

New York State 4-H Volunteer Leader Guide: *The Basics!*



For whom is this guide?

Are you a 4-H Club Volunteer, Mentor, Evaluator, or leading a project or activity? Then this **4-H Leader Guide** is your starting point for success. Upon completion of the 4-H Leader Guide you will:

- Have an understanding of the foundations of 4-H including history and educational philosophy
- Develop a deeper understanding of Positive Youth Development
- Learn the Experiential Learning Method and how to use it
- Have practical tools to plan your 4-H Year

Table of Contents

| Section 1: Laying the 4-H Foundation | PAGE |
|---|-------------|
| Before Attending Training | 2 |
| Positive Youth Development and the Thriving Model | 3 |
| NYS 4-H and Safe Spaces | 6 |
| Section 2: Getting Started: Leading a 4-H Program | |
| The Basics | 8 |
| Experiential Learning and Multiple Intelligences | 9 |
| Getting Started with Project-Based Learning | 10 |
| Appendices | |
| Sample Volunteer Position Descriptions | 12 |
| Sample 4-H Annual Planning Calendar | 14 |
| Sample 4-H Project Planning Guide | 15 |
| Sample Leader Self-Assessment | 16 |
| Sample Parent Welcome Letter and Survey | 18 |
| Program Evaluation Tool: Common Measures Universal Survey | 20 |
| References | 24 |

County-Specific (to be included by County), may include:

- Awards and Recognition
- County Event Info (Fair or Showcases, Public Presentations etc.)

Listed in **blue** are questions for 4-H Leaders to consider, which will be addressed at training.

All **hyperlinks** are listed on the last page for those receiving printed documents.

Acknowledgements Compiled by Melanie Forstrom, 4-H Program Leader from Ulster County NY, with funding provided by Cornell Cooperative Extension's Innovation Grants. 4-H Educators and Volunteers were instrumental in making sure this workbook reflects 4-H staff needs and is user-friendly. Her hope is that this guide continues to be updated at least annually as new research emerges, and new resources are added. Please contact Jenn Bassman (jlb596@cornell.edu) with needed changes, broken links etc.

How can I prepare before attending training?

Before attending Leader training, go to Cornell's ACT for [Youth Positive Youth Development 101](#)¹ and watch or read the units that best apply to your volunteer position. Suggested modules are below. Each course takes approximately 30 minutes.

| | |
|---|---|
| All | Principles of Positive Youth Development (PYD) Course |
| 4-H Organizational Leaders | Youth Development Programming Course |
| Mentors and Afterschool Volunteers | Youth Work Ethic Course esp. Unit 5 Personal Boundaries |
| Peer Mentors and Youth Volunteers | Youth Work Ethic Course esp. Unit 5 Personal Boundaries |
| College and Career Exploration | Youth Work Ethics Course |

ACT for Youth also offers a [Social and Emotional Learning Toolkit](#)² with useful strategies, videos and activities for youth development professionals.

[Ages and Stages](#)³ (Oregon State University) - reviews how to work with youth in generalized age groupings. [ACT for Youth](#)⁴ offers more information on this subject as well.

Another important concept in facilitating a positive learning environment for youth is cultivating a growth mindset. Carol Dweck summarizes her research in [this TED talk](#)⁵.

The 4-H basics can be found [here](#)⁶. **Instructions** to access this course appear at the bottom of the [NYS 4-H Volunteer](#) page under **Volunteer Training**.

Cooperative Extension is a nationwide system of land-grant universities and colleges (106 at printing time), and offers a wealth of volunteer resources. **Please note that handbooks, policies and procedures are different for each college/university and you should consult with 4-H Staff about any questions.**

- University of California's [Volunteer website](#) offers narrated resources about positive youth development (Idevelop) as well as Club and Project Leader Resources⁷
- The [Discover 4-H series](#)⁸ is a free six meeting curriculum for new Leaders which interweaves the Experiential Learning Method (Do-Reflect-Apply) in a wide variety of subjects (Spa Science, Archeology, Animal Science etc.)

Questions for 4-H Leader Reflection

1. What will positive youth development look, feel, sound (and maybe even taste) like in my group?
2. How can I work to help youth develop their own growth mindset based on effort, new strategies/approaches and seeking help when needed?
3. How do I plan to organize projects appropriate for the ages and abilities of my group?
4. How will I communicate expectations for youth and parents in our group?
5. What questions do I have and what resources do I still need?

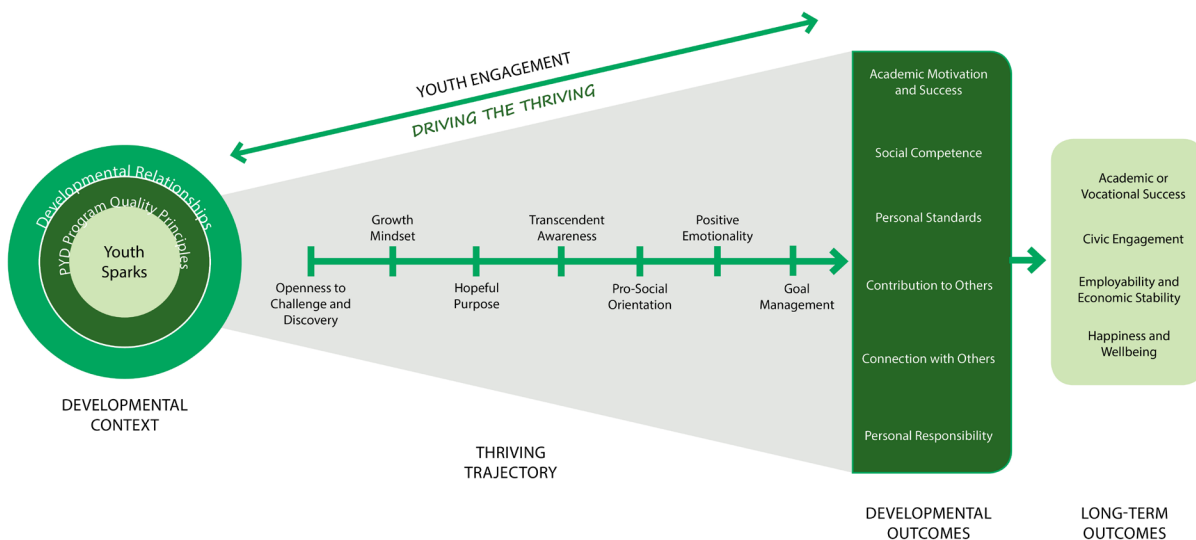
All 4-H Work is Grounded in Positive Youth Development (PYD)

