Texas 4-H Management System

Project Club Management Guide

Texas 4-H & Youth Development Program
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4-H Project Club Management Guide

Project 4-H Club

The community/neighborhood 4-H club is a club that consists of members who live near each other in a community or neighborhood and offers project groups for a variety of projects.

The project club has the same characteristics of a community 4-H club except that it *initially (upon organization) provides for only one project interest.*

The project club recognizes the limited amount of time people have and that many people tend to have a major outside interest. The project club is a good way to attract membership through one project interest. A project club could co-exist in a rural community with a community 4-H club. In a large town or city, where there are numerous community 4-H clubs, there could be numerous project clubs made up of people having a primary interest in such areas as shooting sports, rabbits, dogs, horses, gardening, clothing, etc.

The 4-H project club is an ideal way to expand membership and to create interest in new project areas. This organizational concept is especially appealing to parents/adults and volunteers who have intense interest in the project area.

The characteristics of the 4-H project club are as follows:

- composed of at least five 4-H members
- has at least one club manager
- has as many project leaders as required
- has junior and teen leaders
- has 4-H officers that may include: president, vice presidents, secretary, treasurer and county 4-H council delegates
- has club meetings each month
- has project groups that meet during the duration of the projects
- has a club community service project
- involves all parents/supporting adults

The volunteer leadership required for the project 4-H club are the same as for a community 4-H club.

1. Club manager
2. Assistant or co-manager
3. Club officers
4. Project leaders
5. Activity or special event leaders
6. Teen and junior leaders
When a 4-H project club is initially organized, it is developed around one project interest (Attachment #6). However, over time, these 4-H members will notice 4-H members from other clubs conducting other projects and participating in activities different from those related to their project. Soon, 4-H members, parents and leaders will begin to inquire about other opportunities in 4-H. A need for expansion of the club into other project areas arises.

As a result, new project groups may start and the project club begins to take on the look of a community 4-H club (Attachment #7). However, it is important to remember that the membership may continue to emphasize the project which they initially chose. This pattern is the logical expansion process for a project 4-H club.

Since one project is the primary focus of a project club, the club managers and project leaders have to work hard to keep interest up. It is vital for the volunteers to come up with new ideas and teaching methods to allow members to grow in the project. Where do these ideas come from?

♦ Maintain an open mind. Don’t be held back by “We’ve always done it this way” or “We’ve never done that.” Brainstorm! When you brainstorm there are no wrong answers and everyone can contribute, no matter how silly an idea may seem!

♦ Visit with other clubs or even leaders from other counties working with the same project. By attending county and district-wide meetings, leaders can share ideas and resources.

♦ Ask the members what they want to learn more about! If the members have a chance for input, they are going to take more ownership with the group and its activities.

**Roles and Responsibilities of Project Club Leader**

1. Organize a group of five or more members and help them develop project club educational experiences.
2. Teach knowledge, skills and attitudes.
3. Develop leadership in members by electing officers, developing committees and recruiting teen or junior leaders.
4. Teach members the purpose and requirements of the project.
5. Teach members to judge, demonstrate, exhibit and keep records.
6. Assist with publicity of the project club.
7. Plan for recognition of the members in the project club (present certificates or pins, have member-of-the-week, have a club project show).
8. Assist members in evaluating projects. Goal setting and record keeping are two of the important things that 4-H members learn in the 4-H projects. Records are more easily encouraged if the group works on them as they go. The 4-H project record 4-H 3.030 for animals and poultry and the 4-H project record 4-H 3.033 for all projects except animals and poultry are the key record keeping devices to use during the project.
Leading a Project Club

The job of a 4-H club manager if a project club is a challenging and rewarding one. Through it the leader can be a positive force in the lives of 4-H members and help them develop into mature people who are able to function effectively in a rapidly changing world.

The aim of 4-H is the development of each youth’s potential. 4-H provides opportunities for this development through projects which serve as the foundation of this informal educational program.

The Project Leader’s Role

The major role is that of a teacher, but not as in the traditional classroom. Teachers help members learn by doing. For example, under the leader’s guidance, members in the Sports Fishing project will learn how to tie a hook on the line, to bait a hook, to cast and to clean a fish. The classroom is wherever the member must be in order to learn. It may be the home, a meeting room, in the yard, at the lake, in the neighborhood or on a field trip. Project work should allow members to be involved actively in the learning process.

