

LEADERS
R
US

YOUR ROLE AS A TEACHER

**YOU CAN HELP BOYS AND GIRLS LEARN AND GROW
IN 4-H BY USING THESE FOUR GUIDELINES
WHEN DEALING WITH CHILDREN.**

*** UNDERSTAND THEM.**

**THEY CAN LEARN, BUT LACK MATURE JUDGMENT.
THEY STRIVE FOR INDEPENDENCE, YET FEEL INSECURE.
THEY WANT TO CONFORM, YET WANT TO BE INDIVIDUALS.
ACCEPT THEM AS THEY ARE AND WORK WITH THEM WITHIN
THEIR NEEDS AND ABILITIES.**

*** TEACH THEM.**

**MAKE YOUR TEACHING CLEAR AND CONCISE.
START WITH JOBS THEY CAN DO QUICKLY AND WELL;
THEN PROCEED TO MORE DIFFICULT ONES. ANSWER THEIR
QUESTIONS AND HELP THEM CORRECT MISTAKES.**

*** ENCOURAGE THEM.**

**SHOW YOUR ENTHUSIASM FOR THEIR LEARNING.
LET THEM STAND ON THEIR OWN FEET WHEN THEY CAN.
TELL THEM WHEN THEY DO SOMETHING WELL, WHEN THEY
SHOW PROGRESS, AND WHERE THEY MAY IMPROVE.**

*** RESPECT THEM.**

**LISTEN TO THEIR IDEAS. GIVE THEM RESPONSIBILITY
WHEN THEY ARE ABLE TO TAKE IT.**



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Appreciation is expressed to the Arizona, Kansas, and Minnesota 4-H programs for some of the ideas used in this publication.

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WHAT IS 4-H YOUTH DEVELOPMENT?

4-H Youth Development is people—youth and volunteers sharing, learning, and growing, becoming the best they can be!

Washington 4-H Youth Development provides educational opportunities for youth to become capable, contributing, and caring members of a global society. The 4-H program is for all youth, rural and urban, from all racial, cultural, economic, and social backgrounds. Young people and adults work together to enhance personal growth and development. Teaching methods used in 4-H include learning-by-doing projects, group meetings, community service, and others. Some of the main life skills 4-H members learn are:

- developing themselves,
- learning to make decisions,
- developing inquiring minds,
- relating to others, and
- developing concern for their community.

These life skills are described in detail later in this handbook.

THE 4-H EMBLEM, PLEDGE, SLOGAN, AND MOTTO

The goals of 4-H Youth Development are expressed through the **4-H emblem**, the **4-H pledge**, the **4-H slogan**, and the **4-H motto**. The emblem is the four-leaf clover with an “H” in each leaf. The 4-H pledge explains the meaning of the “H’s.”

I pledge:

My HEAD to clearer thinking,

My HEART to greater loyalty,

My HANDS to larger service, and

My HEALTH to better living,

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

The 4-H slogan, “**Learn by Doing,**” and the 4-H motto, “**To Make the Best Better,**” emphasize the goals of 4-H members to improve themselves, their work, and their communities.

Federal law prohibits the use of the 4-H name and the official 4-H emblem if the use will exploit the 4-H program, its volunteers, or members. To use the 4-H name or emblem, get prior approval from the county 4-H office by filling out form C0747, *Request for Organizations to Use the 4-H Name and Emblem*, and having it signed.

4-H PARTNERS

You, the volunteer leader, are the backbone of 4-H Youth Development in Washington. Your volunteer leadership, under the guidance and direction of 4-H Youth Development professionals, allows 4-H to reach thousands of

young people in Washington. This partnership provides informal educational programs and experiences for Washington's youth.

4-H Youth Development members are encouraged to take an active part in planning and conducting their own programs to serve as resources rather than just program recipients.

4-H is the youth education component of Extension, which is conducted jointly by the U.S. Department of Agriculture, the state land-grant university (Washington State University), and your county government. Extension was established to educate, to interpret, and to encourage the practical use of knowledge that comes from scientific research. The name "Extension" comes from our mission to extend knowledge to the public. 4-H Youth Development has a unique link with a variety of resources from Washington State University.

BASIC BELIEFS OF WASHINGTON 4-H YOUTH DEVELOPMENT

The following statements reflect the philosophy and beliefs upon which Washington 4-H Youth Development programming is based:

- The primary concern is to enhance human development of all those involved.
- 4-H Youth Development includes any youth educational program supported by extension personnel. These programs use a variety of delivery methods such as clubs, camps, school enrichment programs, and special interest programs.
- Programs designed to fit the specific needs of the youth involved are determined at national, state, county, and local levels.

- Each Extension 4-H Youth Development Educator is responsible for the 4-H Youth Development Program in his or her respective county.
- The organization and management of 4-H Youth Development is a partnership between extension personnel and volunteers.
- Volunteers provide direct contact and support for youth on a continuing basis. This family-centered program encourages parents to work with their children.



THE VOLUNTEER LEADER

As a 4-H Youth Development volunteer, you are vital to 4-H Youth Development. You support the mission of 4-H Youth Development to teach others and to enhance personal growth. Your role is similar to that of a Washington State University employee, working as a team member with extension personnel. There are volunteer roles to suit a variety of abilities, interests, and time schedules.

You can provide leadership for projects or clubs, manage county or state events or activities, take programs into schools, and help with special interest activities.

Each volunteer brings these qualities to 4-H Youth Development:

- a belief that each person has worth;
- a commitment to the personal development of all youth;
- the ability to relate to and communicate with youth, parents, and other volunteers; and
- the understanding that leadership can be rewarding to both adults and youth.

With adult leadership and encouragement, young people develop meaningful relationships with adults and other youth, build self-esteem and self-confidence, acquire subject matter knowledge and physical skills, develop decision-making abilities, and develop wholesome attitudes about themselves and others.

APPLICATION/SCREENING

All volunteers must complete the application/ screening process before beginning work with young people. Obtain the appropriate forms from the county extension office. We must provide a safe learning environment for all young people and select and place qualified volunteers who enjoy working with them.

Volunteers must conduct themselves in a professional manner reflecting the integrity of Washington 4-H Youth Development.

TRAINING

Whether you are a new or experienced volunteer, take advantage of local, county, regional, and state training. This training will enhance your skills and knowledge base, helping you become an effective educator and successful leader. Volunteer leaders working with youth must abide by the provisions stated in extension publication EM0758, *Washington 4-H Youth Development Program Policy*.

UNDERSTANDING YOUTH

Helping youth become capable, contributing, and caring members of a global society is an exciting task. In order to do this, you need to know about life skills, how to understand boys and girls at different ages and stages, how to work with vulnerable youth, and various teaching methods.

WHAT ARE LIFE SKILLS?

Life skills equip a person for happy, successful living. Life skills are learned one step at a time and the learning moves from simple to complex skills. Everyone continuously learns life skills.

Five basic life skills are emphasized in 4-H Youth Development (see checklist on next page):

1. **Developing one's self** through feelings of acceptance by others and success in handling increasingly difficult challenges. 4-H'ers achieve self-confidence as they successfully lead, share their feelings and ideas with others, accomplish goals they set for themselves, and receive positive reinforcement.
2. **Learning to make decisions** through knowledge, skills and values in identifying, defining, and analyzing problems, and then selecting from alternative solutions. 4-H members develop and practice decision-making skills as they set goals for their club or group, participate in well-planned project judging programs, consider alternatives in project selection, and become involved in business meetings.
3. **Developing an inquiring** mind through mental stimulation, curiosity, and enthusiasm for finding out about the world and its people. 4-H'ers develop inquiring minds as they explore projects, meet new friends, prepare presentations, and help plan and participate in field trips, hikes, and tours.
4. **Relating to others** through communicating information and feelings, respecting differences among others, and dealing with conflict. 4-H'ers learn communication skills through presentations; they develop and practice democratic problem solving as they work with others on group projects, exercise leadership, and participate in intensive, small-group activities.
5. **Developing concern for one's community** through relating to social issues, responding to community concerns, and applying democratic practices in problem solving. 4-H'ers become better citizens by helping others solve community issues.

