

Vermont

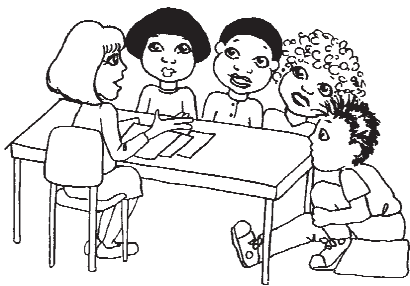
4-H

Leader Training Series



10 Steps Toward Performing a Successful Community Service Project

A Planning Guide for 4-H Club Leaders



Adapted from: Keith G. Diem, Ph.D.,
County 4-H Agent, Somerset County,
NJ, 1994

Community service is an important function of all 4-H clubs. A community service project can take many forms. The form it takes in your club depends on your club. Whatever is decided, it benefits the community as well as your 4-H members. Following are some hints in making your community service project both successful and fun:

1

Determine what is *needed* in your community/county.

- Ask club members and families.
- Ask other community groups.
- Talk with community officials.
- Find out what types of service projects have and have not been done in the recent past.
- Ask your regional 4-H staff.

2

Determine what types of activities your members have *interest in, and abilities* to do.

- Consider the size of your club and ages of members.
- Consider the skills possessed by club members and their families.
- Determine how much time your club would like to devote to community service activities. (Would members rather do one, ongoing community service project that may last several months or more—or several short-term activities?)
- You may wish to start small and build on small successes.

3

List all of the activities that have been suggested.

4

Ask your club to discuss the possibilities and *rank* them in order of importance and interest, based on what

was considered in steps #1 and #2. Reach consensus or use a vote by majority rule to determine the activity your club will do. If this isn't practical (especially if your club is large), consider forming a committee to develop priorities. Then, the club can simply accept or vote on the committee's recommendations.

5

After your club has decided what community service project to focus on first, develop a plan. Your members will learn organizational skills in developing such a plan. A plan doesn't have to be overly detailed and formal, but should include the following:

- Identify exactly what will be done. Determine both the overall goal and the specific tasks involved. Remember the time frame for the project: dates/times for beginning, completion.
- Obtain necessary permission in advance.
- Develop a financial budget for the project, if appropriate. Obtain funding needed for the project. If not available from club funds, seek a community sponsor. Your 4-H staff may know of sources of grants-in-aid for such projects, especially if you plan far enough in advance. A decision to use club funds should be voted on by the club membership.
- Obtain needed equipment or supplies.
- Determine how many people will be needed. What is the minimum required to do the job correctly and what is the optimum number? Be sure you have at least the minimum before proceeding!
- Ask members to volunteer for specific duties and get a commitment from them. Consider teaming up less experienced members with more experienced workers to maximize the learning experience.
- Encourage members to report progress on their assigned duties.
- Make *safety* a priority!
- Alert mass media representatives and your 4-H staff concerning your plans. Publicize the efforts of your club and the 4-H program.



6

Carry out the project as planned!

7 Record your club's efforts with photos, videotape, or written notes.

8 As you work on this project, monitor the activities taking place and make adjustments as needed. Especially when the project has been completed, allow time for your club to discuss the successes and shortcomings of the project and ideas for improvement. This reinforces the learning experience!

9 Develop a summary report of your club's experience when the project has been completed. Share it with mass media representatives and your 4-H staff. A scrapbook is also a nice way to present the project's success. Include a written description, photos, news clippings, etc. Such activities might be assigned to the club reporter, secretary, vice president, chair of the project, or other club member.

10 Feel good about your club's contribution to the community and members' positive learning experience!

Other Reminders

Remember that planning, conducting, and evaluating a community service project (or any other 4-H activity) is a great opportunity for 4-H members to learn by DOING. Therefore, DO encourage members to get involved in all phases of the project, including planning. DON'T do it all for them.

Remember that 4-H'ers learn from their mistakes as well as their successes.

The role of a club leader and other adults working with the club is to *guide* members in the right direction and provide needed support and encouragement.

MAKE IT FUN!

See the back page for ideas for community service projects.

Ideas For Community Service Projects



The following is a sampling of many possible ideas for community service projects, compiled from a variety of sources, that your club might consider doing.

- Assist local fund drives such as American Cancer Society, Heart Association, March of Dimes, etc.
- Adopt a grandparent
- Sponsor a child to attend summer camp
- Donate dog/cat food to a local animal shelter
- Donate books to a library, or magazines to group homes
- Collect food/clothing for needy families
- Furnish baby-sitting on Election Day.
- Entertain nursing home patients
- Clean a park or roadside
- Build/donate benches for a park
- Prepare holiday food baskets for shut-ins
- Paint or repair playground equipment
- Plant trees/flowers in vacant lots
- Donate bird seed to a park
- Serve a highway “coffee break” on holiday weekends
- Buy and donate 4-H placemats to a restaurant
- Sponsor a needy child
- Provide pet therapy for patients at hospitals or nursing homes

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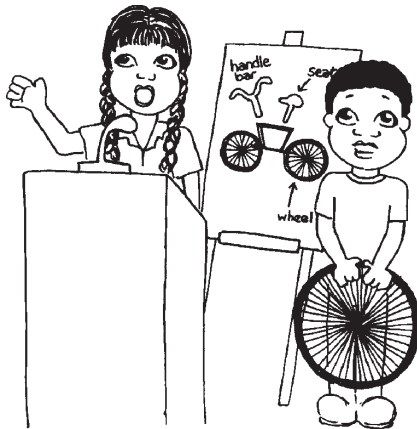
4-H



Leader Training Series

Getting 4-H'ers Involved in Public Presentations

Objectives of the 4-H Public Presentation Program



Types of Presentations

Adapted from: Elva J. Parker, County 4-H Program Associate, Ocean County, and Betty Ann Smith, County 4-H Agent, Middlesex County, NJ, 1990, re-

Public Presentations are used in 4-H by both leaders and members as ways of sharing information, teaching poise and gaining self-confidence. “Show me how,” “Let me see how you do that,” and “I’ll show you how” are methods used to teach others the skills we have learned.

Through giving public presentations, 4-H members learn to:

- express themselves clearly and convincingly.
- organize their ideas and present them in a logical order.
- research subjects.
- have confidence in themselves.
- emphasize the major points of a presentation through the use of visuals and/or examples.
- listen to the opinions of others.

You have the opportunity to help shy, introverted 4-H members develop confidence, poise, self-esteem, stage presence, and knowledge. You can also help members who are overly aggressive become more sensitive and aware of acceptable behavior.

With your guidance, members will learn that:

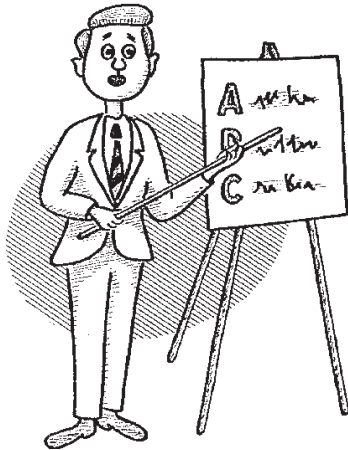
- errors are learning tools.
- criticism may be positive.
- pride can be displayed in a positive way.
- skills and abilities must be used properly.

Demonstration

A demonstration shows how to make something, how to perform a skill, how to repair something, or how something works. In this method the subject—animals, machine, clothing, musical instrument, or model—is used in the presentation.

Illustrated Talk

An illustrated talk communicates ideas with the aid of charts, posters, slides, flannelgraph, or chalkboard. The object discussed is not used, only pictures, model, or other representation of it.



Where to Give Presentations

How Leaders and Parents Can Help

Formal Speech

This is a presentation of a speech written by the participant, given from memory, notes, or outline, using index cards as an aid. No visual or audio aids are used.

There are three parts to every presentation:

- **Introduction:** A good introduction should tell what the topic is, why it was selected and get the audience's attention.
- **Body:** This is the major part—the “meat” of a presentation—that develops the objective, emphasizes key points and tells why they are important, and clearly shows each step in the process. In a demonstration, this is the “doing” part, and should have a finished product.
- **Summary:** The conclusion should restate the purpose, summarize the major points made, and be brief and pertinent.

Length of presentations may vary for each age group. Here are suggested time requirements: **Cloverbuds** (ages 5-7) or first-time junior participant: 3-5 minutes; **Junior Member** (ages 8-13): 5-7 minutes; **Senior Member** (ages 14 and up): 8-10 minutes.

