



Project Leaders' Digest

YOUTH DEVELOPMENT PROGRAM ♦ UNIVERSITY OF CALIFORNIA COOPERATIVE EXTENSION ♦ ANR PUBLICATION 21729

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UNIVERSITY OF CALIFORNIA



4-H
Youth
DEVELOPMENT
PROGRAM

Welcome to 4-H

Thank you for volunteering to share your time and talents as a 4-H project leader.

There are many reasons to become a volunteer. Some people want to become involved in their children's activities, others want to help children in their community or have a skill to share, and others were 4-H'ers as children and want to share their experiences. Regardless of the reason, the 4-H program is glad you have joined the team.

This **4-H Project Leaders' Digest** will help answer some of the questions you may have concerning your new role.

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

The 4-H mission is to "engage youth in reaching their fullest potential while advancing the field of youth development."



What Is 4-H?

The 4-H Youth Development Program (4-H YDP) is an educational program made available through a partnership of county, state, and federal governments.

4-H YDP is an educational program of the University of California Cooperative Extension (UCCE), part of the UC Division of Agriculture and Natural Resources (ANR). 4-H membership includes youth, ages five through nineteen.

As a project leader, you can help youth develop into responsible, self-directed, productive citizens of the world. Projects have a focus in **citizenship, leadership, and developing life skills**, using the experiential learning model of "learning-by-doing."

Youth can participate by joining a community 4-H club, participating in a special interest group, attending camp, participating in a sponsored school enrichment activity, or enrolling in a school-age childcare program.

The 4-H Project — A Cornerstone of 4-H

Learning-by-doing is a basic philosophy of 4-H. The 4-H project is one of the areas where learning-by-doing takes place. Within the project, members learn things to do, things to make, and things to explore.

As members gain experience, the size of their projects may be increased and/or they may choose to take on additional projects.

A 4-H Project Is:

- Planned work in an area of interest to the 4-H member
- Guided by a volunteer who is the project leader
- Aimed at planned objectives that can be attained and measured
- Summarized by some form of record keeping

Most project work occurs over a period of several weeks or months during a year. In most counties, a minimum of six hours of instruction is recommended or required to complete a project. Check with the UCCE County Office for specific guidelines.

Any project a 4-H member selects should be based on:

- Their interests, needs, and time available
- Their family situation
- Suitability to the area in which they live
- The availability of necessary tools and equipment
- Their financial resources

A 4-H project consists of meetings, field trips, and related activities with the guidance of a volunteer and with the support of the member's parents, but it is important that the 4-H members do the actual work themselves.

Essential Elements

OF EFFECTIVE 4-H YOUTH DEVELOPMENT PROGRAMS



Recent research on youth development has documented the important role that youth development programs like 4-H play in the lives of young people. From that research the California and national 4-H Youth Development Programs have determined the Essential Elements that

form the foundation of the program's approach to positive youth development. The 4-H Youth Development Program fosters an environment for young people to develop a sense of **Belonging**, **Mastery**, **Independence**, and **Generosity**.

BELONGING

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

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

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

MASTERY

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

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

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

INDEPENDENCE

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

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

- practicing decision-making through participation as a club or unit member
- assuming the responsibility of a club officer
- providing leadership through participation as a Junior or Teen Leader or as a committee member at the local, state, or national level
- learning to accept responsibilities and to exercise self-discipline and self-control in fulfilling obligations.

GENEROSITY

Youth need to feel that their lives have meaning and purpose and that they do not live in a secluded world, but instead in a global community, which requires awareness and compassion for others. They need experiences that provide the foundation that will help them understand the "big picture" of life and find purpose and meaning.

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

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

Apply What You Learned *List two ways you can promote each of the essential elements in your project.*

Belonging

Mastery

Independence

Generosity

Focus on

CITIZENSHIP, LEADERSHIP, AND LIFE SKILLS



All 4-H projects and activities should be designed to lead to the development of citizenship, leadership, or life skills. No matter the subject of the project, at least one of these skill areas should be a part of what members are learning.

