

K-STATE RESEARCH AND EXTENSION
RENO COUNTY

VOLUNTEER HANDBOOK

4-H VOLUNTEERS HAVE ORDINARY HANDS AND

extraordinary hearts

K-STATE
Research and Extension



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Created in 2022, Updated 2023

Material adapted by:

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Visit <https://www.kansas4-h.org/resources/4-h-online/index.html> for more information.

Steps to becoming a volunteer with 4-H:

- Enroll through 4-H Online
- Complete the Volunteer Screening
- Confirm Volunteer Screening or Personal Verification Statement
- Screened through the Sex Offender Registry
- Sign the Activity Worker Guidelines
- Sign the Code of Conduct



Keep Informed

When you enroll in 4-H Online, you will be added to the mailing list for Reno County 4-H. Additionally, you will be added to the Enhancing the Club Experience newsletter, which is a leaders newsletter that is sent out by the 4-H Agent, Katherine Sundgren.

CONTACT INFORMATION

EMAIL

ksundgren@ksu.edu

PHONE

620-662-2371

WEBSITE

<https://www.reno.k-state.edu/>

FACEBOOK

@renoksre

@RenoCo4H

TWITTER

@renoksre

INSTAGRAM

@renoksre





New Adult Volunteer Enrollment Guide

Creating a 4-H Online Account.....
Create your Adult Volunteer Record.....

In Preparation

To complete this process, you will need to provide information for the Volunteer Application. Some information you may need to collect beforehand, such as:

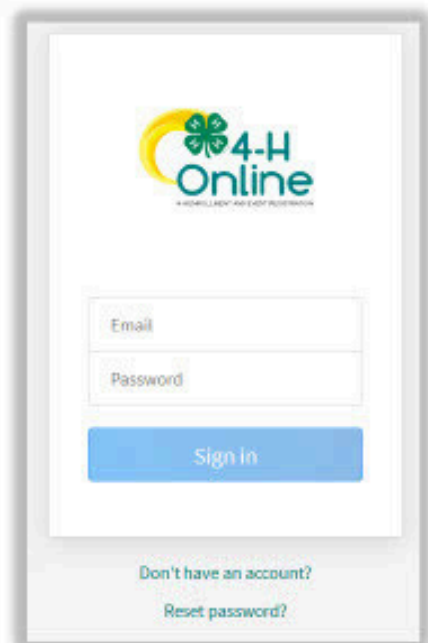
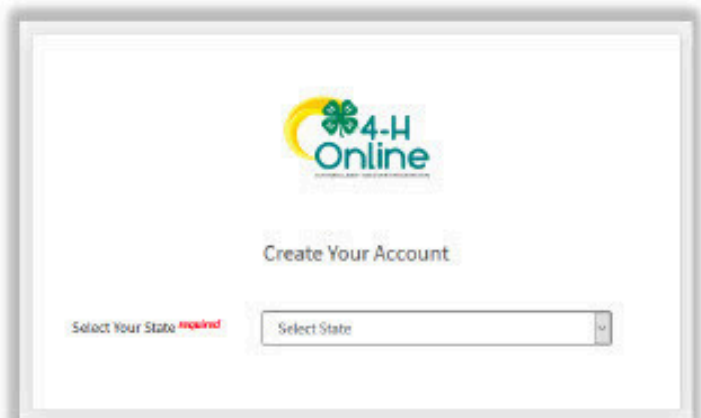
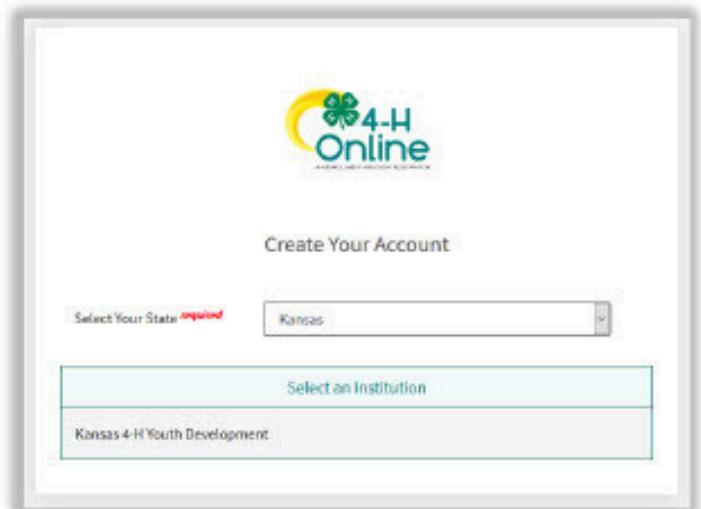
- Employer and supervisor contact info
- Residential history
- Previous 4-H volunteer history
- Volunteer experience
- 3 References and their contact info (not related)

Creating a 4-H Online Account

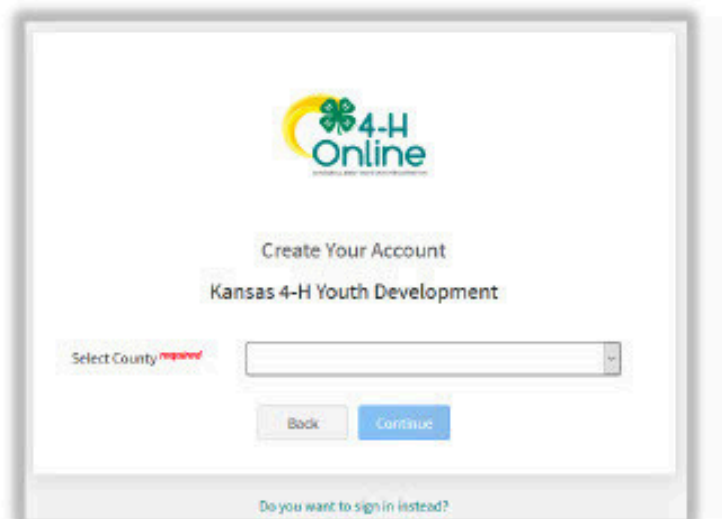
If you or your family have never used 4-H Online, begin by creating an account.

Note: If you or your family had an account in 4HOnline 1.0, enter the login information for your existing account. If you need assistance accessing your existing account, contact your [local Extension office](#) for assistance; do not create a new account!

1. Go to <http://v2.4honline.com>.
2. Click "Don't have an account?"
3. Select Kansas from the drop-down menu.
4. Select Kansas 4-H Youth Development as your Institution.

5. Choose your 4-H county or Tribal Nation.



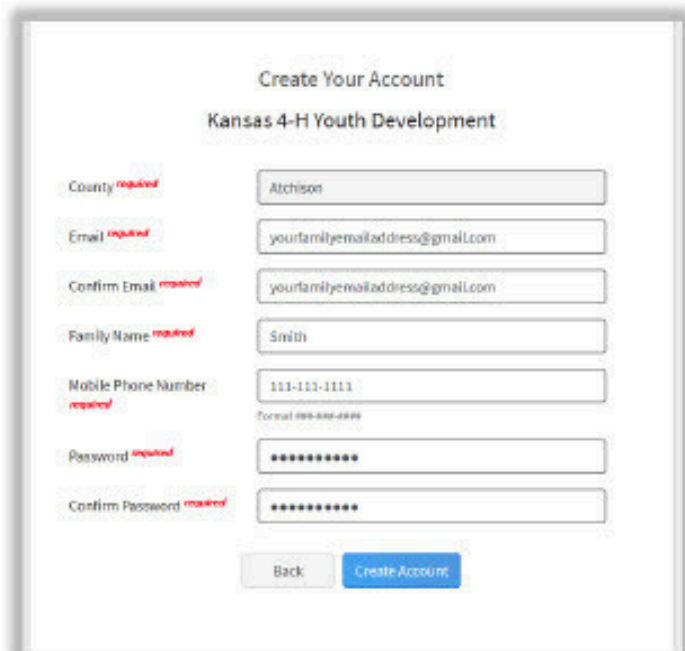
6. Complete your information.

Note: Family Name is your last name.

7. Create a password.

Note: Keep the email address and password used in your records, as you will use this account to reenroll each year and to register for some 4-H events.