- Local 4-H meetings
- County/regional and state presentation programs
- Public locations: shopping malls, fairs, other county/regional 4-H events
- Schools: members' classrooms, parent-teacher groups, etc.
- Service clubs

Your regional 4-H staff may conduct a presentation workshop for members and leaders to help them learn how to prepare and give effective and interesting presentations.

- 1) Encourage your 4-H'ers to make public presentations.
- 2) Use the presentations materials available from your 4-H office to help teach your 4-H'ers how to write a presentation.
- 3) Be sure your 4-H'ers attend one of the public presentation workshops, if offered by your county/region, to help 4-H'ers prepare.

- 4) Help gather the necessary information and equipment.
- 5) Encourage 4-H'ers to research facts at local resource sites. Provide transportation to those sites, such as the library.
- 6) Encourage 4-H'ers to do their own work.
- 7) Listen to their presentation—practice, practice, practice.
- 8) Give positive comments and make constructive, positive suggestions. **SELF-CONFIDENCE IS THE KEY.**

Evaluating Public Presentations

Public presentations given at county/regional and state public presentation events are usually evaluated by a set of criteria and given numerical scores and/or participation ribbons. Score sheets can be obtained from your 4-H office. Cloverbuds are not evaluated, but they are recognized for their participation.

The Judge's Role

The most important role that a judge plays is that of a teacher.

Teachable Moment

Since judging occurs at a “teachable moment”, it provides an ideal opportunity for feedback to help 4-H members improve their work. At the same time, judges need to be aware that they are members of a teaching team that includes volunteer leaders, parents, and 4-H staff. As members of that team, judges have the responsibility to support and reinforce the learning that has occurred throughout the project year. Judges need to relate well to young people, offering constructive feedback and positive reinforcement to facilitate the learning process.

Non-Scored Evaluation

The presentation performance can be evaluated by offering constructive feedback and positive reinforcement without giving scores or ratings.

If you want to give more than verbal awards for a job well done, you can give certificates of achievement or small prizes.

Another positive way to award the performance is to arrange for the 4-H'er to give the presentation again before other audiences such as at libraries, after school groups, other 4-H clubs.



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Vermont

4-H

Leader Training Series



Record Keeping in 4-H

Types of Records

Why 4-H'ers Keep Records:

When 4-H'ers Keep Records, They Learn To:

*Adapted from: Betty Ann Smith,
County 4-H Agent, Middlesex
County, NJ, 1990, revised 1994*

Keeping records takes practice. 4-H'ers need your support, direction and encouragement!

Vermont 4-H Participation Record; Animal Project Record Book; Gardening Records; Scrapbooks; 4-H Story.

4-H'ers are encouraged to develop the habit of keeping records. 4-H'ers keep records to:

- measure progress in their project(s).
- identify expenses and financial gains of their projects.
- verify all 4-H activities and experiences year by year.
- evaluate project growth and develop a plan of action for further growth and future project work.
- observe growth over the years.
- refer to when filling out applications for out-of-county educational events.
- serve as a guide when applying for local 4-H awards and scholarships.
- assist in completing employment and/or college application forms.
- help when writing resumes for college and/or employment.

- plan and organize their work.
- evaluate economic growth.
- budget their project and other financial needs.
- improve their written communication skills.
- pay attention to detail, follow directions, and meet deadlines.
- make decisions.
- set priorities.
- appreciate the life skills they are developing.
- understand the values of keeping records.

Record keeping has a bonus for 4-H'ers! They gain satisfaction and motivation from observable progress and learning. As they experience satisfaction and progress, they gain in self-esteem and self-confidence.

The 4-H program recognizes youth in a variety of ways. A comprehensive 4-H record helps to determine:

- county/regional medal winners.
- special award winners.
- participants and award winners for state and national 4-H programs.

TEACH 4-H'ERS To:

- **Keep Everything In One Place**
- **Save Score Sheets**
- **Keep A Diary**

A large envelope, flat paper bag, shoebox, file folder, large expandable folder, or one drawer in a desk or dresser.

Especially ones with judges' comments. They have special information and will be helpful when the 4-H'ers need to see how they have grown and where they need to improve.

With records of meeting activities, special events, trips, purchases, sales, etc. The diary can be referred to for writing the 4-H Story; for completing participation records, inventory records, income and expenditure records, and breeding records.

If your county/region uses project record books, accomplishments can be illustrated by using photographs, photocopied pictures, or pictures cut from magazines, catalogs, ads, and patterns.

Keeping Records Can Be Fun And Creative If:

- Record keeping is started early in the project year.
- A few minutes may be set aside at each meeting for record keeping.
- Record keeping completed at home is accomplished as the project progresses.

THE 4-H STORY

The 4-H Story is a tool that encourages the 4-H'ers to examine their experiences. It helps them to determine their personal growth, skill development, and strengths. It is personal, unique,

Why 4-H'ers Write a 4-H Story

and specific to the individual 4-H'er, and it complements their 4-H records.

The use of the 4-H Story may vary among counties, clubs, and projects.

The 4-H Story

- makes the record book complete.
- helps 4-H'ers see their growth, therefore enhancing their confidence and self-esteem.
- is part of the application procedure for many educational events beyond the county/regional level.
- assists the 4-H'er with identifying skills and experiences asked for on employment applications.
- assists the 4-H'er with writing resumes and completing college entrance applications.
- is an excellent source of information for feature stories promoting 4-H.

What Should Be In a 4-H Story?

The 4-H story may focus on project-specific skills the 4-H'er has developed, or it may concentrate on how the 4-H'er has grown as a person through the 4-H project and 4-H activities and experiences.

An interesting 4-H story might include:

- taking on more responsibility:
 - *in their family or home.* Example: A 4-H'er enrolled in the Foods and Nutrition project may take on the meal planning, meal preparation, or the shopping responsibility for the family.
 - *in the 4-H Club as a Junior Leader.*
- learning to accept disappointment without defeat.
- learning to be a graceful, considerate "winner" without making others feel inferior.

How Can 4-H'ers See How They Have Grown?

- learning to delegate responsibilities to others, thus helping them to grow.
- gaining the ability to give reports in class or speeches in an assembly because of the learning and skill-building experiences gained in giving 4-H Public Presentations.
- developing a new plan of action with goals and objectives for new growth as a result of evaluating project records or other 4-H experiences.

If your 4-H'ers cannot see how they have grown, suggest they ask an observer such as their project or organization leader, another 4-H'er (emphasis on positive), parents, or classroom teachers. Another good source is the comment section of report cards. New skills and growth in 4-H are often reflected in behavior at home and school. Other good sources are past record books, score cards, and judges' comments.

Note: Following this information sheet, you will find examples of excellent 4-H stories written by 4-H'ers of different ages at different levels of experience in 4-H.

References:

Getting Started in 4-H Leadership, Wisconsin 4-H Leadership Committee

4-H

Leader Training Series



Samples of Excellent 4-H Stories Written by 4-H'ers

Skills learned.

Self-esteem enhanced.

Skill development.

Personal growth.

Leadership—skill development.

Her strength is her teaching ability.

Goal to help others grow.

Example of a multi-project story that indicates personal growth and skill development:

Written by 12 year-old 4-H'er with 3 years experience in cooking and sewing projects.

My 4-H Story

This year in 4-H I learned many things, like how to make button holes in sewing and why I shouldn't grease a non-stick cookie sheet. You can see by my records that I have gotten many awards and participated in many activities.

All these things made me feel very good about myself, but the thing that made me feel the BEST was introducing my 8-year-old sister to 4-H. It made me happy to teach Pamela how to model and even happier that she has my old title, "Little Miss Fashion Revue." It was fun having her on my committees. I was very proud when she made a regional presentation.

Helping Pamela in 4-H made me realize how much I have grown. It wasn't long ago that the older 4-H'ers were guiding me. Now it's up to me to lead the way for my sister and other new 4-H'ers to help them "to make the best better."

Compilation of actual 4-H stories
by 4-H youth. Critiqued by:
Betty Ann Smith, County 4-H
Agent, Middlesex County, NJ,
1990, revised 1994

Example of a project-specific story that indicates personal growth and skill development:

Written by a 10 year-old 4-H'er with one year's experience in the seeing eye project.

