Texas 4-H Management System

School Club Management Guide

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

School 4-H Clubs

In the early days, the 4-H organizational method was to meet with young people during the school hours. In the 1950s the Extension Service initiated the move from school based clubs to the community club concept, which promotes leadership development and volunteer involvement.

Nonetheless, there are still school clubs in Texas and they are an option for any 4-H program. A school 4-H club:

a. Is organized and conducted in a school.
b. Meets at least once a month for 8 or 9 months of the year.
c. Has a club manager who could be a teacher/volunteer.
d. Has project leaders and/or activity leaders as needed.
e. Elects club officers.
f. Has a membership that may be divided into several clubs of different ages.

Texas Agricultural Extension Service/School Administration Agreements

A county Extension agent and a volunteer should contact the school administration for permission to establish a club. The first contact must be the school superintendent. Other administrators who may also need to be contacted are curriculum directors, principals, science coordinators, or other administrators. Make sure these people know:

• The educational objectives of 4-H.
• How 4-H clubs will help the school reach its objectives/essential elements (TEKS), TAAS, SCANS, etc.
• The overview and objectives of project(s) being offered.
• The plan for the 4-H club project: 1) time of year; 2) proposed class and school; 3) what could be provided to club managers or teachers in the way of training and support; and 4) what would be expected of both the teacher/manager and agent.
• That the teacher or club manager will be expected to provide 4-H enrollment and evaluation information to the county Extension office.

For further information contact your county Extension agent.
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
- 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

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
• Texas 4-H Club Standards of Excellence report
• Initiation Ceremony

• Officer Installation Service for 4-H Clubs
• Clover Installation Service for 4-H Clubs

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
Attachments

#  1  The Mission of 4-H
#  2  Goals of 4-H
#  3  4-H Membership Units
#  4  Community/Neighborhood, School, Community Partnership 4-H Clubs
#  5  4-H Club Characteristics
#  6  Club Meeting Agenda
#  7  Club Activity Interpretation
#  8  Member Data Progress Form
#  9  Volunteer Leadership Team
#10  What is Learned
#11  Stages of Growth/Development
#12  Teaching Techniques
#13  United States Department of Agriculture/Texas A&M University/Texas
     Agricultural Extension Service — Organizational Chart
#14  Role of County Extension Agent
#15  School Clubs
#16  Definition of A Project Group
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.

4-H Membership Units

4-H Clubs

• Community/Neighborhood Club
• Project Club
• School Club
• Community Partnership Club
• Clover Kids Club

4-H Short-term Groups

• Curriculum Enrichment
• Special Interest Project
• ENP-Y
• Summer Camp
• Overnight Retreat
• Day Camp
Community/Neighborhood, School, Community Partnership 4-H Clubs
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
Club Meeting Agenda

Call to Order

Inspiration .................................................. 5 to 10 Minutes
Business ..................................................... 15 to 20 Minutes
Roll Call
Recognize New Members and Guest
Reading of Minutes
Reports
   Officer
   Committee
   Activity
   Leader
Unfinished Business
New Business
Program Announcements ................................ 15 to 20 Minutes
Recreation .................................................. 30 to 40 Minutes
Refreshments
Adjourn
# Club Activity Interpretation

<table>
<thead>
<tr>
<th>MEETING DATE</th>
<th>ACTIVITY</th>
<th>OBSERVATION/RESULTS</th>
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# Member Data Progress Form

<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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</table>
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
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.
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

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>SUGGESTED ACTIVITIES</th>
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<tbody>
<tr>
<td>Are quite active with boundless energy.</td>
<td>Emphasize active learning experiences.</td>
</tr>
<tr>
<td>Like group activity. Group and club membership is important.</td>
<td>Emphasize group learning experiences.</td>
</tr>
<tr>
<td>Like to be with members of own sex.</td>
<td>Encourage learning experiences to be done with members of the same sex.</td>
</tr>
<tr>
<td>Have interests which often change rapidly, jumping from one thing to another.</td>
<td>Encourage many brief learning experiences.</td>
</tr>
<tr>
<td>Usually do best when work is presented in small pieces.</td>
<td>Give simple, short directions.</td>
</tr>
<tr>
<td>Need guidance from adults to stay at a task to achieve their best performance.</td>
<td>Work closely with this age group.</td>
</tr>
<tr>
<td>Admire and imitate older boys and girls.</td>
<td>Encourage apprenticing with older youth.</td>
</tr>
<tr>
<td>Are easily motivated and eager to try something new.</td>
<td>Provide a wide variety of learning experiences.</td>
</tr>
<tr>
<td>Do not like to keep records, and do not see the value in them.</td>
<td>Give assistance and close supervision in completing records.</td>
</tr>
<tr>
<td>Like symbols, ceremonies and songs.</td>
<td>Hold initiation and installation ceremonies for new members and officers.</td>
</tr>
</tbody>
</table>
### 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 you 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>
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</table>
CHARACTERISTICS OF 12- TO 14- YEAR-OLDS

CHARACTERISTICS

Are concerned about physical development, being liked by friends, social graces, and good grooming (even though they don’t like to admit it).

Change at different rates, according to highly individual “clocks.” Can be painfully self-conscious and critical. Are vulnerable to bouts of low self-esteem.

Are self-conscious, with many needing help to overcome inferiority complexes.

Have intense feelings related to sex and keen interest in their own bodies, especially sex and sex processes.