Ask at your county Extension office for a copy of VI960 *Targeting Life Skills Model* to use in planning activities that develop and strengthen life skills.

DEVELOPING LIFE SKILLS CHECKLIST

Use this checklist to be sure life skills are considered in projects. Before a meeting, determine which life skills will be developed. After a meeting, check life skills that were emphasized.

LIFE SKILLS	Meeting						
Developing One's Self	1	2	3	4	5	6	7
Gaining acceptance by others							
Taking on a new challenge							
Demonstrating leadership							
Sharing feelings							
Setting and accomplishing goals							
Receiving positive reinforcement							
Learning to Make Decisions							
Identifying and defining problems							
Analyzing problems							
Considering options							
Solving problems							
Working on a project							
Exploring career opportunities							
Developing an Inquiring Mind							
Learning by doing							
Locating resources							
Using resources							
Asking questions							
Acquiring knowledge							
Sharing ideas with others							
Exploring one idea at a time							
Relating to Others							
Communicating information and feelings							
Respecting differences							
Dealing with conflict							
Developing Concern for Community							
Applying democratic principles							
Relating to social issues							
Responding to community concerns							

UNDERSTANDING BOYS AND GIRLS

The 4-H Youth Development program exists to develop individual members. 4-H leaders have successfully achieved this because they understand boys and girls and fit the 4-H program to their members' needs and interests.

Basic Needs

All boys and girls share basic needs that you can help them meet:

- **They want to belong.** Belonging helps children grow. Part of their feeling of personal worth is gained from the value that others place on them.
- **They want to achieve.** Children need tasks that are challenging, but within their reach. They also need to know that their efforts are worthwhile and appreciated.
- **They want to become independent.** This can be troublesome, but is a sign of growing up. Boys and girls need a chance to learn to make decisions.
- **They want experience and adventure.** New friends, new ideas, and new responsibilities are important.
- **They want affection.** All of us need to know that we are wanted and loved in spite of our shortcomings.

CHARACTERISTICS AND NEEDS OF BOYS AND GIRLS

Think about your young people as you read this section. Plan meetings and projects based on these guidelines.

PRIMARY MEMBERS—K–2nd Grades (5–8 years old)

Characteristics

- Slow, steady growth
- Mastering physical skills
- More interested in process than product
- Learning to sort things into categories
- May have several “best” friends
- Boys and girls may enjoy playing together
- Wrapped up in self
- Likes to play games, but not ready to accept losing

Needs

- To experience a variety of activities and games
- To move from dependence on parents to dependence on another adult
- To feel accepted by peers
- To experience adult approval; not confident enough yet to set own standards
- To learn how to be friends
- To learn coping skills

JUNIOR MEMBERS—3rd–5th Grades (9–12 years old)

Characteristics

- Short interest span
- Very active
- Rather steady physical growth, with girls showing some growth spurts
- Rapid development of physical skills
- Likes to belong to groups, prefers own sex
- Gets along well with adults

Needs

- To feel a part of a group
- To develop ability and confidence in physical skills
- To feel useful and help others
- To become more adventuresome and try new things
- To accept their own bodies; girls, especially, will begin to change physically

INTERMEDIATE MEMBERS—6th–8th Grades (12–14 years old)

Characteristics

- Wants to be independent
- Worries a lot about school, popularity, money
- Goes from enthusiastic cooperation to withdrawn and secretive behavior
- Rapid physical growth
- Becomes interested in sex
- Undertakes many things, needs to be guided
- Has strong group loyalties

Needs

- To have friends of both sexes
- To make some decisions
- To develop some of own values
- To develop skill and ability to actively use bodies and minds
- To feel valued by others
- To understand changing bodies and develop positive attitudes toward sex

SENIOR MEMBERS—9th–12th Grades (14–19 years old)

Characteristics	Needs
<ul style="list-style-type: none">• Moves from a spirit of independence to a true sense of independence• Completes physical growth• Becomes more of an individual• Has great interest in sex and dating• Spends increasing amounts of time away from home• Makes important choices and decisions such as vocation, use of leisure time, personal behavior• Selects and masters skills of interest	<ul style="list-style-type: none">• To perfect skills and abilities• To have responsibility and develop the ability to make decisions• To accept their bodies and feel that they are attractive• To develop a working partnership with adults• To work out standards by which to direct their lives• To become more closely involved with other people• To widen areas of concern• To develop confidence in the ability to become adult

Ask your county extension office for additional resources.

VULNERABLE YOUTH

Many people feel that all children are “at risk” because of the complex social forces affecting our society. As a significant adult in children’s lives, you can help them become good citizens. Four major factors necessary for the development of capable young people have been identified that often are missing from our culture:

- Networks
- Meaningful roles
- On-the-job training
- Parenting resources

Through 4-H Youth Development you can help restore these vital missing pieces.

Networks are formed among youth, among youth and adults, and among adults through participation in 4-H meetings, activities, and events.

Many youth today grow up in families and communities without any **significant role** to play. They just don’t seem needed until they become adults. Research indicates that a primary cause of decline in motivation, discipline, and achievement is this perceived lack of need or value. We must treat youth as contributors and assets rather than passive objects to be done

for or to. As 4-H leaders, listen to members, take them seriously, and treat them with respect. This will help restore the dialogue and collaboration necessary to link youth with larger society.

On-the-job training with hands-on involvement has been the cornerstone of 4-H Youth Development. It is important for youth to have this opportunity because that is how they learn patience, personal initiative, hard work, and deferred gratification. If they don't learn about real life in this way, they may think that real life is what they see on television.

Learning by doing is one of the primary reasons why the 4-H Youth Development program is successful in informal education. If you think you are helping by doing children's work for them, remember that the best way to destroy self-esteem and a sense of worth in young people is to do too much for them. This robs them of a sense of personal capability. The greatest gift of all is to help them gain control of their own lives.

Seldom do parents today have the extended family of grandparents, aunts, and uncles close to give support and advice when needed. In fact, many children have only one parent to handle the seemingly awesome task of parenting. 4-H leaders become **parenting resources**, both to the child and the child's parent(s).

WORKING WITH YOUTH

GROUP/TEAM BUILDING

4-H helps youth exercise their people skills. Do not assume that, by putting groups of youth together, they will automatically learn to interact. They need some kind of structure to tell them whether or not their interacting skills are working.

Plan some time during each meeting for members to talk with each other about specific topics. Research shows that youth perceive meetings to be successful or unsuccessful in direct proportion to how often they speak during meetings. In general, members must have a chance to talk at least six times during a meeting to feel good about that meeting. In order to participate this much, a certain level of trust must develop within the group. People are not eager to share information about themselves until they are certain that the information will not

be used to their disadvantage. In other words, if members do not trust one another, they will be very guarded about what they say.

When a group forms, group building and trust building must take place. If a new person is added to a group, it becomes a new group. If one person is missing from a group, it becomes a new group.

1. At the beginning of each meeting, have some kind of quick, group-building, get-acquainted activity. Those few minutes help the group become established and will make the rest of the time more productive. A side benefit of the group interaction is increased self-confidence of individual members as they find themselves in close relationships with others.