Jolly and I

Once upon a time I got a seeing-eye puppy. When I got home from school that day I was so excited to see my new puppy that I did not want to leave her, even for a minute. So, I kept her company in the utility room while I did my homework. Then I took her out for a run around the baseball field. She was very happy to live with me.

Since that first day that she came to live with us, we have done many fun things together. I have gone to many 4-H meetings where I have made many new friends and I have learned to work with Jolly. In the spring I took her to the Ag Fair and entered her into the obedience show with the other seeing-eye puppies in the area. There I met a seeing-eye puppy named Adam. Same name as mine! I thought that was pretty funny.

The first weekend in June I went to puppy camp but unfortunately Jolly could not come with me because she was in heat. Fortunately I was able to take Ross, another seeing-eye pup that lives in my county. There was a blind man at camp who was blinded when he was sixteen by a firecracker. He now uses a German Shepherd as a guide dog which will pick up his wallet if he drops it and anything else. It was interesting meeting someone who was blind.

Jolly is now an obedient dog. She comes when you call her. She sits when you tell her to. She goes down when you tell her to. She has a very nice temperament. She's very gentle. She carried a baby bunny in her mouth clear across the baseball field without hurting it. For doing that I think she is the best dog in the world.

New friends—personal growth.

Working with Jolly—skill development.

New experience—applying skills learned. Skill development.

Accepts disappointment without defeat—problem solving, skill development.

Skill development.

Self-esteem enhanced.

Example of a general experience story that indicates personal growth and skill development.

Written by 17 year-old 4-H'er with 10 years experience in 4-H.

Exploring new interest—taking on new challenge.

I've learned a lot this year about horses. This was really my first active year in the horse club, showing at horse shows and participating in other horse related events. At horse shows you soon learn that all judges do not see the same. A good idea that I learned is not to enter a show after you have been at camp and Citizenship Washington Focus (CWF) for the two weeks before. I can laugh at my mistakes now, but it wasn't very funny then, especially because of how tired I was. I also spent a day at the State Horse Clinic where I learned that I could handle the sight of blood. I learned a lot about an operation and found it all very interesting.

Personal growth.

Teaching—personal growth.

Our "Rhythm In Motion" Clogging group has grown tremendously and as an older member I've learned to help the younger ones with their steps. Clogging is fun and our group does travel a bit for community service demos and other functions. Dancing in the talent show at CWF with Amy was one of my most fun and rewarding experiences.

Leadership—personal growth.

Learning to put others before self.

Being a camp counselor this year was another "first." It was a challenging opportunity as well as a learning one. I enjoyed working with the younger members, helping them adjust to the absence of home and family for the week. Another challenging experience was teaching the basket making craft. I really learned to stay calm when I had 10 kids asking me questions. I think one of the most rewarding feelings is to have someone look up to you. It is amazing to see how attached you can become to all of the campers by the end of the week.

Applying skills and knowledge learned in project.

I am still a member of the Calico Kids Cooking and Child Care projects. Through this I've learned CPR and have learned a lot about child care. I had experience babysitting for a 5 year old several times, but this summer I had the opportunity to take care of a two-month old three mornings a week for a number of weeks. I was able to apply what I had learned about taking care of babies. I learned even more. I was also able to teach crafts to the younger club members. After all of my hard work in the club, I was able to give back some of what I had learned.

Accepting new learning challenge.

Teaching sponge painting and crafts to members of the marine science project proved both rewarding and challenging. Marine science is always interesting and lots of fun because there is so much to learn about.

Example of project specific story that indicates personal growth and skill development.

Written by a 10 year-old 4-H'er with 3 years experience in 4-H.

Disappointment accepted without defeat.

Experienced satisfaction as a result of efforts.

Set goal to apply lessons learned.

This year I liked learning about plants in gardening. I learned a lot about taking care of a garden. I didn't like weeding all the time. I got a lot of zucchini, but the corn dried out. The tomatoes didn't get enough water either. My potatoes were too little. I enjoyed all those beef and zucchini and zucchini bread meals because that grew the best.

Everything else died, and didn't grow. I will fertilize and water my garden more next year. I hope it turns out well.

Example of multi-project story that indicates personal growth and skill development:

Written by 13 year-old 4-H'er with 6 years experience in 4-H.

4-H'er took on challenge—personal growth.

In 4-H we are challenged repeatedly, pushing ourselves to get our work done, help our club, friends, family, ourselves, other people including strangers. Just giving presentations to inform people that 4-H is not only animals, becomes a challenge.

Learned to put others before self.

I've been challenged to make people feel better when they are feeling down and become their best friend, rather than just a friend, when they need someone to talk to.

Set personal goal to complete what she started.

Everyone is given the option to take a challenge or to drop it and quit. I've taken many challenges and kept with them by staying in all the clubs which I have committed myself to.

Leadership development.

4-H has helped me prepare for my future by challenging me to teach something I have learned in my projects to my club members; and by giving me the opportunity to be a teen leader. I enjoy helping the leaders who help me. Everyday, I progress into a better person.

Evaluating personal growth.

I still have a way to grow, however, I know it will be easier for me because I have 4-H to help me through my teen age years. There is no gift to give nor are there any words to say that will cover the gratitude I have for 4-H. My leaders and the people in the 4-H office have become like my parents rather than just friends. Thanks for a great life!

Example of multi-project story that indicates growth and personal growth and skill development:

Written by 13 year-old 4-H'er with 6 years experience in 4-H.

Leadership Development.

This 4-H year has brought new experiences to me. I'm a teenager now. I turned 13 last October, and soon after I was elected President of Junior Council. The first meeting was so unruly I was ready to quit. I realized then how I must have caused problems for previous officers. Meetings have gone better since and I've enjoyed being President.

Personal growth.

Personal goal set.

Another new experience was being a C.I.T. at the Cloverbud Camp week-end. This was really great. I'm looking forward to becoming a CIT at summer camp next year.

Discovery learning.

Acquiring Knowledge.

I am a member of four 4-H clubs in addition to Junior Council. Finding sharks' teeth on a Marine Science Field trip was really exciting. Although there is a tree nursery in the family, I learned about the wild and native trees through the Forestry Club. The Vectors Rocket Club is one of my favorites. I enjoy building rockets and launching them. This year I was able to help the new members build their rockets and paint them.

Peer teaching.

Possible goal.

Cooking in the Calico Kids club is fun. I enjoy cooking. I hope I can do more with that next year.

This year has been a year full of learning and new experiences for me.



EXTENSION

2004

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Vermont

4-H

Leader Training Series



Fairs and Field Days: Showcase of the Year

What is a 4-H Fair?

Preparing Your 4-H'ers for the 4-H Fair

One of the most exciting events which takes place each summer is the annual county 4-H fair. The fair is the culmination of the year for both 4-H members and volunteers; it is a showcase of all that is accomplished during the 4-H program year.

4-H activities at the fair are designed primarily to evaluate and display the project work of youth participating in 4-H programs.

Different activities take place at different fairs. Most fairs focus on traditional fair activities such as project displays, animal shows, and project demonstrations.

It is the 4-H volunteer leader's job to take an active part in encouraging and assisting 4-H youth in participating fully in the fair. Ideas on how you can help are listed below.

- **4-H Mail.** Read your 4-H mail thoroughly all year long. Be sure to inform your members of any fair-related information as it becomes available.
- **The 4-H Fair Mailing.** In early summer, most 4-H offices send out a fair mailing. This often includes exhibit catalogues (also called "premium books" or "class lists"); requests for help before, during and after the fair; information related to specific projects or events happening at the fair; and registration forms, sign-up sheets and information on how to enter 4-H projects in the fair. Review all of this information carefully with your 4-H members. Assist them in obtaining and completing any paperwork they may need in order to take part in the fair.
- **Exhibiting Your Club Members' Projects and Skills.** Review carefully items in the fair mailing which pertain to the projects that your club members carry. Check to see if record books are required in order to exhibit in certain classes or

*Adapted from: Rita L. Natale,
Regional 4-H Agent, South, NJ,
1990, revised 1994*



divisions. If so, assist members in completing record books to meet requirements.