The work we do is important! 4-H done correctly helps youth thrive. So how do we do this work well? The positive youth development approach: (with practical suggestions in green)

- Is community-based and collaborative **SO 4-H Volunteers work with youth leaders, community partners and other 4-H Leaders to deliver programming**
- Shifts the focus from preventing negative outcomes to co-creating positive outcomes **SO 4-H Leaders empower youth to thrive in a positive environment where they understand the desired program outcomes**
- Engages youth as valued partners **SO 4-H includes youth in making decisions and as club officers, peer mentors, committee members, activity leaders et cetera**
- Seeks to meet basic needs, provide opportunities for development, and ensure that youth have positive relationships with caring adults **SO 4-H provides refreshments when possible, and provides training and leadership opportunities for youth and adults**
- Recognizes that all youth have strengths that they can build on **SO 4-H provides opportunities to develop mastery through constructive feedback**
- Creates a welcoming and inclusive environment **BY abiding by NYS Safe Spaces practices**
- Has long-term developmentally appropriate opportunities **BY providing youth leadership opportunities whenever possible**⁹

4-H is Positive Youth Development

4-H is based on a positive youth development (PYD) approach that recognizes all youth have interests, abilities, and passion and strengths (aka sparks) that can be enhanced by participation in 4-H programs. The Thriving Model¹⁰ has three parts: developmental context, thriving, and outcomes. Research shows that participation in high quality 4-H programs increases thriving in youth, and thriving youth achieve important developmental outcomes. The 4-H Thriving model predicts that youth who participate in 4-H programs that provide a high-quality developmental context will thrive, and thriving youth achieve key developmental outcomes.



Thriving Tip Sheets: When working with 4-H Youth...



Definition of **Grit**: firmness of mind or spirit: unyielding courage in the face of hardship or danger¹¹

SELF-REGULATION AND GOAL SETTING

- Encourage and help youth to set goals for what they want to achieve; start with modest achievable goals that gradually get more difficult.
- Help youth identify steps they will take to achieve their goals
- When youth struggle, remind them of the idea of grit, and that with effort, their goals are achievable
- When youth reach roadblocks to their goals, encourage them to reflect on what didn't work and develop new strategies for achieving the goal
- Remind youth of the importance of delaying short-term gratification for longer-term goals
- Recognize youth for achieving goals and the effort they put in to making their goals a reality

PRO SOCIAL ORIENTATION

- Ensure that 4-H programs are welcoming to all, which sets the stage for youth belonging
- Set clear pro-social behavior expectations in 4-H programs
- Engage youth in developing a list of positive behaviors that they all agree to promote and practice in 4-H
- Help youth practice taking the perspective of others—especially when there are disagreements
- Recognize, support and encourage kindness and empathy among youth
- Help youth practice generosity to others through regular community service projects and activities
- Help older youth see that they are important role models for younger 4-H members



TRANSCENDENT AWARENESS

- Take time to help youth see the wonder and awe in the world around them; developing a sense of awe is an important step in self-transcendence
 - Encourage and provide opportunities for youth to volunteer their time serving others
 - Encourage generosity among youth; doing so helps youth think and act in ways that go beyond the self
 - Encourage youth to think ethically about the decisions and actions they take, helping youth to consider the impact of their actions on others and the greater world
- Provide opportunities for youth to be out in nature and disconnected from electronic devices
 - Help older youth see that they are important role models for younger 4-H members

Thriving Tip Sheets: When working with 4-H Youth...

THRIVING HOPEFUL PURPOSE

- Help youth identify their “sparks”, or their interests and passions; sparks are a key source of hope and purpose for many youth
- Actively facilitate the development of a young person’s spark
- Encourage youth to set meaningful goals and develop plans for achieving them
- Show youth a pathway to the future
- Empower youth voice and show how they can make a difference in the world
- Help youth identify their unique gifts and talents and how they can use them to make the world a better place for others



POSITIVE EMOTIONALITY



- Assure youth that their feelings matter, and support their feelings as valid
- Teach youth that while all feelings are valid, everyone needs to learn to manage their emotions effectively
- Encourage youth to express their feelings when they try to suppress them
- Help youth develop reappraisal skills by pointing out other sides to the situation and encouraging perspective taking
- Have clear expectations for expressing strong emotions appropriately in 4-H
- Notice youth who struggle with emotional management and guide them toward more positive expression¹²

OPENNESS TO CHALLENGE & DISCOVERY

- Identify ways to challenge learning and growth in small but steady steps
 - Encourage youth to try new things, even if they are uncertain they can succeed
- Teach youth the importance of a growth mindset, and help them understand that through effort they can get better
 - Use the phrase “not yet” to help youth think positively about the effort they are putting into learning a new skill
 - Teach youth to support each other when they are learning challenging things
- Self-regulation and goal-setting, transcendental awareness, pro-social orientation, thriving hopeful purpose, and positive emotionality come together to form the **thriving trajectory**.¹³

Some of these questions and ideas may be new to you and are designed for further discussion and practice at Leader Training.