2. Seating arrangements contribute to interaction. Putting members in a circle guarantees that verbal or nonverbal interaction will occur. After a few weeks of sitting in a circle and making some eye contact, even a shy person will be more likely to speak up.
3. If your group is large, break it into small groups of eight or ten people so that everyone will have an opportunity to talk.
4. Establish rules for meeting and talking together at the first meeting and review them briefly for the next two or three meetings. Every member of the group must agree that the rules would be helpful. If someone monopolizes the conversation or calls attention to himself/herself, use exercises that help members remember to speak one at a time.
3. List all possibilities or alternatives to reach this goal.
4. Determine what might happen for each alternative.
5. Determine the probability of these outcomes occurring.
6. Decide if the goal is worth the risk.
7. Choose activity/solve problem.
8. Do activity.
9. Measure how closely your desired outcome matched your actual outcome.
10. Evaluate why things turned out the way they did. Do changes need to be made? Would you do the same thing the next time?

GROUP DECISION MAKING

Today there are more opportunities for youth in terms of activities and careers than ever before. More opportunities mean more chances for finding personal satisfaction. Decision making becomes more difficult with increased options. 4-H Youth Development helps young people experience and develop skills in group goal setting and decision making. Over a period of time, these group skills will become fine-tuned and individuals will find that they are effective leaders.

These steps may be useful whenever your members need to make a decision.

Steps in Decision Making

1. Define problem/situation. Think about what is important; what is valued.
2. Determine goals based upon these values.

Use what you learned through decision making to choose the next steps toward reaching a specific goal or toward setting new goals.

DISCUSSIONS

Learning to express one's thoughts in public is an important step in learning to think more clearly. It is equally important to learn to listen while others are talking. Learning to speak out and listen are important group skills. Meetings should provide opportunities for members to practice both of these skills.

Guides for Effective Discussions

1. Use a group of 6–8 people so that everyone has an opportunity to speak.
2. Select a topic the group is interested in, e.g., party, community service, etc.
3. Seat the group comfortably and informally in a circle.

4. Keep the group on the topic.
 5. Help everyone participate by setting up group discussion guidelines everyone agrees to use.
 6. Provide resource people or information to help the group discuss the topic.
 7. Record the important points reached during the discussion.
- Increase what we know about . . . (nutrition, recreation, safety, grooming, etc.).
 - Provide a service to our community.
 - Learn something more about our community.
 - Help each person in our group feel good about himself/herself.
 - Listen better to one another.

GOAL SETTING

Individual

As a group becomes more at ease, members can begin to identify personal and group goals. The purpose of the group is to help each individual reach his or her goals. So, start with personal goals. You may interview each member or have members interview each other. Helping individual members state their goals can be a challenge. You can help by asking, "What are some things you would like to be able to do in this group at the end of the year that you can't do now?" People are more motivated when they identify personal goals and assume responsibility for accomplishing them.

Group

Members, parents, and leaders have ideas about what they would like to accomplish as a group. You must help the group identify these expectations and funnel them into agreed-upon activities. Let the group decide!

Since it might be difficult for beginning members to decide what they want to do, some goals that might "prime the pump" are:

- Get to know more about each person in the group.

Concentrate on just enough goals so that it's a challenge to reach them, but not impossible.

Guides for Effective Group Goal Setting

1. Prepare the group in advance through discussions and group-building activities. Members must know one another well enough to trust each other.
2. Introduce the topic for decision clearly so all members of the group understand the task.
3. Break large groups into small groups of 6–8 to gather ideas. Ask one person from each small group to report ideas to the total group.
4. From all the ideas generated, help members select those upon which they most agree.
5. Help the group identify what they must do to accomplish their goals and to recruit volunteers from the group to carry out those tasks.
6. Involve all members of the group in determining the activities that the group will pursue during the year and record those activities.

4-H TEACHING PHILOSOPHY

4-H Youth Development emphasizes “experiential learning,” that is, learning through experiencing, learning by doing. The success of this method depends on your ability as guide and the ability of the learners to apply their knowledge and experiences to other situations.

EXPERIENTIAL LEARNING

4-H Youth Development helps members learn by exploring, by doing, and by receiving feedback. The 4-H'er:

- learns individually when trying out new knowledge in real-life settings;
- learns cooperatively by having fun while learning;
- learns competitively when work is compared and evaluated by accepted standards.

Some basic principles apply to all learning situations:

- People learn best in an atmosphere of **WARMTH AND ACCEPTANCE**.
- Youth must have clear, **SELF-DETERMINED GOALS**.
- Each youth will have **DIFFERENT ABILITIES**. The same learning method will not be equally successful with all members.
- Adequate learning requires **MOTIVATION**. Self-motivation comes from basic needs, personal preferences, and feelings of self-worth and belonging. External motivation, on the other hand, is usually based on incentives and awards received.

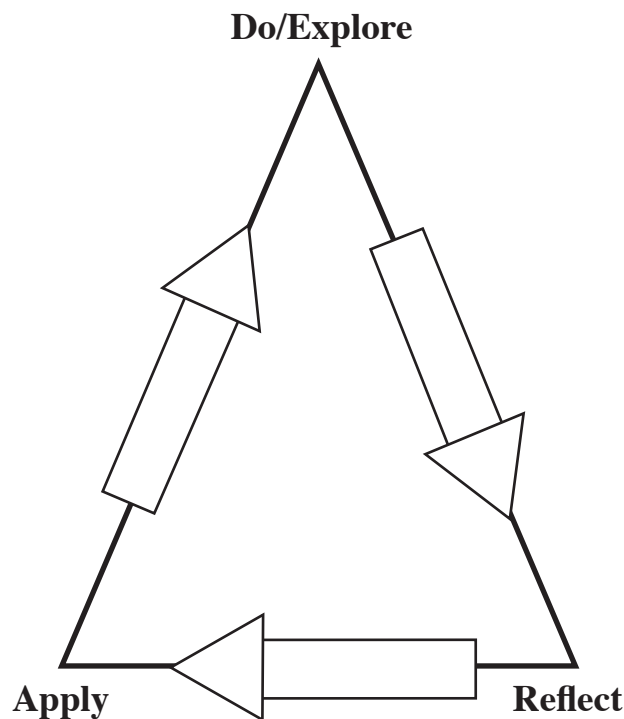
- Youth must **ACTIVELY SELECT AND CARRY OUT** the learning activities.
- **SELF-EVALUATION** is the most meaningful kind of evaluation.

The Experiential Learning Model consists of three steps: do, reflect, apply. First ask yourself, “What do I want the members to learn?” In experiential learning, there are three possible outcomes:

1. Specific Skills/Knowledge outcome (i.e., how to ride a bike, how to tie a shoe, how to swim)
2. Social/Emotional outcome (i.e., making decisions, communicating, developing self-confidence, solving problems)
3. Moral/Ethical outcome (i.e., values clarification, citizenship, social responsibility)

A specific experiential learning activity may have only one outcome identified, any two, or all three. Identify your desired outcome(s) before you begin planning the actual activity to give your activity a focus.

Three Steps in the Experiential Learning Model



1. **DO/EXPLORE:** This is the actual doing part of an activity—throwing a ball, making a puppet, feeding a pet, playing a game. This first step is not the most important in this model. Too often, leaders in a teaching role devote most of their energies to planning a creative learning experience, but fail to devote enough time and energy to the remaining two steps. Take time to cover all three steps thoroughly when you teach.
2. **REFLECT:** Have your 4-H kids share their observations, experiences, and feelings. Your role as teacher is to draw out information from the kids. Ask them questions like: “Tell me what you did. What happened in your group or to you? What were you think-

ing and feeling during the activity? What was new or different in this activity?” Then have the members identify common patterns of behavior; things that they have noticed or experienced before. For example, you might ask: “What happened in this activity that’s like things you’ve noticed or done at home or school? How was today’s activity like things you’ve done before?” or “How was today’s activity different from things you’ve done before?”

3. **APPLY:** Ask the kids how what they did, saw, or learned can be used in other places—at home or school, with friends or family.