8. Click [Create Account].

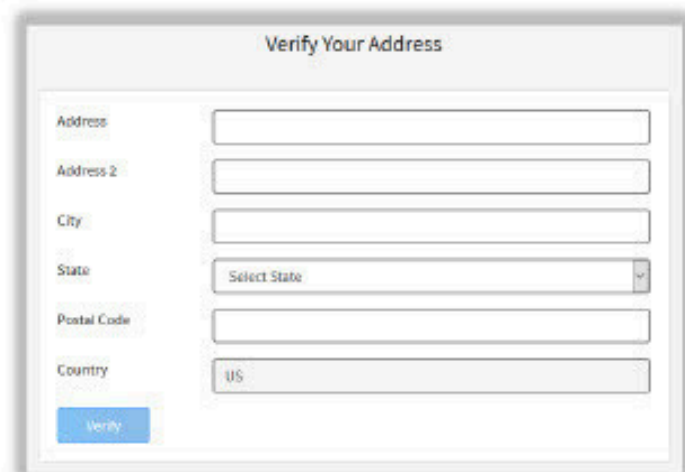


9. Enter your address information.


10. Click [Verify].

Note: The verification process may require you to select an appropriate USPS format.

Note: If an existing account is found, click the Confirm button and login. If you have forgotten your password, click "Reset Password?" to receive an email with a link to set a new password.



Create your Adult Volunteer Record

 Add Member

11. Click the [Add Member] button, then click the 4-H button when asked “Which program would you like to join?”

12. Click [Next].

13. Enter your information.

14. Click [Next].

15. Complete the “About You” form with the requested information.

16. Click [Next].

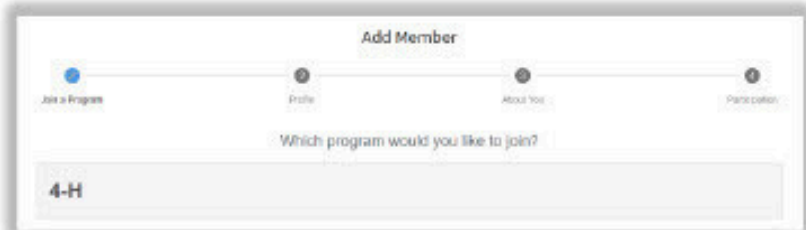
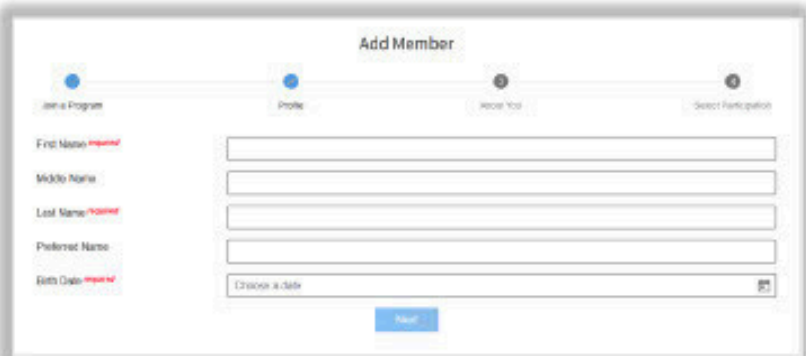
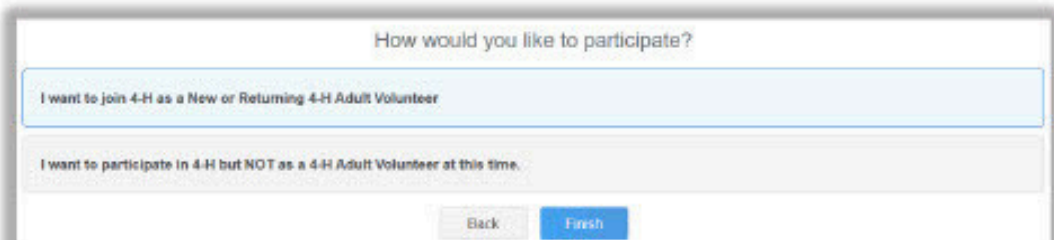
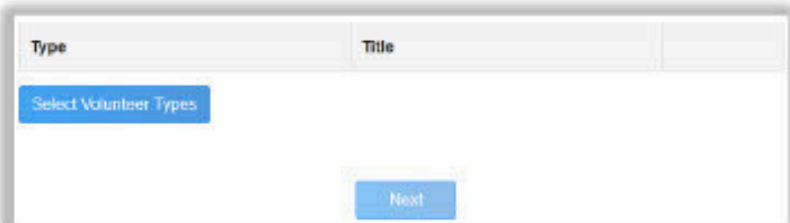
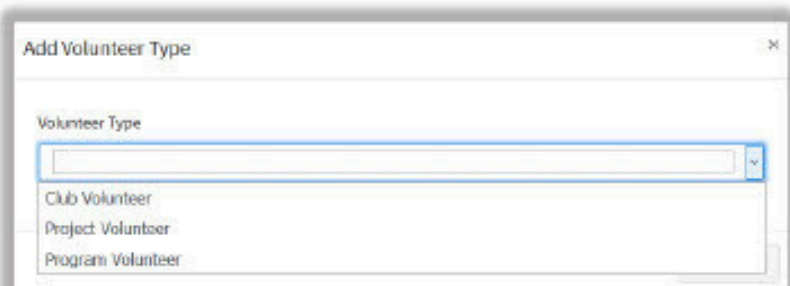
17. Select “I want to join 4-H as a New or Returning Adult Volunteer.”

18. Click [Finish].

19. Click [Select Volunteer Types] to indicate how you are planning to participate in the program throughout the year.

20. Select an appropriate Volunteer Type to begin:

- Club Volunteer
- Project Volunteer
- Program Volunteer



Note: At least one Volunteer Type is required during the enrollment process. You may add more Volunteer Types later if needed.

Note: If you are unsure what type of Volunteer responsibilities you will hold, please select Program Volunteer, General Volunteer.

21. Click [Add] next to your specific role.

22. If you are a Project Leader for a specific club, you will need to select the Club Volunteer Type "Project Leader – Club Based," and a Project Volunteer Type.

23. Repeat steps 1-4 for each Volunteer type you would like to participate as this year.

24. Click the trash icon to remove any Volunteer Types you are not participating in this year.

25. Click [Next].

26. If you have selected a Club Volunteer Type, click [Select Clubs] to choose the Clubs with which you would like to volunteer.

Note: If you did not select a Club Volunteer Type at Step 19, you won't see this screen. You may go back and add it if needed.

27. Select the County, Club and Volunteer Type that corresponds with the Club in which you would like to participate.

Type	Title	
Club Volunteer	Club Leader	
Project Volunteer	Project Leader	

Primary	Club	Type	County
Select Clubs			



28. Click [Add] next to the Club.

29. Repeat steps 8-10 for each Club in which you would like to participate.

30. If you have selected to participate as a Project Leader, you will be prompted to select a Project. Click [Select Projects]

Note: If you did not select a Project Volunteer Type at Step 19, you won't see this screen. You may go back and add it if needed.

Project	Club	
<div>Select Projects</div>		
<div>Back Next</div>		

31. Select Club if you are a project leader for a specific Club, and select the Club.

If you are a Countywide project leader, select the County button. Next, select the Project Volunteer Type that best describes your involvement this year.

Add Volunteer Projects

Club project volunteer or Countywide project volunteer

☒ Club

☐ County

Club **required**

City Slickers

Volunteer Type **required**

Project Leader

32. Click [Add] next to the Project you will be working with.

33. Click [Next] when you are done.

Project	Club	
Dog Care & Training	City Slickers	
Entomology		
<div>Select Projects</div>		
<div>Back Next</div>		

34. Review Questions and add necessary information.

Note: there are required fields.

References

Please list three references (not related/relatives) who are familiar with your character as it relates to working with youth and adult volunteers.

Reference #1 - Legal Name **required**

Christopher Bell

Reference #1 Relationship **required**

Co-worker

35. Scroll down while reading the information.

36. Complete the Kansas 4-H Volunteer Application and Renewal.

Note: This information will remain in your record to update if necessary.

37. Click [Next] when finished.

38. Click [Show Consents].

39. Complete the Consents.

40. Click [Next] at the bottom of the page.

41. Review your enrollment.

42. Click [Submit].

43. Click [Confirm] to confirm enrollment submission.

44. Contact your [local Extension office](#) to get started on the required Criminal Background Check (CBC).

Kansas 4-H Volunteer Application & Renewal

Reenrolling as an adult volunteer in 4-H Online is a yearly requirement to renew volunteer status and will take the place of completing a volunteer renewal form. There is NO additional paper application or enrollment for a new or returning volunteer because both are done here in 4-H Online.

After these fields are completed, it will remain here in your volunteer record indefinitely. Please review and update each year when reenrolling.

If you are applying for the first time, contact your local Extension office to receive information regarding completing a Criminal Background Check after completing this 4-H Online enrollment as a potential Kansas 4-H Volunteer.