It is helpful to have some knowledge of the project that is lead, but THIS IS NOT AN ABSOLUTE REQUIREMENT. Many leaders are effective teachers and have learned along with the members.

The Club Manager of a Project Club Responsibilities

The leader helps to make project work meaningful for 4-H members. The primary responsibilities are:

- **To enroll members in projects**
  Each member must be enrolled in a project and needs to fill out an enrollment card. This is available from your County Extension Agent or club manager.

- **To secure project literature**
  Leader’s guides are available for most 4-H projects. Project record forms are available for all projects. The leader is responsible for getting the project materials from the County Extension Agent and distributing them at the first meeting.

- **To organize and hold project meetings**
  Starting and ending dates for a project, as well as dates of all project meetings and activities, are arranged at the convenience of the project leader and the members. Frequent and regular meetings sustain the interest of members better than infrequent and
irregular meetings. If possible, schedule project meetings weekly or bi-weekly until the work has been completed. Most of the teaching takes place during the project meeting. Be familiar with the content of the project and make definite plans for each meeting. (An outline for planning the project meeting is included.) Pre-planning is necessary for a smooth running and productive meeting.

• **To teach the members**
The primary responsibility is to teach the members. Members and parents must know what is expected and what materials are needed to insure a successfully completed project.

Successful 4-H project work depends on involving youth in the “doing” aspect of learning. The leader will want to use a variety of appropriate teaching methods that involve the members in discussions, demonstrations, exhibits, and educational outings.

• **To assist members in planning, conducting and completing a project**
Each member should use a Project Record to plan a project, to keep records of what is done and to summarize what was learned and accomplished. Members plan their project goals and activities at the first or second meeting, participate in activities at home or at project meetings, record these activities as they are completed and complete their project record at the last meeting.

• **To help members participate in 4-H events**
A 4-H member who participates actively in project meetings and other club events usually maintains greater interest than one who does not. It is important to involve members in planning and carrying out meetings and special events. Plan to help members participate in county 4-H events. The County Extension Agent will supply a list of events that may interest the members.

Volunteers can work with young people through a project club. The County Extension Agent can advise and counsel you about the local 4-H structure.

**Project Club**

Start with a few youngsters from your local neighborhood and form a project club. The project club would have officers and the members would participate in a business session as well as a teaching session.

Members can gain leadership skills by serving as officers, committee chairmen or on committees. The County Extension Agent can provide you with information on the role and duties of 4-H club officers.
Organize for Effective Meetings

Organize

The first meeting should be an organizational one. It’s a good idea to have parents as well as members attend the first session. At this time:

1. Make a complete list of the members, their ages, addresses, telephone numbers and the names of their parents/supporting adults.
2. Distribute literature and give an interesting preview of what members can do in the project.
3. Talk about goals, dates of the project, what is expected of members in attendance and records and what is expected of parents/supporting adults.
4. Discuss equipment and materials needed for the project.
5. Distribute records and assist members in completing the first page, including setting their personal goals. Explain how records should be kept and when the record form should be completed.
6. Have members elect their officers.
7. Set the time and place for the next meeting and make assignments.

Plan Educational Meetings

Most projects have an educational guide. Study the guide and adapt it to the situation. For each meeting, plan what is to be accomplished, the information provided, the materials needed and how to involve the members in a learning activity. Plan meetings so that members will have enough time and enough help to finish their work. Give each member a definite responsibility as often as possible and try to fit the responsibility to the member’s abilities and interests.

A model for conducting meetings has been worked out through the years. Although the meeting may not follow this exact format, it can be used as a general outline.

Part One — Arrival

It is important that, as members arrive, there is something for them to do. The arrival activity could be planned and led by a member of the group who arrives 10 or 15 minutes early, or by a teen or junior leader. Examples of arrival activities are get-acquainted games, mixer games and learning activities. The activity could also relate to the subject that will be discussed during the meeting. At a photography meeting, for instance, camera equipment might be placed on a table, with members given a sheet of paper and asked to identify the different pieces of equipment or different parts of the camera.
Part Two — Business Session

The president conducts a regular business meeting.

- Discuss members’ participation at club meetings, in county activities and at other events.
- Make plans for tours, exhibits, and other events that add to the progress and interest of project work.
- Announce time and place of next meeting.