Experience emotions that are on a roller coaster ride. Changes in hormones and changes in thinking contribute to the mood swings.

Desire a sense of independence, yet they want and need their parents’ help.

Like fan clubs. Many have older or adult idols.

Still depend on parental guidelines.

Are beginning to question the authority and values of parents.

Peer pressure mounts, first from the same sex, then from the opposite sex.

Encourage learning experiences related to understanding oneself and getting along with others. Be willing to talk about physical changes.

See that they have many varied opportunities to achieve and to have their competence recognized by others.

Concentrate on developing individual skills.

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.

Accept the feelings they have. Remember that early adolescents are known for their drama, and their feelings may seem extreme at times.

Encourage youth to work with adults and older teens to complete learning experiences. Provide opportunities for apprenticing.

Encourage youth to work with or apprentice to older teens and adults.

Involve youth in deciding on their own group rules. Give them parameters to follow.

Be willing to spend time discussing values and morals.

Use peer pressure as a positive influence. Use the group to encourage participation. Have the group give encouragement to individuals.

SUGGESTED ACTIVITIES
### CHARACTERISTICS OF 12- TO 14- YEAR-OLDS - CONTINUED

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>SUGGESTED ACTIVITIES</th>
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<tbody>
<tr>
<td>Are interested in activities involving boys and girls.</td>
<td>Encourage learning experiences involving boys and girls.</td>
</tr>
<tr>
<td>Are interested in sports and active games.</td>
<td>Encourage active, fun learning experiences.</td>
</tr>
<tr>
<td>Are ready for in-depth, longer learning experiences.</td>
<td>Encourage deeper exploration of leadership roles; encourage more detailed record keeping of leadership experiences.</td>
</tr>
<tr>
<td>Can take responsibility in planning and evaluating their own work.</td>
<td>Allow members to plan activities. Expect follow through. Help them evaluate the outcome. Let members have responsibility for group activity.</td>
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<tr>
<td>Can plan their own social and recreational activities.</td>
<td>Form planning committees to plan parties and other social activities. Give experience in working in groups.</td>
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<tr>
<td>May avoid difficult tasks.</td>
<td>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.</td>
</tr>
<tr>
<td>Want to get outside of their own community to explore.</td>
<td>Provide learning experiences outside of the community.</td>
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<tr>
<td>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.</td>
<td>Relate life skills to career choices.</td>
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<tr>
<td>Gain skills in social relations with peers and adults.</td>
<td>Provide opportunities for interaction with peers and adults. Provide activities that would foster social interaction.</td>
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### CHARACTERISTICS OF 15- TO 18- YEAR-OLDS

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<tr>
<th>CHARACTERISTICS</th>
<th>SUGGESTED ACTIVITIES</th>
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<tbody>
<tr>
<td>Have high social needs and desires.</td>
<td>Put more emphasis on personal development (mental and social) whenever possible.</td>
</tr>
<tr>
<td>Want and need a strong voice in planning their own programs.</td>
<td>Provide suggestions and several alternatives rather than detailed instructions.</td>
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<tr>
<td>Need freedom from parental control to make decisions.</td>
<td>Make youth aware that in these situations they are making decisions for themselves or a group like themselves.</td>
</tr>
<tr>
<td>Want adult leadership roles.</td>
<td>Emphasize guidance and counseling from adult leaders rather than directions.</td>
</tr>
<tr>
<td>Quite interested in coeducational activities.</td>
<td>Recommend group discussion methods.</td>
</tr>
<tr>
<td>Strong desire for status in peer group.</td>
<td>Plan coeducational and group-oriented projects or activities.</td>
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<tr>
<td>Are restricting areas of interest; patterns of interest are becoming more definite.</td>
<td>Make sure youth are encouraged by peers. Help establish a climate that is conducive to encouragement.</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>
<td>Projects can have considerably more depth. May need to suggest related areas to give youth a broader outlook.</td>
</tr>
<tr>
<td>Have widespread feelings of inferiority and inadequacy.</td>
<td>Put youth into real life problem-solving situations. Allow them to fully discover ideas, make decisions, and evaluate the outcomes.</td>
</tr>
<tr>
<td>Are beginning to know themselves as individuals. Personal philosophy begins to emerge.</td>
<td>Counter their feelings of inferiority and inadequacy by encouraging youth and helping them to see their positive worth.</td>
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<tr>
<td>Are developing community consciousness.</td>
<td>Allow time for youth to explore and express their own philosophies. Use activities that encourage this.</td>
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<td>Recommend civic projects that are a service to others.</td>
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### CHARACTERISTICS OF 15- TO 18- YEAR-OLDS - CONTINUED

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<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>SUGGESTED ACTIVITIES</th>
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<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>
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<tr>
<td>Need life planning guidance.</td>
<td>Include activities and information regarding life planning.</td>
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<tr>
<td>Are beginning to think of leaving home for college, employment, marriage, etc.</td>
<td>Put emphasis on consumer and financial management.</td>
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<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>
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<tr>
<td>Are interested in travel and adventure.</td>
<td>For incentives, provide trips rather than medals and ribbons.</td>
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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 you may want to adapt to your 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. You probably will 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, you will find that you 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.
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.
School Clubs

• Private schools
• Home schools
• After-school care
• Public schools
• Institutional schools
Definition Of A Project Group

• Consists of members with common interests.

• Includes a series of at least six sequential learning/educational experiences.

• Has an adult leader.

• Utilizes junior and teen leaders.