Can you provide your own transportation? **required**

- ☐ Yes
☐ No

Kansas 4-H Volunteer Code of Conduct

Kansas 4-H Volunteer Code of Conduct

Kansas 4-H Volunteers serve at the discretion of Kansas State Research and Extension (KSRE) and the local Extension unit and there is no ongoing expectation to be engaged in that role. All volunteers are required to review and abide by the Kansas 4-H Code of Conduct prior to and during any volunteer engagement with Kansas 4-H.

As a Kansas 4-H Volunteer:

I understand that the Kansas 4-H Youth Development program is a non-formal, experiential education program in which I have a choice to volunteer. I will engage in program activities and may excuse myself from this volunteer assignment.

I will strive to be a positive role model. I will treat youth, parents, volunteers, KSRE staff, judges and others with respect, courtesy and consideration during my volunteer assignment.

Submit



COMMUNITY LEADERS

Responsibilities:

- Create and maintain a safe environment that fosters positive youth development.
- Ensure the club is expanding access to youth from diverse backgrounds and creating a welcoming environment to all youth in the community where the club is located.
- Support youth voice by involving youth in club decision-making.
- Encourage youth/adult partnerships
- Involve youth leaders in teaching or leadership roles
- Involve parents/guardians in helping members with projects and club responsibilities.
- Work with the community to build understanding and support of 4-H, as well as assist the community with development of service projects.
- Maintain open communication with youth, adult volunteers and parents/guardians.
- Participate in volunteer professional development opportunities.
- Serve as the primary contact person between the club and the Youth Development Extension staff
- Ensure compliance with K-State Research and Extension and Kansas 4-H Youth Development policies and procedures.

Qualifications:

- Successful screening according to Kansas 4-H volunteer screening policy and procedures.
- Enrolled as an active volunteer in 4-H Online
- An appreciation of experiential learning and a desire to help youth learn by doing
- Ability to share decision-making and responsibilities with youth leaders and adults
- Organizational skills
- Enthusiasm, patience, and understanding
- Communication skills
- Written and oral communication skills
- Willingness to communicate with diverse groups of youth and adults



**VOLUNTEER TODAY
INSPIRE FOR A LIFETIME**

PROJECT LEADERS



Qualifications:

- Successful screening according to Kansas 4-H volunteer screening policy and procedures.
- Enrolled as an active volunteer in 4-H Online
- Communication Skills (written and oral)
- An appreciation of experiential learning and a desire to help youth learn by doing
- Commitment to providing educational opportunities to diverse groups of youth and adults
- Ability to share decision-making and responsibilities with youth leaders and adult volunteers
- Experience working with teams and creating capacity in others
- Organizational skills
- Enthusiasm, patience, and understanding

Responsibilities:

- Create and maintain a safe and welcoming environment that fosters positive youth development.
- Encourage parents/guardians to attend project meetings and learning experiences
- Support youth voice by involving youth decision-making
- Meet with members to determine interest, set project goals, and plan project meeting
 - Review all safety procedures/requirements related to the project
 - Consider age and developmental level of youth in the project
 - Consider including tours and learning opportunities to extend the member's experiences
 - Consider how to build in service opportunities that support the community related to the project
 - Work with youth to reflect on their learning experiences – utilize the Experiential Learning Model
 - Recognize project members' growth
- Work with the community to build understanding and support of 4-H



IMPACT ON KANSAS 4-H YOUTH

- 80,000 youth experienced 4-H in 2021
- 3,400 youth participated in their own youth philanthropy campaign
- More than 900 campers attended summer camp at Rock Springs Ranch
- 700 community 4-H Clubs in Kansas
- 4-H is present in all 105 counties



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As a Kansas 4-H Volunteer:

I understand that the Kansas 4-H Youth Development program is a non-formal, experiential education program in which I have a choice to volunteer. I will engage in program activities and may excuse myself from this volunteer assignment.

I will strive to be a positive role model. I will treat youth, parents, volunteers, KSRE staff, judges and others with respect, courtesy and consideration during my volunteer assignment.

I will take part in volunteer screening as per my role description. I will conduct myself professionally while working in partnership with KSRE professionals and other Kansas 4-H volunteers. I agree to adhere to directives from KSRE staff. I will actively participate in meetings, self-study, or other training programs, as recommended by the KSRE staff, which will help me work more effectively with young people and adults.

I will not use the volunteer position for private, personal, or commercial financial gain. I recognize the organization has the responsibility and authority to remove individuals who are serving as volunteers who are disruptive to the 4-H Youth Development program, violate the Kansas 4-H Code of Conduct, the standards of the 4-H Pledge and Motto or federal, state or local laws, or any other reason the 4-H Youth Development program deems appropriate.

I will not use alcohol or any illegal substances (or be under its influences) while working with, or being responsible for youth, or attending a 4-H event. Additionally, I will not allow youth to do so while under my supervision as a 4-H volunteer.

I will operate machinery, vehicles, and other equipment in a safe and responsible manner. When operating a motor vehicle, I acknowledge I must have a valid driver's license and the legally required insurance coverage.

I acknowledge that the 4-H program utilizes competition related to project work as a tool for learning. I will demonstrate good sportsmanship and encourage this behavior in program participants and other volunteers. I will not engage in behavior that detracts from the learning experience. I will not let my personal desire to win overshadow the needs of the group or violate positive youth development principles. I understand that a judge's decision is final.



I accept my personal responsibility to be informed and follow the policies, rules and deadlines established by Kansas 4-H. I will not cheat, lie, knowingly furnish false information, deceive, or otherwise engage in dishonest, unethical or illegal behaviors. I will not encourage others to disregard or intentionally violate conditions of Kansas 4-H participation.

I will promote and practice the responsible and ethical stewardship of livestock and/or companion animal projects.

I will promote a safe environment. I will not engage in conduct that harms participants or adults, whether through sexual harassment, physical force, verbal or mental abuse, neglect, or any other harmful behavior through direct interactions or through use of social media or other communication methods. I will comply with the Kansas State University Policy Prohibiting Discrimination, Harassment, Sexual Violence, Domestic and Dating Violence, and Stalking ("PPM 3010," which can be found at <https://www.k-state.edu/policies/ppm/3000/3010.html>).

I will promote through my conduct a spirit of inclusion and belonging by welcoming and engaging participation of individuals from all backgrounds. I will encourage youth involvement in decision making.

I will follow requirements for keeping financial records and handling 4-H funds.

I will keep reliable and accurate records, distribute materials and provide support to the 4-H system as directed in furtherance of my volunteer responsibilities.

4-H Volunteers who do not abide with the above code of conduct are subject to responsive action, up to and including removal as a volunteer, being prohibited from volunteering in the future, and being prohibited from attending or being present at University and KSRE events and property. I understand that upon any such action, I will not receive reimbursement for any resulting expenses.

Signature Required

I acknowledge and agree that:

- a. I have read and agree to abide by the Kansas 4-H Volunteer Code of Conduct. I agree to comply with the policies, rules, and regulations of Kansas 4-H Youth Development and local Extension Unit.
- b. My status in the program will be that of an uncompensated volunteer.





- c. I will serve under the direction of the designated administrator or employee responsible for the program at all times while acting within the scope of my volunteer duties in the program.
- d. I will comply with all applicable safety procedures and regulations.
- e. I am bound by Kansas State University's standards of appropriate conduct found in the University Handbook and the Policy and Procedures Manual, including but not limited to the Policy Prohibiting Discrimination, Harassment, Sexual Violence, Domestic and Dating Violence, and Stalking (PPM 3010) and the Threat Management Policy (PPM 3015).
- f. I am not authorized to act on behalf of Kansas State University or the local extension unit in business matters, including purchasing property, signing contracts, leases or other agreements, hiring or supervising employees or otherwise attempting to bind the University to any agreement.
- g. I agree to participate in available 4-H volunteer orientation and ongoing training as appropriate and directed by local unit and state program standards.
- h. As a 4-H Volunteer I serve at the request of the local Extension Unit and KSRE and may be removed from service at its discretion. I may resign my volunteer role at any time at my discretion; provided however, if 4-H youth are in my care, I shall ensure they are transferred to the care of KSRE staff in a reasonable manner.
- i. In signing this application, I apply for continued registration as a 4-H Volunteer with the local Extension Unit and the Kansas 4-H Youth Development Program.
- j. Misrepresentation of the individual providing signature (electronic or in-person) or falsification of provided personal information will result in termination of program participation.

Member Signature _____ Date _____

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Director of K-State Research and Extension, Kansas State University, County Extension Councils and Extension Districts.