Part Three — Instruction

This part of the meeting is the teaching part. The leader will want to review subjects talked about at the last meeting as well as present new information. Examples of instruction methods are lectures, method demonstrations, progress reports by members, discussions, slide tape sets, video tapes, etc. The instruction is usually presented by the leader. However, instruction may be presented by a resource person or by a teen or junior leader who has had experience and has prepared this part of the meeting.

Part Four — Work or Activity

This is the section of the meeting in which youth actually learn by doing. Based on instructions given, members may prepare a dish, construct a simple garment, work on a craft or judge an animal or article. It is very important that each meeting have a work or activity period during which 4-H members actually develop their skills and experience performing an activity by themselves. Sometimes the instruction and the work period will be conducted at the same time because it may be more beneficial for each step to be undertaken and completed as instructions for that step are given.

Help members have fun and enjoy their work. Leader’s can do this by being enthusiastic about the project, keeping the members actively involved in the project meeting and making the project exciting by adding variety and surprises. Above all, enjoy it yourself – and let them know it!

Part Five — Recognition

Youth need recognition. It is important to provide recognition at all project meetings. Recognition may simply be in the form of saying, “John, you are doing a good job,” or “Jane, I appreciate your helping Tom with his project today.” It may be in the form of recognizing the group that did the best job of cleaning up. It may be in the form of talking personally with a project member about his own project and making him feel recognized and important because you care about him. It can also take a more formal form, with recognition for the person who won the game, had the most correct answers, or completed the most project work at the project meetings. Pins or completion certificates can be given at the end of the project. Recognition can
also be in the form of asking a member to assume responsibility for an assignment for the next meeting or for another activity.

**Part Six — Fun Activity**

All meetings should have time for recreation. This can be the first, or arrival activity, it can be made a part of the instruction by including a game, or it can be at the end of the meeting. This is one part of the meeting that can be conducted very easily by one of the project members or by a teen or junior leader.

**Part Seven — Assignments**

At the end of each project meeting, members should be told what they will be expected to do at home before the next meeting and what the subject of the next meeting will be. Specific assignments can be made for group members to lead parts of the next meeting or to provide refreshments or project equipment.
The Mission of 4-H

The Texas 4-H Program develops youth and adults, using research-based information in creative, diverse, hands-on educational environments. 4-H maximizes each individual’s potential through unique partnerships of youth, volunteers, university faculty, and community supporters, which results in exciting and innovative experiences that produce capable citizens to lead us into tomorrow.
Goals of 4-H

• Acquire knowledge in certain areas of agriculture, natural resources, science, technology, communications, family and consumer sciences, and community development.

• Acquire positive self-concepts.

• Learn to respect and get along with people.

• Learn and practice leadership skills and fulfill leadership roles.

• Learn about and practice good citizenship.

• Develop accepted practices for mental, physical, emotional and social health.

• Explore and evaluate career and job opportunities.

• Establish positive attitudes towards productive use of leisure time.

• Develop an active plan for attainment of personal goals.
What Is Learned

♦ Life skills
  • Understanding Self
  • Relating to Others
  • Communicating
  • Learning/Sharing
  • Managing and Making Decisions
  • Working with Groups
♦ Facts about and related to the project.
♦ Subject matter and experiences based on age and skill levels.
4-H Membership Units

4-H Clubs
• Community/Neighborhood Club
• Project Club
• School Club
• Community Partnership Club
• Clover Kids

4-H Short-term Groups
• Curriculum Enrichment
• Special Interest Group
• ENP-Y
• Camps
4-H Club Characteristics

1. Club managers
2. Project leaders
3. Teen and junior leaders
4. Officers
5. Club meetings each month
6. Project meetings – at least six each year.
7. Community service project
8. Involves all parents/supporting adults.
Expansion of a Project Club
to a
Multiple Project Club

Veterinary Science
(Horse Care and Breeding)

Leadership
(Expansion of Skills, Organization, Decision-Making)

4-H Project Club
Horse-Primary Project

Foods and Nutrition
(Personal Health, Preparation)

Public Speaking
(Demonstrations and Talks)
Community/Neighborhood, School, Community Partnership 4-H Clubs

4-H Clubs

- Horse
- Foods
- Clothing
- Shooting Sports
- Beef
Role of County Extension Agent

1. Provide in-service training and recognition.

2. Provide teacher guide.

3. Provide other resource materials.


5. Provide completion certificates.

6. Provide 4-H information.
Volunteer Leadership Team

1. Club manager
2. Assistant or co-manager
3. Club officers
4. Project leaders
5. Activity or special event leaders
6. Junior and teen leaders
## 4-H Project Club Roster