Citizenship

In the California 4-H Youth Development Program, "citizenship" is defined in broad terms. It is more than voting and understanding how government works. Citizenship incorporates concepts of "youth in governance," "civic engagement," and uses strategies such as service learning and community service to foster young people's sense of connection to communities. Our citizenship activities can and should foster the development of "generosity" as described above. They may also help develop important life skills; inspire an appreciation for the history and heritage of one's family, community, state and nation; help develop knowledge of the principles, processes, and structures of government; develop awareness and understanding of environmental, social, or other issues; and encourage understanding of how societal issues impact oneself and others.

Leadership

The California 4-H Youth Development Program believes that all youth have the potential to become leaders and that there are multiple ways to be an effective leader.

Leadership can be defined as "the ability to influence and support others in a positive manner for a common goal."

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

Youth should be adequately prepared for those roles, and should have opportunities to reflect on

their leadership experiences in ways that will enhance their learning. The California 4-H Youth Development Program believes that youth are not only the leaders of tomorrow, they are also the leaders of today!

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

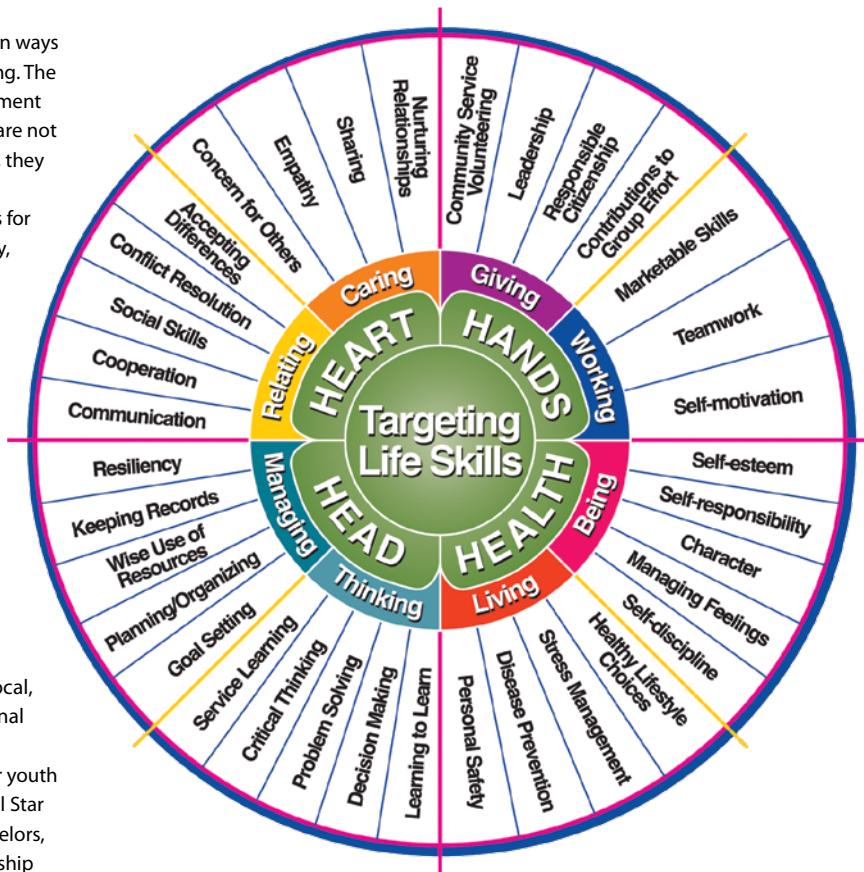
- learn how to become effective officers
- develop skills that prepare them for future roles
- make decisions at the local, county, state, and national levels.

At the county level, older youth can become Emerald Stars, All Star Ambassadors, or camp counselors, or they can hold other leadership positions available in their county. As they progress, they will find many opportunities to provide leadership.

Life Skills

The University of California 4-H Youth Development Program fosters young people developing a wide range of life skills and provides increasingly challenging opportunities for them to practice those skills and achieve a sense of mastery.

This model can help you plan learning objectives or identify outcomes for projects. For more information, look online at <http://www.extension.iastate.edu/4H/lifeskills/homepage.html>.