WHAT IS 4-H ALL ABOUT?

4-H is America's largest youth development organization—empowering nearly six million young people with the skills to lead for a lifetime.

4-H is delivered by Cooperative Extension—a community of more than 100 public universities across the nation that provides experiences where young people learn by doing. For more than 100 years, 4-H has welcomed young people and gave kids a voice to express who they are and how they make their lives and communities better.

In 4-H programs, kids and teens complete hands-on projects in areas like health, science, agriculture, and civic engagement in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles. Kids experience 4-H in every county and parish in the country through in-school and after-school programs, school and community clubs and 4-H camps.

4-H is a Community for all Kids

In 4-H, we believe in the power of young people. We see that every child has valuable strengths and real influence to improve the world around us. 4-H membership is open to all youth without regard to ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or place of residence.

How do participants benefit from 4-H?

Youth and adults alike will:

- have fun by learning in new, enjoyable ways
- make friends, belong to a group, and give and receive acceptance and recognition
- build self-confidence
- develop a desire to learn
- gain decision-making, problem-solving, and leadership skills
- become more interested in their community and the people in it
- gain experience in relating to and working with their family, their peers, and people of all ages
- learn, make, and do things that are educational and meaningful



4-H Programming

Based on their interests and guided by adult mentors, youth develop their own pathway in 4-H. They select from a broad menu of local 4-H programs. There are hands-on, learn-by-doing, opportunities for everyone.



We Believe In:

- all young people's potential
- developing young people who are empowered, confident, hard-working, determined, responsible and compassionate—seeing a world beyond themselves so that they have the life-long skills to succeed in college and career
- ensuring access and equity for all
- the power of America's leading public universities
- the practice of positive youth development (PYD) by creating positive learning experiences
- caring and trusted adult mentors who cultivate positive relationships with youth
- creating safe, diverse and inclusive environments
- meeting young people wherever they are

4-H Mission

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

The Name and Emblem

The 4-H clover represents the program's focus on head, heart, hands, and health. It is a well-known symbol of more than a century of 4-H achievement.

4-H Colors

Green represents nature's most common color and is emblematic of youth, life, and growth. White symbolizes purity.



Head, Heart, Hands, and Health are the four Hs in 4-H, and they are the four values members work on through fun and engaging programs.

Head—Managing, Thinking

Heart—Relating, Caring

Hands—Giving, Working

Health— Being, Living

THE 4-H VISION

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

K-STATE RESEARCH AND EXTENSION VOLUNTEERS



92%

say volunteering
with 4-H makes
communities stronger

81%

say volunteering
with 4-H improves the
health of communities

89%

say volunteering
with 4-H contributes
to better connected
communities

78%

say volunteering
with 4-H increases
civic involvement

THE 4-H

EST.



1902

PLEDGE

I PLEDGE MY
MY HEAD

TO CLEARER THINKING,

MY HEART

TO GREATER LOYALTY,

MY HANDS

TO LARGER SERVICE,

& MY HEALTH

TO BETTER LIVING,

FOR MY CLUB, MY COMMUNITY,
MY COUNTRY, AND MY WORLD.

4-H IS FOR ALL YOUTHS



Title IX

- 4-H is a federally assisted program and all programs, activities, events and competitions (state, area, county, local, regional and national) must be non-discriminatory according to federal law.
- The 4-H program may not accept sponsorships, donations or awards that are based on discriminatory practices.
- Title IX of the Education Amendments of 1972 forbids discrimination on the basis of sex in any educational program or activity receiving federal financial assistance.
- Consistent with these regulations, no State Extension may have an exclusive or formally sex-segregated 4-H program. Although, some individual 4-H clubs attract members of only one sex, this is the result of interests and choice and should not be a requirement of membership.
- Gender specific competitions and awards are not permissible under Title IX of the Educational Amendments enacted by Congress in 1972.
- The requirements for competitions must provide equal access for all youth and must not be designed to create barriers to participation.

Cooperative Extension and 4-H Youth Development employees and volunteers are obligated to eliminate any practices that limit, deprive, or tend to deprive any youth of opportunities for membership or otherwise discriminate against these youth because of gender.



Safe and Nondiscriminatory Environment

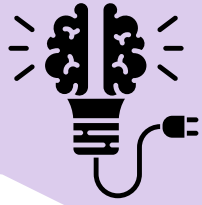
- 4-H has a responsibility to provide a safe and nondiscriminatory environment for all individuals.
- Harassment based on an individual's sex, gender identity, gender expression, or sexual orientation is prohibited.
- 4-H shall treat individuals consistent with their gender identity even if their program records or identification documents indicate a different sex.
- All paid and volunteer personnel will use pronouns and names consistent with transgender or intersex individual's gender identity.

Terminology

- *Sexual orientation* refers to who an individual is attracted to
- *Gender expression* refers to an individual's presentation of gender to others, including their dress, grooming, speech, mannerisms, and other factors
- *Sex* is a medical term referring to a combination of physiological attributes, including chromosomes, gonads, hormones, sex and reproductive organs, as well as secondary sex characteristics
- *Disability* is a physical or mental impairment that substantially limits one or more major life activities

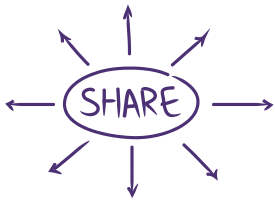


Create a **POSITIVE** and **INCLUSIVE** Learning ENVIRONMENT



Your Responsibility

Reasonable accommodations/modifications must be made to allow 4-H members and adult volunteers with disabilities to participate in all 4-H activities and events, as appropriate. Ensure that all participants are able to access facilities and program materials. Never decline a request without talking to your local 4-H office first.



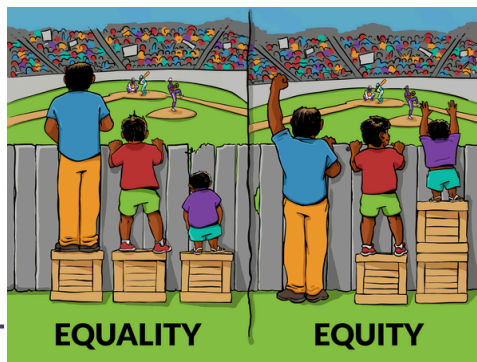
Why share pronouns?

We often make assumptions based on how someone looks, sounds, behaves and more, but people express their gender in many different ways. Sharing your pronouns makes 4-H a more welcoming place for people of all genders and expressions.

In support of 4-H's mission, positive youth development, and federal law, 4-H is open to all.

Equality vs. Equity
Equality means every individual has access to the same amount of resources.

Equity is achieved when everyone has what they need to improve the quality of their situation.



BETTER TOGETHER

Positive Terminology

Use person first language, naming the individual before the condition

Promoting Equity & Diversity

As a 4-H leader, you have a unique opportunity to help youth increase their awareness of themselves. You also have a responsibility to help them understand people different from themselves.

Categories of Disabilities

- **Physical Disability:** a part of one's body that is weakened slightly or completely by nature, injury, disease, or accident
- **Mental Disability:** below normal intellectual functioning
- **Developmental Disability:** learning disabilities and emotional impairment
- **Learning Disability:** a noticeable difference between intelligence and academic achievement and/or spoken language
- **Hearing Disability:** the lessened ability to receive sound by the ear
- **Visual Impairment:** the inability to see
- **Emotional Disability:** inability or unwillingness to adjust to the problems and stress of daily life

WHAT IS RISK MANAGEMENT?

Risk management is identifying and assessing risk to minimize harm and monitoring the potential for negative outcomes. It means that 4-H staff and volunteers think through potential risks vs. benefits as a program/event is planned and decide ways to manage these risks.

Why is Risk Management Important?

Risk management is important to ensure the safety of youth and adult program participants, and spectators. Focusing on safety and prevention is an important educational component of the program and it begins before the program takes place. Practicing good risk management allows organizations to focus on achieving their mission.

Who is Responsible for Risk Management?

Nebraska 4-H staff and 4-H volunteers planning projects/activities/programs are responsible for providing a safe environment. Staff and volunteers should review the Risk Management Checklist and develop a risk management plan as part of the overall program planning process.

How is Risk Management Incorporated into Youth Programming?

While planning, consider the unexpected risks in order to develop a risk management plan. The Risk Management Process includes three important steps.

Risk Analysis (Identify, Assess and Analyze)

- Identify the potential risks involved in the program or event.
- Clarify the severity and frequency of the risk.
- Prioritize the risks to address.