Questions for 4-H Leader Reflection:

1. How will I assist youth in setting their own (age and developmentally-appropriate) goals?
2. How will I instill generosity and awe in our program?
3. How will I ensure that our club/program is welcoming to all youth? (see pgs. 5-6)
4. How can I encourage youth sparks in our 4-H setting?
5. How can I clearly communicate and create expectations for a healthy emotional environment?
6. How can I create an environment in which failure is accepted as part of the learning process and youth embrace new challenges?

How does 4-H work in New York State?

NYS 4-H Staff work closely with Cornell University, and most closely with the College of Ag and Life Sciences, the College of Human Ecology and the Bronfenbrenner Center for Translational Research. Research from Cornell is available [here](#).¹⁴

NEW YORK STATE 4-H

MISSION

4-H connects youth to hands-on learning opportunities that help them grow into competent, caring, contributing members of society.

VISION

A world in which youth and adults learn, grow and work together as catalysts for positive change

VALUES

- 4-H reflects the principles of positive youth development, experiential learning and the importance of having fun.
- 4-H encourages family involvement and support by connecting families to their communities and to one another.
- 4-H promotes the development of skills that help young people succeed in higher education, their chosen career path and as members of their families and communities.
- 4-H is committed to achieving a community of staff, volunteers and program participants that reflects the diversity of New York State.
- 4-H creates opportunities for youth to have a voice in the development and evaluation of the program at the local, state and national level.
- 4-H experiences reflect local needs and culture while also preparing youth for success in a rapidly changing world.
- 4-H makes science come alive by connecting youth to Cornell University and the research-based resources of the land grant college system.

SAFE SPACE

Within New York State 4-H, we prioritize creating a safe, inclusive space for learning, sharing, and collaboration. This space is welcoming to people from diverse backgrounds, cultures and perspectives. Diversity includes, **but is not limited to:** race, color, religion, political beliefs, national or ethnic origin, immigration status, sex, gender, gender identity and expression, transgender status, sexual orientation, age, marital or family status, educational level, learning style, socio-economic status, physical appearance, body size, protected veterans, and individuals with disabilities.

The NYS 4-H Safe Space logo is a sign of our commitment to nurturing this safe environment for all participants in NYS 4-H programs. You may see it throughout the fair and around the state at many different 4-H programs.¹⁵



Cornell Cooperative Extension

How do I create a SAFE SPACE?



Establish ground rules and norms such as The Oops & Ouch norm: If I say something that I then regret or that didn't come out correctly, I am encouraged to say, "Oops." Likewise, if I am hurt, offended or in any way negatively impacted by something someone else says or does, I let it be known by responding "Ouch".¹⁶

Even when ground rules have been set, marginalizing statements or actions happen. These often come in the form of prejudice, stereotyping, discrimination and scapegoating. When one of these is presented some effective approaches in a group are:

- **Ask for more information, asking questions.** This gives the speaker an opportunity to clarify their statement and/or gives them a chance to rephrase, or to provide more information about their position. i.e. "Why did you say that?" Example:
Speaker: "People who are gay should not be allowed to be parents."
Leader: "You said they should not be allowed. Not allowed by whom? "
- **Give the speaker information or research.** That new information may alter their attitude.
Speaker: "People who are gay should not be allowed to be parents."
Leader: "Did you know that research has shown no differences between the outcomes of children who have heterosexual or same-sex parents?"
- **Tell the speaker how you feel** with a statement such as, "It makes me uncomfortable to hear that".¹⁷

Then follow up with an individual meeting with the person making an offensive remark and lay out behavioral expectations moving forward, as well as consequences if behavior persists. Use a respectful tone when addressing the speaker, and don't label their behavior (as racist, sexist, homophobic etc.) in order to help facilitate dialogue, but rather focus on the impact of their behaviors/actions on others. When needed or when marginalizing statements persist, it is your responsibility to reach out to 4-H Staff for additional assistance in addressing this person or youth. Marginalizing actions should be immediately reported.

4-H: The Basics Fact Sheet

Definition of 4-H: Any youth development experience occurring through extension work of the land grant university system.

4-H Age: Youth must be between 5 and 18 years of age by Jan 1st of the 4-H Year (beginning the previous Oct 1st). 5 to 7-year-old youth are considered “Cloverbuds” in NYS; Leaders should consult the Cloverbud Handbook, Fair Book etc. for age-related guidance and restrictions.

Minimum Requirements: To run a community club program, you need 5 youth from at least 3 families. All Leaders must submit application, attend training, and have initial background and reference checks, and driving record checks when applicable. Background checks occur every three years or as needed.

Cornerstone Learning Experiences for all 4-H youth: Encourage youth to enter their exhibits at a Fair (or other Showcase event) and give a Public Presentation each year.