- **Animal Exhibits and Shows.** Animal projects usually must meet special state-wide requirements related to health/immunization records. Check with your 4-H staff for information about these requirements or in making any arrangements necessary to meet them. Animal project members should also be aware of show dates, times and requirements, as well as special rules your county may have for exhibiting animals.
- **Open Events/Helping Out at the Fair.** Encourage your members to take part in events open to all 4-H'ers and/or other youth. The fair is a great opportunity to meet people from other towns and to make new friends. 4-H'ers should also be encouraged to volunteer to help with fair responsibilities, such as set-up, take-down and staffing booths as needed at the fair.
- **Events for the Whole Club.** Be sure to take part in club-oriented events and activities held at the fair. These may include club booth exhibits, a parade of clubs, club demonstrations or presentations or taking on a fair set-up task as a club. Working as a club provides members the chance to learn teamwork and cooperation.
- **Involving Parents.** Persuade parents to become involved. Ask them to assist with club activities; encourage them to be present at all fair events and activities in which their child is participating. Invite them to any special pre-fair meeting. This is a good time to help parents understand the how-to's of preparing for the fair, as well as how judging, competition and recognition fit into the 4-H program. Communicating with your members' parents at this point will help prevent misunderstanding and disappointment later. Don't be afraid to ask 4-H parents for help—after all, as their child's 4-H leader, you provide them a valuable service all year long.
- **Understanding Fair Regulations.** Be sure members understand all county fair requirements and regulations, as well as 4-H guidelines and requirements.

The success of any 4-H experiences at the fair depends on the participation of adult volunteers. This includes 4-H leaders, parents and other interested adults. Adults can serve in many capacities, such as:

- Serving on the 4-H fair committee, association or board, often a year-round commitment. This group is generally responsible for planning the event and recruiting volunteers to assist.

Volunteer Jobs at the Fair: The Key to Success

- Serving as chairperson of a specific fair event or committee, such as serving as project superintendent, barn manager, food concession chair, show committee chair.
- Assisting with a specific event or committee, such as helping in a food booth, assisting with project entries, participating in fair set-up or fair take-down, etc. Helping to recruit other adults and youth to assist.
- Serving as a volunteer judge. Some counties prefer that active club leaders do not judge in their own counties; however, other counties often welcome the expertise of an active club leader from another county.
- Exhibiting in adult divisions where available.
- Volunteering to do a special demonstration or presentation either on your own or with your 4-H'ers (i.e., craft demonstration; square dance performance).
- Helping the fair committee or 4-H staff in general, such as running errands, distributing posters, selling tickets to an event.

Goals of the Fair

As you and your members prepare for the fair, it's good to keep in mind the purposes of a fair experience for 4-H'ers. Although 4-H fairs differ throughout the state, the following are some goals shared by many Vermont counties.

- Evaluate 4-H project work and recognize accomplishments of youth participating in 4-H programs during the past 4-H year.
- Serve as a showcase for the public to observe 4-H projects, both on display and in action.
- Educate the public about the 4-H program in general, as well as specific subject matter areas of current interest and concern.
- Attract youth and adults to become involved in the 4-H program as 4-H members and volunteer leaders.
- Provide youth and adults opportunities to develop and demonstrate their leadership abilities through planning and conducting the 4-H activities at the fair.
- Provide the community with a family-oriented, fun and educational event.

Some counties also depend on the fair to raise funds in support of the year-long 4-H program.

Making the Most of Your 4-H Fair Experience

The best way to have a positive 4-H fair experience is to GET INVOLVED! This means preparing your 4-H members, encouraging their parents to become involved, and volunteering to use your skills and talents to help your county fair be a big success. For more information on how you can become involved in a fair near you, call your regional 4-H staff!

Reference:

4-H Clover Tales, Somerset County (NJ) 4-H Newsletter, January 1990.

4-H

Leader Training Series



Planning a Successful Program or Activity

Plan!

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

1. Determine what type of program you want to plan.

Consider the answers to these questions before you get started:

- Is it long term or short term?
- Who is the intended audience: youth or adults or both?
- Why are you planning this program?
- How was it determined that this program would be held?
- Is this program new or existing? If it is existing, what is its past history and success?

2. Set goals for the program.

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

3. Divide the task at hand into sub-tasks based on the set objectives.

- How many people will be needed to do the work?
- How much money will be needed?

*Adapted from: Keith G. Diem,
Ph.D., County 4-H Agent,
Somerset County, NJ, 1994*

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- What permission will be needed?
 - Will facility, transportation, lodging, or food arrangements be needed?
 - Set realistic timelines. Build in flexibility but keep to deadlines.

4. Create a planning team.

- Involve people who will be participating or affected by the program.
- Identify and involve the appropriate people and assign tasks that match program needs and people's interests.
- Delegate authority along with responsibility. Set expectations of outcomes and then let people perform tasks with their own styles.
- Monitor progress and provide guidance and assistance as needed.

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

- Determine a budget. Do you have the funds needed? If not, will admission/fees need to be charged?
- Is there a minimum or maximum number of participants? Will they be accepted on a first-come, first-served basis? How many participants will it take to break even financially?
- If you don't have the proper equipment, can you buy, borrow, or rent it?
- Is advance registration needed? Set registration deadlines.
- If program involves travel or overnight stays, parental permission forms will be needed (see Appendix 15).

6. Promote the program

- Use a variety of promotion methods that will be suitable for your intended audience.
- Send news releases to mass media, such as newspapers and radio.

7. Get things done on time

- Set a schedule and stick to it. Start on time. End on time.
- Plan for more than you need: have an alternative, "emer

Conduct!

Evaluate!

gency” plan in case something goes awry.

- Keep even “serious” programs fun!

8. Promise what people want and deliver what you’ve promised.

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

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

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

10. Determine how well program objectives were met.

- Using the analogy of a vacation, the objectives are your destination. The program planned is your road map. Evaluation helps you determine how good your vacation spot was *and* how enjoyable was the drive to get there.
- Ask participants questions based directly on the objectives of the program.
- Use a variety of evaluation methods that are appropriate for the program participants. Some ideas for evaluation methods include:
 - Written questionnaires
 - Face-to-face or telephone interviews
 - Suggestion boxes
 - Group discussion
 - Indicators of interest in program, based on number of participants or income generated
 - Casual observation

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

4-H

Leader Training Series



Planning a Successful Field Trip

Develop a plan for 4-H project learning activities

Identify a variety of potential field trips

Some field trip ideas

*Adapted from: Keith G. Diem, Ph.D.
County 4-H Agent,
Somerset County, NJ 1994*

Field trips can be a great contribution to the 4-H philosophy of learning by doing. 4-H members can observe and participate in a real-life 4-H project-related experience. Here are some suggestions to make a field trip fun, safe, and educational:

Instead of deciding what to do at the last minute, try to plan ahead. This will make it more fun for the kids and less stressful for you. Think of creative ways for youth to learn what they need to in the 4-H project using a variety of methods. Involve them in planning and doing. Consider the following as you plan for project activities, such as field trips:

- What will be learned?
- What teaching methods will be used?
- Will there be opportunities for hands-on experiences?
- Field trips make good introductions or summaries of projects.
- To make it fun, consider a theme and wear special hats, clothing, or costumes that fit the location and purpose.

Look for places that:

- Match needs of project.
- Are relevant and interesting to youth (give them choices when possible).
- Are affordable.
- Are close by.

- Environmental and nature centers
- Bird sanctuaries and wildlife refuges
- Historical sites
- Natural attractions, including state and national parks
- Hiking, biking, walking, canoeing
- Farms, orchards, greenhouses, nurseries
- Factories and corporations

Make contact with the site to be visited

- Hospitals and veterinary clinics
- Airports, train stations, bus terminals
- Museums
- Cultural festivals
- Supermarkets and other retail stores
- Zoos, hatcheries, aquariums
- Radio and television stations, newspapers
- Police and fire stations
- Restaurants and bakeries

- Call in advance.
- Make reservations if needed.
- Find out if there are fees; ask for group rate discounts and check methods of payment.
- Visit site in advance if possible.
- How accessible is the site for people with disabilities?

Arrange transportation

- Busses, vans, or cars? Family-owned or rent?
- How much time will trip take?
- Have maps and directions available for all drivers.
- Share costs of fuel and tolls spent by drivers.
- Getting there can be half the fun. Consider side trips, singing, and games along the way.

Don't forget the essentials

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

Recruit adequate adult supervision

- Have at least one adult for every 10 youth. Get more adults for young children or for potentially hazardous activities. There should always be two adults.
- Explain roles and responsibilities to adults. Make sure all are working from same rules and expectations! Adults are there to have fun also but their main job is serving as a chaperone!