Volunteer Leader(s): 

Name and Address

Teen Leader: 

Name and Address

Junior Leader(s): 

Name(s) and Address(s)

Name(s) and Address(s)

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<tr>
<th>Members' Name &amp; Address</th>
<th>Phone</th>
<th>Age as of January 1</th>
<th>Attendance</th>
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Club Meeting Agenda

Call to Order

Inspiration
Roll Call
Recognize New Members and Guest
Reading of Minutes
Reports
Program Announcements
Refreshments
Adjourn
# Meeting Agenda Plan

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Place:</th>
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<th>Things to Do</th>
<th>Materials and/or Equipment</th>
<th>Person Responsible</th>
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<td>Arrival Activity</td>
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<td>Business</td>
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<td>- Discussion</td>
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<td>- Reports</td>
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<td>- Demonstrations</td>
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<td>Instruction</td>
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<td>Activity or Work</td>
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<td>Recognition</td>
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<td>Fun/Social Activity</td>
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<td>Assignment</td>
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# Member Data Progress Form

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**PROJECT GROUP/CLUB** ___________________________ 4-H CLUB

**CLUB MANAGER** ___________________________

<table>
<thead>
<tr>
<th>MEMBER’S NAME</th>
<th>ATTENDANCE</th>
<th>LEADERSHIP (OFFICE, COMMITTEE, ETC.)</th>
<th>RECOGNITION</th>
<th>IMPACT FROM LEARNING EXPERIENCE</th>
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(6/98) Page 21
## Club Activity Interpretation

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<th>MEETING DATE</th>
<th>ACTIVITY</th>
<th>OBSERVATION/RESULTS</th>
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Teaching Techniques

Young people will be more interested and active learners if a variety of teaching methods is used. How much information a learner retains will vary from method to method. Remember that “learn by doing” is a basic concept in 4-H, and is often the best way to retain knowledge. The following is a list of teaching methods leaders may want to adapt to their group. Feel free to experiment with other methods as well.

Demonstrations and Illustrated Talks

The demonstration is for showing and telling how to do something — showing each step by actually doing it and creating the finished product which can be displayed. In an illustrated talk, you illustrate how to do something or show the results by means of charts, drawings, models, flannel boards, chalk boards, pictures, etc. Some subjects do not lend themselves to demonstrations but can be presented through illustrated talks.

A demonstration or illustrated talk by the club member helps him to develop a positive self-concept, acquire more self-confidence in front of a group, express his ideas clearly, and acquire subject matter knowledge.

Discussion Groups

Discussion groups stimulate the thinking and understanding of club members. They are an excellent means of crystallizing thought on a subject and they help to clarify questions of the club members. The amount of direction needed will depend on the members’ ages and abilities. The following suggestions may help:

1. Make sure the topics or questions for the discussion are clearly stated.
2. Keep the list of topics or questions short for younger members. They will lose interest and direction quickly.
3. Differences of opinion will occur. Such conflict is good if the members can discuss their differences and reach some agreement.
4. Try to get contributions from all the members. Avoid having a few members do all the talking.

Exhibits

4-H members learn through the preparation of a project or other type of exhibit. They also learn from observing the exhibits of other 4-H members. Exhibits can encourage 4-H members to complete their projects and to improve project quality. The exhibit provides a means for the boys
and girls to receive recognition for the work they have done. Project exhibits are held by clubs or project groups and at the county and state level.

Sometimes the members will want to create a group exhibit of their work for a club meeting, fair or information event. This gives them an opportunity to work as a group and to experience successful cooperative efforts.

**Field Trips and Tours**

Well planned and organized field trips will develop more interest in the project work. New experiences are a vital part of each person’s development. Young people are always interested in meeting new people and seeing different places. Leaders will probably find that this is a popular teaching technique. Young people like to get out and visit new places. In order to provide a meaningful learning experience, you will need to:

1. Plan carefully; involve the young people.
2. If possible, visit the location or person ahead of time.
3. Provide transportation; this is one way to involve parents.
4. Make sure the purpose of the trip is clear.
5. Tell members enough of what to expect to arouse interest.
6. Evaluate the experience with the members soon afterwards.
7. Carry over the learning from the trip into project activities.