Apply What You Learned *Thinking of your project...*

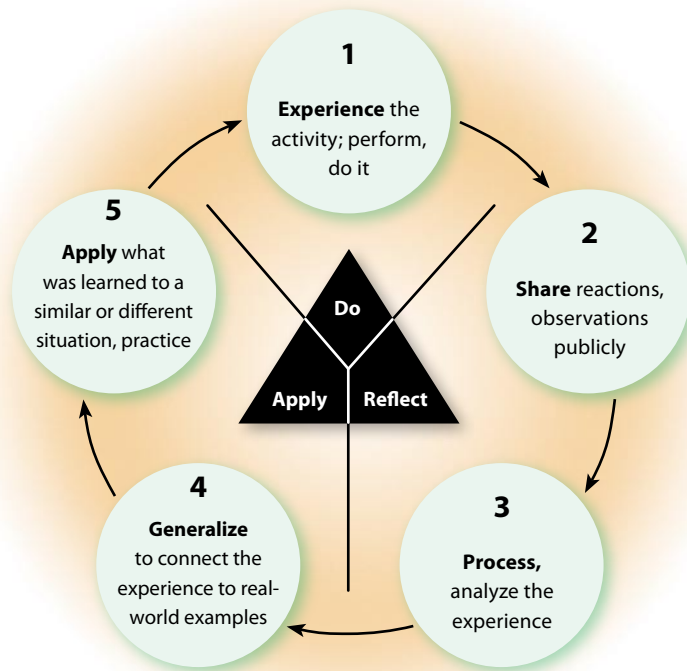
List two specific activities you can use to promote **citizenship**:

List two specific activities you can use to promote **leadership**:

List two specific **life skills** you can help members develop:

Learning

IN 4-H YOUTH DEVELOPMENT



Learning Method

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

- is direct and hands-on
- uses open-ended questions that invite further discussion and interaction
- allows participants to discuss the experiences they had doing the activity
- results in active reflection and discussion of the activity by the participants
- makes connections between the activity and real-world examples
- applies the outcomes of the activity to one or more independent situations

Experiential Learning Cycle

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

Experience: Do It! Begin with a concrete experience. This can be an individual activity or a group activity, but it involves doing something with little or no help from the leader. Ask youth to rate an item. For instance, "which product costs more?" Additionally, you can create exhibits, role-play, give a demonstration, problem-solve, or play a game.

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

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

Generalize: So What? Support youth in finding trends or common lessons

in the experience that can be applied to the real world, not just the specific topic. Identify key terms or real-life principles that capture the meaning.

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

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

Learning Styles

People have different **learning styles**.

Some of us are **visual** or **spatial learners**. We think in pictures and learn best from visual displays, such as diagrams, illustrated books, overhead projections, videos and DVDs, handouts, and flip charts. The

skills visual learners are best at include puzzle building, reading, writing, understanding charts, demonstrating a good sense of direction, painting, designing practical objects, and interpreting visual images.

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

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

Apply What You Learned

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

Experience

Share

Process

Generalize

Apply

Setting the Stage

FOR LEARNING



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

As a project leader, you have the wonderful opportunity of utilizing a variety of teaching environments, methods, and styles to best meet the needs of the individuals you will be working with.

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

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

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

Learning is a natural, lifelong process for all of us. You, as a 4-H leader, can make a difference in what and how youth learn. Hands-on learning is a key part of 4-H. It can occur through three different strategies as follows.

Apply What You Learned *When planning your project, balance Competitive, Individualistic, and Cooperative learning.*

List ways you can use **Competitive Learning**

List ways you can use **Individualistic Learning**

List ways you can use **Cooperative Learning**

Remember to avoid using this method with Primary 4-H members.

Learning Strategies

COMPETITIVE LEARNING

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

Participants work against each other to show who is best. To attain the goal of winning, one must beat all others. Only one can win.

Example: Winning a contest and moving on to the next level.

Implications: Competitive learning encourages high levels of individual achievement, but also creates many more losers than winners. This can be harmful to youth, especially those with undeveloped centers of self-esteem.

