to describe underlying rules, values or principles in the activities, and how they influenced the results |

Apply

- Ask learners to identify skills used in their group that are also needed in the workplace
- Ask learners how they contribute to the well being of their families in similar ways to their participation in this group
- Challenge learners to find answers to similar problems
- Encourage application of leadership life skills to living on their own – incorporate budgeting and money management applications
- Construct experiences that involve them with the larger society
- Support learners as they design follow-up related independent learning experiences
- Ask learners to develop plans for future life transitions
- Encourage them to participate in career, college, vocational days
- Encourage learning activities involving the community
- Organize experiences outside of their own community

Resource: Developmental Characteristics of Youth: Implications for Experiential Learning <http://www.experientiallearning.ucdavis.edu/tlbx-ages.shtml>

Recognition and Appreciation Using the 4-H Model of Recognition

The 4-H recognition model was developed based on a national 4-H study to recognize individuals and groups, youth, adults, families, and partnerships. The purpose of recognition is to encourage and support the efforts of young people in learning to increase their knowledge and develop their life skills.

This model recognizes 4-H'ers in five areas...

Participation

It is important to acknowledge the participation of 4-H members in an educational activity. For younger members, Cloverbuds, participation is the major form of recognition.

Criteria for earning this recognition should be fairly simple and all youth who meet the criteria are recognized. Rewards could include a name in the paper, a t-shirt or ribbons of participation. Recognition can be earned several times and 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 ways to achieve those goals. Setting goals is appropriate for all ages and all activities. A 4-H member may have a goal of learning to put in a zipper or a 4-H club may have a goal of collecting food for a local homeless shelter. Personal goals set by a member allow for the unique growth of that member.

Recognizing accomplishment of steps in the process can provide motivation to continue. Setting and achieving small goals will lead to accomplishing a long-term goal, such as completing the year's project.

Adults, both leaders and parents/guardians, should be part of this goal-setting process in order to help the member set realistic and reachable goals, as well as to evaluate progress toward achieving them. Youth should be encouraged and acknowledged as they make progress toward their goals.

Examples of award recognition are positive feedback from leaders (public or private), handwritten notes, useful memorabilia, certificates, pins, or stickers.

Achieving 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.

When recognizing member's achievement of standards, it is important that the standards be well defined and available to members beforehand. An example of standards is the muffin score sheet in the Baking Project or breed standards. All participants should know and understand the standards they need to achieve. After members are evaluated, a score sheet with feedback from the evaluator is recommended. The evaluation should outline where they ranked against the standard and also have suggestions for improvement.

Results from peer competition

Peer competition is a strong motivator for some, but not all, young people. Participation in peer competition should be optional and is not appropriate for younger children. Remember, most children under 12 years old are not mature enough to handle competitive events emotionally. This type of recognition is more extrinsic, with the award being a ribbon, trophy, rosette or plaque. In New Mexico 4-H, the American system of ribbons is used. Members and their projects are ranked with 1st place blue, 2nd place red, or 3rd place white ribbons. Sometimes ribbon placings beyond third are given. If properly designed and implemented, it showcases the best things produced by 4-H'ers at that specific time and place. However, keep in mind that the desire to win may overpower the desire to learn from the experience. **It is important to help youth remain focused on the experience rather than the competition.**

Peer competition identifies the best team or individual according to established specific selection criteria and procedures. Rules and procedures must be clearly stated, understood and enforced in order for peer competition to provide a positive learning experience for all participants. Negative stress, conflict, hard feelings and disagreement can be reduced by making sure everyone understands exactly what is expected. **It is important to remember that this form of recognition is designed to promote the development of youth.**

Cooperative efforts and skills

Learning and working together promotes high achievement. Successful cooperation relies on the skills represented by all members in the group, as well as the process by which the group approaches and achieves the learning task or goal. Cooperation involves the contribution of all of the youth in the group. Everyone is rewarded intrinsically, and extrinsically, and each is equally important.

An example of recognition for cooperation would be all members of an event planning team having their names listed with thanks in the event program or each receiving a thank you certificate. Cooperative recognition could include a special county-wide pizza party for all members that achieved a county achievers award status.

A balanced program has recognition opportunities in all five of the categories. Designing a recognition system involves:

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

This Recognition Model is appropriate and applicable at all levels of 4-H. Recognition committees and councils at the local, county, state and national levels utilize this approach in recognition programs. Using a comprehensive recognition program can lead to more youth being recognized and can provide a way to say to every youth, *“You are a valued and important member of the 4-H program.”*



A goal of 4-H recognition is to encourage and support learning equally in all five areas. Cooperation is part of all four. The intent of the graphic is to show that recognition is given to individuals and people working together in teams or groups.

Leaders Checklist

| What kind of a leader does it take to work with young people? A study of 4-H work has shown that boys and girls stay in 4-H longer with leaders who: | YES or NO | What action do you plan to take? |
|--|-----------|----------------------------------|
| 1. Enroll members at an early age. | | |
| 2. Help club members select suitable projects. | | |
| 3. Visit members' homes and projects. | | |
| 4. Ask parents for help. | | |
| 5. Encourage rotation of officers and committee members. | | |
| 6. Attend leaders' meetings. | | |
| 7. Plan program jointly with members. | | |
| 8. Encourage judging, demonstrations, attendance at camp, community service, and other activities. | | |
| 9. Encourage youth leadership. | | |
| 10. Learn subject matter. | | |
| 11. Get others to help and assume responsibility. | | |
| 12. Plan work ahead. | | |
| 13. Stick with the job and are slow to give up. | | |
| 14. Work along with club members and do not dominate. | | |

