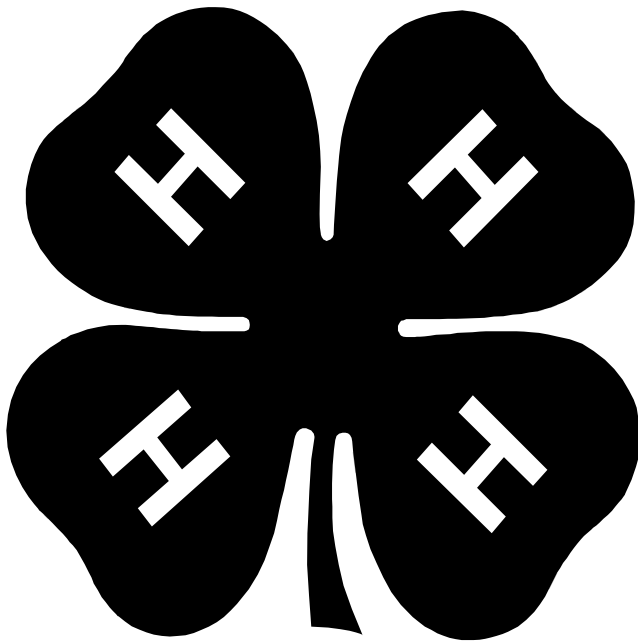


4-H Leader

Manual



MICHIGAN STATE
UNIVERSITY
EXTENSION

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Dear 4-H Leader:

Leadership. What does it mean to you? This guide has been developed in part to help you as a 4-H Leader, new or experienced, determine the answer to that question and to understand, at the same time, that the key to the answer is you.

There are two key ingredients that good leaders possess. The first is fun. You, as a 4-H Leader, should be able to communicate a sense of enjoyment to each 4-H member that you work with. The ability to create a comfortable meeting environment is as important as the information you communicate and the skills you impart. If the 4-H member can have "fun while doing", they will thrive. The second ingredient is the ability to perceive and communicate the idea that learning is a lifelong experience, one that will transcend formal schooling long before it has transcended the human being question for understanding inside you. Most important of all is your ability to achieve the proper blend in communicating them within your 4-H environment.

No two clubs, like leaders, have the same requirements for achieving an enjoyable educational experience. It is your challenge as a 4-H leader to utilize your creative abilities towards achieving that balance. This leader's notebook will provide ready references to many aspects of the Michigan State University Extension Service 4-H Youth Programs. Whether you are a new leader or have been previously involved, we hope that this notebook will be useful in providing answers to the many questions that should arise.

Remember that no question is too trivial. If you have a question or a situation that bothers you, do not hesitate to call the office so that we can work with you to resolve it. Do not let it go and let it continue to fester inside you.

Do not assume that because you were in 4-H as a youth that you are sure of answers. A lot has changed since that time, but one thing is still constant. This is all about **Youth Development**, not about developing a project. The project is only the tool that is used. If you can remain focused on this one concept, then you can be assured that you are here for the right reason.

With this as your guide, and the office at your right hand, we hope that this will provide both you and your members with positive experiences that are "MORE THAN YOU EVER IMAGINED".

Sincerely,

Lori Warchuck
4-H Program Assistant

HISTORY

There is much confusion as to when 4-H officially began. There is conflict among states as to who holds the title of where 4-H first originated. Some information indicate the first record of any known 4-H Club was in 1864 when Horace Greely started some corn and crops clubs with boys. As early as 1900, several district school superintendents started various clubs for boys and girls. Under the inspiration of Dr. Liberty Hyde Bailey of New York, junior naturalists clubs were organized in rural schools. Seaman A. Knapp began boy's clubs to demonstrate corn growing and crop rotation in his fight against the boll weevil. A.B. Graham began club work for both boys and girls in Ohio in 1905.

The First Morrill Act of 1862, which authorized the land-grant universities, and the Second Morrill Act of 1890 provided for support to land-grant universities. The Smith-Lever Act of 1914 was federal legislative action that authorized the Cooperative Extension Service and thus the 4-H Program. Michigan State University is Michigan's land grant university and the home of this state's Extension Service.

With the passage of the Smith-Lever Act, O.H. Benson, who because of his work in Iowa became an Associate of Dr. Knapp in Washington, D.C., Mr. Benson was placed in charge of boy's and girl's club work for Northern and Western United States. It was Benson who furnished the inspiration for the 4-H Motto, and much of the early planning for expansion of 4-H Club work.

In 1915 there were 4-H Clubs in forty-seven states. During World War I the energy of the 4-H member was devoted to raising food. Additional funds were provided, and a large staff of temporary agents were employed. The result was a rapid increase in the number of 4-H clubs and members. More than 1,000,000 4-H members were enrolled. Following a period of readjustment after World War I, 4-H club work showed a continual growth. Sound long-term objectives emerged and the functions of the 4-H clubs as an educational tool now became better understood. Some states developed 4-H programs in close relationship to local school districts. Others established clubs as a community program separate from schools.

Some important characteristics of 4-H club work are year-round carefully outlined projects; county, state and national events; use of local volunteer leaders and recognition of member/leader achievements. The 4-H program is known and copied throughout the world.

When the Extension Service was set up by the Smith-Lever Act in 1914, it served mostly farm families. But, Extension's assignment then, as now, was to disseminate useful information to all people. Today the Cooperative Extension Service and its 4-H programs serve people in towns, cities, and rural areas with information on agriculture, home economics, community development and related subjects.

4-H is conducted in all 83 counties of Michigan by County Extension Agents and program assistants. They plan youth programs, with county 4-H advisory committees comprised of local 4-H leaders. Programs are based on local needs. Since people's needs vary, 4-H programs differ from county to county and from state to state.

The volunteer leader is the backbone of the 4-H program. 4-H Staff and leaders work together to identify challenges they wish to work on. Agents provide training for you, and you in turn, teach youth.

The 4-H program is for all youth - rural and urban - from all racial, cultural, economic, social, all family status and ethnic backgrounds. Michigan girls and boys are involved in 4-H in a variety of ways: as members of organized 4-H clubs, as participants in special interest groups, school-based programs and as enrollees in short-term projects. 4-H reaches youth through television, camping and other educational methods; and in programs planned to meet specific needs of youth and the communities where they live.

Girls and boys "learn by doing" in 4-H – EXPERIENTIAL LEARNING. Today youth take an active part in learning. They participate in projects that give them knowledge of science, agriculture, home economics, personal development, community service, leadership and citizenship. Often the knowledge they gain leads to a career. They also learn to define and solve some of the problems facing them and their communities. These include problems of environment, health and drug abuse.

The project continues to be a unique and vital part of the 4-H program. Flexibility is a key to 4-H -- in the kinds of learning offered, the delivery methods, and in the variety and size of projects. Some of the most popular projects are food & nutrition, clothing, woodworking, livestock, sports, health, community service and leadership. Other 4-H projects include horses, bicycles, aerospace, community development, electricity, environmental protection and conservation, home gardening, photography, entomology, plants, small engines, pet care and personal development. Older girls and boys may satisfaction and challenges in projects in community service, clowning, self esteem, the arts, consumer education and leadership. In Michigan there are more than 130 projects to choose from, including self-determined projects. Programs are available in farm, rural, suburban, and city areas.

4-H TODAY

4-H is the Children, Youth, and Family education component of the Extension Service, which is conducted jointly by the U.S. Department of Agriculture, the state land-grant university and your county government.

The Extension Service was established to educate, to interpret, and encourage the practical use of the knowledge that comes from scientific research. The name, Extension, comes from the mission of the agency, to "extend knowledge to the public."

THE STORY BEHIND THE 4-H CLOVER

The 4-H clover emblem is a symbol of growth for millions of 4-H members and alumni. This emblem has been a familiar symbol to Americans for nearly three quarters of a century. During the early 1900's what is now 4-H was given various names - boy's and girl's clubs, agricultural clubs, home economics clubs, corn clubs, tomato clubs, cotton clubs, canning clubs, etc.

The first emblem design for boys' and girls' club was a three-leaf clover, introduced in 1907 by O.H. Benson of Iowa. The emblem was being used at that time on place cards, posters, badges, canning labels, etc. In 1908, this emblem was used on pins and the three H's stood for Head, Heart and Hands.

Around 1909, Benson and others began using a four-leaf clover design. Benson said that the H's should stand for "head, heart, hands and hustle... head trained to think, plan and reason; heart trained to be true, kind and sympathetic; hands trained to be useful, helpful and skillful; and the hustle to render ready service, to develop health and vitality..."

At a meeting in Washington, D.C. in 1911, club leaders adopted the present 4-H design, a green four-leaf clover with a white H on each leaf. O.B. Martin of South Carolina, suggested that the 4-H's stand for, Head, Heart, Hands and Health to represent the equal training of the head, heart, hands and health of every child.

The term 4-H was first used in a federal publication written in 1918, by Gertrude Warren. In the early 1920's a group at a conference in Washington, D.C. discussed the need to give boys' and girls' club work a distinctive name that could be used nationally. Several people, including Miss Warren, favored 4-H as the name for the organization. In 1924, Boys' and Girls' Club work became known as 4-H.

Also, in 1924, the 4-H clover emblem was patented. At the end of the 14 year patent term, Congress passed a law to protect the use of the 4-H name and emblem. The 4-H emblem is still protected by Congress from commercial and unauthorized use. The four-leaf clover circles the globe and represents 4-H and similar youth organizations in the U.S. and in many other countries. (Please see the chapter entitled "Proper Use of the Clover".

**Much of information provided by Karen Perry, County Extension Agen, Harbor OH, from materials provided by the MI 4-H club Development Committee/Sept. 1991.

THE PLEDGE

At each of your 4-H club meetings, your members repeat these words at the beginning of their meeting:

“I Pledge
MY **HEAD** to clearer thinking,
MY **HEART** to greater loyalty,
MY **HANDS** to larger service and
MY **HEALTH** to better living,
for my club, my community, my country
and my world.”

The pledge was officially adopted in 1927 by the 4-H members and leaders attending the first National 4-H Club Camp in Washington, D.C. Otis Hall, State 4-H Leader from Kansas, wrote the pledge. When the Executive Committee of the Land-Grant College Association asked Dr. R.A. Pearson, President of Iowa State College and Dr. A. C. True of the Federal Extension Service to write a pledge for 4-H, they submitted the one written by Hall.

The 4-H pledge has been changed only once since 1927. At the request of several states and on the recommendation of 4-H members attending National 4-H Conference, the pledge was changed in 1973 to include "my **World**".

The 4-H members and Leaders, attending National 4-H Camp in 1927, also adopted the 4-H motto: "To Make the Best Better." The motto was proposed by Miss Carrie Harrison, a botanist in the Bureau of Plant Industry. Like the 4-H pledge, the motto has remained the same through the years. Both carry a great deal of meaning for millions of 4-H members.

WHAT IS 4-H?