Curricula: We recommend curricula from Cornell and any of our land-grant universities and colleges, with a few of our favorite places below:

- [Cornell eCommons](#)¹⁸ – Free curriculum in a variety of topics
- [Discover 4-H](#)¹⁹ (Utah)- Free fun curricula packaged in introductory 6 lesson learning plans
- [Shop 4-H](#)²⁰ (National)- Peer reviewed curricula in a wide variety of topic areas

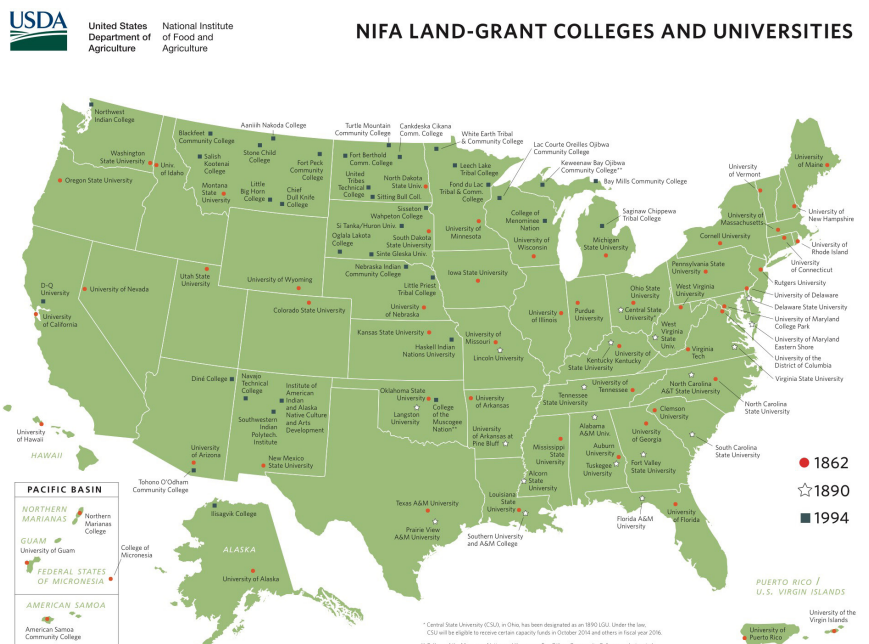
Risk Management: If you are an approved Volunteer following CCE rules and procedures, and communicating with county staff, we do our best to protect you from liability. Consult with 4-H Staff about any activities outside your planned scope of 4-H activities as the insurance company’s list of approved and unapproved activities constantly changes. As a Volunteer **you should never sign anything** as you don’t have the same protections offered through 4-H liability coverage. If a signature or certificate of insurance is needed for event participation, contact your county office at least one month in advance of the event.

Please note many animal science projects carry additional rules and guidelines, especially for Cloverbuds. Consult the [Cornell 4-H Animal Science Page](#)²¹ for more information.

Finances: Follow all procedures as outlined in the Financial Reporting Guidelines. These and other important documents can be found on the [NYS Club Management Page](#).²²

The 4-H clover is a **nationally protected symbol** and can only be displayed in certain ways. Consult with 4-H Staff about proper usage.

A full-size map of all LGUs can be found [here](#).²³



How do I facilitate learning in 4-H?

4-H uses the Experiential Learning Model²⁴

This model adapted from DA Kolb 1984 and the 4-H slogan of “Learn by Doing” are based on the science that shows that you are most likely to truly learn something by doing it yourself.

Another key aspect of experiential learning is only giving youth the bare minimum of instructions needed to do a safe, fun activity. Much of the learning comes from failing and trying again.²⁵

People are intelligent in different ways, which Howard Gardner’s model of Multiple Intelligences explains. Create opportunities for all youth to be involved and feel smart!²⁶



Adapted from D.A. Kolb, 1984.

Questions for 4-H Leader Reflection:

(for further discussion and practice at Leader Training)

1. How will I create a hands-on environment?
2. How can I make it safe for youth to learn by failing?
3. Choose 4 intelligences and explain how you will incorporate them in project planning.



Feedback from trained individuals is an important component in assisting youth to develop a growth mindset and moving youth toward project mastery. We highly encourage use of specific praise to let youth know what they have done well (“good job” doesn’t cut it!)- please refer back to Dweck’s worth on growth mindset on page 2.

Evaluation at showcases such as Fair occurs using the Danish or modified Danish system. Purdue University’s Extension offers valuable information about 4-H [here](#).²⁷

That's a lot of information! How do I get started and put it in to practice?

Leader

- Find a co-leader (for Clubs)
- Do online training
- Attend in-person training (6 hours recommended)
- Youth Recruitment
- Communicate program expectations to parents and youth

Youth

- Choose name of club/program
- Elect officers when age-appropriate
- Attend county-led Officer Training
- Help decide projects and activities for the year

Paperwork

- Volunteer Enrollment including background check, references etc.
- Youth Enrollment including enrollment and risk management forms
- Club Charter when applicable (first year as a club)
- Yearly Planning Calendar
- Annual Financial Statement

4-H uses Project Based Learning

A **4-H project** is a planned series of activities, educational events, community service etc. that happens over multiple meetings and lasts at least 6 hours, usually resulting in an end product.

Utah's Discover 4-H Series (cited in 4-H Basics) offers project-based learning that integrates the do-reflect-apply learning methodology, and is designed to help 4-H Clubs and Programs get started.

Project Records help deepen youth learning through reflection. A General Project Record is acceptable for introductory projects. We encourage youth in projects for 3+ years to work with 4-H staff to find a project specific project record (i.e. NYS Rabbit Project Record, Teen Leadership Project Record etc.).

4-H Planning Forms (example on page 14) are a requirement to charter a club and help plan your year.

Consult with 4-H Staff about any additional resource needs. The remainder of this guide is appendices- they may not be required by your county, but are useful tools in helping you understand your role and keeping you organized.