**Home Visits**

To be of the greatest assistance to members, leaders will find that they need to become well acquainted with them, their parents and their home situations. A home visit provides a good opportunity to observe project work and make recommendations for improvement. Home visits are especially desirable for first year members and members whose interest is lagging.

Whenever you have the opportunity, visit with the members about their projects or activities. Check with them by telephone occasionally to see if they have any problems or need any special help.

**Judging**

Children have judging experiences long before they become involved in 4-H. Their 4-H project work should be one means of further developing their decision-making abilities. Judging is making a decision based on current knowledge, and telling why you made it. For the youngest members, this will involve selecting between only two items. As the youths’ skills develop, they will judge more items and become more experienced in stating the reasons for their decisions. The older, more experienced members may choose to participate in judging days at the county level or higher. These special events help members develop and practice their skills in a wider arena.
Reading Assignments

Researching and acquiring knowledge from bulletins, project guides, magazines, books, etc., can add greatly to the growth experience in 4-H project work.

Boys and girls may find two or more articles related to their 4-H project. They can bring them to the project meetings and share ideas with other members. Some will be more interested than others in searching for additional information. Searching the Internet can add interest to a project.

Young people will retain approximately 10 percent of what they read. Printed project materials and other literature are important ways to share knowledge, but they should be supplemented with other learning methods.

Skits and Role Playing

This activity adds much interest as a teaching method. Boys and girls can gain additional information about the project by preparing for and participating in the skit.

Always develop a purpose for the skit to determine what needs to be done and why, based upon what is to be taught. The task includes:

- Listing materials needed.
- Writing out skit in detail.
- Determining who is going to do what.
- Summarizing the points important to learn.

Talks or Lectures

Talks or lectures are perhaps one of the easiest ways to present club members a great deal of information in a short period of time. However, to be effective, the material must be well planned and supplemented with visuals.

Workshops

This method consists of showing the boys and girls how to do the job, then having them perform the same job under supervision. This method rates high because it incorporates other methods — talks, demonstrations, judging, and discussions.
Teaching Aids

Teaching aids add interest and help members visualize what they hear. Included in teaching aids are:

a. Literature — bulletins, project guides, magazines, books, etc. Be sure your club members have the 4-H material that is available for their project or activity. Members can refer to it at home and whenever they need it for reference. Reading is an efficient way of learning.

b. Exhibits — are excellent for arousing interest and creating a desire to do so.

c. Pictures — can be used effectively to illustrate or emphasize a point or stimulate a discussion.

d. Charts — particularly well suited to the presentation of information in condensed summary form.

e. Slides — excellent for illustrating subject matter talks. Can be rearranged, added to or eliminated to fit various situations.

f. Video — provides a wide range of knowledge and experience. Makes possible the visualization of realities otherwise out of reach.

g. Flash cards — can be used as interest-getters and learning aides. Should be large, simple and easy to see and/or read at a glance.

h. Models — are most effective if three-dimensional. Good for use when real item is impractical or not available.

i. Chalkboards, newsprint pads, etc., — used to emphasize points, make quick charts, etc. May be prepared ahead of time or developed as discussion progresses.

j. Computer programs — interactive, self-paced, learning through various project related programs.
Stages of Growth/Development
4-H is Developing Youth .... Not Things

Understanding Boys and Girls
Certain characteristics are common to children at each age level. Although children differ in the rate at which they develop, the order of the stages does not vary. While it is extremely important to remember that every child is unique and special in his or her own right, some needs and interests are universal to all children to ensure successful development.

CHARACTERISTICS OF 9- TO 11- YEAR-OLDS

CHARACTERISTICS
Are quite active with boundless energy.
Like group activity. Group and club membership is important.
Like to be with members of own sex.
Have interests which often change rapidly, jumping from one thing to another.
Usually do best when work is presented in small pieces.
Need guidance from adults to stay at a task to achieve their best performance.
Admire and imitate older boys and girls.
Are easily motivated and eager to try something new.
Do not like to keep records, and do not see the value in them.
Like symbols, ceremonies and songs.