4-H is a learn-by-doing, educational and fun program for youth. County and state staff and specialists help volunteer leaders with this program by providing them with information, support and training so young people can gain meaningful, education experiences in a group setting. The experiences are designed to help youth in their growth and development and to compliment such experiences at home, school, church, and other youth organizations.

WHO IS INVOLVED?

In the United States, over four and one-half million young people are involved in 4-H. Traditionally, 4-H has been offered to young people between the ages of 9 to 19. However, that has been changed. People from the ages of 5 to 8 are now joining with our CLOVER SPROUT program, and volunteers of older adults are encouraged to join. Some famous 4-H alumni are John Denver, Johnny Carson, Orval Redenbacher, and the late Jacqueline Kennedy Onasis.

HOW IS 4-H ADMINISTERED?

4-H is one of four programs of the Extension Service, a branch of the U. S. Department of Agriculture. Each state has the service administered by staff at a land grant university. In Michigan's case it is Michigan State University. Facilities and visable education materials are just two of the services available through MSU to the county Extension offices throughout the state. Another valuable part of the Extension concept is the support also given by state and county governments.

WHAT IS THE EXTENSION SERVICE?

Extension is the educational arm of the United States Department of Agriculture and outreach of the Land Grant Universities. It was established in 1914 by the Smith Lever Act to provide educational programs to people in informal settings. Extension provides information and offers on-going educational programs in three areas: Agriculture and Natural Resources, Children Youth and Family (this area is where the 4-H program is defined), and Community and Economic Development.

Publications are available in the Extension Office. These publications contain helpful information in all the above-mentioned subject area. They are available at either no charge or for a nominal fee.

Workshops are also provided in a variety of areas as part of the services available.

WHO IS IT FOR?

The Cooperative Extension Service is an educational agency with programs open to all people regardless of race, creed, sex, national origin, or handicaps. Residents of the county, working through advisory councils, community organizations, other agencies and the county Board of Commissioners help guide and assist Extension's work with programming policy and financial support.

Michigan State University provides professional staff to deliver the educational "learn-by-doing" information, prepared by specialists, to people in the counties. The primary function of the 4-H staff is to provide opportunities for young people to take advantage of the many 4-H programs available. More than 150 project areas have been developed. These projects are provided through the use of volunteer leaders who are recruited by Extension staff or other volunteers.

Volunteers are the MOST IMPORTANT part of the 4-H program. They organize and take advantage of the educational/informational material available through 4-H. It is the responsibility of volunteers to conduct the activities they feel will help them give this experience to youth. The role of the 4-H staff is provide the support base for helping volunteers successfully accomplish their mission. 4-H staff provides a liaison between specialists at M.S.U., help coordinate meetings, conduct special activities, provide training for leaders, and recruit additional people to help meet the needs of an ever-expanding group of youth.

Many 4-H programs exist strictly because volunteers have organized to conduct them. Volunteers take the leading role in organizing and conducting activities. These can be workshops or special activities such as Spring Achievement. 4-H staff serves in an advisory capacity to ensure the program is made available to all youth and adult participants in 4-H.

Other groups, such as Council and Developmental Committees, are also sources of information and support. These committees are comprised of teens and adults with an interest in a particular area. They meet periodically to chart the course of project areas and plan special activities.

WHO PAYS THE BILLS?

The Cooperative Extension Service (C.E.S.) is sponsored jointly by the State of Michigan, the local county government, and the United States Department of Agriculture. The U.S.D.A gives each state a federal grant to provide educational programs. Each state is encouraged to match the federal grant with state monies

These monies are administered through Michigan State University. M.S.U. employs Extension staff who work in counties with local citizens in planning and conducting programs in Agriculture, Home Economics, 4-H Youth, Natural Resources, and Public Policy.

The County Board of Commissioners contributes to C.E.S. by providing office space, clerical help, Program Assistants, some transportation, and office supply costs for conducting educational programs. In effect, Cooperative Extension is a "cooperative" program of federal, state, and county governments.

RESPONSIBILITY OF THE 4-H YOUTH AGENT AND THE PROGRAM ASSISTANT

1. Administer and coordinate the total County 4-H Youth Program, including events and activities.
2. Assist leaders in organizing 4-H Clubs. The St. Clair County Cooperative Extension Service is a source of information and supplies.
3. Provide, arrange and coordinate leader and member workshops and trainings.
4. Utilize developmental committees when possible.
5. Work closely with County Council and Project Developmental Committees and leader groups.
6. Meet with new leaders and prospective leaders to help them understand the 4-H program and involve them according to their abilities and preferences.
7. Motivate leaders, clubs and members to do the best job possible for 4-H.

WHAT IS THE 4-H AGE POLICY?

Any youth between the age of 5 and 19 is eligible to be a 4-H member in St. Clair County and participate in many 4-H activities. Children from the age of 5 to 8 are known as CLOVER SPROUTS, and may participate in selected activities only. Check with your local 4-H club or the 4-H Youth Office in St. Clair County for further details. AVAILABILITY OF QUALIFIED LEADERSHIP AND THE TYPE OF PROJECT OFFERED ARE MAJOR FACTORS IN DETERMINING AGE LIMITS WHICH LEADERS MAY IMPOSE ON INDIVIDUAL CLUBS. 4-H is computed by the age that the youth is on January 1st of the 4-H year. (The 4-H calendar year runs from September 1 through August 31). Whenever there is reference to a child's age (such as for workshops, events), it is their 4-H age of January 1st that they refer to, not the child's chronological age at the time of the event or workshop. If you wish this to be clarified, please be sure to ask your 4-H staff.

THE DEVELOPING 4-H'er

Growth produces new skills for living. Many kinds of skills are learned in 4-H, but all focus into one or more of the following five basic life skills:

1. The 4-H'er develops self awareness by seeking the fullest extent of his or her unique potential.
2. The 4-H'er develops an ability to learn and obtain information for a life long spirit of inquiry.
3. The 4-H'er develops the ability to use knowledge in a productive way that contributes to the betterment of the community and the world.
4. The 4-H'er develops a sense of social responsibility by becoming involved in the solutions for those concerned.
5. The 4-H'er develops the ability to change by becoming aware of the world which is constantly changing.

Please refer to the policy section for ***MICHIGAN 4-H GUIDING PRINCIPLES***

AS A VOLUNTEER. . .

YOU HAVE THE RIGHT TO:

- say yes or no
- volunteer or quit
- establish convenient times to do volunteer work
- be given support and training
- expect support from parents
- expect members to complete their projects
- ask members to attend meetings, be on time, bring materials etc.
- limit the number and age of members in your club
- set standards of performance
- select projects and activities you feel confident in teaching

YOU HAVE THE RESPONSIBILITY TO:

- set a positive example as a role model
- teach leadership, self-esteem and pride
- be a motivator of youth
- be compassionate, patient and understanding
- present challenges
- be prepared for your meetings
- listen to your group and to individuals
- see the job through
- give recognition and praise to members
- recognize Individual differences in members
- teach safety and the welfare of others
- make 4-H an enjoyable experience
- delegate responsibility to teens, parents, and members
- recruit new leaders for your club and to start new clubs
- involve all members in planning and implementing
- meet individuals' needs and encourage participation
- attend training sessions and events and encourage others to attend
- attend meetings as requested by the Extension Staff
- see that your club conforms to all IRS and Affirmative Action requirements
- see that your club meets on a regular basis and pass information on to the members that is sent to you from the Extension office

CHARACTERISTICS OF A GOOD LEADER

Encourages participation by all
Listens well; show concern and caring
Deals constructively with conflict; generally stay neutral
Adapts well when necessary
Helps define problems when necessary
Helps each side see the other's point of view
Guides a group through an experience
Uses different leadership styles when appropriate
Keeps action going
Tolerates low points in action

TEACHING TECHNIQUES

PRINCIPLES OF LEARNING: One of the most important responsibilities of a leader is to help youths acquire skills and knowledge to reach their goals. Some basic principles apply to all learning situations:

1. Young people learn best in an atmosphere of WARMTH AND ACCEPTANCE.
2. Members must have clear, SELF-DETERMINED GOALS.
3. Each youth will have DIFFERENT ABILITIES. The same learning method will not be successful with all members.
4. Adequate learning requires MOTIVATION. Self-motivation comes from basic needs, personal preference, and feelings of self-worth and belonging. External motivation, on the other hand, is based on incentives and awards received.
5. Youth must be ACTIVELY INVOLVED in selecting and carrying out the learning activities.
6. SELF-EVALUATION is the most meaningful kind of evaluation.

WAYS OF LEARNING

Young people will be more interested and more active learners if a variety of teaching methods are used. How much information a learner keeps will vary from method to method. Remember that "learn-by-doing" is a basic concept in 4-H and often the best way to retain knowledge.

Did you know...

that young people will retain approximately 10% of what they read?

that members will retain approximately 20% of what they hear?

that young people will generally retain 30% of what they see?

that when young people see and hear new material, they will retain approximately 50%?

that members will retain approximately 70% of what they personally say?

that when young people are actively involved in saying and doing, they will retain approximately 90% of the material?

DEMONSTRATIONS:

Demonstrations are traditional teaching techniques in 4-H. A leader can present demonstrations to help members learn. The members in turn will reinforce this learning by repeating demonstrations for the group. As they become more experienced, young people should be encouraged to present their demonstrations at club meetings, for parents, at achievement day, or other area and state events. As they progress they will assume an increasing amount of responsibility for choosing a subject, preparing the demonstrations and evaluating their efforts.

DISCUSSION GROUPS:

Discussion groups can help Young people increase their subject matter knowledge and learn skills in leadership and sharing. Some decisions regarding programs, meeting times, expenses, etc. can be handled well in a discussion group where everyone contributes. The members will have a greater commitment to the group when they help make the decisions. As members share information to make a group decision they will become more aware of each person's skills and contributions to the group.

Try to look at yourself as a member of the group, with no more authority or prestige than the young people, but with a special function of helping as members make and carry out group decisions. The amount of direction needed will depend on the members' age and abilities.

FIELD TRIPS:

Well planned and organized field trips will develop more interest in the project work. Trips will create group feeling and commitment. New experiences are a vital part of each person's development. Young people are always interested in meeting new people and seeing different places. You will find that this is a popular teaching technique.

EXHIBITS:

Generally, members will be excited about exhibiting what they have made and learned in their project work. This gives them an opportunity to look successful in the eyes of their friends and important adults. Each young person needs to be recognized both by his/her peers and the important adults in his/her life.

Sometimes the members will want to create a group exhibit of their work for a club meeting, fair or achievement day. This will provide them, With an opportunity to work as a group and to experience successful cooperative efforts. Young people should be encouraged to share their learning with others. They should not be required to do so.

ADAPTING TEACHING TECHNIQUES TO NEEDS OF YOUTH:

In all these methods, the leader will need to be more directive with younger members. Carefully plan how to involve all members according to abilities and interests. With increasing maturity, members should assume more responsibility for planning and carrying out activities. Adolescents should be responsible for planning and implementing almost the entire program. A leader should always be available for support and guidance.