Have participants complete the appropriate permission forms

These forms have several important parts: parental permission, health information, and behavior agreement. The most important reason for using them is to make sure parents are aware of what type of activity their children are participating in. (See appendix for these forms.) Bring completed forms with you and save after trip.

Prepare 4-H'ers for trip

- Explain where they are going and what they will do or see.
- Agree on rules of behavior and safety.
- Encourage them to devise questions to ask when they get there.
- Identify some of the things to look for.

Focus on safety

- Bring first aid kits. Try to bring along adults with first aid or C.P.R. training.
- Keep kids together. Do periodic head counts.
- Break into smaller, more manageable groups. Have check-in times if the group splits up.
- Assign "buddies" (pairs of youth who will look out for each other).
- If an accident occurs, immediately file a "UVM Incident Report" (see appendix).

Capture experience for memories

- Photos/videotape.
- Scrapbook(s).
- Participant diaries.

Evaluate the experience/ share reactions of participants

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

Say thank you!

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

Share what was learned with others

- Send a 4-H Club Meeting Report to your county/regional 4-H Office. Many regions print such highlights in the 4-H newsletter.
- Give public presentations to other clubs and to the public (such as to local service organizations).
- Create an exhibit to display in public places and at the fair.
- Inform the media by writing a news release or calling them in advance. (Consider inviting a reporter from local media along with you.)

Don't have time or money to go on field trip? Bring the field trip to you!

When you can't go to the "field," bring the field to you. This can be done by videotape, computer, guest speaker, demonstration, games or simulations. Let kids use their imagination and natural curiosity. Be creative and nothing is an obstacle to fun learning - in your home or in the field.



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2004

Vermont

4-H



Leader Training Series

Working With Teen Leaders

Many 4-H teens want to become leaders in the 4-H program so they can:

- share what they know,
- learn new skills or,
- assume new responsibilities.

In many counties, you will find teens as co-leaders of 4-H clubs with adults, as judges of county/regional 4-H events, as summer camp counselors, as fair division chairs, as well as leading county/regional events and being role models for other 4-H youth.

As the adult partner in one of these leadership experiences, you can provide the direction and support that will help the teens reach their goals with a feeling of success. Teen leaders may discover their new leadership opportunities through their own 4-H club; a county/regional teen group or as part of a county/regional event committee, such as the fair, awards event, or public presentations; or as a member of a state committee such as 4-H State Day or 4-H Teen Congress.

After 4-H'ers reach their 13th birthday, they may be eligible to become teen club leaders. They are selected (by adult volunteers) because of their interest in or knowledge of the projects of the club and their desire to develop leadership skills. They are usually good teachers and enjoy working with children.

Teens involved in a county/regional teen group are also considered teen leaders. In addition to working with younger members, they also concentrate on designing their own programs and working cooperatively to accomplish goals as a group of teen leaders.

Who is Eligible?

Adapted from: Rose Mary Bergmann, County 4-H Agent, Morris County and Robin L. Yeager, County 4-H Agent, Camden County, NJ 1990, revised 1994

What Can a Teen Leader Do?

Teens can take responsibility for many tasks such as

- organizing a club business meeting,
- teaching members specific project material or skills,
- leading recreational activities,
- organizing portions of a county/regional event,
- designing and implementing a community service project.

Since each teen leader has unique interests and abilities, duties will be customized and vary from person to person.

What Supervision is Needed?

Teens are encouraged to take on as much responsibility and authority as they can comfortably handle, but they must never be left alone with the children. An appointed 4-H leader must be present at all times. The adult leader may be in an adjoining room, or working with a nearby group of youngsters, but must be handy and supervise the activities of the total group.

What are Some Coaching Skills I Could Use?

Getting to Know Each Other. No matter what the task, it's best to start by getting to know both the strong points of the teen as well as any area where skills will need to be developed. You, as the adult coach and mentor, can encourage trust by sharing which skills you plan to develop in this teamwork experience.

Some teen leaders will have as much experience with the 4-H club activities as the adult. Others may need a lot of orientation to this new situation. By getting to know each other, the give and take of ideas and suggestions can begin.

Welcoming New Ideas. Encourage new ideas and their development by the teen leader by asking questions such as: "Have you ever done that before or is this something new you would like to try?" "How would you carry that out?" "What effect do you think that would have on the club members?" "What kind of assistance would you need?" "What things might not work as planned and what would you do?"

By avoiding phrases such as, "We don't do it that way," and "That won't work!" the enthusiasm and energy created in a partnership will grow. When the teen suggests something that has been a failure in your past experience, look for a piece of it that can be incorporated into another method so that the teen feels

included in the decision-making process and you feel confident as the coach.

Sharing Responsibilities. Plan each person's role in each meeting: who will make announcements, who will lead recreation, who will advise the officers of new developments, etc. Advance planning and discussion of each step while planning, will prevent the automatic dominance of either leader.

Consider the needs of the club as well as the needs and interests of the leaders when planning. Neither partner, teen or adult, wants to feel that tasks were dropped on them for which they are not prepared.

The teens you coach can grow into great leaders by learning new skills, testing their limits and abilities and discovering how to handle challenging responsibilities. As teen leaders mature they can be given increasing responsibility and independence. The timing of each additional duty should be decided cooperatively by both teen and adult leaders.

Delegating. Delegation has two elements—responsibility and authority. Ideally, the elements are both assigned to the same person. When delegation is used properly, one person (often the teen leader) is given responsibility for a task, and the authority to implement or direct it.

If you as the adult leader find it difficult to transfer authority to a teen leader, check to see if your planning is thorough. When carefully planned and implemented, sharing responsibilities can become a growth opportunity for the teen leaders, and a liberating experience for you.

When transferring responsibility to a teen, it is important for you to choose words that form a request rather than an order. By considering each opportunity from the teen leader's perspective, you will easily delegate in a way that shows respect for the teen's feelings and abilities.

Supporting Each Other. Your role as coach and mentor of the teen leader includes letting the members know that the teen is an official 4-H leader, and that the members are expected to listen, follow directions and cooperate. The teen leader is responsible for generating some of this respect but needs your consistent support.

Celebrate Your Success as an Effective Team

As the adult volunteer you may quietly support ideas and suggestions made during club discussions or project enthusiasm for the projects of the teen leaders. You can also serve as backup for unanticipated occurrences. As you demonstrate these support skills to the teen, you may discover similar support being provided for you by the teen.

Congratulate each other on each step of progress made and goals achieved. Take time to celebrate the success of your club and also your partnership. Thank each other for support and assistance given. Then start to make plans for meeting the next challenge.



EXTENSION

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Vermont

4-H

Leader Training Series



Bringing the World Closer to Youth in Your Club

Goals of Global Education 4-H Programs

Why Conduct Global Education Programs?

Adapted from: Ginny P. Diem, County 4-H Agent, Somerset County, New Jersey, 1990, revised 1994

Today it is important to relate to others around the world and understand that what happens on the other side of the world affects us. 4-H global education programs are designed to help young people:

- learn about other cultures.
- develop positive cross-cultural attitudes and skills.
- learn about other cultures and develop an appreciation for similarities and differences.
- accept global citizenship responsibilities.

Global education programs:

- provide variety in project work. Many times, older members become bored and discouraged by the lack of advanced project information. For example, a member with a woodworking project may decide to study Scandinavian furniture design.
- promote citizenship and community service. Global education also means learning more about your community, including local ethnic groups and unique community interests. As a group, 4-H members may decide to learn more about their area through a community service project.
- expand opportunities of 4-H. As members learn more about the world around them, it prompts them to want to experience new things. They may be interested in one of the many exchange trips available to 4-H members, both interstate exchanges and short-term exchanges with other countries.
- lend themselves to easy, hands-on experiences. A wide variety of hands-on activities give boys and girls the chance to explore the world in a non-threatening way, so that they may begin to understand what is happening, how it affects them, and what their responsibilities are.

Activities to Try with your Club

These programs are easy for leaders to use with lesson plans and fact sheets. Many resources, available to 4-H volunteers, are ready-to-use lessons. These mini-lessons can be used as recreation at a meeting, a filler for a 15-minute block of time at a meeting, or a entire year's worth of activities.

As youth participate in these types of activities, they begin to realize the importance of understanding the world around them, and also take a closer look at their own lives. They can become excited while learning about the world, their own community, and their own state. The goal of any awareness activity is to stimulate someone to change actions, attitudes, or knowledge that can make a difference in the world.