SUGGESTED ACTIVITIES
Emphasize active learning experiences.
Emphasize group learning experiences.
Encourage learning experiences to be done with members of the same sex.
Encourage many brief learning experiences.
Give simple, short directions.
Work closely with this age group.
Encourage apprenticing with older youth.
Provide a wide variety of learning experiences.
Give assistance and close supervision in completing records.
Hold initiation and installation ceremonies for new members and officers.
### CHARACTERISTICS OF 9- TO 11- YEAR-OLDS – CONTINUED

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are extremely curious. 9- to 11-year-olds constantly ask “why.”</td>
<td>Do not answer all their questions. They will learn by finding some answers on their own. Encourage a few to find answers and report to the group.</td>
</tr>
<tr>
<td>Enjoy cooperation.</td>
<td>Plan activities so that youth work together sometimes.</td>
</tr>
<tr>
<td>Show independence by disobedience, back-talk, and rebelliousness.</td>
<td>When leaders notice these characteristics, allow youth to show independence. Ask them in which activities they would like to participate, and give them individual attention.</td>
</tr>
<tr>
<td>Need recognition and praise for doing good work.</td>
<td>Present recognition in front of peers and parents.</td>
</tr>
<tr>
<td>Have feelings of competence that enhance self-concept.</td>
<td>Provide activities that will let youth succeed. Recognize them for their accomplishments.</td>
</tr>
<tr>
<td>Don’t like comparisons with others.</td>
<td>Instead of comparing youth to each other, compare present to past performance of the individual.</td>
</tr>
<tr>
<td>Can direct a single familiar activity.</td>
<td>Give adult support.</td>
</tr>
<tr>
<td>Have limited decision-making ability.</td>
<td>Give guidance by helping them understand the steps in decision making and ways to compare choices.</td>
</tr>
</tbody>
</table>
### CHARACTERISTICS OF 12- TO 14- YEAR-OLDS

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are concerned about physical development, being liked by friends, social graces, and good grooming (even though they don’t like to admit it).</td>
<td>Encourage learning experiences related to understanding oneself and getting along with others. Be willing to talk about physical changes.</td>
</tr>
<tr>
<td>Change at different rates, according to highly individual “clocks.” Can be painfully self-conscious and critical. Are vulnerable to bouts of low self-esteem.</td>
<td>See that they have many varied opportunities to achieve and to have their competence recognized by others.</td>
</tr>
<tr>
<td>Are self-conscious, with many needing help to overcome inferiority complexes.</td>
<td>Concentrate on developing individual skills.</td>
</tr>
<tr>
<td>Have intense feelings related to sex and keen interest in their own bodies, especially sex and sex processes.</td>
<td>Help youth discuss body development as a natural and normal process. Provide the opportunity for discussion of human sexuality to ease anxiety associated with a developing body.</td>
</tr>
<tr>
<td>Experience emotions that are on a roller coaster ride. Changes in hormones and changes in thinking contribute to the mood swings.</td>
<td>Accept the feelings they have. Remember that early adolescents are known for their drama, and their feelings may seem extreme at times.</td>
</tr>
<tr>
<td>Desire a sense of independence, yet they want and need their parents’ help.</td>
<td>Encourage youth to work with adults and older teens to complete learning experiences. Provide opportunities for apprenticing.</td>
</tr>
<tr>
<td>Like fan clubs. Many have older or adult idols.</td>
<td>Encourage youth to work with or apprentice to older teens and adults.</td>
</tr>
<tr>
<td>Still depend on parental guidelines.</td>
<td>Involve youth in deciding on their own group rules. Give them parameters to follow.</td>
</tr>
<tr>
<td>Are beginning to question the authority and values of parents.</td>
<td>Be willing to spend time discussing values and morals.</td>
</tr>
<tr>
<td>Peer pressure mounts, first from the same sex, then from the opposite sex.</td>
<td>Use peer pressure as a positive influence. Use the group to encourage participation. Have the group give encouragement to individuals.</td>
</tr>
</tbody>
</table>
CHARACTERISTICS OF 12- TO 14-YEAR-OLDS - CONTINUED

CHARACTERISTICS

Are interested in activities involving boys and girls.

Are interested in sports and active games.

Are ready for in-depth, longer learning experiences.

Can take responsibility in planning and evaluating their own work.

Can plan their own social and recreational activities.

May avoid difficult tasks.

Want to get outside of their own community to explore.

Are getting over the age of fantasy. Beginning to think of what they will do when they grow up but are often unclear of needs and values.

Gain skills in social relations with peers and adults.

SUGGESTED ACTIVITIES

Encourage learning experiences involving boys and girls.

Encourage active, fun learning experiences.

Encourage deeper exploration of leadership roles; encourage more detailed record keeping of leadership experiences.