Remember that each child develops at his/her own pace. These interests will not be observed in all children of the same age. Individual experience will also have a big affect on interests.

4-H LEADER'S CREED

I BELIEVE ...

... the 4-H member is more important than the 4-H project

... Learning HOW to do the project is more important than the project itself

... 4-H'ers should be their own best exhibits

... generally speaking, there is more than one good way to do most

... no award is worth sacrificing the reputation of a member or leader

... competition should be given no more emphasis than other fundamentals of 4-H work

... every 4-H member needs to be noticed, to feel important, to receive praise
(Leaders, too!)

... "LEARN BY DOING" is a fundamental element in any sound educational program. It is a characteristic of the 4-H program.

... enthusiasm is caught, not taught

... our product is youth, the project is the means

... a teacher can never truly teach unless he or she is learning as well

Anonymous

HELP!!!

How can I get help? Where do I go? What do I need?

Questions, lots of questions, will come up during your career as a 4-H volunteer. As an administrative or project leader, there are lots of places you can look for help. This manual is designed to be one of those places, and we hope that it answers a lot of your questions and reduces the confusion and problems. Of course, some of the best resources for ideas and help are other leaders in the county. The Extension staff is also a resource available to you. Many times the person manning the phones in the Extension office can quickly provide the information that you need.

Michigan State University is a unique resource you may use. On campus are hundreds of individuals who can help with problems, questions, and concerns. The St. Clair County Extension office can be helpful in identifying these resources. Another resource available through the University Extension Service are member and leader guide bulletins. A catalog of publications is available at your request. Those available in the office for 4-H leaders and members can be purchased at a very minimal fee. Some are free. If the office does not have a bulletin available that is listed in the catalog, you are free to order it directly or we can order it for you. Program areas also have bulletins of possible use.

The Extension office has dozens of notebooks covering many project areas. These notebooks are readily visible and are available for you to come in and look through any time the office is open. Many of these notebooks have project ideas and meeting suggestions in addition to bulletin information. Each leader may obtain a copy of the National 4-H supply Service "catalogue, which lists hundreds of items (awards,-pins, club supplies, 4-H gifts, etc.) available for purchase. Also in the Extension office is a number of resources that can be used on a loan system from our "**4-H Loan Library**".

For details on 4-H and other Extension bulletins as well as audiovisual material, contact the MSU Extension Office at (810)989-6935 or visit our office at 200 Grand River, Suite 102, Port Huron, MI 48060.

Commercial publications, library books and the world wide web can also be very useful to 4-H groups. When using the world wide web, caution should be used that the site is a reputable site. Try checking other Extension site in other states for reputable materials.

4-H NEWSLETTER: This bi-monthly newsletter is printed in the Extension office and sent to each 4-H family/leader in the county. Mailing lists are created from the information you provide us at enrollment time. This newsletter will include a calendar of items of upcoming events and interests to 4-H families. The month that the general newsletter does not go out, the administration leader of each club receives an

administrative update newsletter for time-sensitive material with deadlines that expire before the next newsletter goes out. We ask that each administrative leader contact his/her members and pass on this information.

MSU Extension Web Site: Information is also available on our web site at: <http://msue.stclaircounty.org> Newsletters are also archived there if you need to refer or retrieve any of our 4-H newsletters.

Special Letters: At different times during the year, as the need arises, you may receive short letters or cards telling of or reminding you of a particular event. Please share these with your members at your next meeting to insure that every interested 4-H member will be informed of these events. The Extension 4-H staff and committee also uses local radio and newspapers to publicize events and other 4-H information, as well as event Cancellations.

Workshops: From time to time workshops on various topics of interest to leaders will be held on the county, state and national level. Details of these workshops will be announced in advance in St. Clair County's bimonthly 4-H newsletter.

INSURANCE INFORMATION FOR 4-H LEADERS

Many times questions are asked about insurance coverage for 4-H events, volunteers and members. It is important that all 4-H Leaders understand the types of insurance coverage that is available and which insurance is appropriate in various situations.

Two basic types of insurance exists: (1) LIABILITY INSURANCE, which is provided to volunteers registered with the 4-H program who are deemed by Michigan State University to be acting within the scope of their duties of performing services for the University. This insurance protects leaders in the event they would be sued for claims of negligent acts that result in bodily injury to someone else, personal injury such as libel or slander, or damage to property of others. Coverage by the liability policy means that the liability insurance will provide defense in court for a registered leader to cover allegations of a negligent act even though the allegations may be fraudulent or false. Liability insurance coverage is automatic and is provided for all volunteers who are registered as leaders in the 4-H office annually.

One aspect of the insurance that is not covered is that concerning leaders' (volunteers) and transportation. When transporting others to and from a 4-H program in privately owned vehicles, M.S.U. liability insurance coverage is not provided. This means that your car insurance will be the primary

insurance coverage if a claim is needed. You may wish to contact your insurance carrier to be sure you have adequate coverage should you be in a position where you are transporting 4-H'ers for a meeting or activity.

Any person that has not been mentioned is not covered under M.S.U. liability insurance. This would include, for example, the owners of animals (these people should have their own liability coverage to protect for ownership of animals), or someone who owns facilities used for a 4-H program (they should have their own coverage to protect them.)

Any incidents involving bodily injury or property damage which may give rise to a claim should be reported immediately to the 4-H Youth Agent or the County Extension Director.

Another type of insurance coverage of interest to 4-H leaders and clubs is (2) ACCIDENT AND ILLNESS COVERAGE. This is a non-mandatory coverage; however, information is made available for clubs wishing take out a special policy through the American Income Life Insurance Company or another source. This insurance covers medical expenses, dental expenses from injury as well as payment for loss of life, depending upon the coverage selected. Rates for group insurance for clubs range from \$1 to \$2 a year per youth. These rates require that all club members be enrolled for the insurance.

RESPONSIBILITIES OF PARENTS

Parental interest and encouragement are major influences on young 4-H'ers. If parents are involved right from the beginning, changes are high for a successful 4-H experience.

The responsibilities of parents are:

- * Provide transportation for your children. (In some instances other leaders may help in transportation. MSU staff will not arrange car pooling with non-registered volunteers as drivers)
- * Show interest in what your children are doing and give them encouragement.
- * Provide any materials and equipment your child may need.
- * Be available to help occasionally if and when asked by the leader. Or, better yet, ... don't wait to be asked --- Volunteer!
- * See that your child not only starts a project, but also complete it. Let your children do their own work; serve only as a guide.
- * Encourage your 4-H'er when he/she succeeds and even more when he/she fails. Help him/her see progress, ***not just the end result***. Help your 4-H'er display ***good sportsmanship conduct*** and appreciate the success of others.
- * Support your 4-H leaders. Get to know them. Let them know you appreciate their efforts. Remember they are volunteers - they don't get paid for making the contributions to your child's life that they are doing.

- * Make 4-H a family affair. Get the whole family involved in 4-H events -- either as spectators, participants, or volunteers.
- * Remember the objective of 4-H is to build your sons and/or daughters into responsible citizens. The way they do their work, complete projects, conduct meetings and participate in competitive events, etc., will help set work and character patterns and standards for the rest of their lives.

HOW TO INVOLVE PARENTS

The most useful phrase leaders should impress upon parents is "4-H is not a baby-sitting service, but an educational program." Parents play a key role in the effectiveness of any 4-H club program. Therefore, it is your job as leader to help parents become active and supportive of their child's involvement in 4-H activities. Many times parents feel they must not interfere in the club's activities. As a leader, you can help them understand what's expected of them and make them feel more comfortable as 4-H parents. How? It might be a good idea to visit with parents at one of the club's initial meetings of the year to explain:

- the 4-H philosophy and mission
- the club's yearly program
- your role as Administrative or Project Leader
- projects offered
- any additional expectations you may have

Parents may be able to provide a variety of services, including phone calling, getting speakers and providing transportation. Below is a sample of a few things you might like your members' parents to help with:

- a project leader
- an assistant project leader
- phone calling
- transportation

- committee member to help plan activities
- furnish refreshments
- babysitting leaders' small children so they may attend county and state worksop and training sessions
- Spring Achievement in a number of roles

Many times it might be helpful to list the above ideas on a questionnaire for parents to fill out and return to you at the beginning of each club year. See section of manual entitled "Forms". Review the survey for those interest areas of your parents -- and utilize their talents. Many times people are shy about volunteering, but are more than happy to assist you when they are asked. Be very specific about what you need help on, and spread the duties you need among more than one parent if involves a big job. If the task is too overwhelming, they will become discouraged and will be unwilling to consider helping again.

PARENTS OF 4-H'ERS

4-H parents are indispensable in 4-H. They share both the work and success of a club. Enrolling parents as you enroll the member makes good sense, because much of 4-H work centers around the home and family. Much of what boys and girls gain from 4-H depends upon the attitudes of their parents.

A Look At Parents

What are you working with? Social scientists classify parents into four general groups.

1. Unconcerned Parents - These parents give their boys and girls no support. Their children tend not to join clubs When they do, they become "quitters," because they are not encouraged by their parents.
2. Overstrict Parents - These parents criticize and find fault with their boys and girls. They suppress the youngster's will to do things.- Club members with such parents may be insecure, frustrated and rebellious.
3. Overindulgent Parents - These parents protect an pamper their children. These boys and girls may join 4-H because their parents think it is good for them. You may find that these children lack initiative. Often parents, unintentionally, do much of the project work or record keeping. They want to "protect" their children.

4. **Balanced Parents:** These parents share planning decision making and home responsibilities with their boys and girls. 4-H is a family activity. Youth from such homes have many positive advantages. These parents discipline their children to do 4-H projects and activities with a firm but kind hand.

Each set of parents you work with is different. You must find ways to reach each kind. Vary your methods, time and the follow-up according to the kind of parents a child has.

A Look at Ourselves

4-H leaders differ in their ideas about how parents should be involved in 4-H. Some leaders see parents serving as:

1. **Chore Helpers** only - Many leaders expect help only with ordinary and necessary chores. This includes refreshments, transportation, hosting meetings, providing fund for member's projects, etc.
2. **Activity Helpers** only - Other leaders think parents are helpful only with club activities. They expect parents to help with fair, tours, fund raising projects and local club social events.
3. **Project Helpers** only - Some leaders don't feel they have time to teach subject matter at club meetings. They expect parents to be interested in the member's project and do the project teaching in the home.
4. **4-H Supporters** - These leaders encourage parents' interest and participation in everything the club and its members do. They inform parents about all parts of the club program. These leaders strive for a balance of parent chore work, activity help and project help. Leaders with this attitude gain parents with the best attitudes, interest and cooperation.

KNOW that informed parents are interested and willing to help. **FEEL** that parents that participate make a better and stronger 4-H club. **DO** give parents, opportunities to help in all phases of 4-H work and recognize them. **WHEN YOU GIVE THEM OWNERSHIP YOU GIVE THEM POWER! MANY HANDS MAKE FOR LIGHT WORK.** (However, remember that the members need to be making the decisions for the club's direction – The parents assist the leaders in helping make it happen.