Geography

Draw the World

Materials needed: world map (used after drawing), paper, pencils, and markers. Participants may work individually or in small groups. Have individuals or groups draw the world or portion of the world that is being identified. Or, use a map that has outlines of countries, and ask participants to fill in names, countries, cities, mountains, rivers, etc. After the activity, be sure to show the correct map and placement of cities and countries. Recognize correct responses.

Finding the World in Your State and Community

Materials needed: state or local maps and world maps. In small groups, examine a state or city map to identify names of towns, rivers, etc. that have an origin in another country. On a world map, find the namesake (town, river, or landmark) in the other country. Discuss the history of that area.

Current Events

World Leaders

Use magazines, newspapers, and other media to help youth develop an interest in current events. Cut out pictures of world leaders or famous people. Play a game by matching names with faces.

Cultural Activities

Emphasize a particular country

Learn everything you can about a particular country. After studying that country, invite someone to share experiences about a

country in which they have lived or where their ancestors have lived. Prepare a meal representing that country. Develop a culture kit about a country that shares information about: clothing, culture, education, food, language, occupations, shelter, weather, etc.

Language Match

Participants are to match a greeting or phrase with the appropriate language (and possible countries). Examples:

Hello	English	Great Britain
Dumela	Setswana	Botswana
Bonjour	French	France
Ohayo Gozaimasu	Japanese	Japan
Buenos Dias	Spanish	Mexico
Bonjourno	Italian	Italy

Cooperation/Understanding

We're All Special

To help young people view each person in a group as an individual, introduce participants to a potato with which they must become “friends,” and learn to identify its unique characteristics. Discussion can center around generalizations and how a lack of information about people who are different from us can lead to misconceptions and prejudice.

Global Connections

Explore our daily connection with items from around the world and promote an awareness of the interdependence of the world. Participants are amazed at the number of countries with which they come in contact each day through clothing, food, and technology.

Explore Global Concerns Related to:

- Population
- Hunger
- Environment
- Energy
- Health
- Violence
- Drug Abuse

Invite people such as water sanitation engineers, nutritionists, game wardens, or representatives of environmental action groups to talk about global concerns.

Summary

Local Concerns

Local History Search

Interview older residents, check records at courthouses and libraries, tape conversations, visit cemeteries (make rubbings of old gravestones to record information).

Family History

Encourage members to explore their own family history by tracing their roots through preceding generations. What ethnic/cultural backgrounds can be identified?

This introduction is designed to help you become aware of the important role 4-H can play in global education. Challenge other volunteers and members to “make a difference.” Be involved!

“Our most basic link is that we all inhabit this planet. We all breathe the same air. We all cherish our children’s future...”

— *John F. Kennedy*

“No individual can live alone, no nation can live alone, and anyone who feels that he can live alone is sleeping through a revolution. The world in which we live is geographically one. The challenge that we face today is to make it one in terms of brotherhood. We must all learn to live together as brothers, or we will all perish together as fools.”

— *Martin Luther King*

Resources:

“... And My World...”. Unit 1, Unit 2. National 4-H Council.

Background notes for each country - U.S. Department of State, Bureau of Public Affairs, U.S. Government Printing Office, Washington, DC 20402.

Culturegrams for each country - Brigham State University, Center for International and Area Studies, Publication Services, Box 61, FOB, Provo, UT 84602.

Foreign Embassies and Consulates.

Cooperative Extension for your county. Check with your 4-H educator for

Vermont

4-H

Leader Training Series



State and National 4-H Opportunities for Youth

A variety of opportunities at the state and national levels are available to 4-H participants. Several events are designed to enhance the 4-H experience, while others provide opportunities for recognizing the accomplishments of outstanding 4-H members. More specific information about each of these events is available by contacting your county 4-H office.

Participant Eligibility

Eligibility for participation in state and national opportunities varies by event. All events have a designated grade level for participation. Some events require the participants to take part in county-level events to qualify, while others may have specific quotas. All participants in state and national events must be approved as eligible for participation by their county/regional 4-H staff. Information and registration packets for these events are received by the 4-H staff from the event chairperson and are forwarded as appropriate to 4-H leaders and members.

Vermont 4-H State Day

Vermont 4-H State Day is an annual educational event held generally late May/early June on a Saturday at a central location. This event offers youth, selected to represent their region, the opportunity to participate in activities such as action exhibits, table-top exhibits, stage presentations, a state fashion revue, demonstrations, public speaking, 4-H poster displays, and 4-H photography displays.

Vermont 4-H Teen Congress

4-H Teen Congress is held annually on the UVM campus for three days during early July. Planned and carried out by a committee of teens, 4-H faculty, and paid and volunteer staff, the Congress is open to any Vermont teen enrolled in grade 8 through 12 during the preceding school year, or who is at least 13 as of January 1 of the current year.

*Adapted from: Rita L. Natale,
Regional 4-H Agent, South
1994*

The program includes in-depth learning sessions on a variety of topics such as peer pressure, living in today's world, agricul

ture, natural resources, leisure education. etc. Another major emphasis of the Congress focuses on recognition of 4-H achievers who have been selected to represent the Vermont 4-H program at out-of-state programs. Evening activities include dances, swimming, a Lake Champlain cruise or evening at the theater, pizza party, sundae party, and getting acquainted with the state university campus and some of its programs. Teen Congress is funded by a variety of sources, often including the Vermont 4-H Foundation, county 4-H Foundations, and UVM Extension.

There are no delegate quotas; all eligible youth who submit registration forms may attend. Individual delegates are responsible for the cost of attending the program; several counties provide sponsorship through county 4-H foundations.

State 4-H Project Events

There are a variety of state 4-H events held each year with the goal of enhancing the 4-H member's experience in 4-H project areas. The events which are held each year vary; however, listed below are several events which commonly take place.

Animal Science

- Horse—Quiz Bowl, Horse Judging, Horse Show, Hippology Contest
- Dairy—Judging, Dairy Show, Dairy Quiz Bowl
- Sheep—4-H Sheep Camp

Family and Consumer Science—State Fashion Revue

Natural Sciences—Family Environmental Weekend

Communication—Public Presentations, Poster Art Display, Photo Exhibit Judging

Citizenship Washington Focus

Citizenship Washington Focus (CWF) is a week-long educational experience that enables teen delegates to learn how a bill becomes law, gain perspectives of international understanding, use leadership skills in workshops and on committees, and to exchange 4-H program ideas with 4-H'ers from other states. The conference takes place at the National 4-H Center in Chevy Chase, Maryland during the summer and includes trips into Washington, D.C.

National 4-H Congress

Delegate selection procedures are determined at the state level. The process usually begins in January or February. All selected delegates must complete interest forms.

Most of the cost of the trip must be covered by the individual delegate; however, county 4-H foundations may provide financial support. In addition, community service and private organizations may assist individual delegates.

National 4-H Congress is designed for 4-H'ers age 14 and older as of January 1. Over 1000 youth from all over the country participate. National 4-H Congress is held in a major U.S. city, beginning the day after Thanksgiving and lasting until the following Wednesday. The objectives of Congress include:

- Offer 4-H delegates new and stimulating educational and cultural experiences which contribute to personal growth and leadership-citizenship development.
- Appropriately recognize the accomplishments of 4-H members and continue to motivate youth to achieve high standards of excellence.
- Provide a forum for interaction and exchange of ideas among youth and adults.

Vermont sends a delegation of approximately six 4-H members each year, who are selected on a written application and

Other National Opportunities

Other national opportunities exist in specific project areas. Information regarding these programs is sent from the state 4-H office to the 4-H staff as appropriate.



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4-H

Leader Training Series



Promoting 4-H and Getting More Members for Your Club

Happy Members Are The Best Promotion

Welcome New Members

Adapted from: Keith G. Diem, Ph. D., County 4-H Agent, Somerset County, New Jersey, 1990, revised 1994

Many national and local surveys have found that the public has heard of 4-H but doesn't understand it or realize that it exists in their own counties. Due to its history long-rooted in rural areas and traditional agricultural and home economics projects, many people aren't aware that 4-H is this and much more. Its focus is on youth development.