Risk Response (Develop and Implement a Plan)

- Reduce the risk: Change the program or conditions to decrease the likelihood or severity of an incident or accident.
- Avoid the risk: Do not conduct the project/activity/program, if the risks are too severe and the possibility of occurrence is too great.
- Transfer the risk: Share the risk by carrying accident insurance, using informed consent forms, paying vendors for services and holding projects/activities/programs at public venues.
- Assume the risk: Accept the risk and prepare for the possibility of an incident or accident to occur.

Contact your local 4-H office with any questions you may have!

Risk Review (Monitor and Evaluate)

- Monitor the risks
- Evaluate the risk management plan and make changes to reduce further risk.

RISK MANAGEMENT WORKSHEET

Name of Event:

Date of Event:

Location:

Number of Participants Anticipated:

Number of Volunteers needed based upon number of anticipated participants:

Evacuation Plan: In case of severe weather or other dangerous situations

Potential Risk to Participants:

Event Checklist

- First aid kit
- Emergency telephone list including parent contact information
- Available telephone
- Youth health forms
- Parental consent forms
- Other event specific risk management information

Steps to Manage Risk

Plan who will take a child to the hospital or travel with them if taken by ambulance

Emergency Procedures

1

Call 911, the police, or an ambulance

2

Contact the parent or guardian ASAP

3

Contact the county Extension office

4

Complete the incident report

4-H CLUB STANDARDS

Definition of a Club

Nebraska 4-H and 4-H National Headquarters define a 4-H Club as: an organized group of at least five youth from three different families who meet regularly with adult volunteers or staff for a long-term, progressive series of educational experiences and have enrolled in 4-H Online.

4-H Clubs are to be structured as follows:

- Enrolls at least 5 youth members from at least 3 families.
- Is advised by adult staff or volunteers who have been screened and trained in accordance with the Kansas 4-H Policy and Procedure Handbook.
- Conduct a minimum of 6 regular club meetings (virtual or face-to-face) per year, with many holding 9-12 regular meetings throughout most or all of the year, and often supplemented by project meetings, camps, fairs, and other 4-H learning activities.
- Selects youth officers or youth leaders to provide leadership to the club.
- Meets in any location — a home, community center, military installation, library, public housing site, school, afterschool program, and/or many other places.
- Helps youth and parents/guardians adapt in cases of mobility — linking them to 4-H programs in other counties and states. Meets interests and needs of youth in same-age or cross-age groupings and using single project or multiple project formats

Club Names

- Any organization that functions for the purpose of furthering 4-H objectives and programs and has been formally authorized to use the 4-H name and emblem by the appropriate representative of the Cooperative Extension Service must have names that:
- Are specific to the 4-H club or organization either through a unique name or by identifying the county or location. Examples: Share-N-Win 4-H Club (unique name); Calvert County 4-H Horse Club (generic name with county);
- Are not overtly religious or represent the beliefs of one denomination over another;
- Do not imply that membership is limited or exclusive; and,
- Are not offensive or generally seen as demeaning to any group protected by equal opportunity regulations. Refer to the 4-H National Headquarters Fact Sheet, Naming 4-H Clubs, for further information.

Club Charter

A 4-H club must be chartered by 4-H National Headquarters at the U.S. Department of Agriculture and the Kansas State 4-H office in order to be recognized as part of 4-H, and to be authorized to use the 4-H Name and Emblem.

Club Constitution and Bylaws

All clubs are to function formally through a constitution and by-laws. These are the organizing documents of a club and describes how the club operates. A current copy of the club Constitution and Bylaws must be kept on file in the county extension office. A template for clubs to use is on the Club Resources webpage:

<http://4h.unl.edu/resources/club-leaders>

Dissolution Clause

In accordance with laws governing non-profit organizations, if a 4-H club/group disbands, all funds in the club/group treasury and any other property can only be given to another 4-H non-profit organization, such as the local 4-H Council, not to individuals in the club/group. Refer to the Policy Handbook for more information.



CLUB CHECK-UP

PAGE 23



Club check-ups are a great way to assess your club and its effectiveness. Just like you should go to the doctor every year, consider conducting a club check-up every year as the new one begins and the old one ends. Use these suggested questions to guide your check-up, but feel free to tweak them to fit your club.

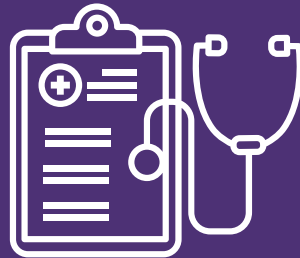
Arrangements...

Is the space adequate for the meeting?
Are lighting, heating, and ventilation good?
Is the seating arrangement satisfactory?
Is the meeting room clean?
Are all the necessary equipment and supplies on hand?
Is the meeting room cleaned after the meeting?



What other things do you need to check up on?

Project Leaders
Committees
Fundraisers
Treasurers
Social Media
Anything else you can think of that needs a quick check-up!



Members....

Do most members attend regularly?
Are regularly absent members contacted and encouraged to come?
Do members arrive on time?
Do members participate in club activities when scheduled to do so?
Does every member have a job that allows them to contribute to the club's success?
Are get-acquainted activities planned early in the club year?
Do all members take part in the business meeting?
Do members have an opportunity to help set club goals and achieve them?





CLUB CHECK-UP CONT.



Good 4-H Club meetings are the result of...

Efficient leadership. Youth and adults should be partners in leading the 4-H club business meeting. Adults coach and guide youths of all ages to become leaders. Adequate facilities and space arrangements.

Well-planned educational programs. Programs should provide opportunities for community service, learning by doing, and youth leadership.

Active and involved members.

Take some time to consider how your club is doing, identify weaknesses, and brainstorm how you can improve upon those weaknesses. By answering yes or no to these questions, you can easily identify what your club's strengths and weaknesses are. Scratch out a question if it does not apply to your club.



Programs...

Do club programs address issues that are important to members and their families? Are the programs interesting and hands-on?

Do all members have a chance to participate in the program sometime during the year?

Does the program provide time for members to have fun and enjoy each other's company?

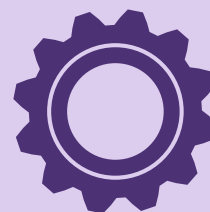
Did the Pledge of Allegiance and 4-H pledge get recited?

Was the correct order of business followed?

Did members follow parliamentary procedures?

Were the main points of the county 4-H newsletter announced and discussed, when appropriate?

Was the program well-balanced?



Leadership and Adults....

Does the president start the meeting on time and keep the program moving?

Does the secretary present minutes of previous meetings and keep a record of each one?

Does the treasurer keep accurate financial records and report at each meeting?

Does the reporter take notes and send articles to local newspapers?

Were guests introduced and made to feel welcome?

Do club leaders consult with officers prior to each meeting?

Do adult leaders offer guidance in club decisions, but allow youths to take the lead?

Do project leaders help prepare members for demonstrations, exhibits, and contests?

Do adults help youths lead club activities without taking over?

LEADERSHIP TECHNIQUES

4-H uses a variety of leadership techniques to support the development of our youth. Here is a quick overview of the leadership models used by 4-H.

Experimental Learning

As a leader, you build on the natural curiosity of youth. Youth learn through experiences, so your role as a leader is to provide fun opportunities for hands-on learning. In cases where learn-by-doing isn't practical, you can use simulations, games, demonstrations or models to teach young people. Avoid using reading as your primary teaching method.



If you give respect, you'll get it in return! Ask challenging questions and avoid age stereotyping. Listen to youth when they speak and be straightforward when you speak to youths and explain where you're coming from.

Building Youth Voice

Building youth voice means giving them the chance to lead and mentor other youths, share control and decision-making in their clubs, have many chances to make choices about what they're doing and how it's completed. There are four key elements to youth engagement and giving voice:

1. Support
2. Opportunities
3. Space
4. Resources



IGNITE YOUR SPARK WITH 4-H!

LEADERSHIP TECHNIQUES

CONT.