INDIVIDUALISTIC LEARNING

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

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

Example: Earning a star rank based on number of personal tasks completed.

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

COOPERATIVE LEARNING

We sink or swim together.

Cooperative learning encourages the development of social interaction skills but takes a greater commitment of time to promote learning. This type of experience has several necessary components.

Example: A group works on the yearly club budget. It is in the best interests of everyone to help others do their best.

Implications:

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

Face-to-Face Interaction – Group members must be able to interact directly with each other.

Individual Accountability – Every member must be responsible for how he or she does as an individual as well as how the group does.

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

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





How to Be



Participation in Animal Projects

4-H members must be 9 years old or in the 4th grade by December 31 of the program year to participate in 4-H large animal projects.

Junior/Teen Leader Requirements

Junior Leaders and Teen Leaders should be enrolled in the Leadership Development Project.

Age Requirements

Primary Members

5 years old or in kindergarten by December 31 of the program year through 3rd grade

Junior Members

9 years old or in the 4th grade by December 31 of the program year through 5th grade

Intermediate Members

6th through 8th grades

Senior Members

9th through 12th grades and/or have not yet reached age 19 by December 31 of current calendar year

Home-Schooled Members

Youth are to enroll based on their age (from 5 to 19 years old), as of December 31.

Other Membership Opportunities

Youth may also enroll in 4-H as a group through their school or other organizations.

Junior Leaders

Intermediate Members may assume the role of the Junior Leader to assist project leaders and members in their 4-H work.



Teen Leaders

Senior Members may be Teen Leaders who plan and lead projects under supervision of a 4-H Leader.

Members under 19 years of age are NOT authorized by 4-H to transport other members and are NOT covered by University liability coverage.

4-H Pledge:

"I pledge

My **HEAD** to clearer thinking,

My **HEART** to greater loyalty,

My **HANDS** for larger service, and

My **HEALTH** for better living,

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

4-H Slogan:

"**LEARN-BY-DOING**"

This slogan expresses a belief in a way of learning that allows individuals to practice and use new knowledge and skills.

4-H Motto:

"**TO MAKE THE BEST BETTER**"

This motto encourages individuals and groups to improve their opportunities, skills, and knowledge for the future.

Appointed Volunteer Leaders

An adult 4-H volunteer leader is appointed by the County Director after she/he has completed an application form, undergone a fingerprint screening process, and attended a 4-H YDP orientation. An adult cannot participate as a 4-H leader and work with the youth in that capacity until she/he receives the volunteer card from the County Director. 4-H volunteer leaders must be at least 18 years of age. Appointments are renewed on an annual basis.

Project Proficiency Program

Some counties use proficiency programs that help youth to learn at their own speed by measuring their progress in achieving a set of goals. The program can also help leaders organize and plan their project in a sequential manner. Check with the UCCE County Office to see if this program is offered.

Money Issues: Fundraising

You can cover expenses for project activities by asking each child to bring the necessary funds to each meeting. Discuss the project costs with parents at the beginning of the program year.

When fundraising is necessary, county and state 4-H YDP rules must be adhered to:

- NO raffles, wagering, or gambling
- ALL funds must be deposited into a 4-H YDP club or county council account
- All equipment and materials become the property of the 4-H Youth Development Program
- There may be limits on what a 4-H group may purchase or own. Check with the UCCE County Office.

A Quick Look at 4-H Lingo

People:

4-H Community Club Leader

The **4-H Community Club Leader** (or Leaders) is a volunteer who assumes the responsibility of helping members plan, conduct, and evaluate an individual 4-H Club. He or she also works with other volunteers in the club to coordinate projects and helps explain club, county, and state 4-H policies to the club membership.

Program Representative

The **Program Representative** represents the University of California in the day-to-day operations and decisions of the county 4-H YD Programs. He or she helps interpret 4-H policies and works directly with volunteers in the development of the community club program.

Youth Development Advisor

The county **Youth Development Advisor** is responsible for the educational content of all 4-H Youth Development Programs countywide. The Youth Development Advisor is responsible for interpreting University policies and developing applied research and educational programs that affect youth in the county.