Good questions to use here are: “What did you learn today that can help you or that you can use in school, at home, or with your family?” or “What difference can what you learned make at home, school, 4-H, or other places?”

The best way to be sure that the members understand and can use what they learned is through planned application. Have the members share how they will use the new information and then record it. You may write it down for everyone to see or the children can draw pictures of what they plan to do. Check a week or day later to see if they accomplished their goals. You can strengthen your members’ individual commitments by having them record their plans for how they will use what they learned.

Using this model you can turn any experience, good or bad, into a learning experience. It’s a process every leader, parent, teacher, or friend needs to know.

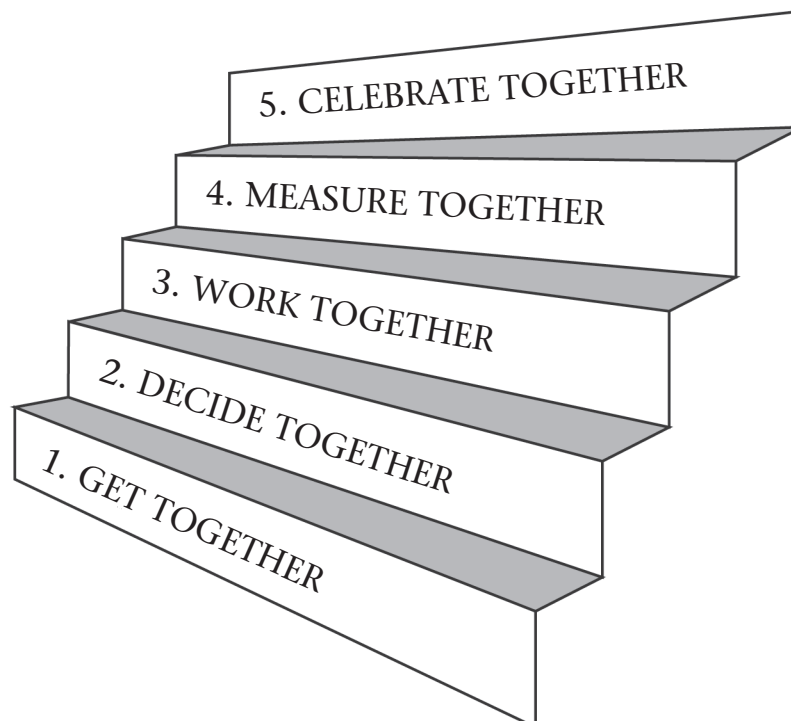
For more information on the experiential model, refer to Unit 6, *The Learning Process*, of the *Training Trainers to Teach (T3) Program*, available in your county extension office.

STEPS TO SUCCESSFUL LEARNING

In summary, your major challenge is to help young people and their families achieve the goals they set for themselves; to measure the progress they've made; and to celebrate the pride of their accomplishments. Consider these ideas:

1. **Get together to know one another.**
Plan some type of group-building or trust-building activity for each meeting.
2. **Decide together what to learn, make, or do.** Have members, parents, and adult volunteers set goals for things they would like to do and accomplish in 4-H.
3. **Work together to learn, make, or do.** 4-H Youth Development offers a wide variety of projects, meetings, and events to help youth and adults accomplish the goals they set for themselves.

4. **Measure together what was learned, made, or done.** Evaluation is a positive element in 4-H Youth Development as long as youth realize it applies to the skills they are learning and not to their worth as people. If evaluation is done well, it can help young people see what they have accomplished. Evaluation can be done by the child, by peers, or by an objective evaluator. Young people must be able to measure the progress they have made.
5. **Celebrate together the experiences, successes, and feelings.** Celebrating completes the learning experience. It does not have to be dramatic or time-consuming. It can be done five minutes before the end of the meeting, just to say in some way, "This is what we did today," or it can be a big party planned to culminate a long-term activity. No matter what form you use, celebrating says, "I feel good about what I have done. My friends are happy. What a great way to spend my time."

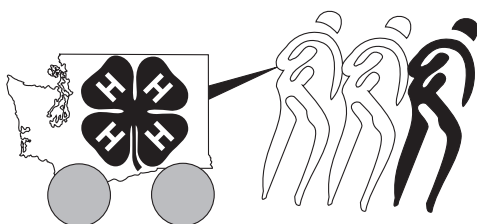


LEADERSHIP STYLES

When you encourage youth by providing for “hands-on” learning, you may use a variety of leadership styles. In the following illustrations, the shaded figure represents the leader and the light figures represent the members.

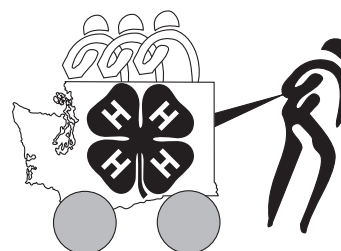
Us-And-Our Group

You know the individual members well and are interested in them and in what they do. The group belongs to all the youth. You say, “Let’s go! Let’s find out! How shall we test this?” You take an active part in group affairs, but do not control them.



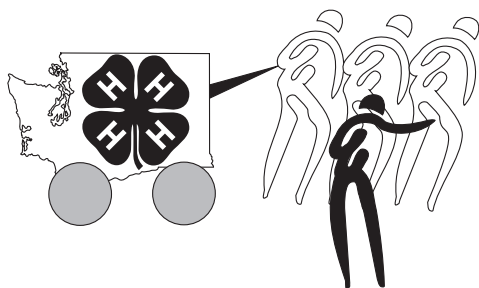
Leader-Out-In-Front Group

You are out in front, pulling the group behind. You speak of “my group,” which may make it appear to others that the group belongs to you. Planned programs reflect your wishes.



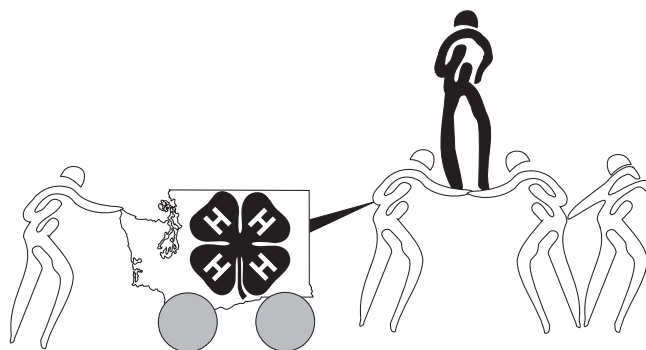
Leader-Alongside Group

You move along beside the group and with it. You watch the progress, offer suggestions, and actively help do the work. You are genuinely interested and enjoy being a leader, but do not have a feeling of owning the group. You see that the job is done.



Hands-Off Group

You sit back, make no decisions for the group, and force the group and the individuals to chart their own course. You permit good as well as bad decisions, plans, and programs to develop. Strong clubs get stronger under this type of leadership. Weak clubs may fall apart.



Which Style of Leadership Is Right?

No one style is the “right” one. The trick is to find the one that works best for you and your group. You’ll probably find yourself most comfortable and the members happiest in one of the four styles of leadership. However, as interests and experiences change, the appropriate leadership style may also change. Be flexible. Choose the right style of leadership for the group and situation.

TEACHING TECHNIQUES

The teaching techniques that follow are only suggestions. Feel free to choose those best-suited to your kids.

You may use these techniques with or without a formal project. Most boys and girls will want to choose an organized project, such as gardening, plan it and carry it out. (All 4-H projects are listed in EM2778, *4-H Projects and Publications*.) However, some youth, particularly older ones, will prefer self-determined projects. (See EM2957, *Working with 4-H Members in Self-Determined Projects*.)

ACTUAL EXPERIENCE (4-H PROJECTS)

Learning by doing is important. Members can gain hands-on experience with their projects at meetings, at home, at workshops, and clinics, shows, and fairs. 4-H members learn the most when they do the work themselves.