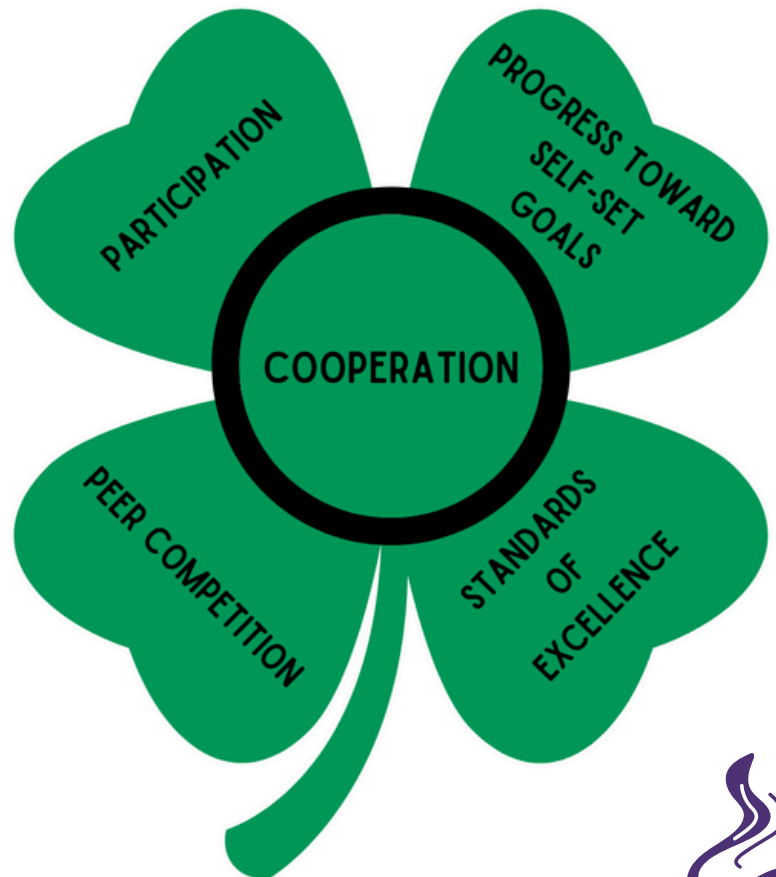
The 4-H Recognition Model

Using recognition to encourage and support learning, and satisfying intrinsic and extrinsic needs is an important motivator.

The model consists of five core elements:

- **Participation:** This type of recognition emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences. For some youth, participation in a 4-H learning experience is an accomplishment.
- **Progress toward Self-set Goals:** Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.
- **Achievement of Standards of Excellence:** Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.
- **Peer Competition:** Peer competition is a type of recognition which subjectively identifies, in a concrete time and place, the best team or individual. While it can be a strong motivator for some youth but not all, is inappropriate for youth under age eight.
- **Cooperation:** Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded. Recognition for cooperation helps youth learn and work cooperatively, preparing them for living in today's inter-dependent, global society.

THE 4-H RECOGNITION MODEL



Positive Youth Development (PYD)

4-H is built on a foundation of Positive Youth Development. PYD helps young people become competent, confident, connected, caring people of character. That kind of impact doesn't happen by chance. 4-H provide elements of PYD called **BIG M**. Youth need:

- **B**elonging
- **I**ndependence
- **G**enerosity
- **M**astery

View the handout on the next page for a deeper look into PYD.



POSITIVE YOUTH DEVELOPMENT FLOWER MODEL

LONG-TERM OUTCOMES

- Academic or Vocational Success
- Civic Engagement
- Employability & Economic Stability
- Happiness & Wellbeing

- Positive Academic Attitude
- Social Competence
- Personal Standards
- Connection with Others
- Personal Responsibility
- Contribution

DEVELOPMENTAL OUTCOMES

(Positive Youth Development)

YOUTH THRIVING

(Social, Emotional & Cognitive Learning)

- Growth Mindset
- Openness to Challenge & Discovery
- Hopeful Purpose
- Prosocial Orientation
- Transcendent Awareness
- Positive Emotions
- Goal Setting & Management

DEVELOPMENTAL CONTEXT

(4-H Programs)

- Sparks
- Belonging
- Relationships
- Engagement

SMART GOALS WORKSHEET

WHEN SETTING GOALS, MAKE SURE IT FOLLOWS THE SMART STRUCTURE.
USE THE QUESTIONS BELOW TO CREATE YOUR GOALS. SMART GOALS CAN
BE USED BY ANYONE FOR ANY GOAL THAT THEY'RE TRYING TO
ACCOMPLISH.

S	<u>SPECIFIC</u> WHAT DO I WANT TO ACCOMPLISH?	
M	<u>MEASURABLE</u> HOW WILL I KNOW WHEN IT IS ACCOMPLISHED?	
A	<u>ACHIEVABLE</u> HOW CAN THE GOAL BE ACCOMPLISHED?	
R	<u>RELEVANT</u> DOES THIS SEEM WORTHWHILE?	
T	<u>TIME BOUND</u> WHEN CAN I ACCOMPLISH THIS GOAL?	

WHAT ARE SPARKS?

Everybody has a skill, a talent, an interest, or a special quality that they are passionate about. We call these things SPARKS. They provide joy, purpose, and direction. Sparks are self-discovered and self-identified. They come from deep within and provide energy, joy, purpose, and direction in one's life



How do youth find their Spark?

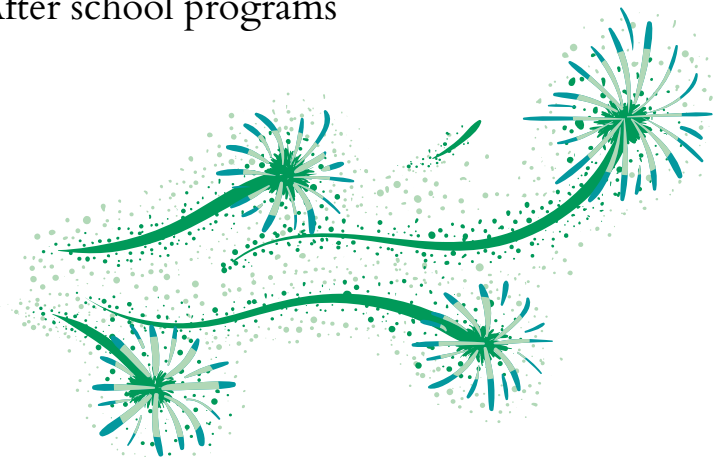
4-H offers many opportunities for youth to explore and discover their sparks.

Examples include:

- Community clubs
- 4-H Projects
- Teens as Teachers
- 4-H Special Interest clubs (SPIN)
- After school programs

Examples of Sparks:

- Music, art, and sports (skill or talent)
- Vintage films, cars, or fishing (an interest)
- Social justice, environmental advocacy, pet adoption (passionate commitment)
- Empathy, intelligence, spirituality (a special quality)



Why are Sparks Important?

- Growth: Sparks provide the “intrinsic fuel” that powers youth to grow and build new skills, and to overcome barriers that stand in their way
- Contribution: Sparks create actions that almost always benefit the larger society
- Connection: Sparks spur youth to build networks of peers who share their interests.
- Protective Factors: Youth pursuing their sparks are more motivated to succeed, stay out of trouble, and govern their own behavior. These youth tend to avoid behaviors that might endanger themselves or others, are motivated to succeed in academics, are self-aware, and make healthy choices.
- Positive Adjustment: Being engaged in one's sparks contributes to a larger sense of purpose in life, greater optimism, higher self-esteem. These youth tend to feel a sense of having a place in the world.
- Thriving Orientation: Youth who benefit from the people and places they are associated with grow in their connection, competence, caring, confidence, and good character. They have high personal standards and take responsibility.

CONSIDERING AGE LEVELS

Adapted from Adapted from Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders (Karnes & Myers-Walls, 1996) and Michigan 4-H Programming Committees: A Plan for the Future (Nelson, 1990).

4-H leaders work with youth in informal educational settings to create a caring, safe environment where youth can learn. The key to success is planning and doing activities with the youth. The role of adult leaders will change depending on the members ages, knowledge level and projects involved. It is important to understand that all children develop differently and no two children are exactly the same. But growth and development tend to proceed in predictable stages. Leaders can help make

4-H a rewarding and fulfilling experience for members by helping them grow and develop. Leaders do this by accepting youth at their current developmental stage and by offering challenging experiences that will help them make the transition into their next stage of development.