County Director

The Cooperative Extension **County Director** has responsibility and leadership for all UC Cooperative Extension programs and employees for the county.

Regional Director

The Cooperative Extension **Regional Director** has responsibility and leadership for all UC Cooperative Extension programs and employees, including the 4-H YDP, in a region of the state.

Structures/Groups:

County 4-H Council

The **County 4-H Council** is a countywide organization made up of volunteers and teen members. The Council plans, implements, and evaluates county 4-H activities with the assistance of paid 4-H Staff.



Hi 4-H/Teen Council

The **Hi 4-H/Teen Council** is a countywide organization made up of all teen members. The group plans, implements, and evaluates activities in the county and social functions for teens. It may have a different name, depending on the county.

Cooperative Extension

Cooperative Extension (UCCE) is an organization sponsored by the University of California as part of a partnership between the University, the United States Department of Agriculture, and the local county government. University Staff are assigned to county offices where they provide various services and programs, including the 4-H Youth Development Program.

UCCE County Office

The **UCCE County Office** houses UCCE staff and programs in space provided by the local county government. This is the local center for 4-H Youth Development Program enrollment, programmatic, and informational services.

State 4-H Office

The **State 4-H Office** staff provides leadership in the operation of 4-H Youth Development Program statewide as well as the development and interpretation of University policies.

Activities:

Presentation

A **Presentation** is a form of teaching in which members demonstrate or communicate their knowledge and skills to others. This can be a talk, demonstration of a skill, public speaking, performance of a skit, or other forms of communication. A good goal is to have every member give at least one presentation during the year.

Judging

Judging is an activity that develops a member's knowledge and understanding of qualities and standards in projects and in other areas of 4-H. Members make observations and learn how to methodically communicate their opinions about their observations.

Projects

A **Project** is a focused area of work that a member decides to enroll in each year. Several members working in the same subject matter area become a project group under the guidance of a volunteer 4-H project leader. A 4-H club can include several project groups. An individual member may be the only person enrolled in a particular project.

Showmanship

Showmanship is an opportunity for members to demonstrate competency in presenting themselves and their project work. It also involves behaving in a positive and supportive manner toward others.

Record Keeping

Members practice **Record Keeping** to record selected and useful information about their 4-H experiences and

projects. Records usually take the form of a group of reports that are compiled in the form of a Record Book or Portfolio used for a specific purpose.

Community Service/ Citizenship

A **Community Service or Citizenship** project or event is undertaken by a member or group of members to help others and make the community a better place in which to live.

Recognition:

Achievement Pins/ Service Stripes

Once a year, every member who completes the 4-H Club year is recognized with an **Achievement Pin** and a **Service Stripe**.

Star Rank

The **Star Ranks** make up a recognition system that provides individual members with an opportunity to set goals and to record progress. The star ranks are Bronze, Silver, Gold, and Platinum (statewide ranks). Each star rank is earned by completing a set number of activities listed on the 4-H Record Book Personal Development Form.

All Star Ambassador

The **All Star Ambassador** is the highest rank a 4-H member can achieve at the county level. Individual counties have their own criteria that members must meet to receive this recognition. This rank may be considered a "working recognition" that a member holds as he or she carries out leadership responsibilities in the county.

Other Achievement Stars

Counties may have additional achievement programs that recognize youth with different "color" stars for different levels of service or achievement.

Working

WITH 4-H MEMBERS



Youth Characteristics

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

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

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

Primary Members

Primary members (K through 3rd grades) usually have a relatively short attention span. They have limited manual dexterity and hand-eye coordination, as well as limited reading and writing skills. As a result, primary members can be sensitive to personal criticism.

Junior Members

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

Intermediate Members

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

Senior Members

Senior members (9th grade until 19 years of age) enjoy leadership opportunities that allow them to exercise their developing skills in adult roles. They are fine-tuning their interests and exploration of career possibilities.