Getting Parent Support

1. Ask parents to help. The most help comes from families where parents are invited to help.
2. Encourage fathers to participate and take leadership positions. Boys need association with men. Why not ask both parents to help at the same time, though they may assist in different ways.
3. Show parents that you really want their help. Don't act as though you just expect them to volunteer.
4. When you ask parents to assume responsibilities, remember that they need to be reassured and recognized for doing good work. Explain what you want them to do.
5. Keep parents informed about 4-H. They get information by attending meetings, assisting at community activities, project meetings and tours, and by assisting with leadership responsibilities.
6. Find ways for parents with different talents, different means, and varying amounts of time to participate. Not all people do the same thing well. It takes some thinking to match people with tasks. (The man who is unwilling to speak in public may be happy to help build a booth or float, etc.)

Holding Parent Interest

It is one thing to create interest, another to hold it. Here are some ideas for maintaining the interest of parents in your 4-H club.

1. Hold special events for parents
 - Parent achievement night
 - Parent dinners
 - Kick-of meeting with parents
 - Fun Nights
 - Special Club Programs
 - Regular Club meetings (parents invited by both leader and members)

2. Talk with parents
 - * Personally appeal for help
 - * Take advantage of chance meetings to talk 4-H
 - * Make telephone calls
 - * Ask for advice and use it if you can
 - * Take 4-H project tours to member's home
 - * Ask for parent's consent before a new member joins the club

3. Recognize and thank parents
 - * Ask for specific help and be sure it is meaningful
 - * Call on special abilities parents may have
 - * Use notes, newspaper articles, telephone calls, etc., to say
Thank you and show appreciation
 - * Include recognition of parents in-achievement programs

What Parents Can Do

Boys and girls gain most from 4-H when they have the support and interest of their parents. Often parents are willing to help, but are not sure how, when, or where they may get involved. Here are some suggestions for how parents can help with 4-H. You may wish to give parents this list of ways they can help.

1. Learn about 4-H, what it stands for and how it operates.
2. Help your boy or girl choose a 4-H project. .
3. Show that you are interested and enthusiastic about your youngster's project.
4. Find out what the member should do or learn in the project.
5. See that your child not only starts the project, but also completes it.
6. Encourage your 4-H'er when he succeeds and even more when he fails. Help him see progress, not just the end result.
7. Be an example! Help your 4-H'er be a good sport and appreciate the success of others.
8. Provide transportation to local meetings and county events for your child and others in the club. Or, provide refreshments for meetings or other special 4-H functions. Don't wait to be asked! Volunteer!
9. Attend 4-H meetings and other special events.

10. Help your 4-H'er find a way to participate in special events that interest him such as county contests, camps, fair, displays, or shows.
11. Be up-to-date on the 4-H information that comes to your house. Be a 4-H booster in your community.
12. Support your local 4-H leaders. Get to know them, and let them know you appreciate their efforts.
13. Offer to help the 4-H leaders. You have knowledge and skills that are needed in 4-H.
14. If the need arises, help find volunteers for your 4-H club. Several kinds of leaders are needed: organizational, project, and activity leaders. Consider helping in one of these ways yourself.
15. Make 4-H work-family work. But, let your boys and girls do their own work and complete their own jobs.- Be a guide only.
16. Remember that the objective of 4-H is to build your sons and daughters into better citizens. The way they do their work - complete projects, conduct meetings and participate in, competitive events, etc., will help set work and character patterns and standards for the remainder of their lives.

LEADERSHIP ROLES IN 4-H

Which is Best for You?

Since you have expressed an interest in becoming a volunteer with our program, we want you to give some thought about how you see yourself fitting into the program. You may already have some idea, but at some point soon we will need to identify you in a specific role and the following information should help you to make up your mind. We are certainly open to answer additional questions for you in order to help you pinpoint your decision.

Here are five types of leadership roles to choose from, each involving a different emphasis and time commitment. In many cases, one person will assume several leadership roles. In other situations, each responsibility will be taken by different leaders. In any event, you are free to choose the one which you feel most comfortable. Again, we are here to answer questions and help you in identifying that role.

ADMINISTRATIVE CLUB LEADER

This person is responsible for guiding the direction of the club and organizing the activities of the individual project leaders. This leader is also responsible for maintaining communications between the 4-H staff, club leaders, and members. This includes club and leader registration each year as well as notifying the 4-H staff of changes within the club throughout the year. The Administrative Club Leader will receive notices of all special county activities and is responsible for passing that information to club members and leaders.

QUALIFICATION:

Must enjoy working with adults and young people in educational and fun activities. Good organizational skills are helpful. Project area expertise is not mandatory, since workshops are available to teach specific skills. Many 4-H projects teach basic life skills that the leader has already mastered. An administrative club leader should have:

- an interest in youth and youth programs
- a willingness to devote time and energy to the task
- a willingness to participate in training for the task
- the ability to share decision-making and responsibilities with youth leaders and with adult leaders
- the ability to support another person while he seeks to accomplish a task
- the ability to organize and manage a team effort
- a knowledge of the 4-H program and its mission
- a knowledge of the community and its resources

TIME COMMITMENT:

Time will vary from club to club, depending on the number of club members as well as member ages, and dependent upon 4-H related activities. Must be willing to commit whatever time is necessary to see to all aspects of club needs.

SPECIFIC DUTIES:

Club Meetings

- Train and guide officers and teen leaders and assist them in setting the meeting agendas.
- Oversee club records to make sure they are up to date and that financial information is complete and accurate
- Schedule **regular** periodic meetings (Minimally 6 per year required - every other month)
- Provide updated information to members and leaders as additional information becomes available from the office, and announce 4-H opportunities

- Inform membership of necessary meeting arrangements (time, place, what to bring, etc.)
- Provide a balance (education, business, recreation) at each meeting

Program Planning

- Provide leadership for yearly club program
- Develop techniques to involve all members, parents, leaders and community representatives in planning program progress
- Meet with leaders to coordinate plans and keep informed of opportunities
- Periodically evaluate club goals and progress
- Maintain communications between members and leaders

Liaison

You are the position between the office and the members and leaders of you club. Please plan to:

- Respond to correspondence from 4-H office and inform club
- Inform parents of club plans and seek parent's involvement
- Maintain relationships with community individuals
- Keep project leaders informed
- Encourage project leaders and members to utilize workshops as much as possible
- Encourage members to compete for county and state award programs
- Stress project and activity record keeping by all the members
- Share information with the office about activities and progress in your club/ communicate with the office staff regularly
- Adhere to all deadlines

Enrollment:

- Re-enroll all previous members and leaders during the registration period each year, including updating computer information on leaders and members. (New leaders and new members may register at any time of the year).
- Provide a financial statement of the club to the office.
- Recruit project, resource, activity and teen leaders as needed.
- Provide Club updates on project availability.
- Update membership changes as they occur each year.
- Turn in paperwork on new members to the office in a timely manner.

4-H PROJECT LEADER

RESPONSIBLE TO: 4-H Administrative Club Leader and/or 4-H Staff

QUALIFICATIONS:

Candidates for project leaders must enjoy working with young people in educational, fun activities. Limited skill in the chosen project area(s) is necessary; however, training programs are available at both state and local levels to teach new skills should the leader wish to become involved in a new project or advance in a project area.

GENERAL RESPONSIBILITIES:

The main responsibility of project leader is to teach and help 4-H members learn a project skill. If the project leader is affiliated with a club, he or she will work with the coordinating leader in conducting meetings which teach a specific project. A project leader may work independently with groups of youth who are learning a project skill. **The project leader does not get involve in registering any member or leader for a project area.** They refer those people to the administrative leader. It is recommended that they assist the general leader by encouraging members to apply for county and state awards available.

TIME COMMITMENT:

A project leader usually spends two hours per session in teach the project skill. This may vary, as well as how often the sessions meet, according to the members' age, number of members, specific skill, etc. A project leader may teach more than one project during the year to the same or different group(s).

ORGANIZATIONAL

- Secure literature and distribute to members
- Determine frequency of meetings
- Help members keep record books (don't do it for them)
- Assist administrative leader with information flow and appropriate forms
- Use planning and evaluation sheets as part of the project.

EDUCATIONAL

- Help members set goals
- Encourage members to give share information that they have learned with others.
- Utilize the services of teens as leaders whenever possible
- Use audiovisual materials, speakers and resource leaders as teaching aids
- Praise and encourage
- Use constructive criticism
- Evaluate project progress
- Encourage members to attend workshops and participate in county and state opportunities
- Attend leader workshops periodically

RESOURCE LEADER

RESPONSIBLE TO: 4-H Administrative Leader or 4-H Staff

GENERAL RESPONSIBILITIES

The resource leader is a volunteer who has expertise in an area, however, does not necessarily have on going direct contact with the members They may choose to work with a club(s) offering advice or helping plan a meeting or activity with an administrative leader or project leader.

SPECIFIC DUTIES

To help, as needed, with the expertise they have for that area. Resource leaders are available to other leaders as resources. Communication needs to be maintained with the administrative leader so that they are aware of the extent of your involvement, and to ensure that your personal information is updated every year at reenrollment time.

4-H ACTIVITIES LEADER

This person provides overall coordination of an event or activity. This leader may also conduct club, county, or district activities which center around project skills or personal development.

RESPONSIBLE TO: 4-H Administrative Leader

GENERAL RESPONSIBILITIES:

To coordinate and plan activities and trips for their club, as well as planning and conducting fundraisers and benefits. In many clubs, the members themselves take on the activity responsibilities themselves. A leader is still requested to overlook their planning especially if the group is of lower ages.

MIDDLE MANAGERS

QUALIFICATIONS:

1. Persons filling in this position must have a good knowledge of the county 4-H program and its clockworks.
2. Must have a “people” personality and be able to relate and work with a lot of different personalities.
3. Need to be supportive of the Extension program and ideas.
4. A previous successful experience in 4-H is a plus.
5. The ability to support, supervise, and evaluate 4-H programs.
6. Those persons versatile in conflict resolutions will be helpful.

SPECIFIC DUTIES:

The volunteer filling this roll will act as a direct liaison between the clubs and the Extension staff. They will make direct contact on a regular basis with a designated number of clubs (this amount will vary according to the number of middle managers acting in this capacity) On site club visits are requested minimally during the year. Regular phone contact will be expected. You will be used to represent the interest of the 4-H clubs which you oversee and communicate their needs or opinions to the Extension Staff when requested or the occasion warrants. A monthly contact will be made with the staff to review the calendar of events and program information. You will be asked to be involved with the training and maintenance of clubs and leaders. You may analyze, help evaluate and make recommendations on club effectiveness, workshops, and programming.

TIME COMMITMENTS:

The time for this position will vary according to the number of middle managers in place, as well as the full extent of duties that are requested. It would be expected that a minimum number of hours to be expected would be on an average of 4 to 6 hours a month. This would vary per month depending on the current activity(s) taking place at any one particular time of year.