Early Childhood: ages 5 to 8—Clover Kids

- 5 to 8 year-olds are just mastering physical skills; they can control their large muscles better than small muscles and generally have lots of energy
 - Choose activities that encourage use of gross motor skills, such as running and playing active games
 - Also try arts and crafts projects that allow them to practice the fine motor skills that are important for developing coordination
- This age group typically has a shorter attention span, so it's best to use more activities that last a short time
 - Start meetings on time and quickly engage young people in hands-on learning activities
- Socially, they are learning how to be friends and may prefer to be in gender specific groups
- Emotionally, they are self-centered and seek approval from adults. They will go out of their way to avoid punishment and are very sensitive to criticism
- Intellectually, they are concrete thinkers. The "here and now" is important and they have not mastered abstract thinking
- When starting a project, it is important to demonstrate, not just verbally describe how to do it
 - Divide instructions and information into easier to understand "chunks"
 - Keep the instructions short and simple
- Small group activities, such as role-playing, help children gain empathy and lets them practice social skills. It is important to plan activities where all members can experience some successes
- Avoid comparison between young people and remember that praise is a powerful motivator



Middle Childhood: ages 9 to 12

- Physically, 9 to 12 year-olds are growing and becoming more coordinated as fine motor skills increase
 - They can now do activities such as hammering, sawing and playing musical instruments
- Socially, peers become very important and their desire to be independent from adults is also increasing
- The concepts of right and wrong are continuing to be defined
 - They are starting to discuss and evaluate others; they start to see things as “fair” or “unfair”
- Be aware that this is the age when children begin to show prejudice towards others
 - Emotionally, this can be the beginning of disobedience, back-talk and rebelliousness of youth
 - They have a strong attachment to their own sex and may show antagonism towards the opposite sex
- Abstract thought is possible, plans can extend over several weeks, and they can evaluate activities with insight
 - When planning activities for this age group plan for physical involvement
 - Use hands-on activities that allow youth to make and do things
- Activities at the club level are important, because they allow youth to make decisions about what to do or make
 - Use simple, short instructions while including real-life objects when demonstrating
- Youths in this age group admire and imitate older youth
 - Ask older youth with experience to assist as volunteers for this group

LEARN
and
grow



Let's
Grow
Together



Young Teens: ages 13 to 15

- Physically, they are growing at an increased rate and may become clumsy until coordination catches up with growth
 - When planning activities at this age, include things that require more physical coordination but do not compare youth's physical characteristics
- Socially, they still depend on rules that adults initiate, even though they may protest
 - Peer group pressure increases.
 - Crushes are common and interest in activities involving the opposite sex is increasing, although interest is often shown by contrary behavior
 - This age group may show interest in activities with the opposite sex, but also want to interact with their same-sex peers. It is important that the 4-H program provide opportunities for both kinds of interaction
 - This group will also have strong emotional ties to, and aspire to be like, an older peer or adult. Service-learning projects support these partnerships and foster feelings of inclusiveness
 - Youth at this age need opportunities to work with adults in partnerships
- Intellectually, youth are developing a growing capacity to reason and think abstractly
 - They want to be part of something important and they have the ability to persist until desired results are achieved
 - Youth can and want to take on more responsibility in planning and evaluating their work
- It is important for this age group to help determine the rules for their activities
 - Their active participation in youth organizations may decline if they feel they have no influence in the organization
- Provide opportunities for youth to succeed, and avoid comparing performances with others

- Physically, changes are slowing for both boys and girls, and they are accepting of changes in their appearance while gaining physical coordination and confidence
 - When designing programs for high school members, be willing to answer questions about physical changes and avoid comments that criticize or compare
- Socially, they can be self-centered, while still capable of feeling empathy
 - Acceptance by members of the opposite sex is important to them
 - They may be spending more time on school and less on club and group activities
 - Establish a climate that is conducive to peer support and encourage them to work with other teens. This is a time when friendships can be intense, close and long-lasting
- This is an age where youth are defining their identity and want to be autonomous from parents as they start to prepare for the future
 - They want to belong to clubs, but also want to define their own uniqueness
 - They like to set their goals based on their own needs, and may reject goals imposed by others
 - They may see adults as fallible but still want adults to provide consistency in their lives
- Let teens plan programs, allow them to assume responsibility, and expect them to follow through
 - Give them real-life problems to figure out because they want to be able to make their own decisions and be a part of evaluating the outcomes
- Encouraging service-learning will help them focus on others instead of themselves



PROJECTS



Trying new projects is an exciting way for youths to find their Sparks. However, it is important for youths not to commit to too many projects at a time. 4-H'ers who are overwhelmed or overworked with their projects are less likely to want to continue and they may start to dislike their interests if they no longer find it fun to participate.

4-H has a wide variety of project topics for youths to participate in. There may be some projects that your club does not have an adult leader who can facilitate project meetings. You can still foster the youth's interest by giving them the information for the county's project leader or by checking out curriculum books from the Extension office.



The list of available projects is located on the next page. If you would like a deeper look into each project, visit <https://www.kansas4-h.org/projects/>. Additionally, on this website, there is a guide to choosing projects. Direct parents to this website if they're new and would like to explore all of the projects that Kansas 4-H offers.

AVAILABLE PROJECTS

Beef
Dairy Cattle
Dairy Goats
Dog
Horse
Meat Goats
Pets
Poultry
Rabbits
Sheep
Swine
Veterinary Science

Sewing & Textile Design
Shopping in Style
Family Studies
Fiber Arts
Foods & Nutrition
Health & Wellness
Interior Design & Architecture

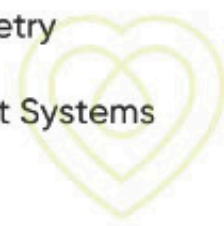
Environmental Science
Geology
Shooting Sports
Wildlife

Communications
Performing Arts
Photography
Visual Arts

Civic Engagement
Leadership
Reading Adventures
Self-Determined

Entomology
Agronomy
Forestry
Horticulture & Landscape Design

Ag Mechanics Welding
Building Block Engineering
Astronomy
Computer Science
Electric & Renewable Energy
Robotics
Aerospace/Rocketry
Small Engines
Uncrewed Aircraft Systems
Woodworking



WHY ELECT OFFICERS?

4-H clubs led by membership provide essential leadership, communication, and decision-making skill development for its members. Youth club officers are a powerful component of having a high functioning 4-H club. Officers play an important role in guiding club decisions and conducting business meetings. Members who hold 4-H offices are more likely to choose to participate in other leadership roles at school and later in the community as adults.



NOTE

Holding a 4-H club office enables members to:

- Enhance leadership skills by learning and performing officer duties.
- Learn and use basic parliamentary procedure to conduct effective meetings.
- Learn how to manage a group's finances and document club's business activities.
- Develop teamwork skills to accomplish common club goals and expand problem-solving and decision-making skills through planning and conducting club meetings and activities.
- Improve communication skills—written and oral—by leading, speaking, sharing, and giving direction to the club.



TODAY'S CLUB OFFICERS MAY BE TOMORROW'S TOWNSHIP TRUSTEES, LOCAL MAYORS, CITY COUNCIL MEMBERS, SCHOOL BOARD MEMBERS, FAIR BOARD MEMBERS, AND OTHER ELECTED OR APPOINTED COMMUNITY LEADERS.

CHOOSING OFFICER POSITIONS FOR YOUR



CLUB

Here are some things to consider when choosing what officer positions need filled within your club.

Small clubs may want to elect only the primary officers: president, vice president, secretary, and treasurer. Clubs with a large 4-H membership may choose to elect a full slate of officers (including historian, parliamentarian, etc.) and even elect junior leaders.

Thinking about responsibilities before roles can be helpful. Consider what kinds of things does the group need and want to get done, in order to run a fun, educational 4-H club. Below are just a few examples of actions that may be either needed or desired in a 4-H club:

- Planning and leading activities
 - Welcome activities
 - Educational activities
 - Reflection activities
 - Activities for Clover Kids
 - Awards
 - Field trips
 - Service activities
- Leading the 4-H meeting—a portion, or all of it
- Coordinating snacks and supplies
- Recording and communicating what's happening in the 4-H club (through notes, pictures, video, social media, etc.)
- Making sure people feel welcome



Now consider which responsibilities the group wants to assign to the 4-H'ers and which responsibilities are assigned to the adult leaders. This will help dictate which officer positions the group wants to elect officers for.

Some officer positions can support more than one 4-H'er acting in the role at a time. Officer positions like the recreation leader, song leader, reporter, etc. can be filled by more than one youth concurrently. Teams work great when the elected officers are younger members or when the youth are shy. Working in a team gives them a sense of confidence because they have one of their peers to help them fulfill the duties of their office.



Junior officer positions are often filled by the younger or new members of the club. Benefits to having junior officer positions:

- Current officers get the chance to teach the junior officers the duties of the position and create a relationship with the younger member
- More club members get to experience leadership positions and they may be encouraged to campaign for an officer position the next year
- Learn club parliamentary procedures
- Being a junior officer builds confidence and communication skills

Check your bylaws: some clubs require 4-H'ers to be a junior officer before a 4-H'er takes on the primary officer role.

After a club has met several times, try a meeting where the junior officers conduct the meeting instead of the main officers. This allows junior officers the chance to put into practice the skills that they are learning. The main officers are welcome to sit next to the junior officers during the meeting and help keep the junior officers on track and answer any questions that come up during the meeting.