Teaching Opportunities

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

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

Presentations: These are traditional teaching techniques in 4-H (see **A Quick Look at 4-H Lingo** for description). A volunteer or older member can give a presentation to share knowledge and skills with others in a meeting. Members should be

asked to give presentations before their project group on skills or knowledge they have mastered or learned. Members should also be encouraged to repeat their presentation at their club meeting, before their parents, at Presentation Day, or for other activities and events. As they progress, members will assume an increasing amount of responsibility for choosing their presentations' subject, preparing the presentation, and evaluating their efforts.

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

Judging: In 4-H we use judging as a tool to help young people learn to observe, compare, make decisions, and categorize differences and similarities between things. At first, give a member two similar types of items to observe and compare to each other. Ask him or her to tell

in what ways one item is different from another. As the member gains confidence in judging, ask him or her to rank four related items from best to worst. Have the member give his or her reasons for ranking each item.

Tours: Young people like to go places and see things. Tours of members' projects can be quite a boost for members and their families. Everyone gets a chance to compare methods and measure their individual progress. Members can discuss their experiences, display their work, or give a presentation.

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

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

Apply What You Learned

Use a variety of methods or opportunities in your project.

Identify the characteristics of the ages in your project group:

List how you will involve community resources in your project:

List how you will use teaching opportunities in your project:



Your First Meeting

Your first project meeting of the year is your most important in getting the project off to a good start. Use the **First Project Meeting Outline** below to organize the meeting.

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

Introduce the Junior/Teen Leaders and discuss their role. Include an overview of the project with visuals, speakers, or members who have taken the project in the past.



First Project Meeting Outline

Duration: 1 to 1½ hours (maximum)

1. **Introduce** yourself and others. Take roll.
2. **Review project goals and expectations.** Discuss skills and knowledge to be covered during the year. (A blackboard, posters, or sheets of blank newsprint are helpful.) Discuss project requirements, rules, and discipline.
3. **Use experienced members, parents, and others** in the community as resources.
4. **Discuss with the group:**
 - Number, frequency, place, and time of meetings
 - How project supplies used at meetings will be acquired
 - How expenses will be met
 - What to bring to meetings
 - Dates of special activities, and how to participate
 - Completion date for the project
5. **Fun activity** – Use a game, a relay, or some other fun and interactive activity to reinforce what was discussed earlier.
6. **Hand out project materials,** answer questions, make assignments.
7. **Adjourn.**
8. **Review the meeting** with your Junior/Teen Leaders and/or Assistant Leaders. See how they feel about the meeting. Help them analyze their part. Be encouraging and supportive. (Do this after every meeting.)

A Project Meeting Outline

Duration: 1 to 2 hours (maximum)

1. **Interest getter** (15 to 20 minutes) – Ideas include identification quizzes, judging contests, relay skill games, films or slides, a tour of the host member's project, and guest speakers.
2. **Skills session** (30 to 50 minutes) – The bulk of time spent in most meetings should be spent *doing*: that is, practicing a job or skill. Be sure to include the elements of experience, sharing, processing, generalizing, and applying in your session (see more under **Learning in 4-H Youth Development**).
3. **Discussion** (15 to 20 minutes) – Use this time for questions and answers, coming events, comments on presentations given and assigned, and members' reports on project problems.
4. **Presentations** (10 minutes) – Ask one member to give a presentation at each meeting.
5. **Record keeping** (10 to 15 minutes) – Allow time for members to work on calendars and report sheets.
6. **Summary and assignments** (10 to 20 minutes) – Have members summarize the day's meeting. Plan for the next meeting – where, when, and what to bring.
7. **Refreshments and recreation** – Recreation and refreshments are optional, but these activities help keep the members' interest up. Junior/Teen Leaders can plan and organize this portion of the meeting.

Apply What You Learned

After reading through the Project Leaders' Digest and doing the activities, you are ready to get started. Use the checklist below for review:

- ☐ Obtain a 3-ring binder or file for easy storage of all of your project materials.
- ☐ Get a list of your project members.
- ☐ Order project materials from the 4-H Publications catalog.
- ☐ Review resource materials at the UCCE County Office.
- ☐ Prepare project goals and expectations for members.
- ☐ Prepare a sample **Project Meeting Outline**.
- ☐ Complete a calendar for your project's year, including dates of meetings and events.
- ☐ Meet with your Junior/Teen Leaders and review plans and expectations for the year.