WORKING WITH MODELS

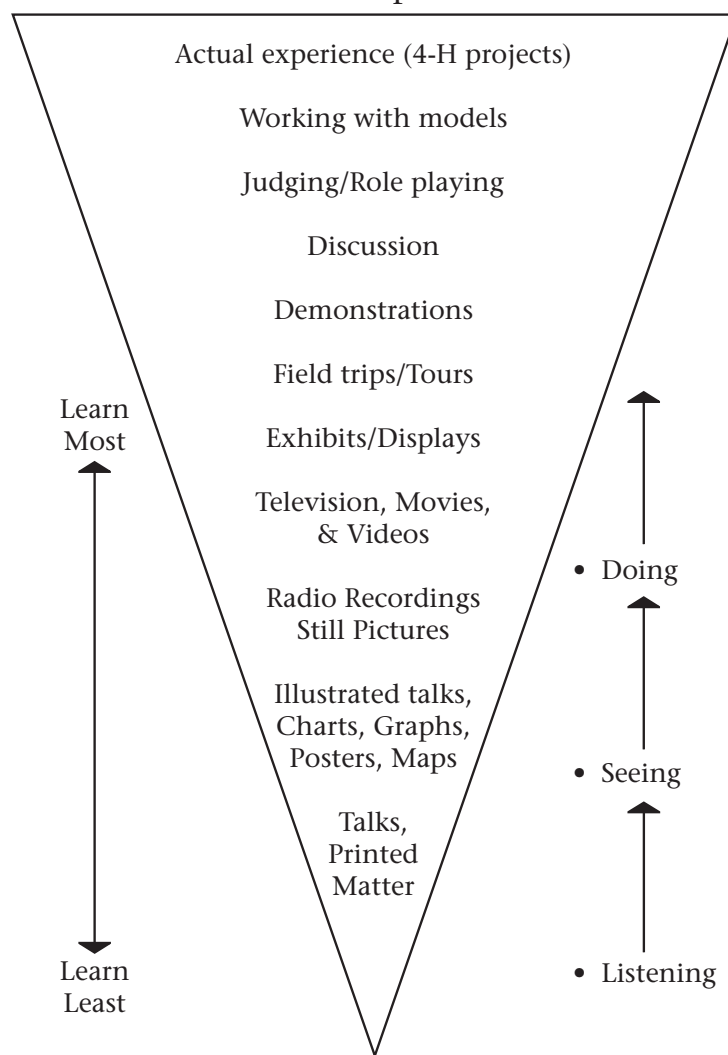
Members can learn by doing by using models. We retain about 10% of what we hear, 50% of what we see, and 90% of what we do. These numbers show why it is important to work with real items or with models.

4-H patterns to make stuffed, cloth animal models are available through your county extension office for the following animals: lamb, rabbit, horse, dairy goat, chicken, pig, and calf. You may want to ask clothing and textile advisors or members in the 4-H clothing program to make these models.

Food models are available from the Dairy Council. You or your members could also make models for other projects.

Members may enjoy making their own models such as dioramas. Models work well in science projects.

Teaching Methods Cone of Experience



Effectiveness of learning increases as one moves up the cone.

JUDGING/ROLEPLAYING

You may use judging to help young people see differences and similarities. Judging is decision making. It can be applied to any area, whether the subject is what constitutes a good muffin or a good lamb. (See EM4647, *Learning Through 4-H Judging*.)

Members often enjoy role playing in order to learn about themselves or others. Encourage the kids to write plays to act out and perform.

DISCUSSION

Boys and girls need to discuss their ideas and feelings with others. They value knowing what their friends and interested adults think about various subjects. 4-H discussion groups allow members to test their ideas, answer their questions, and work out solutions to their problems.

Keep discussion groups small. Discussions should expose members to a variety of views and give everyone a chance to participate.

DEMONSTRATIONS/PUBLIC PRESENTATIONS

Demonstrations and illustrated talks can be used by you and/or by members to show others how to do something. Members who give demonstrations not only teach others, but also learn.

Encourage each youngster to give a presentation. Help 4-H'ers select a subject each can handle with ease, such as showing how to thread a needle or set out a plant. These are simple tasks which even the youngest members can talk about or do. Later they can advance to more complex presentations, such as planning the color scheme for a room or how to reha-

bilitate a stream. (See EM4787, *How To Make a 4-H Public Presentation*; EM4788, *Public Presentations: Demonstrations and Illustrated Talks, Leader Guide*.)

FIELD TRIPS/TOURS

Boys and girls like to go places and see things. A visit to a 4-H member's home, for example, can be quite a boost to the member and the family. Everyone gets the chance to compare methods and gauge progress. The member can discuss experiences, display work, or even give a demonstration.

4-H'ers can also tour businesses related to their projects, like bakeries, stockyards, and electric plants. Or, if they're studying citizenship, much can be gained from a visit to the county courthouse, local newspaper, or fire department. Tours should always include group discussion time.

EXHIBITS/DISPLAYS

The results of 4-H work are often exhibited at 4-H meetings and programs, shows, fairs, and other public places. Good exhibits stimulate a desire to try new things and adopt new practices.

Exhibits are of two types. Either they display items members have made in the 4-H project group, or they present processes or ideas. How can 4-H'ers display an idea? If they are studying electricity, for example, they could exhibit how to build a study lamp.

A variety of shows and fairs are available: the community fair, the county fair, the junior show, and, for those chosen, the state 4-H fair. View the fair as an opportunity to help young people show others what they have learned.

OTHER TEACHING METHODS

The last four categories on the cone of experience are useful at times, but use the others more often:

- Television, movies, and filmstrips
- Radio, recordings, still pictures
- Illustrated talks, charts, graphs, posters, maps
- Talks, printed matter

RECORD KEEPING

4-H record books help youngsters get their plans on paper and measure their progress toward their goals. Older boys and girls will be able to see the value of record keeping. However, record books are not appropriate for primary members, unless alternative approaches are used, e.g., picture drawing, use of stars or stickers.

RECOGNITION, AWARDS, AND COMPETITION

Recognition, awards, and competition influence young people strongly. How they are used determines their value.

Recognizing an individual or group accomplishment is acknowledging it. The recognition may be as public as a name in the newspaper or as private as a pat on the back. Each individual should receive recognition for his or her work. Do not base recognition solely on competition.

Competition is measuring one's accomplishments against private or public standards, or against one's own or others' achievements. Contests are regulated competitions. Recognizing young people's efforts calls for flexibility and variety. Suit the standards for achievement and the form of recognition and competition to the age, abilities, and resources of 4-H members. Young children, for example, prefer to be

measured by their own yardstick or their peers', not by adult standards. Also, as children mature they become more capable of facing competition. A sensitive or less able child can be harmed by competition that is too keen. A child fearful of not doing well may withdraw. Avoid too much competitive stress.

Washington State 4-H/Youth Policy states that members must be in the 3rd grade or higher and have reached at least their 8th birthday before January 1 of the current 4-H year to be eligible for competitive situations. (See EM0758, *Washington State 4-H/Youth Policy*.) Use recognition only to encourage children to create and produce. Do not attach children's worth as human beings to their success, failure, or competence. Encourage them to seek satisfaction in the work itself. Recognize the group rather than individuals whenever you can to foster cooperation.

ACHIEVEMENT PROGRAMS

Members can also exhibit, demonstrate their skills, and tell about their 4-H experiences at their own 4-H achievement program. If you and the members decide to hold such a program, the fall is a good time. The program can help form a more complete picture of 4-H for new members and parents, and recognize other members for their efforts.

Some counties have area- or county-wide achievement programs. Outstanding 4-H'ers may be recognized for their achievements at county, state, and national levels.