Not every club is going to have the same roster of officers. Each club needs to choose which positions they want officers for based on the activities and events that they hold. Having club officers enriches the meeting experience and it's a way to further involve 4-H'ers and teach them leadership skills.



OFFICER ELECTIONS



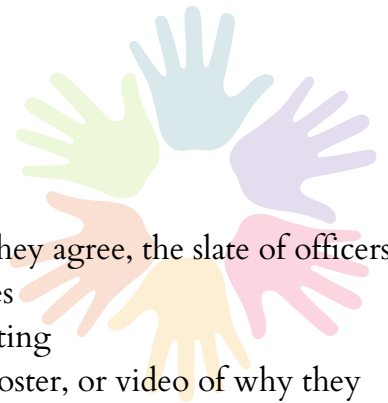
friendship

Consider these important points when setting the stage for club elections:

- 4-H Calendar – Setting a date for elections will offer youth time to plan, prepare and campaign for office. Consider holding fall elections in conjunction with an end of the year event.
- Campaign – Ask members to create a poster, speech or video to share with the others prior to the election meeting. Campaigning can help build relationships among youth and offer youth time to highlight the personal qualities they bring to the club. This also provides a public speaking opportunity.
- Club Size & Meeting Location—Take into consideration your club size and location when planning officer elections.
- Choose a method of secret voting that is easy for your group. Ensure that all youth may be heard, and larger meeting spaces may require a microphone or sound system for everyone to hear.
- Qualifications for Candidacy –Cloverkid members (ages 5-8) may not serve as officers. Review the Club Bylaws for officer requirements such as age or years of club participation as each county club may be different.

There is no right way to hold elections for 4-H club officers. Depending on the size of the club, it might be possible for everyone to be an officer. Here are some ways officers can be selected:

- Have a nominating committee
 - Most often used in a larger club
 - The appointed committee selects a ballot of persons for each office
 - Usually, two candidates run for each office
 - Each candidate is asked if they are willing to serve in that office and if they agree, the slate of officers is presented at the club meeting and voting takes place on those candidates
 - It is appropriate to ask for further nominations from the floor before voting
- Interested members complete an interest sheet and present a short speech, poster, or video of why they should be elected to the office. Voting takes place for each office.
- A past officer or the leader calls for nominations from the floor for president. Once nominations close, voting takes place.
 - The new president presides and continues to ask for nominations for each office. Each officer is voted on before proceeding to the next officer nomination.
- In a younger group or a small group, names of those interested in holding an office may be put in a hat and the names drawn for each office.



When voting takes place, **choose a method of secret voting that is easy for your club.** Here are some ways that your members can vote for their officers:

- Secret Ballot: members write down their choice for each position on a slip of paper and then a leader tallies the votes
- Show of Hands: members close their eyes and raise their hand when the name of the candidate they want for the office is called. Adult club leaders tally how many raised hands each member running for office gets
- Online Poll: create an online poll that members take to vote for the officers either at the meeting or before the meeting that the officer installation is taking place

Officer elections are an important way to give members a chance to let their voice be heard and choosing their club officers allows them to have a greater say in how their club is run

OFFICER INSTALLATION

An installation ceremony is one way to stress the importance of officers and their contribution to the club. Plus, it helps inform the members of the officer roles. Being chosen as a 4-H club officer is an honor which deserves recognition. There are various installation ceremonies that may be used.

Consider using props and themes and/or invite a special guest to the meeting to host the officer installation ceremony.

Contact the Extension Office for officer initiation scripts. Try not to use the same script every year. Rotating through ceremony scripts makes the ceremony fun and exciting for the incoming officers. The ceremony does not have to be long to be effective. Initiation ceremonies are not meant to take longer than 10-20 minutes.

Use a ceremony style that makes sense for your club. Adapt the script to fit the officer positions that your members voted on.



MAKE THE CEREMONIES FUN!



CLUB COMMITTEES

Club Committees are a small group of members that are appointed to complete a specific task for the club. The well-organized 4-H club will make use of committees to carry out certain parts of the club program. The president, usually with the assistance of the 4-H leader or the other officers, may appoint members to the special or standing committees.



Standing Committees

Standing committees are those appointed to serve for the entire year. Examples of standing committees and duties they may perform include:

- Membership Committee—Tells others about 4-H and brings new members into the club.
- Citizenship Committee—Responsible for the flag salutes, patriotic programs, community service to others.
- Health and Safety Committee—Encourages club to plan special health and safety activities such as the home fire check.

How Can Committees Help Lead?

Committees provide every 4-H club member the opportunity to help lead and direct club activities. Not everyone can be elected to hold an office or be a committee chairperson, but all members should serve on a committee. Each club will need to determine the committees necessary to carry out their club's goals. Create committees to carry out big club tasks like managing a community service project or club fundraiser, developing the club's recognition program, designing the club's fair booth, or planning an overnight field trip.

Special Committees

A special committee is one appointed to do a certain job. For example, the president may appoint several 4-H members and a parent to plan and carry out a club tour. After the tour is over the committee's work is completed.

When Should Committees Meet?

Do not require committees to meet only outside of club meetings. This discourages members from wanting to participate in committees and places an extra burden on parents and guardians. Give committees the time to meet during regular club meetings. Depending on the type of committee, the members of the committee may decide to meet outside of club time and this is fine as long as their adult advisor and/or another adult will be present at the meeting.

Don't Forget to Train Your Officers and Committees

- Check with your county Extension office about 4-H officer training opportunities.
- Meet with your club officers and committee chairpersons to review the duties and expectations of holding a 4-H office.
- Actively involve these individuals in developing your club's yearly program plan.

Club Committee Structure

- A club officer should be appointed to work with each committee
- Parents may be involved in committees as an advisor
- Each committee should have a chairman. A report of progress may be given at the business meetings

MEETING PLANNING WORKSHEET

MEETING DATE AND TIME

WHAT TO DO AT
THE MEETING

WHO IS RESPONSIBLE

WHAT TO DO BEFORE
NEXT MEETING

NOTES

ANNUAL 4-H CLUB PLANNER

(Fill out at the beginning of the year and update as necessary.)

Month	Meetings, Events, or Activities	Date/Time	Place	Person Responsible
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SAMPLE CLUB YEAR CALENDAR

*Use the calendar below as a guideline for what you may include in your yearly club calendar.
Adjust events and activities for how they best suit your club.*

October

- Enroll in 4-H Online
- National 4-H Week
- Install officers
- Set club goals and activities for the year

November

- Appoint committees — program, health, activity, recreation
- Plan yearly program
- Plan holiday service project and party

December

- Approve goals set by committees
- Approve plans for club service projects
- Plan demonstrations for the year

January

- Check on progress of project groups
- Plan Valentine party and/or service project
- Review weigh-in dates for livestock projects

February

- Check committees to make sure they are functioning
- Discuss club goals and progress toward goals
- Check with project groups
- Discuss eligibility for fairs and shows
- Discuss and encourage participation in summer activities — camp, 4-H congress, fairs, etc.

March

- Encourage member record keeping
- Make sure project groups are functioning
- Discuss upcoming spring/summer service projects
- Discuss upcoming fairs/shows

April

- Remind members of requirements for participation in fairs and shows
- Check in with new families

May

- Discuss county fair
- Check in with project leaders
- Discuss livestock deadlines

June

- More discussion regarding fairs
- Encourage each member to exhibit items at the fair
- Discuss state fair

July

- Start recruiting project/assistant club leaders for next year

August

- County fair

September

- Elect club officers and leaders
- Develop a plan to increase membership
- State fair
- Invite prospective members/volunteers to meeting



COMPANION TO THE CLUB CHECKUP

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CLUB MEMBER INTEREST SURVEY

Please complete the survey below so we are better able to plan the programs and activities for the next 4-H year!

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What are some things you would like to learn at the 4-H meeting?

What would you like to do to help your community through community service?

What are some things you would like to do to have fun in 4-H?

What is your favorite part of the 4-H club meetings?



RESOURCES

EXTENSION OFFICE

2 W 10TH AVE SOUTH HUTCHINSON, KS 67505
OPEN MONDAY THROUGH FRIDAY, 8 AM - 5 PM
(620) 662-2371



4-H EXTENSION STAFF

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WEBSITES

RENO.K-STATE.EDU
4-H.ORG
KSU.EDU
KSRE.K-STATE.EDU



SOCIAL MEDIA

INSTAGRAM @RENOKSRE
FACEBOOK @RENOKSRE
FACEBOOK @RENOCO4H
TWITTER @RENOKSRE