One way your club can help to promote 4-H and get more members for the program (and your club) is to make promotion one of its goals. Following are some things to consider in promoting 4-H, and some easy ways your club can help:

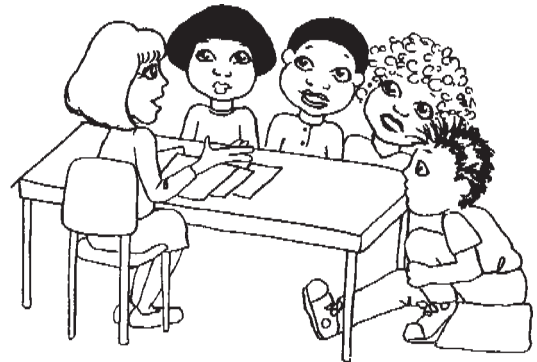
Word-of-mouth is very powerful! If your club's members are happy with their 4-H experiences, they'll probably tell others about it. Unfortunately, if they're unhappy they will likely tell even *more* people! This is a sad but true phenomenon of human nature.



When new members first attend your club meeting, be sure they are greeted and made to feel part of the group. Members may not know each other, especially in county/region 4-H clubs. Many children are shy and have a difficult time in getting acquainted. Take the initiative of introducing them and their parents to the club and its activities. Regularly include group interaction activities at club meetings so *all* members can get to know each other better. If new members don't feel comfortable with the club fairly soon, they probably won't be back. And they may not be happy!

Set a Positive Example

Your club and its members must set a positive example. For your message about 4-H to be believable, your club and its members must practice what your promotion preaches. Don't oversell 4-H. Tell about the big picture of 4-H but be honest



about your local version (club). Members should be examples of kids who are neat and well-behaved. However, don't expect "perfection." Kids must still be kids! Tell the story of what and how much members have *learned* from being in 4-H. After all, learning is the true goal of 4-H.

Promotion Tips

Promotion lets people know about the good *and* the bad.

Be sure your club is telling a *positive* and accurate story about 4-H. Otherwise, more people may learn something unfavorable and not the good of 4-H. What people think (their perceptions) is often more influential than the truth. Therefore, your promotional efforts should be positive and polished. It need not be perfect, but avoid shabby, poorly planned and conducted promotion efforts. For instance, make sure posters are neat and complete. A professional artist isn't necessary, but club members should take their work seriously!

Promotion should happen all of the time. Although special 4-H promotional events are held, this is only part of a total effort. Promotion is a *continual* process. The public today is a different one tomorrow. This is because people move. Also, what wasn't important last month may be today. If you stop telling your message, you're missing people who may now be listening.

Promotion should use different channels. People have many senses. The more senses that are used, the easier learning occurs. For people to learn about 4-H more easily, vary the ways you promote 4-H. Use sight, sound, and other senses where possible.

Best yet, use a combination. Make posters, send announcements to radio stations and newspapers, place a display or bulletin board in a prominent location, etc.

More promotion isn't always better just because it's more.

Sometimes people think that, to improve a situation, just do more than you're doing now. But what if what you're doing now isn't good? Doing more of it will just make matters worse. This is very true in promoting 4-H. If what is being said about 4-H today and the way it's being presented isn't accurate, more of it will certainly do more harm than good. Helping to change the message in this case is more beneficial than encouraging promotion of an inaccurate image of 4-H. Never attack. Instead, be positive.

Be Creative!

Because people today are bombarded by all sorts of sensual stimuli through television, radio, computers, etc., they can easily become bored. They expect to see, hear, and try new things all of the time. Use this idea to your advantage! Try a new way to promote 4-H! Be unique and get noticed!

Here are a few ideas to promote 4-H in your area. Use and adapt them as needed. Remember, *be creative!*

**Some 4-H
Promotion Ideas**

- "Tell a friend about 4-H." Suggest that members tell their friends about 4-H and encourage them to join a 4-H club.
- Participate in National 4-H Week, county 4-H week, or other special promotional campaigns in your county.
- Wear 4-H jackets, buttons, T-shirts regularly—to school, club meetings, shopping, etc.
- Conduct community service projects regularly. Not only is this good for the community, it's also good public relations for 4-H.
- Send announcements about your club's activities to local newspapers and radio and television stations. This is a good job for a club secretary or reporter, with the help of an adult. Refer to *How to Write a News Release* (see page 351).
- Hold a club open house for current and new members and parents, and others, such as

reporters, local government officials.

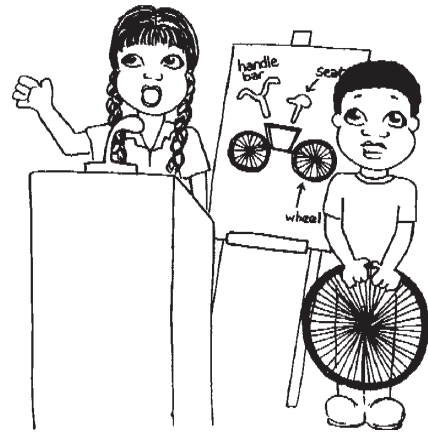
- Conduct a 4-H poster-making party/contest and put the best posters in public places (with permission). Be sure to include the 4-H name and how to join 4-H (including phone-number) on posters and displays, and in

other promotion, too.

- Send thank-you

letters from your club to groups and individuals who have helped 4-H and your club.

- Purchase and donate 4-H placemats for use in local restaurants.
- Arrange for members to give 4-H public presentations at school, in libraries, and to community groups.
- Encourage your members to participate in community functions, such as parades, as a 4-H club. Display a 4-H banner. Better yet, create a special banner just for your 4-H club.



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4-H

Leader Training Series



How to Write a News Release

News story vs. feature story

What is news?

Newspapers, radio, and television are excellent media for letting the public know about 4-H and the accomplishments of participants. A *news release* is an effective, accepted way to share information about 4-H with the media. One can be easily prepared by 4-H staff as well as volunteers. Here is an overview of the main considerations in preparing and distributing a news release:

There are two main types of stories. A *feature* story typically covers a human interest subject and is more in-depth. A news story gets right to the point with *news*. This is an important distinction. Anyone can write a news release to send to local media, but a feature story is usually done by a reporter. However, a news release written by you may alert a reporter to write an in-depth feature story about the news you have announced.

News is different things to different people. However, the decision as to what makes the news in the media will be decided by the reporters and editors of the media. Before you prepare a news release, try to consider the story from the reporter's perspective. Make sure it's *newsworthy*. Pay attention to what the media see as important and try to give them stories that fit their interests and needs. Remember to focus your efforts on *local* media first. Local weekly newspapers and small, local radio and cable television stations are much more likely to cover your story than larger, daily, regional newspapers, or big-city radio and television stations.

*Adapted from: Keith G. Diem,
Ph.D., County 4-H Agent,
Somerset County, New Jersey,
1994*

Two kinds of news releases

News releases can be written to promote an upcoming event or as a follow-up report to something that already happened. Although many media people prefer the advance-notice stories, some events, such as the receiving of an award, can only be reported after they occur. Find out which type of articles your local media prefer. Either way, plan ahead and be sure to give enough notice. After all, *old* news is no longer news at all!

Develop a list of local media

Create an accurate list of local newspapers, as well as radio and television stations. Don't forget other organizations and institutions which may be interested in your news. Examples might include schools, local government, etc. Your 4-H office may already have such a list. If not, there are also various printed directories of local media. You can also check the telephone directory or look for the address of where to send news to local newspapers in the newspapers themselves, and call radio and television stations for this information. Be sure to keep your list up-to-date: media people typically change positions and employers frequently.

Prepare news releases using an “inverted pyramid” style

An *inverted pyramid* means that you put all the most important information first in the news release. It helps the editor/reporter decide quickly if the article is newsworthy. It later helps readers decide if the story is relevant to their interests. Here are some tips in preparing a news release using the inverted pyramid style:

1. Date the article.
2. List a contact person's name, address, and telephone number.
3. Devise a suggested title or headline for the article.
4. The first paragraph should include all the necessary information, referred to as the “five W's”
 - Who
 - What
 - When
 - Where
 - possibly Why and How.
5. Succeeding paragraphs can include additional details of How and Why.
6. Include local names and town or city of residence whenever relevant. Local media especially like to mention names in their circulation/broadcast area.
7. Be sure to include the contact person's name and address/telephone number in the article as appropriate.

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8. Besides more information about the 4-H club or event being featured, include the address and/or telephone number of the regional 4-H office. In other words, promote *all* of 4-H while you have the opportunity.
 9. Integrate the following non-discrimination statement somewhere into your news release.