4-H EVENTS

Club/group, project, or activity programs often culminate in events. We have already discussed events such as fairs, shows, achievement nights, tours, and demonstrations. The following is a list of other popular events not yet mentioned. Check with your extension agent for availability or current status of events in your area.

- Camps
- Share-the-Fun Nights
- Fashion Revue
- Project Activities Day
- Teen Events—held by most districts in the fall
- Quiz Bowls
- Know Your Government Conference; delegates study themes related to the governmental process
- State forums or conferences for teens and volunteers
- National 4-H Congress or Conference
- National 4-H Week, held in early October—its purpose is to draw public attention to 4-H



OTHER CLUB/GROUP ACTIVITIES

4-H activities can also include citizenship programs, membership drives, parents' nights, and special parties.

Two other activities that your group may want to consider are discussed below. The depth of involvement might depend on the age of the members.

Community Service

Many groups undertake activities of value to others. They ask themselves what their community needs and what they as a group might do. They make sure all members share in the planning and decision making as well as the work. The results are often impressive. 4-H members have cleaned trash from roadsides, collected books for underprivileged groups, and canvassed their neighborhoods for such things as the cancer drive. (See EM4587, *Community Pride: Chairman's Guide*.)

Cross-cultural Activities

4-H Youth Development programs are in all 50 states and in over 75 countries around the world. This provides unlimited opportunities for 4-H members to learn about different cultures and to contribute to national and international understanding. 4-H'ers can adopt a sister club or pen pal, visit another state, study other countries, send money to youth groups in developing countries, or participate in such programs as the International 4-H Youth Exchange Program (IFYE), 4-H Japan Exchange Program, or 4-H IFYE Ambassador (summer travel).

YOUTH AND ADULTS AS LEADERS

Leadership can be learned. 4-H Youth Development offers leadership training and opportunities for youth and adult volunteers. Be alert to and creative in your identification of leadership. Listed events and activities are only some of the opportunities available. Look for new ones within the 4-H Youth Development Program and with other agencies.

YOUTH OPPORTUNITIES

County Ambassadors are Senior youth (8th grade through 19 years old). They often represent 4-H Youth Development at county and state events and activities. Their responsibilities vary by location and from year to year.

State Ambassadors are youth elected to plan and conduct certain leadership activities and to represent 4-H Youth Development at a variety of functions across the state. Nominees must be 15 years old and not over 18 as of January 1 of the current year, presently enrolled, and have completed at least one year in 4-H. The election is held in the fall at district teen events.

Advisory Committees or Task Force Groups function at county and state levels and offer opportunities for youth to give input to major programs or events.

Councils are encouraged to include teen representation in their county 4-H organizations.

ADULT BENEFITS/ OPPORTUNITIES

As a volunteer leader, you have the opportunity for personal improvement and training through special state, regional, county, or community workshops. You will also gain personal satisfaction by making a difference in the lives

of today's youth. The respect and gratitude of members, their families, and the community will build your self-esteem and self-confidence. You will acquire many lasting friendships. Opportunities for increasingly responsible leadership roles are available as you progress and wish to assume other duties. The club, county, and state extend recognition to volunteers. Out-of-pocket expenses as well as mileage incurred during the performance of 4-H business, are deductible from your income tax. Since 4-H Youth Development volunteers are working on behalf of Washington State University, they are covered by liability and accident insurance.

County leader organizations promote quality within 4-H Youth Development, work to develop cooperative efforts within the county, and support the variety of educational events in each county. The members of these organizations are all county leaders and volunteers. They are nonprofit organizations separate from Extension.

County leader training is provided in a number of ways: county leaders' forums; educational sessions at leaders' organizational meetings; trainings specific to a particular subject matter, project area, or general leadership; and workshops to provide new information, updated schedules, and research.

Training in project areas such as horse or woodworking are offered at county, area, and state locations.

Serving on **Advisory Committees or Task Forces** provides opportunities to share ideas, help plan and occasionally conduct educational events.

State 4-H Council is an annual meeting, usually held in October, to consider recommendations for the 4-H Youth Development Program. Volunteers and extension personnel can discuss concerns and be involved in the decision making.

State 4-H Forum is an opportunity to share ideas and knowledge, learn about new projects and materials, and develop friendships across the state. Held each fall, these educational conferences rotate to a different district each year.

Western Regional Leaders' Forum (WRLF) is a leader training opportunity emphasizing leadership skills, sharing ideas, and learning new skills to work with youth. A limited number of travel grants funded primarily through the National 4-H Council and the Washington 4-H Foundation are awarded. Attendees are expected to share information and skills learned with leaders back home.

Other opportunities include chaperoning/advising youth groups at state and national events. National volunteer forums are provided in some subject matter areas. You must usually apply to participate. Watch your 4-H newsletter for announcements and details.

FEELING COMFORTABLE WITH DIVERSITY

What is diversity? The United States Department of Agriculture defines diversity as the differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, and spiritual practices. How well does your youth group represent these different categories? If you serve a diverse population, look at how you are involving its members. If you do have a balanced, diverse group and are effectively working with them, you might want to consider expanding what you have.

4-H Youth Development must create an environment where human diversity is valued and pluralism is achieved. This environment will encourage individuals to be themselves. They won't have to conform to cultural practices, norms, and values of the majority culture within the organization. Before 4-H can do this, it must represent ALL people in its youth membership and volunteer leadership roles.

4-H is legally required as an Extension organization to reach all people, not just a select few or a certain group. Even so, 4-H has not achieved diversity in most programs. Valuing diversity goes beyond just meeting quotas and completing reports. It means that your community has been analyzed and that volunteers, 4-H'ers, and programs reflect that population and its needs.

Many times, 4-H volunteers only address the needs and populations they feel comfortable with. We often fear people who are different from us. We must reach beyond our comfort level and our fears and tackle the challenge to diversify. The 4-H Youth Development Program belongs to everyone.

As a leader, you must have a strong sense that including everyone is an important goal. Then you must get others to believe as you do and take the appropriate action.



To help you reach all the people in your community, the following resources are available from your county extension office:

Volunteer Management Vehicle #2: Valuing and Achieving Diversity in Volunteer Management, TAXI Curriculum.

Volunteer Management Vehicle #3: Self-Examination of Diversity, Attitudes and Values, TAXI Curriculum.

Volunteer Management Vehicle #4: Developing a Plan of Action for Increasing Diversity, TAXI Curriculum.

Multicultural Guide: Many Faces, One People, part of VOLT Curriculum.

Other Resources:

Managing Volunteer Diversity: A Rainbow of Opportunities. 108 pp., 3-ring notebook of working with diverse volunteers. Edited by Sue Vineyard and Steve McCurley, 1992 (\$16.00).

Available from: Heritage Arts Publishing
1807 Prairie Avenue
Downers Grove, IL 60515
Office: (708) 964-1194
FAX: (708) 964-0841

Outreach to Culturally Diverse Audiences Through Communications and Networking.
A workbook and reference manual, Cooperative Extension Service, University of Maryland System, C.S. Oliver, Director. Includes exercises on: diversity and outreach, communications, networking, envisioning your future, working with diverse audiences.

RESOURCES

Invariably, the time will come when you need help, have a question, or simply want to talk about a specific situation concerning your 4-H group. You are not alone. Be creative when you ask for help; refrain from asking the same person every time. Look for new ways to accomplish a task, to teach a lesson. Try these resources.

4-H members are usually eager to help and available to work with you. They like to share their experience and expertise. They can practice leadership and teaching skills as well as provide positive role models for other youth.

Parents can be one of your greatest resources. They can help plan programs, present a topic, give leadership to a group of members, assist with an event or activity, serve as positive role models, listen to a member who needs a friend, or act as your sounding board.

Other 4-H volunteers know the joys, hard work, and challenges you face because they've been there. Ask for help; don't assume that they know you need assistance. Unasked, and therefore unanswered, questions seem to be the ones that cause the most trouble. Find a leader who shares your interests and ask him or her to be your mentor.