Youth and Adults

WORKING TOGETHER



Youth-Adult Partnerships

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

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

- **Build relationships and a cooperative environment.** Learn about each other before you start the project. This builds trust.
- **Understand differences.** Learn from one another what each of you needs and expects from the other(s). Everyone can contribute to the project. Understand that each person brings gifts/talents/resources to the partnership.

- **Know your goals, and focus on the ones you have in common.**

Youth need to be involved with decisions that affect them, and adults need to understand why this is important.

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

Youth in Governance: A Goal to Strive Toward

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

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

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

3. Recognize the importance of encouragement and support on a continuing basis throughout planning, implementation, and evaluation of the activity.
4. Understand that mistakes are opportunities to learn.
5. Ask for assistance when needed.

Teens

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

Adults

1. Recognize teens as equals in making decisions and accepting responsibilities.
2. Recognize the importance of good communication between adults and teens.

Apply What You Learned

Checklist for Youth-Adult Partnering

- ☐ Learned about each other before starting the project.
- ☐ Developed job descriptions, together, for all partners.
- ☐ Identified expectations of the teens and adults.
- ☐ Identified goals.
- ☐ Identified activities and the who, how, where, when, and why of each task.
- ☐ Teens are partners in decision making.
- ☐ Encouragement, support, and recognition for accomplishments are important to give to all partners.

Remember that teens are not allowed to assume *all* of the responsibilities of adult 4-H Leaders, since they are not covered by 4-H liability insurance, which applies only to adults. For this reason, Junior and Teen Leaders must be supervised by an appointed adult 4-H Leader at all times when they lead a project or activity.

Safety and Insurance



Safety First

As the 4-H project leader, you are entrusted with a great responsibility. The skills and knowledge that 4-H members gain from project work and the development of cooperation, leadership, and community involvement through 4-H will help them develop into caring adults. An important area in this development is that of safety.

Youth Protection

There must always be at least two (2) adults present at 4-H programs, events, and activities. These adults can be two appointed adult volunteer leaders, or one appointed adult leader and another adult (who is at least 21 years of age) or a 4-H Youth Development Program staff member.

What Can the 4-H Leader Do About Safety?

- Set a good example at all meetings.
- Recognize hazards and correct them.
- Demonstrate the proper use of equipment.
- Discuss safety at every meeting.

Safety Requirements for Transporting Members

All leaders who transport youth are required to have a valid California Driver License, carry their own automobile liability and accident insurance, use a safe vehicle, and have a seat belt for each passenger. It is illegal to ride in the back of a pickup truck in California.

When transporting youth to or from 4-H programs, events, and activities, an adult cannot be alone in a vehicle with a youth other than their own child without advance written permission of the youth's parent.

Liability Coverage

Coverage for appointed volunteers is provided during activities that are scheduled, sponsored, and supervised and while volunteers are acting within the scope and course of their UCCE duties. More specifics about liability are available at your UCCE County Office.

If accidental injury or property damage occurs, full details must be promptly reported to the UCCE County Office.



Field Trips

4-H volunteers in charge of an activity must have an original signed medical release form in their possession. When planning a field trip, you should provide the parent with an itinerary and have him or her sign a permission slip for the child to participate.

Accident Insurance

When members and leaders join 4-H and pay their fees, they are covered by 4-H accident insurance **while directly involved in activities scheduled, sponsored, and supervised by appointed 4-H volunteers or staff.**

The insurance does NOT cover parents or family members unless they are also enrolled in 4-H.

If a 4-H member in your project is injured and requires professional medical

attention, obtain medical attention, notify parents, and provide them with the accident insurance claim form. Report the incident to your UCCE County Office.

Safety in Animal Science Projects

Animal science projects are very popular in 4-H, but animals are unpredictable and require extra attention when it comes to safety.