APPENDICES

What is expected of me? Club Leader Position Description

Sample Cornell Cooperative Extension Volunteer Position

NYS 4-H Program

Title: 4-H Club Organizational Leader

Purpose of Position: The 4-H Club Organizational Leader establishes and maintains a positive youth development setting focused on informal education that supports 4-H activities, events and projects.

Responsibilities:

- Works with 4-H Project Leaders, Activity Leaders, Youth Volunteers and Club Officers to plan an annual club calendar.
- Arranges for appropriate meeting facilities and follows CCE procedures for obtaining certificates of insurance when required. (NOTE: Never sign a document yourself, always send through 4-H office!)
- Ensures that information about meetings, events, activities, other opportunities and program or policy updates are communicated to members, leaders, and parents in a timely manner.
- Ensures that all member and volunteer enrollments, program registrations, financial and participation reports are submitted to the 4-H Office on time.
- Keeps the 4-H Youth Development County Staff informed about meeting places, club activities, accomplishments, and problems.
- Serves as Advisor to the youth club officers, and encourage youth engagement and leadership through club officer positions when age-appropriate.
- Ensures that the club and its membership play an active and visible role in the community.
- Ensures that volunteers, club members and their parents are aware of and follow all CCE youth protection and risk management policies and emergency procedures.
- May also serve as a Project or Activity Leader if the club is relatively small.

Expected Results: Youth ages 5-19 will feel welcome to join 4-H and those who do will experience learning, personal growth, and a sense of belonging. The leaders and parents will work in harmony and in a manner consistent with the objectives of the 4-H Youth Development Program.

| | |
|---|--|
| <p>Training and Support:</p> <ul style="list-style-type: none"> • New Leader Training (required)- 6 hrs. suggested • Youth Development classes and project training sessions • Connection to 4-H Project Guides • Teaching kits, tools, and equipment available for loan • This position is supervised by the 4-H Program Staff • The 4-H Youth Development Educator is ultimately responsible for the quality of the club program and the performance of 4-H volunteers. • Attend the annual Leader’s Rally (required) | <p>Key Deadlines (last possible day):</p> <ul style="list-style-type: none"> • Enrollment forms for re-enrolling members and volunteers due by November 1st ; Enrollment forms for new members due within one month of joining the club or before 2nd meeting • Financial Statement from prior year due October 15th; enrollment/club dues are due by Nov 1st • Members planning to receive premiums at the County Fair must have submitted enrollment paperwork no later than May 15th • Online Entries for County Fair by July 15th • Horse Leaders- Deadline and paperwork requirements are different, please refer to County Office |
| <p>Qualifications:</p> <ul style="list-style-type: none"> • Enjoys working with youth and has a sincere interest in their growth and development • Effective communication, organization and interpersonal skills, including a commitment to serving diverse youth • Willingness and availability to attend training programs • Ability to problem-solve collaboratively with county 4-H Team | <p>Time Commitment: About 12 hours per month for member and leader activities at club and county levels</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Enhance personal leadership skills • Build friendship with other volunteers • Derive satisfaction from helping youth thrive |

What is expected of me? 4-H Afterschool Mentor Position Description

Position Description:

4-H Afterschool Mentoring Programs provide life and academic skill mentoring to underserved youth ages _____. Our programs achieve these goals through small group mentoring in content area if applicable, and through the completion of community service projects. Each Mentor is responsible for facilitating activities with a small group of up to 4 youth in a structured afterschool environment.

Position Requirements:

- 1 year completed coursework in Psychology, Education, or related field preferred, but will consider applicants with appropriate subject-matter knowledge and at least 1 year of youth supervisory experience (i.e. babysitting, camp counselor etc.)
- Attend initial 4-hour Mentor training and other professional development as assigned
- Commitment of approximately 3 hours a week for 1 year
- Reliable transportation to and from mentoring location(s)

Deliverables:

- Facilitate 1-2 1.5 hour sessions a week when school is in session around research-based STEM curricula
- Assist youth in completing a 15-hour community service project and help them to present the project
- Complete needed observations and reports for all mentees

Knowledge, Skills and Abilities:




- Ability to organize and facilitate an informal educational program
- Ability to teach and motivate youth about content areas, and community service projects
- High level communication skills including the ability to connect with youth and parents, communicate with Supervisor about serious issues, and share success in the program
- Must demonstrate youth development experience, and understanding of and commitment to positive youth development principles
- Deliver high-energy training workshops and provide youth with the supervision and feedback they need to thrive
- Dependability, including the ability to be on time and prepared to all trainings and facilitated sessions, and reliable transportation
- Ability to work effectively with diverse people and groups, including varying socio-economic and ethnic backgrounds
- Ability to work effectively with other mentors, youth, parents, coordinator and school, community and professional leaders
- Demonstrated teaching and motivational skills
- Ability to creatively solve problems
- Demonstrated initiative, reliability and dependability in delivering program content
- Ability to evaluate or administer evaluations to youth and deliver to CCEUC Program Staff as needed
- Read and abide by the [Elements of Effective Practice for Mentoring](#)²⁸

Special Requirements:

- Must learn, know and abide by association personnel policies, including background and DMV check