County 4-H Youth Development personnel are willing and eager to help you succeed. Some of the ways your extension personnel can give assistance are:

- Explain a particular component of 4-H to you, prospective members and their parents, or others in the community.
- Work with you to organize your club/group, especially if you are a new leader.
- Help you with the required paperwork and answer your questions.

- Visit with you about your club/group—how things are going, a specific problem, the purposes of an activity.
- Develop county-wide activities and events with a planning committee.
- Provide you with ideas and other details concerning the county 4-H program through a regular newsletter, a county 4-H calendar, the media, etc. The newsletter and calendar are probably your best sources of information. Read the newsletter, save each issue as a reference for what's coming up, tips on working with your club/group, and deadlines for applications or contests.
- Provide leader training opportunities.
- Help you obtain teaching aids such as visuals, videos, and program materials. Each county has a resource list.

Other 4-H groups are a resource. They can share with your group through visits, working together on a club or community project, or taking a tour or field trip.

Leaders from other youth agencies face the same challenges, constraints, and satisfactions that you do. Share ideas. Do an exchange; present a program in which you are knowledgeable for them in return for one they do for your group.

Local resource people are plentiful. Many well-trained, experienced people are willing to help on special occasions or for certain programs. Newspaper journalists, civic leaders, farmers, livestock owners, teachers, counselors, homemakers, doctors, insurance agents, bankers, and volunteers in other extension programs are among those whose expertise you might use. All you have to do is ask.

Libraries are a good source of information. Ask a librarian for assistance or to present a program. Does your library have videos, cassettes or records to loan or meeting rooms available?

National 4-H Council is a nonprofit organization that raises funds to support 4-H programming across the country.

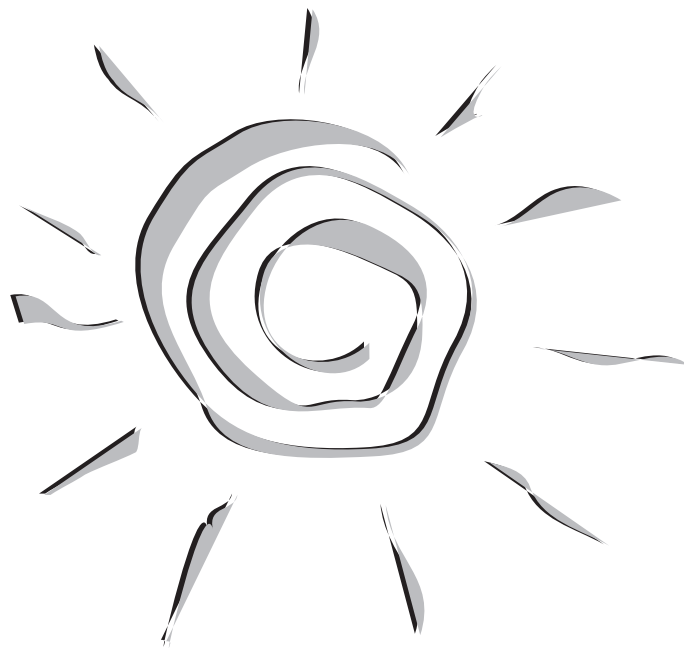
The National 4-H Center, located in the Washington, D.C. metropolitan area, is an educational facility on 12.5 acres. Many national workshops, conferences, and forums

are held there. 4-H families are invited to use the facilities while visiting Washington; rooms are available at reduced cost. Contact National Council at (301) 961-2840 for reservations.

The National 4-H Supply Service offers a wide variety of 4-H items for sale. Catalogs are mailed annually to club leaders and are available at the local extension office.

Letters to New Leaders is a videotape series available in most county extension offices. The topics covered by these tapes include:

- What is 4-H?
- Starting a Club
- Planning and Conducting Meetings
- Leadership and Teaching Techniques
- Opportunities for Members
- Opportunities for Leaders



4-H CLUBS

YOUR ROLES AND RESPONSIBILITIES

4-H encourages family involvement. Some of your goals include:

- interpreting 4-H Youth Development to families of 4-H members;
- helping each family to feel a part of the group;
- communicating the need for volunteer leaders;
- explaining the 4-H Youth Development Program to the local community.

It is your responsibility to:

- seek membership for your club;
- submit enrollments to the county office;
- order and distribute project materials;
- set regular meeting times alone or with officers;

- maintain accurate club financial records,
- keep abreast of the local, county, regional, and state opportunities for youths;
- encourage and motivate members to learn and grow personally and teach them to evaluate their own performances;
- involve parents when possible;
- involve members in planning;
- teach members to set goals;
- teach members to keep records of their achievements and progress;
- maintain communications with the county staff and other county groups.

TWO KINDS OF LEADERS

Volunteers are people who offer time and expertise without expecting or receiving pay. Youth and adults may serve as volunteers. Roles are as diverse as the needs require.

However, the two volunteer roles which are fairly well-defined are the club leader and project leader. The club leader provides support, guidance, leadership, and direction to a 4-H club. The project, e.g., leader is a primary educator of skills and knowledge associated with a specific subject matter, gardening, public speaking, etc.

STARTING A CLUB

Visit your area extension office to help decide the best way to reach local youth. Training is required for some leader roles and program delivery methods, but may be optional for other volunteer positions. Training allows you to learn specific methods for teaching life skills.

Informing the Community

New 4-H groups may be organized by extension personnel or volunteers. Before starting, you must set the stage in the local neighborhood or community. Inform people about 4-H and arouse their interest. You might arrange talks at community meetings or discuss with your local newspaper how to publicize 4-H. Use your school newsletter. Ask local radio and TV channels and enlist the aid of community groups, school teachers, extension agents, and other 4-H leaders in your promotion. Put posters in store windows and schools. Meet with prospective members and their parents at a designated location.

Dues and Uniforms

Clubs and leaders councils may assess fees for their local purposes (i.e., insurance, publications, operating expenses, supplies, etc.). A 4-H group may decide to have a club T-shirt, jacket, scarf, etc.



PLANNING THE FIRST MEETING

In planning the first meeting, give at least one (and preferably two) week's notice. If possible, send special invitations and encourage parents to attend. Outline the first meeting carefully. If 4-H is new to those you expect to attend, plan the meeting as an information session. Include participatory activities. Don't try to organize a business meeting for your first session. Make the program interesting and limit it to an hour and a half. The first meeting will set the tone for those that follow.

You can get supplies you need for this meeting from your county extension office. Such supplies may include: EM2778, *4-H Projects and Publications*; C1003, *4-H Enrollment Form*. Experienced 4-H members and leaders may be available to help you conduct it. If possible, recruit additional leaders at this meeting.

General Meeting Plan

After a committee has arrived early to check physical conditions (heat, ventilation, seating) and to greet newcomers and set them at ease:

- Open the meeting with a brief overview of 4-H and its leadership roles and organization.
- Discuss the 4-H project areas to be offered, encouraging prospective members to choose one suited to their needs and interests. Suggest that families discuss together the choice of a project.
- Pause for a question-and-answer session.
- Include a "hands-on" activity.

- Have prospective members indicate their desire to join. Stress the need for leaders in areas where interest has been expressed.
- Encourage parents to commit to helping their child with project work and the club with selected activities.
- Decide the time and place of the next meeting.
- Close with songs, games, and refreshments.