REWARDS:

Personal satisfaction can be expected from your involvement of this program. Your involvement will serve as a tremendous tool for strengthening the program and structures of the club. You receive recognition by 4-H Leaders. There will be the opportunity for additional training at regional, and possibly state or national conferences.

WITHIN YOUR CLUB YOU MAY HAVE YOUTH WHO WANT TO TAKE A LEADERSHIP ROLE. IN THESE INSTANCES WE CALL THEM TEEN LEADERS. THE FOLLOWING INFORMATION WILL HELP YOU UNDERSTAND THEIR VOLUNTEER DESCRIPTION:

TEEN LEADERS

This position allows an older teen the opportunity to work with younger 4-H members to help them learn by doing. The Teen Leader, besides gathering useful experiences, also relieves some of the pressure on adult leaders in organizing and maintaining clubs. In Michigan, the average 4-H'er becomes a teen leader at the age of 13. Teen leaders can be involved in local, county and state level 4-H activities in a variety of ways.

IN LOCAL CLUBS:

- Serve as club officer,,,
- Take leadership for a particular committee or activity
- Lead the club under the guidance of an adult volunteer
- Help with club organization or paperwork
- Recruit new members and leaders
- Work with leaders and teach younger member new skill

ON A COUNTY LEVEL:

- Serve on county 4-H advisory councils and 4-H developmental committees.
- Conduct officer training programs for local 4-H clubs or group officers.
- Promote 4-H at special local activities.
- Speak at community groups.
- Act as Fair or Spring Achievement clerks, superintendents, or M. C.'s.
- Conduct fund-raising campaigns to support 4-H programs and activities.
- Become active by joining the Service Club in their county.

ON THE STATE LEVEL:

- Serve as a member on State 4-H developmental committees
- Serve as option helpers at 4-H Exploration Days.

KEEPING TEEN LEADERS ACTIVE:

Obviously teen will be more interested in and enthusiastic about participating in activities that appeal to their needs. Older teens generally like to plan, design, and implement activities. They want and need to tackle new projects and expand their experiences. Adult leaders should offer guidance, but also allow teen leaders to try new things and learn from their mistakes. Teen leaders are the most under used leaders available. It is important that teens get involved in being a teen leader and to contribute their talents to their 4-H club.

Many other roles could exist or be developed as needed by your club's or projects particular situation. Someone with a specific job to do is playing a leadership role !!

BE SURE EVERYONE UNDERSTANDS EXACTLY WHAT IS EXPECTED OF THEM UP-FRONT. ADDING DUTIES THAT WERE NOT INTENDED BY THE VOLUNTEER WILL RESULT IN DISSATISFACTION AND POSSIBLE LOSS OF THAT VOLUNTEER. --- **COMMUNICATE!!**

LEARNING TOOLS OF 4-H

When you accept the role of 4-H leader, you become a teacher. Your students are 4-H members and your classroom is any place the club meets. You will search constantly for ways to increase and improve 4-H members' learning experiences. Remember, the educational principle that learning increases as students progress from listening to seeing to doing. Someone said that the teacher has not taught if the learner does not learn. This statement has been debated by educators. But, it is your responsibility in provide a situation where 4-H'ers can learn. Here are some basic ideas to help you make learning more meaningful.

1. Get members' attention.
2. Stimulate members' desire to learn new things by appealing to their needs and interests.
3. Remove all blocks to teaching and learning, and help slower members build on past experiences.
4. Use all types of visual aids, including the real thing. Teach simply and directly.
5. Make certain that members are satisfied. Discuss advantages and disadvantages of actions or methods of doing something.
6. Recognize your 4-H'ers for their achievements, but also show ways to improve.
7. Be prepared when you teach and show your enthusiasm for your job.
8. Make thorough plans. Include opportunities for members to discuss what they are learning.
9. Give enough guidance for members to make wise decisions.

OBJECTIVES OF 4-H CLUB WORK

To develop better citizens through four fold development of boys and girls: Head, Heart, Hands, and Health. Specifically:

1. Develop the total youth.
2. Have fun with friends.
3. Learn to adapt to changes.
4. Career Exploration.
5. Develop leadership skills.
6. Learn life's skills through a variety of projects.
7. Develop more responsible youth.
8. Build health for a strong America.
9. Explore and develop community responsibility.
10. Become better citizens.

Distinctive Features of 4-H Clubs:

1. 4-H Club Work is based upon "Life situation" projects aimed at improvement of quality of life.
2. Projects are based upon research which shows the better ways of performing everyday tasks, not the right and wrong ways.
3. Young people are drawn into the efforts of adults to improve their own work and conditions. As such, 4-H Club work contributes to family stability and helps break down the barriers between old and young.
4. 4-H clubs become a part of the economic and social life of the community. They are the community, working through the youth to constantly improve itself.
5. 4-H Club work gives encourage and recognition for hard work and jobs well done.
6. 4-H members are trained, through exhibits and contests, to judge projects as a valuable contribution to their intelligent appraisal of their own achievements.
7. 4-H Club work provides the opportunity for ownership. This experience includes buying, making, and selling articles or animals
8. 4-H Club work provides "character building", not as absolute ideals, but as a way for doing daily tasks as functioning members of the community.
9. 4-H Clubs are coeducational and membership is voluntary.
10. 4-H Clubs provide peer groups in a positive setting for young people.

CLUB GUIDELINES PROCEDURES AND EXPECTATIONS*

EXPECTATIONS:

Each 4-H club is unique. It is important for everyone in the group to agree upon and understand the expectations of members, leaders and parents. Each time members join the group the following items should be discussed:

- Dates, length and location of meetings
- Attendance expectations
- Responsibilities of members, leaders and parents
- Ground rules for group behavior
- Respect and safety of property
- Transportation to meetings and events
- Finances

MEMBER RESPONSIBILITIES:

- Select projects with the help of parents and leaders.
- Do the project.
- Keep a Personal Record Book up-to-date.
- Attend 4-H meetings or call leader when going to be absent.
- Take part in local, county, state, national or international activities and events.
- Inform parents of 4-H club activities.
- Learn the 4-H pledge and motto.

LEADER RESPONSIBILITIES:

- Guide the work of club members.
- Involve members in planning and decisions.
- Make learning fun.
- Attend leader trainings.
- Communicate with parents.

PARENT RESPONSIBILITIES:

- Provide transportation.
- Support financial costs as agreed by club.
- Show interest and encouragement for member's work.
- Assist with club as needed and asked.
- Attend club family functions.

GUIDELINES - NON-DISCRIMINATION:

Michigan State University Extension programs and material are open to all without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, marital status or family status. 4-H clubs cannot discriminate against any of the above. Each year leaders must submit a signed statement that their club doesn't discriminate.

MODEL OF A CLUB: Each club formed will incorporate:

- membership* of at least 5 youth from two or more families
- adult volunteers working with members, teens and parents
- members given the primary responsibility for decisions and operation of the club
- six or more meetings that include educational experiences planned by members, leaders and parents (meetings will be spaced out minimally every other month)
- learning experiences outside the local group
- involvement in the community
- personal evaluation and recognition

CHARTER:

Each group must be registered with a Michigan State University staff member to be a 4-H club. Club charters will be issued for every new club when the club is established.

AGE OF PARTICIPANTS:

The 4-H year starts September 1 and runs through August 31. However, a 4-H member's age is determined by his/her age on January 1 of the 4-H year.

FINANCIAL REPORTS:

All clubs must handle small or large amounts of money carefully, Any club with either a checking or savings account will have a tax identification number and submit annual financial reports. Club having incomes of \$2,500.00 income each year or more will have their bank statements come directly to the Extension office. All fundraising requests will be preceded by a "Request To Raise Funds" form.

CLUB MINUTES

Effective with the start of the 2005 4-H year, clubs will submit a copy of their club minutes to the Extension office in a timely manner.

*Materials provided by MI 4-H Club Development Committee/September 1991 and local county policies included.

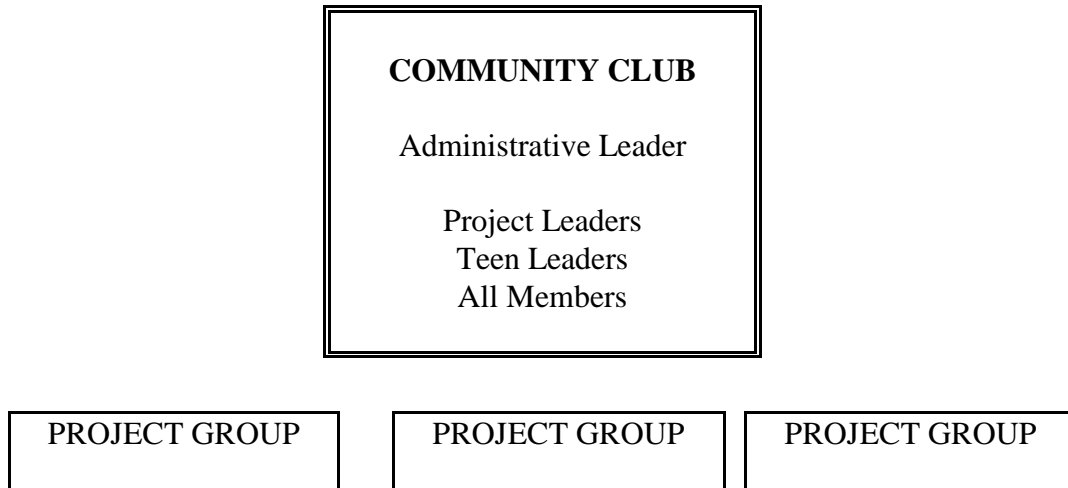
HOW DO YOU PUT TOGETHER A 4-H CLUB?

Probably the best word to describe how a 4-H club should be formed is "CREATIVELY." Because 4-H is a "learn by doing" program and there are many ways people learn, there are many ways a 4-H project group can be formed. The most important thing to remember is that the choice of how the group should work on the chosen project belongs in the hands of the group and its leader(s).

A club could be set up in a Community Club setting (see below) or as a stand alone single project club. In a community club, the group meets as a whole on a regular basis (for example: monthly, bimonthly) for a business type meeting. There can be as many project groups as you have leaders. Then each individual project group meets as needed to work on and complete an item. Some project groups meet only for a limited time (seasonal). Members can belong to one or more project groups.

In a project club, that group would still meet on a regular basis as a community club does, but business and project work would take place simultaneously, or on an alternating basis. For example, in a project club, the club could meet once a month or twice a month. The even numbered meetings would center around business, the odd numbered meetings would center around a project lesson or project activity.

For any questions or additional ideas, you may feel free to contact the Extension office.



WHAT MAKES A GOOD CLUB?*

Almost anyone can tell you what makes a good club or a special member. The hard part is living up those answers.