Sample 4-H Annual Club Planning Calendar

Club Goal(s) for the Year: (Create your own or consult your Awards and Recognition Guide)

| | | |
|--|---|---|
| <p>OCTOBER</p> <p>MEETING LOCATION:</p> <div style="text-align: center; margin-top: 20px;">  </div> | <p>Program</p> | <p>Officer or Person Responsible</p> |
| | Activities | |
| | Events Nat'l 4-H Week, Youth Science Day, TSC Paper Clover | |
| | Recreation/Refreshments | |
| | Business | |
| <p>NOVEMBER</p> <p>MEETING LOCATION:</p> <div style="text-align: center; margin-top: 20px;">  </div> | <p>Program</p> | <p>Officer or Person Responsible</p> |
| | Activities | |
| | Events | |
| | Recreation/Refreshments | |
| | Business | |
| <p>DECEMBER</p> <p>MEETING LOCATION:</p> <div style="text-align: center; margin-top: 20px;">  </div> | <p>Program</p> | <p>Officer or Person Responsible</p> |
| | Activities | |
| | Events | |
| | Recreation/Refreshments | |
| | Business | |

4-H Leader Group Project Planning Sheet

4-H Leaders, use this form to plan your 4-H project. **A 4-H project is a planned series of activities, educational events, community service etc. organized around a theme that involves multiple meetings over time lasting at least 6 hours.**

Leader Name(s): _____ **Name of 4-H Club or Program:** _____

Project Name: _____ *Please reference list of 4-H projects*

Project Start Date: _____ Anticipated Project **End Date:** _____ or **on-going** _____

Planned Hours to be spent on this project: _____ hours to be achieved in _____ meetings

Please be specific about the number of hours (do NOT say 1 year or 1 day). This sum includes all the hours of community service, marketing, activities, educational events, and other relevant project activities.

PROJECT COMPONENTS

Check if you will do **Community Service** as part of this project: _____ hours *Community Service is providing assistance free of charge that benefits someone outside of your family; it may also be a stand-alone project *

Describe the community service activity (ies):

Activities in the project: Examples–Learned about conservation efforts from a NYS Park Ranger; went on a hike in Minnewaska to document pollution and conservation efforts; completed trail restoration activity as community service activity; etc.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Educational Events planned for this project: Include events at which youth will learn something about this project. These can be in the community or through county, regional, state or national 4-H programs.

- | | |
|----|----|
| 1) | 3) |
| 2) | 4) |

What **Resources and Materials** will you need to instruct youth in this project area? (Club Leader, other 4-Her, website, book, article, 4-H curriculum, hands-on activity etc.)

- | | |
|----|----|
| 1) | 3) |
| 2) | 4) |

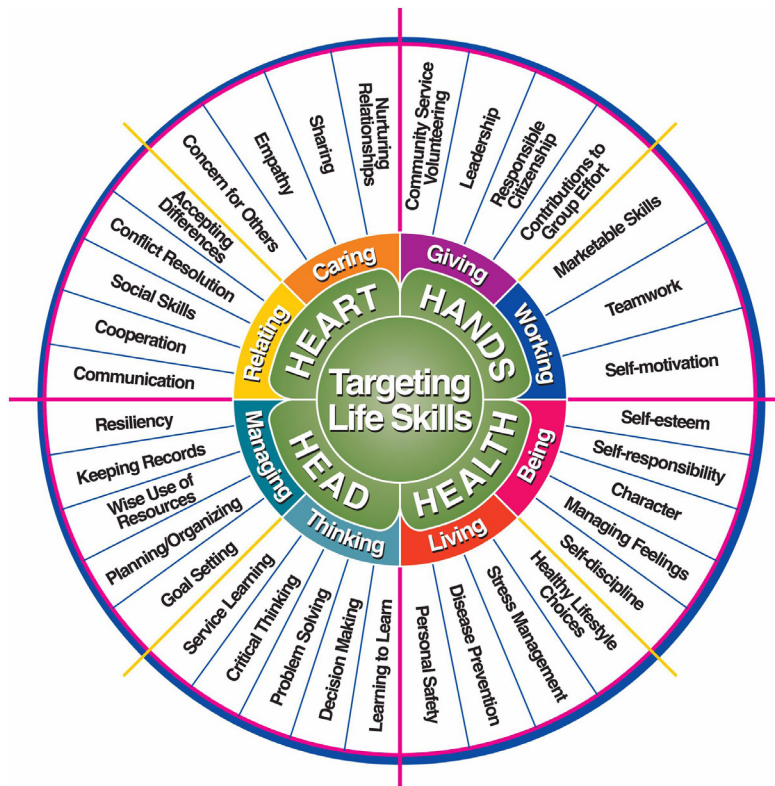
These resources and materials will cost approximately \$ _____ to work with youth.

What assistance would you like from the 4-H County Office to have an enjoyable, safe and educational project?

How does this project benefit youth and/or the community?

How will youth reflect on their learning and apply learned skills?

Life Skills ²⁹ targeted for this project by Leader (Circle all that apply)



4-H Office Use

Received on: / /

Reviewed by: _____

on / /

Response Needed: Y or N

Response Given: / /

Parent Letter and Survey

Date _____

Welcome to _____ 4-H Program/Club

We welcome your support and experience and look forward to working together to provide a positive experience for the club's members. Here is some information about our club and what to expect.