Allow members to plan activities. Expect follow through. Help them evaluate the outcome. Let members have responsibility for group activity.

Form planning committees to plan parties and other social activities. Give experience in working in groups.

Help youth choose tasks at which they can succeed. Encourage them to participate in all tasks. Help youth eliminate their fears. Help them succeed in difficult tasks.

Provide learning experiences outside of the community.

Relate life skills to career choices.

Provide opportunities for interaction with peers and adults. Provide activities that would foster social interaction.
### CHARACTERISTICS OF 15- TO 18- YEAR-OLDS

**CHARACTERISTICS**

<table>
<thead>
<tr>
<th>Have high social needs and desires.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want and need a strong voice in planning their own programs.</td>
</tr>
<tr>
<td>Need freedom from parental control to make decisions.</td>
</tr>
<tr>
<td>Want adult leadership roles.</td>
</tr>
<tr>
<td>Quite interested in coeducational activities.</td>
</tr>
<tr>
<td>Strong desire for status in peer group.</td>
</tr>
<tr>
<td>Are restricting areas of interest; patterns of interest are becoming more definite.</td>
</tr>
<tr>
<td>Reach high levels of abstract thinking and problem solving. Can choose purposes, make plans, carry them out, and evaluate the results.</td>
</tr>
<tr>
<td>Have widespread feelings of inferiority and inadequacy.</td>
</tr>
<tr>
<td>Are beginning to know themselves as individuals. Personal philosophy begins to emerge.</td>
</tr>
<tr>
<td>Are developing community consciousness.</td>
</tr>
</tbody>
</table>

**SUGGESTED ACTIVITIES**

| Put more emphasis on personal development (mental and social) whenever possible. |
| Provide suggestions and several alternatives rather than detailed instructions. |
| Make youth aware that in these situations they are making decisions for themselves or a group like themselves. |
| Emphasize guidance and counseling from adult leaders rather than directions. Recommend group discussion methods. |
| Plan coeducational and group-oriented projects or activities. |
| Make sure youth are encouraged by peers. Help establish a climate that is conducive to encouragement. |
| Projects can have considerably more depth. May need to suggest related areas to give youth a broader outlook. |
| Put youth into real life problem-solving situations. Allow them to fully discover ideas, make decisions, and evaluate the outcomes. |
| Counter their feelings of inferiority and inadequacy by encouraging youth and helping them to see their positive worth. |
| Allow time for youth to explore and express their own philosophies. Use activities that encourage this. |
| Recommend civic projects that are a service to others. |
### CHARACTERISTICS OF 15- TO 18-YEAR-OLDS - CONTINUED

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Are developing a growing concern for the well being and progress of other individuals and groups.</td>
<td>Encourage interest in and discussion of community and world problems in which they express concern.</td>
</tr>
<tr>
<td>Need life planning guidance.</td>
<td>Include activities and information regarding life planning.</td>
</tr>
<tr>
<td>Are beginning to think of leaving home for college, employment, marriage, etc.</td>
<td>Put emphasis on consumer and financial management.</td>
</tr>
<tr>
<td>Many will leave the community for employment, and many who go to college will not return to their present communities after graduation.</td>
<td>Introduce youth to other settings through tours and trips to state and interstate conferences.</td>
</tr>
<tr>
<td>Are interested in travel and adventure.</td>
<td>For incentives, provide trips rather than medals and ribbons.</td>
</tr>
</tbody>
</table>
Referrals

The following documents should be available at the county Extension office.
- Enrollment Form/Member/Leader (available on the “Info to Grow On” CD, 2nd edition)
- Secretary and Treasurer Book (available on the “Info to Grow On” CD, 2nd edition)
- Project report forms (available on the “Info to Grow On” CD, 2nd edition)
- 4-H Opportunity Handbook
- 4-H Roundup Guide
- After school manuals
- 4-H Club Management Guide

Please refer to the Texas 4-H Publications Catalog (located in the 4-H Club Management Guide) for all forms and publications needed.

Club Management Guide

The Club Management Guide is a useful tool for you as a volunteer. It provides detailed information on the 4-H program.