The usual responses come to mind quickly: sharing, commitment and enthusiasm. A good club listens to its members and respects different opinions. It meets the needs and interests of individuals and creates a secure "family" atmosphere. Members keep coming and enjoy themselves when they do.

The best members will freely share their ideas and never does it exclude anyone's ideas. When another member needs help, they make the time to be there. They refuse to let personal goals overshadow the well being of the group.

A good club formed of such people works together, plays together and learns together. It opens the door to new opportunities and challenges its members to do their best. It encourages responsibility and praises all efforts from the baking of a cake to the raising of a cow.

Anyone will tell you that a good club is also innovative and eager to help in the community. It shares activities with other groups. If a river needs cleaning or wild flowers need planting, a good club or member jumps at the chance.

None of this matters, of course, if the club is no fun. Even the best organized and most productive groups can bore members into fits of thumb twiddling. The promise of a good time is the carrot that will lure in the members meeting after meeting.

Remember that a good 4-H club is a family in itself. Be the best member possible by helping your 4-H family grow strong together.

Materials provided by MI 4-H Club Development Committee, September 1991

*Source not known.

ORGANIZING A 4-H CLUB

Here are some guidelines on what to include in your first meeting with your 4-H'ers. Adapt it to fit your particular needs.

1. Provide an activity to-get acquainted if 4-Hers do not know one another. Have some kind of small activity planned that your young people can complete at the first session. If they can make something that they can take home, not only will they be enthusiastic, but their parents will have a concrete example of 4-H "Learning by Doing."
2. Introduce the 4-H Pledge and say the American Flag Salute.
3. Talk with your project member about what project would like to work with. If the youth have a say in what the group does, they will feel a greater responsibility for its success.
4. Explain meeting time and place. Discuss the importance of attending every meeting and letting you know when they are unable to do so.
5. Discuss format of your project club. Decide if your club will have officers and which ones it will have (president, vice-president, secretary, treasurer, reporter and song leader). Briefly explain the duties of different officers and the importance of meeting the requirements of office. Actual election might be left for the next meeting.
6. Decide upon a name for your club. Members may wish to bring ideas to the next meeting.
7. Take enough 3 x 5 cards for each member and let them write down individually what they would like to make. Take time to discuss the possibilities with the entire group. You may not come to a group decision at this first meeting. That's okay; put that in your plans for the second meeting.
8. Get names straight. A person called by any other name won't respond. Use name tags, write out your name and telephone number (or have the youth do it) so that they have that information in an accurate form. People (volunteer loaders and members alike) hesitate to communicate when they are unaware of names.
9. Do a bit of paperwork ... Have each young person fill out completely a membership card. Make for yourself a list of members' names, addresses and telephone numbers.
10. Close the meeting with a game or song. Some type of-snack is a nice way to end your meeting. Get kids to help serve and clean up. See if anyone wants to help with next meeting's refreshments.

SECOND SESSION

1. If you didn't set goals last meeting, now's the time.
2. Are goals set? Then, start a project. Be prepared! Have enough materials for everyone.
3. Give the youth a schedule of meetings. Better yet, work with them to set the time schedule, then they'll know that there will always be something to do for each meeting. Giving their stamp of approval will allow youth the opportunity to make a decision (a great learning experience)!
4. Give a form stating the amount of money needed for the entire project which will include what the youth are making.
5. This may be the time to organize the group into a 4-H club. They may want to elect officers. Even if they don't want offices, have them name their club, maybe even learn the 4-H Pledge. Youth need to identify with and have a sense of belonging to a group.

LATER SESSIONS

1. In general, the less work you do for the youth, the better. Although it is quicker, easier and less frustrating for a volunteer to do a project, it is of little permanent help to the youth. Help them learn HOW to do their own work.
2. Listed below is an outline for planning a meeting. You will find that if you take a minute or two and write down what you need to cover in your meeting, what you need and so on, things will run smoothly. The biggest asset is the comfortable feeling you will have that everything is under control.
3. A good volunteer will spend most of the time ASKING QUESTION , LISTENING AND HELPING THE YOUTH TO THINK FOR THEMSELVES. Then, when you supply an answer, be sure the youth understands how you arrived at it. If you are sure that they do, test them with a similar example.
4. Remember, you don't have to come up with every piece of information your members need for their project. Bulletins are available at the Extension Office free or at a small charge for leaders and members. These bulletins are put together by specialist from MSU and other universities and have been developed to make the 4-H project a good learning experience. Even if you aren't really familiar with the project, the bulletins-can help you learn along with your members.

GUIDELINES FOR MEETINGS

These guidelines should help you in planning 4-H club meetings. This suggested form has four parts - opening, business meeting, project work and recreation and/or refreshments. Meetings should be flexible. NOT EVERY MEETING NEEDS TO INCLUDE ALL PARTS OR USED IN THIS SEQUENCE. Good meetings are well-planned meetings, preparation for which is made in advance by the officer with the help of leaders and teen leaders. By including recreation, inspirational and educational features, spice and variety will be added to business meeting.

Opening: 5 to 10 minutes * Flag Salute and 4-H Pledge * Song

- * Roll Call (be creative!)

Business Meeting: 5 to 10 minutes

- * A business meeting isn't necessary at every project meeting.
- * Have a business meeting only when you have some definite business to discuss.
- * The order of business is as follows:
 - a. Minutes of last meeting
 - b. Committee reports
 - c. Unfinished Business
 - d. New Business
 - e. Adjournment

Options

- A. Project Work: Approximately 1 hour
 - * Use a variety of techniques to keep the interest of your members.
 - * Leader or member demonstrations showing and telling how to do something.
 - * Invite special resource people as guest speakers.
 - * Involve members in judging or identification sessions.
 - * Take a tour.
 - * Participate in a community service project.
 - * Use visual aid materials (Film, slides-, etc.)
- B. Recreation and/or Refreshments:
 - * Recreation should be a-part of every club meeting.
 - * Recreation is educational. Young people learn to create their own fun to cooperate, to give and to follow directions and to understand themselves and others better.
 - * Use simple action games to use excess energy.

- * Learning can be and should be FUN! Remember, games can teach information or skills.
- * Refreshments? IT'S UP TO YOU! Refreshments should not always be provided by the leader. Use this as a .ways of teaching responsibility.

- C. Demonstrations or Other Educational Events
- D. Combination of Above

A Typical 4-H Meeting

Consider having an activity or game for members who arrive early.

- I. BUSINESS
 - Call to order
 - Opening with pledges
 - Roll call
 - Introduction of guests
 - Minutes
 - Correspondence
 - Treasurer's report
 - Bills due
 - Reports of committees
 - Old business
 - New business
 - Announcements Adjournment
- II. PROGRAM OR EDUCATION
 - Demonstration by members
 - Judging or project lesson
 - Opportunities to learn by doing
 - Guest speakers, films
 - Special tours or group activities
- III. RECREATION AND REFRESHMENTS
 - Games, skits, dramatics, parties, songs, etc.
 - Snacks or lunch

PLAN TO KEEP THE ENTIRE MEETING WITHIN 1 TO 1 ½ HOURS; START ON TIME -- END ON TIME!;
 PLAN FOR LISTENING, TALKING AND DOING

4-H CLUB MEETING AGENDA

Date: _____ Time: _____

Place: _____

Call to Order

Pledges

Roll Call

Secretary's Minutes from last meeting

Treasurer's Report

Old Business:

New Business:

Announcements:

Advisor's comments:

Activity

Refreshments

Announcement of next meeting date

Adjournment

USING BASIC PARLIAMENTARY PROCEDURE

Parliamentary procedure is a tool utilized to increase the efficiency and effectiveness of meetings. If it does not accomplish this, don't use it. Parliamentary procedure, if used correctly, should be a help and not a nuisance.

Small groups do not need to use many of the rules designed for large meetings. However, the following four rules apply to any and all meetings:

- The rule of courtesy to all.
- The majority rule.
- The rule of minority rights.
- The rule of one item at a time.

When a club has to make difficult decisions, it may be best to discuss the problems informally before obtaining motions. Allow time for discussion. Let members speak without the restrictions of parliamentary procedure.

In informal discussion, everyone sits. No one addresses the chair, but the rule of courtesy applies. Only one person should talk at a time. When the topic has been discussed thoroughly and it seems that members understand issues, call for the vote. Make separate motions on each point of business. Usually, harmony prevails when plans are agreed upon in this manner.

To make a motion

- Stand or raise your hand.
- In a large meeting it may be helpful to have anyone addressing the group stand.
- Wait until you are recognized.
- Then, say, "I move
- The motion must then be seconded, discussed and voted upon.

To second a motion

Stay seated and say either: "I second it" or "I second the motion."

To amend a motion

Stand or raise your hand.

Wait until you are recognized.

- Then say, "I move we amend the motion by striking out the words and inserting the words.... Or....."I move to amend the motion by adding the words
- The amendment to the motion must then be seconded, discussed and voted upon before the vote on the main motion.

To encourage an end of discussion and a vote

Stay seated and say, "Question."

This lets the President know someone is ready to vote. If no other questions arise, a vote may be taken.

To nominate

- Stand or raise your hand.
- Wait until you are recognized.
- Then say, "I nominate"
- Nominations do not require seconds.

To close nominations

Stand or raise your hand. Wait until you are recognized.

Then say, "I move we close nominations."

It must then be seconded and voted upon.

To adjourn

Stand or raise your hand. Wait until you are recognized.

Then say, "I move we adjourn."

It must then be seconded and voted upon.

Use of the gavel

1 tap - Completion of an item of business; To be seated; To adjourn.

2 taps - Call the meeting to order.

CLASSIFICATION OF **MOTIONS** ACCORDING TO PRECEDENCE

	Second needed?	Amendable	Debatable	Required vote?	Speaker?
Interrupt					
PRIVILEGED MOTIONS (in order of precedence)					
Fix time of next meeting	Yes	Yes		1/2	No
Adjourn	Yes	No	No	1/2	No
Recess	Yes	Yes		1/2	No
Question of privilege	No	No	No		Yes
SUBSIDIARY MOTIONS (in order of preference)					
Lay on the table	Yes	No	No	1/2	No
Previous question	Yes	No	No	2/3	No
Limit debate	Yes	Yes	No	2/3	No
Postpone to certain time	Yes	Yes	Yes	1/2	No
Refer to committee	Yes	Yes	Yes	1/2	No
Committee of the whole	Yes	Yes	Yes	1/2	No
Amend	Yes	Yes		1/2	No
MAIN MOTIONS (no order of preference)					
Make motion for general Business	Yes	Yes	Yes	1/2	No
Take -from the table	Yes	No	No	1/2	Yes
Reconsider	Yes	No		1/2	Yes
Rescind	Yes	Yes	Yes	2/3	No
Make special order of Business	Yes	Yes	Yes	2/3	No
INCIDENTAL MOTIONS (no order of preference)					
Point or order	No	No	No		Yes
Appeal from decision of the chair	Yes	No		1/2	Yes
Suspend the rule	Yes	No	No	2/3	No
Object to consideration	No	No	No	2/3	Yes
(Debatable only when the motion to which, it applied was debatable)					

4-H CLUB OFFICERS

The officer and committee system is a good way of dividing jobs and responsibilities among members in an orderly way. Officers are usually elected annually, near the beginning of the 4-H year. Following is a list of suggested officer duties. Leaders or parents should be responsible for helping office carry out their responsibilities.