- 1) Our expectation for **parental involvement** is (staying for meeting, being on time for pick-ups and drop-offs, transportation expectations etc...).
- 2) Finances:
 - a. _____ County 4-H (insert county fees) and encourages clubs to fundraise for this amount. The way that our club/program chooses to handle this is by (charging each club member, working at the Snack Bar at Fair, running a club event at Tractor Supply etc.)
 - b. Each youth is responsible for \$___ in club dues annually, which covers (snacks, supplies etc...)
 - c. Our club holds ___#_ fundraising events per year. Typically, we (bake/make crafts etc...) to raise money. Participation in these events is required as this is what the club relies on to buy snacks, project supplies and take part in extracurricular activities.
 - d. Club finances should follow **NYS 4-H Club Financial Reporting Guidelines**. Finances are managed by the Treasurer with assistance from an adult advisor and reported annually.
 - e. 4-H participation should not be hindered by financial difficulties; some clubs may require 100% participation at fundraising events in order to cover club costs.
- 3) Our club/program participates in approximately ___ community service activities per year.
- 4) Fundraising activities, community service, extracurricular events, holiday parties, and projects will be discussed by the club at 4-H meetings throughout the year. The 4-H year begins on October 1st.
- 5) Attendance:
 - a. Members must attend at least 6 meetings per year in order to receive Fair Premiums, Awards & Recognition, and to be considered an active member.
 - b. If your child isn't able to attend a meeting, please let us know as soon as possible, preferably (via email at least 2 days in advance etc.) . Some clubs state that after missing three meetings in a row without notice you will no longer be considered an active member.
- 6) _____ County 4-H expects all youth to find a way to participate in the **County Fair** and in the **Public Presentations** program annually.
- 7) Issue Resolution: As 4-H Leaders, we are screened and trained Volunteers who conduct 4-H activities on our free time without any form of financial compensation. Sometimes differences and issues arise. We would ask that, as adults, we resolve any disagreement in person, using civil dialogue, and not in the presence of youth. (or insert your resolution process here)

Please fill out the "Parent Participation Survey" on the next page so that we may learn more about how your talents and skills can add to your child's 4-H experience. We look forward to a fun and fabulous 4-H year with you and your family!

Best regards,

4-H Parent Participation Survey

Parents are very important to the success of our 4-H club. In addition to the support and encouragement you give to your own child, each of you has special skills and talents that can benefit the whole group. We would like to involve you in ways that best fit your interests and schedules. Please help us by completing this survey. One of the leaders will contact you to schedule your participation.

4-H member's name

Name of parent/guardian

Phone

Email

In what way(s) might you be able to help our 4-H club? Please check all possibilities.

- Teach a project. What type of subject matter?
- Teach a Cloverbud activity.
- Coordinate our club members' participation in a county 4-H activity. Which one?
- Assist with a club community service activity.
- Help members (one or more) prepare their public presentations.
- Assist with fundraising.
- Provide transportation to one or more 4-H activities.
- Chaperone a 4-H trip.
- Provide general assistance at one or more club or project meetings.
- Provide refreshments for one or more club meetings.

In which 4-H project area(s) do you have the greatest interest? (check all applicable)

- | | |
|--|--|
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Veterinary Science |
| <input type="checkbox"/> Expressive Arts | <input type="checkbox"/> Public Presentations |
| <input type="checkbox"/> Cooking & Sewing | <input type="checkbox"/> Plants |
| <input type="checkbox"/> Environmental Education & Earth Science | <input type="checkbox"/> Science & Technology |
| <input type="checkbox"/> Gardening | <input type="checkbox"/> Photography |
| <input type="checkbox"/> Arts & Crafts | <input type="checkbox"/> Animals - type: _____ |

What personal interests or hobbies would you be willing to share with 4-H members?

When are you most available to help?

Season: Summer Fall Winter Spring

Day: Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

Time: Morning Afterschool Evening



4-H Common Measures Youth Universal Survey³⁰

Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don't want to fill out the survey, you don't have to or if there is a question you don't want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

Learn About You

1. Do you like to learn new things?

- Yes
- Usually
- Not really
- No

7. Do you keep trying until you reach your goals?

- Yes
- Usually
- Not really
- No

2. Are you afraid to try something you might get wrong?

- Yes
- Usually
- Not really
- No

8. Do you treat others the way you want to be treated?

- Yes
- Usually
- Not really
- No

3. Do you try to learn from your mistakes?

- Yes
- Usually
- Not really
- No

9. Do you follow the rules even if no one is watching?

- Yes
- Usually
- Not really
- No

4. Are you willing to work hard on something difficult?

- Yes
- Usually
- Not really
- No

10. Do you help others reach their goals?

- Yes
- Usually
- Not really
- No

5. Before making a decision, do you stop to think about your choices?

- Yes
- Usually
- Not really
- No

11. Is it hard for you to be a leader?

- Yes
- Usually
- Not really
- No

6. Do you think about how your choices affect others?

- Yes
- Usually
- Not really
- No

12. Do you show respect for others' ideas?

- Yes
- Usually
- Not really
- No

13. Do you set goals for yourself?

- Yes
- Usually
- Not really
- No

19. Are you comfortable working in groups?

- Yes
- Usually
- Not really
- No

14. Are you comfortable working in groups?

- Yes
- Usually
- Not really
- No

20. When someone makes you upset, can you still work with them?

- Yes
- Usually
- Not really
- No

15. Do you think about other people's feelings before you say something?

- Yes
- Usually
- Not really
- No

21. Do you like to learn about people who are different from you?

- Yes
- Usually
- Not really
- No

16. Do you look for ways to involve all members of a group?

- Yes
- Usually
- Not really
- No

22. Are you willing to try something you might get wrong?

- Yes
- Usually
- Not really
- No

17. Do you have a hard time speaking up in a group?

- Yes
- Usually
- Not really
- No

23. Are you comfortable being a leader?

- Yes
- Usually
- Not really
- No

18. Do you get along with others who are different from you?

- Yes
- Usually
- Not really
- No

24. Is it easy for you to speak up in a group?

- Yes
- Usually
- Not really
- No

About You

25. How old are you?
_____ years old

26. What grade are you in? If it is summer break, which grade will you be starting in the fall?
_____ grade

27. Which of the following best describes your gender?

- _____ Male (boy)
- _____ Female (girl)
- _____ I don't want to say

28. Which of the following best describes your race?

- _____ Asian
- _____ Black or African American
- _____ Hispanic or Latino
- _____ Native American
- _____ Native Hawaiian/Other Pacific Islander
- _____ White or Caucasian
- _____ More than one race
- _____ I don't know

29. How many hours do you typically spend on 4-H activities each week?

- _____ Less than 1 hour
- _____ 1 hour
- _____ 2 hours
- _____ 3 hours
- _____ 4 hours
- _____ 5 or more hours

30. Why are you involved in 4-H?



31. What has been the most important thing you have learned by being involved in 4-H?

32. How might you be different if you had never been involved 4-H?

Thank you very much!
Please return this form to 4-H staff or as directed.