Overview

- Introduction
- Basic Facts – 4-H Motto, Pledge, Prayer, Creed, Emblem, Colors, 4-H Age
- Historical Perspective – “A Brief History of 4-H In Texas”
- Texas 4-H Strategic Plan – Mission, Vision and Values
- 4-H Program Management – Past and Present
  - 4-H Program Management Goal
  - 4-H Program Outcomes
  - Management Overview Chart
- Ethics and Ethical Behavior
  - Pillars of Character
  - Texas 4-H Code of Ethics
- 4-H Program Calendar
- Philosophy of 4-H Youth Development Programming
- 4-H Member Bill of Rights
- 4-H Rules and Guidelines for Membership and Eligibility
  - Eligibility
  - Enrollment
  - Membership Units
  - 4-H Volunteers
  - Role of 4-H Parents/Adults
  - Role of County Extension Agent
- 4-H & Youth Development Committee
- Example: 4-H Club Bylaws
Membership

- Audiences
- Membership Defined
- Promotion and Recruitment
- Enrollment Process
- Membership Information
- Getting New Members Involved
- Orienting New Members and Parents/Supporting Adults
- 4-H Member Participation Record
- 4-H Members Monthly Record Update
- Facts to Use in 4-H Promotion and Publicity

Remember that local club units serve people regardless of socioeconomic level, race, color, sex, religion, disability, or national origin and may not discriminate. Club Bylaws should ensure that membership is open to all.

It is recommended that all members read and sign the Club Bylaws to ensure that they understand the rules and regulations of the Club.

Parent/Adult Involvement

- A Look at Parents/Adults
- A Look at Club Managers
- How to Achieve Parent Involvement
- Ways to Inform and Involve Parents/Adults
- Yes, I’d be Glad to Help
- Parents/Adults Interest List
- 4-H Club Leadership Inventory Sheet
- Checklist for 4-H Families
- Sample Letter to Parents/Adults

Club Leadership Team

- The Leadership Team
- Model for Staffing Leadership Team
- 4-H Club Managers
- 4-H Club Officers
- 4-H Club Committee Chairmen
- 4-H Club Committee Members
- 4-H Junior Leaders
- 4-H Teen Leaders
- 4-H Club Project Leaders
- 4-H Activity Leaders
- 4-H Club Committee Advisors

- New 4-H Member/Family Coordinator

Risk Management

- Volunteer Guidelines
- Emergency Procedures
- Discipline Recommendations
- The Legal Aspects – Liability
- Child Abuse

Annual Planning Program Development

- Annual Program Plan Description
- Methods of Program Planning
- Resources for Program Planning
- Uses for Program Plans
- Model for 4-H Club Annual Planning
- 4-H Club Annual Planning Worksheet

Monthly Club Meetings

- Four Parts to a Monthly 4-H Club Meeting
- Planning Major Meeting Events a
Year in Advance
• Developing a Detailed Agenda for Each Meeting
• Having the Best Possible Meeting Place and Time
• Conducting Meetings Efficiently
• Nominations for 4-H Club Officers
• 4-H Club Meeting Agenda
• Annual 4-H Meeting Agenda Planning Form

Project Groups
• Organizational Methods for Project Groups
• How to Be a Successful 4-H Project Leader
• Checklist for Evaluating a Meeting
• 4-H Project Group Roster
• Project Meeting Agenda Plan
• 4-H Member Personal Development Chart
• Leadership Life Skills

Resource Development
• Procedures for Handling 4-H Club Funds
• 4-H Fund-Raising Policy
• Basic Fund-Raising Procedures
• Club Budget
• Fund Drive Planning and Organizational Sheet
• Budget Planning Form
• Fund-Raising Ideas for 4-H
• 4-H Tax Exempt Form

Program Recognition
• Rationale for Recognition and Awards in 4-H
• The Kind of Recognition 4-Her’s Want
• Model for Recognizing 4-Her’s for Excellence
• Informal Recognition
• Formal Recognition
• Club Recognition Awards Events
• 4-H Charter Application

Community and County Relationships
• Building Community Relationships
• Informing and Involving the Community
• County 4-H Program
• County Program Development Committee
• County Events and Activities
• County Extension Staff
• Keeping a Club Informed and Involved in the County Program

4-H Opportunities Update
• Opportunities for Educational Activities with 4-H Projects
• Opportunities for Individual Recognition
• Opportunities for International Experiences
• Opportunities for Leadership Development
• Opportunities for Reaching New Audiences
• Opportunities for Scholarships
• Opportunities for State Project Related Programs
• Opportunities for Volunteer Leaders and Other Adults

Texas 4-H Publications Catalog