PRESIDENT: Prepares agenda with other the officers and leaders. He/She helps make meeting arrangements; presides over the club meetings to see that the meetings run smoothly; They should know and follow parliamentary procedures. The President appoints necessary committees.

VICE-PRESIDENT: Assumes duties of the President in his absence; serves as chair of the Program Planning Committee; is responsible for the program portion of the club meeting.

SECRETARY: Keeps complete and accurate records of the business meetings; writes all club correspondence; should keep the attendance record and see that all other club records are up-to-date.

TREASURER: Handles all club money; keeps accurate and up to date financial records; collects dues (if applicable).

REPORTER: Writes interesting and accurate reports of the club meetings and special club activities and sends to the local newspaper. In St. Clair County they could enter reports of the club activities and supply them to the Extension office for submission in the county 4-H newsletter.

A club may elect additional officers. For example, a club might consider have a song leader, historian, Sergeant-of-Arms, or recreation chairperson. Another club may prefer to combine the office of Secretary and Treasurer. The size of the club, age of the members, or input from the members will be determining factors of the kinds of offices that will be held.

Because of the goal of 4-H to develop leadership skills, it is highly recommended that each club consider making use of club officers. These should be rotated on a regular basis, allowing the opportunity for leadership to be experienced by many of the members. For those members who need to be eased into a leadership roll, each club may wish to elect a set of committee chairpersons to oversee different committee areas.

ELECTION AND VOTING OF OFFICERS PROCESS

Before electing your officers, be sure that each candidate is well aware of the responsibility that each office requires of the person.

Members can stand up and nominate a person of their choice for an office. Other acceptable ways of nominating officers would be to have members write their nominations on paper and give them to the Secretary, who then lists all nominations for that office; or a nominating committee may present a "slate" with one name for each office. After presenting the slate, the President asks for other nominations from the floor. Those members being nominated for an office should be given the opportunity to accept or decline the nomination. (When a nominating committee presents a slate of officers, they should ask the person being nominated twice if they accept before adding their name to the slate. This will eliminate any vacant office positions becoming open after the slate is presented to the membership).

Once all nominations are accepted for all the open officer positions, the club members may proceed ask the candidates to leave the room to allow for discussion and to vote for the candidate of their choice. The group should discuss the qualification of each candidate. Members of the club may vote by a show of hands or by a formal ballot, which is confident and more business like.

STANDING AND SPECIAL COMMITTEES

STANDING COMMITTEES are composed of volunteer members, parents, and leaders. It is composed of those committees which most clubs need through the year to conduct the work and activities of the club. Possible committees include: Membership, Community Service, Program Planning, Social, Awards and Records, or Finance.

SPECIAL COMMITTEES could be appointed for specific short term periods if needed. Once the task(s) is/are completed, the special committee would be disbanded.

WHAT ABOUT KIDS WHO ACT UP?

Sometimes kids DO ACT obnoxious . . . ADMIT IT. . . Don't feel guilty. The important thing to remember is that the ACTION is OBNOXIOUS, NOT THE PERSON! It's a really important distinction . . . The behavior is not O.K., the youth IS.

Young people virtually never act up for the sheer pleasure of acting up. Youth, like all of us, usually have a reason for what they do. The chances are, a member who is acting up has some sort of problem, and if you're perceptive (and patient), you might be able to get to the root of the problem and solve it.

Stop a minute before you let yourself get upset. Ask yourself, "Why is he or she doing that?" Some common reasons why people act up are:

1. They want attention. If they do something to disrupt a meeting, they get not only your attention, but attention from other members as well. How about giving the members some responsibilities during the meeting? That way, she/he can get needed attention in a positive way.
2. They might be uncomfortable in the situation. Maybe they don't know what is expected of them or your group is doing something very different from anything they have ever done before. By acting up the uncomfortable person doesn't have to figure out what is expected. A few quiet words to explain what to do will probably do the trick. If it doesn't work, a quiet talk while others are occupied might clear the air.
3. Closely related to number two above is acting up because of fear or failure. 'If a person feels they can't do what is expected, there may be less embarrassment in being called "troublemaker" than there is in being called "failure."
4. They don't like what the group is doing. The activity or project may be too easy or too difficult. It is probably necessary in this case to sit down, one-on-one, and help this member set some goals that he/she would really like to reach.
- S. It is possible that you have absolutely no idea why a particular member is acting up. The quickest way to find out is to ask the member. For example: "Bob, from the kinds of things you have been doing, I get the idea you're not happy being in this group. I would like to work it out with you. How do you feel about it?"

YOUNGER YOUTH INVOLVEMENT IN MICHIGAN 4-H PROGRAMS

Michigan 4-H programming with younger youth is part of the larger 4-H commitment to all children and youth. This commitment has as its goal to be a positive contribution to the development for children five to eight years old that take into account their physical, cognitive, and social-emotional development. These experiences will be created so that the 4-H commitment to the development of important life skills like communication, decision-making, and learning how to learn, take place. In addition, these experiences will be fun!

These youth can be classified as an age group for 4-H recognition (or other) purposes. However, no separate state name have been given to this age group since they are seen as a continuous part of 4-H. Five to Eight-year-olds can be incorporated into 4-H several different ways: (1) as regular or newly developed community clubs, (2) as their own club whose age group is 5 to 8, (3) in project clubs of ages 5 to 19 if the needs of the youth are being met, (4) in parent child home learning situation, or (5) as a before and after school age child care program. Recognizing that the needs of the 5 to 8-year-old provides leadership opportunities for 10 to 12-year-old children as well as youth leader, leaders are encouraged to provide the 10 to 12-year-olds with younger members. Not only does this provide a leadership opportunity for the older members, but the 5 to 8-year-old group may be more apt to listen to a group of youth closer to their peers while looking at the older 4-H member as another role model

AT NO TIME WILL A CHILD IN THIS AGE GROUP BE EXPOSED TO A COMPETITIVE SITUATION. ALL ACTIVITIES WILL BE CONDUCTED IN A NON-COMPETITIVE ATMOSPHERE.

Parents are very important to children who are 5 to 8 years old. For this reason, parents are encouraged to become 4-H leaders and to help club leaders in both the ongoing meetings and with special activities. Parents who get involved often stay involved. Leaders and staff need to emphasize the importance of involving parents and point out how involvement can strengthen the parent-child relationship.

Characteristics of 5 to 8 year olds

Each child develops at his/her own pace and all characteristics will not be observed in all children at the same time. Each child is a unique individual. However, there are some general characteristics that are true of most children at this age:

- For the first time in their life, they are discovering a world outside their home. Kindergarten, school, church youth groups, sports and social are introduced.
- They are pretty much wrapped up in themselves. They want their own way, but discover this is easier by considering the wishes of others

- They are beginning to seek approval of adults other than parents.
- Egos are not fully developed to the point where they can lose in a play situation.
- Success is very important, but the process is more important to them than the final product.
- They depend on peers, not adults, for feeling of success or failures.
- Friends are important; feeling of anger with a friend is short-lived. May fight in the morning and play comfortably in the afternoon with the same friend.
- Prejudices are non-existent unless those of adults and older children are allowed to interfere.
- Individual activity is important. Many can play games in a group and realize the importance of rules, but are hard losers
- They want realism – doing things with their hands, discovering nature, playing in the mud, etc.
- Collectors – pockets will be full of “treasurer”
- Short attention spans.
- Don't like being talked to for long periods of time.
- Will be interested in what's important to you

PROGRAM IMPLICATIONS

- KEEP GROUPS SMALL: 5 to 8 children are plenty.
- KEEP ACTIVITIES SHORT: 10 – 15 minutes, then change method of delivery
- KEEP MEETING SHORT: 45 minutes to 1 hour is long enough
- VARY PROGRAMS: Given them a sample of what 4-H has to offer – Food and Nutrition, Natural Resources, Personal Appearance, Arts and Crafts, etc. Great detail is unnecessary. Field trips, parades, community involvement activities are important.
- MEETING PLACE: Should be large enough to accommodate group, safe – offer protection if weather interferes with plans, easy to clean up when meeting is over.
- SELF ESTEEM: Keep in mind – ALWAYS accentuate the positive – behavior, successful, project, grooming, discipline. ELIMINATE negative – try to keep children interested. Do not allow time for distracting behavior to occur. If attention wanes, change method; Go to different activity, be flexible, satisfy their interests. Correct discipline problems in private. Eliminate tattletale behavior by removing yourself from the situation. Don't compare children with other children.

REMEMBER: The child is more important than the project.

UNDERSTANDING OLDER YOUTH

The 4-H program is based on the characteristics and interests of boys and girls. As a 4-H leader, you should have an understanding of the characteristics of the age groups you are working with to be more effective in planning and carrying out programs. Of course, there are individual differences in each age group, however, many characteristics are similar among youngsters of the same age.

Nine - Twelve Year Olds

- * They are self-centered, and are easy to influence.
- * They want to learn skills, but they can take little criticism.
- * Their interest span is generally very short; it is longer if their interest is high.
- * They are very curious and ask many questions.
- * Girls mature physically 1 to 2 years before boys.
- * They need adult help in planning and in carrying out their plans.
- * They are at the peak @ interest in skill for its own sake.
- * They need simple, short directions. Their vocabulary is larger than their experience. They can read words they do not understand.
- * They want to make choices, but their ability is limited. Too many choices are confusing.
- * Girls are more interested than boys in personal appearance.
- * They want adult approval- and must show everything they do.
- * They like to measure skill with others and are hostile to age-mates of the opposite sex.
- * Their ability to cooperate is increasing and they are interested in group activities

Implications for Leader

- * Reassure both boys and girls that it is natural for children to grow differently. Within a few years boys will again be taller than girls.
- * Select projects which use tools and equipment that develop physical skills. Don't expect high quality workmanship.
- * Being a member of an organized group is very important. Hold initiation and installation ceremonies for new members and officers.
- * Project and activity groups may be organized for 4-H members regardless of sex. Club situations will dictate this possibility.
- * The adult leader must take the responsibility, for:
 - * Developing leadership by assigning leadership jobs when possible.
 - * Making members feel secure and loved.
 - * Helping members develop self-confidence.
 - * Setting good examples.
 - * Give approval and telling members when a job is well done.
 - * Keeping parents informed and encouraging parental support.
 - * Letting members demonstrate what they care do.
 - * Providing adult guidance in helping members select projects.