PLANNING THE SECOND MEETING

The agenda of the second meeting follows naturally from the first:

- Describe 4-H in more detail.
- Briefly discuss the 4-H symbols (emblem, colors, pledge, and motto).
- Introduce leaders and review projects.
- If members feel sufficiently well-acquainted, you might hold the election of officers. Give each officer a copy of EM4721, *Officer's Handbook*. Give the secretary a copy of C0240, *4-H Secretary's Book*; the treasurer, C0231, *4-H Treasurer's Book* and C1059, *Leader's Guide to the Treasurer's Book*; the vice-president, C0227, *4-H Club or Group Program Planning Book*; and the reporter, PNW0325, *4-H Reporter*.
- Discuss club policies about dues, attendance, meeting times, etc.
- Appoint a representative committee of officers, leaders, members, and parents to plan the year's program.

Every club meeting should include some recreation, especially if most members are

young. You may need to plan such activities for early arrivals. Active games are especially well-suited to the closing section of the meeting.

CLUB STRUCTURE

Clubs using the team approach to leadership often use two types of meetings: the general (business) 4-H meeting and the project group meeting.

General Meeting

All 4-H members meet with a leader in a general meeting. Such meetings provide 4-H activities not directly related to a project. Schedule these meetings as needed.

The meeting should be well planned by the officers, teen leaders, and adult leader(s). C0227, *Club or Group Planning Book*, is a good organizational guide. The adult leader(s) should be involved only as necessary in demonstrations and other educational programs.

Choose topics of interest to all for the general meeting program. You may include presentations, talks, panel discussions, slides, videos, guest speakers, judging, hands-on activities, skill-a-thons, or quizzes as activities.

Project Meetings

The emphasis in project groups is learning by doing. At these meetings, adult and teen leaders, members, and outside resource people all help teach the project.

The members meet with a project leader to work on a specific project, such as photography. At this meeting, for example, the members would learn how to use a camera.

You may hold a project meeting after a general meeting or on another day.

You may divide a large project group into small groups by skill or age level.

If project members are young, have a project leader or teen leader for every four to five members. Younger members usually need more time and help. Schedule additional meetings for them to complete their project.

PARENT COOPERATION

Parent support is vital to the 4-H Youth Development program's success. The best way to involve parents is to let them know they have something important to contribute. Parents are best suited to help their child choose and carry out a project, and children need parental support and recognition.

Informed parents are more likely to become involved. Help involve them.

- Encourage them to attend 4-H meetings, workshops, and events. Let them know what is expected and how they can help.
- Maintain personal contact with parents.
- Whenever possible, ask a parent for specific help.
- Form parent committees at the outset to help with activities such as community service, social activities, transportation, membership drives, fund raisers, leader recruitment.
- Hold a parents' night program.

Parents benefit as much as children from a thriving 4-H program. They are usually happy to help a group that helps their child. (See C0958, *How You Can Help Your Child in 4-H.*)

PUBLICATIONS

4-H publications are a valuable teaching aid. EM2778, *4-H Projects and Publications*, available from your extension office, lists publications you may order.

Order member publications from WSU in Pullman using the order form in EM2778.

You may receive one free copy of each publication for projects in which you are enrolled. Free copies are available to project leaders from the local extension office.

Audiovisual Aids

Inquire at your local extension office for videos, films, slide sets, and other teaching resources. Commercial groups also often make useful teaching aids available to 4-H.

TIPS FROM EXPERIENCED LEADERS

Successful 4-H volunteers provide the following ideas to help make your role more enjoyable:

- Share the leadership with other adult and teen volunteers.
- Don't try to do everything yourself—delegate tasks to members, parents, and other volunteers.
- Do something different at each meeting—a change of routine sparks the interest and enthusiasm of members and leaders alike.
- Use a variety of teaching methods.

- Make use of community resources and leadership.
- Try something new—lead or create a different project, get involved in leadership at the county or state level, offer to chaperone a delegation on a trip.
- Explore opportunities for self-improvement—workshops, classes, clinics, libraries, etc.
- Have a potluck or other club social event to kick off the year, to share progress on projects, or to celebrate success.

4-H THROUGH OTHER DELIVERY MODES

SPECIAL INTEREST 4-H

Special interest 4-H groups learn about a specific subject for a specified period of time. These groups may be short- or long-term, but their leaders are usually enrolled on a yearly basis. Counties' ideas vary about what special interest 4-H is. Most day camps and some subject-specific resident camps are considered special interest, i.e., horse camp. Horseback riding programs for disabled riders, the Extension Family Nutrition Education Program (EFNEP), and Challenge are other examples.

Sometimes grants are available to reimburse leaders and form special interest groups in low-income housing units. An example of a special interest project could be teaching cooking and nutrition to non-English-speaking youth while their parents attend classes that teach English as a second language. 4-H programs presented to other youth groups, such as Scouts and Campfire, are also considered special interest 4-H.

4-H SCHOOL ENRICHMENT

4-H school enrichment is a program in which volunteers, teachers, or extension personnel share their interests and knowledge with school children in the classroom. 4-H project materials add a practical, hands-on approach to classroom study.

4-H school enrichment differs from the club delivery method in that it is short-term and participants usually do not hold meetings or elect officers. A program might consist of one session or a series of sessions. A subject could be treated in a one- or two-day workshop, or integrated into the normal class routine for a week, a grading period, or a semester. In some counties, students are encouraged to display or demonstrate their projects at fairs or community events.

Volunteers or extension personnel may plan and teach sessions individually or with the classroom teacher. Classroom teachers may obtain 4-H materials from the local extension office.

SCHOOL-AGE CARE AND 4-H

School-age care (SAC) refers to the care of school-age children (ages 5–12) during times when school is not in session. This may include before and after school on school days, school holidays, teacher conference days, and summer vacations. School-age care programs have activities, environments, and equipment appropriate for the ages and development of the children. These programs may be conducted solely for school-age children or as part of a day care program that enrolls other age groups. The programs may be located in schools, churches, private buildings, or family homes. They may be profit or nonprofit businesses.

The three most common ways 4-H can be involved in SAC are:

1. **4-H Curriculum.** 4-H has provided appropriate curriculum for school-age youth for over 75 years. This includes project materials, activities, and games in 50 subject matter areas, from nutrition to plant sciences to environmental stewardship. 4-H curriculum also teaches basic life skills such as communication, leadership, and decision making.
2. **Training.** The core of each quality school-age program is its well-trained staff. 4-H can provide training on the developmental stages of school-age children, SAC program planning, appropriate group management techniques, food and nutrition, leadership skills, and sound business management.
3. **Volunteers.** In some counties, WSU Extension provides volunteers who can present programs on such subjects as bread baking, gardening, small animals, crafts, and self-care.

Check with local county faculty or 4-H program assistants for the services your county can provide. Each county has specific policies for providing curriculum.

4-H CHALLENGE

In WSU Extension's 4-H Challenge program, youth develop a sense of inner responsibility and trust in others by learning goal setting, problem solving, and communication skills.

4-H Challenge activities of bicycling, cross-county skiing, and "ropes" courses enhance these skills. The portable Challenge unit (Ropes-in-a-Box), which is available in many counties, can be set up in a playground or a classroom. Adult Challenge leaders are certified in experiential education techniques and closely monitor safety and appropriate stress levels during group activities.

4-H Challenge activities present a group of young people with a physical challenge that is impossible to solve alone. The youth must develop a plan to solve the problem. This plan is shared with the group leader. Then the group tests their plan to achieve the goal and master the physical challenge. For example, a group of hikers will decide how they will ascend a 3,000-foot summit. Or, a group on the ropes course may be challenged to get each teen member over a 12-foot wall.

After the physical challenge is completed, the group talks about what they learned and transfers these ideas to personal situations. For example, bicyclists, learning the value of drafting from one another, can transfer this idea to a family problem that seemed unsolvable before.

OTHER

Some counties offer 4-H experiences through parents working with their own children. Some of these programs are named Independent 4-H, Lone Stars, or Family 4-H.

Other counties provide 4-H experiences through county or regional day camps or resident camps. Camps may have a single focus, such as food and nutrition or horses, or offer a more general program.



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