References

- ¹ ACT for Youth. Positive Youth Development 101. Cornell University. Retrieved from <https://www.pyd101.net>
- ² ACT for Youth. Social and Emotional Learning Toolkit. Cornell University. Retrieved from http://actforyouth.net/youth_development/professionals/sel/
- ³ Ages and Stages of Youth. Oregon State 4-H. Retrieved from http://oregon.4h.oregonstate.edu/sites/default/files/about/pyd/handout_ages_and_stages_of_youth.pdf.
- ⁴ This chart is adapted from the ACT for Youth Center of Excellence publication Stages of Adolescent Development by Sedra Spano: Retrieved from http://actforyouth.net/resources/pyd/pyd_1-3_stages.pdf. (In Spanish: http://www.actforyouth.net/resources/s/s_etapas.pdf)
- ⁵ Dweck, Carol. The power of not yet. November 2014. TED Talks. Retrieved from https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en&utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare.
- ⁶ 4-H Volunteer E-Learning Course. 2006. Washington State University. Retrieved from <http://4hvolunteerelearning.wsu.edu/volunteertraining/course.html>.
- ⁷ Resources for Adult Volunteers. University of California, Agriculture and Natural Resources. Retrieved from <http://4h.ucanr.edu/Resources/Volunteers/>
- ⁸ Discover 4-H Series Index. Utah State University. Retrieved from <https://utah4h.org/discover/index>
- ⁹ PYD 101 Online Learning Module. ACT for Youth Center for Excellence. Takeaways: Principles of Positive Youth Development. Retrieved from <https://www.pyd101.net/wp-content/uploads/2016/10/Course1-Takeaway.pdf>.
- ¹⁰ <https://health.oregonstate.edu/thriving-model>
- ¹¹ Retrieved from <https://www.merriam-webster.com/dictionary/grit>
- ¹² Pictures retrieved from <https://www.flickr.com/photos/128520025@N03/> February 2018.
- ¹³ Arnold, M. E. (2018). From context to outcomes: Adolescent thriving in 4-H Youth Development Programs.
- ¹⁴ Journal Research Page. Cornell University. Retrieved from <https://research.cornell.edu/>
- ¹⁵ NYS 4-H. Mission Vision Values. Retrieved from <https://nys4-h.org/nys-mission-mission-values/>
- ¹⁶ Redacted from Geisel, Noah, 2011. Retrieved from <http://teachpaperless.blogspot.com/2011/06/oops-ouch.html>
Duke, Adrienne. Dec 2014. Creating Safe Spaces within Extension Programs. Journal of Extension, Volume 52, No 6.
- ¹⁷ Retrieved from <https://www.joe.org/joe/2014december/tt5.php>.
- ¹⁸ 4-H Youth Development Resources. Cornell University e-Commons. Retrieved from <https://ecommons.cornell.edu/handle/1813/9399>

- ¹⁹ *Discover 4-H Series*. Utah State University. Retrieved from <https://utah4h.org/discover/>
- ²⁰ *Shop 4-H*. National 4-H Council. Retrieved from <https://shop4-h.org/collections/curriculum>
- ²¹ Department of Animal Science. Cornell University. Retrieved from <http://4h.ansci.cornell.edu/>
- ²² NYS 4-H. Cornell University Cooperative Extension. Retrieved from <https://nys4-h.org/club-management-resources>
- ²³ *Land Grant Colleges and Universities Map*. United States Department of Agriculture: National Institute of Food and Agriculture. Retrieved Jan 2019 from https://nifa.usda.gov/sites/default/files/resource/lgu_map_6_25_2014.pdf.
- ²⁴ <http://www.experientiallearning.ucdavis.edu/default.shtml>
- ²⁵ Experiential Learning Model. University of Delaware. Retrieved from <https://sites.udel.edu/canr-newsflash/tag/experiential-learning/>.
- ²⁶ Graphic by Emily Southey. Retrieved from <https://gradeslam.org/blog/multiple-intelligence-theory-is-it-real>
- ²⁷ Broady, Carl A and Steven K McKinley. *Judging 4-H Projects*. Purdue Extension. Retrieved from https://www.extension.purdue.edu/extmedia/4H/4-H-567-W_2011.pdf
- ²⁸ MENTOR: The National Mentoring Partnership. *Elements of Effective Practice for Mentoring*. Retrieved from <https://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/>
- ²⁹ Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model". Retrieved from <http://www.extension.iastate.edu/4H/skls.eval.htm>
- ³⁰ Redacted from National 4-H Council's Common Measures Universal Survey. Retrieved from <https://4-h.org/professionals/common-measures/#!common-measures-2-0>. (accessible to 4-H staff)



Cornell University

Cornell University
Cooperative Extension



NEW YORK
STATE
4-H

Cornell Cooperative Extension is an equal opportunity, affirmative action educator and employer.