- Maintain good fencing and/or cages.
- Pick up items that may injure an animal: loose barbed wire, boards with nails, nails and tacks, paint cans, and broken glass, for instance.
- Lock all gates, doors, and fences.
- Lock up poisons, pesticides, chemicals, and medicines.
- Practice personal hygiene and wear proper protective clothing when handling animals.
- Take special precautions when handling a sick or wounded animal.
- Practice good animal hygiene by keeping the animals in clean quarters.
- Eliminate pest infestation.
- Horse and other equine project members and leaders must follow the equestrian helmet policy.

Safety in Other 4-H Projects

The following are some tips to review when organizing your project:

- Keep all areas free of boxes, mops, brooms, tools, etc.
- Use a safe step ladder instead of a makeshift chair or box to reach an item on a high shelf.
- Keep sharp knives in a rack or separate from other knives and tableware.
- Keep handles of cooking utensils on the stove turned away from the front.
- Mop up spilled grease or water immediately.
- Disconnect the iron when not in use.
- Repair or discard electric cords when they become frayed or worn.
- Keep poisons and medications properly labeled and out of reach of children.
- Use your tools and machinery correctly.
- Always use appropriate protective equipment and clothing.

Apply What You Learned

Safety should come first in your projects.

List the safety precautions you will take in your project:

List other safety information you need:

Resources

WHERE DO YOU GO FOR HELP?



There are many knowledgeable people and valuable resources available to assist the 4-H Project Leader.

4-H Community Club Leader (CCL)

This should be your first source of help and information. He or she can provide you with an overview of 4-H, specific resources that meet your project needs, and guidance on where to seek additional assistance.

UC Cooperative Extension County Office

County 4-H staff are available and willing to help you better understand your role as a project leader and give you support.

County 4-H Newsletter

Make it a habit to read the 4-H newsletter announcing county events and project-related activities. Refer to its calendar and share information of interest to your project members.

Other Adult Leaders

Some counties have key resource leaders appointed for different project areas to help locally. Together, project groups from different clubs may have special meetings with guest speakers or a field trip to a related industry or business.

Junior and Teen Leaders

If you need a Junior or Teen Leader assigned to your project, ask your CCL. Also ask interested teens from other project groups and / or clubs to give presentations or speak to your group. Ask them to give a record book workshop.

County 4-H All Star Ambassadors

These 4-H teens have attained the highest county 4-H rank and are very knowledgeable about 4-H. They can answer questions that you and your project members may have about events and activities.

Training Days and Project Events

These provide the opportunity to see first-hand how 4-H members can participate and learn. It gives you a chance to meet other project leaders.

Local Businesses

Contact local businesses for other resources, for instance, videos, pamphlets, and visual aids for loan. Before sharing these resources with members, be sure to critique the information to make sure it is unbiased and educational.

Resource Lending Library

Most UCCE County Offices have a lending library filled with videos, books, tapes, slide sets, and other demonstration and teaching materials, available to all 4-H project leaders. Check with your county office to see what is available.

4-H Publications Catalog

Ask your club leader or UCCE County Office for a copy of the 4-H Publications Catalog. It contains a listing of all available state 4-H leader and member materials. Also ask for a listing of other counties' 4-H materials.

UC ANR Catalog

For more technical information related to your project, ask for a copy of the UC ANR Publications Catalog, FREE at your UCCE County Office. The catalog is also available online at <http://anrcatalog.ucdavis.edu>.

4-H Websites

County, state, and national websites offer many resources. Links are available at the State 4-H website for California: <http://www.ca4h.org>. Check with your UCCE County Office for local websites.

Apply What You Learned

Use the information on this page to create your own Resource List.

Community Club Leader(s):

Name

Phone

Email

UCCE County Office:

Contact Name

Phone

Email

Location/Address

City/State/Zip

Teen/Junior Leader(s):

Name

Phone

Email

Resource Leader(s):

Name

Phone

Email

Resources and videos I will check out:

Events I will attend:

Other resources I will use:

4-H documents to obtain:

Project Group Roster, Attendance Record, Calendar, Meeting Plan, 4-H Annual Project Report, Personal Development Report (PDR)



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