Twelve - Fourteen Year Olds

- * They are struggling to understand and accept their changing bodies.
- * Their interest span is lengthening with training and experience.
- * Their intellectual interest is increasing in depth and scope. They want to try new things.
- * Their physical growth is uneven, with some girls far more mature than others.
- * They are interested in skill for specific uses. They must use their skill or they lose interest.
- * They have a wide range of abilities in experience and vocabulary.
- * They are better at planning than executing. They can follow through with adult guidance.
- * They think they "know-it-all." They are better at making choices than 10-12 year olds but still need guidance. They will outwardly reject help.
- * They are interested in their personal appearance only for special occasions. Girls show interest longer than boys.
- * They need and want adult guidance, but reject domination and resent criticism.
- * They are still more secure with their own sex. Their status in their group is very important
- * They use the group as a proving ground to gain independence from adults.

Implications for Leaders

- * Reassure members that development varies between boys and girls. Stress good health habits, good grooming and proper diet.
- * Provide situation where members feel at ease and have a chance to show their skills.
- * Encourage co-educational groups that are largely social and recreational.
- * Provide learning experiences for members that will develop specific skills.
- * Set a good example for members at all times.
- * Help members recognize and appreciate their own good points; give worthy praise and recognition
- * Also help members recognize and appreciate their limitations and weaknesses and help Them improve
- * Provide social experiences for personality development, such as camping, leading games, etc.
- * Encourage moral standards and values such as integrity, courage, kindness and honesty.
- * Accept each member for what he is; be aware of each member's problems. You may need to give specific help in developing sound attitudes on individual problems.
- * Help members set reasonable boundaries of behavior. Let members help make decisions on rules and regulations that will apply to them.
- * Encourage group participation in club activities and community projects.

Fifteen - Nineteen Year Olds

- * They are becoming better judges of their abilities.
- * Their interest span is similar to that of adults. They need training, encouragement and experience on an adult level.
- * They have an increasing ability to see how things relate and to use this in solving problems.
- * Physical growth is more stable in girls than in boys. Boys are catching up and passing girls.
- * They can select and master skills that hold their interest.
- * Their vocabulary and experiences are limited, but personal motivation helps overcome the problem.
- * They develop the ability to make and execute short-term plans.
- * The need to make their own choices is great.
- * Interest in their personal appearance is exaggerated to meet group standards - they spend hours grooming.
- * They need and want guidance on an adult level, but they seldom ask for it. They accept guidance readily from one with prestige. They are often difficult to talk to.
- * They have a great interest in the opposite sex and in dating. Boys begin to lead.
- * "Going along with the gang" tapers off, but being an accepted part of a mixed group is important. They recognize their own status in the group.

Implications for Leaders

- * Help members understand rules of society because they must take responsibility for actions. Plan several social and recreational activities. Teach the importance of leisure time activities.
- * Use skills of members to carry out group events.
- * Project selection may include things that require more patience and perseverance.
- * Give career guidance. Encourage independent thinking and decision making.
- * Help members understand and appreciate values and goal of families; help them understand problems and satisfactions of family life and problems associated with financial, social and human relationships.
- * Be willing at all times to listen to member's problems. Help them evaluate what they are doing.
- * Trust young people; tolerate some conduct that is recognized as a part of their development.
- * Give members the opportunity to plan and carry out programs on their own.
- * Help members develop judgment and decision-making ability. Help them see and understand what is important in life.
- * Encourage members to use democratic group procedures. Help promote national and international interests.

A SUCCESSFUL 4-H CLUB-HOW DOES YOURS RATE?*

The strength and success of the local 4-H club is the key to positive learning experiences of its 4-H club members. Just what does it take to be a strong, successful club? Here is a list of 12 items that are considered to be the basic criteria of a successful 4-H club.

1. At least 80 percent of the members re-enrolled each year.
2. The club maintains the same or a larger number of members each year.
3. Every member receives recognition for his or her 4-H involvement.
4. The club has a recognition program for members and leaders.
5. The club has a well-planned monthly meeting with three parts: business, educational, and group building activities (recreation).
6. Meetings and activities are fun as well as educational.
7. On the average, at least 90 percent of the members attend each club meeting.
8. Parents of each member participate in the club meetings or activities at least once a year.
9. The club has an annual program plan with goals for the year.
10. Members, leaders and parents are involved in planning the club's programs and activities.
11. At least 80 percent of the projects, in which the members enroll, are completed each year.
12. The club has at least one community service project each year.

TO ALL 4-H MEMBERS:

You Are Part of a Team - Your 4-H Club

It's challenging to be a 4-H member. We want you to have fun. All members should fit right in and take part in the action. Along with the privilege of being a member, there is also responsibility you must up hold. Here are some guidelines:

1. TAKE PART IN ALL ACTIVITIES

When you say you'll be at a meeting or activity, keep your word or let the secretary know that you can't make it.

2. SUGGEST IDEAS FOR ACTIVITIES

You can probably think of several activities you'd enjoy. When activity ideas are asked for a 4-H meeting, speak your piece. Other members may want to try your ideas. At the very least they'll listen.

3. VOTE RESPONSIBLY

The most important 4-H club decisions are made by a majority vote of the membership. Be sure you attend meetings and take part in discussions before voting. Listen and consider both the majority and minority opinions before you vote. Speak out before the vote, don't wait and complain afterward. It is important to get all the facts so that every can make an informed decision. Make sure that this issue is in the best interest of your group and that you think about good character in the ideals of the issue. Remember: This is about the majority vote - if this decision does not go in the avenue you feel it should go, perhaps the next one will. Be gracious and accept the decision and be supportive of those who will need to make sure the decision is carried out.

4. WORK WITH THE OFFICERS

Your officers must take the lead in activity planning and club business. When it's time to elect new officers, carefully consider the candidates - good officers make a strong club. This is not about a personality vote. After electing officers to represent you, support their decision and help when asked. Don't expect them to do all the work just because you've given them a title.

5. SERVE ON ACTIVITY COMMITTEES

An activity committee works out the details of a program and puts the plan into action. You may be asked to serve as an activity chairman or a member of the committee, and the success depends on your being dependable and enthusiastic about doing your job.

6. SHARE THE EXPENSES

Your suggestions about the 4-H budget will be welcome and you'll have a chance to vote on adopting it. You will need to do your share by paying dues (if applicable) and working on money-earning projects.

7. SEEK THE HELP OF YOUR ADVISOR

If you have any doubt about what to do as a member, officer, or activity chairman, ask your advisor. He or she can be helpful in starting you off in the right direction.

8. RECRUIT NEW MEMBERS AND LEADERS

4-H is a young-adult program, and recruiting is every member's opportunity. Increase the prestige of your club by recruiting your friends and acquaintances. Person-to-person contact is the most effective method of recruiting new members and leaders who will add fresh ideas and enthusiasm to your club.

Parent Survey

Because 4-H is a family program, we know that there are parents who have wonderful talents and interests that can help us develop programs, activities, or experiences for our 4-hers. We encourage you to assist your club in any way that you can. You may not be able to help on a full-time basis, but any short term or occasional assistance will be a valued contribution. Please tell us a little about yourself. The following survey will give the Administrative Leader information that she could utilize that will ensure that the 4-H experience is fulfilling for you.

How much time would you be comfortable in giving to support the club and its activities?

_____hour(s) _____weekly ___monthly ___yearly

Which of the following hobbies and leisure activities do you enjoy?

fishing sewing cooking reading woodworking
 crafts gardening traveling ice skating nature walks
 sledding bicycling skiing animals horseback riding
 aerospace models flowers art community service
 sports recreation writing leadership natural resources
 public speaking environmental safety shooting sports
 other: _____

Would you be willing to share any of these activities in a one-time workshop with a 4-H group? yes no

Would you be able to assist organizing a workshop or learning session? yes no

Are there any activities below which you may be willing to assist in?

provide transportation for trips help make phone calls when needed
help with club record keeping furnish a group snack
assist with a fund raiser assist members organize a fun activity
plan a field trip for the club or project area in the club
become a project leader
other: _____

Name: _____

Address: _____

Phone number _____ Best time to call: _____

Return this form to the administrative leader. This will be an opportunity to assist you in becoming involved in the club. This is intended to enrich you and your child's 4-H experience.



In an effort to ensure the safety and well being of all participants, and in order to help provide quality educational programs for youth, this code of conduct has been established. When situations become such that they cannot be handled at the club level, they will be deferred to the MSU Extension office 4-H Youth Agent and/or the St. Clair County 4-H Leaders Council to exercise appropriate action including the denial of participation rights to any member/parent/relative not fully complying with this Code of Conduct at any time throughout the program year.

4-H Member Agrees to:

- Demonstrate the highest standards of personal behavior and integrity at all times at all 4-H activities, knowing that I represent my family, club, and community.
- Conduct myself in a courteous and respectful manner, exhibiting good sportsmanship and serve as a positive role model for other youth.
- Abstain from and not tolerate any physical or verbal abuse.
- Treat all people with respect.
- Treat all animals humanely.
- Make my 4-H leaders aware of concerns or problems that need to be resolved.
- Under no circumstances attend or participate in an MSU Extension 4-H youth activity, event or meeting under the influence of alcohol and/or controlled substances, including the use of tobacco.
- Respect and adhere to all rules, policies, and guidelines established by the St. Clair County MSU Extension 4-H youth programs, 4-H Leaders' Council, and when participating in 4-H meetings and events.

Member Signature _____
Date _____

4-H Parent/Relative Agrees to:

- Demonstrate the highest standards of personal behavior and integrity at all times at all 4-H activities, knowing that I represent my family, club and community.
- Support the learning of all 4-H participants in a positive manner.
- Abstain from and not tolerate physical or verbal abuse.
- Treat all people with respect; all animals humanely.
- Comply with equal opportunity and anti-discrimination laws.
- Not engage in any criminal activities.
- Utilize the 4-H Leader's Council and/or St. Clair County MSU Extension 4-H Youth programs when necessary in addressing any concerns in relation to 4-H events, activities and meetings.
- Under no circumstance attend or participate in an MSU Extension 4-H activity or event under the influence of alcohol and/or controlled substances.
- Accept the responsibility to promote and support MSU Extension and the 4-H Leaders' Council to develop an effective county, state or national program.

Parent/Guardian Signature _____
Date _____

Michigan State University Extension 4-H Programs promote character. Please keep in mind the following six words:

Trustworthiness
Caring

Fairness

Respect

Responsibility

Citizenship

Keep these in mind before you speak or act:

Does your action or conversation prove that you are a **TRUSTWORTHY** person and proud to have my friends, parents and 4-H Leaders know about my actions?

If I move forward with my action or conversation does it show **RESPECT** toward fellow 4-H'ers, chaperones, hosts, or any other person that will be affected by this act?

Does the decision I am about to make show that I am a **RESPONSIBLE** person who is willing to accept the consequences of my action?

If I continue with my action or conversation am I being **FAIR** for the other participants, chaperones, adults, official and hosts? Would I like someone to take this action toward me?

Does this action or conversation show I am a **CARING** person, considerate of others and expressing gratitude for what other people have done for me?

What action can I take today to show that I am a good **CITIZEN**, representing 4-H, St. Clair County, my family and myself?