University of Vermont Extension and U.S. Department of Agriculture, cooperating, offer education and employment to everyone without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or familial status.

10. Some radio and cable television stations will require a specific format, usually in shortened, outline form instead of a standard news release.

Follow-up personally with your news release

Most times you will be mailing your new releases. However, if you can (or if the story is extra important), deliver it personally to the local media office. If you don't, follow-up your mailing with a telephone call to the local reporter or editor for best results. To do this, it is helpful to know these people, so make it a point to get to know them.

Involve media people regularly in what you do

The best way to help attract and maintain positive coverage of your events and activities is to involve local media representatives in your program all year long. Don't just invite them to attend; invite them to come and *do* something. Examples include judging 4-H projects and contests, serving as emcees for special events, members of advisory boards, etc.

Other tips for working with mass media

- Return calls from mass media representatives as soon as possible. Call them back again if you have to get facts.
- Write *constructive* letters to editors to thank them for good coverage/accurate stories as well as to "correct" inaccurate stories.
- In an interview situation, try to redirect a misguided question to give *your* story. Avoid making long statements that might get cut in length and, therefore, be printed/aired out of context. Think *sound bite* (10-20 word thoughts at a time).

Examples of news releases

Examples of pre-event and post-event news releases are included in this information sheet. Typing your news releases will increase the acceptance of your information. However, if you absolutely cannot type them, either *print* very *neatly* or telephone the information in.

SAMPLE #1

(Advance-notice article)

4-H NEWS RELEASE

May 17, (year)

Contact: Chris Clover, Leader of Greentown 4-H Club
4 Clover Way, Greentown, VT 05444 (802) 444-4444

Greentown 4-H Club To Hold Open House, June 19

The Greentown 4-H Club will hold an Open House on Friday, June 19, from 7:30 to 9:00 pm at the club leader's home on 4 Clover Way. The purpose is to attract new members. The admission is free and refreshments will be served. Parents are encouraged to attend with their children.

The club normally meets the first and third Tuesday of each month at 7:30 p.m. at Clover's home. The club's projects include woodworking, science, and bicycling. They also conduct community service projects like one they were honored for recently, and also have many fun activities like parties, trips, and camps.

The club currently has eight 4-H members, boys and girls ranging from grades 4-10, from Greentown and several neighboring towns. However, any boy or girl, grade 4-12, from anywhere in Green County is welcome to join.

For more information about the Open House or the Greentown 4-H Club, call Mr. Chris Clover at 444-4444. For other 4-H Clubs in Green County, contact the local 4-H Office of University of Vermont Extension at 555-4141. Membership in 4-H is offered to all kids, grades 1-12, without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or familial status.

SAMPLE #2

(Follow-up article)

4-H NEWS RELEASE

January 29, (year)

Contact: Chris Clover, Leader of Greentown 4-H Club
4 Clover Way, Greentown, VT 05444 (802) 444-4444

Greentown 4-H Club Members Cited for Environmental Work

The eight members of the Greentown 4-H Club received a special plaque from the Greentown Town Council last week for their efforts in cleaning up Greentown Park, three local roadsides, and the banks of the Green River during the past year.

The club members thought of the idea when they were planning their activities for the year back in September, said Chris Clover, volunteer club leader, of Clover Way. They wanted to do something to help the environment and the community, so these projects were perfect.

The club members worked with the club leader and parents to get the permission and equipment needed, and spent most of their weekends this fall doing the work.

Mary Jones, age 13, club president, accepted the award from Mayor Tom Smith on behalf of the entire club in a special ceremony held at the Town Hall. Jones lives on Maple Avenue. Other members of the club include Fred Schmidt age 11 of Oak Court; John Norton, age 10 of Main Street; Sue Lipfeld, age 13 of Clover City; Alex Baldwin, age 14 of Silverton; Mohammed Andrea, age 14 of Telltov Street; Mitzi Appleton, age 15 of Gurty Avenue; and Bill Ramos, age 16 of Clover Boulevard.

The club meets the first and third Tuesday of each month at 7:30 p.m. at Clover's home. The club's projects include woodworking, science, and bicycling. They also conduct community service projects like the one they were honored for recently, and also have many fun activities like parties, trips, and camps.

For more information about Greentown 4-H Club, call Mrs. Clover at 444-4444. For other 4-H Clubs in Green County, contact the local 4-H Office of University of Vermont Extension at 555-4141. Membership in 4-H is offered to all kids, grades 1-12, without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or familial status.



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Vermont

4-H

Leader Training Series



How Effective is Your 4-H Club?

Successful clubs result from all members and leaders working together. They use five sequential phases of learning: get acquainted, goal setting, action, measuring progress, and recognition of members' achievements. Here is a checklist to help determine how well your club is doing. For the most honest results, ask several people independently to complete it—such as other leaders, parents, and members. To make the best better, work to improve your club's weak points. If you need help, ask your county/regional 4-H staff.

A Checklist for Success

	Yes	No
Is the club a good balance of learning and fun?	<input type="checkbox"/>	<input type="checkbox"/>
Are meetings held at regular times and places, convenient for all or most of the members?	<input type="checkbox"/>	<input type="checkbox"/>
Do all members know each other or are provided opportunities to mix well and learn about each other?	<input type="checkbox"/>	<input type="checkbox"/>
Are meeting rooms arranged so people are comfortable and feel part of the group?	<input type="checkbox"/>	<input type="checkbox"/>
Do meetings include get acquainted activities/recreation, business, and project work and/or another education program?	<input type="checkbox"/>	<input type="checkbox"/>
Does your club hold at least one business meeting a month?	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from: Keith G. Diem, Ph. D., County 4-H Agent, Somerset County, New Jersey, 1990, revised 1994

	Yes	No
Do your club's business meetings follow a regular order of business?	<input type="checkbox"/>	<input type="checkbox"/>
Do meetings follow basic parliamentary procedure and flow in an orderly fashion?	<input type="checkbox"/>	<input type="checkbox"/>
Do members pay attention at meetings and is excessive talking kept to a minimum?	<input type="checkbox"/>	<input type="checkbox"/>
Does your club own or have access to 4-H and American flags so the Pledge of Allegiance and 4-H pledge can be made at meetings?	<input type="checkbox"/>	<input type="checkbox"/>
Does your club have and follow an up-to-date constitution?	<input type="checkbox"/>	<input type="checkbox"/>
Are members able to learn by <i>doing</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
Are officers and other members involved in planning and conducting meetings and activities, with minimum adult intervention?	<input type="checkbox"/>	<input type="checkbox"/>
Are activities/projects, done by the club, interesting and challenging to both young and older members?	<input type="checkbox"/>	<input type="checkbox"/>
Do older members <i>help</i> , not inhibit, younger members? (Are older members <i>given an opportunity to help</i> ?)	<input type="checkbox"/>	<input type="checkbox"/>
Are main points of the regional 4-H newsletter announced/discussed at each meeting?	<input type="checkbox"/>	<input type="checkbox"/>



	Yes	No
Are all 4-H families urged to read the regional 4-H newsletter regularly?	<input type="checkbox"/>	<input type="checkbox"/>
Do members participate in county/regional 4-H functions (beyond the club and project), such as the county/regional 4-H day or county/regional festival?	<input type="checkbox"/>	<input type="checkbox"/>
Do members give public presentations at club and/or county level?	<input type="checkbox"/>	<input type="checkbox"/>
Are parents individually <i>asked</i> to help with specific club functions, such as teaching a lesson, helping with a club banquet, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
Are all members made to feel equally welcome and comfortable to participate in meetings and activities?	<input type="checkbox"/>	<input type="checkbox"/>
Are club activities planned far enough in advance so all members can attend?	<input type="checkbox"/>	<input type="checkbox"/>
Are both boys and girls from all races, colors, and national origins readily accepted into your club?	<input type="checkbox"/>	<input type="checkbox"/>
Is your club and its meeting place accessible to members with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
Do members complete 4-H projects on time and keep record books up to date?	<input type="checkbox"/>	<input type="checkbox"/>
Is your club involved in community service?	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Does your club regularly promote 4-H in a positive way?	<input type="checkbox"/>	<input type="checkbox"/>
Does your club recognize its members' positive points in many ways, without relying too heavily on competition?	<input type="checkbox"/>	<input type="checkbox"/>
Will kids be better off because they were members of your 4-H club?	<input type="checkbox"/>	<input type="checkbox"/>



2004

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